Private Security

NVEQ Level 1 – Class IX

SS101-NQ2012-Communication at Workplace

Student's Workbook

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Acknowledgements

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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 at Workplace"** 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 Security Knowledge and Skill Development Council (SKSDC) approved by the National Skill Development Corporation (NSDC) for the Private Security Industry developed the National Occupation Standards (NOS). The National Occupation Standards are a set of competency standards and guidelines endorsed by the representatives of Private Security Industry for recognizing and assessing skills and knowledge needed 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 Private Security 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 bring about necessary flexibility in offering of courses, necessary for breaking the sharp boundaries between different subject areas. The workbook attempts to enhance

these endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups and activities requiring hands-on-experience. We 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 learners in skill development exercises and inculcation of values and creativity is possible if we involve children as participants 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 the required number of teaching days will have to be increased for teaching and training.

About Your Workbook

This workbook is to assist you with completing the Unit of Competency **SS101-NQ2012: Communication at Workplace.** 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.

Section1: 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.

MEANING OF COMMUNICATION

Communication is the ability to express and interpret thoughts, feelings and facts in oral and written form. It is also a means of interacting linguistically in an appropriate way in a range of societal, cultural and work context. It is the use of messages to produce meaning within and across a variety of contexts, cultures, methods and media. It is an important way through which facts, ideas, experiences and feelings are shared and exchanged.

Primates and other animals have been communicating without the use of language since long before humans invented verbal communication. Humans communicate both **verbally and non-verbally**. Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expression and pictures. Written communication is an effective tool for recording, reporting and management. The recording and reporting of information should be done in a systematic way. Our own beliefs, values and behaviour interact with each other and it reflects in our style of communication.

Communicating in an effective manner, irrespective of the mode of communication used is a skill. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. It involves the use of proper equipment, providing information to the appropriate people and carrying out communication effectively. Breakdown in communication is either due to lack of skills in communicating or lack of coherent thought process. It can also happen due to the breakdown of the communication network. In this Unit you will learn about communication cycle, the various forms of communication barriers and how to communicate effectively.

RELEVANT KNOWLEDGE

Communication has three important parts – **transmitting, listening and feedback.** The sender transmits 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**. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety.

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.

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. Message is conveyed through channels including telephone, video-conferencing, 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.
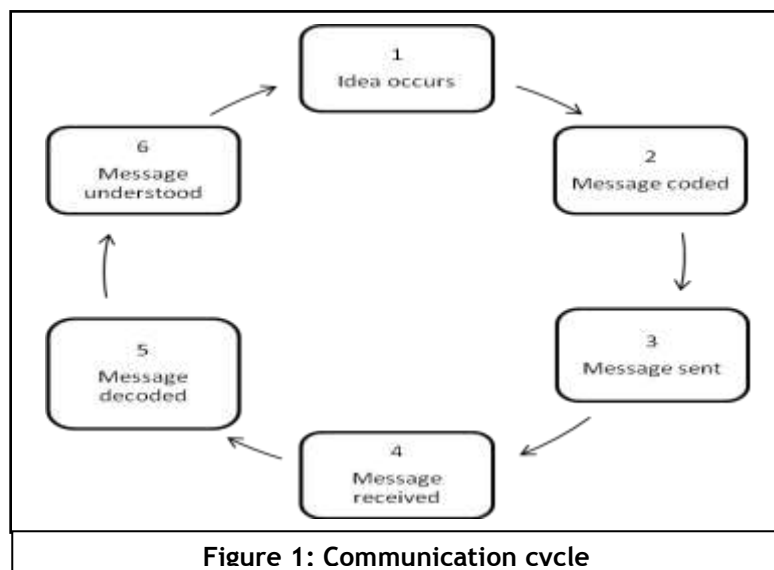
Figure 1: Communication cycle

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The words, tonal quality, body language, all convey the same message and nothing gets distorted or lost in the process of sending it and the receiver is able to relay back exactly what was intended to be conveyed to him/her. Let us look at each of the elements of the communication cycle individually.

- **Sender:** The sender gives or **encodes** the message, for example the sender greets a visitor or a client by saying "Good morning Sir/Madam".
- **Message:** The message in this case is "Good morning Sir/Madam", which is also known as the content of the communication.
- **Medium:** It is the **channel** used for communication. It may-be in any of the following forms – **verbal, non-verbal, pictorial, symbolic or written.**
- **Receiver:** The receiver **decodes** the incoming message, or expression, translates and presents an output in the form of a response or reaction.
- **Feedback:** How the receiver responds or reacts is known as feedback. It is the effect, reply or reaction to the information being transmitted.

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. Six essential principles of an effective communication are as follows:
1. The information should be delivered in a clear message.
2. Message should be delivered timely.
3. Message should be complete.
4. Message should be concise.
5. Message should be factual.
6. Message should be accurate.

Case Based Problem

Scenario

The Security Officer at the entrance of ABC Company stopped a vehicle and asked, 'Good morning Sir! may I help you?' Mr. Vikram in the driver's seat replied, 'Oh yes! I have an appointment with the Vice President of the Marketing Department'. The Security Officer politely replies, 'Alright Sir, please park your vehicle in the parking lot on your left and in the meantime, I will check up the availability of the Vice President'. Mr. Vikram replied 'Thank you Officer'.

Based on the above scenario, answer the following questions:

1. How does the Security Officer communicate (clue: verbally or non-verbally) with the gentleman?

_____

_____

2. What is the message that the Mr. Vikram gave to the security officer?

_____

_____

3. Draw the communication cycle, which represents the above case.
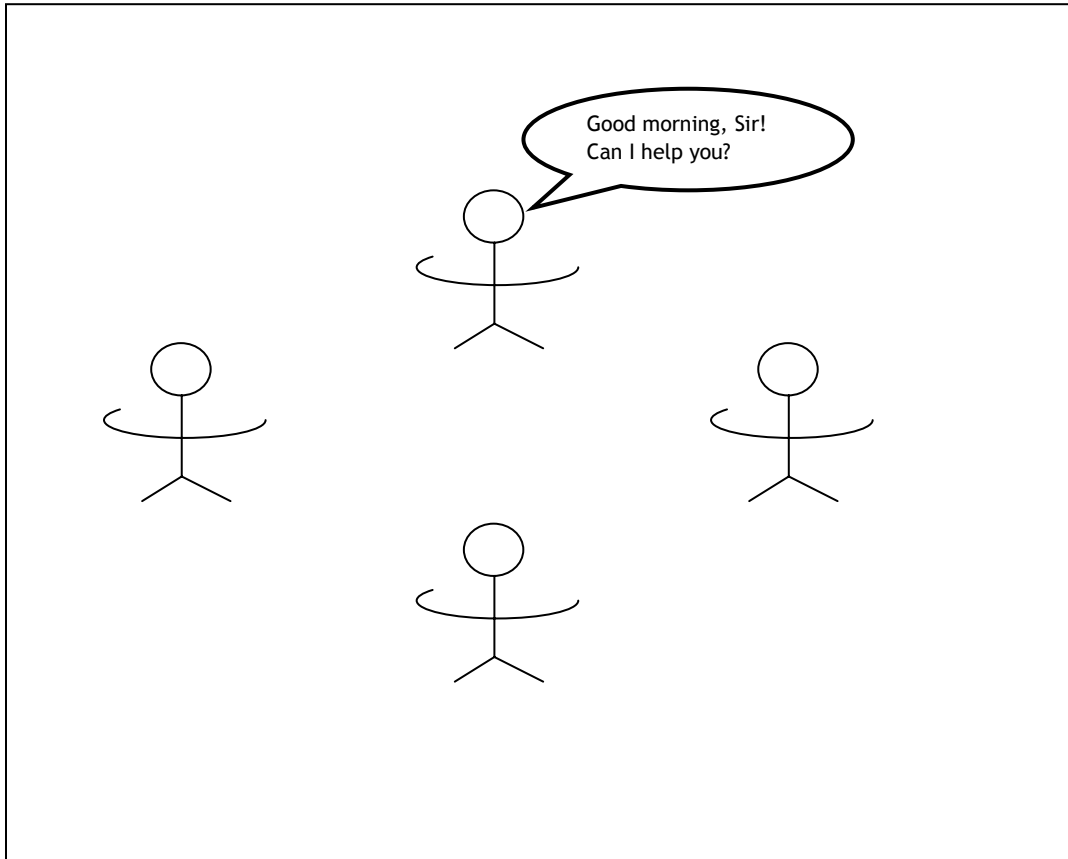
Answer the following questions
(Use additional sheets of paper if necessary)

1. What is communication?

_____

_____

_____

_____

2. What are the three important parts of communication?

_____

_____

_____

3. State the different elements of communication cycle

_____

_____

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4. Write three **aspects** on **communication** that you have learnt in this session.

1.

2.

3.

CHECKLIST FOR ASSESSMENT ACTIVITY

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

Part A

(a) Differentiated between Sender, Message, Medium, Receiver and Feedback.

Part B

Discussed in class the following:

(a) What is communication cycle?
(b) What are the different elements of communication cycle?
(c) Why understanding communication cycle is important for effective communication?

Part C

Performance standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		

SESSION 2: PROVIDING FEEDBACK

RELEVANT KNOWLEDGE

MEANING OF FEEDBACK

Feedback conveys to the sender, the effectiveness of his/her communication. For individuals who are not trained in communication skills, providing feedback is unconscious. However, when individuals are trained in communication, feedback is a tool for both the listener and the sender to make the communication effective. Similarly, the listener has the opportunity to respond (thus giving feedback to the sender) with a clarification to ensure the accuracy of listening. Therefore, in order to ensure that the discrepancy between what is spoken and what is understood is minimal, the communication should not only be accurate, brief and clear, but adequate feedback should be sought or provided.

Feedback is also a way of helping another person to consider changing his behaviour. For instance, in the case of mobile service operators, there is a system of feedback through Short Service Message (SMS) and Electronic Mails (Emails), which helps the company and also the individual at the customer care centre to improve upon the communication and relationship with the customer.

CHARACTERISTICS OF FEEDBACK

Giving and receiving feedback are skills that can be learnt. Let us now look at the characteristics of feedback. Some of the characteristics of feedback are as follows:

☐ **It is *descriptive*, rather than *evaluative*: Descriptive feedback** mentions the behaviour that needs to change, whereas **evaluative feedback** makes judgments which do not help in changing behaviour. For example, *"Please get all the columns filled in by the visitor in the logbook every time a visitor enters the gates"*

is a descriptive feedback, whereas *"You are irresponsible as you did not get the columns filled in by the visitors."* is an example of evaluative feedback.

CHARACTERISTICS OF FEEDBACK

☐ **It is *specific*, rather than *general*:** The feedback should be specific as the receiver should know specifically the area that needs to be handled. For example, if the sender says, '*Please update the records*', the message is too general and does not indicate what is to be specifically done in record keeping. On the other hand, if the sender says "*Please get all the columns filled in by the visitor in the logbook every time a visitor enters the gates*" then the receiver knows that he/she is supposed to get all the columns filled in by the visitors.

☐ *It is directed to changeable behaviour:* Feedback that suggests alternative ways of behaving allows individuals to choose and own the changed behaviour. This ensures that the behaviour change is permanent. For example, saying "*A useful way of filling up of the visitor's logbook is to get the visitor to fill it, while you observe to ensure the accuracy*" enables the person to take initiative and either follows the suggestion or come up with their own way of getting it done. However, saying, "*You should be more prompt in record keeping*" or "*The real problem is that you are not prompt*" does not provide options to the listener to change to the desirable behaviour.

☐ **It is *solicited*, rather than imposed:** Feedback is most useful when the receiver himself/herself has formulated the kind of questions, which those observing him/her can answer.

☐ **It is _well-timed:_** In general, feedback is most useful if it is timely or given at the earliest opportunity.

☐ **It is _checked_ to ensure clear communication:** In order to check whether the receiver has been conveyed the message clearly, the receiver can be asked to rephrase the feedback he/she has received to see if it corresponds to what the sender has in mind.

Three aspects that you should always consider while giving a constructive feedback are as follows:

(i) Give neutral and honest (stick to facts) observations.
(ii) Propose an alternative or give examples to prove your point.
(iii) Show the benefits of the alternative.

Three aspects of feedback that you should always consider while receiving feedback are as follows:

(i) Listen carefully what the other person has to say.
(ii) Ask questions, if you need any clarifications.
(iii) Do not become defensive or emotional.

Case Based Problem

Scenario

The Security Supervisor overheard a conversation of the Security Guard (S) with a Visitor (V) which went as follows:

> **S:** Yes.
> **V:** I would like to meet my friend who is a receptionist.
> **S:** What is his name?
> **V:** His name is Mahesh.

The Security Guard dials the number on the telephone and enquires about the availability of Mr. Mahesh.

> **S:** Yes, you can go in.

After the visitor had gone in, the Security Supervisor calls the Security Guard and gives him the **feedback** on the above conversation.

Based on the above scenario, answer the following questions:

1. What is the information that the Visitor gave to the Security Guard about his friend?

   _____

   _____

2. What do you think the Security Supervisor should have provided the feedback with regard to the conversation between the Security Guard and the Visitor? (Remember the factors of constructive feedback and apply them).

   _____

   _____

Answer the following questions

A. Short Answer Questions

1. Why is feedback important in communication?

_____

_____

_____

_____

_____

2. Fill in the Blanks

(a) "Please fill the form properly" is a _____ feedback.

(b) "You have not done as I was expecting from you" is an_____ feedback.

(c) "I will be reaching there at around 3:00 PM" is a _____ feedback.

(d) "I will be reaching there at 3:00 PM" sharp is a _____feedback.

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

Part A

(a) Differentiated between the various characteristics of feedback.

Part B

Discussed in class the following:

(a) What is feedback?
(b) Why feedback is important in communication?

Part C

Performance Standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		

We learnt about the communication cycle and the feedback in the previous sessions. Let us now try to understand the various factors that not only influence communication, but may also act as barriers or deterrent to an effective communication. These factors can be broadly categorized as environmental, attitudinal, system design, individual linguistic ability, poor retention, inattention and emotional state. We will also look into some of the possible measures that you may adopt as solution(s) to overcome the barriers.

FACTORS AFFECTING EFFECTIVE COMMUNICATION

A. Environmental Factors

Environmental factors that affect communication include noise and physical obstacles like distance and lack of proper instruments for communication.

(i) Noise: Noise causes stress. Background noise and excessive echo are great distracters to listening, especially for the persons with poor concentration. Similarly use of loud speakers, noise from generators or other machinery interferes with communication.

Solution: Removing noise elements or sound proofing the area of verbal communication will improve communication. For example sound proofing is done in studios for sound isolation and noise blocking.

(ii) Physical Obstacles: Physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication. Poor lighting, uncomfortable seating arrangements and unhygienic room also affect communication.

Solution: Development of expertise in using instruments like telephone, fax machine and computers can help to overcome the barriers of distance. Checking the instrument before using it for communication is useful in avoiding unpleasant situation.

B. Attitudinal Factors

Attitudinal factors that affect communication include cultural compulsions, fear of upsetting others, fear of rejection or ridicule like *"Don't speak unless you are asked to"*, feeling responsible for the other person, circle of musts (ought to, must, have to), and low self image.

"Education is not the amount of information that is put into your brain and runs riot there, undigested all your life"

Swami Vivekananda

Solution: Personality development training sessions can help you to develop abilities for removing attitudinal barriers and to make your communication effective.

C. System design

(i) Time: Some functions are time sensitive and cannot be delayed. They however, may cause other procedures to be completed in haste and as a result communication could be hampered. Time pressures affect the ability to communicate.

Solution: Manage your time and pace of communication to ensure effectiveness.

(ii) Information overload: Overloading a person with a pool of information may result in confusion, misinterpretation and loss of information.

Solution: Control information flow and document them, else the information is likely to be misinterpreted, forgotten or overlooked.

3. Complexity in Organisational Structure: Greater the hierarchy in an organisation (i.e. more the number of managerial levels), more are the chances of communication getting misinterpreted or destroyed.

Solution: Keeping the levels few and ensuring systematic flow of information will reduce the problem of distortion in communication or communication breakdown.

D. Individual linguistic ability

(i) Individual characteristics – Individual characteristics include biological factors like lisping (a speech disorder characterized by the inability correctly pronounce the sounds of 's' for 'z', known as sibilant consonants), and educational factors like proficiency in language. Individual differences in terms of the knowledge of vocabulary, grammar, etc. affect communication effectiveness.

Solution: Education and training in standard language scripts and their usage can reduce individual differences in linguistic ability.

(ii) Perceptual and language differences: Perception is generally how each individual interprets the world around him. Communication distortion occurs if there is wrong perception about the message.

Solution: Rephrasing communication and checking for understanding helps in reducing barrier due to perceptual differences.

E. <u>Poor retention</u>

Human memory cannot function beyond a limit. One can't always retain what is being told, especially if he/she is not interested or not attentive. This leads to communication breakdown.

<u>Solution:</u> Use of notes, written messages, e-mails, etc. should be made to avoid communication breakdown.

F. <u>Inattention</u>

At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

<u>Solution:</u> Use of numbering system helps in giving individual attention. Avoid jumping from one message to another without completing the former.

G. <u>Emotional State</u>

Emotional state at a particular point of time also affects communication. For example, if you are shocked for whatever reasons, you may not able to express yourself as you are in unstable state of mind.

<u>Solution:</u> Managing emotions enables appropriate and effective communication.

Assignment

1. Identify the main barriers that you have encountered during the communication with your teacher.

    _____

    _____

    _____

    _____

2. Write the solutions that you would like to adopt to overcome the barriers that you faced during the communication with your teacher.

    _____

    _____

    _____

    _____

3. List all the barriers that you have faced while communicating with your friends in a birthday party.

    _____

    _____

    _____

    _____

Answer the following questions

Short Answer Questions

1. List five factors that act as communication barriers?

_____

_____

_____

_____

_____

2. State any two physical barriers in communication.

_____

_____

3. Write a short note (not more than 25 words) on how the following barriers affect effective communication:

(a) Poor communication equipment:

_____

_____

_____

_____

(b) Individual characteristics

_____

_____

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

Part A

(a) Differentiated between various types of barrier.

Part B

Discussed in class the following:

(a) How communication cycle is affected by the various types of barriers?
(b) How one can overcome the various types of barriers in effective communication?

Part C

Performance Standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Compile a list of barriers in communication at work place		
Select strategies to overcome barriers in communication		

SESSION 4: APPLYING PRINCIPLES OF COMMUNICATION

RELEVANT KNOWLEDGE

The principles of effective communication can be categorized as 7 C's, which are applicable to both written as well as oral communication. Let us now try to understand them one by one.

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

7 Cs OF EFFECTIVE COMMUNICATION

- 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 3:00 PM*' is too long. The same information can be briefly said as, "**Sir,** *two men entered the premises at 3:00 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.

7 Cs OF EFFECTIVE COMMUNICATION

3. <u>Consideration</u> - Consideration implies that the audience's view point, background, mind-set, education level, their specific requirements, emotions, etc. are considered while communicating with them. You need to modify your words in the message to suit the audience's needs.

For example, you may say "*It was your idea that I am trying to implement*" or "*You mentioned this idea and I am trying to use it*". Features of considerate communication are as follows:

- Lay stress on positive words such as jovial, committed, thanks, help, etc.
- Emphasise on 'you' or 'your' e.g., "**you have a very jovial nature**" **or** "**thank you for the help**".
- Empathise with the audience and exhibit interest in the audience.
- Show optimism towards your audience.

4. <u>Clarity</u> - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clear message makes use of exact, appropriate and concrete words. Clarity ensures that communication is simple and intelligible. Enunciating syllables clearly, accurate word stress and speaking slowly improves clarity. For instance instead of saying, '*Both the gates of the premises have to be closed by 8:00 PM.' can be said clearly as 'Both the gA-tes of the Pre-mi-ses have to be clOsed by 8:00 PM*' (the hyphens specify syllabification and the capitals indicate word stress while articulating). Clarity in communication has the following features:

- It makes understanding easier.
- It enhances the meaning of message.

7 Cs OF EFFECTIVE COMMUNICATION

5. Concreteness - Concrete communication implies being particular than general. For example, saying 'Two men entered the premises at 3:00 PM.' is more appropriate than saying '*Two people entered the premises at 3:00 PM*' or '*Two men entered the premises around 3:00 PM*'. In this case, the fact is "men" and the figure is "**two**". 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 authenticity.

6. Courtesy - Courtesy in message implies that the message should show the sender's expression as well as respect to 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.

Case Based Problem

Scenario

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 black *Kurta* and white *Pajama*, while the motorcyclist was wearing T-shirt and Jeans. The motorcyclist was also wearing a cap. Passersby watched the altercation and the conflict between the two men became severe. The Security personnel posted at the gate of the ABC Institution were watching the scene and did nothing to stop the altercation.

Based on the above scenario, answer the following questions:

1. At what time the accident took place?

   _____

2. How many men were involved in the altercation?

   _____

3. What were the driver and the motorcyclist wearing?

   _____

4. What is the distinguishing feature about the men involved in the fight?

   _____

Multiple Choice Questions

Tick the most appropriate answer from the choices given below:

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

2. Two men entered the premises at 3:00 PM is a statement that indicates _____ of the communication

   a. Concreteness   c. Courtesy
   b. Consideration   d. Vagueness

3. Completeness of the message implies that

   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

4. Concise communication is generally

   a. Costly
   b. Cost saving
   c. Not appealing to the receiver
   d. Not effective

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

Part A

(a) Differentiated between various principles of effective communication.

Part B

Discussed in class the following:

(a) How to apply various principles for making communication effective?
(b) What is the difference between clarity and concreteness?

Part C

Performance Standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence that convey all **facts** required by the receiver		
Construct a sentence with a **specific** message		
Express in a manner that shows **respect** to the receiver of the message		

SESSION 5: APPLYING ELEMENTS OF VERBAL AND NON VERBAL COMMUNICATION

RELEVANT KNOWLEDGE

The medium of communication determines the type of communication. Based on the medium used for communicating, the process of communication can be broadly classified as **verbal communication** and **non-verbal communication**.

Verbal communication includes **written** and **oral communication,** whereas non-verbal communication includes **body language, facial expressions and pictures.** Thus, the two methods of communication are verbal communication (oral and written), and non-verbal communication (body language, pictorial communication, symbolic communication).

VERBAL COMMUNICATION

Verbal communication uses words as the medium of communication. An effective verbal communication is a two-way process; speaking and listening must occur. Usually verbal communication is in the one-to-one mode or one-to-one interaction.

An important factor in verbal communication at a distance is the fact that the two communicators are not facing each other. The sender can only use words and tone of voice to communicate with the receiver. Not being able to see the body language of the receiver is a disadvantage. It is very important to maintain **accuracy, brevity** and **clarity** in verbal communication. The sender should also ensure that he speaks clearly into the instrument and   also conveys

respect through his choice of words. Let us now see how we can speak clearly. The acronym RSTP[1] is a useful guide for speaking clearly.

R - Rhythm – Maintaining rhythm while speaking is important for communicating effectively. Pauses in speech allow the speaker the time to think of his/her next thought, and also provide the listener enough time to process the information.

S – Speech – It is the act of delivering a formal spoken communication to an audience.

T – Tone – Tone is the quality of sound that portrays feelings or changes in meaning. A monotone delivery could indicate that a speaker is fed up. An emphatic tone might reveal interest or anger. The statement: "**That is just great**" delivered in a normal tone would mean the speaker likes something. A speaker delivering this statement in a sarcastic tone: "**That is just GREAT**" would mean the opposite.

P – Pitch – Pitch occurs because of the vibration of the human vocal cords. Changes in the tension of the vocal cords cause differences in pitch. Pitch in spoken language refers to the perceived frequency of sound. Higher frequencies of sound produce higher pitch than lower frequencies of sound. Usually, the pitch of women's voices is higher than that of men.

WRITTEN COMMUNICATION

Written communication skill is the ability of an individual to communicate in writing. It is done in a one-to-one mode or in a one-to-many mode. Important skills in effective written communication are:
• Write clearly and legibly, giving all the essential information needed.

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[1] http://www.ehow.com/info_8594284_elements-rhythm-speech.html#ixzz1oWhLze9L

- Use approved styles and formats for written communication.
- Prepare and maintain various types of documents.

Effective writing involves careful choice of words, their organization in correct order in sentences and preparing a comprehensive composition of sentences.
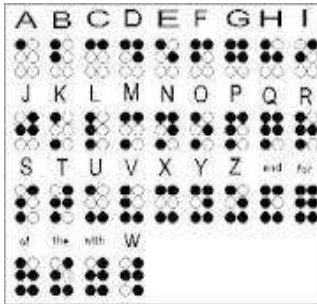
Braille

Braille is another form of writing system which enables blind and partially sighted people to read and write through touch. It was invented by Louis Braille, who was blind and became a teacher of the blind. It consists of patterns of raised dots arranged in cells of up to six dots in a 3 x 2 configuration. Each cell represents a letter, numeral or punctuation mark.

People with hearing impairments use lip reading and sign language to communicate. Sign language systems include finger spelling (dactylography), sign language and *Makaton*.

Sign language

Security Personnel need to possess a range of **Verbal communication** skills to effectively communicate with people. Let us see some of the possible conversations that a Security Personnel make while performing his/duty at different places:

- Greet visitors e.g., *good morning, good afternoon, good evening*.
- Express gratitude e.g., *thank you*.
- Respond to questions e.g., if someone asks *"Whether Mr. X is available in his room"*, then he/she may reply *"Yes, Mr. X is available in his room"* or *"No, Mr. X is not available in his room"*.
- Deal with security related problems and complaints. For example, *"What is your problem Sir/Madam?" or "Is there any thing else that I need to know about your problem?"*
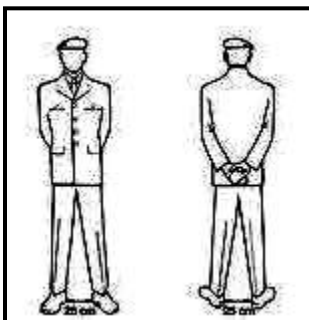
Non-verbal communication: It is the communication that uses physical parts of the body. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body movements.

By understanding the important aspects of non-verbal communication or body language, you can learn to read people more easily. Argyle[2] and his associates have been studying the features of non-verbal communication that convey information. The following summarizes their findings:

(a) Static Features

NON-VERBAL COMMUNICATION

1. **Distance:** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the warmth or feeling. In India, a foot away from another person is considered as a respectful distance while communicating.

2. **Orientation:** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. In the security sector, face-to-face orientation is common.

3. **Posture:** Your posture conveys message. For example if you are sitting on a chair with your legs crossed or our arms folded, then such postures convey a degree of relaxation in the communication exchange. For a security officer on duty, there are only two acceptable postures – attention and stand-at-ease.

Stand-at ease

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2 Argyle, Michael; Salter, Veronica; Nicholson, Hilary; Williams, Marylin; and Burgess, Philip (1970). The communication of inferior and superior attitudes by verbal and non-verbal signals. British Journal of Social and Clinical Psychology (9): 222–231

4. **Gestures with hands and arms:** Shaking hands, touching, holding, embracing or patting on the back, all convey messages. They all reflect an element of intimacy. For instance, in case of people who have to be escorted out of the premises, physical contact can involve touching the hand or the shoulder to emphasize the message of moving from that area.

(b) Dynamic Features
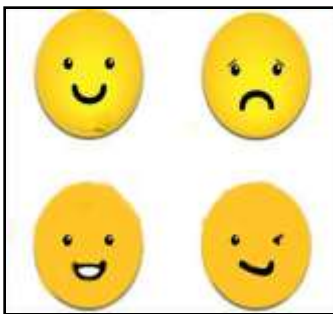
Facial expressions

1. **Facial Expressions:** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are observed constantly by the recipient. There is evidence that the meaning of these expressions may be similar across cultures. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger. Raised eyebrows, yawn, a sneer are all unacceptable body language, as they reflect anger or ignorance.

2. **Gestures:** One of the most frequently observed, but least understood cues is a hand movement. Most people use hand movements regularly when talking. Hands at the side or at the back are considered non-threatening, encouraging and acceptable.

3. **Looking:** A major feature of social communication is eye contact. Eye contact is crucial for effective communication. The frequency of contact may suggest either interest or boredom. For example, a Security Officer should look straight into the eyes of the person, although pleasantly and affably.
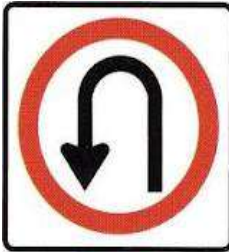
Pictorial Communication includes communicating with signs like traffic signals, the 21-gun salute, horns, sirens, etc. For example, the sign of 'stop' tells you to stop at the given point, the sign of two children with school bags indicate the school zone, the sign of U-turn tells you to take a U turn, and the sign of a person crossing the road indicates the place where you can cross the road.

Symbolic Communication

Symbolic communication uses symbols that signify religion, school, status, affiliation, communication devices, etc. Given below are some of the symbols used for symbolizing various communication devices.
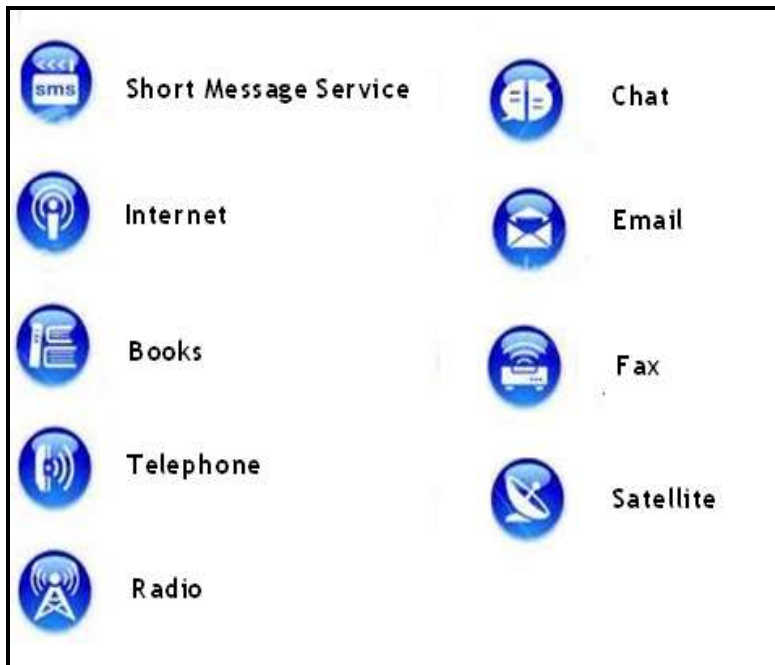
Assignment

1. Practice to convey the messages given in the table below. Request your teacher/friend/senior/parent to test your verbal communication skills using the following checklist. You can take turns and test your friend's communication skills. Be honest and transparent in the assessment. Submit the assignment to your teacher. Learn from your teacher how to communicate effectively.

Your Name: _____

Name of Your Friend:_____

Sl. No.	Verbal Communication	Could speak clearly (yes/no)	Good accent (yes/no)	Too fast (yes/no)	Too soft (yes/no)
(a)	**Opening Greeting**				
1.	Good morning Sir/Madam. May I help you?				
2.	Good afternoon Sir/Madam. May I help you?				
3.	Good evening Sir/Madam. May I help you?				
(b)	**Closing Greeting**				
1.	Have a good day Sir/Madam.				
2.	Have a good evening Sir/Madam.				
3.	Good night Sir/Madam.				
(c)	**Seeking permission**				
1.	May I come in Sir/Madam or Excuse me Sir/Madam				
2.	May I frisk you Sir/Madam?				
3.	May I check your baggage Sir/Madam?				

(d)	Requesting time for response				
1.	Please wait Sir/Madam				
2.	Please have a seat Sir/Madam				
3.	Give me a moment Sir/Madam or A moment please Sir/Madam				
(e)	Responding to gratitude				
1.	You are welcome Sir/Madam or Welcome Sir/Madam				
(f)	Expressing doubt or requesting to repeat what has been said				
1.	Pardon me Sir/Madam or Sorry Sir/Madam. Could you please repeat what you said?				
2.	Can you please spell that Sir/Madam?				
3.	Can you repeat that Sir/Madam a little slowly				
(g)	Expressing Gratitude/ Appreciation				
1.	Thank you Sir/Madam				
2.	Very kind of you Sir/Madam				
3.	That's great Sir/Madam				
(h)	Collecting / providing information respectfully				
1.	May I know your name Sir/ Madam				
2.	Sir/Madam. Where are you from?				
3.	Who would you like to meet Sir/Madam?				
4.	Can I have your mobile/ telephone number?				

5.	Can I have you address, please?				

2. Write a short dialogue between

(i) Traffic police and a car driver after the latter being stopped for license checking.

_____

_____

_____

_____

_____

_____

(ii) Security officer and the passenger at the entrance of the airport, the latter being stopped for checking the identity card and air ticket.

_____

_____

_____

_____

_____

_____

_____

_____

Answer the following questions

A.   Short Answer Questions

1. Write short note (25 words) on the following topics:

(i) Verbal communication

_____

_____

_____

(ii) Non-verbal communication

_____

_____

_____

B. State whether the statement is True (T) or False (F)

(i)   Oral communication is a form of non-verbal communication –

(ii)   Written communication is a form of verbal communication –

(iii)   Body language is a form of non-verbal communication –

(iv)   People with hearing impairment use Braille system to communicate –

(v)   Pointing fingers while talking is a good gesture of communication-

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

Part A

(a) Differentiated between various forms of communication.

Part B

Discussed in class the following:

(a) What are the important aspects that need to be kept in mind while communicating verbally?
(b) What are the important aspects that need to be kept in mind while communicating non-verbally?

Part C

Performance Standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in **tone** and pitch.		
Greet politely and appropriately, keeping in view the **time** of the day.		
Enlist the **static features** of non-verbal communication.		
Enlist the **dynamic features** of non-verbal communication.		

RELEVANT KNOWLEDGE

COMMUNICATION EQUIPMENT

A range of electronic devices exist to help people overcome the constraint in communication due to distance. These include telephone, mobile, wireless set, walkie-talkie, etc., which are used to send and receive messages. We will now try to understand the use of various electronic devices meant for communication.

(i) Telephone

The telephone is a telecommunication device that transmits and receives sounds. Its basic function is to allow communication between two people separated by a distance. All modern telephones have a microphone to speak into, an earphone which reproduces the voice of the other person, a ringer which makes a sound to alert the owner when a call is coming in, and a keypad to enter the telephone number. The microphone converts the sound waves to electrical signals and then these are sent through the telephone network to the other phone and there the electrical signals are converted back into sound waves by an earphone or speaker.

Etiquette is defined as manners that are acceptable, pleasing and courteous. The different elements of etiquette are to do with appearance, choice of words and body language.

Telephone Etiquette

The following etiquette should be followed while talking on telephone:

- Pick up or answer the telephone before the third ring.
- Some words that you should use in your conversations on telephone are "**Hello! Good Morning/Good Afternoon/Good Evening**".

- Speak clearly and identify yourself.
- If the caller does not introduce himself/herself, say, **"May I know who is speaking?"**
- In case the caller does not tell to whom he/she wants to talk to, then you may ask questions like **"May I know to whom you want to talk to?"**
- In case you have to take a message then you may say **"I'm sorry, he's busy at the moment. May I take a message?"** or May I take your name and number and have him/her call you back? (Be sure to write down the name, phone number, time the caller had called and the message).
- Ask the caller to wait while you acquire the information required.
- Don't make the caller wait for more than 02 minutes. It is better to return a call than to keep someone on hold too long. Do not forget to return the call.
- At the end of the waiting period, please express your gratitude for caller's patience.
- Keep your conversation to the point.
- End the conversation with gratitude.
- Always use a pleasant and friendly tone.
- Before placing a caller on hold, ask his/her permission first. For example, **"could you please hold the line, while I call the person"**.
- Avoid leaving long messages.
- Do not interrupt the person while he/she is talking to you.
- Do not answer the phone if you are eating. You should mention that you are having your meal and you will call back after you have finished.
- When hanging up the phone, make sure the caller hangs up first.

(ii) Mobile Phone

The mobile phone (also known as a cell phone) **is** a device that can make and receive telephone calls over a radio link whilst moving around a wide geographical area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. Mobile phones also support a wide variety of other services which include text messaging, popularly known as Short Message Service (SMS), electronic mail (e-mail), and short-range wireless communications (infrared, blue-tooth).

COMMUINCATION EQUIPMENT

(iii) Electronic Private Automatic Branch Exchange (EPABX) system

It is an instrument used to place telephonic calls to various people in the premises which could be an organization or a residential colony to check on the availability of the residents/officials and also to confirm the authenticity of the visitor's claims. EPABX also allows access to external telephone lines.

(iv) Walkie-Talkie

A walkie-talkie is a hand-held, portable two-way radio transceiver. Typical walkie-talkies resemble a telephone handset, with an antenna sticking out of the top.

Parts of a Walkie-Talkie: A walkie-talkie has the following parts:

- **Transmitter** - Sends your voice to another walkie-talkie after turning it into radio waves.
- **Receiver** - Receives the radio waves sent out by the transmitter.
- **Speaker** - Amplifies the sound received by the receiver.

- **Microphone** - This part attunes your voice and converts it into an electric signal.
- **Crystal** – The crystal is also known as a channel. It sets the frequency used for communication.
- **Batteries** – The power supply is usually from the batteries.

Walkie-talkies are widely used in any setting where portable radio communications are necessary, including security sector, business, public safety, airport and military.

(v) Fax Machine

Fax (short for facsimile) is the telephonic transmission of scanned printed material (both text and images) from a fax machine to another fax machine through a telephone line. The original document is scanned with a fax machine, which processes the contents (text or images) as a single fixed graphic image, converting it into a bitmap image. The information is then transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image, printing a paper copy.

(vi) Global Positioning System Navigation Device

It is any device that receives Global Positioning System (GPS) signals for the purpose of determining the device's current location on Earth. GPS devices are used in military, aviation, marine transport and consumer product applications. It is now being extensively used for regulating the movement of taxis.

(vii) Computers

A computer is a programmable machine designed to perform arithmetic and logical operations to produce meaningful results in desired format. A computer system includes hardware and software. Computer

has now become an important and rapidly expanding medium of communication, as it offers the possibility of rapid communication, through e-mails, e-forums blogs, social sites, access to educational materials on websites, searchable databases, and e-commence.

COMMUNICATION CHANNELS

Dedicated Channels for Emergencies of Communication Breakdown: In the first session we have studied that the communication is a process beginning with a sender who encodes the message and passes it through some channel to the receiver who decodes the message. At times, there could be an excessive traffic load on network or breakdown in communication due to technical problems at the sender's or receiver's end. For example, in case of a cellular network, the traffic load in the daytime is relatively heavy in office areas and light in residential areas, while the opposite happens in the evening. Similarly, when we need faultless communication channel during natural calamities or disasters, the communication may breakdown due to damaged cables, excessive traffic load on network or breakdown in power supply. You might have noticed that during certain events like voting, declaration of exam results, etc. the traffic load on the network increases dramatically and the telephone exchanges get overloaded as everyone wants to make a call and at times the network system collapses. But even under these circumstances, the government authorities and security officers are able to communicate as they have dedicated means of communications. Dedicated channel means a line of communication assigned by the employer who controls the communication system to only one person or assigned group. Security personnel must be aware of all the communication systems in his/her place of work and should be trained in the use of alternate means of communication to meet the eventuality of any communication breakdown. Let us now see some

of the dedicated channels of communication that are available to us.

(i) Radio Communications

Wireless communication based on radio waves can be used for short distance communication as well as long distance communication. Radio communications are most widely used during war and war like situations. People can communicate across hundreds of kilometres using High Frequency (HF) radio communication. Examples of instruments that work on this principle are walkie talkie or hand held wireless transreceiver sets. You might have seen Security Personnel at Railway Stations, Airports, Seaports, Coastal areas, Shopping Malls, Parking lots, etc. using hand held wireless devices for communicating across short distances. These can be used in case of breakdown of mobile network.

(ii) Satellite Based Communication Systems

It is a form of radio communication where the radio waves from earth are sent to a communication satellite, which relays the message back to the receiver. International Maritime Satellite Organisation (INMARSAT) is a common satellite communication network that is used on the high seas and in emergencies and disasters because they do not require any earth based systems like towers or cables.

(iii) Amateur (Ham) Radio

Amateur or ham radio refers to hobbyists who communicate on radio and are able to communicate across thousands of kilometres. Amateur radio operators use various modes of transmission to communicate. The two most common modes for voice transmissions are frequency modulation (FM) and single side band (SSB). The operation is coordinated

by the International Telecommunication Unit (ITU) and licensed by the individual national governments that regulate technical and operational characteristics of transmissions and issue individual stations with an identifying call sign. Their communications have been extremely useful in contacting isolated communities during calamities like tsunamis and earthquakes.

(iv) Dedicated Short Range Communications (DSRC)

DSRC combines high reliability wireless connectivity, accurate positioning (via global positioning satellites and vehicle dead-reckoning) and an on-board computer to allow vehicles to communicate directly to each other (vehicle-to-vehicle, or V2V links), and to road-side units (vehicle-to-infrastructure or V2I). The word "Dedicated" means that DSRC operates in its own protected frequency band at 5.9 GHz (Giga Hertz). This ensures that the system does not suffer from interference from other wireless technologies. This band has already been allocated in the United States and Europe.

Communication channels: There are two general ways of delivering the information: **informal and formal communication channels.**

(i) *Informal Communication* occurs on a person-to-person basis, in a face-to-face manner, without formalities, ceremony or fanfare. Informal ways to communicate include texting, post-it notes, personal email letters, instant messaging, emoticons, online chat rooms and cyberspace bulletin boards, an informal drop in visit to another person's house or office, or a quick and spontaneous meeting. People involved in informal communication are relaxed and generally wear casual dress. Informal communication also may take a non-verbal form as facial expressions, sign language, or manner of dress.

(ii) *Formal Communication* is organized and managed information that is shared with relevant individuals in an organization or between organizations. Formal communication channels are based on an individual's role in the organization and distributed in an organized way according to the established norms in an organization.

Formal communication generally flows "downward" from executives to directors to managers to staff regarding company direction and instruction and "upward" from staff to managers to directors to executives in the form of data and reports. The communication flowing through these channels is specific to the jobs and departments.

Security personnel have to track information of people movement, material movement, and telephone calls. They have to maintain records and generate reports in electronic and printed formats which are then forwarded to concerned officials in the electronic form or in the printed form.

Documentation is done to plan, execute and monitor activities and programmes. It also serves as a useful tool for information sharing, advocacy, ensuring accountability and providing evidence. Documents are used to record, report and file information. Common records pertaining to security duties include opening and closing of premises, presence or absence, penalties, beat patrolling, search procedures, etc. Examples of documents used in security sector are logbooks, registers, report books, incident reports, etc. Records or reports thus generated are maintained by the supervisor in a form that is easily accessible. The categorization is usually time wise, alphabet wise and function wise. The functions of the security will depend on the nature of the organization or industry (hospital, defense forces, airport, manufacturing units, hazardous industry, retail industry, etc.).

The data or records available in a security control room are several and can be classified as: unclassified, confidential, secret and top secret. These levels are in order of the increasing confidentiality. The information is recorded in formats and marked with name of the level and the officials who are entitled to view this information. The reports that are generated in security services include the following:

(i) Duty log: It is a record of personnel who are expected to report at a location on a certain time. It provides attendance details of security personnel at various points. Absence is recorded and reported to the appropriate authority.

(ii) Incident report: It is a report of an abnormal incident. The details of date, time and people involved, the specification of vehicles or materials involved, and the geographical location of the incident are included in the incident report.

(iii) Action report: It is the report which provides the details of action taken vis-à-vis an incident as reported in the incident log. The details of date, time, action taken, the person taking the action, procedures executed, and any pending action to be undertaken are recorded.

(iv) Movement log: These are logs that record movement of people, material, and vehicle through a check point.

(v) Back-up and stand-by logs: These are records and reports of the back-up or stand-by procedures that were executed as a result of equipment breakdown or emergencies that have occurred.

(vi) **Contingency log:** These are records and reports of contingency procedures that have been executed in case of incidents or emergencies.

(vii) **Compliance report:** It is a checklist of standard procedures relating to opening, closing, beat patrolling, absence, etc., that have to be executed everyday and the items in it are ticked off as and when they are completed. In case any item on the checklist has not been completed, the reason for it is specified.

1. Log books are used to record movements of people who enter the premises. Use the table given below for conducting a practical exercise and filling the information collected at school events, such as annual day, parents' day, children's day, senior citizen day, to record the details of the visitor's. Submit the filled in table to your teacher/trainer as an assignment.

Date	Time in	Name of the visitor	Official/ residential address	Purpose of visit	Pass Yes/No	Time out

2. Maintain logbook of the telephone calls that you receive at home in the format given below and submit the same to the teacher/trainer as an assignment.

Name of the Caller	Telephone number	Purpose of call	Time

Answer the following questions

A. *Short Answer Questions*

1. Name any three logs maintained in Security Industry

   _____

   _____

   _____

2. Name any two reports generated by a Security Personnel

   _____

   _____

B. *Fill in the Blanks*

(i) A telephone is an _____ device.

(ii) A telephone has a _____ to speak into and an earphone which reproduces the voice.

(iii) _____ is the equipment that is used to contact officials in the premises from the gate to check on their availability.

(iv) Write the full form of the following abbreviations:

(a) SMS:_____

(b) EPBAX:_____

(c) Email:_____

(d) GPS: _____

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

Part A

(a) Differentiated between various communication equipment.
(b) Differentiated between informal and formal communication.

Part B

Discussed in class the following:

(a) Importance of various logbooks and reports in security industry.

Part C

Performance Standards

The performance standards may include, but not limited to:

Performance standards	Yes	No
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise sample reports common to security industry		
Fill in the requisite information in the format of the logbook		
Communicate effectively with words that are appropriate for a particular situation in the security t industry.		
Operate basic security equipment.		

SUGGESTED READING

BOOKS

- ☐ Developing Communication Skills by Krishna Mohan and Meera Banerji, MacMillan India Limited, Delhi.
- ☐ More than Words: A Handbook for Writers and Editors by Chitta R. Samant, DIPS Communication Centre, Bhubaneshwar.
- ☐ Messages: The Communication Skills by Matthew McKay.
- ☐ Communication: Principles for a Lifetime (4th Edition) by Steven A. Beebe and Susan J. Beebe.
- ☐ Communication: Making Connections (8th Edition) by William J. Seiler
- ☐ My Fair Lady by G.B. Shaw and J Lerner

WEBSITES

- ☐ http://en.wikipedia.org/wiki/Communication