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ENG201 Midterm Short Notes BY PIN2 and MUHAMMAD (MAS All Rounder)

Lecture 1

Introduction to Business and Technical Communication

Lecture Outline:

- Introduction to Business and Technical Communication
- Books and Website
- Modules
- Importance of Business and Technical Communication
- Types of Communication

Introduction to Business and Technical Communication

The main objective of the course is to equip the students with skills that will enable them to communicate clearly and concisely in diverse business situations. The students will learn the importance of planning and organizing effective written messages. The course will emphasize on determining the objectives and on developing a logical argument before presenting the message in an appropriate format. The course is divided into two sections:

1. Written Communication
2. Oral Communication

Written Communication will cover planning, structures, and stylistic issues. The students will learn to write memos and letters; proposals; short and long reports; and procedure and policy documents. Moreover, the students will learn to simplify complex information through editing and revising for enhancing their ability to create powerful documents to sell their ideas. **Oral Communication** section will cover the planning and execution of effective presentations; group behavior, planning and conducting effective meetings.

Books and Website:

- The Mayfield Handbook for Technical Writing
<http://www.mhhe.com/mayfieldpub/tsw/home.htm>
- Business Communication Today by Bovee, C.L. & Thill, J.V.

Modules:

Module 1: Basics of Effective Technical and Business Communication

Module 2: Forms of Written Communication: Reports, Proposals, Letters, Memos, Applications, Resumes, Instructions, and Specification documents.

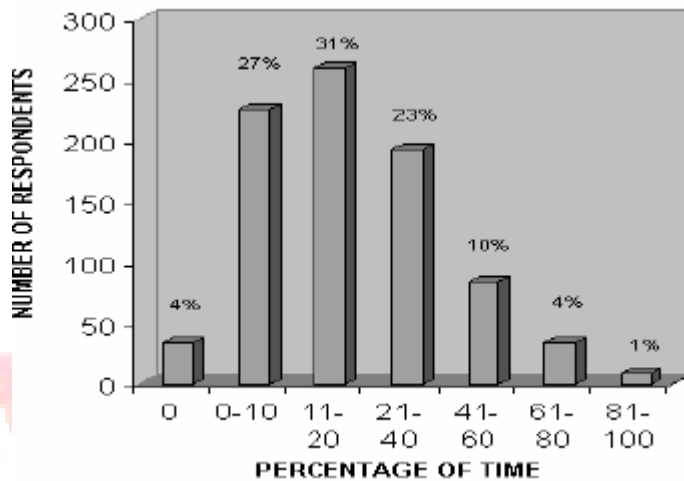
Module 3: Research and Writing

Module 4: Oral Communication

Importance of Business and Technical Communication

Learning 'Business and Technical Communication' helps a person to identify different roles at work place. For instance, you will need to identify your two roles at work. As a specialist, you will need to generate ideas which will be potentially useful. Secondly, you will need to share the results of your ideas with co-workers and customers as a communicator.

Example: Naila, a newly hired dietitian, must communicate to make the work valuable to her employer, at a large hospital. She has devised a way to reorganize the hospital kitchen that saves money etc. Her insights will benefit the hospital only if they are communicated to someone who has the power to implement them, such as the kitchen director. Writing will be critical to your success. As a college graduate, you will need to spend an average of 20 percent of your time at work writing. That comes out to one out of every five-day work week.



A graph plotted for percentage of hours spent versus the number of people who responded to the survey. The study was conducted for a total number of 896 students in US universities.

Besides enabling to do your job, writing well can bring you many personal benefits as well:

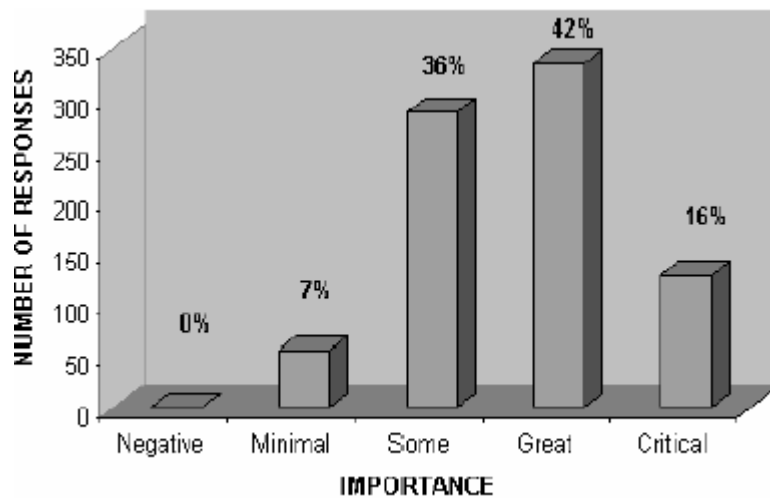
- Recognition in the form of praise
- Raises
- Promotions

In many organizations, the communication with the upper management is not feasible. In such a company, your memos, reports, and other writings may be the only evidence. They only have specimens of your well written work as either a specialist or a communicator.

Writing is an important responsibility of managers who have to communicate a wide variety of messages to those working above and below them. Consequently, employers look for writings when considering people for advancement.

In a study, 94 percent of the graduates from seven departments that send students to technical writing classes reported that the ability to "write well" is of "some" importance to them. Furthermore, 58 percent said that it is of great or critical importance to them.

In a survey of people listed in the "Engineers of distinction", 89 percent said that the writing ability is considered when a person is considered for advancement.



A survey of people listed in the "Engineers of distinction", plotting the *importance of writing skills* to people versus the *number of people* who responded. In addition to bringing you recognition, writing well at work can bring you personal satisfaction. It will enable you to make an important impact. To succeed, in any endeavor during your professional career, you will need to influence people's opinions, actions and decisions mostly through your writing skills.

Writing at work differs from writing at school. To write successfully at work, you will need to develop new writing skills and even new ways of thinking about writing. That's because writing at work place differs in some very fundamental ways from writing done at school.

Purpose of Writing

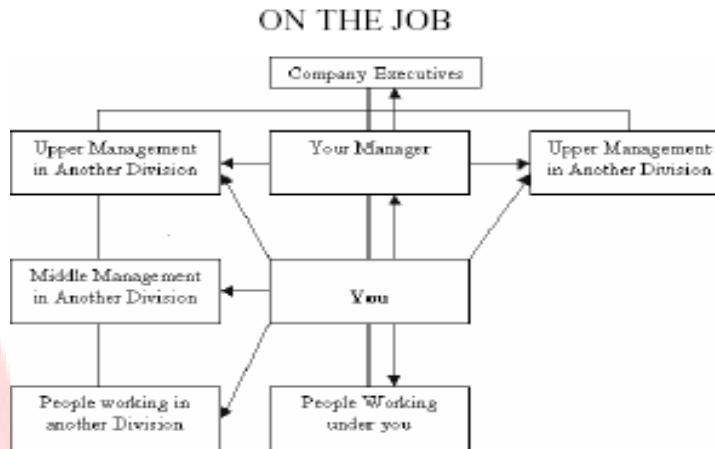
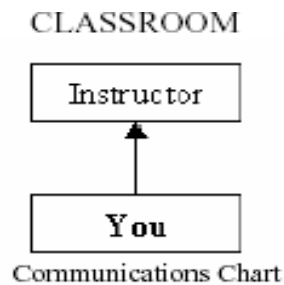
As a student, you communicate for *educational* purposes, for example, writing term papers or taking a written exam etc. In contrast, as an employee, you will communicate for instrumental purposes. Most of your communications will be designed to help your employees achieve practical business objectives.

At school, where your aim is to show how much you know, one of your major writing strategies is to write as much as you can about your subject. At work, your communication should only include the information your readers *need*. Extra information would only clog your readers' path to what they need, resulting in:

- Decreased efficiency
- Increased frustration

Audience

- At school your interaction is only with one person, the instructor. In contrast at work, you will often create communications that will address a wide variety of people with different backgrounds.
- The use they will make of your information.
- The kind of professional and personal concerns they will bring to your presentation.



Example: Consider the report in which Naila will present her recommendations for improving the hospital kitchen. Her recommendations might be read by her supervisor Mr. Nadeem, who will want to know what measures he will have to take in order to follow her recommendations. The vice president of finance, Mr. Altaf, will want to verify the cost estimates that Naila includes. The director of purchasing, Mr. Chauhan, will need to know about the new equipment she will need to order. The head of personnel, Miss Sara, will want to learn whether she needs to write any new job descriptions. And lastly the kitchen staff to assure them that their new work assignment will treat them fairly. So, writing for such a large and diverse audience requires skills that are not needed when writing only to your instructor.

Types of Communication

People at work write different communication than those of written at schools. Instead of term papers and exams, they write such things as:

- Memos
- Business letters
- Instructions
- Project proposals

Each on-the-job communication has its own conventions. To write successfully at work, you will need to learn how to construct these kinds of communication.

Ownership of a Writer's Work

Ownership of a writer's work is very important. While at school your communication only belongs to you, at work however, your communication will belong only *partly* to you. They will belong to your employer. What you write at work represents not only you but also your department or your employer.

Example: If you write a letter or report to a customer, the customer views it as an official communication from your employer. If you write a proposal, your employer will get the contact or lose it.

Two other situations are fairly common at work. Employees often work on committees that write reports, proposals, and other documents collaboratively. The final version cannot be accredited to only one individual.

People often write communications that are sent under someone else's name. It is common for departmental reports to be signed by the Head of Department, even though they are written by staff members.

To succeed on the job, you will need to learn to write under the circumstances in which your employer claims ownership of your communication. It is absolutely essential to think constantly about your readers.

about what they want from you and why.

- Think about the ways you want to affect them.
- Think about the ways they will react to what you have to say.
- Think about them as if they were right there in front of you while you talked together.

The communication must affect in specific ways the individuals you are addressing.

Example: If Naila's proposal of modifying the hospital kitchen explains the problems created by the present organization in a way that her readers find *compelling*, if it addresses the kind of objections that her *readers* will raise to her recommendations, if it reduces the reader's sense of being threatened by having a new employee suggest improvements to a system that they set up, then it may succeed.

On the other hand, if Naila's proposal leaves the readers confused, and fail to persuade them it will make Naila seem like a pushy person who has overstepped her appropriate role. As you write in a professional environment, you need to remember three things:

1. Readers create meaning.
2. Readers' responses are sharpened by situation.
3. Readers react on a moment-by-moment basis.

1. Instead of *receiving* the message, people interact with the message to *create* meaning. While reading, we build larger structures of knowledge from small fragments of sentences. These structures are not the words we have just read but our own creation

2. Responses to a communication are shaped by a total situation surrounding the message. Such factors as the purpose of reading the readers' perceptions of the writer's aims, their personal interest and stake in the subject discussed, past relations with the writer.

3. On job people react to each part of the memo, report or other business communication as soon as they come to it.

Exercises:

1. Imagine the situation in which you will write on different jobs. For each, explain what purpose you will have for writing and what purpose your readers will have for reading. If you

are writing as an intern, a co-op student, or a regular employee, you may describe two of those situations.

2. Find a communication written by someone who has the kind of job you want. Explain its purpose from various points of view of both the writer and the readers. Describe some of the writing strategies the writer has used to achieve those purposes.

3. a. Find a piece of writing that you believe to be ineffective. (You might look for an unclear set of instructions or an unpersuasive advertisement of any business of technical products.) Write a brief analysis of three or four “reading moments” in which your interaction with the text is in a way that inhibits the author’s desired results.

b. Now analyze an effective piece of writing. This time, write about three or four “reading moments” in which you interact with the text in a way that helps the author bring about the desired result.

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Lecture 2

Oral Communication

Lecture Outline:

- Types of Oral communication
- Modes of Delivery
 - Extempore
 - Impromptu
 - Memorization
 - Reading
- Preparation and Delivery of Presentations
- Delivery Guidelines
- Using Visual Aids

Importance and Types of Communication

Consider the example of Ahmed, who majored in metallurgy. He has analyzed a group of pistons that broke when used in an experimental automobile engine. His skillful analysis is of no use unless he communicates the results to someone else, such as the engineer who must redesign the pistons.

Oral Presentations

Oral presentations can be formal or informal, depending upon their explicit and implicit purposes and the delivery situation. An oral presentation can be almost any report type, such as a design review, a proposal, or a conference talk.

Whatever the specific type, however, an effective oral presentation is carefully planned with your objectives in mind and pays close attention to the demands of your audience.

<i>Written Documents</i>	<i>Oral Presentations</i>
Publication permits potentially unlimited audience over time and place.	Audience generally limited to time and place of delivery.
No direct audience interaction.	High level of audience interaction is possible.
Refined argumentative structure.	Simple presentation of main points.
Large volume of detailed information can be communicated.	Limited information transfer.
Precise syntax and diction.	Conversational syntax and diction.
Emphasis on text.	Emphasis on visuals.
Reader controls pace of presentation.	Speaker controls pace of presentation.

Effective oral communication is a combination of many skills:

- Outlining and planning

- Preparing overheads or other display media

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- Rehearsing
- Delivery

Formal and Informal Oral Reports

An oral report may be delivered around a small table with just a few listeners or in a large auditorium to hundreds of people.

Formal Oral Reports are usually prepared well in advance of presentation and are therefore well rehearsed. Your manner of delivery is extremely important in a formal oral report situation. Formal oral reports may follow an outline similar to the parts of any formal written report and may be presented to an audience of one's peers or to an interested general or a mixed audience in a setting such as a large auditorium or hall.

Informal Oral Reports are generally characterized by small- group settings with a high degree of audience interaction and a relaxed manner of delivery and dress. Informal oral presentations can foster the free exchange of ideas and can be important for producing action items.

Oral presentations in a professional environment generally fall into two categories:

- Informative Speaking
- Persuasive Speaking

a. Informative Speaking

Informative Speaking has audience learning as its primary goal. An informative speech may explain a concept, instruct an audience, demonstrate a process, or describe an event. In a professional setting, the informative speech may take many different forms:

- Individual or Group Report
- Oral Briefing
- Panel Discussion
- Oral Critique

b. Persuasive Speaking

Persuasive Speaking is used to influence what an audience thinks or does. Some of the goals of persuasive speaking include to:

- Reinforce the attitudes, beliefs, and values an audience already holds.
- Inoculate an audience against counter persuasion.
- Change attitudes.
- Motivate an audience to act.

Delivery Methods

There are at least four methods for making an oral presentation:

1. Extempore
2. Impromptu
3. Memorization
4. Reading

Extempore

In this method of delivery the thought is planned before starting to speak either in a few hurried minutes or in the course of long, elaborate and exacting preparation; but the exact wording is left to the moment of speaking. The **extemporaneous** method involves significant effort but results in a degree of quality that tells your audience that you care about them.

- It requires the detailed laying out of the presentation from beginning to end.
- Doing your homework to fill in your knowledge gaps.
- The use of 3 x 5 cue cards or similar method to jog your memory on the specifics and keep your presentation on track.

Impromptu

The impromptu method is characterized by poor organization and incompleteness. It tells the audience that you are indifferent about them.

Memorization

The memorization method is risky; you can lose your place or leave something out and, in a panic, you might revert to the impromptu method, resulting in disaster.

Reading

The drawback of reading is that when you read your speech, you're communicating with the text instead of the audience. Novice speakers often believe that if they memorize their speeches by reading them over and over word for word; they'll be able to stand up and deliver the speech verbatim without reading. It's a great idea, but it just doesn't work. And if you practice by reading from a written manuscript, you will become so wedded to the paper that it is virtually impossible to break away from it. You also lose most of the expressiveness and engaging body language that make speeches work in the first place.

Preparation for the Presentation

Irrespective of the method of delivery, the presenter must consider the following parameters in preparing for the presentation:

- Knowledge of the audience
- Knowledge of subject
- Use of time
- Rehearsal
- Personal appearance and grooming.

Additionally, the preparation and use of visual aids is an important element of any effective presentation.

a. Knowledge of the Audience:

- Do not patronize your audience!
- Neither speak down nor speak up to your audience.
- How much do they already know about your subject?
- Know the age level of the audience as well as its members' level of educational sophistication and special interests. Tailor your presentation accordingly.

b. Knowledge of the Subject

Whether you use notes, manuscript, or strictly memory, you must know your subject well. If gaps exist, fill them up!

c. Use of Time and Rehearsal

Time limits are to be observed! Even if no time limit is given, you should strive to do justice to your subject in as little time as possible, but not at the price of an incomplete presentation.

d. Personal Appearance:

- Your personal appearance affects your credibility.
- Informal clothing is rarely appropriate for a professional presentation.
- Pay significant attention to personal grooming.

Delivering an Oral Presentation

A well planned and well-structured presentation can almost be ineffective because of the bad presentation delivery. Following are important in this regard:

- Poise and Enthusiasm
- Eye Contact
- Use of Voice
- Use of Time

a. Poise and Enthusiasm

Be well prepared and strive for muscle control, alert attention, vibrant interest in the subject, and an eagerness to communicate. Avoid distracting mannerisms, but don't stand in a "frozen" position. Moving about, if not excessive, can accentuate your enthusiasm.

b. Eye Contact

During your presentation, try to make eye contact with most and if possible every person in the room. Avoid fastening your gazes on your notes, on your chart or screen, or on some point in space above the heads of your listeners.

c. Use of Voice

Don't speak too softly, too fast, or mumble! Your audience must be able to:

- Hear what you say
- Understand what you say

d. Use of Pace

Without adequate preparation, it is easy to become nervous and start rushing through a presentation. Instead, use the pacing established during your many rehearsals.

Making a Formal Presentation

The material of your presentation should be concise, to the point and tell an interesting story. In addition to the obvious things like content and visual aids, the following are just as important as the audience will be subconsciously taking them in:

- **Voice** - *how* you say it is as important as *what* you say.
- **Body Language** - a subject in its own right and something about which much has been written and said. In essence, your body movements express what your attitudes and thoughts *really* are.

appropriately for the occasion.

As with most personal skills, oral communication cannot be taught. Instructors can only point the way. So as always, practice is essential, both to improve your skills generally and also to make the best of each individual presentation you make.

Preparation

Prepare the structure of the talk carefully and logically, just as you would for a written report.

- What are the objectives of the talk?
- What are the main points you want to make?

Make a list of these two things as your starting point. Write out the presentation in rough, just like a first draft of a written report. Review the draft. You will find things that are irrelevant or superfluous - delete them. Check if the story is consistent and flows smoothly. If there are things you cannot easily express, possibly because of doubt about your understanding, it is better to leave them unsaid.

Never read from a script. It is also unwise to have the talk written out in detail as a prompt sheet - the chances are you will not locate the thing you want to say amongst all the other text. You should know most of what you want to say - if you don't then you should not be giving the talk! So prepare cue cards which have key words and phrases (and possibly sketches) on them.

Postcards are ideal for this. Don't forget to number the cards in case you drop them. Remember to mark on your cards the visual aids that go with them so that the right OHP or slide is shown at the right time. Rehearse your presentation - to yourself at first and then in front of some colleagues. The initial rehearsal should consider how the words and the sequence of visual aids go together and how you will make effective use of your visual aids.

Making Your Presentation

Greet the audience (for example, 'Good morning, ladies and gentlemen!'), and tell them who you are. Good presentations then follow this formula: tell the audience what you are going to tell them, at the end tell them what you have told them. Keep to the time allowed. If you can, keep it short. It's better to under-run than over-run. As a rule of thumb, allow two minutes for each *general* overhead transparency or Power Point slide you use, but longer for any that you want to use for developing specific points. 35mm slides are generally used more sparingly and stay on the screen longer.

However, the audience will get bored with something on the screen for more than 5 minutes, especially if you are not actively talking about it. So switch the display off, or replace the slide with some form of 'wallpaper' such as a company logo. Stick to the plan for the presentation, don't be tempted to digress - you will eat up time and could end up in a dead-end with no escape! Unless explicitly told not to, leave time for discussion - 5 minutes are sufficient to allow clarification of points. The session chairman may extend this if the questioning becomes interesting. At the end of your presentation ask if there are any questions - avoid being terse when you do this as the audience may find it intimidating (i.e. It may come across as *any questions? - If there are, it shows you were not paying attention*) If questions are slow in coming, you can start things off by asking a question from the audience.

Delivery Guidelines:

Speak clearly. Don't shout or whisper - judge the acoustics of the room. Don't rush, or talk deliberately slowly. Be natural - although not conversational. Deliberate pause at key points - this has the effect of emphasizing the importance of a particular point you are making. Avoid jokes - always disastrous unless you are a natural expert. You can change your delivery method to make the presentation interesting. e.g. Speed, pitch of voice etc.

Use your hands to emphasize points but don't indulge in too much hand waving. People can, over time, develop irritating habits. Ask colleagues occasionally what they think of your style. Look at the audience as much as possible, but don't fix on an individual - it can be intimidating.

Pitch your presentation towards the back of the audience, especially in larger rooms. Don't face the display screen behind you and talk to it.

Other annoying habits include: Standing in a position where you obscure the screen. In fact, positively check for anyone in the audience who may be disadvantaged and try to accommodate them. Muttering over a transparency on the OHP projector plate and not realizing that you are blocking the projection of the image.

It is preferable to point to the screen than to foil on the OHP (apart from the fact that you will probably dazzle you with the brightness of the projector). Avoid moving about too much. Pacing up and down can unnerve the audience, although some animation is desirable. Keep an eye on the audience's body language. Know when to stop and also when to cut out a piece of the presentation.

Using Visual Aids for Oral Presentations

Visual aids significantly improve the interest in a presentation. However, they must be relevant to what you want to say. A careless design or use of a slide can simply get in the way of the presentation. What you use depends on the type of talk you are delivering.

Here are some possibilities:

- Overhead Projection Transparencies (OHPs)
- 35mm Slides
- Computer Projection (PowerPoint, applications such as Excel, etc.)
- Video and Film
- Real Objects - either handled from the speaker's bench or passed around
- Flip Chart or Blackboard - possibly used as a 'scratch-pad' to expand on a point
- Keep it simple though - a complex set of hardware can result in confusion for speaker and audience.

Make sure you know in advance how to operate equipment and also when you want particular displays to appear and when and what signals you will use. Edit your slides as carefully as your talk - if a slide is superfluous then leave it out. If you need to use a slide twice, duplicate it. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide unreadable or will divert your audience's attention so that they spend time reading the slide rather than listening to you.

- Try to limit words per slide to a maximum of 10. Use a reasonable font size and a typeface which will enlarge well.
- Typically use a minimum 18pt Times Roman on OHPs, and preferably larger. A guideline is: if you can read the OHP from a distance of 2 meters (without projection) then it's probably 'OK'.
- Avoid using a diagram prepared for a technical report in your talk. It will be too detailed and difficult to read.

- Use color on your slides but avoid orange and yellow which do not show up very well when projected. For text only, white or yellow on blue is pleasant to look at and easy to read. Books on presentation techniques often have quite detailed advice on the design of slides.
- If possible, consult an expert such as the Audio Visual Centre. Avoid adding to OHPs with a pen during the talk - it's messy and the audience will be fascinated by your shaking hand!
- At this point, this is another good reason for pointing to the screen when explaining a slide rather than pointing to the OHP transparency. Room lighting should be considered. Too much light near the screen will make it difficult to see the detail.
- On the other hand, a completely darkened room can make the audience sleep. Try to avoid switching lights on and off, but if you have to do this, know where the light switches are and how to use them.

Lecture 3

Reader-Centered Writing

Lecture Outline:

In this lecture, you will learn following steps while writing a resume and letter of application:

- Defining Your Objectives
- Planning
- Drafting
- Evaluating
- Revising

Writing Résumé

a. **Defining your Objectives**

The first activity of writing, defining objectives, is especially important whether you are writing a letter or a job application letter. When defining your objectives, you tell what you want your communication to do. Thus your objectives form the basis of all your other work at writing.

To take the reader centered approach, you need to look at three things:

- a. The final result you desire.
- b. The people who will read your communication.
- c. The specific way you want your communication to affect the people as they read your communication.

In the first stage, employers try to attract applications from as many qualified people as possible. At this stage of recruiting, résumés are usually read by people who work in personal office.

To help understand the first stage, you may find it helpful to draw an imaginary portrait of one of them. Imagine a man who sat down to read a stack of 25-50 new applications that arrived in today's mail. He doesn't have time to read through all the applications so he sorts quickly those applications which merit additional consideration.

He quickly finds reasons to disqualify most applicants. Only, occasionally, does he read a full résumé. As you write your résumé you must keep in mind that it must quickly attract and hold that man's attention.

In the second stage of recruiting, employers carefully scrutinize the qualification of the most promising applicants. Often this involves the visit of the candidates to the employer's work place. The second stage reader of your résumé includes managers of the department you have to work for.

To represent your reader, you can imagine the head of department at this stage. This person is shorthanded and wants rapidly to fill one or more openings. When she gets the résumés, she knows precisely what qualifications she seeks.

Of course, some job searches vary from two-stage recruiting procedure as described above. If you interview at a campus placement center, you will probably hand in your résumé to the company recruiters at the same time you meet them.

Deciding how you want your résumés to affect your readers. After you have identified the readers, you should determine how your resume will affect them in the job that you are seeking. More precisely, you should define how your resume will affect your readers while they read it.

To determine how your resume will affect your reader, you can think about two things:

- The way you want your communication to alter your reader's attitude.
- The task you want to help your readers perform while they read.

Altering the Audience's Attitudes, First determine how your audience feels before reading what you are writing, and then decide how you want them to feel after they have read it. However, your reader's attitude before they read anything is neutral towards you.

Once you have described your Reader's present and desired attitudes, try to find out things about your reader that will help you plan a strategy for persuading them to change their attitudes the way you specified. To begin, find out what will appeal to your audience.

Altering the Employer's Attitude, As common sense will tell you, your employers will want to hire people who are capable – applicants must be able to perform the tasks assigned to them. Responsible – applicants must be trustworthy enough to benefit the organization. Pleasant – Applicants must be able to interact compatibly with other employees.

The reader of your resume will look for specific terms. Instead of asking “Is this applicant capable?” he will ask “Can this person program in Java?” etc.

Helping your Readers to perform their Tasks

Different kinds of communication involve different tasks. When you know what those tasks are, you can write your communication in a way that will help your readers perform them easily.

While reading your resume, your reader's primary task is to get the answers to the following questions:

- What exactly does the person want to do?
- What kind of education does the person has for the job?
- What experience does the person has in this or a similar job?
- What other activities has the person engaged in, which have helped him prepare for the job?
- How can I get more information about the person's qualifications?

Knowing that your readers will be looking for the answers to these questions tell you a great deal about what to include in your resume.

b. Planning

When you plan you decide what to say and how to organize your material. In addition, you should find relevant expectations your readers have about your communication. Those expectations may limit the choices you make concerning content and organization. Deciding what to say provides you with direct help in determining what to say. In addition, your resume is a persuasive argument whose purpose is to convince your readers to hire you.

The persuasive argument has two elements; a claim and evidence to support your claim. Your definition of your objectives tells you what the implicit claim of your resume should be. That is, you are the kind of capable, responsible and pleasant person that employers want to hire. You identify the specific facts you can mention as evidence to support the claim about yourself. Your objectives do that by alerting you to the kind of questions your readers will be asking about your resume.

Conventional	Usual Questions By Readers	Persuasive Claims to Make
<i>Objective</i>	What, Exactly, do you want to do?	I have a sense of direction and I want a job that you have.
<i>Education Honors</i>	Do you have the required knowledge?	I have the required knowledge, perhaps more than you expected.
<i>Work Experience Activities</i>	Do you have experience in this or a similar job? What responsibilities have you had?	I have related experience in which I learned things directly relevant to the job I want. I was trusted by my employers.
<i>Interests</i>	Do your interests show that you would be a pleasant and compatible employee?	I am an interesting, well-rounded person who can work well with others.
<i>References</i>	How can I get more information about your qualifications?	Important people with knowledge of my business qualifications will attest that I would make a good employee.

Organizing the Material

When planning a communication, you need to decide not only what you will say but also how you will organize your material. For example, your definition of resume objectives requires you to emphasize the points as major evidence that you are qualified for the job you seek. More than one organizational pattern can be used to achieve those objectives. Most resumes are organized around applicant's experience. Thus, you can categorize them under educational experiences, work experiences, and so on.

However, some individuals choose to organize a substantial part of their resume around their accomplishments and abilities. Such a resume is called a **Functional Resume** because it emphasizes the functions and tasks the applicant can perform. Whichever organizational pattern you choose, you must still decide the order you will present your resume. If you think about your readers in the act of reading your resume, you will see that you have to make your name and professional achievements prominent. If you are writing **Conventional Resume** you can provide the desired prominence by placing the name and professional objectives at the top. If you are designing a **Non-Conventional Resume**, you may place your name along the bottom or

side. After stating your professional objective, you should organize your remaining material by following one of the most basic strategies for writing at work; put the most important information first. This will ensure that your hurried readers come to the most important information quickly.

For example, people in conservative fields take a similar conservative approach to resumes. To them, resume should be typed in a white, buff or gray paper with the applicant's name and address at the top. Keep in mind, the conventions in your fields may be different and you may have to do some investigations to learn whether or not that is the case.

c. Drafting

When you draft, you transform your plans, notes, outlines, and ideas into a communication. For your resumes that you create at work, you must not only draft a prose but also draft the design the visual appearance of your message.

Drafting the Prose

While you draft the prose of your resume, keep in mind your imaginary portraits of your readers. Remember that your purpose is to enable those people to locate the answers to their questions relating you. The feeling by personnel manager may surprise you "After all, once I present my qualifications, shouldn't an employer be able to match me to an appropriate opening?" The answer to that question lies in your imaginary portrait of your reader. What should your professional objectives look like? By convention, such statements are one or two sentences long and are usually general enough that the writer could send them, without alteration to many prospect employers. If you follow the convention, for example, you would not say "I want to work in the process control department of Adam Jee Cloth Manufacturing Unit." Instead, you would make a more general statement like "I want to work in the process control of a mid-sized cloth manufacturing unit." This does not mean, however, that you need to develop a single professional objective that you can send to all employers you might contact.

Professional Objectives

When you state your professional objective, you answer your reader's questions 'what exactly do you want to do?' Your answer can be extremely important to the resume. In contrast, people in other fields such as advertising are accustomed to seeing highly unconventional resumes, perhaps printed on pink paper.

In a survey, personnel officers of 500 largest corporations of the United States reported that the most serious problem they find with the resume is the failure to specify the job and career objectives. You could write multiple resumes each with professional objective suited to respective fields. Consequently, the challenge you face when writing your professional objective is to be neither too general nor too specific. You have struck the proper balance if you could send the same resume to several companies and if your readers can see that you want to work in a particular kind of organization.

Education

When describing your education you provide evidence that you are capable of performing the job you applied for. The basic evidence is your college degree, so you should name the college and your degree and the date of graduation.

Remember: If your grades are good, mention them. If you have earned any academic honor, mention it. If you have any specialized academic experience, such as a co-assignment or internship, describe it.

Example: By looking at Ramon and Sharon's resumes you can see how three very different people have elaborated on the way their education qualify them for the jobs they want. Ramon, for example describes his honors in a separate section, thereby making them more prominent than they would have been under the simple heading of 'Education'.

Ramon Perez

16 Henry Street
Brooklyn, New York 11231
Days (212) 374-7631
Home: (718) 563-2291

Professional Objective	A position as a systems analyst where I can use my knowledge of computer science and business to develop customized systems for financial institutions.
Education	New York University. B.S. in Computer Science December 19 GPA 3.4 overall; 3.7 in major Computer classes include artificial intelligence and expert systems, computer security, data communication, deterministic systems, stochastic, systems design Business classes include accounting, banking, finance, economics, business law Worked full-time while completing last half of course work
Honors	Dean's List three times Golden Key National Honor Society
Related Work Experience	Miller Health Spas, New York City, 1988-Present. • Helped convert to a new computerized accounting system • Served on a four-person team that wrote user documentation for the new system • Trained new employees • Earned employee of the Month Award twice
References	Professor Mildred Do brick Finance Department New York University New York, NY 12234 (212) 254-9642 Professor R. Theodore Berger Communication Department New York Department New York, NY 12234 (212) 254-7539 Wilson Meyer Hoff Senior Accountant Miller Health Spas New York, NY 12232 (212) 671-9007

Sharon Pollock

Objective	A position as corporate Manager of Drilling Operations for an international oil company
Summary	Fourteen years of experience in a variety of drilling operations in both the United States and overseas. Steady progression in management and budgetary responsibilities. Extensive record of success in introducing technical innovations that improved drilling performance.

Experience and Achievements

Pilot Petroleum Company

Regional Drilling Engineer 1986-Present

Responsible for Pilot's drilling operations throughout the entire Gulf of Mexico Region. Coordinate comprehensive drilling programs for both exploration and new oil field development. Prepare one-year and three-year drilling plans for corporate head-quarters. Prepare and administer a \$60,000,000 annual budget. Select drilling contractors and negotiate all contractual agreements with them.

Successfully integrated the drilling operations of three small companies acquired by Pilot.

Introduced measurement-while-drilling technology to the company, reducing drilling time for directional holes by an estimated 12%.

Sharon Pollock

Previous Employment

Neptune Oil – Corpus Christi, Texas 1975-1976
Engineering Summer Intern

Lawson Enterprises – Galveston, Texas 1974
Roustabout during summer vacations from college

Education

University of Texas at Austin, B.S. in petroleum Engineering 1977

Certification

Registered Professional Engineer in Alaska, Colorado, Louisiana, and Texas

Professional Honors and Service

Member, Industrial Advisor Council, University of Texas 1989-Present
Society of Petroleum Engineers Distinguished Lecturer 1988

Professional Memberships

Member, Society of Petroleum Engineers of AIME
Member, Society of Professional Well Log Analysts
Member, Pi Epsilon Tau (Petroleum Engineering Honorary)

Personal

Born: 8/24/54 Excellent Health Married, three children

Ordering the Job Experience

When deciding on the order in which to present your jobs, remember that you want to enable your busy readers to see your most impressive qualification. Most people can achieve that objective by stating their jobs in the reverse chronological order because their most recent job is also their most impressive.

d. Evaluating and Revising

Revision literally means to "see again," to look at something from a fresh, critical perspective. Writing is a process of discovery, and you don't always produce your best stuff when you first get started.

Revising is an ongoing process of rethinking: reviewing your evidence, refining your purpose, reorganizing your presentation, reviving stale prose and correcting grammar and punctuation. So, revision is a chance for you to look critically at what you have written to see:

- if it's really worth saying
- if it says what you wanted to say, and
- if a reader will understand what you're saying

Lecture 4

Audience Analysis

Lecture Outline:

In this lecture, you will learn about Audience Analysis:

- Target Audience
- Writing for Experts: Types of Experts
 - General Experts
 - Specific Experts.
- Audience's Use of Document

Target Audience

'Target audience' is a specified audience or demographic group for whom a message is designed. Your target audience consists of the individuals, groups, communities and bodies of decision makers who can influence your target. Your target is the individual or individuals who have direct decision-making power over the issue your organization is working to address. Often a document will be read by readers with different levels of expertise.

A mixed group of audience may be based on experts, technicians, managers and laypersons.

Target your audience by identifying audience type, characteristics and the level of expertise. Determine your audience's needs by assessing their expertise and their purpose in reading the document. Determine document density.

People read technical documents for different reasons, and readers have varying levels of technical expertise. To be effective, technical writing must target its audience or audiences.

Target your audience by identifying your audience type and the level of expertise your audience purpose in using the document, and your audience attitude towards both you and the content of your document.

Writing for Experts

Distinguish between two types of experts:

- General Experts
- Specific Experts

Both kinds are readers with extensive *technical knowledge* of the document's subject matter.

General Experts possess extensive knowledge about a field in general, but they might be unfamiliar with particular technical terms, specific equipment, or recent advances in your document's subject matter. **Specific Experts**, on the other hand, share or surpass your knowledge about a document's subject matter.

Audience's Use of Document

Experts read technical and scientific documents for a variety of purposes:

- to maintain and expand their own general expertise
- to obtain specific answers to their own research and writing

- to evaluate a document's technical or scientific content

Strategies for Writing to Technicians

Keep introductions and background information brief. Make information accessible. Provide short definitions or explanations of unfamiliar terms, tools, devices, or procedures.

Managers read technical and scientific documents for a variety of purposes:

- to aid in making decisions
- to assess current situations
- to maintain their general level of expertise
- to evaluate projects and employees

In general, **managers read for the *bottom line***, a concise summary of the present situation and specific recommendations for action.

Audience's General Use of Document

Readers of technical and scientific writing, whatever their level of expertise, read a document for three general purposes:

- to acquire information
- to help make decisions
- to learn how to do something

On the other hand, if the audience does not know you or does not consider you an expert, or if the reader has had past negative experience with you or your organization, the document should include extensive explanations of your conclusions and recommendations to create *trust* and establish *credibility*.

Lecture 5

Effective Communication

Defining Objectives-I

Lecture Outline:

In this lecture, you will learn:

- Defining Objectives
- Document Purpose
 - a. Explicit Purposes
 - to provide information
 - to give instructions
 - to persuade the reader
 - to enact (or prohibit) something
 - b. Implicit Purposes
 - to establish relationships
 - to create trust and establish credibility
 - to document actions

Defining Your Communication Objectives

Defining Objectives – determining what your document needs to accomplish to be successful. Defining the objectives of your communication is extremely important. Defining objectives has a strong link with the audience analysis covered in the last lecture.

What is the purpose for writing documents?

Document Purpose

Documents should be created for explicit purposes or goals that both the writer and the reader would readily agree on. Although there are many explicit purposes for creating a scientific or technical document, there are four general categories:

- to provide information
- to give instructions
- to persuade the reader
- to enact (or prohibit) something

What should you keep in mind while writing a document?

Make the explicit purpose clear at the beginning of your document in an abstract, executive summary, introduction, or all of these. Sometimes a formal statement of objective is called for.

You may also need to identify the person, the agency, or the contract requiring or authorizing the document or research. In addition to explicit goals, however, writers almost always write with unstated but still extremely important implicit goals in mind. Among the most common of these goals are to establish relationships, to create trust and credibility, and to document actions.

What does 'explicit purpose' of a document mean?

a. Explicit Purpose

Explicit purpose means the purpose which is clearly stated. As discussed earlier, most scientific documents have, as their principal (explicit) purpose, one or more of the following actions:

- to provide information
- to give instructions

- to persuade the reader
- to enact (or prohibit something)

Whatever is the general purpose of an overall document, certain sections of a document always have a specific purpose.

a. Documents that provide Information

Document Types:

- Literature Reviews
- Specifications

Sections in Document:

- Background
- Theory
- Materials
- Results
- Tables

Example: “This document will discuss the reasons behind constructing a new Trade Center in Islamabad.”

b. Documents that give Instructions

Document Type:

- Proposals

Sections in Document:

- Procedures
- Work plan

Example:

“This document outlines the procedure for constructing a new Trade Center in Islamabad.”

c

Document Types:

- Proposals
- Recommendation Reports
- Job application Letters
- Résumés

Sections in Document:

- Discussion
- Conclusion
- Recommendation

Example: “This document proposes a feasibility study for constructing a new Trade Center in Islamabad.”

d. Documents meant to 'Enact' something

Document Types:

- Acceptance Letters
- Regulations
- Patents
- Authorization Memoranda

Example: “NOTICE: Construction site for Trade Center ahead; No unauthorized persons allowed.”

What is the 'implicit purpose' for writing a document?

b. Implicit Purpose

Implicit purpose means the purpose which is not clearly stated in the document. Keep your implicit goals in mind when writing a document. In addition to explicit goals, writers almost always write with other unstated but still extremely important implicit goals. Common goals are:

- to establish relationships
- to create trust and establish credibility
- to document actions

1. Communication not only conveys information but also establishes a relationship between the speaker and listener, or writer and reader. A well-written letter of inquiry, for example, can begin a professional connection that may last for years. Readers of research reports often initiate long and fruitful correspondences with authors.

Even seemingly impersonal documentation and instructions can, if written carefully to address a user's need, establish a positive relationship between the user and the producer of the product.

2. An underlying goal of all technical and scientific writing is to get the reader to trust the writer's credibility.

Scientific and technical writing is based on precision. Accordingly, any technical or scientific document should justify the reader's confidence in the accuracy of its content, style, and organization. Carefully qualify statements that need to be qualified. Do not make claims that are merely suppositions. If your reader begins to doubt your ability or intent to analyze and shape data with a minimum of distortion, the document will no longer be effective.

3. Scientists, engineers, and managers often use writing to create permanent records of their thoughts and actions. One of the primary differences between most forms of written and spoken communication is that writing can be fairly permanent, whereas speech vanishes as soon as it is produced. Consequently, technical communication is often more effective when it is written down.

Make important observations, suggestions, or objections in writing. Similarly, communicate important tasks and deadlines in documents such as project plans. Keeping precise records of experiments and procedures in notebooks is crucial to a project's overall accuracy and to establish intellectual-property rights.

Statement of Objective

If appropriate, state your document's objective at the beginning. Readers of technical writers are often busy people; such a statement will alert them that it is important to read further. The warning sentence given below, from a memorandum by an engineer at a Hydro Electric Power Plant, to his superiors of the problem that later caused the explosion in one of the Plants section, provides an example of a good statement of objective:

“This letter is written to ensure that management is fully aware of the seriousness of the current erosion problem in the section III from an engineering standpoint.”

How do you actually go about defining your objectives?

Example: Consider the example of Ali, a fresh graduate from FAST who has been appointed as a Junior Software Engineer in Adam Soft. Today Ali's boss dropped by and asked him that the two vice presidents of Adam Soft have asked Ali for a report on his progress. Ali must now decide what he has to write in the report. If he writes his objectives clearly and precisely, they can guide him through all his work at writing.

Guideline-I: (Identifying the final result you want from your communication)

When defining your objectives, start by identifying the final result you want from your communication. Doing so will help you remember that when you write you are performing an action for your desired result/outcome.

Examples: You want your boss to approve the project you are describing in your proposal. You want two new people to assist you in the new project you have been assigned by your employer. You want a new printer as sharing the old one with the whole department reduces your efficiency.

How do people respond when they read something?

When people read they respond in two ways simultaneously. They think and they feel at the same time. Focus your attention on accurately understanding the communication to be delivered and present it in such a way that it is viewed favorably. Why should you identify the tasks that would enable your readers?

Lecture 6

Defining Objectives-II

Lecture Outline:

In this lecture you will learn to identify the tasks you will help your readers perform while they read. You should:

- Tell how you want to change the readers' attitudes.
- Learn your readers' important characteristics.
- Learn the types of your possible readers.
- Fill in a sample worksheet that should be kept in mind when defining objectives.
- Learn the importance of 'Appropriateness' in business and technical communication.

Identify the **tasks you will help your readers perform while they read**. When you identify the tasks, you are describing the enabling element of purpose. At a general level, all tasks are the same for all readers. Readers perform tasks of locating, understanding, and using information in many ways, depending on the situation. For example, Ali's progress report would be read from front to back by the vice presidents.

As discussed earlier, not only do readers vary but different reader's tasks are helped by different writing strategies. It should be part of your aim while writing, to enable your readers to perform their reading tasks quickly and efficiently.

Example: Consider the example of Ayesha, an engineer, employed by a Steel Mill. Her task is to study two types of furnaces and present a proposal to help the upper management decide which one to buy. She has two options to present the immense amount information she has gathered.

Divided Pattern

Furnace A *Cost*

Efficiency Furnace B

Time Furnace A

Furnace A *Construction Time*

Efficiency Furnace B

Time Furnace A

Alternating Pattern

Cost Furnace A

Construction *Efficiency*

Air pollution Furnace B

Cost Furnace A

Construction *Air Pollution*

Air pollution Furnace B

As the information in both the patterns is exactly the same she cannot decide for herself which furnace to choose. But she has produced the results of her study in a manner so that it is easy for her superiors to judge the best path. Should she choose a writing pattern which is easier to write? But then ease of writing is a writer-centered consideration, not a reader-centered one.

She should choose an *alternating pattern* keeping in view the reader-centered approach. She

knows that her readers will surely want to compare the two furnaces in detail in terms of various criteria they consider important. To make your writing reader centered, you should:

- Identify the questions your readers will ask.
- Identify the strategy to answer all these questions.
- Identify the ways your readers will use your answers.

Guideline-II: (Tell how you want to alter the readers' attitudes)

Consider how you want your communication to alter the readers' attitudes. Begin by identifying the attitudes you want to alter. Sometimes you will want to *reinforce* an existing attitude. For example, you might aim your presentation so the readers feel more favorably impressed by your qualifications. At other times, you might try to *reverse* an attitude you want your readers to abandon.

For example, you might want to persuade them to like something they don't like. You might need to persuade them that a problem exists where they feel that everything is fine. Finally at times, you might need to shape your readers attitude about a subject, they haven't thought about seriously.

The way things are now	You act (You write)	The way you want things to be
Your reader is a manager who wants to decide whether or not to purchase a certain piece of equipment	You write a memo evaluating the equipment in terms of the benefits it will bring the company	The manager decides to buy the equipment and feels confident that he has made the right decision.

The way things are now	'You act (You write)	The way you want things to be
Your reader is the director of a plant that is using an outdated process. The director feels that the process is fine.	You write a report on problems with the current process and all ways, they can be overcome by various new processes.	After reading your report, the plant director feels that the process being used now is faulty and a new one is necessary.

The way things are now	You act (You write)	The way you want things to be
Your readers are bank clerks who will be using the computer system. They are afraid if the new system and are therefore reluctant to use them	You write a procedure manual that shows how easy it is to use the new system.	The bank clerks feel relaxed and self-confident after learning how to use the new system from your procedure manual.

Guideline –III: (Identify and learn about your readers' important characteristics)

You might want to think of your readers in terms of the following three roles:

- Decision Makers
- ▶ Advisors
- ▶ Implementers

Learn your reader's important characteristics.

Decision Makers: The decision maker's role is to say how the organization, or some part, will act when confronted with a particular situation.

Advisors: Advisors provide information and advice for the decision makers.

Implementers: Implementers carry out the decisions that have been made.

a. Familiarity with the Topic

Your readers' familiarity with your topic will determine the amount of background information you will need to make your communication understandable to your audience. Keep in mind that people unfamiliar to your topic, will also want you to explain how the information relates to them.

b. Preferred Communication Style

Most people have preferences concerning the style of communication they read. To a certain extent, communication preferences are shaped by the customary practices in the organization

that employ them. Information style may vary from the simple prose writing to illustration with tables, graphs and charts etc.

c. Special Factors

Each reader is unique, so you should be on the outlook for special reader characteristics you would not normally need to consider. For example, you might be facing an individual who detests certain words, insists on phrasing certain statement etc.

Sometimes you will also need to consider the settings in which your reader will be reading. How to consolidate information about the readers? You must consolidate all information in the same way that will let you keep the key points about your audience in mind as you write. Remember, you should view the key points not merely as list of facts but as a dynamic resource which you can use to guide yourself, as you perform rest of the writing tasks.

Guideline-IV: (Learn the types of your possible readers)

Learn the types of your possible readers:

- Phantom Readers
- Future Readers
- Complex Readers

a. Phantom Readers

In some situations most important readers may be hidden from you. Written communications addressed to one person are used by *others*. These real but *unnamed* readers are called phantom readers.

Phantom readers are real but unnamed readers who use communication addressed to others. For example, you might have written your document for the decision makers in your company but they pass your material on to advisors. You did not know when you were writing that your material was going to be read by these advisors. In this case, advisors would be called phantom readers.

b.

While identifying your readers, you should keep in mind the possibility that your communication may be used weeks, months or even years from now.

c. Complex Readers

Complex readers are the readers consisting of diverse groups with widely varying backgrounds and responsibilities, each with a different agenda, each with a different way of functioning and communicating.

Guideline-V: (Fill in a sample worksheet the points that should be kept in mind when defining objectives.)

Defining Objectives

a. Overall Purpose

What are you writing? What does prompt you to write? What outcome do you desire?

b. Reader's Profile

Who is the primary reader? What is the reader's relationship to you? What are your reader's job title and responsibilities? Who else might read your communication? How familiar is the reader

with your communication? How familiar is the reader with your specialty? Does your reader have communication preferences?

c. Reader's Information Needs

What are the key questions your reader will ask while reading? How will your reader search for answers?

Reading from beginning to end is termed as Sequential Reading. Selective reading is to look for key terms only.

d. Reader's Use of the Information Provided

How will the reader use the information you provide? Compare point by point (What will be the points of comparison). Try to determine how the information you provide will affect him. Try to determine how the information you provide will affect the organization.

e. Reader's Attitude

What is the reader's attitude towards your subject?

What is the reader's attitude towards you?

Sample Worksheet to Define Objectives

a. Overall Purpose

What are you writing?

- A proposal that our Software Company, Adam Soft, should assign the international projects to most reliable engineers.

What prompts you to write?

- I think this way we would complete foreign projects promptly and build company's credibility.

What outcome do you desire?

- I would like the new method to be put to affect as soon as possible.

b. Reader's Profile

Who is the primary reader?

Ms. Zahra Saeed

What is the reader's relationship to you?

We see each other daily, but still have a formal relationship.

What are your reader's job title and responsibilities?

She is the Head of the Project Assignment Committee for Adam Soft.

Who else might read your communication?

Mr. Omair Hafeez, Mr. Khawaja Usman and Miss Zahra's chief assistants may read it.

How familiar is the reader with your communication?

She is the head of the present system of assigning. She has used the current system for 3 years. She doesn't know that I am proposing an alternative.

How familiar is the reader with your specialty?

Very familiar.

Does your reader have communication preferences?
She likes all the communications to be “business like”.

c. Reader's Information Needs

What are the key questions your reader will ask while reading? What makes you think that something is wrong with the present system? What will be the criteria for selecting the appropriate engineer for a particular project? How exactly would the new system work? What would I have to do differently? How will your reader search for answers?

Yes, Sequential reading from beginning to end. Yes! Selective reading (looking for key terms only), she would probably skip through it, but would later read it from front to back.

d

How will the reader use the information you provide? Yes, compare point by point (What will be the points of comparison) Yes! Attempt to determine how the information you provide will affect him. Yes! Attempt to determine how the information you provide will affect the organization. Yes! Follow instructions step by step other (Explain) she would compare the current system with mine in terms of cost speed and efficiency.

e. Reader's Attitude

What is the reader's attitude towards your subject? She is not in favor of the new system; she thinks that it will create competition among the new employers. What is the reader's attitude towards you? She thinks of me as a novice.

***Revision of Guideline V:**

Identifying the Readers by Role:

- Decision Makers
- Advisors
- Implementers

Identifying the Readers by Type:

- Phantom Readers
- Future Readers
- Appropriateness

~~Make your document appropriate to your goals in writing it, your audience's purpose in reading it, and the specific institutional contexts in which it is written and read. Because a reader's knowledge or experience determines the level of comprehension of technical material, appropriateness is largely determined by your audience. For example, a fact expressed in a mathematical equation may not be effective in a report addressed to a managerial audience.~~

~~All technical writing should also be appropriate to the specific institutional context that motivated its creation. It should not only serve the writer's and the reader's purposes but also conform to the goals and conventions of the institution in which it exists. Institutional goals and conventions are sometimes clear and explicit. For example, in large companies, the specific goals of various documents, as well as the preferred form and style, are often described in company correspondence and style manuals.~~

Although the context is not always clearly delineated, it always can be worked out. Class work should be done within the context of the goals of the class as well as the specific assignment. Research reports should conform to the general goals and the specific conventions of the scientific or technical community in which they are created.

Style Guidelines:

Style guides are widely used in the professions and in organizations to achieve a uniform document look by identifying formal requirements for document appearance. They are task-oriented documents in the sense that they provide definite instructions for preparing a document.

In style guides, instructions are generally provided for numerous document elements, including most of the following:

- Page Formats (title page and sample page with headers or footers)
- Numbering Systems (page, graphics, sections)
- Headings and Subheadings
- Graphics Elements
- Usage
- Punctuation and Mechanics
- Document Packaging

For many documents, it is a good idea to identify a standard of style, so that you may achieve consistency of style. Consistency is important, not only because it genuinely improves the reader's ability to understand your material, but also because it gives the reader confidence in your ability to assert control over detail.

Lecture 7

Accuracy, Clarity, Conciseness and Coherence

Lecture Outline:

In this lecture you will learn the importance of following in effective communication:

- **Accuracy**
 - Document Accuracy
 - Stylistic Accuracy
 - Technical Accuracy
- **Clarity**
 - Structural Clarity
 - Stylistic Clarity
 - Contextual Clarity
-
- - Paragraph Development: Strategies to develop Coherent Paragraph
 - Exemplification
 - Analysis
 - Comparison and Contrast
 - Definition
 - Enumeration
 - Description

Characteristics of Effective Technical Communication

A Good technical communication is:

- accurate
- clear
- coherent
- appropriate

In the prose of science and technology, these qualities are sometimes difficult to achieve. Not only do science and technology depend heavily on specialized concepts and terminologies, but they also make extensive use of numbers and graphics. Consider the example given below:

Example: The flow of electrical current can induce the migration of impurities or other defects through the bulk of a solid. This process is called electro migration. In simple electro migration, the force on the defect is thought to have two components. The first component is the force created by direct interaction between the effective charge of the defect and the electric field that drives the current. The second component, called the "wind force," is the force caused by the scattering of electrons at the defect.

(--J.A. Strosio and D.M. Eigler, "Atomic and Molecular Manipulation with the Scanning Tunneling Microscope," *Science*)

The preceding example is accurate in two ways. It is stylistically accurate in its precise use of language. It is technically accurate in its use of specialized terms, technical terms such as *electro migration*, *charge*, *electric field*, and *scattering*, whose meanings are based in the context of a technical discipline.

Both kinds of accuracy i.e. accuracy of phrasing and accuracy of technical concept are of first importance in technical and professional writing. The example is also *clear* because it is written in simple and direct sentences. Although the technical context is the highly specialized realm of theoretical and applied nanotechnology, the sentence syntax--word *order*--is restrained and structurally very simple.

Part of this clarity is achieved by the rhetorical device of defining a term, electro migration. The example is *concise* in its use of a minimum of words to express the basic idea of electro migration. It is not wordy, and it does not digress from the point being made. The example is *coherent* because it develops its subject matter in an easy-to-follow line of thinking. The sentences are further linked by referents such as "this process," the first component and the second component.

Finally, the example is *appropriate* to its purpose of presenting a general description of the process of electro migration, and to its audience, educated readers of Science, who are not necessarily experts in the field of nanotechnology.

What is Accuracy and why is it important?

1. Accuracy

Cultivate accuracy in your writing. **Accuracy**, which is the careful conforming to truth or fact, has three main aspects:

- Document Accuracy
- Stylistic Accuracy
- Technical Accuracy

What is Document Accuracy and why is it important?

Document Accuracy

Document Accuracy refers to the proper coverage of your topics in appropriate detail. Often an accurate document needs to focus clearly on a problem.

Document accuracy is generally cultivated by a clear problem statement and by a preliminary outline. These writing tools help you focus your writing effort by reducing your data in a way that solves a theoretical or practical problem.

What is Stylistic Accuracy and why is it important?

Stylistic Accuracy

Stylistic Accuracy concerns the careful use of language to express meaning. Accurate language requires the careful use of paragraph and sentence structure and word choice to describe and analyze your topics effectively. As a writer, you gain command of accuracy by studying the elements of style and by learning to apply those elements to your drafting, revising, editing, and proofreading. Stylistic accuracy is also a matter of using words precisely.

What is Technical Accuracy and why is it important?

Technical Accuracy

Technical Accuracy requires stylistic accuracy but is not based solely on it. The effective document in science and technology must be grounded in a technically accurate understanding and representation of the subject.

Technical accuracy depends on the writer's conceptual mastery of the subject and its vocabulary, as well as on his or her ability to analyze and shape data with a minimum of

distortion. In science and technology, enormous creative energy is given to mastering this technical aspect of subject development.

What is Clarity and why is it important?

2. Clarity

Strive for clarity in your writing. Clarity, which refers to ease of understanding, is a special problem in technical and professional writing.

Specialized languages, mathematically detailed analyses, and complex conceptual schemes can make technical subjects hard to grasp even when prepared by skilled writers and read by expert readers.

You can increase the clarity of your material by securing following:

- Structural Clarity
- Stylistic Clarity
- Contextual Clarity

What is Structural Clarity and why is it important?

Structural Clarity

At the level of the whole document, you can promote structural clarity, making it easy for the reader to get the large picture. Use abstracts and other forecasting strategies such as introductions that state the purpose and scope of the document.

How can you promote Structural Clarity?

Table of contents, problem statements, and even strategic repetition also promote structural clarity. Graphs and tables effectively designed and placed, help focus and clarify information. Descriptive titles and frequent subject headings guide readers and help keep the large picture in focus.

What is meant by Stylistic Clarity and why is it important?

Stylistic Clarity

Stylistic Clarity is promoted by simple, direct language. Simplicity in language is obtained with directly worded sentences. Using simple sentences and avoiding overloaded sentences and excessive normalization also contributes to clarity.

Word choice is a factor in stylistic clarity: use simple language wherever possible to counteract the abstract, highly specialized terms of science and technology.

What is meant by Contextual Clarity?

Contextual Clarity

Contextual Clarity, in which the importance, authorization, and implications of your work are made available, also contributes to ease of understanding. All work has a context, and your readers want to understand what the context of your document is:

- What prompts you to write?
- What is your purpose?
- Whose preceded work has influenced yours?
- What is the organizational and intellectual context of your problem?

You answer those questions in introductions and problem statements and in your citations and other references.

What is meant by 'Conciseness' and why is it important?

3. Conciseness

Learn the strategies of conciseness. Conciseness has a special value in technical fields. Writers are often tempted to include everything that could be relevant to their subject, rather than merely everything that is relevant to the communication task at hand.

The concise document is a piece of writing that conveys only the needed material. At the level of the whole document, conciseness is helped most by focus, the narrowing of document scope to a manageable problem and response.

Preparing a clear introduction and developing a detailed outline are two strategies that give you control over document length and scope. Identify and eliminate material that is not necessary to support your claims. Look for sections, including appendixes that are not essential to your work. Graphics are powerful aids to conciseness because they cut down on the amount of prose necessary to describe objects and processes, summarize data, and demonstrate relationships.

How do you make your document more Concise?

Conciseness requires careful revising. Become familiar with the strategies for reducing wordiness. Look for ways of cutting useless words, sentences, and sections from the document.

What is 'Coherence' and why is it important?

4. Coherence

Look for ways to improve the coherence of your writing. **Coherence** is the quality of hanging together, of providing the reader an easily followed path.

Writers promote coherence by making their material logically and stylistically consistent, and by organizing and expressing their ideas in specific patterns. Efforts to emphasize the relationships among the elements of a document strengthen its impact. Coherence can dramatically improve the reader's ability to understand your material by promoting its flow or readability. Coherence is especially valued in Technical Communication and Writing because of the inherent complexity of the subjects.

At the level of the whole document, coherence helps to provide the larger picture, in which the connections among the parts of the document are made clear by the writer. It gives readers a roadmap to help them anticipate the content of your work. Abstracts, clear titles, introductions and problem statements all promote *coherence* by linking various parts of a piece of writing.

Paragraph Development: Strategies to develop Coherent Paragraph

The paragraph is one of the most powerful instruments of coherence. By organizing material into a topic sentence and supporting sentences, paragraphs pull together material and emphasize various forms of conceptual development. Paragraph development is achieved partly through the specific strategies of:

- Exemplification
- Analysis
- Comparison and Contrast
- Definition
- Enumeration
- Description

All of which furnish distinct approaches to developing ideas. Transitional devices also operate at the paragraph level to provide links among sentences and paragraphs.

a.

Use enumeration in paragraphs when you want to itemize or list a set of topics or a series of some kind. Enumeration is a powerful way to establish a series of observations and to emphasize each element.

In the following paragraph, the items are enumerated in a series of itemized recommendations.

Have your blood cholesterol measured if you've never had it done. Finger-prick tests at health fairs and other public places are generally fairly accurate, especially if they're offered by a hospital or other reputable health group. When you know your "number", follow these guidelines from the National Cholesterol Education Program: If your cholesterol is under 200 mg/dl, maintain a healthy lifestyle-- including eating a low-fat diet, getting regular exercise, maintaining a health body weight, and not smoking--and get another test within five years.

If your cholesterol is between 200 and 239 mg/dl, have a second test performed and average the results. If that number falls in the same range, and if you do have any form of cardiovascular disease, change your diet to improve your cholesterol. In addition, eliminate any other risk factors you have and get tested again in about one year. If your cholesterol is 240 mg/dl or more, your physician should order a more detailed cholesterol analysis and recommend therapy based on the results. You should begin a cholesterol-improving diet immediately.

b. Exemplification

Exemplification refers to the use of anecdotes or examples to bolster your argument or whatever you're writing about. Use exemplification paragraphs to provide instances that clarify your topic statement.

In the following paragraph, the topic sentence is supported in examples that illustrate, support, and clarify the main point.

Vitamins and minerals can be added to enrich (replace nutrients lost in processing) or fortify (add nutrients not normally present) foods to improve their nutritional quality. Bread and cereals are usually enriched with some B vitamins and iron. Common examples of fortification include the addition of vitamin D to milk, vitamin A to margarine, vitamin C to fruit drinks, calcium to orange juice, and iodide to table salt.

(--P. Insel and W. Roth, *Core Concepts in Health*)

c. Comparison and Contrast

Use comparison and contrast to develop a topic by examining its similarities or dissimilarities to another thing, process, or state. Comparison emphasizes the similarities, contrast the differences. A paragraph may use both comparison and contrast.

In the following example, two kinds of electrical cable are compared. The aim here is to convey the superiority of A over B for two categories of performance.

Coaxial vs. Fiber-Optic Cable: Comparative Cable-Length Performances

For a number of critical performance characteristics, fiber-optic cable offers considerable advantages over standard coaxial cables. The most obvious distinction between the two is the

great bandwidth -distance capacity of fibers. The high-frequency capacity of coaxial cables decreases rapidly with increased length, but the bandwidth of a commercial fiber-optic system will remain constant with length. A commercial fiber-optic system like that of Artel, remains constant for a bandwidth over a distance of 4, 000 ft, while three different sizes of coaxial cable rapidly drop in less than half the distance.

(--Artel Communications Corporation, "Fiber Optics in RGB Color Computer Graphics Communications," Application Note CG-1)

Usage of Transitional Words and Phrases

Use transitional words and phrases to clarify and smooth the movement from idea to idea. Compare following paragraphs:

Weak:

Reducing drag in an aerospace vehicle is an important design consideration with financial and operational consequences. Poorly designed rocket fuselage can triple fuel and launch costs. Drag increases stress on key joints. This proposed project will develop a model to reduce aerodynamic drag on theRX1 00.

Improved:

Reducing drag in an aerospace vehicle is an important design consideration. For example, poorly designed rocket fuselages can triple fuel and launch costs. Moreover, drag increases stress on key joints. Therefore, this proposed project will develop a model to reduce aerodynamic rag on the RX1 00.

Lecture 8

The Seven C's of Effective Communication-I

[Most Important Lecs is Seven C's](#)

Lecture Outline:

In this lecture you will learn following seven C's of effective communication:

- **Completeness**

Guidelines to Secure Completeness in your Writing:

- Provide all necessary information.
- Answer all questions asked.
- Give something extra, only when desired.

- **Credibility**

- **Conciseness**

Guidelines to Secure Conciseness in your Writing:

- Eliminate wordy expressions
- Include only relevant material
- Avoid unnecessary repetition

To compose a written or oral message you must apply certain communication principles. These are called the seven **C's of effective communication**. Following are the seven C's of effective communication:

1. Completeness
2. Conciseness
3. Consideration
4. Concreteness
5. Clarity
6. Courtesy
7. Correctness

The seven C's apply to both written and oral communication. Although, this lecture discusses these principles on a sentence level, yet they are applicable to all forms of communication. To some extent, the principles overlap because they are based on a common concern for the audience, whether the audience consists of listeners or readers.

1. Completeness

Your message is complete when it contains all the facts, readers or listeners need for the reaction you desire. Communication senders need to assess their message from the eyes of the receivers to be sure they have included all the relevant information.

Benefits of Completeness

Complete messages are more likely to bring the desired results. They do a better job at building goodwill. Communication that seems inconsequential can become very important if information it contain is complete and effective.

Guidelines to Secure Completeness in Your Writing:

- Provide all necessary information.
- Answer all questions asked.
- Give something extra, only when desired.

a. Provide all the necessary Information

Answer the five Ws that make the message clear.

- What
- When
- Where
- Why

Example: When requesting merchandise make sure the following:

- What you want?
- When you need it?
- To whom and where it is to be sent?
- And how the payment would be made?

b. Answer all the questions asked

Look for questions. Some may appear buried within a paragraph. Locate them and answer them precisely.

A colleague or a perspective customer's reactions to an incomplete answer is likely to be unfavorable. The customer may think that the respondent is careless or purposely trying to conceal a weak spot. In general "omissions cast suspicions" whether you are answering an inquiry about your product or recommending a former employee to a new job.

If you have no information on a particular question clearly say so clearly. If you have unfavorable information in answer to certain questions, handle your reply with both tact and honesty.

Example: In one instance a Software distributor when replying to a customer's letter answered only four of seven questions. Because the original questions somewhat hidden and buried five long paragraphs, the respondent apparently overlooked them. The reply was incomplete and unfriendly and caused the distributor to lose business.

Sometimes before you can answer a question, you need certain specific information from the inquirer. If so it is a good idea to list the needed details on a reply form, so that the inquirer can fill out and return to you. In this way, both your answer and that of your respondent will be complete.

c. Give Something Extra when desired

Use your good judgment in offering additional material if sender's message was incomplete. But the words 'when desirable' are essential. You must take great care not to waste the reader's time with superfluous information.

2. Credibility

Credibility of the communicator has been systematically analyzed over the years, often as relating to the speaker. Several classic but still relevant studies suggest that five decisions are made regarding a communication source.

- Competence
- Character
- Composure
- Sociability
- Extroversion

Competence: Does the audience perceive the message sender as communicating honestly?

Character: Does the sender of the message know his or her message?

Composure: Does the sender give the impression of being calm and collected?

Sociability: Does the sender come across as a likable individual?

Extroversion: Does the source exhibit outgoing tendencies rather than timidity?

Example: You are the president of a Community welfare Center, and receive the following message: ‘I’m new to the city and would like to consider joining your welfare center. As I will be visiting the center within the next month, will you please tell me where the next meeting will be held?’

If you answered only this question your letter would be incomplete. You should add a welcome message, information about parking space, date, day and time of meeting. Your message will then have something extra that the reader really needs and appreciates.

Examples:

Fax 1: Incomplete Question

Please fax me the in return the departures from Lahore to Karachi on 8 May.

In reply to the fax you would have to “give something extra”, as to times of day, airline flying that route, costs and departure and arrival times.

Fax 2: Incomplete Question

How come my request for an interview letter didn’t receive a response?

- When was the letter sent?
- Who sent it?
- To whom it was sent?

In other words, in responding to Fax 2 would require a return letter or a fax seeking answers to the above questions.

Revised and Complete Letter

Thank you for the confidence you have shown in Muslim Commercial Bank by the saving account you recently opened. Our goal is to make our services to you both pleasurable and helpful.

You are most welcome to come in whenever we can assist you.

Sohail Munir

Muslim Commercial Bank

Conciseness

Conciseness is saying what you want to say in the fewest possible words without sacrificing the other C qualities. A concise message saves time and expense for both the sender and the receiver. It increases emphasis in the message. It shows respect for the recipient, by not cluttering them unnecessary information.

To achieve conciseness, observe the following suggestions:

- Eliminate wordy expressions
- Include only relevant material
- Avoid unnecessary repetition

a. Elimination of wordy expressions

- Use single-word substitutes instead of phrases whenever possible without changing meaning.

Wordy: At this time

Concise: Now

Wordy: Due to the fact that

Concise: because

Use single-word substitutes instead of phrases whenever possible without changing meaning.

Wordy: have need for

Concise: Need

Wordy: In due course

Concise: Soon

- Omit trite and unnecessary expressions.

Wordy: Please be advised that your admission statement has been received.

Concise: Your admission statement has been received.

Wordy: Please find attached the list you requested.

Concise: The list you requested is attached.

Wordy: Such refreshing comments are few and far between.

Concise: Such refreshing comments are scarce.

Wordy: There are four rules that should be observed.

Concise: Four rules must be observed.

Wordy: It was known by Mr. Usman that we must reduce size our inventory.

Concise: Mr. Usman knew we must reduce our inventory.

- Omit “which” and “that” clause where ever possible.

Wordy: She bought desks that are of the executive type.

Concise: She bought executive type desks.

Wordy: The receipt that is enclosed documents your purchase.

Concise: The enclosed receipt documents your purchase.

Wordy: The issue of most relevance is teamwork.

Concise: The most relevant issue is teamwork.

Wordy: In most cases the date of the inquiry is indicated in the upper right corner.

Concise: The policy date is in the upper right corner.

- Limit your passive voice.

Wordy: The total balance due will be found on Page 2 of this report.

Concise: The balance due is on page 2 of this report.

Wordy: The reports are to be submitted by employees prior to 5:00 p.m.; at which time they will be received by Ali.

Concise: Please submit your reports to Ali by 5:00 p.m.

b. Relevance of the Material

- Stick to the purpose of the message.
- Delete irrelevant words and rambling sentences.
- Omit information obvious to the reader.
- Avoid long introductions, unnecessary explanations, pompous words and gushy politeness.
- Get to the important point tactfully and concisely.

Example:

Wordy: We hereby wish to let you know that our company is pleased with the confidence you have reposed in us.

Concise: We appreciate your confidence.

c. Avoidance of Unnecessary Repetition

Unnecessary repetition leads to dullness.

- Use short names when you have mentioned the long one once.

For Shaukat Khanum Memorial Cancer Hospital, use 'Shaukat Khanum' or simply the Hospital.

- Use initials instead of repeating long names.

Instead of using Pakistan International Airlines, use PIA.

- Cut out needless repetition of phrases or sentences.

Sometimes it is possible to combine two or even three sentences using subordinate clauses or phrases.

Example:

Following is body of a letter from a business executive has been serving in a Company for few years:

“Will you ship us some time, anytime during the month of October would be fine, or even November if you are rushed (November would suit us just as well, in fact a little bit better) 300 of the regular Dell Computers.

Thank you in advance for sending these along in parcel post, and not in express, as express is too expensive.”

Concise Version of the Letter:

Please ship parcel post, 300 Dell Computers before the end of November.

Lecture 9

The Seven C's of Effective Communication II

Lecture outline:

In this lecture you will learn following seven C's of effective communication:

- **Consideration**

Ways to secure consideration are:

- Focus on 'you' Instead of 'I' or 'we'
- Show audience benefit or interest in the receiver
- Emphasize positive, pleasant facts

- **Concreteness**

Guidelines to compose concrete & convincing messages:

- Use specific facts and figures.
- Put action in your verbs.
- Choose vivid, image-building words.

Consideration:

Consideration means to prepare every message with the message receiver in mind. Consideration is very important in effective communication. It shows that you understand your audience, which goes a long way to get your desired result. Consideration simply means you show empathy in your communication style. Along with understanding your audience, you should also:

- Don't lose your temper.
- Don't accuse.
- Don't charge them without facts.

Three specific ways to indicate consideration are:

- Focus on 'you' Instead of 'I' or 'we'
- Show audience benefit or interest in the receiver
- Emphasize positive & pleasant facts

1. Focus on 'you' Instead of 'I' or 'we':

To create considerate, audience-oriented messages, focus on how do message receivers will benefit, what they will receive, and what they want or need to know. In some cases this can be accomplished by emphasis; you may downplay your own feelings to make a point.

Example:

We-attitude: I am delighted to announce that we have extended our office hours to make shopping more convenient.

You-attitude: You will be able to shop evenings with the extended office hours. The use of 'you' in negative situations can be avoided by employing passive voice, making the receiver part of the group.

3. Show audience benefit or interest in the receiver:

Readers may react positively when benefits are shown to them. Whenever possible and true, show your receivers will benefit from whatever the message asks or announces. Benefits must meet recipient's needs, address their concerns, or offer them rewards.

4. Emphasize Positive and Pleasant Facts:

Another way to show consideration is to emphasize pleasant and positive facts. This means stressing what can be done instead of what cannot be done. Also, you must focus on words your recipient considers favorable.

Example:

The following opening of a letter the negative words are underlined, you'd rather not have at all. We regret that, since you closed your account, your name is missing from our long list of satisfied customers. We sincerely hope that inspire the best efforts of our fine staff, there were no occasions on which you felt we failed to serve you properly.

Concreteness:

To communicate concretely means being specific, definite, and vivid rather than vague and general. Often it means using denotative (direct, explicit, often dictionary-based) rather than connotative words.

The benefits of using concrete facts and figures, to business professionals are: Your receivers know exactly what is desired. When you supply specifics for the reader you increase the likelihood of that your message will be interpreted the way you intended. The following guidelines will help you compose concrete and convincing messages.

- Use specific facts and figures
- Put action in your verbs
- Choose vivid, image-building words

1. Use Specific Facts and Figures:

Whenever possible, use an exact, precise statement or a figure in place of a general word to make your message more concrete. Consider following example:

Vague, General & Indefinite: Student GMAT scores are higher.

Concrete & Precise: In 1996, the GMAT scores averaged 600; by 1117 they had risen to 610.

2. Put Action in Your Verbs:

Verbs can activate other words and help make your sentences alive of" vigorous. To have dynamic sentences:

- use active rather than passive verbs
- put action in your verbs

a. Use active rather than passive verbs:

Active verbs help make your sentences more specific, personal, concise & emphatic.

Specific: "The dean decided" is more explicit than "A decision has been made."

Personal: "You will note" is both personal and specific; "It will be noted" is impersonal."

Concise: The passive requires more words and thus slows both writing and reading. Compare "Figures show" with "It is shown by figures."

Emphatic: Passive verbs dull action. Compare "The students held a contest" with "A contest was held by the students."

Sometimes, however, you may **prefer the passive voice instead of the active**, as in the following situations:

- **When you want to avoid personal, blunt accusations or comments:**

Use Passive voice instead of active voice when you want to avoid personal blunt accusations:

‘The October check was not included’ is more tactful than ‘you failed to include.....’
 ‘Attendance at the meeting id required’ is less hard than ‘you must attend... ..’

- **When you want to stress the object of the action.**

"You are invited" is better than "**We invite you.**"

- **When the doer isn't important in the sentence.**

In "Three announcements were made before the meeting started," the emphasis is on the announcements, not on **who** gave them.

b. Put Action in Verbs, Not in Nouns:

Seven verbs—be, give, have, hold, make, put, and take—(in any tense) might be designated as "deadly" when the action they introduce is hidden in a "quiet noun." The examples given below show, how each deadly verb with the noun and preposition (all underlined) can be changed to an action verb that shortens the sentence.

Week: Action hiding in a "Quiet" Noun

- The function of this office is the collection of payments and the compilation of statements
- Professor H. will give consideration to the report.

Improved: Action in the Verb

- This office collects payments and compiles statements.
- Professor H. will consider the report.

3. Choose vivid & image-building Words

You can make your message forceful, vivid, and specific by using comparisons, sensoryappeals, figurative language, concrete nouns and well-chosen adjectives.

Comparisons:

Bland Image: This is a long letter.

More Vivid Image: This letter is three times as long as you said it would be.

Figurative Language:

Literal: Her work in groups was exemplary.

More vivid & Figurative: She could be called the spark plug of the group.

Lecture 10

The Seven C's of Effective Communication III

Lecture Outline

- Clarity
- Do's and Don'ts of clarity
- Examples
- Checklist
- Courtesy
- Do's and Don'ts of courtesy
- Examples
- Checklist

Clarity

Getting the meaning from your head *accurately* to the reader is the purpose of clarity.

Remember:

Choose precise, concrete and familiar words. Construct effective sentences and paragraphs. Clarity is achieved through a balance between precise language and familiar language. When you have the choice between a long word and a short word, choose the short, familiar word.

Golden Rule:

When in doubt, use the more familiar words; audience will understand them better.

For example:

You must use *pay* instead of remuneration and *invoice* instead of *statement of payment*.

Example:

Unfamiliar

After our perusal of pertinent data, the conclusion is that a lucrative market exists for subject property.

Familiar

The data we studied show that your property is profitable and in high demand.

Although it is appropriate to use technical terms and business jargon in some professional situations, avoid their use when the reader is not acquainted with the terminology.

Unfamiliar

Assessed valuation

Familiar

Property value for tax purpose

A. Choose precise, concrete and familiar words:

With the increased use of e-mail there is the tendency to be concise. The danger is that you must know the meaning of e-mail acronyms which aid conciseness. For instance, IMO means in my opinion, FAQ means frequently asked questions etc.

B. Construct Effective Sentences and Paragraphs:

At the core of clarity is the sentence. Important characteristics to consider are:

A. Length

B. Unity

C. **Coherence**
D. **Emphasis**

A. Length

Try for an average sentence length of 17 to 20 words. When the sentence length increases, try to chop it down into two sentences. Also if the sentences are too short then the resulting language becomes overly simple and choppy.

B. Unity

In a sentence, unity means that you must have one main idea. In case of other ideas they must be closely related. For example, 'I like Sohail and Eiffel Tower is in Paris' is obviously not a unified sentence.

C. Coherence

In a coherent sentence the words are arranged so that the ideas clearly express the intended meaning. Place the correct modifier as close as possible to word that is supposed to modify. In the examples which follow, notice that 'unclear' sentence conveys the wrong meaning.

Examples:

Unclear

Being an excellent lawyer, I am sure that you can help us.

Clear

Being an excellent lawyer, you can surely help us.

Unclear

His report was about managers, broken down by age and gender.

Clear

His report focused on age and gender of managers.

Unclear

After planning 10,000 berry plants, the deer came into out botanist's farm and crushed them.

Clear

After our botanists had planted 10,000 berry plants, the deer came into the farm and crushed them.

Emphasis

The quality that gives force to important parts of sentences and paragraphs is emphasis.

Most often put main ideas up front within a sentence. Writers must decide what needs emphasis, and then decide the correct sentence structure.

Examples:

Little emphasis

The airplane finally approached the speed of sound, and it became very difficult to control.

Better emphasis

As it approached the speed of sound, the airplane became very difficult to control.

Little emphasis

Candidates should be motivated and should have interest in dynamic and static testing of material, and have those prerequisites and others.

Better emphasis

Prerequisites in candidates should include expertise in dynamic and static testing of material.

Also...:

In addition to using the above methods of emphasis, the PCs of today allow different ways to visually add emphasis to words.

Some of them include headings, tabulations, itemization, line charts, pie charts, italics, indentation colored capitals or even wide or short margins.

Checklist:

- Choose as precise or as concrete a word as possible.
- Select words that have high sense of appropriateness for the reader.
- Opt for familiar words, the ones that are not pretences.
- Limit the average sentence to 17 to 20 words.
- Insert no more than one main idea into a sentence.
- Arrange words in such a way that the main idea occurs early in a sentence.

Courtesy

Courtesy stems from a sincere you-attitude. It is not merely politeness with mechanical insertion of ‘please’ and ‘thank you’, but applying socially accepted manners is also a form of courtesy. Politeness grows out of respect and concern for others. True courtesy involves being aware not only of the perspectives of others, but also their feelings. Knowing your audience allows you to use statements of courtesy. Be aware of your message receiver.

Suggestions:

Be sincerely tactful, thoughtful and appreciative. Use expressions that show respect. Choose nondiscriminatory expressions.

a) Be sincerely tactful, thoughtful and appreciative:

Though very few people are intentionally abrupt or blunt, these negative traits are a common cause of discourtesy. Sometimes they stem from a mistaken idea of conciseness, sometimes from negative personal attitudes etc.

Examples:

Tactless, blunt

Stupid letter; I did not understand any of it.

More tactful

It's my understanding.....

Tactless, Blunt

Clearly you did not read my latest fax.

More Tactful

Sometimes my wording is not precise, let me try again.

Tactless, Blunt

I rewrote that letter three times; the point was clear.

More Tactful

I am sorry the point was not clear; here is another version.

b) Thoughtfulness and Appreciation:

- The traits help build good will.
- Be generous in appreciating others' good performances.

c) Use expressions that show respect:

No reader wants to receive an offending message. Such expressions are expressed in two groups:

- Irritating Expressions
- Questionable humor

- **Omit irritating expressions:**

Following is a consensus list that includes a list of expressions that many people find irritating:

- Contrary to your inference.
- I do not agree with you.
- If you care
- I am sure you must realize.

- **Omit questionable humor:**

When in doubt as to the relevance of humor, leave it out.

Laughter to one person is disgust for another; each of us has a different sense of humor.

Notice the difference between the 2 notes in the next example.

Example:

Note 1, Offensive

Hey man, what's this I hear about the good news? You sure pulled a fast one this past weekend and then didn't tell any of us about it.

Give my regards to the little lady. And wish her the best; she'll need it.

More courteous

Warm congratulations on your wedding.

Well, you certainly took us by surprise. In fact, just a few of us suspected that you were taking off to get married. But even though we didn't hear about it until later, we wish you the best.

Give our warm regards to the new partner.

d) Choose Non-discriminatory Expressions:

- **Sexists Terms:**

Be careful about using the 'man' word, in western cultures than in others this is a matter of more concern.

Use alternative expressions that are neutral in nature.

Example:

Questionable

Freshman

More Desirable

Entering students; first year students

- **Singular pronouns:**

English lacks a neuter pronoun signifying 'he' or 'she'.

The trend to follow should be to avoid using 'he', 'his' or 'him' etc.

Examples:

Questionable

Anyone who comes to class late will get his grade reduced.

More desirable

Students who come to class late will get their grade reduced.

Questionable

Each customer will have the new changes noted on his bill.

More desirable

Customers will have the new changes noted on their bills.

Questionable

Our criteria are firm; he is to be a scholar; he is to be a good teacher.

More Desirable

Our criteria suggest that he or she should be a good scholar and a good teacher.

Questionable

You guys should all be concerned about the issue.

More Desirable

Both men and women, all of you should be concerned about the issue.

Questionable

The executives may benefit from the stock options. He will

More Desirable

The executives may benefit from the stock options. Each executive may....

Questionable

Each manager has assigned parking space. He should park his car...

More Desirable

Each manager has been assigned a parking space. Each car should be parked in ...

Questionable

Each manager has assigned parking space. He should park his car...

More Desirable

Each manager has been assigned a parking space. Each car should be parked in ...

○ **Names:**

While using names, treat each gender with respect. Use names in a parallel form.

Example:

Undesirable

Mudassir Ali and Sonia

Mrs. Ali and Mudassir

More desirable

Mudassir and Sonia Ali

Ms. Ali [*she deserves this*] and Mr. Ali

Checklist:

- Ask yourself: Does the communication have a sincere you-attitude? Has someone else had a look at your statement if you have doubts about whether it's tactful? Another opinion may force you to reconsider your statement.
- Be cautious in using humor in communication. Be careful in using discriminatory language; this being aware of gender, race, age, color, creed or ethnic origins.

Lecture 11

The Seven C's of Effective Communication

Lecture Outline

- Correctness
- Do's and Don'ts of correctness
- Review of seven C's

Correctness:

The following things are at the core of concreteness:

- Grammar
- Punctuation
- Spelling

The term correctness applied to business messages also means the following characteristics:

- Use the right level of language.
- Check accuracy of figures, facts and words.
- Maintain acceptable writing mechanics.

Formal Writing

Formal writing is often associated with scholarly writing.

Examples:

It includes doctoral dissertations, scholarly articles, top-level government agreements etc. The style is unconventional, usually impersonal, and contains long and involved sentences.

Informal Writing

This writing style is more common in business writing. An example is the communication via E-mail, memos etc.

More Formal	Less Formal
Participate	Join
Procure	Get
Utilize	Use
Interrogate	question
Endeavor	try

For further studies, please visit the following links:

[h ttp://ezinearticles.com/?The-Difference-Between-Formal-and-Informal-Writing&id=594208](http://ezinearticles.com/?The-Difference-Between-Formal-and-Informal-Writing&id=594208)
<http://classiclit.about.com/library/bl-hw/bl-informal.htm>

Reminder:

- **Avoid substandard language.**

Using incorrect words, incorrect grammar, and faulty pronunciation all suggest the inability to use good English.

Substandard	More Appropriate
Ain't	Isn't
Can't hardly	Can hardly
Aim at proving	Aim to prove
Stoled	Stolen
Irregardless	Regardless

- **Check accuracy of figures, facts and words**

It is impossible to convey the meaning of the words precisely, through words, from the head of the sender to the receiver, so it is highly significant to provide accurate facts and figures and appropriate words.

- **Our goal is to be as precise as possible**

A good check of data is to have another person read and comment on the validity of the material.

- **Facts and Figures**

- Verify your statistical data.
- Double check your totals.
- Avoid guessing at laws that have an impact on you.
- Have someone else read your message if the topic involves data.
- Determine whether a fact has changed overtime.

- **Words that confuse**

English language is constantly changing. Though dictionaries cannot keep up with rapid change, but still are the most useful resource for finding correct words.

Examples:

a, an

Use *a* before consonant and consonant sounds or a long *a* sound. Use *an* before vowels or silent *h* sounds.

Accept, Except

Accept is a verb that means receive.

Except is a verb that relates to omitting out or leaving out.

Between, Among

Between involves two people, among, three or more.

Farther, Further

Farther is used to express more distance in space, further for distance in time, quality or degree.

Biannually, Biennially

Biannually mean two times a year, biennially means every two years.

- **Maintain Acceptable Writing Mechanics**

Be watchful that:

- All material relating to mechanics, word processing and appearance is relevant here.
- Pay careful attention to the mechanical part of every well-written document.

Revision of the Seven C's of Effective Communication:

- **Completeness**

- Conciseness

- Consideration
- Concreteness
- Clarity
- Courtesy
- Correctness

Completeness

Your message is complete when it contains all the facts, readers' or listeners' need for the required reaction. The message senders need to assess their message from eyes of the receivers to be sure that they have included all the relevant information.

Benefits of Completeness:

- Complete messages are more likely to bring the desired results.
- They do a better job at building goodwill.
- Communication that seems inconsequential can become very important if the information it contain is complete and effective.

Keep the following guidelines in mind:

- Provide all necessary information.
- Answer all questions asked.
- Give something extra, when desired.

Provide all the necessary information:

Answer the five Ws that make the message clear.

Who

What

When

Where

Why

Example:

When requesting merchandise, make sure:

What you want?

When you need it?

To whom and where it is to be sent?

And how the payment would be made?

Credibility

Competence

Does the audience perceive the message sender as communicating honestly?

Character

Does the sender of the message know his or her message?

Composure

Does the sender give the impression of being calm and collected?

Sociability

Does the sender come across as a likable individual?

Extroversion

Does the source exhibit outgoing tendencies rather than timidity?

Example:

~~Suppose you are the president of a Community Welfare Center, and receive the following message:~~

~~I'm new to the city and would like to consider joining your welfare center. As I will be visiting the center within the next month, will you please tell me where the next meeting will be held?~~

~~If you answered only this question your letter would be incomplete.~~

~~You should added information about a welcome message, information about parking space, date, day and time of meeting.~~

~~Your message will then have something extra that the reader really needs and appreciates.~~

Example:

~~Fax 1 Incomplete Question: Please fax me the in return the departures from Lahore to Karachi on 8 May.~~

~~In reply to the fax you would have to “give something extra”, as to times of day, airline flying that route, costs and departure and arrival times.~~

Consideration

~~Consideration means preparing every message with the message receiver in mind.~~

~~Don't loose your temper.~~

~~Don't accuse.~~

~~Don't charge them without facts.~~

~~You are foremost aware of their desires, problems, circumstances, emotions and probable reaction to your thoughts. Handle the matter from their point of view. This thoughtful consideration is also called the 'you attitude', the human touch or understanding human nature.~~

Three specific ways to indicate consideration:

- Focus on 'you' instead of 'I' or 'we'.
 - Using 'you' does help project you attitude.
 - Overuse can lead to negative reaction.
- Show the benefit or interest of the receiver.
- Emphasize positive, pleasant facts.

• Focus on 'you' Instead of 'I' or 'we':

~~To create considerate, audience-oriented messages, focus on how message receivers will benefit, what they will receive, and what they want or need to know. In some cases this can be accomplished by emphasis; you may downplay your own feelings to make a point.~~

Concreteness

~~To communicate concretely means being specific, definite and vivid rather than vague and general. Misunderstanding of words has produced tragedies in war and in peace as well as in business and non-business situations. Often it means using denotative (direct, explicit, often dictionary-based) rather than connotative words.~~

Benefits of using concrete facts and figures:

~~Your receivers know exactly what is desired. When you supply specifics for the reader you increase the likelihood that your message will be interpreted the way you intended.~~

~~The following guidelines should be followed to compose concrete, convincing messages:~~

- Use specific and definite figures.
- Use vivid image building words.

Use specific facts and figures:

It is desirable to be precise and concrete both in written and oral technical communications.

Example:

Vague: Students' GMAT scores are higher.

Concrete: In 1996 the GMAT scores averaged 600; by 1997 they had risen to 610.

Clarity

Getting the meaning from your head *accurately* to the reader is the purpose of clarity.

Remember:

Choose precise, concrete and familiar words.

Construct effective sentences and paragraphs.

Choose Precise, Concrete and Familiar words:

Clarity is achieved through a balance between precise language and familiar language

~~When you have the choice between a long word and a short word, choose the short and familiar words.~~

Golden Rule:

~~When in doubt, use the more familiar words; audience will understand them better.~~

~~For example:~~

~~You must use *pay* instead of remuneration and *invoice* instead of *statement of payment*.~~

Example:**Unfamiliar**

After our perusal of pertinent data, the conclusion is that a lucrative market exists for subject property.

Familiar

The data we studied show that your property is profitable and in high demand.

Courtesy

~~True courtesy means to be aware not only of the perspectives of others, but also of their feelings. Knowing your audience allows you to use statements of courtesy.~~

~~Be aware of your message receiver. Courtesy stems from a sincere you attitude.~~

~~It is not merely politeness with mechanical insertion of 'please' and 'thank you', although applying socially accepted manners is a form of courtesy. Rather it is politeness that grows out of respect and concern for others.~~

Be sincerely tactful, thoughtful and appreciative:

Though very few people are intentionally abrupt or blunt, these negative traits are a common ~~cause of discourtesy. Sometimes they stem from a mistaken idea of conciseness, sometimes from negative personal attitudes etc.~~

Example:**Tactless, blunt**

Stupid letter; I did not understand any of it.

More tactful

It's my understanding.....

Lecture 12

Planning Business Messages

Lecture Outline

- Basic tasks in the message composing process
- Guidelines for planning business message
- General and specific purposes of business message
- Testing the purpose of message
- Developing an audience profile
- Analyzing the needs of audience
- Selecting the appropriate medium or channel

Composing of Business Message

The composition process helps you to gain control over your message, and it is flexible, not a fixed prescription of sequenced steps. The composition process can be viewed as ten separate stages that fall into three simple categories:

- A. Planning
- B. Composing
- C. Revising

A. Planning

- Define purpose
- Analyze audience
- Establish main idea
- Select channel and medium

B. Composing

- Organize the message
- Formulate the message

C. Revising

- Edit the message
- Rewrite the message
- Produce the message
- Proofread the message

Guidelines for Planning Business Message:

- **Sharpening Your Skill**
 - Sharpening your skill (Overcoming the fear of blank page)
 - Use positive self talk
 - Know your purpose
 - Visualize your audience
 - Create a productive environment.
 - Make an outline
 - Just start
 - Write the middle first
 - Push obstacles aside

- **Technology**

Technology affects the composing process. For example, Microsoft Word increases the productivity and effectiveness by streamlining the process.

- **Collaboration**

In many organizations the final piece of writing is a team effort, with more than one writer working on a single document.

- **Scheduling**

Allotting time properly is very important. Especially when time is short, you need to schedule yourself carefully and stick to it.

Defining your Purpose

The definite purpose of the document helps you decide how to proceed, how to respond to the audience, which information to focus on, and which channel or medium to use.

- **Why do you need to have clear purpose?**

Example:

Suppose your boss asks you to write a memo describing the company's policy on vacation time. This is a fairly broad topic. What should you say? Knowing the purpose of your message will help you make important decision about it.

- **Decide whether to proceed**

Many business messages have little practical purpose and should not be composed at all. They should be put hold until you have a more practical purpose.

- **Respond to the audience**

If you are not certain that your purpose in composing a message is compatible with the audience's purpose, you are likely to deliver irrelevant material.

- **Focus on the content**

If you include extra information in your message, you are likely to overload the audience.

- **Establish a channel and Medium**

The choice of channel and medium has a direct influence on the purpose.

For example, writing a message for whole department would most likely make you e-mail it for ease of distribution.

Common Purpose of Business Message

Business messages have the following general purposes:

- Inform
- Persuade
- Collaborate

Specific Purpose

Beyond having a general purpose, your message might have a specific purpose.

To determine the specific purpose, think of how the audience's ideas or behavior should be affected by the message.

Examples:**General Purpose**

- To inform

Specific Purpose

- To present last month's sales figures to the Vice president of marketing.

General Purpose

- To persuade

Specific Purpose

- To convince the marketing director of the need to hire more Software Engineers.

General Purpose

- To collaborate

Specific Purpose

- To help the personnel department develop a training program for new members of a Software Team.

How should you test your purpose?**Test your Purpose**

- Is the purpose realistic?
- If your purpose involves a major/radical change, you better go slowly, as most of the people resist change.
- Is it the right time?
- Timing matters a lot.
- An idea is more likely to win approval when the profits are up.
- Is the right person delivering the message?
- Some people have more leverage in an organization, and hence have a better shot at getting the purpose achieved.
- Is the purpose acceptable to the organization?
- As a representative of your company you are obligated to work for its goals.

Audience Analysis

Ask your self some key questions about your audience:

- Who are they?
- What is their probable reaction to your message?
- How much do they already know about the subject?
- What is their relationship to you?
- Determine the audience size and composition.
- Focus on the common interest of the audience, but be alert to their individual concerns.
- Identify primary audience.
- Try to identify the people who are most important to your purpose.
- Estimate the audience's probable reaction.
- A gradual approach and plenty of evidence is required to win over a skeptical audience.
- Gauge the audience's level of understanding.
- If you and your audience share the same general background, you can assume that they will understand the subject without any difficulty.
- Define your relationship with the audience– Are you communicating with people inside or outside your organization?
- How much credibility do you have?

- **Satisfy your Audience's information needs**

- What does the audience want to know?
- What does the audience need to know?
- Have I provided all the desired and necessary information?
- Is the information accurate?
- Have I emphasized the information of greatest interest?
- What does the audience want to know?

By restating a vague request in more specific terms, you can get the requester to define his or her needs more precisely. Anticipate unstated questions. Include any additional information that might be helpful, even though the reader didn't specifically ask for it. Have I provided all the desired and necessary information?

Test the completeness of your message by making sure that it answers all the important questions:

Who

What

When

Where

Why

How

Is the information accurate?

Be sure that the information you provide is accurate and that the commitments you make can be kept.

Have I emphasized the information of greatest interest?

Try to figure out what points will specifically interest your audience; then give these points the most attention.

- **Make your Message easier to comprehend**

Devices that make your message easier to comprehend include summaries, overviews, headings, lists, enclosures, appendixes, handouts, charts and graphs.

- **Establishing the Main Idea**

The main idea is like the 'hook' that sums up why a particular audience should do or think as you suggest.

- **Use Brainstorming Techniques**

- Storyteller's tour
- Random list
- FCR worksheet
- Journalistic approach
- Question and answer chain

- **Limit the Scope**

The main idea should be geared to the length of the message.

Select Appropriate Channel and Medium

Selecting the Appropriate Channel and Medium is very important.

The mediums could be:

- Oral
- Written

[for MCQs and _____]

- _____

Oral medium is the best when you want immediate feedback. Your message is relatively simple.

You don't need a permanent record. You can assemble audience easily. You want to encourage interaction.

Written medium is the best when you don't need immediate feedback. Your message is detailed and complex. You need a permanent record. You are trying to reach an audience over a large distance. You want to minimize the distortion when a message is passed from person to person.

- **Electronic Message**

Electronic message is the best when you don't need immediate feedback, but you do need speed. You don't need a permanent record, but want to overcome time zone barriers. You want to minimize oral distortion.

Lecture 13

Composing Business Messages

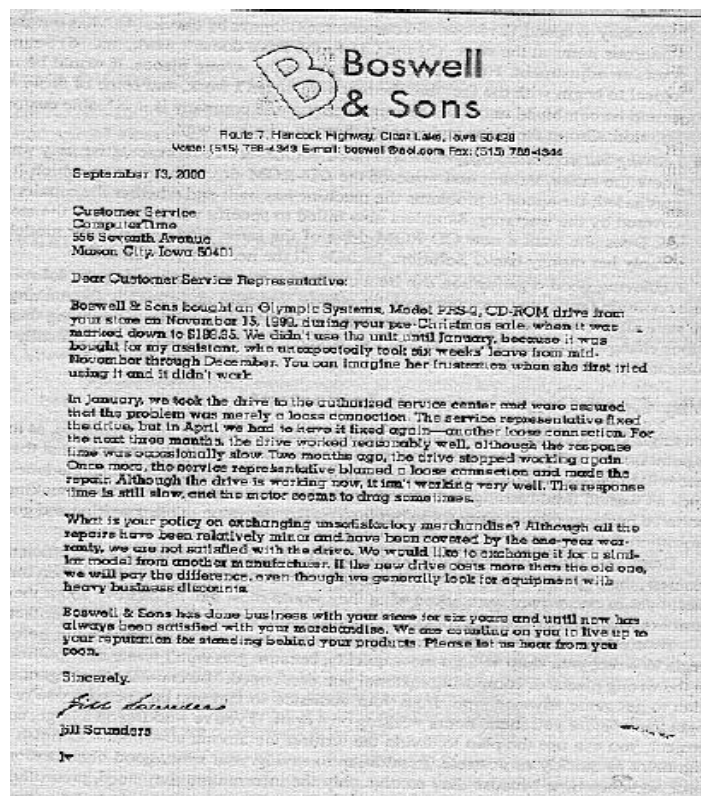
Lecture Outline

- Organizing your message
- Problems in the process of composing
- Benefits of well-organized message
- Ways to achieve good organization
- Stating the main idea
- Illustration with examples
- Sequence with organizational patterns
- Direct approach
- Indirect approach
- Formulating the message

Organizing your Message

People simply don't remember disassociated facts and figures; successful communicators rely on organization to make their message meaningful.

What does a good organization mean? Most disorganized communication suffers from problems with Content Grouping Sequence Letter.



- **Problems**
 - Taking too long to get to the point. The writer of the letter took too long to get to the point.
 - She waited until the final paragraph to state her purpose.

- Including irrelevant material. No information should be introduced which has no purpose.
- Getting ideas mixed up
- The ideas should not be in the wrong place. A sequence should be followed in which new ideas are built upon previous ones.
- Leaving out necessary information
- The prime focus should be on including the information required by the reader. Leaving out reader's desired information would be highly undesirable.

- **What does Good organization mean?**

The subject and the purpose are clear. All information is related to the subject and purpose. The ideas are grouped and presented in a logical way. All necessary information is included.

Benefits of Well-Organized Message

Why does it matter to put information in any way and leave it to the reader to grasp the information? By arranging the ideas in a logical and diplomatic way, you will increase the chances of satisfying the audience's needs.

- **Helping your audience understand the message**

The main reason for being organized is to improve your chances that people will understand exactly what you mean.

Good organization also helps you to get your ideas across without upsetting the audience. Good organization helps to motivate the audience to accept your message.

- **Saving your Audience's Time**

Well organized messages are efficient. They only contain relevant information, so the audience does not waste time with superfluous information.

- **Simplifying your Communication Tasks**

Finally, a well organized message helps you to compose your message more quickly and efficiently. Before you start to write, organize your message in a way that it is easy for readers to comprehend.

Letter

Computer Time

556 Seventh Avenue, N.W.

Mason City, Iowa 50401

(515) 979-8870

September 17, 1995

Ms. Jill Sanders

Boswell & Sons

Route 7, Hancock Highway

Clear Lake, IA 50401

Dear Ms. Saunders:

Thank you for letting us know about your experience with the Olympic disk drive that you bought last November. It's important that we learn of unusual problems with the equipment we stock.

As you know, regularly priced equipment returned to Computer time within 30 days is covered by the unconditional refund that has been our tradition for 22 years. Your machine, however, is

still covered by the manufacturer's warranty. Your needs will receive immediate attention if you write to

Mr. George Bander
Olympic Systems
P.O. Box 7761, Terminal Annex
Los Angeles, CA 90010

From experience, I know that the people at Olympic truly care about having satisfied customers.

We, too, value your business, Ms. Saunders. Please don't miss our Tax Days sale in April, which will features more of the low prices and high-quality equipment that you've come to rely on.

Sincerely,
Linda Davis
Customer Service

Ways to Achieve Good Organization

To organize a message, first group the ideas and then put them in sequence. In business communication, deciding what to say is more important than deciding how to say it. Define and group ideas, an outline or a schematic diagram will help you to visualize the relationship among the parts of a message. Start with the main idea. State the major points. Illustrate with evidence.

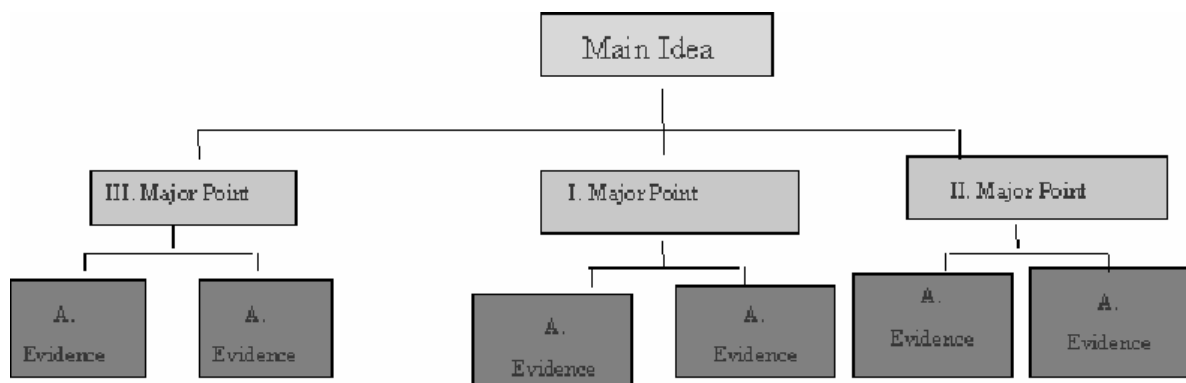
The main idea is the starting point for constructing an outline. It is all about:

- What you want your audience to do or think?
- Why they should do so?

- **State the Major points**

The main idea should be supported by three to five major points. The breakdown of the main idea into major points and the major points into evidences is best represented with an organization chart.

Organization chart



- **Illustrate with Evidence**

Each major point should be supported with enough specific evidence to be convincing, but not so much that it becomes boring!

Establish Sequence with Organizational Patterns

You have two options after you have defined and grouped your ideas:

- Direct approach
- Indirect approach

Direct Approach (deductive)

It means putting the main idea first followed by evidence. Direct requests get straight to the point because the audience usually wants to respond. For routine, good-news and goodwill messages, direct approach is effective that will please the reader or will cause no particular reaction.

- **Direct Request Format**

The letter begins with the main idea. The mid-section makes a request and provides essential details. In closing the letter refers to the main point and states the desired action.

- **Routine, Good-News and Goodwill Message Format**

The letter begins with the good news. All necessary details are provided in the middle part. This paragraph gives additional specifics. In closing the letter refers to the main point and states the desired action.

- **Persuasive Messages**

Using the indirect approach gives you an opportunity to get your message across to a skeptical or hostile audience.

- **Persuasive Message Format**

The letter begins with questions to catch the reader's attention. The letter leads up to the main point by arousing the reader's interest. This section gives the reader a motive for complying with the request. The letter closes with an appeal.

Indirect Approach (inductive)

To put the main idea later and evidences first, use direct order if the audience's reaction is likely to be positive and indirect order if it is likely to be negative. Short messages follow one of four organizational plans, depending on the audience's probable reaction.

- **Bad-News Messages**

If you have bad news, try to put it somewhere in the middle, cushioned by other, more positive ideas.

- **Bad-News Message Format**

The letter begins with a neutral statement that provides a transmission to the refusal. The midsection explains the reason for refusal and then states the bad news. The writer takes care to introduce a positive thought. The letter closes on a cordial note.

- **Longer Message**

The organization of a longer message should reflect both the purpose of the message and the audience's probable reaction. When your purpose is to inform, the major points are based on a natural order implied by the subject's characteristics.

Organizational plan should depend on the reaction you anticipate:

Your audience may respond in two ways to your material. If you expect your audience to agree with you, use a structure that focuses attention on conclusion. If you expect your audience to be skeptical about your conclusions, use a structure that focuses on rational to support your point of view.

Formulating your Message

- **Your first draft**

Composition is the process of drafting your message; polishing it is a later step.

- **Your style and Tone**

When composing the message, vary the style to create a tone that suits the occasion. Think about the relationship you want to establish. Don't be too familiar. Use humor only with great care. Don't flatter the other person. Don't preach. Don't brag. Be yourself.

- **Use 'you' attitude**

The 'you' attitude is best implemented by expressing your message in terms of the audience's interests and needs.

Avoid using the 'you' and 'yours' to excess when assigning the blame.

Example:

Instead of this

To help us process in this order, we must ask for another copy of the requisition.

Use this

So that your order can be filled promptly, please send another copy of the requisition.

Instead of this

We prefer typewriter ribbons in three colors: black, blue and green.

Use this

Take your pick of type writer ribbons in three colors: black, blue and green.

Remember!

The word 'you' does not always indicate a 'you' attitude, and the 'you' attitude can be displayed without using the word 'you'.

Examples:

Instead of this

You should never use that kind of paper in the machine.

Use this

That kind of paper doesn't work very well in the machine.

Instead of this

You need to make sure the staff follows instructions.

Use this

The staff may need guidance in the following instructions.

Emphasize the positive:

Explain what you have done, what you can do, and what you will do – not what you haven't done, can't do or won't do.

When you are offering criticism or advice, focus on what the person can do to improve.

Instead of this

The problem with this department is a failure to control costs.

Use this

The performance of this department can be improved by tightening up cost controls.

Establish Credibility

Don't make false promises. People are more likely to react positively to your message when they have confidence in you.

Example:

Instead of this

We hope this recommendation will be helpful.

Use this

We're glad to make this recommendation.

Be Polite

Try to express facts in a kind and thoughtful manner. Use extra tact when writing and when communicating with higher-ups. Promptness is a form of courtesy.

Project the Company Image

Subordinate your own style to that of the company.

Revision

Identify the characteristics of a well organized message. Explain why organization is important to both the audience and the communicator. Break the main idea into subdivisions grouped under logical categories. Arrange ideas in direct or indirect order, depending on the audience's possible reaction. Compose the message using a style and tone that is appropriate to your subject, purpose, audience and format. Use the 'you' attitude to interest the audience in your message.

Lecture 14

Revising Business Messages

Lecture Outline

- Editing your message
- Style and readability
- Word choice
- Bias-free language
- Types of biases
- Rewriting the message
- Effective sentence
- Sentence types
- Sentence style
- Design element
- Proof-reading the message for mechanics and format

Editing your Message

- Content and organization
- Stick to the point, the main idea, in the first paragraph. In the middle highlight the key features of your stance.
- Eliminate redundancies.

Style and Readability

- Re-word to stress the 'you' view point.
- Clarify the relationships among ideas through placement and combination of phrases.
- Moderate the excessive enthusiasm.
- Eliminate words that seem unfamiliar.
- Mechanics and format.
- To avoid confusion spell out the abbreviated phrases.

- **Evaluate your content and Organization**

After a day or two, review the message for content and organization. Is there a good balance between the general and the specifics? Have you provided enough support? Have you double checked the facts and figures?

- **Review your Style and Readability**

Once satisfied with the structure, review style and readability. Readability depends on word choice, sentence length, sentence structure and physical appearance.

- **Access your word choice**

The two key aspects of word choice are:

- Correctness
- Effectiveness

If in doubt, check it out!

Example:

Instead of: "The data on our market share is consistent from region to region"

Use:

The data on our market share *are* consistent from region to region.

- **Plain English**

Plain English is close to spoken English and can be more easily understood.

- **Functional words and Content words**

Functional words include:

- Conjunctions
- Prepositions
- Articles
- Pronouns

Functional words express relationships among content words.

Example:

Some objective observers of the biscuit market give Rio the edge in quality, but Gala is lauded for superior distribution.

(The content words are in italics)

Content words have both a denotative (dictionary) meaning and a connotative (associative) meaning.

Example:

1. I have uncovered some interesting *dirt* on that Police officer.

2. My land has fertile and dark *dirt*.

Both sentences use dirt but in different connotations.

- **Abstraction and Concreteness**

The more abstract a word, the more it is removed from the tangible, objective world of things that can be perceived with sense.

- **Words that Communicate**

- **Strong Words**

Verbs and nouns are more concrete than adverbs and adjectives. Examples:

Avoid Weak Words	Use strong phrases
Wealthy businessman	tycoon
Business prosperity	Boom
Hard times	slump

- **Familiarity**

You will communicate best with the words that are familiar to your reader. At the same time keep in mind, words familiar to one reader might be unfamiliar to another.

Examples:

Avoid Unfamiliar Words	Use Familiar words
Ascertain	Find out, learn
Consummate	Close, bring about
Peruse	Read, study

- **Short words**

Short words are usually more vivid than long ones and improve the readability of a document.

Avoid Long Words	Use Short words
During the precedent year, the company accelerated productive operations.	Last year the company sped up operations.

- **Camouflaged Verbs**

Turning verbs into nouns and adjectives weakens your writing.

Watch for endings like *-ion*, *-tion*, *-ing*, *-ment*, *-ant*, *-ent*, *-ance* and *-ency*.

Examples:

Avoid Camouflaged Words	Use Verbs
The manager undertook implementation of the rules.	The manager implemented the rules.
Verification of shipments occurs weekly.	Shipments are verified weekly.

Bias-Free Language

Avoid biased language that might offend the audience. Some of common biases are:

- Cultural bias
- Gender bias
- Racial and ethnic bias
- Disability bias

Examples of gender Bias:

Unacceptable	Preferable
mankind	Humanity, human-kind
Man-made	Artificial, synthetic
manpower	Work force, human energy

Examples of Racial and Ethnic Bias:

Unacceptable	Preferable
Disadvantaged Sindhi children	Children from lower income families
Ali is a unusually tall Punjabi.	Ali is tall.

Example of Disability Bias:

Unacceptable	Preferable
Crippled workers face many barriers on the job.	Workers who have physical disabilities face many problems on the job.

Rewriting your Message

As you edit your message you will find yourself:

- Rewriting passages
- Sentences

Or

- Even whole section

- **Create Effective Sentence**

Every sentence contains a subject (noun or noun equivalent) and a predicate (verb and related word)

- **Types of Sentence**

To give your sentence variety, use the three types of sentences:

- Simple
- Compound
- Complex

- **A Simple Sentence**

A simple sentence has a single subject and a single predicate.

Profits have increased in the past year.

Subject is in bold and predicate is underlined.

- **A Compound Sentence**

A compound sentence expresses two or more independent but related thoughts.

Wage rates have declined by five percent, and **employee** turnover has been high.

Subject is in bold and predicate is underlined.

- **A Complex Sentence**

A complex sentence expresses one independent clause and one or more dependent clauses.

Although **you** may question Ali's abilities, **you** must admit that his morals are strong.

Subject is in bold and predicate is underlined.

- Avoid passive sentences like sales were increased by 32% last month.
- Use Active sentences like sales improved by 32% last month.

Less Emphatic:

We are cutting the price to stimulate demand.

More Emphatic:

To stimulate the demand, we are cutting the price.

Sentence Style

Break long sentences into shorter ones to improve readability. Active sentences are stronger than passive ones. Use passive sentences to soften bad news, and to put yourself in the background, or to create an impersonal tone.

- **Eliminate Unnecessary Words and Phrases**

Be on the lookout for:

- Inefficient phrases
- Redundancies
- Unnecessary relative pronouns and articles

Example:

Confusing

The project manager told the engineer last week the specifications were changed.

Clear

The project manager told the engineer last week that the specifications were changed.

- **Emphasize key thoughts**

Emphasize parts of a sentence by:

- Examples

- Giving them more space
- Putting them at the beginning or the end of the sentence
- Making them the subject of the sentence

- **Develop Coherent Paragraphs**

Paragraphs are functional units that revolve around a single thought. Elements of a paragraph are:

- Topic sentence
 - Related sentences
 - Transitional elements
- **Five ways to develop a paragraph**
 - Illustrations
 - Comparisons and contrasts
 - Cause and effect
 - Classifications
 - Problems and solutions

Producing your Document

Written documents require decisions about design elements. Design elements include white space – free of art text and art work. Margins and line justifications – Left justified and rugged right gives the document an open feeling.

- **Design Elements**

- Headings and Captions – Headings help the reader quickly identify the content.
- Type Face – refers to the physical design of the letters.
- Type styles – avoid using type styles that slow your readers down.

Examples of type face are as follows:

- **Serif Typeface**

Times Roman is often used for text. Helvetica is often used for headings.

TIMES ROMAN IS HARDER TO READ
IN ALL CAPS.

- **Sans-Serif Typeface**

Helvetica is often used for headings.
HELVETICA IS A CLEANER FACE
EVEN IN ALL CAPS.

- **Design Decisions**

For effective designs pay attention to:

- Consistency
- Balance
- Restraint
- Detail

Proofreading your Document

Credibility is affected by your attention to detail and format. Use grammar and spell checkers wisely.

Recap:

Today we learned to edit messages for content and organizational style and readability, choosing the most correct and most effective words to make the point, rewriting the sentences to clarify the relationships among the ideas and to make your writing interesting, identifying the elements of paragraph, choosing the best design for written documents, rewriting paragraphs using the appropriate development techniques and proofreading message for mechanics and format.

Lecture 15

Memorandums, Meeting Documents and Proposals

Lecture Outline

- Memorandum
- Sample of business memo
- Minutes of meeting
- Types of meeting minutes
- Proposal
- General structure of business proposal

Memorandum:

Memorandum is brief, informal report used to establish a record. Memos generalize the communication process by transmitting the message from one or more authors to one or more recipients. E-mail messages typically take the form of memoranda.

Memoranda are written for numerous internal purposes—for example, to request information, to make announcements, to outline policies, and to transmit meeting minutes.

The Memorandum Body:

Generally, the topics of the memorandum are organized in order of importance, with the key statements first and the details further on. The memorandum should normally begin with a brief summary statement, in one or two sentences, identifying the key topic and the scope of the memorandum.

Sample Memo Format / Template

TO:

FROM:

DATE:

SUBJECT:

First Sentence:

Reason for the memo

Second Sentence - Main Body:

Any instructions or information

Closing Sentence

What is required of the reader e.g. confirmation, answers or feedback

Meeting Documents:

Use meeting documents as tools to encourage productive and efficient meetings. The two principal meeting documents are the *agenda*, which tells participants what topics will be discussed at the meeting, and *minutes*, which record what actually occurred.

Agenda:

An agenda is a simple list of topics to be discussed (in order of listing), along with the names of individuals who have agreed to lead discussion of those topics. An agenda helps to focus a meeting on a core of topics and allows you to control the pace and flow of a meeting and

identify important items to be acted upon. Meetings without published agendas generally seem unfocused and unproductive.

Example:

- Development team agenda
1. Report by Mr. Hamid on investigation of possible security software
 2. Report by Miss Sara on development of database prototypes
 3. Discussion of possible hardware platforms
 4. Review of deadlines for project
 5. Agenda for next meeting

Minutes:

Minutes, also known as **protocols**, are the written record of meetings, particularly of Boards of Directors and/or Shareholders of corporations, kept by the secretary of the corporation or organization. They often give an overview of the structure of the meeting, starting with a list of those present, a statement of the various issues before the participants, and each of their responses thereto. They are often created at the moment of the hearing by a typist or court recorder at the meeting, who may record the meeting in shorthand, and then prepare the minutes and issue them to the participants afterwards. Alternatively, the meeting may be audio recorded or notes taken, and the minutes prepared later. However, it is often important for the minutes to be brief and concentrate on material issues rather than being a verbatim report, so the minute-taker should have sufficient understanding of the subject matter to achieve this. The minutes of certain entities, such as a corporate board of directors, must be kept and are important legal documents.

Types of Minutes of Meeting:

informal. Formal minutes are often required by federal, state, or local law, by-laws, charters, or regulations. They are usually distributed to the members of the group before the next meeting, and then approved (sometimes after being amended).

Sample of Meeting Minute:

Please view the following links for the sample:

<http://managementhelp.org/boards/minutes.htm>

<http://www.slideshare.net/arlene5162/sample-1175115>

Proposals:

A formal written document soliciting business and spelling out what will be delivered, the costs, terms, conditions, and so forth.

The aim of a 'business proposal' is to establish a working relationship to make it happen. It's a way of saying, "I have an idea, I can solve your problem. Let's make it happen together." It also persuades a potential customer to purchase goods or services, or to persuade your employer to fund a project or to implement a program that you would like to launch. A proposal should contain necessary information about the services and products offered. It would enable the recipient of that proposal to decide whether to approve the project or not. Your proposal must state WHAT you are proposing, HOW you plan to do it, WHEN you plan to do it, and HOW MUCH it is going to cost.

Most organizations rely on successful proposal writing for their continued existence. You will most likely spend a major part of your professional life writing proposals.

General Structure:

Learn the basic structure of a proposal. Proposals share a general document architecture, which is usually modified to suit specific circumstances.

The overall structure of a proposal can be broken down into following parts:

Proposal Structure:

- Front matter
- Body
- Introduction
- Technical approach
- Management requirements
- Work plan
- End matter

MCQ
15

The front matter of a proposal includes the following components:

- Title page
- Summary
- List of figures and tables

- **Body:**

In the introduction part of a proposal, do the following:

- Identify the motivating need or problem.
- Develop the immediate context in which this problem has been highlighted.

In external proposals be sure you are responding to the published need and motivation as identified by the outside agency.

- **End Matter:**

- Bibliography
- Resumes
- Appendixes

For sample 'Business Proposal' templates, please view the following links:

<http://www.klariti.com/templates/Proposal-Template.shtml>

<http://www.scribd.com/doc/244716/sample-business-proposal> <http://www.writinghelptools.com/proposal-sample.html>

Lecture 16

Letters

Lecture Outline

- Letters
- Types of Letters
- Format of Letters
- Elements of Letters
- Job Application Letters
- Structure of Letters
- Transmittal Letters

Letters

Business letters are formal letters used for business-to-business, business-to-client, or client-to-business correspondence. There are a number of elements to a business letter. Letters are used to communicate outside your organization. Whereas the memorandum is the primary vehicle for communication within an organization, letters are often used to communicate to individuals outside it, especially in formal and semiformal contexts.

Types of Letters

The following are some of the most common types of letters written by people in technical fields:

- Job application letters
- Acceptance letters
- Transmittal letters
- Inquiry letters
- Technical-information letters
- Letters of recommendation

Format of Letter

If your organization has a specific style for business letters, follow that format. Otherwise, follow the guidelines provided here. Business letters are commonly either full-block formatted, with every line starting at the left margin and usually a business letterhead at the top of the page, or modified-block formatted, with the heading and the closing aligned at the center of the page.

Elements of Letter

Business letters have the following elements:

- Heading
 - Date
 - Recipient's address
 - Salutation
 - Body
 - Closing
 - End notations
-
- Heading

If you are using letterhead stationery, include only the date, two lines below the bottom of the letterhead. Spell out the name of month.

- **Recipient's Address**

Two to four lines below the date, place the following items:

The recipient's title (such as *Mr.*, *Ms.*, or *Dr.*) and full name (address a woman who does not have a professional title as *Ms.* unless you know she prefers *Miss* or *Mrs.*; if the recipient does not have a title and you are unsure of his or her gender, omit the title).

- **Recipient's Address**

You need to include the following:

- The recipient's job title, if appropriate.
- The name of the company or institution, if appropriate.
- The full address, following the same format as for the address in the heading.
- The recipient's address is always aligned on the left margin.

- **Salutation**

Place the salutation two lines below the recipient's address. The salutation begins with the word *Dear*, continues with the recipient's title and last name, and ends with a colon.

- **Body**

Start the letter two lines after the salutation. Body paragraphs should be single spaced with a double space between paragraphs. Indenting the first line of each paragraph is acceptable but is more informal than the unindented style.

- **Closing Phrase**

Write a complimentary closing phrase two lines below the final body paragraph.

Yours truly, *Sincerely*, or *Sincerely yours* are common endings for professional letters.

Capitalize the first letter of the first word of your complimentary closing, and end the complimentary closing with a comma.

- **E**

At the bottom of the last page of a business letter, 'End Notations' may show who typed the letter, whether any material is enclosed with the letter, and who is receiving a copy of the letter.

Example:

Enclosure: Article by Ali Bashir

Encl. (2)

Enc. (2)

Example:

cc: Dr. Maria Aalam

Mr. Waleed Usman

Template of Business Letter

Your Phone Number

Your Email Address

Date

Contact Information

Name
Title
Company
Address
City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name:

Body of Business Letter

Keep your letter simple and focused, so the purpose of your letter is clear.

The first paragraph of your business letter should provide an introduction as to why you are writing.

Then, in the following paragraphs provide more information and details about your request.

The final paragraph should reiterate the reason you are writing and thank the reader for reviewing your request.

Single space your letter and justify your letter to the left.

Leave a blank line between each paragraph.

Complimentary Close:

Respectfully yours,

Signature:

Handwritten Signature (for a mailed letter)

Typed Signature

Job Application Letters

While writing a job application letter, identify a specific area of employment, summarize your qualifications for the job, refer to an enclosed résumé, and request the next step of the application process, usually an interview.

Application letters:

Application letters are usually just one page in length and consist of three sections:

- Front Matter
- Body
- End Matter

- **Front Matter**

State that you are applying for a specific job title or field. Also mention the person who referred you or told you about the job. If you learned of the job from an advertisement, mention that too.

- **Body**

Explain specifically why you are qualified for the job. Describe education, work experience and any other activity that display relevant talents, such as foreign-language proficiencies and leadership or supervisory experience.

- **End Matter**

Refer to your enclosed résumé and express your desire for an interview, stating when and where you will be available for one. In addition, invite further inquiries, and state how you can be contacted.

For sample 'Job Application Letter', please view the following link:

<http://jobsearch.about.com/od/morejobletters/a/jobappletter.htm>

Acceptance Letters

Letters accepting a job not only convey information, but also establish a contractual relationship between you and the organization or person offering you the position.

Consequently, acceptance letters should accurately restate the key terms of employment.

Format:

Begin the first paragraph by enthusiastically accepting the job. Be sure to state the exact title of the job and the salary. The second paragraph usually discusses details about the position, especially the date you will begin work.

For sample 'Acceptance Letter', please view the following link:

http://www.eduers.com/resume/Acceptance_Letters.htm

Transmittal Letters

A transmittal or cover letter accompanies a larger item, usually a document. The transmittal letter provides the recipient with a specific context in which to place the larger document and simultaneously gives the sender a permanent record of having sent the material.

For sample 'Transmittal Letter', please view the following link:

<http://writing.colostate.edu/guides/documents/ce-trpt/pop9j.cfm>

Lecture 17

Letters II

Lecture Outline

- Letter of Inquiry
- Sample of Inquiry Letter
- Technical-Information Letters and Memoranda
- References and Letters of Recommendation
- Guidelines for Writing References
- Guidelines for Writing Letters of Recommendation

Letters of Inquiry

A letter of inquiry asks someone for specific information. In some cases, such as a request for promotional material, the recipient will have a clear interest in responding to your letter. In other cases, such as a request for specific information on a product, the recipient may or may not be motivated to respond quickly. Consequently, always make the tone of the letter friendly and make it easy for the recipient to identify and provide the information you need.

Sample of Inquiry Letter:

The following letter of inquiry is written by a computer programmer, requesting specific information about an upcoming release of a software product.

Head:

Arlington Heights Programming Associates
16 Oak Street
Springfield, CA 90467

November 11, 1996

Customer Relations
Turing Data Solutions
2345 Maple Avenue
Mountain View, CA 94941

Dear Customer Relations:

Body:

I am a systems engineer at Arlington Heights Programming Associates developing a new client-server networked database system for two non-profit corporations.

My team is considering using your new release of Omega Database Plus 1.0 as a key part of the system. If we incorporate your product into our design, our clients will need to purchase at least a total of 140 copies of your software.

We have read your promotional material and are very interested in using your product. We need, however, the answers to the following questions before we can decide whether or not to use Omega Database Plus:

1. Are you still planning to release the Omega Database Plus Version 1.0 on February 12, 1998?
2. What LAN environments will your product support?
3. Will your product support PGP encryption?

Footer:

I would be happy to talk to you further about your product. You can call me at (415) 666-4323 or e-mail me at egarrels@arlpro.com.

Sincerely,

Edgar Garrels
Senior Systems Engineer

cc: Mr. R. Williams

Technical-Information Letters and Memoranda

Technical-information letters and memoranda are short documents that announce new technical information, such as a software bug and its solution, or a new feature. Use the memorandum format if the information is being sent inside an organization. Use the letter format if the document will be sent to outside individuals.

Body:

The addressing scheme for the World Wide Web relies on Uniform Resource Locators (URLs). Each Web document has a URL, which identifies the protocol being used, the name of the Web server the document is on, and the path name to get to the document. (Note: in common usage, the more specific term "Uniform Resource Locator (URL)," is frequently used where the more general term "Universal Resource Indicator (URI)" would be more appropriate.)

A URL must indicate the protocol, Web server, and path name (e.g., "http://web.mit.edu/cwis/faq/shorturl.html") as opposed to a relative URL, which assumes the same protocol and server, and just gives the path relative to the location of the current document (e.g., "../comments.html"). A URI can be either a URL or a relative URL. One problem with URLs is that they can become long and unwieldy.

MIT Information Systems has come up with a scheme for shorter URLs for files stored on the Athena network and accessed through the Web server, web.mit.edu. Since electronic publishers at MIT can now use and publicize shorter URLs for their documents, addresses will be easier to reference and remember. In the past, for example, to get the *Technology Review* home page, you had to enter the following URL in your Web browser:

<http://web.mit.edu/afs/athena/org/t/techreview/www/index.html>

References and Letters of Recommendation

A letter of recommendation is a letter that makes a statement of support for a candidate. The writer assesses the qualities, characteristics, and capabilities of the person being recommended in terms of that individual's ability to perform a particular task or function. Letters of recommendation are typically related to employment, admissions to institutions of higher education or scholarship eligibility.

References are an essential component of almost all admissions, grant, and employment processes. Managers and other individuals in any selection process need evaluations from individuals who have had long and close contact with applicants in order to assess accurately their abilities and accomplishments.

The number of recommendations required by employers and universities usually range from one to five, with three being the most common number.

- **Obtaining Letters of Recommendation:**

Make your candidacy as strong as possible by carefully soliciting references and letters of recommendation. Letters of recommendation are extremely important in decisions to hire, admit an individual and to award a scholarship or grant.

- **General Guidelines for Requesting References or Letters of Recommendation:**

If possible, always ask one or two more persons than the minimum number you need.

Ask a range of persons who can testify to different abilities and accomplishments relevant to the position or award.

If possible, ask someone in person to write a recommendation or to be a reference. If the individual is far away, ask him or her by phone or through a written letter. Generally, unless you know the person extremely well, do not ask someone to be a reference or write a letter of recommendation through e-mail.

- **Guidelines for Written Letters of Recommendation:**

Generally, people give more weight to recommendations that contain a waiver of your right to see the recommendation. Sometimes, however, it may be prudent not to waive your right to review the recommendation, especially if you are unsure of the recommender's attitude toward you or his writing ability.

Recommenders are busy people. Ask a person to write the recommendation and give him or her all the necessary material at least three weeks before the recommendation is due.

- **Writing Letters of Recommendation:**

Write letters of recommendation to provide relevant information and to present an individual truthfully and positively.

- **Guidelines for Writing Letters of Recommendation:**

In most cases, agree to write a letter of recommendation only if you can honestly write a supportive letter. If you cannot portray an individual positively, decline to write the recommendation.

Ask for a current Résumé, and as complete a description as possible of the position or program to which the person is applying. Assemble and review all other relevant information you may have about the person you are recommending. It is often easy to overlook some important accomplishment. In most cases, a letter of recommendation should consist of three or four paragraphs and not be over one page in length.

For sample 'Recommendation Letters', please view the following link:

<http://businessmajors.about.com/od/samplerecommendations/a/RecSample4.htm>

<http://www.eduers.com/images/sample-letter-of-recommendation.gif>

Lecture 18

Writing Direct Requests

Lecture Outline:

- Organizing Direct Request Message
 - The Main Idea of Direct Request
 - Indicate your confidence that the request will be filled.
 - Provide a sufficient detail for the reader to be able to comply with your request.
 - Clarify complicated request with lists and tables.
 - Close with a courteous request for specific action.
- Order Letters
- Customer Letters
- Requesting Claims and Adjustments

For Organizing Direct Requests:

- State the request or main idea
- Give necessary details
- Close with a cordial request for specific action

Direct Request:

This approach works well when your request requires no special tact or persuasion.

Example: HKB's store managers are certainly interested in helping Levi's increase sales, just as distributors are interested in filling the HKB order.

- **Main Idea of the Request:**

General rule for the first part of the direct request is not only to be understood but also to avoid being misunderstood. Be aware of the difference between a polite request in question form (which requires no question mark) and a question that is part of a request.

Example

Polite Request in Question Form	Question that is part of a request
Would you please help us determine whether Kate Kingsley is a suitable applicant for a position as landscape designer.	Did Kate Kingsley demonstrate to work smoothly with client?

- **Justification, Explanation and Details:**

In the middle section:

1. Call attention to how the reader will benefit from granting your request.
2. Give details of your request.

3. Ask the most important question first. Then ask related, more specific questions.
4. Use numbered list when you are requesting several items or answers.

Order Letter:

An Order Letter also known as a PO or purchase order letter. It begins the paper trail of a specific purchase. The objective of an order letter is to provide the vendor with detailed instructions for fulfilling an order. With our all-in-one business writing software you get a variety of order letters to help you find the perfect words to say, plus practical writing guidelines and tips provided by professionals.

Placing Orders

Order letters are like good mail order forms, although they also provide more room for explaining special needs. When placing an order, you don't need to excite your reader's interest; just state your needs clearly and directly.

Requesting Routine Information and Action:

When making a routine request, say:

- What do you want to know?
- Why it is in the reader's interest to help you?

Request to Company Insiders:

A request in memo form:

1. Provides a permanent record.
2. Saves time and question.
3. Tells precisely what is needed.
4. The Basic Request is stated at the beginning.
5. The next two paragraphs explain the problem that made the inquiry necessary.
6. The final paragraph requests action and, with a built-in Questionnaire, makes a response day.

Example i.e. MEMO:

The Memo begins with the central question.

A little background information orients the reader.

The numbered questions focus responses, so that they will be easier to tally.

Customer Services:

It is the Department or function of an organization that responds to inquiries or complaints from customers of that organization. Customers may communicate in person or via written correspondence, toll telephone, etc.

Various techniques are used to generate correspondence back to the customer, including checklists, form letters, typewritten letters, computer letters (fill-in type), or computer-generated personalized letters. Typewritten letters are best for irate complaints or special situations. Computer letters combine the benefits of personalization with the efficiencies of automation.

Customer service correspondence may be in letterhead or postcard format. Customer service is an important part of the fulfillment function, ensuring that customers will buy again and/or continue to be good customers.

Structure of Customer Letters

The opening paragraph states the reason for the letter. The frank request should arouse curiosity and encourage a frank response. The request for action should be devised for uncovering

trouble without actually suggesting that there might be trouble. The actual request for action is left unstated until the end so that it leaves an impression.

Claim: [Legal demand](#) or assertion by a [claimant](#) for compensation, [payment](#), or [reimbursement](#) for a [loss](#) under a [contract](#), or an [injury due](#) to [negligence](#).

Adjustments: It is the process of handling and settling claims or the amount requested by a policyholder or claimant because of a loss or damages suffered. Adjustment letter is written to offer brief description of the cause of dissatisfaction and prepare the necessary action. Adjustment letter is a letter in answer to a complaint letter. The answer may either be a refusal or a grant.

Requesting Claims and Adjustments

Claims (Formal Complaints)

Adjustments (Claim settlements)

You are entitled to request an adjustment whenever you receive a product or experience service that doesn't live up to the supplier's standards.

For sample 'Claim and Adjustment Letters', please view the following links:

<http://officewriting.com/tag/claim-letter/>

http://writing.colostate.edu/guides/documents/business_writing/business_letter/adjustment_letter/sample_adjustment_letterA.pdf

Credit Requests

It is the type of request for credit (oral or written) made in accordance with procedures established or practices followed by the Creditor for the type of credit requested.

Making Routine Credit Requests

The first step in requesting credit is to get an application form. The second step is to supply the necessary information. Order letters are often combined with a request for credit.

For sample 'Routine Credit Requests', please view the following link:

http://public.findlaw.com/consumer/le12_10_1.html

Lecture 19

Writing Routine, Good-News and Goodwill Messages

Lecture Outline:

- Organizing Positive Messages
 - a. Clear Statement of the Main Idea
 - b. Necessary Details
 - c. Courteous Close
- Writing Positive Replies
 - Acknowledging Orders
 - Replies to Requests for Information and Action
 - a. When a Potential Sale Is Involved
 - b. When No Potential Sale Is Involved
 - Responding Favorably to Claims and Adjustment Requests
 - Handling Routine Credit Requests
 - a. Approving Credit
 - b. Credit References

Organizing Positive Messages:

Whether written or oral, positive messages begin with a clear statement of the main idea, clarify any necessary details and end with a courteous close.

a

Almost all business communication has two basic purposes:

- To convey information
- To produce in the audience a favorable (or at least accepting) attitude or response

The main idea is the single most important idea, concisely stated.

Instead of this	Write this
I am pleased to inform you that after deliberating the matter carefully, our personnelcommittee has recommended you	You've been selected to join our firm as a staff accountant, starting from March 20.

b. Necessary Details:

Your reason for communicating can usually be expressed in a sentence or two, but you'll need more spaces or time to explain your point completely so that your audience will have no confusion or lingering doubt.

Necessary details:

- Satisfy reader's information needs.
- Reinforce positive tone.
- Emphasize positive aspects of disappointing news.

c. Courteous Close:

Your message is most likely to succeed if your audience is left with the feeling that you have

their personal welfare in mind.

Courteous close:

- Summarizes main point
- Indicates what should happen next
- Highlights reader's benefit

Writing Positive Replies:

Acknowledging Orders:

Acknowledgements are appropriate for large orders, first orders, and orders that cannot be filled right away. Acknowledgement letters are sent to a customer confirming the receipt of an order, payment, or inquiry. It is frequently used in response to credit orders to encourage fast payment or to offer an opportunity to increase the order.

Replies to Requests for Information and Action:

To reply requests for information and action, you need to consider that person's opinion of your company, your products, your department, and you yourself will be influenced by how promptly, graciously, and thoroughly the request is handled. There are two types of requests for information and action:

- a. Requests from potential customers.
- b. Requests that do not involve a potential sale.

a. When a Potential Sale Is Involved:

While answering requests that involve a potential sale, there are three main goals:

- To respond to the inquiry and answer all questions
- To encourage the future sale
- To leave your reader with a good impression of you and your firm

b. When No Potential Sale Is Involved:

There are two essential goals when no sale is involved:

- Responding to the request
- Leaving a favorable impression of your company or fostering a good working relationship

Responding Favorably to Claims and Adjustment Requests:

You can build customer loyalty by responding favorably to routine claims. Favorable responses to routine claims are known as adjustments. The following sequence is recommended while giving a favorable response to a claim:

- Reveal the good news in the first sentence of the letter.
- Explain the various circumstances under which the action has been taken.
- Don't blame an individual or a specific department.
- Avoid lame excuses such as "Nobody's perfect" or "Mistakes will happen."
- End the letter on a pleasant note

Handling Routine Credit Requests:

Handling routine credit requests is important because consumers often carry a wallet full of plastic credit card, and business of all sizes operates more smoothly because they can pay for their purchases over time. There are two types of positive responses to routine credit requests:

- Approving Credit
 - Credit References
-

Approving Credit:

Credit approvals mark the beginning of a business relationship with a customer, so the goal is to convey the necessary information while building good will. To approve the credit request, use the direct approach:

- Open with good news that credit has been approved.
- Explain credit arrangements using a positive tone.
- Close by emphasizing the benefits of doing business with the firm (resale information and sales promotion)

Credit References:

A credit reference is the information, the name of an individual, or the name of an organization that can provide details about an individual's past track record with credit. Credit references are generally used to determine the creditworthiness of a person or individual. For example, if an applicant's credit history indicates proper, timely payments on all outstanding obligations, a lender may judge it more likely that the applicant will make timely payments on the requested loan.

Lecture 20

Writing Bad-News Messages

Lecture Outline:

- Organizing bad-news messages
- Indirect Plan
 - a. A buffer
 - b. Reasons supporting the negative decision
 - c. A clear, diplomatic statement of the negative decision
 - d. A helpful, friendly, and positive close
- Direct Plan
- Conveying bad news about orders

Organizing bad-news messages:

It's important to realize that some people interpret being rejected as a personal failure; being turned down for a job or for credit or even being rejected in less sensitive areas usually complicate people's lives. As with direct requests and routine, good-news, and goodwill messages, bad-news messages are best communicated across cultures by using the tone, organization, and other cultural conventions that your audience expects. In bad news messages, your tone contributes to your message's effectiveness by supporting three specific goals:

- Helping your audience to understand that your bad-news message represents a firm decision
- Helping your audience to understand that under the circumstances, your decision was fair and reasonable
- Helping your audience to remain disposed towards your business and possibly towards you

With the right tone, you can make an unwelcome point while preserving your audience's ego.

The two basic strategies to communicate bad news message are:

- The indirect plan, which presents supporting data before the main idea
- The direct plan, which presents the main idea before the supporting data

I. Indirect Plan:

Instead of beginning a business message with a blunt 'no' which might restrain your audience from reading or listening to your reasons, use the indirect plan to ease your audience into the part of your message that demonstrates how you're fair-minded and eager to do business on some other terms.

The indirect plan consists of four parts:

- a. A buffer
- b. Reasons supporting the negative decision
- c. A clear, diplomatic statement of the negative decision
- d. A helpful, friendly, and positive close

a. Buffer:

The first step in using the indirect plan is to put the audience in an accepting mood by making a neutral, non-controversial statement closely related to the point of the message. To compose your buffer:

- Avoid giving the impression that good news will follow.
 - Avoid saying no
-

- Avoid using a know-it-all tone, e.g., you should be aware that...
- Avoid wordy and irrelevant phrases and sentences like
 - We have received your letter
 - This email is in reply to your request
 - We are writing in response to your request
- Avoid apologizing
- Avoid writing a buffer that is too long

b. Reasons:

After composing the buffer, the reasons will follow naturally. You describe the more positive points first. Then move on to less positive ones. You must provide enough detail for the audience to understand your reasons, but be concise because a long roundabout explanation may make your audience impatient. The paragraph states the reasons for refusal in a better way:

- It provides enough detail to make the reason for the refusal logically acceptable.
- It implies that the applicant is better off avoiding a program in which he or she would probably fail, given the background of others who would be working alongside him or her.
- It doesn't rest solely on company policy. A relevant policy exists but is presented as logical rather than rigid.
- It offers no apology for the decision.
- It avoids negative personal expressions ("You do not meet our requirements").

c. The Bad News:

When the bad news is a logical outcome of the reasons that come before it, the audience is psychologically prepared to receive it. However, the audience may still react emotionally if the bad news is handled carelessly. Here are some methods to convey bad news:

- De-emphasize the Bad News
 - Minimize the space or time devoted to it.
 - Subordinate it in a complex or compound sentence ("My department is already short-handed, so I'll need all my staff for at least the next two months")
 - Embed it in the middle of a paragraph.
- Don't overemphasize the positive.
- Avoid blunt statements that are likely to cause pain and anger.

The following phrases are likely to offend and should be avoided:

Instead of

1. We must deny
2. We cannot afford to
3. We must reject the proposal
4. We must turn down

Say this

1. The position has been filled.
2. Contact us again...
3. We've accepted the proposal from another builder
4. Please send your payment

Two other techniques are especially useful for saying 'no' as clearly and painlessly as possible. **First** one is using a conditional (if or when) statement that implies the audience could possibly have received or might someday receive a favorable answer: "When you have more managerial experience, you are welcome to reapply."

Second technique is to tell the audience what you did, can do, or will do rather than what you did not do, cannot do, or won't do. You can say "We sell exclusively through retailers, and the one nearest you that carries our merchandise is ..." rather than "We are unable to serve you, so please call your nearest dealer."

d. Positive Close:

After giving the bad news, your job is to end the message on a more upbeat note. Whatever type of close you choose, follow these guidelines:

- Don't refer to or repeat the bad news.
- Don't apologize for the decision or reveal any doubt that the reasons will be accepted (avoid statements such as "I trust our decision is satisfactory")
- Don't urge additional communication unless you really want to discuss your decision (avoid saying anything like "IF you have further questions, please write").
- Don't anticipate problems (avoid statements such as "Should you have further problems, please let us know")
- Don't include clichés that are insincere in view of the bad news (avoid saying "If we can be of any help, please contact us").
- Don't reveal any doubt that you will keep the person as a customer (avoid phrases such as "We hope you will continue to do business with us").

ii) Direct Plan:

A bad news message organized on the direct plan starts with a clear statement of the bad news, proceeds to the reasons for the decision, and ends with a courteous close.

Stating the bad news at the beginning has two potential advantages:

- It makes a shorter message possible
- The audience needs less time to reach the main idea of the message, the bad news itself.

Conveying bad news about orders:

For several reasons, business must sometimes convey bad news concerning orders:

- To work toward an eventual sale along the lines of the original order
 - To keep instructions or additional information as clear as possible
 - To maintain an optimistic, confident tone so that your reader won't lose interest
 - When you must back-order for a customer, you have one of the two types of bad news to convey
 - You're able to send only part of the order
 - You're able to send none of the order
-

Lecture 21

Writing Persuasive Messages

Lecture outline:

- Motivating with persuasive messages
 - a. Needs and appeals
 - b. Emotion and logic
 - c. Credibility
 - d. Semantics
- Organizing persuasive messages
- Writing Persuasive Request for Action
- Writing Sales Letters
- Planning Sales Letters
 - a. Determine the main idea
 - b. Define the audience
 - c. Choose the approach and format

Motivating with Persuasive Messages:

The persuasive message influences the audience by informing them and growing their understanding – the audience is free to choose. Ethical business people inform customers about the benefits of a product or an action so that customers can recognize how well that product or action will fill a need they truly have. Persuasive messages aim to influence audiences who are inclined to resist, so they depend heavily on strategic planning.

Before writing a persuasive message, ask yourself certain questions, i.e., what you're writing about, who you're writing to, and what you want to happen as a result.

When writing persuasive messages, four things to keep in mind about your audience are:

- a. Needs and appeals
- b. Emotion and logic
- c. Credibility
- d. Semantics

a. Needs and Appeals:

Everyone is not interested in economy or fair play. For instance, some people's innermost needs make appeals to status and greed. To accommodate these individual differences, analyze the members of your audience and then construct a message that appeals to their needs.

b. Emotion and Logic:

Emotional appeals call on human feelings and emotions; however, such an appeal must be subtle. For instance, you can make use of the emotion surrounding certain words. The word 'freedom' evokes strong feelings, as do words success, prestige, compassion, free, value, and comfort. Such words put your audience in a certain frame of mind and help them accept your message. However, emotional appeals aren't necessarily effective by themselves. For most business situations, the best use of emotion is working in tandem with logic. Even if your audience reaches a conclusion based on emotions, they'll look towards you to provide logical support as well.

c. Credibility:

The ways of gaining credibility are:

- a. **Being enthusiastic:** Your excitement about the subject of your message can affect your audience.
- b. **Being sincere:** Your honesty, genuineness, good faith, and truthfulness help you focus on your audience's needs.
- c. **Being an expert:** Your knowledge of your message's subject area (or even of some other area) helps you to give your audience the quality information, necessary to make a decision.
- d. **Having good intentions:** Your willingness to keep your audience's best interest at heart helps you create persuasive messages that are ethical.
- e. **Being trustworthy:** Your honesty and dependability help you earn your audience's respect.
- f. **Establishing common ground.** Your beliefs, attitudes, and background experiences that are like those of your audience's, help them identify with you.

d. Semantics:

The words you choose to state your message say much more than their dictionary definitions. For instance, *useful*, *beneficial*, and *advantageous* may be considered synonyms, yet these three words are not interchangeable.

Organizing persuasive messages:

Persuasion requires the indirect approach. While framing a persuasive argument or message, effective business people use the AIDA plan which has four phases:

- a. Attention
- b. Interest
- c. Desire
- d. Action

a. Attention: Your first objective is to encourage your audience to hear about your problem, idea, new product—whatever your main idea is. Write a brief engaging opening sentence with no extravagant claims or irrelevant points and be sure to find some common ground on which to build your case.

b. Interest: Explain the relevance of your message to your audience. Continue the theme you started with, paint a more detailed picture with words.

c. Desire: Help audience members embrace your idea by explaining how the change will benefit them. Reduce resistance by identifying and answering in advance any questions the audience might have. If your idea is complex, you may need to explain how you would implement it. Back up your claims in order to increase audience willingness to take the action that you suggest in the next section. Just remember to make sure that all evidence is directly relevant to your point.

d. Action: Suggest the action you want readers to take. Make it more than a statement such as "Please institute this program soon" or "Send me a refund." This is the opportunity to remind readers of the benefits of taking action. The secret of successful action phase is to make the action easy, so if possible, give your readers a couple of options for responding, such as a toll- free number to call and a website to visit.

Writing Persuasive Request for Action:

In an organization, persuasive techniques are often required to get someone to change policies or procedures, to spend money on new equipment and service to promote a person or to protect

turf. The attention-getting device for action, at the beginning of a persuasive request, usually shows the reader that you know something about his or her concerns and that you have some reasons for making such a request.

In this type of persuasive message, flattering comment about the reader is acceptable, especially if it is sincere. You can give facts, explain benefits, and enhance your appeal in the interest and desire sections. You need to convince your readers that helping you will serve to solve a significant problem and close your message with a request for some specific action.

Writing Sales Letters:

A sales letter is a document designed to generate sales. It persuades the reader to place an order; to request additional information; or to lend support to the product or service or cause being offered. It influences the reader to take a specific action by making an offer--not an announcement--to him. To sell, the sales letter must be specific, go to the right audience, appeal to the readers' needs, and it must be informative.

Sales letters are considered binding contracts, so avoid even implying offers or promises that you can't deliver.

Making a false statement in a sales letter is fraud if the recipient can prove that:

- You intended to deceive
- You made your statement regarding a fact (not an opinion or a speculation)
- The recipient was justified in relying on your statement
- The recipient was damaged by your statement (in a legal sense)

Using a person's name, photograph, or other identity in a sales letter without permission is considered invasion of privacy – with some exceptions. Using a photo of the members of a local softball team in a chamber of commerce mailer may be perfectly legal, if team members are public figures in the community.

Planning Sales Letters:

The three steps involved in planning a sales letter are similar to those involved in planning any other persuasive message

- a. Determine the main idea (in sales letters, it revolves around a selling point and related benefits)
- b. Define the audience
- c. Choose the approach and format

a. Determining Selling Points and Benefits:

Selling points are the most attractive features of a product. Consumer's benefits are the particular advantages that buyers will realize from those features.

b. Defining the Audience:

Marketers seek to define consumer in terms of:

- **Demographics:** age, gender, occupation, income, and education
- **Psychographics:** personality, attitudes, and lifestyle

c. Choose the approach and format:

- Choose words that won't be misinterpreted
 - Be sure you don't distort the truth
 - Adopt the "you" attitude by showing your honest concern for audience's needs and interests
-

Lecture 22

Writing Short Reports

Lecture Outline:

- Reports
- What makes a good report
 - a. Accuracy
 - Describe facts and Events in concrete terms
 - Put the facts in perspective
 - Give plenty of evidence for your conclusions
 - Present only objective evidence and verifiable conclusions
 - Keep your personal biases in check
 - b. The content shows writer's good judgment
 - c. Responsive format, style and organization
 - What subject does the report cover?
 - Why is the report being prepared?
- Short report
- Planning Short Reports
- Short Report Format
- Establishing a Basic Structure
- Key points to cover
- Organizing Informational Memos and Reports
- Interim Progress Reports
- New Business Proposal to an Outside Client
- Developing Structural Class

Reports:

Reports are documents which present focused, salient content to a specific audience. Reports are often used to display the result of an experiment, investigation, or an inquiry. You may be surprised that a variety of documents qualify as reports. The word report covers everything from preprinted forms to brief, informal letters and memos to three-volume manuscripts. It should be noted that reports are considered to be legal documents in the workplace and, thus, they need to be precise, accurate and difficult to misinterpret.

What makes a good report?

Good reports have three things in common:

- a. The information is accurate.
- b. The content shows writer's good judgment.
- c. The format, style and organization respond to reader's needs.

a. Accuracy: The first thing a business report must learn to do is to tell the truth. To ensure accuracy:

- Check the facts
 - Reduce distortion
 - **Describe facts and Events in concrete terms:**
-

It's better to say 'Sales have increased from Rs. 400,000 to Rs. 450,000 in two months' rather than 'Sales have sky rocketed'.

- **Put the facts in perspective:**

If you tell your reader that the value of stock has doubled in three weeks, you are only giving a partial picture. They will have a much better understanding, if you say the value of stock has doubled in three weeks rising from Rs. 2 to Rs. 4 per share on the rumor of a potential merger.

- **Give plenty of evidence for your conclusions:**

Statements like we have to recognize the sales force or we are bound to loose market share may or may not be true. Readers have no way of knowing unless you provide sufficient data to support your claim.

- **Present only objective evidence and verifiable conclusions:**

Try to avoid drawing conclusions from less information and don't assume that a preceding event is a cause of what follows.

Example:

If the sales decreased after a new advertising agency was contracted, it doesn't mean that the agency is to blame. Other factors may have a role to play in this as well.

- **Keep your personal biases in check**

Even if you have a personal bias towards the subject of the report, try to keep your feelings from influencing your choice of words. Such biases not only offend but also obscure the facts and provoke emotional responses.

b. The content shows writer's good judgment:

1. Getting the main idea at the beginning of the report.
2. Seeing the facts.
3. Receiving the whole story.
4. Reading language they can understand.
5. Learning something that will make their jobs easier.

c. Responsive format, style and organization:

Before writing you must decide:

- Whether to use a letter, memo, or manuscript format
- Whether to group your ideas one way or another
- Whether to employ an informal style

When making decisions about the format, style and organization of a report, consider its:

- Origin
- Subject
- Timing
- Distribution
- Purpose
- Probable reception

- **What subject does the report cover?**

The subject of a business report affects its format and vocabulary.

Example:

An audit report would contain a lot more numbers, often in the forms of tables.

- **Why is the report being prepared?**

Reports can be prepared for different purposes that can be:

a. Informational

- Inform or instruct – present information
- Reader sees the details of events, activities or conditions.
- No analysis of the situation, no conclusion and no recommendations.

b. Analytical

- Written to solve problems
- Information is analyzed.
- Conclusions are drawn and recommendations are made

c. Persuasive

- An extension of analytical reports: main focus is to sell an idea, a service, or a product.

Short Report:

The short, informal report is usually submitted in the form of a letter or memorandum. The short report may range from short statement of facts, presented on a single page, to a longer presentation taking several pages. It does not carry a cover, table of contents or any special display. In style, short report is personal, informal and relaxed.

Planning Short Reports:

When planning short reports, be sure to follow the report-writing customs that your audience expects. Following three elements influence length and format of your report:

- Audience
- Purpose
- Subject matter

Short Report Format:

You may perceive the report in one of the following formats:

a. Preprinted form

This type of format is basically for ‘fill-in-the-blanks’ reports. It deals with routine information which is often mainly numerical.

b. Letter

This format is used for reports that are directed to outsiders and contain five or fewer pages. They follow the normal letter format.

This is the most common format for short informal reports within an organization. Memos have four headings:

To

From

Date

Subject

d. Manuscript

For a formal approach, manuscripts range from a few pages to several hundred pages.

Establishing a Basic Structure:

Choice of a structure involves three decisions:

- What to say?
 - Direct or indirect
 - Topical or logical organization
-

Key points to cover:

Your report should answer audience's key questions. What ideas would you include? When deciding the content of your report, the first step is to put yourself in the audience position. What are major questions that you think your audience has about the subject? Your objective is to answer all those questions in an order that makes more sense.

Organizing Informational Memos and Reports:

The purpose of informational report is to explain. When writing informational reports you do not have to worry too much about reader's reaction. To have clarity is the main objective of informational report. Some informational reports are organized according to instructions, supplied by the person requesting the information. Informational reports take many forms. The examples that follow will give you an idea of typical organization and tone.

Interim Progress Reports:

Interim progress reports give the customer an idea of the work that has been completed to date. The style of such reports is more formal than internal reports. When writing interim reports, be honest about the problems as well as the accomplishments.

New Business Proposal to an Outside Client:

Proposals to outside clients attempt to get products, plans, or projects accepted by outside businesses or government clients. A simple formula followed by many professionals is:

- here's my problem
- here's the solution
- here's what it will cost

Developing Structural Class:

Four tools are particularly essential for giving readers an overall structure of your document and for keeping them on track when they read:

- a. The opening
- b. Headings and lists
- c. Smooth transitions
- d. The ending

a. The Opening:

A good opening accomplishes at least three things:

1. Introduces the subject of your report
2. Indicates why the subject is important
3. Gives the readers a preview of main ideas and the order in which they will be covered.

b. Headings and lists:

In order to help the reader find their way around a report quickly, a report is always divided into clear sections with headings, for example, Facts, Discussion, Findings, Costs, Limitations, Advantages, and Conclusions. Usually, a numbering system is used too. The important thing is to be clear and consistent.

c. Smooth transitions

Such phrases as *"to continue the analysis"*, *"on the other hand"* and *"additional concept"* are another type of structural clue.

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Additional Details: moreover, furthermore, in addition, besides, etc.

Casual Relationship - therefore, because, accordingly, thus, hence, etc.

d. The ending:

Cite your sources to persuade the reader about your information-gathering reliability. These may include interviews, articles, company records, surveys, your own observation, and so on. Proofread your document carefully before sending it to the reader.

MAS ALL

ROUNDER

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