

Organized Retailing

NVEQF Level 1 – Class IX

RS102-NQ2012 – COMMUNICATION BASICS

Students Workbook



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Preface

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace.

The student workbook on "**Communication Basics**" is a part of the qualification package developed for the implementation of National Vocational Education Qualification Framework (NVEQF), an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

This student workbook, which forms a part of vocational qualification package for student's who have passed Class VIII or equivalent examination, was created by a group of experts. The Retailer's Association of Skill Council of India (RASCI), approved by the National Skill Development Corporation (NSDC) organized Retailing Industry developed the National Occupation Standards (NOS). The National Occupation Standards are a set of competency standards and guidelines endorsed by the representatives of organized retailing Industry for recognizing an assessing skills and knowledge needs to perform effectively in the workplace.

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of National Council of Educational Research and Training (NCERT) in association with SKSDC has developed modular curricula and learning materials (Units) for the vocational qualification package in organized retailing sector for NVEQ levels 1 to 4; Level 1 is equivalent to Class IX. Based on NOS, occupation related core competencies (knowledge, skills and abilities) were identified for development of curricula and learning modules (Units).

This student workbook attempts to discourage rote learning and to necessary flexibility in offering of courses, necessary for breaking sharp boundaries between different subject areas. The workbook attempt to enhance these endeavour by giving higher priority and space to opportunities contemplation and wondering, discussion in small groups and activities requiring hands on experience. Hope these measures will take us significantly further in the direction of a child centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school Principals and Teachers will take to encourage children to reflect their own learning and to pursue imaginative and on the job activities and questions. Participation of learner in skill development exercises and inculcation of values and creativity is possible if involve children as participant in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time table would be a necessity to maintain the rigour in implementing the activities and required number of teaching days will have to be increased for teaching and training.

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About the Workbook

This workbook is to assist you with completing the Unit of Competency **RS102-NQ2012: Communication Basics**. You should work through the workbook in the classroom, at the workplace or in your own time under the guidance and supervision of your teacher or trainer. This workbook contains sessions which will help you to acquire relevant knowledge and skills (soft and hard) on various aspects of the unit of competency. Each session is small enough to be easily tackled and digested by you before you move on to the next session. Animated pictures and photographs have been included to bring about visual appeal and to make the text lively and interactive for you. You can also try to create your own illustrations using your imagination or taking the help of your teacher. Let us now see what the sections in the sessions have for you.

Section 1: Introduction

This section introduces you to the topic of the Unit. It also tells you what you will learn through the various sessions covered in the Unit.

Section 2: Relevant Knowledge

This section provides you with the relevant information on the topic(s) covered in the session. The knowledge developed through this section will enable you to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topic before you complete the exercise(s).

Section 3: Exercise

Each session has exercises, which you should complete on time. You will perform the activities in the classroom, at home or at the workplace. The activities included in this section will help you to develop necessary knowledge, skills and attitude that you need for becoming competent in performing the tasks at workplace. The activities should be done under the supervision of your teacher or trainer who will guide you in completing the tasks and also provide feedback to you for improving your performance. To achieve this, prepare a timetable in consultation with your teacher or trainer and strictly adhere to the stipulated norms or standards. Do not hesitate to ask your teacher or trainer to explain anything that you do not understand.

Section 4: Assessment

The review questions included in this section will help you to check your progress. You must be able to answer all the questions before you proceed to the next session.

Introduction



Communication is an integral part of the retailers marketing strategy. Communication is used to inform the customers about the retailers, merchandise and the services. Communication is certainly essential in business, in government, military organizations, hospital, schools, communities, homes or anywhere where people deal with one another.

Every individual has a distinct personality that can be developed, polished and refined. This process includes improving communication skills, widening scope of knowledge, improving manners and etiquette and adding grace and style to the overall personality.

Greek and Roman actors wore a mask on stage to distinguish their roles and amplify their voices. The term personality is derived from the Latin word *persona*, meaning Mask. The three important factors of personality are physique, intelligence and attitude. Communication is the act of imparting or exchanging of information, ideas, or feeling. Communication is a two-way activity that takes place between two or more people. Sending, giving or exchanging information and ideas are often expressed verbally and non-verbally. It is an important process through which facts, ideas, experiences and feelings are shared and exchanged.

Communication in retail organizations is very much needed. Retail jobs exist in many functional areas, including information systems, human resources, finance and accounting. However, when retail job skills are discussed, the conversation typically centers on skills specific to in-store retail sales and service associate positions. These are the employees who interact at the store level directly with customers. Retail job skills include a combination of soft skills and technical talents.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Communicating in an effective manner, irrespective of the mode of communication used is an important and very useful skill. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. Better communication helps better job performance. Effective and timely communication promotes better relations and work culture among the employees.

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Session 1: Introduction and Greeting

Relevant Knowledge

Every interaction starts with some form of greeting. The way we greet, the tone and the language, changes according to our familiarity with the person being greeted.

Following are some sentences we generally use whenever we greet someone:

1. Hello!
2. Good morning/afternoon/evening
3. Hello! How are you doing?
4. Hello! How are you doing now?
5. How's life?
6. All's well?
7. What's up?



Introducing Oneself

Read the following phrases loudly:

1. "I would like to introduce myself. I am..."
2. "Hello\Hi!, I am..."
3. "Hello\Hi! My name is..."
4. "I live at..."
5. "I am from..."
6. "I am working as a ..."
7. "I studied at..."
8. "I am/came here to..."
9. "My hobbies are..."
10. "I like..."



Exercise: Assignment

Read aloud the following sentences:

1. My name is _____ (include your name). And you **are**?
2. I **am** a Sales Manager. I **work** at ABC Store.
3. It **is** a pleasure to meet you.
4. She **is** a Store Manager. She **works** at XYZ mall.

Activity: Role Play

Objective: This activity will be facilitated by your teacher or trainer. At the end of this activity, you will be able to greet friends, neighbours and strangers confidently. The following 3 situations may be used for a role play:

Situation 1: You have met a friend after a long time. The last time you saw him was in school. **How would you greet each other?**

Situation 2: You meet your local grocer while you are taking your morning walk. **You ask him if his shop will be open today.**

Situation 3: You see a person come down the stairs of your building. You have not seen him before, but you guess that the person may be your new neighbour. **You want to greet him and introduce yourself.**



Assessment

Fill in the blanks with the correct option.

1. Hi! I ___ Priya.
(a) is (b) am (c) are
2. _____ am 21 years old.
(a) He (b) I (c) She
3. I _____ in Delhi.
(a) live (b) lives (c) None
4. There _____ six members in my family.
(a) is (b) are (c) was
5. My parents _____ me very much.
(a) loves (b) love (c) None

6. My brothers _____ working.
(a) is (b) am (c) are
7. My father _____ a farmer.
(a) is (b) am (c) are
8. My mother _____ a housewife.
(a) are (b) is (c) am
9. I _____ one sister.
(a) has (b) have (c) having
10. She _____ a student.
(a) is (b) am (c) are
11. Hello, Sir! How _____ you?
(a) is (b) are (c) am
12. One of the best ways to greet a stranger is a _____.
(a) What's up (b) how are you (c) "Hello!"
13. If it is morning, you can say _____ as a form of greeting.
(a) Good morning (b) Good afternoon (c) Good evening
14. One of the favourite ways of greeting people is _____.
(a) What's up? (b) how are you doing? (c) All's well
15. No form of greeting is as popular as _____.
(a) all's well (b) Hello! (c) what's up

Checklist for Assessment Activity

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A

- a) Difference between personal and impersonal greetings.
- b) Difference between personal and impersonal introduction.

Part B

Discussed in class the following:

- a) Discuss personal and impersonal greetings.
- b) Discuss effective way of understanding of onself.

Part C

Performance Standards

The performance standard may include, but not limited to:

Performance standards covered by this assessment

Performance standards	Yes	No
Able to introduce his/herself.		
Able to greet others.		

Session 2: Framing of Questions & Complete Sentences

Relevant Knowledge

While framing questions, the sentences should begin with the question words.

Examples:

Which student was absent yesterday?

Is he present today?

Did he bring his leave report today?

Study the list of “Question Words” given below:

Word	Examples
What	1. What are you doing tonight? 2. What are we having for dinner?
When	1. When is the match starting? 2. When are we leaving?
Where	1. Where is my diary? 2. Where will the World Cup be held this year?
Which	1. Which one is your book? 2. Which color should we buy?
Who	1. Who is that girl? 2. Who stole the cell-phone?
Whom	1. With whom did you go to see the movie? 2. Whom did you meet at the party?
Whose	1. Whose towel is this? 2. Whose dog is barking this late at night?
Why	1. Why didn't you do your homework? 2. Why are we visiting her?
How	1. How are we going to tell him about the situation? 2. How is the book that you are reading?
Are	1. Are you Akanksha's sister? 2. Are you going to see him again?
Is	1. Is she doing her homework? 2. Is Manisha ill?

Am	1. Am I really going to take that chance? 2. Am I happy?
Have	1. Have you seen the new movie? 2. Have I done the right thing?
Has	1. Has she completed her shift? 2. Has it started boiling?
Do	1. Do we need to confirm the time and place? 2. Do you have to go to the bank today?
Does	1. Does he ever knock before entering a room? 2. Does the cat often steal from your kitchen?
Can/Could	1. Can I go to the mall? 2. Could you give me that magazine? 3. Can you play chess?
Will/ Would	1. Will you be there on my wedding? 2. Will my book be published? 3. Would you sing if they ask you to?
Shall/Should	1. Shall we go now? 2. Shall I do the job for you? 3. Should you leave early to reach on time?
May	1. May I come in? 2. May I go out for a moment?

Questions usually start with words like **what, when, how, where, why, is, can, do, did, will, would, could**, etc. And that they are always placed *at the beginning* of the sentence.

Read the following sentences:

1. **When** do we have to meet Mr. D'Souza?
2. **What** time is the appointment?
3. **When** is he going to come?

Framing Complete Sentences

A complete sentence is one that has a subject and a verb. For example, the sentence “I a good dancer” is not a complete sentence as it does not have a verb. Now, if we added the verb “am” to this sentence, it would be complete:

I **am** a good dancer.

Similarly, the sentence “Am a good dancer” is not complete as a subject is missing. Therefore, we should add a subject to complete the fragment. For example:
I am a good dancer.

Examples:

We have an English class today.

I go to office every weekday.

She likes oranges.

Every sentence must have a **subject**, a **verb** and although it is not necessary, an **object**. And the sentence must make **complete sense**.

For example,

1. I eat. *Subject+ Verb*
2. I eat *vegetables*: *Subject+Verb+Object*

In order for a sentence to be meaningful, a sentence must have its parts in the above orders. For example:

1. I eat vegetables – is a sentence
2. I vegetables eat – is *not* a sentence
3. I like dancing.
4. I am here.
5. You go to school.
6. She has a nice smile.

Exercise: Assignment

A. Frame a question for the following situations:

1. You want to ask a person his/her name.
2. You want to ask a person where he/she lives.
3. You want to ask what he/she is doing presently.
4. You want to ask why he/she is here.
5. You want to ask how he/she goes to office.
6. You want to ask when he/she is going back.

B. Make simple questions using what you have learned and practiced. For example:

1. When do I have to come?
2. What time does the class start?
3. Can you tell me the reporting time for the flight?

C. Tick the sentences that are meaningful and correct:

1. I very happy.
2. She is very happy.
3. He goes to school.
4. He does not go to school.
5. I oranges like.
6. Oranges I like
7. She and Meeta to theatre.
8. Meeta is going to the theatre.
9. You do your homework well.
10. Do your homework well.
11. I dancing like.
12. I here am.
13. You go school to.
14. She has a smile nice.

Assessment

A. Tick the correct question from the options given below the statement:

1. It is the name of a person.
 - a) Is it the name of a person?
 - b) The name of a person is it?
2. The person is male.
 - a) Is the person male?
 - b) The person is male?
3. He is Indian.
 - a) Is he Indian?
 - b) He is Indian?
4. He is an actor.
 - a) An actor he is?
 - b) Is he an actor?
5. He is married.
 - a) Is he married?
 - b) Married he is?

B. Tick the option which is a complete sentence

1. (a) Today a fine day.
(b) Today is a fine day.
(c) A fine day.
2. (a) It is bright and sunny.
(b) It bright and sunny.
(c) It bright sunny.
3. (a) It rained yesterday.
(b) It raining yesterday.
(c) Yesterday it raining.
4. (a) It was very cold.
(b) It very cold.
(c) It cold.
5. (a) It is not cold today.
(b) It not cold today.
(c) It cold not today.

Checklist for Assessment Activity

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A

- How questions can be framed?
- What are questions records?
- What is complete sentence?

Part B

Discussed in class the following:

- What are the ways to frame questions?
- What are question words?
- Discuss prepare use of question words.
- Discuss framing of complete sentences.
- What are the main elements of complete sentences?

Part C

Performance Standards

The performance standard may include, but not limited to:

Performance standards covered by this assessment

Performance standards	Yes	No
Able to frame questions according to situation.		
Able to identify elements of complete sentences.		
Able to identify complete sentences.		

Session 3: Dealing with Customers in Retail Environment

Relevant Knowledge

Whenever a customer shops for items, there is a conversation exchange. Some standard sentences used at the time of shopping will be discussed in this session.

Read aloud following sentences:

1. I am searching for 'kissan Jam'; do you have any idea where it is placed?
2. Can you weigh me a kilo of potatoes?
3. I want a packet of harvest Gold Brown bread.
4. I want a dozen of bananas. Are these fresh?

Asking the price

The customer in a retail environment use to enquire about product price from the sales person at the counter on the floor.

Examples:

1. Excuse me how much does this jeans cost?
2. Is there any offer available with this bad sheet?
3. Do you offer discount on products?
4. Is this shirt available on discount?
5. How much discount you can offer?

Read aloud following -

Some examples of phrases are used while negotiating on different occasions.

1. This is too costly...
2. Can you give me a discount...
3. That is not possible...
4. Look at the quality of the paper. It is the best quality...
5. I know but...
6. I am buying a large number of cards...
7. Okay, let me see...
8. That is the maximum discount I can give you...
9. Is that your last price...
10. Ok, let us settle for...

Exercise: Assignment

Study the following conversation snippets and complete them:

Asking the Price

1. Customer: _____ of that shirt?
2. Shopkeeper: The price of that shirt is 240 Rupees.
3. Customer: Do you have any socks?
4. Shopkeeper: Yes. Here they are.
5. Customer: _____ that black pair _____?
6. Shopkeeper: 35 Rupees.
7. Customer: And _____ for that packet of handkerchiefs?
8. Shopkeeper: 70 Rupees.
9. Customer: _____ for all of them?
10. Shopkeeper: You will have to pay 345 Rupees.

Assessment

A. Fill in the blanks with the appropriate word

1. Could you tell me the _____ of the blue dinner set over there? (price)
2. How much does an oven _____? (cost)
3. What is the _____ of a liter of mustard oil? (price)
4. How _____ do I have to pay for a kilo of onions? (much)
5. How much discount are you offering for the brand new plasma-screen TV at the back? (discount)

Checklist for Assessment Activity

Use the following checklist to see if you've met all the requirements for Assessment Activity.

Part A

- Describe how will you deal with customer queries.
- Demonstrate dealing with customer in a particular situation.

Part B

Discussed in class the following:

- How to deal with customer with price query?
- What are the standard sentences customer use when have query while shopping?

Part C

Performance standard covered by this assessment

Performance criteria	Yes	No
Able to deal with customers.		

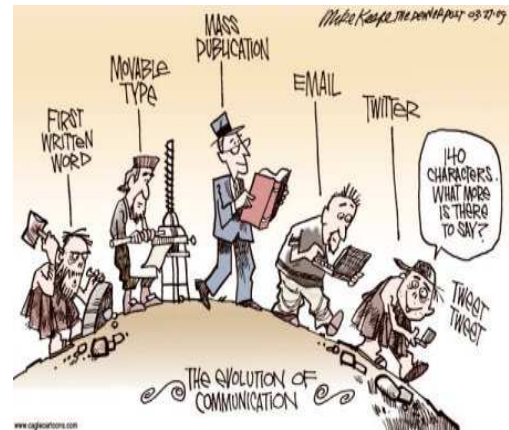
Session 4: Principles of Communication

Relevant Knowledge

Meaning of Communication

Communication is the process of transforming information, thoughts, opinion, messages, facts, ideas and understanding from one person, place to another person, place.

The communication, which gives life to an organizational structure and so, it can be linked with life blood of an organization. Effective communication is 20 per cent what you know and 80 per cent how you feel about what you know. It is a thread that holds the various interdependent parts of the organization together.



Communication is one of the basic functions of management in any organization and its importance can hardly be overemphasized. Good and effective communication is required not only for good human relation but also a good and successful business. Indeed it establishes and disseminates the goals of an enterprise. It helps in arriving at vital decisions, planning and co-ordination.

Communication Cycle

Communication is understood and acted upon at different degrees of effectiveness. A communication is effective when the experience of both the communicator and receiver is satisfying and the goal of the interaction is achieved and vice-versa. Therefore, communication should be simple, clear, accurate and precise. To understand the communication process better we need to familiarize ourselves with the **communication cycle** (Fig.1). Let us now try to understand what we mean by communication cycle.

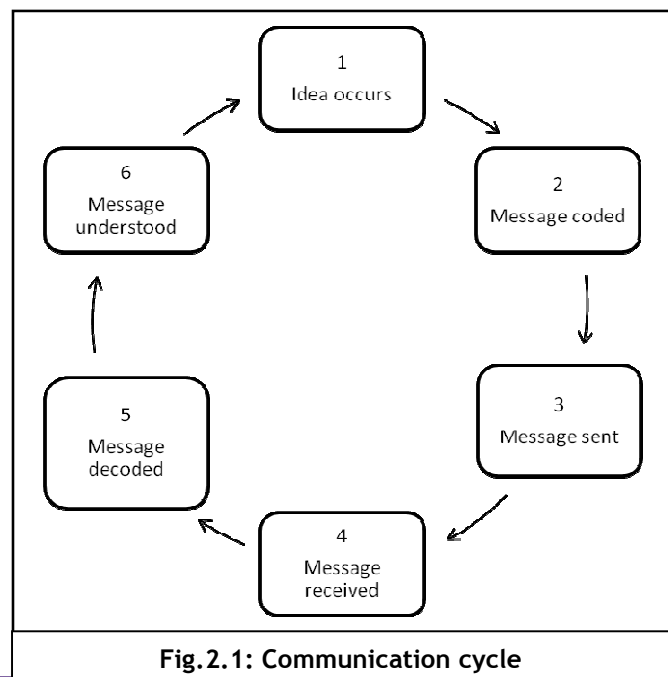
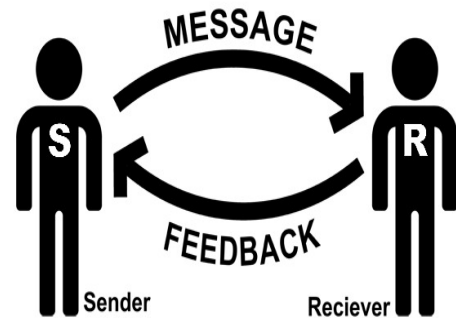


Fig. 2.1: Communication cycle

The communication cycle in essence is the process of communication. The “sender” “encodes” the message into words and sent the coded message as he/she speaks or writes the “message” out. Messages are conveyed through channels including telephone, videoconferencing, letters, emails, meetings, memos, records and reports. It is then “decoded” by the “receiver” by hearing or reading the message in order to understand what the sender wants to convey.



Communication has three important parts – **transmitting, listening and feedback**. The sender is transmitting the message through one medium or another. The receiver listens to the message and then conveys his understanding of the message to the sender in the form of feedback to complete the communication cycle.

Principles of Communication

There are 7 C’s of effective communication which are applicable to both written as well as oral communication.

1. **Completeness** - The communication must be complete. It should convey all facts required by the receiver. A complete communication has the following features:

- No crucial information is missing from the message.
- It gives additional information wherever required.
- It leaves no questions in the mind of the receiver.
- It persuades the receiver.



2. **Conciseness** - Conciseness or shortness means that minimum words without forgoing the other C’s of communication should be used to communicate. For instance saying, ‘Sir, I want to bring to your notice that two men entered the premises at 3 pm.’ is too long. The same information can be briefly said as, ‘Two men entered the premises at 3 pm. Concise communication has the following features:

- It is time-saving as well as cost-saving.
- It underlines the main message
- It is more appealing to the receiver.

- 3. Consideration** - Consideration implies that the audience view points, background, mind-set, education level, their specific requirements, emotions, etc. should be considered while communicating with them. You need to modify your words in the message to suit the audience's needs.
- 4. Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity ensures that communication is simple and intelligible. Enunciating syllables clearly, accurate word stress and speaking slowly improves clarity. Clarity in communication has the following features:
- It makes understanding easier.
 - Complete clarity of thoughts and ideas enhances the meaning of message.
 - Clear message makes use of exact, appropriate and concrete words.
- 5. Concreteness** - Concrete communication implies being particular than general. For example, saying 'Two men entered the premises at 3 pm.' is more appropriate than saying 'Two people entered the premises at 3 pm' or 'Two men entered the premises around 3 pm'. Concrete message has the following features:
- It is supported with specific facts and figures.
 - It makes use of words that are clear and that build the reputation.
- 6. Courtesy** - Courtesy in message implies that the message should show the sender's expression as well as respect the receiver. Courteous message has the following features:
- It uses terms and feelings of the receiver of the message.
 - It is positive and focused on the audience.
 - It is not biased.
- 7. Correctness** - Correctness in communication implies that there are no grammatical errors in the communication. Correct communication has the following features:
- The message is exact, correct and well-timed.
 - It makes use of appropriate and correct language in the message.

Exercise: Assignment

Exercise: Case Based Problem on Communication Cycle in Retailing

Mr. Ramesh (Customer), entering into XYZ Retail Store, 'Good morning, Mr, Somesh (Salesman) replied Good morning Sir! Can I help you?' 'I want to buy a branded product is it available.' The salesman, politely replies, 'Sir which product you required, Customer told I required Peter England Shirt. The salesman locates the shirt and sends to the billing counter. Mr. Somesh informed to the customer 'you kindly pay the amount in the counter and take the product sir'.

Based on the above case, answer the following questions:

1. **How does the person communicate at retail outlet (clue: verbal or non-verbal) with the gentleman?**

2. **Draw the communication cycle which will represent the above case.**



Exercise: Case based problem on application of 7 Cs of communication

An accident between a car and a motorcycle took place inside the ABC Institution at 11:30 AM. An altercation took place between the male driver of the car and the male motorcyclist. The driver of the car was wearing *Kurta* and *Pajama*, while the motorcyclist was wearing T-shirt and jeans. The motorcyclist was also wearing a cap. Passersby also got involved in the altercation and the conflict between the people became severe. The Security personnel posted at the gate of the ABC Institution were watching the scene and did nothing to stop the altercation.

Reply to the following questions applying the 7 Cs of communication:

1. At what time, the accident took place?

2. How many men were involved in the altercation?

3. What were the men wearing?

4. Do you see any distinguishing feature about the men involved in the fight?

Assessment

A. Answer the following questions
(use additional sheets of paper if necessary)

1. What is communication?

2. What are the important parts of communication?

3. Draw a communication cycle

4. State the different elements of communication cycle

5. Why feedback is important in communication?

B. Multiple Choice Questions.

1. Communication should be.....(d)
(a) Simple (c) Accurate
(b) Clear (d) All the above

2. One of the principles of effective communication is: (d)
(a) Brevity (c) Space
(b) Neatness (d) Vagueness

3. Two men entered the premises at 3 pm is a statement that indicates _____
of the communication. (a)
(a) Concreteness (c) Courtesy
(b) Correctness (d) Vagueness

4. Completeness of the message implies that (d)
(a) No crucial information is missing from the message.
(b) It gives additional information wherever required.
(c) It leaves no questions in the mind of the receiver.
(d) All of the above

5. The following is not related to clearing principal of communication
- (a) It makes understanding easier
 - (b) It is a positive and to cussed on abundance
 - (c) Complete clarity of thoughts and ideas
 - (d) Cot ear message

Checklist for Assessment Activity

Use the following checklist to see if you've met all the requirements for Assessment Activity.

Part A

- Differentiated between Sender, Message, Medium, Receiver and Feedback.
- Described the various characteristics of feedback.
- Described the various principles of effective communication.

Part B

Discussed in class the following:

- How communication cycle is important in effective communication?
- How to apply various principles for making communication effective?
- What is the difference between clarity and concreteness?

Part C

Performance standards

Performance criteria covered by this assessment

Performance criteria	Yes	No
Able to draw a diagram of communication cycle		
Able to differentiate between characteristics of feedback		
Able to differentiate between the various principles of communication		