LESSON 26



SALES LETTERS

Outline:

Writing Solicited Sales Letters   
Writing Unsolicited Sales Letters   
ADIA Plan-A Four Step Approach   
Offering a Free Gift

Model Letters

o Modified Block Form

o Full - Block Form

Writing Solicited Sales Letters

Solicited sales are the letters that you write in response to an inquiry. With these letters, the organization has one central goal: to get responses quickly to someone’s request for information, use the direct plan for the solicited letter.

Organizational Plan Responding to Solicited Letters

1. Opening paragraph use the good-news approach.

a. Answer the inquirer’s questions favorably.

b. Indicate that the requested material will be sent.

2. Body

a. Answer additional questions.

b. Provide educational, resale, or sales promotion information.

c. Be truthful about negative information.

d. Arrange your answers so your positive responses are at the beginning and the end; embed (put in the middle) your weaker or negative comments.

3. Action ending

a. Make the action easy.

b. Suggest benefits to reader.

c. Focus on the positive aspects.

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Just Look at the Following Positive Opening



With pleasure we received your letter and it is with further pleasure that we are able to open a   
credit account with our store. All the necessary forms to initiate that account are included with   
this letter.

Writing Unsolicited Sales Letters

Unsolicited sales letter are those letters which you write to people who can be persuaded through these letters to buy your product or service. These letters demand superior writing skills. Often you will work with a marketing department or even an ad agency; they will make   
recommendations about the mailing lists, the timing, the core theme, and the visual presentation of brochures and accompanying material.

Once you know what you need to say and whom do you want to say it to, decide how you’re

going to say it. Will you send just a letter, or will you include brochures, samples, response cads, and the like? Will the letter be printed with an additional colour or special symbols or logos? How many pages will it run?

You’ll also need to decide whether to conduct a multistage campaign, with several mailings and some sort of telephone or in-person follow-up, or to rely on a single mailing.

All these decisions depend on the audience you’re trying to reach; their characteristics, their   
likely acceptance of or resistance to your message and what you’re trying to get them to do. In general, expensive items and hard-to-accept propositions call for a more elaborate campaign than low-cost products and simple actions.

Unsolicited letters are written on ADIA plan which is a four step approach.

a. Attracting the Attention

1. Design a positive opening that awakens a favorable association with the product, need, or   
cause.

2. Write the opening so that it’s appropriate, fresh, honest, interesting, specific, and relevant.

3. Promise a benefit to the reader.

4. Keep the first paragraph short, preferably two to five lines, and sometimes only one.

5. For sales, letters, get attention with a provocative question, a significant/startling fact, a   
solution to a problem, a special offer/gift, a testimonial, a current event, an illustration, a   
comparison, an event in the reader’s life, a problem the reader may face, or a quotation.

Sales letters start with an attention-getting device. Professionals use some common techniques to attract audience’s attention. Look at the following beginnings:

A piece of genuine news. “In the past 60 days, the commercial electricity billings have shrunk by 12 percent.”

The most attractive feature plus the associated benefit. “New control device ends problems with every type of pilferage!”

An intriguing number. “Here are three great secrets of the world’s most loved entertainers.”

A sample of the product. “Here’s your free sample of the new medicated tooth brush.”   
A specific trait shared by the audience. Busy executives need another ‘timesaving’   
device”

A provocative question. “Are you tired of watching inflation eating away at your hardearned profits?”

A challenge. “Don’t waste another day wondering how you’re going to become the success you’ve always wanted to be!”

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A solution to a problem. “Tired of chilly air rushing through the cracks around your windows? Stay warm and save energy with Storm Seal Weather stripping.”   
Stressing benefit of previous students.



In the last university examination of the university, one of our students topped, securing record marks. In addition, seven out of top ten positions were bagged by our students you too can be a top notcher!

For the ninth cricket world cup our juices were announced the official drinks of the world   
cup. Besides, the world cup management committee declared our juices the best soft   
drinks.

Convincing readers through free trial

You can keep the monthly Asia for two weeks. Read the articles and even if you feel that it is not worth your amount just give us a call, our representative will bring back your   
amount next day.

b. Creating Interest

1. State information clearly, vividly, and persuasively, relating it to the reader’s concerns.

2. Develop the central selling point.

3. Feature the product in two ways: physical description and reader benefits.

4. Place benefits first, or interweaves them with a physical description.

5. Describe objective details of the need or product (size, shape, color, scent, sound texture, etc.)

6. Use psychological appeals to present the sensation, satisfaction, or pleasure readers will gain.

7. Blend cold facts with warm feelings.

c. Arousing Your Desire

1. Enlist one or more appeals to support the central idea (selling point).

2. If the product is valued mainly because of its appearance, describe its physical details.

3. If the product is machinery or technical equipment, describe its sturdy construction, fine   
crafting, and other technical details in terms that help readers visualize themselves using it.

4. Include technical sketches and meaningful pictures, charts, and graphs, if necessary.

5. For sales letters, provide test results from recognized experts, laboratories, or authoritative   
agencies.

|  |  |
| --- | --- |
| Objectives | Suggested Descriptions |
| To sell porcelain bathroom fixtures | “The porcelain finish is glass-smooth.” |
| To sell small cars | “To a driver who is fed up with bigger, thirstier  cars switches to \_\_\_\_.” |
| To sell air travel | “For travel elegance, fly with \_\_\_\_\_.” |
| To sell soft drinks in cans | “And cans chill so fast, keeping the flavor fresh  and full of zip.” |

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To sell a soft drink “You’ll really welcome the cold, crisp taste that

so deeply satisfies ….. the cheerful lift that’s

bright and lively.”

|  |  |
| --- | --- |
| Objectives | Suggested Descriptions |
| To sell an air deodorant | “Make air smell flower-fresh.” |
| To sell shampoo | “Hair so satin-bright - airy-light!” |

d. Stimulate the Reader to Action

1. Clearly state the action you desire.

2. Provide specific details on how to order the product, donate money, or reach your organizations.

3. Ease action with reply cards, preaddressed envelopes, phone numbers, and follow-up phone   
calls.

4. Offer a special inducement to act now: time limit or situation urgency, special price for a

limited time, premium for acting before a certain date, gift for acting, free trial, no obligation to   
buy with more information or demonstration, easy payments with no money down, credit-card   
payments.

To motivate the reader to act within a certain time, you can use one or more of the following   
methods:

• You don’t have to send any money right now. Take a moment to fill in the

postpaid order card and drop it into mail. Your Asia Today will be shipped the day after we receive your order.

• Offering a special discount

An Offer of a Free Gift

Our gift is already enclosed: a sun catcher to attach to your window. Send your order in and we’ll send you another one Free.

Please place your order by filling in the enclosed postpaid card and save 25% off the market price before September 30.

Here are some other ways to motivate the reader to action:

• Free trial of the product.

• No obligation to buy.

• Higher earnings.

• Special price for a limited time.

• Join with others who already are satisfied.

• No salesperson will call.

• Name will not be sold to other firms.

In short, writing successful sales letters is difficult. Some letters may take weeks to be perfect.   
But financial returns can be great. Good selling presents the proposition in such a way that the   
readers become convinced. Achieving your goal requires careful editing and rewriting.

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This effective sales letter offers the reader a special discount just for bringing the letter to   
the store.

Attention Dear Sir,

Make The Photo Shop   
Your First Stop….

…Whenever you need camera or photographic equipment.

Desire Whether you want a highly sophisticated sound movie system or a

simple pocket camera, whether you’re an amateur photographer or a professional.

Desire The Photo Shop

Is for you!

ABC —all these famous brands and more are available at Photo shop.   
Every type of camera, lens, film, and darkroom equipment is in stock   
at The Photo Stop, because we have the largest inventory in the city.

Action The enclosed brochure describes some of the many items now on sale

at The Photo shop. For an extra discount, just bring this letter with

you and you will get 10% off any purchase over Rs. 5000! (offer ends   
July 30.)

Yours Sincerely,

Selling an Educational Course

Situation

Career Institute offers home-study courses in various trade occupations. The sales promotion

director has obtained a list of subscribers to a practical mechanics magazine, who are often good candidates for home—study training. He writes a sales letter, the purpose of which is to persuade readers to send for a free catalog, which describes a course in small-engine repair.

Model Letters

Modified Block Form

Attention Dear Sir,

WOULDN’T YOU LIKE TO OWN YOUR OWN BUSINESS?

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Attention If you’re looking for the change to be your own boss… or earn extra

income in your spare time… or a way to achieve independence

when you retire… SMALL-ENGINE REPAIR could be the answer.

Interest Career institute can quickly train you--in your spare time at home--to

service repair mowers, tillers, chain saws, outboards, garden tractors, mopeds, motorcycles, snowmobiles, and dozens of other types of small-engine equipment. It’s a great way to get your own business, full-or part-time, with a minimum investment. And it’s a field with growing opportunities for qualified people.

Career Institute’s Small-Engine Course contains forty-five lessons, each easy to read and understand. You also perform experiments that show you how every part of an engine works. And we supply you with professional tools--a complete set of wrenches, electrical system tools and other. Everything you need!

Desire Our big catalog tells you all you need to know. It describes the

contents of each lesson (and there are sample pages of the actual   
study materials), and contains illustrations and descriptions of the   
equipment you will use. The instructor you will be assigned to has   
been a professional small-engine mechanic. He will be your   
“partner” in your studies.

Action Just fill in and mail the enclosed post card for your free catalog

today. It needs no postage.

Sincerely,

Director of Studies

P.S: No sales representative will call you!

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Full - Block Form

Attention Dear Friend,

The most comprehensive selection of Quaid-e-Azam’s speeches, public writings, and private letters ever published!

YOURS FOR JUST RS.500

Interest Quaid-e-Azam was not only the founder of Pakistan but also a great

orator.

Desire Here are all of Quaid’s speeches, from the early days in his

politics, including all his addresses to the students of different   
institutions. It includes Quaid’s personal and political   
correspondence.

Above all, here is Quaid’s absolutely distinctive language,   
resonant with dignity, wit, and the uniquely patriot flavour.

Action Write today for your copy of the book. You’ll be awfully glad.

Sincerely Yours,

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LESSON 27



MEMORANDUM & CIRCULAR

Outline:

Purpose of Memo

Tone of Memorandums Flow of Memo

Format

Parts of Memorandum

o The Heading

o The Subject and Date

o The Message

Organizational Plans

Why Are Memorandum Written?   
Circular

o Writing Plan

Purpose of Memo

When you wish to write to someone within your own company, you will send a memorandum. Memos are used to communicate with other employees, may be located - whether in the same office, in the same building, or in a branch office many miles away.

Because the interoffice memorandum form was developed to save time, the formalities of an inside address, salutation, and complimentary closing is omitted. Otherwise, however, office memos and letters have a great deal in common.

The memorandum or ‘memo’ is a very flexible form used within an organization for

communication at all levels and for many different reasons. It performs internally the same function as a letter does in external communication by an organization. It is used for reports, briefings or instructions, ‘notes’ and any kind of internal communication that is more easily or clearly conveyed in writing (rather than face-to-face or on the telephone).

Tone of Memorandum

In most companies and organizations, memorandums are written in the first person, just as business letters are. Informal writing style characterizes the memos. The tone of the memo is influenced by the position held by the writer in relation to that held by the receiver. Also, the topic under consideration plays an important part in determining tone. Obviously a person writing to a company official to report the results of a financial audit will be more formal than a person writing a co-worker about some routine matter.

An important factor is the personality of the individual receiving the memorandum. The   
president, for example, may insist on formality/ informality, whereas a peer might like an   
informal, impersonal tone. Therefore, the effective business writer must evaluate the position of   
the reader, the topic under consideration, and the personality of the reader when setting the tone   
of the memo.

Flow of Memo

A memorandum may be sent upwards, downwards or sideways in the organization. It may be sent   
from one individual to another, from one department to another or from one individual to a   
department or a larger body of staff. The channel will be the internal mail system of the   
organization, which may range from a bank of ‘pigeon holes’ for delivery and collection in   
person, to a desk-to-desk delivery system. Special ‘internal mail envelopes’, designed for re-use

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(allowing each recipient’s name to be simply crossed out and replaced with the next), are commonly used.

Format

Memorandum format will vary slightly according to the degree of formality required and the organization’s policy on matters like filing and authorization of memoranda by their writer. Follow the conventions of ‘house style’ in your own organization. A typical format, including all the required elements, is illustrated below.

Writing Memorandum

There are usually three main parts to a memorandum:

1. The heading

2. The subject and date

3. The message

Occasionally, when official approval or authority is required, the memorandum may conclude with a line for the signature of the person originating the correspondence.

The Heading: the heading of a memorandum is usually printed.

In the To and From sections, the business title of each person is often included, particularly when the memorandum is being sent to a person whose office is in another city. In the To section, a courtesy title - Miss, Mrs., Ms., Mr., Dr. - is sometimes included. However, in the From section, the writer does not use a courtesy title.

To:

From Date:

Subject

Main idea

Opening paragraph or sentence,

The reason for writing and context of the message, Including appropriate details

Explanation

There should be necessary details to support the opening statements. Here the substance of message is set out logically and clearly. This may be less formal than a letter, so you can use numbered points.

Closing

Closing paragraph or sentence states clearly what is required of the recipient in response.

Remember who your recipient is, what is his status, his background, education, practical

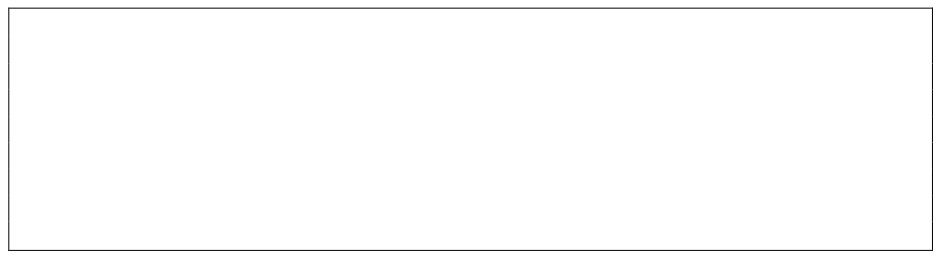
experience etc. Generally every memo concludes with suggestions for future action or request on future action.

Organizational Plans

• You may find it necessary to write a persuasive or bad-news memo rather than take a   
 direct approach

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• You may like a step-by-step method to your request or bad news plan.



• Allow reader to complete reading the memo and come to the conclusion with you.

• Allow reader to see the reasoning that leads or supports to the idea you are conveying.

• Maintain goodwill.

Structure & Style (A5 memo)

• A memorandum, as the name suggests is an aid to memory of the reader.

• It is used for brief messages.

• These provide confirmation and record of the various plans, decisions & activities of the   
 organization.

A4 Memo

It may be used for

• Making informal reports

• Outlining new policies

• Giving briefings & instructions etc.

Why Are Memorandums Written?

They are written to help:

• determine responsibility

• clear up inconsistencies

• record needed information

Sample Memo

To: Naeem Ahmad From: Hassan

Subject: Quarterly Date: May 3, 2006

The Quarterly Report that you asked to see is attached.

I would appreciate it if you would return it to me within ten days. The General Manager   
has requested that the report should not be circulated outside the company until its reliability is   
checked.

Circular

Introduction

Circular letters are:

Used to send the same information to a number of people

Extensively used in sales campaigns and for announcing important developments in business, such as extension, re-organizations, changes of address, etc.

A circular letter is prepared once and it may then be duplicated for distribution to the

various recipients. Names, addresses and individual salutations may be inserted after duplication in order to personalize the letter.

Writing Plan

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Although circulars are being sent to many people, it is important to suggest an interest in the recipient by giving them a personal touch. Remember the following rules:

• Be brief - people will not read a long circular

• Make the letter as personal as possible by addressing each letter to a particular person, by

name if you know it. Use Dear Mr. Atif Faheem instead of Dear Reader, Dear Subscriber or Dear Customer instead of Dear Sir or Madam. Never use the plural form for the   
salutation - remember, one recipient will read each individual letter.

• Create the impression of personal interest by using you, never our customers, all

customers, our clients, everyone.

• Explain why you are writing with more care than you would if you and your topic were

already known to the recipient through previous specific contact. Given some suspicion of circulars, these days, you will have to establish your own credibility - or another motive for reading on - fairly quickly.

• Express yourself in a way that is understandable and congenial to everyone in a wide

audience with varying backgrounds and abilities.

• Don’t include detailed information or complex ideas.

• Make your letter more persuasive - not just to achieve its purposes, but to motivate the

recipient to start reading it.

• Use word processing technology to personalize the circular to a very large extent.

Here is an example of circular:

Dear Mr. Ali

We are pleased to announce the opening of our new Higher Secondary Branch at the above address from the coming session starting from September 2.

Mr. Hassan has been appointed Principal, and with his 20 years experience in education we are sure that quality education will be provided.

Full admission fee is being wavered to students getting admission by August 25. A special 25%   
discount in monthly fee will be given to students getting admission on kinship basis. We hope our   
students will enjoy the same standard of education which is the hallmark of our education system.

Yours sincerely,

Study this example too: Dear Mr. Ali,

To meet the growing demands for cosmetic products in this area we have decided to extend our business by opening a new department.

Our new department will carry an extensive range of cosmetic at prices, which compare very favorably with those, charged by other suppliers.

We would like the opportunity to demonstrate our new merchandise to you, and are therefore

arranging a special window display during the week beginning from 2 June. The official opening of our new department will take place on Friday, 3 July.

We hope you will visit our new department during opening week and give us the opportunity to   
show you that it maintains the reputation enjoyed by our other departments for giving sound   
value for money.

Ours faithfully,

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LESSON 28



MINUTES OF THE MEETING

Outline:

Preparing Minutes of Meetings

Members of Meetings & their Role Minutes of Formal Meetings   
Minutes of Informal Meetings   
Producing the Minutes

o Resolution minutes

o Narrative Minutes

o Action Minutes

Rules of Indirect Speech

Preparing Minutes of Meeting

In a typical business, many committees and task forces operate within the company. The purpose   
of committees is to discuss various problems and to make recommendations to management. A   
standing committee is one that operates permanently year after year, although its members may   
change. A task force is a group of people who are appointed to solve a specific problem; when   
they make their recommendation on the ‘task’ assigned to them, the task force is disbanded. Each   
department may have several committees that meet periodically - usually once a week, every two   
weeks, or monthly. For example, if you are working in a sales department, there may be   
committees on advertising, sales conferences, commissions, product development, public   
relations, and so on.

A meeting has been called….

|  |  |  |
| --- | --- | --- |
| Statutory | ….. because the law demands  it | … shareholders’, creditors’, directors’,  councilors’ meetings |
| Managerial | …. To progress company  affairs | to inform of policy, to brief, to delegate  tasks, to discuss problems, to reach  group decisions, etc |
| Creative | …. to generate ideas, to open  up new possibilities or  avenues of action | to ‘brainstorm’ around the idea of what  the firm could design, manufacture; to  produce an advertising slogan, poster,  etc. |
| Negotiating | …. to reach a solution to a  problem acceptable to two  sides with different interests | management and trade union to agree  upon pay increase/rise |

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|  |  |  |
| --- | --- | --- |
| General/  public | …. to report back to a group  membership, or to air matters  of public interest  (members & roles) | Annual General Meeting of  shareholders or club membership  meeting; public enquiries into planning  proposals |

Members of Meetings & their Role

Committee Members’ Roles

• The Chairman’s Role: to coordinate the work of the committee…leader, guide, umpire

• The Secretary’s Role: to carry out the administrative work of the committee…   
 organizer, chairman’s right hand

• The Treasurer’s Role: to monitor the committee’s financial activities

• The Committee Member’s Role: to participate at meetings and do work delegated to   
 him or her

Special terms for meetings:

• Ad hoc: for the particular purpose of

• Advisory: submitting suggestions or advice to a person or body entitled to carry out

decisions and actions

• Agenda: a ‘timetable’ listing items for discussion at a meeting

• AGM: Annual General Meeting

• Apologies: for absence written or orally delivered excuse for not being able to attend a

meeting

• Chairman: coordinator of a committee, working party, etc.

• Chairman's agenda: like ordinary agenda but containing additional information for

guidance

• Executive: having power to act upon and carry out decisions

• Ex officio: by reason of an existing office or post

• Honorary: performing a duty without payment

• Minutes: written summary of a meeting’s business

• Motion: a topic formally introduced for discussion

• Nem con: no one disagreeing

• Opposer: one who speaks against

• Other business: items discussed outside main business of meeting

• Proposer: one who speaks in favor of a motion

• Resolution: a decision reached after a vote at formal meetings - a motion successfully

introduced

• Secretary: committee administrator

• Sine die: indefinitely

• Standing committee: one which has an indefinite term of office

• Treasurer: financial guardian

• Unanimous: all of like mind

Minutes of Informal Meeting

The written record of the proceedings of a meeting is called the minutes of the meeting. Since most meetings in business are informal (that is, do not follow the rules of parliamentary procedure), the minutes are also informal. The minutes usually include the date, time, and place of the meeting; the name of the presiding officer; a list of those present (and frequently those absent); and the time of adjournment. Discussions are usually summarized.

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Usually the minutes are signed by the person who took them and sometimes by the presiding officer as well. Minutes are usually duplicated, and copies are sent to each person present at the meeting and to other designated officials. Let’s look at the minutes of a meeting:

Presiding: Naeem Ahmad, President

Present:Ahmad Ali, Muhammad Aleem, Sara Zaman, Yousif Habib

Absent: Munir Ahmad, Muhammad Asif, Tariq Nazir

After calling the meeting to order at 3:15 pm, the president asked the treasurer for a brief report

The president asked Sara Zaman, chairperson of the investment committee, for the committee recommendation….

The president asked Ahmad Ali of Lauder, Bennet, and Laser, the club’s broker, to comment…. Mr Habib announced that the club’s annual picnic is scheduled for Saturday, Sept 14, at AlHamra Hall in Lahore……

The meeting was adjourned at 5:30 pm

Respectfully submitted

Hassan

Secretary

Minutes of Formal Meetings

Minutes of meetings that follow parliamentary procedure are somewhat different in form from the informal minutes illustrated here. Formal minutes do not include discussions. Only motions, resolutions, committee assignments and reports, and other specific accomplishments are included. Topical headings are used for easy reference and how the recorder has briefly summarized a speaker’s remarks. Also note that motions should be worded specifically followed by the name of the person who made the motion and the name of the one who seconded.

Resolutions to express sympathy, appreciation, congratulations, and the like are often passed at formal meetings.

The paragraphs giving the reasons for the resolution are introduced by the word WHEREAS (followed by a comma) and the paragraphs stating the action to be taken are introduced by the word RESOLVED (also followed by a comma).

Time & Place: The regular monthly meeting of the Historical-Commercial Club of Lahore was called by the president, Naeem Ahmad, on Friday, February 8, 2006, at 2 pm in the Jinnah room of the Plaza Hotel.

|  |  |
| --- | --- |
| Minutes | The minutes of the last meeting were read and  approved. |
| Treasurer’s report | The following report was given by Fatima  Hanif, the treasurer: |
| Balance on hand, Jan 1, 2006 | Rs. 23720.90  18160.50 |

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Total 41881.40

Paid out in January 8500.00

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Balance 33381.4

The treasurer’s report was accepted.

Old Business It was moved, seconded, and voted that a booklet describing

local commercial site of historic interest be written and

published by the club and distributed to local schools.

New Business After a discussion about improving the club’s ability to advise

the local media about its activities, a committee consisting of

Fatima Hanif, chairperson; Sara Ahmad, Iqbal was appointed to report the next meeting.

Program Naeem Ahmad introduced Ms Munir, an archaeologist at City

University……

The meeting was adjourned at 4:15 pm Respectfully submitted

Zaheer

Secretary(producing minutes)

Producing the Minutes

Resolution minutes

Some types of meeting - for example those of boards of directors - record only the decision reached, usually after a vote. The arguments, initial disagreements or conflicting views remain unwritten or unrecorded. Thus a lengthy discussion on the pros and cons of keeping a barely profitable branch store open may be summarized as:

5 Liberty Branch

It was resolved that the company’s liberty branch be closed with effect from 31 May 2006 and the premises, fixtures and fittings offered for sale

Such minutes usually include the word ‘resolved’ and may indicate the pattern of voting. Otherwise, the items, ‘Apologies for Absence’, ‘Minutes of the Last Meeting’, ‘Matters Arising’ and ‘Date of Next Meeting’ follow the pattern of narrative minutes. Note that in some formal meetings, the ‘Matters Arising’ and ‘Any Other Business’ items are not included, as a tighter rein is kept on what may be discussed.

Narrative Minutes (Fuller Picture & View)

Sometimes referred to as minutes of narration, narrative minutes tell more of the ‘story’ of what happened and who said what at a meeting. The main points of the background and discussion leading to a decision are recorded, and so anyone reading such minutes will gain a much fuller picture of a committee’s work and views.

Narrative minutes are recorded in reported speech and instead of giving direct speech we use   
indirect speech. This simply involves referring to committee members in the third person - either   
by their office - ‘The chairman said ’ or by name, ‘Mr. Naeem asked whether ….’ When

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decisions are reached by a vote, expressions such as, ‘it was generally agreed that….’ ‘It was   
therefore decided that….’ are used to introduce the details of the decision. Further, to keep the   
record objective and neutral, the passive is often used: ‘The secretary was asked to write to the   
Council to…..’

Care Regarding Narration

Care must be taken when recording narrative minutes that verb tenses are appropriate and that the time interval between the actual discussion at the meeting and the later recording of the minutes does not lead to confusion:

He said he would contact the suppliers next week.

At the time this statement was made, ‘next week’ was true, but if the minutes were distributed and read a fortnight after the meeting took place, it would no longer be true; this expression like ‘the following week’ is more accurate.

Action Minutes

Busy committees sometimes like to introduce a right hand blank column beside the minutes in   
order to put a designated committee member’s name against a particular task to be carried out:

6 Annual games

The secretary was asked to seek approval to use the company sports ground again.

Action by: Secretary

Some Rules of Indirect Speech

‘I’m sorry I’m late. I missed the bus.’ DIRECT SPEECH

He said that he was sorry he was late. He had missed the bus. REPORTED SPEECH VERSION

He apologized for being late. He had missed the bus.

Some Rules

Rule One: Persons/Pronouns   
 I

He, she   
You

We

They

You (pl)

Rule Two: the Tenses of Verbs

Rule Three: the Distancing Effect

Today-that day, now-then, here-there, this-that, these-those, tomorrow-the next/ following day, yesterday-the previous day

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Rule Four: Conveying the Tone of the Direct Speech

If the reported speech writer is not very careful, the reporting may easily slip into a dull ‘he said,   
she said, he said, she said’, so it is important to vary the words that introduce the reported speech:

Asked that, wondered whether, strongly denied that, confirmed that, suggested that, suggested   
that, etc.

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LESSON 29



BUSINESS REPORTS

Outline:

Model Business Reports   
Definition

Purpose of Report

Classification of Report

o Formal Reports

o Informal Reports

o Short or Long Reports

What Makes a Good Business Report?   
Style

Deciding on Format and Length Deciding on Approach

Types of Reports

o Informational Memorandum Reports   
  Conference Reports

 Progress Reports   
 Periodic Reports

o Analytical Memorandum Reports

o Recommendation-Justification Reports

Model Business Reports

A Model Report

October 10, 2003

The General Manager,   
Fit Garment Industries,   
Multan Road, Lahore.

Dear Sir,

Subject: Report on the strike of the workers in the factory.

Following your instructions, I have probed into the matter regarding the strike of all the workers in the factory. Here are my findings:

On Monday morning, in the production unit 2, two workers started a fight on a money matter.   
Ahmad had lent some money to Kareem, who made several promises but did not return a single   
penny.

On Monday morning, Ahmad demanded an immediate return of his amount but instead of an apologetic behavior Kareem abused Ahmad. Hot remarks were exchanged. Kareem picked up a hammer and hit it hard on Ahmad’s head. It started bleeding.

He was rushed to the hospital by the workers. Members of the labour union reached and all the   
workers took out a procession. The President of the union gave a call for strike. They raised   
slogans against the culprit. While addressing the mob, union leaders demanded a prompt   
termination of the culprit. They wanted to continue the strike till the acceptance of their demand.

However, on the assurance of the Production Manager, they agreed to call off their strike. Everything was done amicably.

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Sir,

You have asked for my suggestions, so I recommend Mr. Kareem’s termination. I do feel that a case of fraud and assault should be registered in the police station. Mr. Ahmad should be treated at the expenses of the company and should be granted paid leave for one month.

Yours truly,

A. Sheikh

Regional Manager

Definition

A business report is an impartial, objective, planned presentation of facts to one or more persons   
for a specific business purpose or an orderly, objective message used to convey information from   
one organizational area to another or from one institution to another to assist in decision making   
or problem solving.”

Reports have been classified in numerous ways by management and by report-preparation authorities. We classify reports on the bases of their forms, uses, contents, etc.

Purpose of Report

|  |  |  |
| --- | --- | --- |
| Purpose of Report | Common Examples | Distribution |
| To monitor and control  operations | Plans, operating reports,  personal activity reports | Internal reports move upwards  on recurring basis; external  reports go to selected audience. |
| To implement policies and  procedures | Lasting guideline,  position papers | Internal reports move  downwards or on a non-recurring  basis |
| To comply with regulatory  requirements | Reports, IRS, SEC,  EEOC, Human Rights  Commission | External reports are sent on a  recurring basis |
| To obtain new business or  findings | Sales proposals | External reports are sent on non-  recurring basis |
| To document client work | Interim progress reports,  final reports | External reports are sent on non-  recurring basis |
| To guide decisions | Research reports,  justification reports,  trouble shooting reports  (Classifications) | Internal reports move upwards  on a non-recurring basis |

Classification of Report

Formal or Informal

Formal reports are carefully structured; they stress objectivity and organization, contain much detail, and are written in a style that tends to eliminate such elements as personal pronouns.

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Informal reports are usually short messages with natural, casual use of language. The internal memorandum generally can be described as an informal report.

Short or Long Reports

‘Short-or-long’ can be a confusing classification for reports. A one-page memorandum is   
obviously short, and a term paper of twenty pages is obviously long. What about in-between   
lengths? One important distinction generally holds true: as a report becomes longer, it takes on   
more characteristics of formal report. Thus, the formal-informal and short-long classifications are   
closely related.

What Makes a Good Business Report?

Business reports are like bridges spanning time and space. Organizations use them to provide a formal, verifiable link among people, places, and time. Some reports are needed for internal communication; others are vehicles for corresponding with outsiders. Some are required as a permanent record; others are needed to solve an immediate problem or to answer a passing question. Many move upward through the chain of command to help managers monitor the various units in the organization; some move downward to explain management decisions to lower-level employees responsible for day-to-day operations.

The purpose of a business report is to convey essential information in an organized, useful format. Despite technological advances, the ability to accumulate data, organize facts, and compose a readable text remains a highly marketable skill.

A well-prepared business report will provide COMPLETE, ACCURATE information about an   
aspect of a company’s operations. The subject of a report may vary from expenses to profits,   
production to sales, marketing trends to customer relations. The information provided by a report   
is often meant to influence decisions, to determine changes, improvements, or solutions to   
problems. Therefore, the report must also be CLEAR, CONCISE, and READABLE.   
The format of a business report may vary from a brief informal report intended for in-house use   
to a voluminous formal report intended for a national public distribution. Some reports consist   
entirely of prose while others consist of statistics; and still other reports may employ a   
combination of prose, tables, charts, and graphs.

The style of a report depends upon the audience. An informal report meant to be read only by close associates may be worded personally. In such reports personal pronouns ‘I’ or ‘We’ are acceptable. A formal report, on the other hand, must be impersonal and expressed entirely in the third person. Note the difference

Style

Informal:

I recommend that the spring campaign concentrate on newspaper and television advertising.

Formal:

It is recommended that the spring campaign concentrate on newspaper and television advertising.

Informal:

After discussing the matter with our department managers, we came up with the following information.

Formal:

The following report is based upon information provided by the managers of the Accounting, Marketing, Personnel, and Advertising Departments.

Deciding on Format and Length

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Pre-printed form: It is basically for “fill in the blanks” reports. Most are relatively short (five or fewer pages) and deal with routine information, often mainly in numerical form. Use this format when it’s requested by the person authorizing the report.

Letter Reports

Common for reports, of five or fewer pages, those are directed to outsiders. These reports include   
all the normal parts of a letter, but they may also have headings, footnotes, tables, and figures.

Memo Reports

Common for short (fewer than ten pages) informal reports distributed within an organization. Memos have headings at the top: To, From, Date, and Subject. In addition, like longer reports, they often have internal headings and sometimes have visuals. (Organizational plan)

Deciding on Approach

Audience attitude is the basis for decisions about an organization. If the audience is considered, either receptive or open minded, use the direct approach.

Lead off with a summary of your key findings, conclusions, and recommendations. This ‘up-  
front’ approach is by far the most popular and convenient order for business reports because it   
saves time and makes the best of the report which is easy to follow. For those who have questions   
or want more information, later parts of the report provide complete findings and supporting   
details. In addition to being more convenient for readers, the direct approach also produces a   
more forceful report. You are sure of yourself when you state your conclusions confidently at the   
outset.

Types of Reports

A memo report is a cross between interoffice memo and a formal report

Memo reports can be used to:

• Answer a request for information

• Report progress

• Make recommendations

• State facts

• Communicate ideas

• Send statistical data

• Explain trend within an organization

Two types of Memo Reports

1. Informational memorandum reports

2. Analytical memo reports

(1) Informational Memorandum Reports

The central purpose of informational reports is to inform and summarize information. It is similar to speech. Obviously, these reports vary widely in content, depending on type of business, purpose, topics discussed, and readers’ needs.

An information memo report will:

• Inform

• Summarize some information requested

• Organize information objectively

• Make recommendation

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Conference Reports

Topics for conference reports range from summaries of personal sales called conferences to write-ups of meetings attended by hundreds of persons. For example, a credit or collection manager or account executive may make similar reports after conferences with clients. The text of such reports is usually organized by topics discussed or presented simply in a chronological order. Some firms have standardized headings for the often-written reports to ensure that the same information or main topics are recorded in all of them.

Progress Reports

Progress reports show, progress, accomplishments, or activity over time or at a given stage of a   
major assignment. The organizational plan is usually inductive, including topics similar to these.

1. Introduction (purpose, nature of project)

2. Description of accomplishments during the reporting period.

3. Unanticipated problems (if any)

4. Plans for the next reporting period.

5. Summary (overall appraisal of progress to date)

Periodic Reports

They are routine reports prepared at regular time interval-daily, weekly, monthly quarterly or   
annually.

Examples of such reports are:

1. Sales Reports

2. Financial Reports

These reports are prepared on pre-printed form.

(2) Analytical Memorandum Reports

This analytical memorandum report seeks to analyze a situation or problem; it may end with or without a specific recommendation.

Such reports have the following subjects.

• On the causes of decline in sales volume

• On the evaluation of a person before recruitment

• On individual being considered for promotion

• On the analysis of a particular book

Recommendation-Justification Reports

Many analytical reports will have a special purpose: to recommend a change or remain with the   
status quo (policy), support the idea that something is desirable or undesirable (value), or defend   
the accuracy of information (fact). Your report may be in response to a specific request, or it may   
be voluntary.

While Organizing Memo Reports Take Care of the Following

• Itemize the information

• Present the fact with absolute fairness and accuracy

• Be careful not to mix your opinion with the facts you report

• Reserve your comments for your conclusions and recommendations

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LESSON 30



BUSINESS REPORTS

Outline:

Format

Some Common Errors to Avoid

o Lack of Objectivity

o Hasty Generalization

o Hidden Assumptions

o Either or Scenarios

o False Causal Relationships

o Begged Questions

o Personal Attacks or Appeals to Popular Prejudice

Main Features of the Report

The Opening

Headings and Lists

Previews and Reviews The Ending

Organizational Plan for Short Informal Reports Model Business Reports

Letters Reports

Letter reports are of two types:

1. Informational letter reports

2. Analytical letter reports

1. Informational letter reports include

• A staff report to financial officer regarding issues concerning personnel turnover in the   
 sales department

• A report in reply to inquiry about product and services provided by your Company

2. Analytical Letter Reports

These include investigation of an issue or problem

• Calculation of financial ratios of a company in order to control its financial condition.   
Format

A letter report is simply a report in letter form; it is often used when sending information to a reader outside your organization. It includes:

1. Date

2. Inside address

3. Salutation

4. Body (the heart of the report)

5. Complimentary close

6. Signature

7. Reference section

Often the letter report has a subject line, usually placed a line or two below the salutation. Its   
length may range from two to five (seldom more) pages. And it may have two purposes:   
informational or analytical. For your report to be effective, it must be logical. If you learn how to   
think logically, you’ll also write more logically. Here are some common errors to avoid.

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1. Lack of Objectivity

Seeing only the facts that support your views and ignoring any contradictory information.

For example,” Although half the survey population expressed dissatisfaction with our current product, a sizable portion finds it satisfactory.” (You may be tempted to ignore the dissatisfied half instead of investigating the reasons for their dissatisfaction.)

2. Hasty Generalization

Forming judgments on the basis of insufficient evidence or special cases, for example:

“Marketing strategy Z increased sales 15 percent in Lahore supermarkets. Let’s try it in Karachi.” (Lahore and Karachi are probably vastly different markets).

3. Hidden Assumptions

Hiding a questionable major premise: for example,

“We are marketing product X in Print media because we marketed product Y in Print media.” (Who says product X and product Y should be marketed the same way?)

4. Either or Scenarios

Setting up two alternatives and not allowing for others: for example,

“We must open a new plant by spring, or we will go bankrupt.” (Surely there are other ways to avoid bankruptcy).

5. False Causal Relationships.

Assuming that event A caused event B merely because A preceded B: for example,

“Sales increased 20 percent as soon as we hired the new sales director.” (Something besides the new sales director might have been responsible for increased sales).

6. Begged Questions.

Assuming as proven what you are seeking to prove: for example,

“We need a standard procedure so that we will have standard results.’ (But why is standardization important?)

7. Personal Attacks or Appeals to Popular Prejudice.

Thinking people or ideas you don’t like by chaining them to irrelevant but unpopular actions or ideas: for example,

“Mr. Naeem mishandled the budget last years, so he can’t be expected to motivate his staff.” (Mr.   
Naeem's accounting ability may have nothing to do with his ability to motivate staff members).

Main Features of the Report

Following are main features of the report.

The Opening

As the name suggests, the opening is the first section in any report. A good opening accomplishes at least the following three things:

i) Introduces the subject of the report

ii) Indicates why the subject is important

iii) Previews the main ideas and the order in which they will be covered.

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If you fail to provide readers with these clues to the structure of your report, they’ll read aimlessly   
and miss important points; much like drivers trying to find their way through a strange city   
without a map.

Headings and Lists

A heading is a brief title at the start of a subdivision within a report that cues readers about the   
content of the section that follows. Headings are useful markers for clarifying the framework of a   
report. They visually indicate shifts from one idea to the next and when subheadings (lower level   
headings) and headings are both used, they help readers see the relationship between subordinate   
and main ideas. In addition, busy readers can quickly understand the gist of a document simply by   
scanning the headings.

Headings within a given section that are of the same level of importance should be phrased in parallel form. In other words, if one heading begins with a verb, all same-level headings in that section should begin with verbs. If one is a noun phrase, all should be noun phrases. Putting comparable ideas in similar terms tell readers that the ideas are related. The only exception might be such descriptive headings as “Introduction” at the beginning of a report and “Conclusions” and “Recommendations” at the end. Many companies specify a format for headings.

A list is a series of words, names, or items arranged in a specific order. Setting off important ideas in a list provides an additional structural clue. Lists can show the sequence of ideas or visually heighten their impact. In addition, they facilitate the skimming process for busy readers. Like headings, list items should be phrased in parallel form. You might also consider multilevel lists, with subentries below each major item (much like an outline).

Previews and Reviews

You may have heard the old saying “tell’em what you’re going to tell’em; then tell ‘em what you just told’em.” The more formal way of giving this advice is to tell you to use preview sections before and review sections after important material in your report. Using preview section to introduce a topic helps readers get ready for new information. Previews are particularly helpful when the information is complex or unexpected. You don’t want the reader to get halfway into a section before figuring out what it’s all about.

Review sections, obviously enough, come after a body of material and summarize the information for your readers. Summaries that come at the end of chapters in some textbooks are review sections. Long reports and reports dealing with complex subjects can often benefit from multiple review sections, and not just a single review at the very end.

The Ending

Research shows that the ending, the final section of a report, leaves strong and lasting impression.   
That’s why it’s important to use the ending to emphasize the main points of your message. In a   
report written in direct order you may want to remind readers of your key points or your   
conclusions and recommendations. If your report is written in direct order, end with conclusions   
and recommendations. If your report is written in indirect order, end with a summary of key   
points (except in short memos). In analytical reports, end with conclusions and recommendations   
as well as key points. Be sure to summarize the benefits to the reader in any report that suggests a   
change of course or some other action. In general, the ending ties up all the pieces and reminds   
readers how those pieces fit together. It provides a final opportunity to emphasize the wholeness   
of your message. Furthermore, it gives you one last chance to check what you really wanted to   
say.

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Organizational Plan for Short Informal Reports

A. Format

1. For brief external reports, use letter format including a title or a subject line after the   
 reader’s address that clearly states the subject of the document.

2. For brief internal reports, use memo or manuscript format.

3. Present all short informal reports properly.

a. Single-space the text.

b. Double-space between paragraphs.

c. Use headings where helpful, but try not to use more than three levels of

headings.

d. Call attention to significant information by setting it off visually with lists or indention.

e. Include visual aids to emphasize and clarify the text.

Organizational Plan for Short Informal Reports

B. Opening

1. For short, routine memos use the subject line of the memo form and the first sentence or   
 two of the text as the introduction.

2. For all other short reports, cover these topics in the introduction: purpose, scope,   
 background, restrictions (in conducting the study), sources of information and methods of

research, and organization of the report.

3. If using direct order, place conclusions and recommendations in the opening.

C. Body (Findings and Supporting Details)

1. Use direct order for informational reports to receptive readers, developing idea around

subtopics (chronologically, geographically and categorically).

2. Use direct order for analytical reports to receptive readers, developing points around

conclusions or recommendations.

3. Use indirect order for analytical reports to skeptical or hostile readers, developing points

around logical arguments.

4. Use an appropriate writing style.

a. Use an informal style (I and you) for letter and memo reports, unless company

custom calls for the impersonal third person.

b. Use an impersonal style for more formal short reports.

5. Maintain a consistent time frame by writing in either the present or the past tense, using

other tenses only to indicate prior or future events.

6. Give each paragraph a topic sentence.

7. Link paragraphs by using transitional words and phrases.

8. Strive for readability by using short sentences, concrete words, and terminology that is

appropriate for your readers.

9. Be accurate, though, and impartial in presenting the material.

10. Avoid including irrelevant and unnecessary details.

11. Include documentation for all material quoted or paraphrased from secondary sources,   
 using a consistent format for all quoted and paraphrased documents.

D. Ending

1. In informational reports summarize major findings at the end, if you wish.

2. Summarize points in the same order in which they appear in the text.

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3. In analytical reports using indirect order, list conclusions and recommendations at the   
 end.

4. Be certain that conclusions and recommendations follow logically from facts presented in   
 the text.

5. Consider using a list format for emphasis.

6. Avoid introducing new material in the summary, conclusions, or recommendations.

Model Business Reports

Report on the Low Admission Rate in a Newly Opened Branch of a School

October 10, 2006

The Principal,

The School, Main Branch,   
Lahore.

Dear Madam,

Subject: Causes of Low Admission Rate

This report is in response to your directive No. 123 September 20 which demands certain reasons of very poor admission rate in this branch. My findings are given below:

I. The location of our school building is not ideal.

II. The building itself is very old.

III. It does not appeal the visitors.

IV. We had been facing the problem of permanent faculty because direct conveyance is yet

not available.

V. Parents lodged several complaints against the management, but we could not help it.

Considering these problems, I propose that:

1. The building of the school should be shifted to a main road.

2. Permanent faculty should be appointed.

Yours sincerely,

A Report on Slow Sales and Rising Complaints

TO: Rana Abid, Vice President of Marketing

FROM: Bashir Ahmad, National Sales Manager

DATE: September 12, 2006

SUBJECT: Major accounts sales problems

INTRODUCTION

This report outlines the results of my investigation into the recent slowdown in sales and the   
accompanying rise in sales-and service-related complaints from some of our largest customers.

As we discussed at last quarter’s management meeting, major account sales dropped 12 percent over the last four quarters, whereas overall sales went up 7 percent. During the same time, we have noticed an increase in both formal and informal complaints from larger customers regarding how confusing and complicated it has become to do business with us.

My investigation started with in-depth discussions with the four regional sales managers, first as a   
group and then individually. The tension felt in the initial meeting eventually bubbled to the   
surface during my meetings with each manager. Staff members in each region are convinced that

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other regions are booking orders they don’t deserve, with one region doing all the legal work only   
to see another region get credited with the sale and, naturally, the commission and quota credit.

I followed up the sales manager’s discussions with informal talks and e-mail exchanges with several sales reps from each region. Virtually everyone who is involved with our major national accounts has a story to share. No one is happy with the situation and I sense that some reps are walking away from major customers because the process is so frustrating.

Organizational Issues

When we divided the national sales force into four geographical regions last year, the idea was to focus our sales efforts and clarify responsibilities for each prospective and current customer. The regional managers have got to know their market territories very well, and sales have increased beyond even our most optimistic projections.

Unfortunately, while solving one problem, we seem to have created another. In the past 12 to 18   
months, several regional customers have grown to national statuses. In addition, a few national   
retailers have taken on (or expressed interest in) our products. As a result, a significant portion of   
both our current sales and our future opportunities lie with these large national accounts.   
I uncovered more than a dozen cases in which sales reps from two or more regions found   
themselves competing with each other by pursuing the same customer from different locations.

Moreover, the complaints from our major accounts about overlapping or nonexistent account coverage are a direct result of the regional organization.

Recommendations

In the light of the above findings I recommend:

(i) Areas may be reallocated.

(ii) A coordination cell may be set up in the head office to monitor the working of these

regional offices.

(iii) A bulletin giving area wise sales achievements of every region may be circulated.

If there is anything else you would like to know, please call me.

Yours truly,

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LESSON 31



BUSINESS REPORTS

Outline:

Formal Report and its parts

Formal Report

Parts of a Formal Report

A formal report’s format and impersonal tone convey an impression of professionalism. A formal report can be either short (fewer than 10 pages) or long (10 pages or more). It is informational or analytical, direct or indirect. It may be targeted to readers inside or outside the organization.

There are three basic divisions of a formal report:

1. Prefatory Parts

2. Text Parts

3. Supplementary Parts

1. Prefatory Parts are:

a) Cover

b) Title fly

c) Letter of authorization

d) Letter of acceptance

e) Letter of transmittal

f) Table of contents

g) List of illustrations

h) Synopsis or executive summary

2. Text Parts:

a) Introduction

b) Body

c) Summary

d) Conclusions

e) Recommendations

f) Notes

3. Supplementary Parts:

a) Appendixes

b) Bibliography

c) Index

Prefatory Parts

Cover

Use a cover only for long reports. Use a sturdy, plain, light cardboard with good page fasteners. With the cover on, the open pages should remain flat. Center the report title and your name three to four inches from the upper edge.

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Title Fly

It is a plain sheet of paper with the title of the report on it.

Title Page

1. The title of the report

2. The name, title and address of the person group etc. that authorized the report

prepared for submitted to

3. The name, title and address of the person, group etc. that prepared the report,

prepared by, submitted by

4. The date on which the report was submitted.

The title page signals the readers by giving the report title, author’s name, name of person or organization to which the report is addressed, and date of submission. Choose title information but not long, A Report of, A Study of, or A Survey of etc.

Your title promises what your report will deliver by stating the report’s purpose and content. A title in order to be effective must be clear, accurate, comprehensive, specific, concise and appropriately.

Place of Title Page Items

Do not number your title page, but count it as page (I) of your prefatory pages. Centre the title horizontally on the page, three to four inches below the upper edge, using all capital letters. If the title is longer than six or eight words, centre it on two or more lines.

Letter of Authorization and Letter of Acceptance

If you receive written authorization (a letter or memo) you may want to include. It usually has direct request plan. Letter of Acceptance (or memo of acceptance) acknowledges the assignment. It follows good- news plan confirming time and money restriction and other pertinent detail. This letter is rarely included in report.

Letter of Transmittal (or Memo of Transmittal)

It conveys your report to the audience. It says what you’d say if you were handing the report to the person who authorized you. It has less formal tone.

Depending on the situation, your letter might:

• Acknowledge those who helped with the report

• Refer readers to sections of special interest

• Discuss the need and approaches for follow-up investigations

• Suggest some special uses of the information

• Urge the reader to take immediate action

• Use good news plan

Table of Contents

This table outlines the text and list Prefatory Parts

1. List preliminary items (transmittal letter, abstract) in your table of contents, numbering   
the pages with small roman numerals. Make a list of items that appear at the end of the   
report; glossary, appendix, notes and bibliography section. Number these pages with   
Arabic numerals, continuing the page sequence of the report. List the first page of your   
report text.

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2. Include no heading in the table of contents not listed as headings or subheadings in the report. Your report text may, however, contain certain sub-headings.

3. Use different types of styles and indentations to show the various levels of heads.

List of Illustrations

For simplicity sake, some reports prefer to include all visual aids as illustration or   
exhibits.

Put the list of figures and table on separate page if they won’t fit on one page with the table of content.

Synopsis or Executive Summary

A synopsis is a brief overview (one page or less) of report’s most important point. It is also called abstract. Executive summary is a fully developed mini version of the report and is comprehensive.

1. Make your summary able to stand alone in meaning - a mini-report

2. Make it intelligible to the general reader. Readers of summaries will vary widely in expertise, perhaps much more than those who read the report itself. So translate all technical data into plain English.

3. Add no new information. Simply summarize the report.

4. Stick to the order of your report.

5. Emphasize only major points.

Text of the Report

Introduction

It has a number of functions, covers a wide variety of topics and helps the reader to follow and understand information.

Body

The section contains information that supports conclusion and recommendation as well as analysis, logic, interpretation of the information.

Closing

You summarize the main idea of your report highlighting your conclusion or recommendation and list any course of action. In long report, this section may be labeled Summary, Conclusion & Recommendation.

Supplementary Parts

Appendix/Appendixes

They contain materials related to the report but not included in the text because they were lengthy or not directly relevant. They include:

1. Statistics or measurements

2. Maps

3. Complex formulas

4. Long quotations

5. Photographs

6. Related correspondence (letters of inquiry etc.)

7. Texts of laws, regulations etc.

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Bibliography

A bibliography is a list of source materials on a particular subject. In a formal report it   
shows what books and other library materials were consulted and it includes all the works   
mentioned in the footnotes. As part of the reference matter, it follows the appendix or   
appendices.

Index

An index is an alphabetical list of names, places and subjects mentioned in the report,   
along with the page on which they occur. They are rarely included in unpublished reports.

RESTLESSNESS AMONG WORKERS

Prepared for

Ahmad Hassan

General Manager

ABC TEXTILE Mills

Prepared by

Asad Ali

Manager Cost Accounting Services ABC Textile Mills Ltd

March 6, 2006

Contents

1. Letter of Transmittal

2. Introduction

3. Present Situation

4. Effect on Business   
 a)

b)

5. Causes of Restlessness   
 a)

b)

6. Recommendation   
 a)

b)

7. Conclusion

Letter of Transmittal

ABC Textile Mills Ltd   
Raiwand Road Lahore

September 16, 2006

Managing Director

ABC Textile Mills Ltd.   
Raiwand Road, Lahore

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Dear Sir,

Subject: Report on Restlessness among Workers

This is in reference to your letter no. 11 of September 3 in which I was asked to compile   
a report on the restlessness now prevalent among our workers. I have completed my   
investigations, and my findings with recommendations are given in a detailed report   
which is enclosed.

I would be obliged if I could have your comments after you have gone through the report. If, in the course of your reading, you would like to discuss some points with me, I shall be happy to do so at any time convenient to you.

Respectfully submitted

Yours truly,

Asad Ali

Manager Cost Accounting Services

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LESSON 32



MARKET REPORTS

Outline:

Definition

Qualities of a Good Market Report Proposal, its Purpose and Kinds Parts of the Proposal

The place where we go to buy or sell commodities is commonly known as market. Technically speaking, market is not a place or bazaar where we go to buy or sell, but it is indeed a contact of buyer and seller. The world has become a global village making buying and selling possible without going anywhere. Information Technology has mainly played its part in doing so.

Prof. Chapman says while defining the market that it refers not a place but to a   
commodity or commodities, buyers and sellers of the same who are in direct competition   
with one another. We can name these as Rice Market, Wheat Market, Yarn Market, Fruit   
Market, etc.

Definition

A market report describes the condition of a commodity in the market on a certain date for a specific period. It points out the business conditions in a market at a given time. Market Report may be of a day, a week, a month, a year or even a number of years. Daily Market Report shows the price of goods on a mentioned date. It also describes the closing rates of the previous day, the opening rates of that day, the highest and the lowest rates and the demand and supply of the commodities on that particular day.

Daily newspapers, television, radio and internet give this information. Consumers take more interest in daily market report than in traders.

Weekly Market Report gives the condition of the commodities for the past six days. It contains closing rates of the last week, the opening rates of that week, the highest and lowest rates and the closing rates of that week. This report also determines the causes of variation in price and the expected price movement in the coming week. Business communities show a keen interest in such reports.

Monthly Market Report is an analysis of business done during the whole month. These reports are prepared for comparatively stable market and a permanent demand. This report describes the closing rate of the commodities in the previous month, the opening rate of the month, highest, lowest and closing rate of the month. Newspapers, trade journals and monthly bulletins publish these reports.

Value of Reading a Market Report

The Market Report makes us aware of the volume and nature of business in the market. Traders become aware of different conditions of the market. They can know something about the demand and supply of a commodity.

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Market Reports help people guess the future movements of price. The market condition is exposed to everybody as a result of which prices become stable. These prices can be compared at different markets.

Qualities of a Good Market Report

A person writing a Market Report should have a comprehensive knowledge of the matter that has to be reported. He must always keep in mind the following points.

1. Normally a Market Report is not personal. It should be written using third person and the past tense.

2. General readers should be able to understand the technical terms used in the   
report.

3. Words should be used economically. Unnecessary details must be avoided. It should not be so short that misses the essential information.

4. There should be a good analysis of changes of prices and demand and supply relationship.

5. Market Report should be based upon the facts. Events should be written in the   
minute details. Any writer of Market Report should be unbiased while concluding his   
report.

How to Read a Market Report

To comprehend a Market Report fully, it is necessary to read it carefully. Sometimes   
even an educated person faces difficulties to understand it. More practice is required to   
understand a market report. One should specially note the nature of report (daily, weekly,   
monthly or annual) the nature of commodity, volume of business and the trend of the   
market.

How to Explain a Market Report

Sometimes a market report is reproduced and sometimes it is explained. While reproducing a Market Report technical terms should concentrate on the given matter. Do not try to add or omit something.

While explaining a Market Report, try to extract the hidden meaning. First of all explain all the technical terms separately, and then mention the price clearly.

After following the above instructions explain the subject matter (of the report) clearly.

Model Market Reports

A Report on Lahore Cotton Market   
Cotton Easy Amid Thin Trading

Lahore: The cotton market failed to maintain a firm posture on Monday as spinners   
showed reluctance to chase the rising prices. However, needy spinners continued to pick   
up quality lots at Rs. 2000 level. The official spot rate was marked up by Rs. 20 at Rs.   
2000.

Cotton prices moved up to Rs. 2050 level on Saturday owing to spinners’ fear that lint   
supply would be interrupted during elections and ginners/ growers’ strong resistance to

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decline in lint prices. There seemed to be an unwritten agreement between ginners and growers to make joint efforts to stave off the threat of price decline. Hence, despite the spinners’ reluctance to pay higher asking prices, the ginners maintained a firm posture. As a result the needy spinners picked up stray lots of quality lint at Rs. 2000. Some low quality stuff, however, changed hands at Rs. 1925.

Most of the spinners remained glued to the side lines as they did not consider it feasible   
to lift the prevailing prices in view of uncertain outlook of the international yarn market.   
The current prices are understood to be well above world parity. It remains to be seen   
whether ginners are able to hold the price line when odds are in favour of buyers.

Proposal

Certain analytical reports are called proposals which include bids to perform work under a contract and plea for financial support from outsiders. Such bids and pleas are almost always formal. It matters a little whether your proposal is a memo or a full document. What does matter is the structure you apply to write good proposals.

i. Professors submit proposal to companies stating that they can help solve problems within a company.

ii. Advertising agencies bid on being the agency of record in publicizing a product or idea for a client.

iii. Companies submit proposal to foreign government to do project.

Purposes of Proposals

Numerous groups solicit proposals. Governments are the foremost requesters. These requests appear in newspapers trade publications. Request for Proposal (RFP) is directed towards a company with specific expertise. Proposal topics are varied such as:

• To sell property, machines, etc.

• To construct building bridges, highways

• To survey water area for possible oil fields

Smaller Projects are also made known to individual and corporation such as the   
following.

1. Improving engineering and just-in-time (JIT) performance within a company

2. Preparing managerial staff for work within or outside the country

3. Planning and basic research before developing any new project

Thus the proposal is similar to that of a recommendation justification report. Both aim to   
solve problem, alter a procedure, and find answer to question, offer advice and training.

Kinds of Proposal

• Research Proposal

• Business Proposal

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i) Research Proposal

A research proposal is usually academic in nature. Professors at schools desire to obtain grant in response to a request or an announcement from the government or other agency. Academic institutions submit most research reports.

ii) Business Proposal

In length, proposal may be similar to other reports like short, long or formal. Like reports,   
a proposal may be solicited or unsolicited while writing a solicited business proposal,   
remember, you most likely to have many competitors also bidding for that contract.

While writing an unsolicited proposal, you need to convince the reader or review committee that you understand the organization’s problem and that your firm or you are qualified to solve it successfully.

Parts of the Proposal

i) Prefatory Part

Title fly

Title page

Request for proposal   
Letter of transmittal   
Table of content   
List of illustration

Synopsis or Executive summary (Draft Contract)

ii) Text parts

Introduction   
Body

Summary

iii) Supplementary parts   
 Appendixes

The cover, title fly, title page, table of contents and list of illustration are handled the same way as in a formal report.

Parts of Proposal

Copy of REP

Instead of a letter of authorization, a formal proposal may have a copy of the request for   
proposal in a letter form or memo soliciting a proposal or a bid for a particular project.

Draft Contract

In long proposals a draft contract may be inserted after an executive summary. A draft contract allows receiver to offer a counter offer and it also gives an immediate overview, including financial information.

Table of Content

Brief proposals usually don’t request a table of contents. Long proposals do require as well as other prefatory parts.

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ii) Text parts

Introduction

This section presents and summarizes the problem you intend to solve and your solution to that problem, including any benefits the reader will receive from your solution. Write introduction as if you were approaching a non-specialist. Your first reader may be other than the person who sent you a request for the proposal. Some staff members often give the proposal an initial reading. Often the purpose is stated in infinitive form, as for example, to construct 1 meter carpeted road from machine shop.

Scope

Define the boundaries of your project. What boundaries are you setting to accomplish your projects? (Study an area of community)

Project Team

Some proposals even short ones include a list of individuals who will work on the project, including project director.

Background

The long proposal, you may include the projects the company has completed.

Previous work

Possibly literature review on the project

Procedures

Here you briefly explain how you will meet the requirement of your reader.

Equipment and Facilities

Tell the reader that you have thought well to realize what facilities will be needed. State what equipment and facilities you already have.

Closing

This section emphasizes the benefits the readers will realize from you solution, and it urges reader to act.

iii) Supplementary Parts

Appendix

It contains materials related to the report but not included in the text because they’ve too lengthy or bulky.

Memo

To: General Manager   
From: Project Manager

SUBJECT: Activity Plan, 2006

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Our primary objective for 2006 is to introduce computers to the three branches, Sialkot, Gujranwala and Jhung. Trips are planned to all these locations within the next month so we may see what each has accomplished toward this objective. In addition, I have planned to meet with Hassan Ahmed, who has written three computer books and he will, I’m sure, have valuable ideas for us.

Specifically, I’ve outlined six objectives in order of priority:

• Introduce computers to three of our branches

• Complete the programming here in our corporate office

• Reduce property taxes by Rs. 160, 000

• Employ a national management-consulting firm by September

• Establish controls on report reproduction and reduce costs by Rs. 5,000

Improve the format and detail of financial analysis provided to corporate each month

I look forward to the upcoming year and progress toward these goals.

To:

From:

SUBJECT: Supervisory Skills Training Program Proposal

Employee Development has been conducting an in-house supervisory course that focuses primarily on theory and information about management concepts and company policies. We would like to propose additional training for first- and second-line supervisors, focusing on skills only-specific behavioral guidance in supervising and motivating employees to increase productivity.

The program would be administered with the help of ABC Consulting Agency. The total cost of Rs 52,000 will cover customized behavior models, CD-ROM introductory and practice sessions, six line managers and/or staff certified by ABC as qualified trainers, two classes (20 participants each) of trained supervisors, and trainer manual and participant workbook for reproduction.

If you have anything in this regard please do let me know.

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LESSON 33



JOB SEARCH AND EMPLOYMENT

Outline:

The Job Search Communication Hiring Practices

Human Relations / Personnel Communication Writing Resumes & Application Letters

For most business students, one of the most important communication tasks is preparing your resume. This document will represent you in offices you have never seen. The resume is just one aspect of a complete communication package that everyone must put together before he or she enters the business world. This package should also include a healthy amount of career planning and self-assessment before you even start thinking about a resume. In addition, after you have written a resume you need to think about writing cover letters, preparing yourself for interviews, and planning strategies for follow up interview with letters and telephone calls. This job-search communication package ends up looking very much like the following figure.

The Job Search Communication

Plan Your Career

Before you can sell a product, you need to know what the product is all about. Similarly, before selling your expertise you need to know the following:

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Understanding today’s Changing Workplace



Today, work place is influenced by numerous forces such as globalization, advancing technology, information overload, grown diversity, and team based organizations. Certain other issue such as corporate downsizing, cost-cutting initiatives growing dependency on flexible employment techniques such as outsourcing and increasing entrepreneur are fast influencing the workplace.

How Changing Workplace Affects Job

Employment is more flexible. Today, lifelong employees are less in number, only, temporary workers & consultants are working project by project basis.

Hiring Practices

What today’s Employers Seek in job Applicants

Today Employers are looking for people who are:

Able and willing to adapt to diverse situation Are unafraid to change

Ready to learn on the job

Are sensitive to cultural differences

In fact, your chances of being hired are better if you've studied abroad or learned another   
language.

Setting Realistic Objectives

How then do you begin assessing what you have to offer and then putting together a convincing sales pitch?

You cannot expect to be managing a major corporation or earning 100,000/- Rs.   
Similarly, you cannot expect to do some petty job. This is a phase of self-assessment   
process. Before selling a product know what that product is all about. So most of the   
experts will tell you that the first thing you need to do is to set realistic objective for   
yourself.

Know your Major Strengths and Weaknesses

To begin setting objectives, you may want to ask yourself a series of questions to clarify   
your thinking. These may be questions about your own strengths and weaknesses,   
questions about you goals, or a realistic appraisal of your abilities. Let's look at some   
issues you will always want to consider during this phase of self-assessment process.

• What have you done at school?

• Were you good with number?

• Can you get along with people?

• Are there any Gaps in your work history?

• Are you inexperience?

• Are you over-qualified?

• Do you have long term employment with one company or job termination in your   
 career?

Establish Some Goals

• What are your long & short term goals?

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• How do you picture yourself as a successful person?

Envision the Ideal Day at Work

• Talk to people about your envisioned profession

• Read out various occupations

• Determine the specific compensation you expect. What do you hope to earn in   
 your first year? What kind of pay increase do you expect each year? Are you

willing to settle for less money in order to do something you really love?

Envision Size of Company & Location

Do you like the idea of working for a small organization? How can you make yourself more valuable to employers?

• Keep an employment portfolio

• Collect anything that shows your ability to perform

• Take interim assignment

• Do temporary or freelance work

• Work on polishing and upgrading your skill

• Join networks of professional colleagues & friends who can keep you up to date   
 with occupation and industry

Narrow Down the Field

Let’s look at the functional areas of business and their activities as first step in narrowing   
the field.

Finances

Investment bank, commercial banks savings and loans corporation and brokerage houses

Accounting

Public account firms work as controllers or financial planners. Activities in these jobs   
range from reviewing financial records or balance sheets to monitoring business plans.

Marketing & Sales

In marketing you want to go to a company that sells consumer products, industrial products, high-technologies.

Human Relations / Personnel Communication Management Information Systems

Organizing your Approach

Organize your approach to the Employment Process and don’t worry if you don't have personal contact in an organization. Find out where the job opportunities are. Which industries are strong? Which part of the country is booming?

Stay Abreast of Business and Financial News through

• Major newspaper

• Trade magazine (print or line edition)

• Scan business page/watch television

Research Specific Companies

Make a list of desirable employers. Identify a promising industry.

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Learn about Organization

Find out if a company maintains website. You’ll find information about organization's mission, products, annual report employee benefits etc.

Respond to Job Opening

Send resumes quickly and cheaply through e-mail and send focused cover letters directly to executives doing the hiring.

Find Career Counseling

College placement centers offer individual counseling on campus. Seek help from them.

Analyze your Purpose & Audience

• Study your purpose and your audience to tailor your message for maximum   
 effect.

• Gather relevant information about you and the employer you are targeting.

• Establish a good relationship by highlighting those skills and qualifications that   
 match each employer.

Writing Resumes & Application Letters

Preparing Resumes

By sending out such employment messages, you have an opportunity to showcase your   
communication skills -the skills valued highly by the majority of employers. In fact, your   
success in finding a job will depend on how carefully you plan, write, and complete your   
resume.

Analyze your Purpose and Audience

A resume is a structured, written summary of a person’s education, employment background, and job qualifications. Resume is a form of advertising. It is intended to stimulate an employer’s interest in you. A successful resume inspires a prospective employer to invite you to interview with the company. Thus, your purpose is to create interest. Don't tell readers everything about you. In fact, it may be best to only hint at some things. Consider the following.

|  |  |
| --- | --- |
| Fallacy | Fact |
| Don’t think of a resume as a list all  your skills and abilities | A resume will kindle employer  interest and generate an interview |
| Get you the job you want | Get you in the door |
| Will be read carefully and thoroughly  by an interested employer | In fact your resume probably has less  than 45 seconds to make an  impression. |

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Investigate Pertinent Information

Include pertinent personal history. The specific dates, duties, and accomplishments of any   
previous jobs you’ve held. Collect every piece of relevant educational experience that   
adds to your qualifications, such as formal degrees, skills, certificates, academic awards,   
or scholarships.

Information about Personal Endeavors: Give dates of your membership in an association. Offices you may have held in a club or professional organization? Presentations you might have given to a community group etc.

Adapt your Resume to your Audience

Because your resume will have little time to make an impression, make sure to adopt a “you” attitude and think about your resume from the employer's perspective. Ask yourself: What key qualifications will this employer be looking for? Which of these qualifications are your greatest strengths? What quality would set you apart from other candidates in the eyes of a potential employer? What are three or four of your greatest accomplishments, and what resulted from these accomplishments?

A Good Resume

A good resume is a flexible and can be customized for various situations and employers.   
To write good resume, you need to show that you (1) think in term of result(2) know how   
to get things done(3) are well rounded,(4) show signs of progress(5) have personal   
standards of excellence(6) are flexible and willing to try new things(7) possess strong   
communication skills.

Appropriate Organizational Approach

To focus attention on your strongest points, adopt the appropriate organizational approach - make your resume chronological, functional, or a combination of the two. The “right” choice depends on your background and your goals.

The Chronological Resume

In a chronological resume, the work-experience section dominates, immediately after the   
name and address and the objective. You develop this section by listing your jobs   
sequentially in reverse order, beginning with the most recent position and working   
backward towards earlier jobs. Under each listing, describe your responsibilities and   
accomplishments, giving the most space to the most recent positions. If you’re just   
graduating from college, you can vary this chronological approach by putting your   
educational qualifications before your experience, thereby focusing attention on your   
academic credentials.

The chorological approach is the most common way to organize a resume, and many employers prefer it. This approach has three key advantages:

(1) employers are familiar with it & can easily find information

(2) it highlights growth and career progression

(3) it highlights employment continuity and stability

The chronological approach is especially appropriate if you have a strong employment history and are aiming for a job that builds on your current career path.

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LESSON 34



RESUME WRITING

Outline:

The Functional Resume

The Combination Resume

Approach for Writing Resume Proofreading of Resume

Example of a chronological resume

June 2006 to present

Chief Accountant / Financial Analyst AZ Corporation

• Prepare accounting reports for wholesale gift ware importer (Rs75 million annual   
 sales)

• Audit financial transactions with suppliers in 12 Latin American countries

• Created a computerized model to adjust account for fluctuations in currency   
 exchange rates.

• Negotiated joint-venture agreements with major suppliers in Mexico and   
 Colombia

• Implemented electronic funds transfer for vendor disbursements, improving cash   
 flow and eliminating payables clerk position.

The Functional Resume

A functional resume emphasizes a list of skills and accomplishments, identifying   
employers and academic experience in subordinate sections. This pattern stresses   
individual areas of competence, so it’s useful for people who are just entering the job   
market, want to redirect their careers, or have little continuous career-related experience.

Advantages

(1) Without having to read through job descriptions, employers can see what you can do for them,

(2) You can emphasize earlier job experience

(3) You can de-emphasize any lack of career progress or lengthy unemployment.

Example of the Functional Resume

Relevant Skills

Personal Selling/Retailing

• Led house wares department in employee sales for spring 2006.

• Created end-cap and shelf displays for special house wares promotions.

• Sold the most benefit tickets during college fund-raising drive for local   
 community centre

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Public Interaction

• Commended by house wares manager for resolving customer complaints   
 amicably

• Was captain college xi and participated in many University Fixtures Managing

• Training part-time house wares employees in cash register operation and customer   
 service

• Reworked house wares employee schedules as assistant manager

• Organized summer activities for children 6-12 years old for city of Karachi -  
 including reading programs, sports activities, etc.

The Combination Resume A combination resume includes the best features of the chronological and functional approaches. Nevertheless, it is not commonly used, and it has two major disadvantages:

(1) It tends to be longer, and

(2) It can be repetitious if you have to list your accomplishments and skills in both the functional section and the chronological job descriptions.

Example of such a resume;

Naeem Ahmad

122-Mall Road Lahore (042) 5858585

Objective

To obtain a position as a special events coordinator that will utilize my skills and experience

Skills and Capabilities

• Plan and coordinate large-scale public events

• Develop community support for concerts, festivals, and the arts

• Manage publicity for major events

• Coordinate activities of diverse community groups

• Establish and maintain financial controls for public events

• Negotiate contracts with performers, carpenters, electricians, and suppliers.

Special Event Experience

• Arranged 2001’s week-long Arts and Entertainment Festival for the Public   
 Library, involving performances by 25 musicians, dancers, actors, magicians, and

artists

• Supervised the 2000 PTA Spring Carnival, an all-day festival with game booths,   
 live bands, contests, and food service that raised Rs. 70,000 for the PTA

• Organized the 1999 Provincial convention for 80 members of the Lahore Women   
 club, which extended over a three-day period and required arrangement for hotels,

meals, speakers, and special tours

• Served as chairperson for the 1998 Children’s complex Show, a luncheon for 400   
 that raised Rs.50,000 for orphans and privileged children

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Education

• Bachelor of Arts, Psychology, APV College, Lahore.

Employment History

• First National Bank of Pakistan 1988 to 1990, personnel counselor/campus   
 recruiter; scheduled and conducted interview with graduating MBA students on

18 campuses; managed orientation program for recruits hired for bank’s management trainee staff

• ABC University 1996-1998, part-time research assistant for Professor Hassan   
 (Science Department)

Compose your Resume to Impress

Write your resume using a simple and direct style. Use short, crisp phrases instead of whole sentences, and focus on what your reader needs to know. Avoid using the word I instead, start your phrases with impressive action verbs such as these:

Accomplished coordinated initiated

Achieved created installed   
Administered demonstrated introduced

Approved developed investigated

Arranged directed joined

Assisted established launched

Assumed explored maintained

Budgeted forecasted managed

Chaired generated motivated

Changed identified operated

Complied implemented organized

Completed improved oversaw

Avoid Weak Statements

participated set up

performed simplified

planned sparked

presented streamlined

propose strengthen

raised succeeded   
recommended supervised

reduced systematized

reorganized targeted

resolved trained

saved transformed   
served

Don't say: Responsible for developing a new branch

Say: Developed a new branch

Don't say: I was in charge of customer complaints

Say: Handled all customer complaints

Don't say: I won a cash prize of 100,000 for openings the newest customer accounts in

my department

Say: Generated the highest number of new customer accounts in my

department and awarded a prize of 100.000

Use Active Statement that Shows Results

In addition to listing your accomplishments, include your name and address, academic   
credentials, employment history, activities and achievement, and relevant personal data.

Name and Address

Name: an employer needs to know Who you are

Where you can be reached: phone number/ e-email address contact information at   
school and at home both, cell phone no etc. No need to include the word resume. Just

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make sure the reader can tell in an instant who you are and how to communicate with   
you.



Career Objective or Summary of Qualification

Experts disagree about the need to state a career objective. Such a statement only limits you as a candidate (especially for a variety of openings). Employers will try to categorize you anyway, so you might as well make sure they attach the right label.   
Remember, your goal is to generate interest immediately. If you decide to state your objective, make it effective by being as specific as possible about what you want:   
Examples of Career Objective or Summary of Qualification

A marketing position in a growing company requiring international education

Summary of qualifications: ten years of experience in international banking with track   
record.

The career objective or summary may be the only section read fully by the employer, so if you include either one, make it strong, concise, and convincing.

Education

If you are still in school, education is probably your strongest selling point. Present your   
educational background in depth, choosing facts that support your “theme”. Give heading   
such as “Education”, “Professional College Training”, or “Academic Preparation"   
starting with most recently attended, List the name and location of each one, the term of   
your enrollment (in months and years), your major and minor fields of study, significant   
skills and abilities you’ve developed in your course work, and the degrees or certificates   
you’ve earned.

Indicate incomplete education. Include any training qualifying you for the job and any scholarship, award that you have won. Also tell them whether the training was sponsored by business or government.

Include any relevant seminars or worship you’ve attended, as well as the certificates or other documents you’ve receive. Listing your grades depends on the job you want and the quality of your grades. Remember education is usually given less emphasis if you’ve worked in your chosen field for a year or more.

Work Experience, Skills & Accomplishments

List the Education Section, the Work-Experience Section

Do the following.

Focus on your overall theme.

Show relationship between your previous responsibilities and your target field. Call attention to skills you’ve developed and your progression from jobs of lesser to greater responsibility.

Describing your work experience,

List your jobs in chronological order,

Include any part-time, even if unrelated to your current career objective. It   
shows your ability to get and hold a job - an important qualification in itself. If   
you have worked your way through school, say so. Employers interpret this as a   
sign of character.

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Before or after each job listing, state your functional title, such as ‘salesperson’. Don’t try to make your role seem more important by glamorizing your job title.



The work experience section lists the entire related job you’ve had:

• Name and location of employer

• What the organization does (if not clear from its name)

• Your functional title

• How long you worked

• Your duties and responsibilities

• Your significant achievements or contributions.

For example, developed a new filing system, that reduced paperwork by 50 percent. Include miscellaneous facts that are related to your career objective:

• Command of other languages

• Computer expertise

• Date you can start working

You may put “References available on request” at the end of your resume, but doing so is   
not necessary. The availability of references is usually assumed. Don’t include actual   
names of references. List your references on a separate paper and take them to your   
interview.

Activities and Achievements

Describe any volunteer activities that demonstrate your abilities.

List any project that requires leadership, organization, teamwork, and cooperation.

Emphasize career-related activities such as “member of the Student Marketing Association”.

List skills you learned in these activities, and explain how these skills are related to the job you’re applying for.

Include speaking/writing/tutoring experience/participation in athletics/creative   
projects/ fundraising/community-service activities in academic or professional   
organizations.

Non-paid activities may provide evidence of work-related skills.

Resume Deception

One in four resumes has a lie in it. The most frequent forms of deception include the following:

Claiming nonexistent educational credits. Inflating grade-point averages.

Stretching dates of employment to cover gaps. Claiming to be self-employed

Claiming to have worked for companies that are out of business Omitting jobs that might cause embarrassment.

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Exaggerating expertise or experience



Personal Data

Leave personal interest off your resume-unless including them enhances the employer’s understanding of why you would be the best candidate for the job.

Experts also recommend excluding salary information, reasons for leaving jobs, names, of previous employer, etc.

Revise your Resume

The keys to writing a successful resume adopt the ‘you’ attitude and focus on your   
audience. Think about what the prospective employer's need, and then tailor your resume   
accordingly.

The ‘perfect’ resume responds to the reader’s needs and preferences and avoids some common faults. The following is a list of common faults.

Too long: The resume is not concise, relevant, and to the point.

To short or sketchy: The resume does not give enough information for a proper evaluation of the application

Hard to Read: A lack of ‘write space’ and of deceives such as indention and boldfacing makes the reader’s job more difficult.

Wordy: Descriptions are verbose with numerous words used for what could be said more   
simply.

Too Slick: The resume appears to have been written by someone other than the applicant,   
which raises the question of whether the qualifications have been exaggerated.   
Amateurish: The applicant appears to have little understanding of the business world or   
of a particular industry, as revealed by including the wrong information or presenting it   
awkwardly.

Poorly Reproduced: The print is faint and difficult to read.

Misspelled and Ungrammatical throughout: Recruiters conclude those candidates who   
make spelling and grammar mistakes lack good verbal skills, which are important for the   
job.

Boastful: The overconfident tone makes the reader wonder whether the application’s self-evaluation is real.

Dishonest: The applicant claims to have the expertise or work experience or work experience that he or she does not possess.

Gimmicky: The words, structure, decoration, or material used in the resume departs so far from the usual as to make the resume ineffective.

Produce your Traditional Resume

With less than a minute to make a good impression, your resume needs to look sharp and grab a recruiter’s interest in the first few lines. A typical recruiter devotes 45 seconds to each resume before tossing it into either the ‘maybe’ or the ‘reject’ pile.

Try to keep your resume to one page. If you have a great deal of experience and are applying for a higher-level position, you may need to prepare a somewhat longer resume. The important thing is to have enough space to present a persuasive but accurate portrait of your skills and accomplishments.

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Approach for Writing Resume

A. Organizational Approach

1. Use the chronological approach unless you have a weak employment history

2. Use the functional approach if you are new to the job market, want to redirect your career, or have gaps in your employment history.

3. Use the combined approach to maximize the advantages of both chronological and functional resumes, but only when neither of the other two formats will work.

B. Format and Style

1. Use short noun phrases and action verbs, not whole sentences.

2. Use facts, not opinions.

3. Adopt a “you” attitude.

4. Omit personal pronouns (especially I).

5. Omit the date of preparation, desired salary, and work schedule.

6. Use parallelism when listing multiple items.

7. Use positive language and simple words.

8. Use white space, quality paper, and quality printing.

C. Opening

1. Include contact information (name, address).

2. Include a career objective or a skill summary if desired.

3. Make your career objective specific and interesting.

4. Prepare two separate resumes if you can perform two unrelated types of work.

5. In a skill summary, present your strongest qualifications first.

D. Education

1. List the name and location of every postsecondary school you’ve attended (with dates, and with degrees/certificates obtained).

2. Indicate your college major (and minor).

3. Indicate numerical scale (4.0 or 5.0) if you include your grade-point average.

4. List other experiences (seminars, workshops) with dates and certificates obtained.

E. Work Experience, Skills, and Accomplishments

1. List all relevant work experience (paid employment, volunteer work, internships).

2. List full-time and part-time jobs.

3. Provide name and location of each employer (with dates of employment).

4. List job title and describe responsibilities.

5. Note on-the-job accomplishments and skills; quantify them whenever possible.

F. Activities and Achievements

1. List all relevant offices and leadership positions.

2. List projects you have undertaken.

3. Show abilities such as writing or speaking, and list publications and community   
services.

4. List other information, such as your proficiency in language other than English.

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5. Mention ability to operate special equipment, including technical, computer, and software skills.

G. Personal Data

1. Omit personal details that might be seen as negative or used to discriminate against   
you.

2. Leave personal interest off unless they are relevant to the position being sought.

3. List a reference only with permission to do so.

4. Balance Common Language with Current Jargon.

Another way to maximize hits on your resume is to use words that potential employers will understand (for example, use keyboard, not input device). Also, use abbreviations sparingly (except for common ones such as BA or MBA.

Submitting Scan-able Resume

When submitting your resume by email, don’t attach it as a separate document. Most human resources departments won’t accept attached files. Instead, paste your resume into the body of your email message. Whenever you know a reference number or a job ad number, include it in your e-mail subject line.

Proofread Your Resume

Once your resume is complete, update it continuously, as already mentioned, employment is becoming much more flexible these days, so it’s likely, you’ll want to change employers.

Examine the following resume and write a critique of it. Naeem Ahmed

5687 Crosswords Road, Lahore

Home: (042) 987-0086 Office: (042) 549-6624

• I have been staff accountant/financial analyst at AZ Corporation in Islamabad   
 from March 1999 present.

• I have negotiated with major suppliers.

• I speak both English and Urdu fluently, and I was recently encouraged to   
 implement an electronic funds transfer for vendor disbursements.

• In my current position, I am responsible for preparing accounting reports.

• In have audited financial transaction.

• I have also been involved in the design of a computerized model to adjust   
 accounts for fluctuations in currency exchange rates.

• I am skilled in the use of Excel, Access, HTML, and Visual Basic.

Was staff accountant with ABC of Agricultural Chemicals in Quetta, (October 1995 to March 1999)?

• While with ABC Quetta, I was responsible for budgeting and billing.

• I am responsible for credit-processing functions.

• I was also responsible for auditing the travel and entertainment expenses for the   
 sales department.

• I launched an online computer system to automate all accounting functions.

• Also during this time, I was able to travel extensively in the country and abroad.

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• I have my Master of Business Administration with emphasis on international   
 business, which I learned attending Punjab University in Lahore.

• Bachelor of Business Administration, Accounting (1990-1993), earned while   
 attending College, Lahore.

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LESSON 35



RESUME & APPLICATION LETTER

Outline:

Chronological Resume   
Application Letters   
Two Types of Job Letters   
Motivation for Action

Chronological Resume   
Name

Address Contact Nos.

Objective

Experience

November 2000 to present

September 1998 to November 2000

Education

1996-1998 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1994-1996 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Details

Language and Technical Skills

Application Letters

Whenever you submit your resume accompany it with a cover, or application letter to let readers know what you’re sending, why you’re sending it, and how they can benefit from reading it because your application letter is in your own style rather than the choppy, shorthand style of your resume.

Send you resume and application letter together, because each has a unique job to perform. The purpose of your resume is to get employers interested enough to contact you for an interview. You can achieve this purpose by doing the following:

• Learn something about the organization you’re applying to and focus on your   
 audience.

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• Imagine yourself in the recruiter’s situation.

• Show how your background and talents will solve a particular problem or fill a   
 specific need the company has. During your research, find out the name, title of

the person to contact.

• So respect your reader’s time.

• Include nothing in your cover letter that already appears in your resume.

• Keep your letter straightforward, fact-based, short, upbeat, and professional.

Drafting Cover Letter

• Be Specific.

• Avoid general objectives.

• Be as clear as possible about the kind of opportunity and industry you’re looking   
 for.

Make Email Cover Even Shorter

When sending a cover letter by e-mail, make it a bit shorter than traditional application letters. Remember, e-mail readers want the gist very quickly.

Aim for high quality. Carefully check your spelling, mechanics, and grammar.   
Employers complain about the declining quality of written communication, including   
cover letters.

Two Types of Job Letters

Solicited application letter is in response to an announced job opening - you’ll usually   
know what qualifications the organization is seeking. You’ll also have more competition   
because hundreds of other job seekers will have seen the listing and may be sending   
applications too.

Both solicited and unsolicited letters present your qualifications similarly. The main difference is in the opening paragraph. In a solicited letter, you need no special attentiongetter because you have been invited to apply. In an unsolicited letter, you need to start by capturing the reader’s attention and interest.

Getting Attention

Follow the AIDA approach when writing your application letter: attention, interest,   
desire, action. Like your resume, your application letter is a form of advertising, so   
organize it as you would a sales letter: Use the AIDA approach, focus on your audience,   
emphasize reader benefits and make sure your style project confidence. To sell a potential   
employer on your merits, you must believe in them and sound as though you do.

An Unsolicited Confident Opening

The opening of an application letter captures attention, gives the reason you’re writing, and states which job you’re applying for. Open a solicited application letter by mentioning how you found out about the position.

Please consider my application for an entry-level position in technical writing. Your firm advertised a position (on September 23, 2006, in the New Sun). With my two years experience, won’t you consider me for that position?

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Building Interest and Increasing Desire

The middle section of your application letter presents your strongest selling points in terms of their potential benefit to the organization, thereby building interest in you and creating a desire to interview you.

The middle section of an application letter does the following.

• Summarize your relevant qualifications

• Emphasize your accomplishments

• Suggests desirable personal qualities

• Justifies salary requirements

• Refers to your resume

Show how your strongest skills will benefit the organization. A 20 years old, his/her third year of college, might begin like this: When you need a secretary in your export division who can take shorthand at 125 words a minute and transcribe notes at 70 - in English, Urdu or Portuguese - call me. Describe your understanding of the job’s requirements and then show how well your qualifications fit them.

Use a question to demonstrate your understanding of the organization’s need.

Can your fast-growing market research division use an interviewer with 1½ years of field survey experience, a B.A in public relations, and a real desire to succeed? If so, please consider me for the position.

Solicited Application Letters

Identify the publication in which the ad ran; then describe what you have to offer.

In the April issue of Travel & Leisure your ad for a cruise-line social director caught my eye. My eight years of experience as a social direction in the travel industry would allow me to serve your new cruise division well.

Spell out a few of your key qualification, and back up your assertions with some convincing evidence of your ability to perform:

Poor: I completed three college courses in business communication, earning an A in each course, and have worked for the past year at Imperial Construction.

Improved: Using the skills gained from three semesters of college training in business communication, I developed a collection system for Imperial Construction that reduced its 2001 bad-debt losses by 3.7 percent, or Rs. 90,000, over those of 2000. Instead of using time worn terminology, the new system’s collection letters offered discount incentives for speedy payment.

The middle of your application letter also demonstrates a few significant job-related qualities, such as your diligence or your ability to work hard, learn quickly, handle responsibility, or get along with people:

While attending college full-time, I trained 3 hours a day with the varsity track team. In addition, I worked part-time during the school years and up to 60 hours a week each summer in order to be totally self-supporting while in college. I can offer your organization the same level of effort and perseverance.

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Another matter you might bring up in this section is your salary requirement - but only if the organization has asked you to state them.

For the past two years I have been helping a company similar to yours, organizes its database. I would therefore like to receive a salary in the same range over twenty for helping your company set up a more efficient customer database.

Toward the end of this section, refer the reader to your resume by citing a specific fact or general point covered there.

Motivating Action

The final paragraph of your application letter has the two important functions:

(1) To ask the reader for a specific action

(2) To make a reply easy. In almost all cases, the action you request is an interview.

(3) Don’t demand it; however, try to sound natural.

After you have reviewed my qualifications, could we discuss the possibility of putting my   
marketing skills to work for your company? Because I will be on spring break the week of   
March 8, I would like to arrange a time to talk then. I will call in late February to   
schedule a convenient time when we would discuss employment opportunities at your   
company.

Adapting Style and Approach to Culture

The AIDA approach isn’t appropriate for job seekers in every culture. If you’re applying for a job abroad or want to work with a subsidiary of an organization based in another country, you may need to adjust your tone.

Guideline for Writing Applications Letter

A. Attention (opening paragraph)

1. Open the letter by capturing the reader’s attention in a businesslike way.

2. Use a summary, name, source, question, news, personalized, or creative opening.

3. State that you are applying for a job, and identify the position or the type of work you   
seek.

B. Interest and desire, or evidence of qualifications (next several paragraphs)

1. Present your key qualifications for the job, highlighting what is on your resume: job-  
related education and training; relevant work experience; and related activities, interests,   
and qualities.

2. Adopt a mature, businesslike tone.

3. Eliminate boasting and exaggeration.

4. Back up your claims by citing specific achievements in educational, work, and outside   
settings.

5. Demonstrate your knowledge of the organization by citing its operations or trends in the industry.

6. Link your education, experience, and personal qualities to the job requirements.

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7. Relate aspects of your training or work experience to those of the target position.

8. Outline your educational preparation for the job.

9. Provide evidence that you can learn quickly, work hard, handle responsibility, and get along with others.

10. Show that you possess personal qualities and work attitudes that are desirable for job performance.

11. If asked to state salary requirements in your letters, state current salary or a desired salary range, and link it to the benefits of hiring you.

12. Refer the reader to the enclosed resume.

C. Action (Closing Paragraph)

1. Request an interview at the reader’s convenience.

2. Request a screening interview with the nearest regional representative, if company headquarters is some distance away.

3. Make it easy to comply with your request by providing your phone number (with area code) and stating the best time to reach you, or mention a time when you will be calling to set up an interview.

4. Express your appreciation for an opportunity to have an interview.

5. Repeat your strongest qualification to reinforce your claim that you can contribute to the organization.

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LESSON 36



JOB INQUIRY LETTER AND INTERVIEW

Outline:

Application Follow-Ups

The typical Sequence of Interviews Types of Interviews

Some organizations require you to fill out and submit an application form before considering you for a position. It is a standardized data sheet that simplifies comparison of applicant’s qualifications. To request such a form, send a job-enquiry letter. You can also go to the organization and pick up the form.

Organizations use this form for information about your qualification so try to be accurate when filing it out. Your care in filling out application form suggests to the employer that you will be thorough and careful in your work. When writing a job-Inquiry letter, plan for direct requests: main idea, necessary details, and specific request.

Application Follow-Ups

Even if you’ve received a letter acknowledging your application and saying that it will be kept on file, don’t hesitate to send a follow-up letter three months later to show that you are still interested. Look at the following.

Three months have elapsed since I applied to you for an accountant position, but I want to let you know that I am still very interested in joining your company.

Please keep my application in your active file, and let me know when a position opens for a capable accountant.

Unless you state otherwise, the human resources office is likely to assume that you’ve   
already found a job and are no longer interested in the organization. Moreover,   
requirements change. A follow-up letter can demonstrate that you’re sincerely interested   
in working for the organization, that you’re persistent in pursuing your goals, and that   
you’re upgrading your skills to make yourself a better employee. And it might just get   
you an interview.

If your application letter and resume fail to bring a response within a month or so, follow   
up with a second letter to keep your file active. This follow-up letter also gives you a   
chance to update your original application with any recent job-related information.

Since applying to you on May 3 for an executive secretary position, I have completed a   
course in office management at ABC College. I received straight A’s in the course. Now,   
I am a proficient user of MS Word, including macros and other complex functions.

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Please keep my application in your active file, and let me know when you need a skilled executive secretary.

Understanding the Interview Process

It is very important to understand the interviewing process as well as the hiring practices of the big and small organizations. For this purpose study the following.

|  |  |  |
| --- | --- | --- |
|  | Big Companies | Small Companies |
| Number and type  of applicants  sought | Consistently hire thousands of  new employees each year; have  relatively specific hiring  criteria, depending on the  position; tend to be highly  selective. | Hiring requirement  fluctuate, often looking  for flexibility, versatility;  often somewhat more  open-minded. |
| Person or  department in  charge of  recruiting | Handled by human resource or  personnel department | In really small  companies, the  founder/top manager  makes all hiring  decisions. |
| General recruiting  and interviewing  style | Governed by formal policies  and procedures; typically  involves series of several  interviews; approach is  generally systematic, well  planned, and well financed. | Conducted informally on  an as-needed basis  without a standard  procedure; hiring  decision may be made  after first interview or  may drag on for several  months. |
| Where/how they  advertise | Use national and local  newspapers, trade journals,  campus placement offices,  word of mouth, online job  banks, company websites. | Rely heavily on word of  mouth and local  newspapers |

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|  |  |  |
| --- | --- | --- |
| Use of  employment  agencies, search  firms | Roughly 60 percent use  employment agencies; whereas  40 percent use executive search  firms. | Agency use varies  widely among small  companies; cost may be  a factor. |
| Responsiveness to  unsolicited  resumes | Received hundreds of  unsolicited resumes, which  typically get less attention than  resumes obtained through  departments’ own planned  recruiting program; most  companies will scan unsolicited  resumes into a database if they  maintain one; best to send  resume directly to line manager  or potential co-worker in  department where you want to  work. | Receive relatively few  unsolicited resumes, so  they pay close attention  to them; however, given  limited hiring needs,  chances are slim that  your resume will arrive  when company has a  corresponding opening. |
| Reliance on  campus recruiting | On campus recruiting  programs, relatively small in  number | The smaller the  company, the less likely  it is to recruit in this  manner. |
| Best way for  candidate to  approach company | Use campus placement office to  schedule interviews with  companies that recruit on your  campus. If company does not  recruit on your campus, call the  person in charge of college  recruiting, explain your  situation, and ask for advice on  best way to get an interview. | Check with campus  placement office; try to  make direct personal  contact with  owner/manager or  department head; get  names and addresses  from chamber of  commerce, business  directories, send resume  and application letter. |

Understanding the Interview Process

An employment interview is a formal meeting in which both employer and applicant ask questions and exchange information to learn more about each other.

Dual Purpose

1. The organization’s main objective is to find the best person.

2. The applicant’s main objective is to find the job best suited to his or her goals and capabilities.

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Organizations hiring hundreds of new employees every year take a more systematic approach to the recruiting and interviewing process. Adjust your job search according to the company’s size and hiring practices. Start seeking jobs well in advance of the date you want to start work. Begin job search as much as nine months before. During downturns in the economy, early planning is even more crucial.



The Typical Sequence of Interviews

In a typical job search, you can expect to have many interviews before you accept a job offer. A candidate undergoes a rigorous interview process. Most organizations interview an applicant several times before extending a job offer. These are the stages that normally take place in the interview process.

• Screening stage

• Selection stage

• Final stage

Interviews at the screening stages are fairly structured, so applicants are often asked roughly the same questions. Many companies use standardized evaluation sheets to “grade”. Technology has transformed the initial, get-to-know-you interview, allowing employers to screen candidates by phone, video interview, or computer.

During the screening stage of interviews, try to differentiate yourself from other candidates. You might face a panel of several interviewers who ask you questions during a single session. By noting how you listen, think, and express yourself, they can decide how likely you are to get along with colleagues.

Best approach during the selection stage is to show interest in the job, relate your skills and experience to the organization’s needs, listen attentively, ask insightful questions, and display enthusiasm.

You may be invited back for a final evaluation by a higher-ranking executive who has the authority to make the hiring decision and to decide to your compensation.

Organizations use various types of interviews to discover your potentials .These interview are of the following types.

Structured Interview

Open-ended Interview Group Interview

Stress Interview

Video Interview

Situational Interview

Structured Interviews

A structured interview is generally used in the screening stage. A Structured Interview is   
controlled by the interviewer to gather facts. Here the employer controls the interview by   
asking a series of prepared questions in a set order. Working from a checklist, the   
interviewer asks candidates each question, staying within an allotted time period. All   
answers are noted. Although useful in gathering facts, the structured interview is   
generally regarded as a poor measure of an applicant’s personal qualities. Some   
companies use structured interviews to create uniformity in their hiring process.

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Open-ended Interviews

Opening-ended interview is less formal and unstructured. In an open-ended interview, the   
recruiter encourages the candidate to speak freely. The interviewer poses broad, open-  
ended question and encourages the applicant to talk freely. It is good for bringing out an   
applicant’s personality and is used to test professional judgment. However, some   
candidates reveal too much, rambling on about personal or family problems that have   
nothing to do with their qualifications for employment, their ability to get along with co-  
workers, or any personal interests that could benefit their performance on the job. So be   
careful. To strike a delicate balance between being friendly, remember that you’re in a   
business situation.

Group Interviews:

In them recruiters meet several candidates simultaneously. Group interviews help   
recruiters see how candidate interact. These types of interview are useful for judging   
interpersonal communication. They tell them how candidates relate to one another. Do   
they smile? Are they supportive of one another’s comments? Do they try to score points   
at each other’s expense?

Stress Interviews

Perhaps the most unnerving types of interview are the stress interview. Stress interviews   
help recruiters see how you handle yourself under pressure. They see how well a   
candidate handles stressful situations. During a stress interview, you might be asked   
pointed questions designed to unsettle you. You might be subjected to long periods of   
silence, criticisms of your appearance, deliberate interruptions, abrupt or even hostile   
reactions by the interviewer.

Video Interviews

Video interviews require some special preparation. As employers try to cut travel costs, the video interview is becoming more popular. Companies use videoconferencing systems to screen middle-management candidates or to interview new recruits at universities. Experts recommend that candidates prepare a bit differently for a video interview than for an in-person meeting. Follow are the guidelines.

• Ask for a preliminary phone conversation to establish rapport with the   
 interviewer.

• Arrive early enough to get used to the equipment and setting.

• During the interview, speak clearly but not more slowly than normal.

• Sit straight.

• Look up but not down.

• Try to show some animation, but not too much (since it will appear blurry to the   
 interviewer).

Situational Interviews

In situational interviews candidates must explain how they would handle a specific set of   
circumstances. “How would you handle this?” Proponents of this approach claim that   
interview is about the job, not about a candidate’s five-year goals, weaknesses or   
strengths, challenging experiences, or greatest accomplishment. So the situational

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interview is a hands-on, at-work meeting between an employer, who needs a job done, and a worker who must be fully prepared to do the work.

Regardless of the type of interview you may face, a personal interview is vital because   
your resume can’t show whether you’re lively and outgoing or subdued and low key, able   
to take direction or able to take charge. Each job requires a different mix of personality   
traits. The interview’s task is to find out whether you will be effective on the job.

What Employers Look For

Having the right personality traits for the job is important in today’s workplace. A sense of humor tops the list because they believe that people who don’t take themselves too seriously are better able to cope with the stress. Employers look for the people who are self-motivated, enthusiastic, not afraid to make decisions, willing to take risks, intelligent, good communicators, and considerate of others.

Current research shows that employees with certain personality traits tend to be more   
successful at their job. As a result, many employers today seek candidates with a high   
“emotional intelligence,” or EQ (emotional quotient). People with a high EQ generally   
possess these desirable attributes: self-awareness, good impulse control, persistence,   
confidence, self-motivation, and empathy, as well as the ability to persuade, articulate a   
mission, interpret the mood of a group, and communicate with people in terms they   
understand.

What’s your EQ?

• Think clearly and stay focused on the task at hand while under pressure.

• Admit your own mistakes.

• Meeting commitments and keep promises.

• Hold yourself accountable for meeting your goals.

• Seek new ideas for a variety of sources.

• Handle multiple demands and changing priorities.

• Make sacrifices to meet an important organizational goal.

• Cut through red tape and bend outdated rules when necessary.

• Seek fresh perspectives, even if that means trying something totally new.

• Separate from an expectation of success rather than a fear of failure.

• Try to learn how to improve your performance.

• Set challenging goals and take calculated risks to reach them.

When it comes down to it, every job has basic qualifications. Employers first look for two things: evidence that a candidate will fit in with the organization and proof that the person can handle a specific job.

Compatibility

Interviewers try to decide whether a candidate will be compatible with the other people in the organization. Compatibility with the organization is judge on the basis of personal background attitudes, and style. Some interviewers believe that personal background is an indication of how well the candidate will fit in, so they might ask about your interests, hobbies, awareness of world events, and so forth. You can expand your potential along these lines by reading widely, making an effort to meet new people, and participating in discussion groups, seminars, and workshops.

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LESSON 37



PROCESS OF PREPARING THE INTERVIEW

Outline:

Qualifications for the Job

Preparing for a Job Interview Interview Strategies

Closing of Interview

Qualifications for the Job

Suitability for the specific job is judged on the basis of:

• Academic preparation

• Work experience

• Job-related personality traits

When you’re invited to interview for a position, the interviewer may already have some   
idea of whether you have the right qualifications, based on a review of your resume. But   
during the interview, you’ll be asked to describe your education and previous jobs in   
more depth so that the interviewer can determine how well your skills match the   
requirements. In many cases, the interview will be seeking someone with the flexibility to   
apply diverse skills in several areas. Pre-employment tests attempt to provide objective,   
quantitative information about a candidate’s skills, attitudes, and habits.

Pre-employment Test

Three types of pre-employment tests frequently administered by companies are job skill   
tests, psychological tests, and drug tests. Job-skill tests, the most common type, are   
designed to access competency or specific abilities needed to perform a job.   
Psychological tests usually take the form of questionnaires. These tests can be used to   
assess overall intellectual ability, attitudes toward work, interests, managerial potential,   
or personality characteristics - including dependability, commitment, honesty, and   
motivation. Drug tests are not conducted in our country, however they are conducted   
abroad.

Preparing for a Job Interview

For a success interview, preparation is mandatory. The best way to prepare for a job   
interview is to think about the job itself. It’s perfectly normal to feel a little anxious   
before an interview. But good preparation will help you perform well. Be sure to consider   
any cultural differences when preparing for interviews, and base your approach on what   
you audience expects. Before the interview, learn about the organization, think ahead   
about questions, bolster your confidence, polish you interview style, plan to look good,   
and be ready when you arrive.

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Learn About the Organization

Planning your employment search, you probably researched the companies you sent your resume to. But now that you’ve been invited for an interview, you’ll want to fine-tune your research and brush up on the facts you’ve collection.

Today’s companies expect serious candidates to demonstrate an understanding of the company’s operations, its market, and its strategic and tactical problems. Learning about the organization and the job enable you to show the interviewer just how you will meet the organization’s particular needs.

Planning for a Successful Interview

How can you practice for a job interview? What are some questions that you might be asked, and how should you respond? What questions are you not obligated to answer? These entire questions are important for interviews.

Think Ahead about Questions

Planning ahead for the interview questions will help you handle them more confidently   
and intelligently. Moreover, you will want to prepare intelligent questions of your own.

Interview Strategies

You may be asked the following questions.

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

2. Why do you want to work for this organization?

3. Why would we employ you?

4. If we hire you, what changes would you make?

5. Can we offer you a career path?

6. What are your greatest strengths?

7. What are your greatest weaknesses?

8. What didn’t you like about previous job you’ve held?

9. Are there any weaknesses in your education or experience?

10. Where do you want to be five years from now?

11. What are you salary expectations? What are your expectations about salary?

12. What would you do if……

13. What type of position are you interested in?

15. Tell me something about yourself.

16. Do you have any question about the organization or the job?

Bolster Your Confidence

If you feel shy or self-conscious, remember that recruiter is human too. By building your confidence, you’ll make a better impression. The best way to counteract any apprehension is to remove its source. You may feel shy or self-conscious because you think you have some flaw that will prompt others to reject you. Bear in mind, however, that you’re much more conscious of your limitations than other people are.

Polish your Interview Style

Staging mock interview with a friend is a good way to hone your style. Nonverbal   
behavior has a significant effect on the interviewer’s opinion of you. Confidence helps   
you walk into an interview, but once you’re there, you want to give the interviewer an

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impression of poise, good manners, and good judgment. Some job seekers hire professional coaches and image consultants to create just the right impression.

Plan to Look Good

To look like a winner

• Dress conservatively

• Be well groomed

• Smile when appropriate

Physical appearance is important because clothing and grooming reveal a candidate’s   
personality and professionalism. When it comes to clothing, the best policy is to dress   
conservatively. Wear the best-quality businesslike clothes you can, preferably a dark,   
solid colour.

Interviewing for Success

Be prepared for the interview by

• Taking proof of your accomplishments

• Arriving on time

• Waiting graciously

How you handle a particular interview depends on where you stand in the interview   
process. If you’re being interviewed for the first time, your main objective is to   
differentiate yourself from the many other candidates who are also being screened.

Of the three stages, the warm-up is the most important, even though it may account for   
only a small fraction of the time you spend in the interview. Psychologists say that 50   
percent of an interviewer’s decision is made within the first 30 to 60 seconds, and another

25 percent is made within 15 minutes. If you get off to a bad start, it’s extremely difficult to turn the interview around.

The Questions and Answer Stage

Questions and answers will consume the greatest part of the interview. The interviewer will ask you about your qualifications and discuss some of the points mentioned in your resume. You’ll also be asking questions of your own.

Dealing with Questions

Tailor your answers to emphasize your strengths.

Listening to the Interviewer

Paying attention to both verbal and nonverbal messages can help you turn the question and answer stage to your advantage

Answering Discriminatory Questions

Employers cannot legally discriminate a candidate on the basis of race, caste, colour, creed or gender.

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To Close

Like the opening, the end of the interview is more important than its duration. In the last few minutes, you need to evaluate how well you’ve done. You also need to correct any misconceptions the interviewer might have.

Concluding Gracefully

Conclude the interview with courtesy and enthusiasm. You can generally tell when the interviewer is trying to conclude the session. He or she may ask whether you have any more questions, sum up the discussion, change position, or indicate with a gesture that the interview is over.

Discussing Salary

Be realistic in your salary expectations and diplomatic in your negotiations. If you do receive an offer during the interview, you’ll naturally want to discuss salary. However, let the interviewer raise the subject. If he asked your salary requirements, say that you would expect to receive the standard salary for the job in question.

When to Negotiate

If you don’t like the offer, you might try to negotiate, provided you’re in a good bargaining position and the organization has the flexibility to accommodate you.

What to Negotiate

Negotiating benefits may be one way to get more value from an employment package.   
Even if you can’t bargain for more money, you may be able to win some concessions on   
benefits. The value of negotiating can be significant because benefits often cost employer

25 to 45 percent of your salary.

Interview Notes

Keep a written record of your job interviews. If yours is a typical job search, you’ll have many interviews before you accept an offer. For that reason, keeping a notebook or binder of interview notes which can help you refresh your memory of each conversation. As soon as the interview ends, jot down the names and titles of the people you have met. Briefly summarize the interviewer’s answers to your questions.

Application Follow-Ups

If your application letter and resume fail to bring a response within a month or so, follow   
up with a second letter to keep your file active. This follow-up letter also gives you a   
chance to update your original application with any recent job-related information.

A Letter of Acknowledge

Even if you’ve received a letter acknowledging your application and saying that it will be kept on file, don’t hesitate to send a follow-up letter three months later to show that you are still interested.

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LESSON 38



ORAL PRESENTATION

Outline:

Definition and Successful Oral Presentation The Three Step Oral Presentation Process Audience Analysis

Writing Oral Presentation   
Types of Oral Presentations

Successful Oral Presentation

In your personal life and in the world of business, you orally communicate with your customers, colleagues, associates, superiors, employees, employers and others. But this communication does not need any special preparation as this is simply a face to face conversation in which you can convey your message very easily and without any hesitation. However, at certain occasion you have to talk to a big audience such as employees to convince them to do hard work and customer to trust you.

Definition

The action of communication in which one speaker is doing most of the sending and a number of listeners are doing most of the receiving is known as oral presentation

Successful Oral Presentation

Oral presentation creates mutual understanding between audience and speaker so you will have to give yourself some time to improve your oral presentation skills. For oral presentations, you need the different steps to be effective in your oral presentation. These steps are the following.

• Stages for preparing oral presentations.

• Types of oral presentations.

• Art of delivering the oral message.

• Delivering the speech.

• Nonverbal delivery.

The Three Step Oral Presentation Process

Regardless of your job or the purpose of your presentation, you will be more effective if you adopt an oral presentation process that follows these three steps:

1. Planning your presentation

2. Writing your presentation

3. Completing your presentation

The content and style of speeches and presentations vary, depending on your purpose.

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Planning Oral Presentation



Planning oral presentations is much like planning any other business message: it requires   
analyzing your purpose and your audience, investigating necessary information, and   
adapting your message to the occasion and your audience so that you can establish a good   
relationship.

The four basic purposes for giving presentations are to inform, to persuade, to motivate, and to entertain. Here are sample statements of purpose for business preventative:

To Inform

Here your objective is to clarify, explain a process as a teacher, delivers a lecture to   
inform. In brief, at the conclusion of your message you hope, your listeners have a better   
comprehension of an issue, an idea, a process and a procedure that you have talked about.

To inform the accounting department of the new remote data-access policy.

To explain to the executive committee the financial ramifications of Omni Group’s takeover offer.

To Persuade

Gaining willing acceptance of an idea is objective to persuasion. Note that the key word   
here is willing. Your goal is that after you have finished your presentation, listeners will   
accept your proposal. You hope they will do as you ask them to do. To persuade potential   
customers that our bank offers the best commercial banking services for their needs

To Motivate

To motivate the sales force to increase product sales by 10 percent.

To Entertain

In this type of presentation your purpose is to entertain an audience. Gear the content,   
organization, and style of your message to your audience’s size, background, attitudes,   
and interests.

Audience Analysis

A. Determine Audience Size and Composition

1. Estimate how many people will attend.

2. Consider whether they have some political, religious, professional, or other   
 affiliation in common.

3. Analyze the mix of men and women, age ranges, socioeconomic and ethnic   
 groups, occupations, and geographic regions represented.

B. Predict the Audience’s Probable Reaction

• Analyze why audience members are attending the presentations.

• Determine the audience’s general attitude toward the topic i.e. interested,   
 moderately interested, unconcerned, open-minded, or hostile.

• Analyze the mood that people will be in when you speak to them.

• Find out what kind of backup information will impress the audience i.e. technical   
 data, historical information, financial data, demonstrations, samples, and so on.

• Consider whether the audience has any biases that might work against you.

• Anticipate possible objections or questions.

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C. Gauge the Audience’s Level of Understanding

1. Analyze whether everybody has the same background and experience.

2. Determine what the audience already knows about the subject.

3. Decide what background information the audience will need to understand the subject   
better.

4. Consider whether the audience is familiar with your vocabulary.

5. Analyze what the audience expects from you.

6. Think about the mix of general concepts and specific details you will need to present.

Writing Oral Presentation

Main Ideas or Content

Brainstorm your ideas first. Then decide which ideas are more relevant and appropriate to your audience and to your objective. Carryout any research that is necessary. Be selective, your first list of ideas may be disorganized. Later you can select those ideas that are workable. Don’t think this initial structure will be your final version.

The main ideal is to point out how the audience can benefit from your message. Convince audience that reorganizing the data-processing department will improve customer service and reduce employee turnover.

• Convince audience that we should build a new plant in Lahore to eliminate   
 manufacturing bottlenecks and improve production quality.

• Address audience’s concerns regarding a new employee health-care plan by   
 showing how the plan will reduce costs and improve the quality of care.

Limit Your Scope

Effective presentation focuses on audience's need but also tailor messages to the time   
allowed.

• In one minute, the average speaker can delivery about one paragraph or 125 to   
 150 words.(7500 to 9000 wph)

• Fit your oral presentation to the time allotted.

• Introduction

• Conclusion

• Time to each point

• 10 minutes presentation / one hour

Choose Your Approach

With a well-defined idea you begin to arrange your message

• Structure a short oral presentation like a letter or a memo.

• Organize language speeches and presentations like formal reports.

• For bad news or persuasive plan, to arouse interest or give a preview.

Long Presentation

Organize longer speeches and presentations like formal reports. If purpose is to entertain,   
motivate or to inform, then, use direct order and a structure, imposed naturally by the

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subject e.g. importance, sequence, chronology, spatial orientation, geography or category.   
If you purpose is to analyze, persuade or collaborate organize your material around   
conclusions and recommendation or around a logical arguments. Use direct order if the   
audience is receptive use indirect if you expect resistance. Regardless of the length of   
your presentation, bear in mind that simplicity of organization is valuable in oral   
presentation.

Prepare Your Outline

A Carefully prepared outline can be more than just the starting point for composing a   
speech or presentation - it will help your stay on task. You can use your outline to make   
sure your message accomplishes its purpose to help your keep your presentation both   
audience-centered and within the allotted time. If you plan to deliver your presentation   
from notes rather than from a written text, your outline can also become your final   
“script”. Outline will serve you speaking notes. The heading should be complete   
sentences or lengthy phrase not one two word. Include visual aid. Use transmittal   
sentences Outline can help you compose your presentation and stay on task.

Decide on Style

Choose your style to fit the occasion your audience size subject purpose Decide on an Appropriate Style:

Use a casual style for small groups; use a formal style for large groups and important   
events.

In both formal and informal presentations, keep things simple. Remember to choose your   
words carefully. Don't try to impress your audience with obscure and unfamiliar words.

Developing Your Oral Presentation

Developing a major presentation is much like writing a formal report, with one important   
difference. You need to adjust your technique to an oral communication channel. Her you   
have the opportunity of interacting with your audience. So, formal presentations differ   
with formal reports because they have more interaction with the audience. The speaker   
uses nonverbal cues to express his meaning, has less control of contents and requires   
greater need to help the audience stay on track. How formal presentations differ from   
formal reports:

• More interaction with the audience

• Use of nonverbal cues to express meaning

• Less control of contents

• Greater need to help the audience stay on track

Introduction

The introduction must capture attention, inspire confidence, and preview the contents.

Arousing Audience Interest

• To capture attention, connect your topic to your listeners’ needs and interests.

• Match the introduction to the tone of your presentation

Body

Limit the body to three or four main points. Help your audience follow your presentation   
by using clear transitions between sentences and paragraphs, as well as between major

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sections. Emphasize your transition by repeating key ideas, using gestures, changing your tone of voice, or introducing a visual aid.

Holding Your Audience’s Attention

• Relate your subject to your audience’s needs

• Anticipate your audience’s questions

• Use clear, vivid language

• Explain the relationship between your subject and familiar ideas.

Close

To close should leave a strong and lasting impression. Restating your main Points

Summarize the main idea, and restart the main points

• Increase the overall level of compensation

• Install a cash bonus program

• Offer a variety of stock-based incentives

• Improve our health insurance and pension benefits

Describing the Next Steps

• Be certain that everyone agrees on the outcome and understands what should   
 happen next.

• Make your final words memorable

• Completing oral presentation

• Evaluate the content of your message

Edit for clarity, besides mastering the art of delivery, prepare to speak, overcome anxiety and handle questions with responsively.

Types of Oral Presentations

The effectiveness of your presentation largely depends on how it is delivered. Following are four main delivery methods, you can choose according to need and situation.

1. Extemporaneous

This method of delivery is very carefully planned and practiced. In it, the speaker makes a presentation with the help of an outline, note cards, or visual aid. It is very popular and effective method of delivering a speech. In this way the speaker can glance at his notes, keep eye contact and speak in a natural, conversational tone.

2. Reading

In this method the whole presentation is read aloud. It helps a speaker when the   
presentation has technical or complex topic. If you choose to read your speech, practice   
enough so that you can still have eye contact with your audience, otherwise, your speech   
may become boring.

For reading, some speakers use a page style similar to a TV script, leaving a left margin of about one-third of the page. In that wide margin is pronunciation aids or suggestions as to where to look in an audience.

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3. Memorization

Few speakers today memorize complete speeches. However, it can be useful for short   
speeches. In case of a long speech, often the first few words of a statement can be   
memorized. This technique may sound like a robot. Besides, forgetting a single line may   
cause disaster.

4. Impromptu

It means a speech made without any preparation or made on the spur of the moment. In so many situations you are asked to make a speech or offer your comments, when you’re asked to speak “off the cuff”, take a moment or two to think through what you’re going to say. Avoid the temptation to beat about the bush.

You may feel a bit of stage fright at the time of delivering the speech. In addition   
to the stages mentioned above, you should focus on the following aspects to decrease   
stage fright.

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LESSON 39



ORAL PRESENTATION

Outline:

Art of Delivery

Preparation for Speaking

Completing Oral Presentation

Evaluate the content of your presentation, for clarity and conciseness, develop visual aid   
and coordinate them with your delivery. Besides four areas it also includes mastering the   
art of delivery preparing to speak, overcoming anxiety and handling question   
responsively.

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Preparing to Speak

Knowing your material and practicing your delivery can build your confidence. Make sure you know the location and have everything you need (projector, microphone chalkboard etc.)

If you are addressing audience that doesn’t speak your language consider using an   
interpreter

Important aspects to take into account are cultural differences in appearance, mannerism or customs.

Overcoming Anxiety

If you are nervous about facing audience and experience stage fright, prepare more material, rehearse and think positively.

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Show Confidence



You will be nervous at the beginning of your presentation. Don’t worry - most people are nervous. Try not to speak too fast during the first couple of minutes. This is the time you establish your rapport with the audience. Remember your first impressions are very important. You may find it helpful to memorize your introduction. Move during the speech. Some movements hold audience attention. If you’re seated, shift position in your chair or gesture a bit more with your arms.

Body Language

Stand rather than sit when you are delivering your presentation and try to be aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience.

Voice Quality

You must be clearly audible at all times - don’t let your voice drop at the end of sentences. If you vary your intonation, your voice will be more interesting to listen to and you will be able to make your points more effectively.

Visual aids

Use your visual aids confidently, making sure you allows your audience time to absorb information from flipcharts and transparencies.

Delivery

Audience Reaction

Be ready to deal with any hostile questions. Polite, diplomatic answers are a good   
disarming tactic, but if you should find yourself ‘under fire’, suggest that the audience   
keeps any further questions until the end of the presentation and continue with your next   
point.

Language

Simplicity: use short words and sentences that you are comfortable with. There is no benefit in using difficult language.

Clarity: Active verbs and concrete words are much clearer and easier to understand than passive verbs and abstract concepts. Avoid jargon unless you are sure all your audience will understand it.

Signaling: Indicate when you’ve complete one point or section in your presentation and are moving on the text. Give your audience clear signals as to the direction your presentation is taking.

Handling Question Responsively

Question and answer period is very important.

Give chance to obtain impotent information

To emphasize your main idea and supporting points

Treat hostile question as legitimate request for information Maintain professionalism to improve your credibility

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Focus on the questioner using body language to emphasize the fact that you are listening to him.



Keep your answer short and to the point.

Maintain control by stating some ground rules in the beginning of the question and answer session.

Respond unemotionally   
Motivate questioning.

Conclude your presentation finish on time

Presentation on a Cell Phone

1 Welcome everyone

2 Mention handouts /graphics

3 Introduce the subject of the presentation

4 Outline the purpose and structure of the presentation

5 Present some statistics

6 Tell a personal anecdote

7 Sum up the statistics and their significance

8 Comment on market trends

9. Outline the major benefits of the new cell phone models

10. Invite questions

11 Sum up the main benefits of the new cell phone machines

12 Thank and conclude

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LESSON 40



LANGUAGE PRACTICE AND NEGOTIATION SKILLS

Outline:

Language Practice

Negotiation Skills

Negotiation Strategies

Personal Styles in Negotiation Psychological Barriers

Power in Negotiation

Five Types of Workplace Power

A Model Presentation (continued from previous page)

‘Good afternoon, everybody, I’d like to thank you all for being here’.

‘My purpose today is to tell you about our corporate strategy for the next decade and more specifically to bring keep up to date with our plans for Quetta.’

To start with, I’d like to describe briefly our current marketing policy in the Punjab. Then I’ll illustrate some of the problems we’re having over market share. After that I’ll quickly outline the opportunities we see for further progress in the 21st century. Finally I’ll quickly sum up before concluding with some recommendations.

Please feel free to interrupt me if you have any questions at any time.

Now I’d like to draw your attention to chart B showing our sales revenue and pre-tax profits over the last ten years. You will notice that although turnover has risen, our profits have not increased at the same rate.

I’ve talked about our current position in the Punjab and I’ve pointed out some of the   
problems we are facing. Well, what options are open to us now? Where do we go from   
here?

‘As I have already indicated I think our first priority must be to build on the excellent results we have achieved in certain markets in Sindh. I’m referring of course, to Karachi and Hyderabad. Let me quickly expand on those successes before we move on.

‘We should not forget the Peshawar market. Admittedly our results there have been poor   
so far, but there are signs the market is changing and we can learn a lot from our   
mistakes. On balance, though, I think we stand to gain most from concentrating on   
southern areas and I strongly recommend we put all our efforts into further expansion in   
these areas.

In conclusion, may I thank you all for being such an attentive and responsive audience. Thank you also for your pertinent questions. Are there any final questions?

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Language Practice

Signaling

Study these examples of ‘signaling devices’ from listening. Then write suitable headings for the groups of phrases that follow to summarize what each is signaling. As a guide to complete the exercise, a heading for group 1 has been given.

Before doing so, I would like you to look at some interesting statistics. What do these world statistics to us?

Let me give you an example that I think really brings out graphically what I mean. Now for some trends in the market

I’ll start with memory models.

1. Introducing the topic   
Let me start by…   
I’ll start by….   
First of all, I’ll…..   
Starting with……….

I’d like to begin by…………

2. ………………

Right, I’ve told you about….   
We’ve looked at ……….

That’s all I have to say about………. So much for…….

3. …………….

Let me turn now to…..   
Let’s move on to………   
Turning to…………   
I’d like now to…….   
Next………..

Let’s look now at………

4. …………………….

Where does that take us?

Let’s look at this in more details   
Translated into real terms…   
What does that mean for us?

5………………..

For example,

A good example for this is………   
To illustrate this point…………

6. …………………….

I’ll deal with this later, if I may, but for now………….. I’ll come back to this question later in my talk.   
I won’t comment on this now …

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We’ll be examining this question in more detail later on.

7…………………..

Let’s recap, shall we?

I’d like to sum up now………..

Let me summarize briefly what I’ve said.

Let me remind you, finally, of some of the points I’ve made. If I can just sum up the main points………

8………………….

First………..secondly………..thirdly………..lastly……….. First of all………..then………..next

After that………..finally………..

To start with ……….. later ……….. To finish up………..

Negotiation Skills

Negotiation is a process in which two or more parties try to resolve differences, solve problems and reach agreement. Good negotiation meets at as many interests as possible with an agreement that is durable.

Successful Negotiators

Collaborate with another party (or parties) to reach a mutually beneficial agreement.

Use empathy appropriately because they can see the situation from others’ points of view. Put them in the other person’s position to show them that they fully understand their needs and concerns.

Respond with Honesty.

Positive regard for yourself and the others involved will communicate your warmth and acceptance of them. Negotiators who have respect for themselves are also likely to show respect for others.

Good negotiator’s verbal and nonverbal communication is open, confident and oriented to the needs and concerns of both parties.

Negotiation Strategies

Although negotiation has a specific purpose - to reach agreement - it does not always achieve this aim.

Before attempting to negotiate, consider the differences between the following four   
strategies.

1. Win-win strategy

2. Win-lose strategy

3. Lose-win strategy

4. Lose-Lose strategy

Win-Win Strategy

In this strategy, both parties are satisfied with the settlement negotiated, it aims to meet   
the needs of both parties, not to win position or gain victories on one party’s expense,   
result is hard to achieve, good verbal and nonverbal communication and careful listening   
help to achieve it. It succeeds only if both parties concentrate on problem solving and   
effective communication strategies well. Each party is then more likely to be committed

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to the outcome. Even as you reach a win-win conclusion that suits both parties,   
circumstances can change. After successfully negotiating a difficult or important issue,   
take the time to follow up to check that the other party also considers that the result is   
win-win.

Win-Lose Strategy

Result in the party who initiates the conflict being satisfied and the other dissatisfied. This strategy focuses on the initiator’s problem to the exclusion of the other’s. The initiator wins. Many people who adopt this strategy use a confusing presentation or a dominating style of speech and body movement. This invites the other side to be just as difficult, or to withdraw from conflict.

Lose-Win Strategy

This is a situation in which the initiator is dissatisfied and the other is satisfied. The   
loosing party usually makes too many concessions. In an extreme case, the win-lose style   
of negotiation and the lose-win style of negotiation can lead to a deadlock followed by   
the loose-loose result. Deadlocks can occur when neither party is satisfied by the   
negotiations.

Lose-Lose Strategies

Lose-lose strategies result from a situation in which the objectives of both parties are too   
rigid, or both parties are unable to collaborate, or unaware of the opportunity to do so.   
Both parties walk away from the negotiation dissatisfied. When agreement cannot be   
reached, a third party may mediate to help them reach a solution, or arbitrate and make   
the decision on behalf of both the parties. In any negotiation, be aware of your own and   
the other person’s objectives and expectations. Keep your objectives reasonable and try   
to avoid the loose-loose outcome.

Personal Styles in Negotiation

Whenever people come together to negotiate, they bring their own personal styles, and these affect the way they communicate and handle the conflict.

Self-denying;

People difficult to negotiate, they are introverted and reticent with information (feedback), hide their feelings.

Self-protecting:

People use divisionary tactics, discussing other people or sides tracking to other issues hide their true feelings.

Self-exposing:,

People wish to be centre of attention, demand this attention by speaking loudly, and   
speak over other use attention-seeking body movement or by ignoring feedback and   
other’s view.

Self-bargaining:

People show feeling if you show yours, wait until you lead them in negotiation open up when others initiate the process.

Self-actualizing:

People ideal negotiators, want information and feedback from others, present information   
constructively to aid the negotiation process, achieve goal without conflict (barriers).

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Psychological Barriers

When you are negotiating, psychological barriers may raise. It may be produced by you or the other party. Be on the alert for signs of these barriers. ‘Listen’ for their effects and use your communication skills to ease or lower them.

Psychological Barriers to Negotiation may include:

• Fear of being taken for a ride

• Wanting to be liked

• Guilt about wanting to be assertive

• Wanting to be ‘nice’

• Feeling intimidated by so-called powerful people

• Fear of conflict or confrontation

• Fear of loosing face with the boss or colleagues

• Lack of self-confidence

• Power

Power in Negotiation

When an organization delegates people to get the job done, it gives them power to act.   
Power may be used to influence and, in some cases, to control people. It can also be used   
to bring about change. Power can be exerted over one person or a group by another   
person or group. Power used well achieves good communication and results. Each   
person has and can enjoy power. Observe how you use power. If you use it properly,   
you will make an impact on workplace decisions and actions. Abuse or misuse it and   
people will mistrust you. Power is a useful tool in the negotiation process; however, if   
you misuse it or refuse to use it correctly, the likely result is tension and conflict.

Five Types of Workplace Power

Legitimate Power bases on a person’s position or role in an organization, their authority and control over resources give them power that is acknowledged.

Expertise Power people with more skill and strength than others have to them; their colleagues defer to them.

Reward Power is exerted by someone who has control over resource desire by others. Such as person can influence and manipulate behavior.

Coercive Power is exerted by those who use their authority or any force, emotional or physical, against the interest of the other party.

Consultative Power is exerted by someone who seeks information, considers other’s advice and makes plans with others.

They operate in any workplace, either singly or in combination. Perception of what power is and how it should be used varies between people and organizations. Acknowledgement of, and deference to, power depends on others’ perception.

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LESSON 41



NEGOTIATION AND LISTENING

Outline:

Five-Step Approach to Negotiation Plan for Negotiation

Gathering Useful Information

Problem Solving By Negotiating Negotiating Methods

Skills in Conflict Resolution and Negotiation What is Listening?

Purpose of Listening

A Variety of Listening Skills Faults in Listening

Ways to Improve Your Listening

The Use of Power

A person, who has power, particularly over the allocation and use of resources, must be willing and able to use that power to make decisions and take action. If they refuse, or are unable to do this, conflict will arise because processes that are essential to the running of the workplace do not take place. Don’t depend solely on your workplace power source or your personal power, develop strategies that achieve results. Use your communication skills to present your ideas without producing conflict.

Five-Step Approach to Negotiation

Negotiating is a process in which two or more people (or parties) with common or conflict interests decide on a specific issue or business transaction. This may at times produce win-win, win-lose-lose-win or lose-lose outcome. The five-step approach is more suited to a situation where the issue is more important than the relationship: for example, it is appropriate for purchasing a car but not for resolving crises with your partner. These five stages of the negotiation process shows in figure 8.4.

Plan for Negotiation

Careful and thoughtful planning is essential before you negotiate. First, create a set of   
clear objectives to steer you towards the results you want. Prepared objectives allow you   
to progress through the five stages of negotiation. Think about how your objective can be   
achieved.

Gather Information that Helps you:

• Give the other party relevant information

• Make sure that this information is accurate and objective

• Develop and maintain good relationships with the other party

• Consider the other party’s point of view.

• Organize all the relevant information as this provides the ideal starting-point for   
 your discussion. Plan your approach and the sequence of issues you wish to raise.

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• Assess the other party’s objectives.

• Identify links and common ground. Anticipate the party’s probable response to   
 each of your issues, and prepare answers.

Discuss

Set the communication climate by exchanging greetings; it aims to establish trust and   
confidence. By being sociable you are able to establish a tension-free atmosphere.   
Review proceedings leading up to the meeting. Iron out any differences in ‘facts’ before   
you start to negotiate. Confirm both parties’ broad objectives and feelings. Listen   
carefully. Identify areas of agreement and try to establish some rapport with the other   
party. Your intention is to establish common ground before moving into areas of   
difference.

Propose

Define the issues and specify in detail what you wish to resolve. Link issues to the other   
party’s objectives and focus on interests rather than position. Detail with one issue at a   
time. Try to keep to the point and avoid generalizing. Paraphrase their message to check   
that you understand it correctly. Summarize the content, ideas and feelings being   
communicated.

Negotiate the Issue

Start by asking for what you want, but accept that your goals may have to be modified or   
compromised. Communicate your intention with the other party to produce a solution   
that is satisfactory to both. Remember the phrase: ‘if… then….’ separates the people   
from the issue. Try to generate as many options as possible - this gives both parties room   
to negotiate a solution. Throughout the discussion keep summarizing the points to   
confirm understanding, particularly when complex issues are involved. Take the time to   
confirm what you have negotiated so far. Unless agreement is fully understood by both   
parties, the settlement may not last.

Confirm

Once the agreement is concluded, confirm that each party is committed to it. The five-  
step approach to negotiation will help you negotiate more effectively. Good negotiation   
strategies enable you to solve the problem in such a way that both parties win. Clearly   
state your needs and goals as you negotiate and listen to those expressed by the other   
party. Allow each party to evaluate the other’s needs and goals and the areas of common   
interest. People who negotiate honestly treat one another as equals. Another approach to   
negotiating is principled bargaining. 1. It should be a wise agreement, if possible. 2. It   
should be efficient.

Principled Bargaining

Fisher and Ury (1991) developed a concept known as principled bargaining. This works   
well when a group of stakeholders have a common interest. An acknowledgement to   
work together for mutual outcomes is the essence of the principled bargaining approach:   
It acknowledges the Australian ethic of a ‘fair go’. Everyone is treated equitably. In   
Fisher and Ury’s view, each negotiated agreement should satisfy the following three   
criteria. 1. It should a wise agreement, if possible. 2 It should be efficient 3 It should   
improve, or at least not damage, relationship. The principled negotiation method takes   
time, energy and commitment.

• Their method has the four elements

• People to separate the people from the problem

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• Interest to focus on interest rather than the position

• Option to generate a range of possibilities before choosing one

• Criteria to ensure that results are based on some objective standard

To implement the principled negotiation method you need to:

• State your case clearly and persuasively

• Organize your facts well.

• Be aware of the timing and speed of the talks.

• Assess others’ needs properly

• Be sensitive to those needs.

• Not be unduly worried by conflict.

• Be committed to a win-win philosophy.

• Have patience.

• Sometime, you settle less than your goal.

BATNA stands for the ‘best alternative to a negotiated agreement.’ If the person you are   
negotiating with is your manager or supervisor you may have WATNA.   
WATNA stand for ‘worst alternative to a negotiated agreement. If the other person has   
the legitimate power, or if you want to the relationship to continue as it is, you may have   
to settle for less than your preferred outcome. You might have to modify your goal to   
maintain the relationship, especially if the other person is your boss. Sometimes your   
goal may be unrealistic and you have to modify it to make it more realistic. You may   
even decide not to negotiate if you feel that this will not achieve something better.

By identifying the BATNA and WATNA, you are exploring the alternatives available if   
negotiation is not possible. Rather than accept an unsatisfactory outcome you can say no   
to negotiation.

Problem Solving by Negotiating……………….

Problem solving by negotiation is dealt with by a team or group of people who already   
have a working relationship and want to solve a work-related problem. The six-step   
approach to problem solving by negotiation will succeed only if the relationship is   
important to both parties and if they have a genuine desire to solve the problem rather   
than to win (see This 8.4)

Negotiating Methods………………….

In the negotiating process, the parties involved may choose one of five different negotiation methods. A skillful negotiator is able to identify them and recognize which one is being used by the other person.

1. Compromise

2. Collaboration

3. Competition

4. Accommodation

5. Withdrawal or avoidance

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Compromise

Compromise means to settle differences through concessions made by one or both parties. A compromise usually produces win-win or win-lose results. When the settlement meets the needs and goals of both parties (win-win), both are satisfied with the outcome. When the solution meets the needs and goals of only one party (win-lose), the other party is dissatisfied with the outcome (see figure 8.5).

Collaboration

Collaboration involves people cooperating to produce a solution satisfactory to both   
parties (win-win). It improves personal relationships and allows the exploration of new   
ideas. Permanent solutions and commitment to them can be achieved this way. On the   
other hand, it is time-consuming and demands well negotiating skills on each side.

Competition

Competition often leads to one party gaining advantage over the other, if it can negotiate at the expense of the other’s needs. Since the competitive approach usually produces a win-lose result, it is bad for personal relationships. The solution is likely to be temporary as there is no commitment from the losing party, so the problem will occur again. It also leaves the losing side in a difficult situation.

Accommodation

Accommodation means that only one party is willing to oblige or adapt to meet the needs   
of the other. It produces a win-lose outcome. However, this method is useful for   
negotiating on minor matters. The result can go one way or the other. It is suitable if the   
accommodating party does not really care about the loss. However, the negotiating   
parties may not bother to look for creative solutions. With this negotiation method, points   
of view are easily swayed.

Withdrawal or Avoidance

Withdrawal (avoidance) is a negotiation method that makes both parties loose, because one party retracts their point of view or backs away from the situation. Such dissatisfaction may lead to conflict in the future.

The choices you make are influenced by the context in which you negotiate and by your range of personal communication and negotiation skills.

Skills in Conflict Resolution and Negotiation

In your organization several negotiating styles and strategies are likely to be   
demonstrated. Some achieve acceptable responses, others hinder negotiation and conflict   
resolution. Some solutions may be simple and practical. Others may be complex and   
difficult and may even require attitude changes and commitment from each party.

Negotiation involves a range of positions by both parties. You might change the other party’s position, change your own position, or can reach at a compromise. Clearly define your own objectives as well as the other party’s. This places you in a better position to understand what is happening.

Figure 8.5 shows how each negotiation method affects relationships and the achievement   
of goals. It also matches each method with the most likely conflict resolution strategy.

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Once you understand them all you are in a position to decide which one is suited to a situation and your intended result.

Negotiation based on empathy for the other party establishes a climate where both parties can communicate easily. By contrast, confrontation leads to disputes and extreme positions. Check the full list of items to be negotiated.

Focus on the problem, not individual personalities. Ask questions to check that you understand the other side’s expectation and position. Avoid aggression. Use your assertive communication skills. Listen carefully to the other party.

Establish the criteria that will make a realistic solution acceptable to both parties. This   
may involve several options. Successful negotiation develops these options into a plan of   
action.

What is Listening?

Listening is an active process of receiving aural stimulus. Listening is an active rather than a passive process. Listening does not just happen we must make it happen. A great time is spent on listening and talking. Listening serve two purposes in its process.

1. As the sender of the message, listening to your receiver tells you how the other   
 person has interpreted your message.

2. As the receiver of a message listening to the other person allows you to   
 understand their meaning.

Listening

• Difference between hearing and listening

• Hearing is a physical process. The ear receives stimuli or sensations and transmits   
 them to brain.

• Listening refers to the interpretive process that takes place when we hear   
 something. When we listen, tore ,classify and label information

• Listening is the most important of all the communication skills. Upon awakening   
 we listen to people, friends around us. Wherever we go, we listen to something.

We spend most of our time engaged in listening. Listening occupies more time than any other communication.

Purpose of Listening

Listening serves a number of important purposes. It enables the listener to check on the accuracy of understanding what the speaker said. Besides, the listener expresses acceptance of speaker’s feelings. Most important of all, listening provides a chance to the speaker to explore his or her feelings and thoughts further.

A variety of listening skills can be learned and developed with practice. The following skills are worth practicing

• Attending listening

• Encouraging listening

• Pause

• Reflecting listening

• Active listening

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Attending Listening

In attending listening you focus on speaker by giving them your physical attention you use whole body, eye contact posture personal space in short complete feedback.

Encouraging Listening

It invites speaker to say more without pressuring them to disclose their feelings or though it is their choice. Minimal and brief responses ,brief spoken responses let speaker know you are listening and encourage them to talk.

Pause

Brief pause allows speaker time to consider reflect and decide whether to continue speaking. Allow silence.

Use encouraging questions (5ws)

Reflecting Listening

Restate the speakers feeling and contents it shows the other person you understand.

Active Listening

An active listener has empathy with the speaker: that shows that you understand the issue   
from other person’ point of view. Feedback is the connecting continuing or completing   
link.

Faults in Listening

Remember that every sound or voice that we receive cannot be termed as listening. There   
are certain occasions when you receive some certain sound stimulus but you do not   
understand it because your attention is towards something else. In such cases, we say   
that you heard something but you did not listen to anything. Moreover there are certain   
other factors which bar our proper listening. An average person remembers only half of   
what is said during a 10-minute conversation and forgets half of that within 48 hours.   
Studies agree that listening efficiency is no better than 28 to 30 percent. Following are the   
causes of listening pit falls:

Prejudice

All of us have personal opinions, attitudes, or beliefs about certain things. When we listen to a speaker who is contrary to our ideas, we cannot maintain attention. As a result we do not listen to whatever he says. We should give a chance to the speaker to finish his message. Later, we can agree or disagree.

Distraction

Not only the verbal messages but also the nonverbal cues of the speaker affect our listening. Actually, the entire physical environment affects listening. Among the negative factors are noisy fans, poor light, distracting background music, bang of a horn, extreme weather. Among the speaker’s nonverbal cues are his clothes, his voice quality, his wearing of a certain perfume, reek of sweat, excessive gestures, etc.

Semantic Barrier

Meaning of words also create problem in listening, as meaning of words vary from person to person influenced by feelings, attitudes, prejudices and biases. Sometimes the way a speaker utters a word annoys us.

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Preshrinking



The average thinking capacity of a person is up to 800 words per minute while the   
average speaker utters 80 to 160 words per minute. This difference sometimes makes   
listeners deviate from the speaker’s words and they shift to something else. On the other   
hand people fill this gap by premature evaluation of what they are listening to. They   
arrive at the concluding thought quickly. This premature evaluation poses us our effective   
listening is impaired.

Boredom or lack of interest

• Listener’s dislike of speaker

• Desire to change rather than accept the speaker

• Tendency to make early conclusion

• Intrusion of listeners’ own values or attitude

• Listener’s opinion that the speaker lacks credibility Ways to improve listening

Ways to Improve Listening

(1) Be prepared. By knowing the speaker and the topic beforehand you can prepare

yourself for better understanding of the topic.

(2) Show positive attitude. Don’t make premature assumptions before listening to a

certain speaker. Always be ready to learn new ideas or facts that you are not aware of.

(3) Listen to learn, not to refute. While listening, try to understand the points. Don’t   
let them mix up with your biases before you have listened and evaluated the message.

(4) Concentrate. Pay attention to what is said. You know that everything that is said

has a special meaning in a certain context. Out of the context it may be misunderstood.

(5) Jot down notes. If possible, take down main ideas. These notes will help you a lot   
later on.

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LESSON 42



THESIS WRITING AND PRESENTATION

Outline:

Thinking about it Stage   
Preparing the Proposal   
What is a Proposal?

Include a Title on your Proposal What is Research?

Different Fields of Research

While writing and presenting your Thesis or Dissertation, you go through many stages. These stages are very important. Anyone in this process must make sure that no stage is left out. These stages are the following.

• Thinking About it

• Preparing the Proposal

• Conducting the Research

• Writing the Research Paper

• Define research

• Discuss Basic Elements of a Research Paper

• Sharing the Research Outcomes with Others

• Revising the Research Paper

Thinking about it

The "thinking about it stage" is when you are finally faced with the reality of completing   
your degree. Usually the early phases of a graduate program proceed in clear and very   
structured ways. The beginning phases of a graduate program proceed in the same   
manner as an undergraduate degree program. There are clear requirements and   
expectations, and the graduate student moves along, step by step, getting ever closer to   
the completion of the program. One day, however, the clear structure begins to diminish   
and now you're approaching the thesis/dissertation stage. This is a new and different time.   
These next steps are more and more defined by you and not by your adviser, the program,   
or the department.

Be Inclusive with Your Thinking

Don't try to eliminate ideas too quickly. Build on your ideas and see how many different research projects you can identify. Give yourself the luxury of being expansive in your thinking at this stage -- you won't be able to do this later on. Try and be creative.

Write Down Your Ideas

This will allow you to revisit an idea later on or, you can modify and change an idea. If   
you don't write your ideas they tend to be in a continual state of change and you will   
probably have the feeling that you're not going anywhere. What a great feeling it is to be   
able to sit down and scan the many ideas you have been thinking about, if they're written   
down.

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Try not to be Overly Influenced at this Time by What you Feel Others Expect from   
You

You shouldn’t be influenced by your colleagues, your profession, your academic   
department, etc. You have a much better chance of selecting a topic that will be really of   
interest to you if it is your topic. This will be one of the few opportunities you may have   
in your professional life to focus in on a research topic that is really of your own   
choosing.

Don't be Overambitious

Don't begin your thinking by assuming that your research will draw international attention to you! Instead, be realistic in setting your goal. Make sure your expectations are tempered by the realization that you are fulfilling an academic requirement,

Be Realistic about the Time of the Research Project

Instead, be realistic in setting your goal. Make sure your expectations are tempered by the   
realization that you are fulfilling an academic requirement, and the idea that first and   
foremost occurred to you is very important. The whole research project should be a   
learning experience for you. If you can keep these ideas in mind while you're thinking   
through your research you stand an excellent chance of having your research project turn   
out well. The best time to get the most from a leave of absence is during the fourth stage -  
the writing stage. This is the time when you really need to be thinking well. To be able to   
work at your writing in large blocks of time without interruptions is something really   
important.

It can be most helpful at this early stage to try a very small preliminary research study to   
test out some of your ideas to help you gain further confidence in what you'd like to do.   
The study can be as simple as conducting half a dozen informal interviews with no   
attempt to document what is said. The key is that it will give you a chance to get closer to   
your research and to test out whether or not you really are interested in the topic.

And, you can do it before you have committed yourself to doing something you may not like. Take your time and try it first.

Preparing the Proposal

Assuming you've done a good job of "thinking about" your research project, you're ready   
to prepare the proposal actually. A word of caution - those students who tend to have a   
problem in coming up with a viable proposal often are the ones that have tried to rush   
through the "thinking about it" part and move too quickly to trying to write the proposal.

Read through Someone else's Research Proposal

Very often a real stumbling block is that we don't have an image in our mind of what the   
finished research proposal should look like. How has the other proposal been organized?   
What are the headings that have been used? Does the other proposal seem clear? Does it   
seem to suggest that the writer knows the subject area? Can I model my proposal after   
one of these that I've seen? If you can't readily find a proposal or two to look at, ask your   
adviser to see some.

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Make sure your proposal has a comprehensive review of the literature included. Now this   
idea, at first thought, may not seem to make sense. Many students may tell me that "This   
is only the proposal. I'll do a complete literature search for the dissertation. I don't want to   
waste the time now." But, this is the time to do it. The rationale behind the literature   
review consists of an argument with two lines of analysis: 1) this research is needed, and



2) the methodology I have chosen is most appropriate for the question that is being asked.   
Now, why would you want to wait? Now is the time to get informed and to learn from   
others who have preceded you! If you wait until you are writing the dissertation it is too   
late. You've got to do it same time so you might as well get on with it and do it now.   
Besides, you will probably want to add to the literature review when you're writing the   
final dissertation

What is a Proposal Anyway?

A good proposal should consist of the first three chapters of the dissertation. It should begin with a statement of the problem/background information (typically Chapter I of the dissertation), then move on to a review of the literature (Chapter 2), and conclude with a defining of the research methodology (Chapter 3).

Of course, it should be written in a future tense since it is a proposal. To turn a good proposal into the first three chapters of the dissertation consists of changing the tense from future tense to past tense. For example;

"This is what I would like to do" to "This is what I did"

And you also make any changes based on the way you actually carried out the research when compared to how you proposed to do it. Often the intentions we state in our proposal turn out different in reality and we then have to make appropriate editorial changes to move it from proposal to dissertation

Focus your Research very Specifically

Don't try to have your research cover too broad an area. Now you may think that this will   
distort what you want to do. This may be the case, but you will be able to do the project if   
it is narrowly defined. Usually a broadly defined project is not do-able. Often the   
researcher finds that what he/she originally thought to be a good research project turns   
out to really be a group of research projects. Do one project for your dissertation and save   
the other projects for later in your career. Don't try to solve all of the problems in this one   
research project.

Include a Title on your Proposal

How often the title is left for the end of the student's writing and then somehow forgotten   
when the proposal is prepared for the committee. A good proposal has a good title and it   
is the first thing to help the reader begins to understand the nature of your work. Use it   
wisely! Work on your title early in the process and revisit it often. It's easy for a reader to   
identify those proposals where the title has been focused upon by the student.

Preparing a topic understand the distinction between the subject and a topic that can help you to plan your research paper effectively.

Within a broader research subject decide about the topic that is more focused and worth an investigation.

Consider your subject or topic and answer the questions who, what, when, where, why, and how.

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Draw a short and possible list of topics and settle for the one that interests you and is worth investigating.



Explore your own understanding of the topic, as there's always a temptation to select a topic before a thorough ground work, resist the temptation.   
Be sure that the topic meets the requirements of your research assignment, audience's needs, and expectations

Avoid dead end topics those unsuitable for your interest or resources. Avoid scattered, superficial research topics.

Avoid topics that are too beaten and narrow and has nothing new to offer.

Pick a topic that shows your individuality, ability and interests.

Continue refining and narrowing it to make it significantly specific

Ensure that there: are sufficient resources available on your selected topic because without a worthwhile literature

Good title means: having the most important words appear towards the beginning of your title.

What is Research?

The word research is used in different field in different senses. If you are a beginner researcher, you are facing the same problem whether you are preparing a small project, an MBA dissertation or PhD thesis. You need to select a topic, identify the objectives of your study plan and design a suitable methodology. Besides, devise a research instrument, negotiate access to institutions, material and people, collect, analysis, present information and finally, provides a well-written repot or dissertation.

We all learn how to do research by actually doing it but a great deal of time can be wasted and goodwill dissipated by inadequate preparation. But before we discuss further it better to define the term research.

Different people define it differently. For example;   
 A formal document

Knowing a subject thoroughly

Expression of ones undertaking About the topic Result of one’s intellectual curiosity   
Analysis and syntheses of different resources Reasonable bias free conclusion

Howard and Sharp (1983) "Seeking through methodical processes to add to one’s own body of knowing and hopefully, to that of others, by discovery of non-trivial facts and insight."

Drew (1980) "Research is conducted to solve problems and expand knowledge. Research is a systematic way of asking questions, a systematic method of enquiry."

We find the word research being used in two senses.

1. The outcome of research is the establishment, publicizing or utilization   
 of something that somebody-not the researcher or the person

commissioning it already knows.

2. The outcome of knowledge that nobody had before.

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The word research is used in different fields in one or other of these senses and in some fields in both senses

Fiction

For many novelists, It is essential to prepare for their writing by researching the   
background in which they wish to set their narrative for accuracy of description,   
sensitivity to atmosphere, history of the period in which their fiction takes place and   
authenticity of the language. The final criterion for them is the authenticity and artistic   
conviction of the final product in their reader’s eyes. Research in this sense may take   
many forms, and involve considerable expense in terms of effort, time, and money: but   
the originality of the novel does not lie in the research but in the artistic creation for   
which it provides a background.

Journalism

For journalist, especially in investigative journalism, long periods of time are spent   
researching their stories to uncover facts and secrets which their editorial policy judges to   
be in the public interest, and in cross-checking what they are told or discovered to   
establish its truth. This is not usually new truth, but information otherwise not public or   
deliberately withheld by another person. For them, the final criterion of truth may be   
bound up with legalities: the law of libel and slander, or the Official Secret Act.

Police Work

For the police, there is an obvious parallel between preparing case against a suspect by detective work and research in this first sense: the criminal they seek has a secret which the police are bound to uncover. Here again the criterion of validity of the research is circumscribed by the law: laws of evidence, police procedure, protection of the rights of the innocent, the criminal and the victim. However, it is interesting that in this connection the language prefers the term ‘detection’ or ‘investigation’ to research.

Business and Commerce

In the commercial world, much money is invested in product development and even   
sponsorship of basic research, and here one is referring to the second sense as described   
above. However, research is also conducted into the people who will buy the products:   
market research. Market research is used to establish what can be sold who will buy it,   
how a product can be packaged, advertised priced to make it commercially attractive and   
linked to advertising campaigns, even to create market - to persuade people to buy   
something they did not know they wanted. The final criterion for research in this field is   
not therefore simply truth - the description of a market situation - and the authentic   
expression of that truth, but also the success of an intervention or manipulation of the   
market is measured usually in profit terms.

Some obvious examples of research in the second sense are the following:

Medical Research

This is research in the second sense: to find out things nobody knew before. The final   
criterion is the discovery of new truths, but also the translation of the new truths into   
practical treatments, and the developments of economies of scale so that the treatment is   
available for the largest number of people. Here ethical considerations receive a great

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deal of attention, both in terms of the human patients and the animals which are used for   
trials.

Science and Technology

Everyone naturally associates research with science and technology, white coats and   
laboratories, but it should be remembered in this context that advances in the sciences are   
not restricted to the discovery of new facts: advances in theory development and in   
research methods and approaches occur in parallel. It is of course a commonplace, though   
nevertheless important, to highlight the ethics of the development of scientific   
knowledge, both in the process of gathering the knowledge and in the fields of   
application

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LESSON 43



THESIS WRITING AND PRESENTATION

Outline:

Sections of a Thesis (Format): Introduction

Statement of the Problem   
Background and Need   
Rationale

Purpose of the Project

Research Questions/Hypotheses Literature Review

Methodology

Data Collection and Analysis Plan Discussion

Conclusions   
Bibliography   
Appendices

Tables and Figures

Sections of a Thesis (Format)

The following are sections that most theses should contain.

Introduction

This section is an introduction to the topic and the subject. It describes the background to the research, particularly the major ideas (or theoretical perspective) from which the research is derived. The introduction explains the reasons for doing the research, and indicates why the research is important valuable or significant. It outlines the contribution that the research will make to knowledge. The introduction also outlines the aims of the research by presenting research questions or hypotheses.

Be sure to include in the introduction a clear statement of your hypothesis and how you are going to address it Throughout the introduction you should use citations from the research literature to support your study. These citations should include but not be limited to research presented in the Literature Review.

Statement of the Problem

You should clearly state the problem that your thesis is going to address. You should also present relevant information about why this is an important problem. Describe what precisely you intend to show/argue and why (i.e., address the ever-lurking "So what?" question). Is your research problem addressing a significant social problem, or is it testing some theoretical hypothesis, such as the argument that high television viewing levels make people feel apolitical and powerless.

The issues raised ideally are timely, relevant to the problems or trends of the present time and have broad applicability. Good questions are those allowing theories to be tested or, as when two theories make opposing predictions, can be compared.

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In this section you should first grab the attention and interest of your readers; and secondly introduce the problem to be studied. All assertions of feet must be documented. Be careful of any generalizations that you make. A social science research paper is not an editorial. In short a thesis statement is what you'll PROVE, it is the ARGUMENT. If is the SCOPE, it is the MAIN IDEA and the PURPOSE of your paper and that you intend to develop, prove, defend or explore with evidence and therefore has an argumentative or informational edge and must not state the obvious.



Background and Need

You should present relevant literature that supports the need for your project. Research articles, books, educational and government statistics are just a few sources that should be used here. This section can include brief overviews of articles covered in the literature review that supports the need for your project.

Rationale

The rationale should define the larger problem being investigated. Summarize what is known about the problem, define the gap(s) in the knowledge, and state what needs to be done to address the gap(s).

Purpose of the Project

Based on the above background information, explain the purpose of the study. Explain   
what you hope the study will accomplish and why you chose to do this particular study.   
This should be supported with citations and specific information related to the study.

Research Questions/Hypotheses

Given the background above, you carefully state the hypotheses that will be tested in   
your thesis. The hypothesis is the central question being researched. It should be   
expressed in straight-forward terms. A good hypothesis is comparative, measurable, and   
falsifiable. Hypotheses are usually defined in "cause -effect" relationships. Any corollary   
hypotheses or secondary research questions should also be stated. Any supplemental   
definitions or discussion necessary to explain the hypothesis should be offered.

Underlying every theory is the issue of causality. What exactly does it mean to say that   
poverty "causes" crime, that cultural materialism "causes" moral decay? Just because two   
events historically occur simultaneously does not necessarily mean that one is influencing   
the other.

Hypothesis is a guide or a sign post to the researcher that keeps one on the track. The researcher tests the initial presupposition or hypothesis while working along.   
 Hypothesis is formulated in such a way that it enables the researcher to test it.

Hypothesis depicts and describes the method that follows during the study.

Hypothesis is a kind of hunch that the researcher has about the topic.

Hypothesis establishes the precise focus of the research study.

Hypothesis helps decide the aims and objectives of the study.

Hypothesis is of speculative nature, an imaginative preconception of "what might be true".

Hypothesis is a well-established research question that can be in form of a descriptive statement or a question.

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The thesis statement is usually considered the most important sentence and the main   
point of your essay/ report or research paper because it outlines the central purpose of   
your essay.

A thesis, statement is one of the greatest unifying aspects of a paper. It should act as mortar, holding together the various bricks of a paper, summarizing the main point of the paper “in a nutshell” and heralds the development of the paper.

A thesis statement is what you'll PROVE, it is the ARGUMENT. If is the SCOPE, it is the MAIN IDEA and the PURPOSE of your paper and that you intend to develop, prove, defend or explore with evidence and therefore has an argumentative or informational edge and must not state the obvious.

A thesis statement is a sentence that clearly and concisely indicates the

Subject of your paper, the main points you will discuss, and the order in which you will discuss them.

A thesis statement establishes the writer's point of view, set the stage or mood of the   
paper and prepare the readers what to expect. A thesis statement is important for the   
writer, because it gives the structure to the paper and is equally important for the readers,   
because it guides them as what to expect. It is precise. It is not something that one has   
trouble understanding and should be specific enough to give your reader a clear sense of   
what your entire essay is going to discuss. It should not be too general or so specific that   
it fails to represent any strong position. Often the thesis is stated clearly in one or two   
sentences at the end of the essay's introduction. There are exceptions to almost every rule   
of writing, including this one. Ideally, the position of the thesis statement needs to be at   
the end of the introductory paragraph so that reader knows the topic of the papers.

Examples of General to Specific Thesis Statements

Notice the transition...from General to Specific

Men and women are different. Men and women communicate differently. Whereas men tend to focus on the literal aspect of what is being said in a conversation, women often "read between the lines" and focus more on intonation and body language; this phenomenon may significantly contribute to the high divorce rate among many couples. Hawthorn discusses evilness in Young Goodman Brown. In Young Goodman Brown, Hawthorn discusses evilness through symbols. In Young Goodman Brown, Hawthorn uses light and darkness to emphasize good and evil in the world

Follow these guidelines while searching for a subject topic

• Understand the distinction between the subject and a topic that can help you to   
 plan your research paper effectively.

• Within a broader research subject decide about the topic that is more focused and   
 worth an investigation.

• Consider your subject or topic and answer the questions who, what, when, where,   
 why, and how.

• Draw a short and possible list of topics and settle for the one that interests you and   
 is worth investigating.

• Explore your own understanding of the topic, as there's always a temptation to   
 select a topic before a thorough ground work, resist the temptation.

• Be sure that the topic meets the requirements of your research assignment,   
 audience's needs, and expectations

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A topic should be single, don’t try too much. The topic is important to you and your reader? Specific -limit your topic to narrow, specific points, higher failure. Is there enough evidence to support, defend your topic?

Avoid dead end topics those unsuitable for your interest or resources. Avoid scattered,   
superficial research topics. Avoid topics that are too beaten and narrow and has nothing   
new to offer. Pick a topic that shows your individuality, ability and interests. Continue   
refining and narrowing it to make it significantly specific, ensure that there are sufficient   
resources available on your selected topic because without a worthwhile literature review   
the thesis will be worthless.

Limitations

Provide a background for any limitations to this study. Be very specific; for example, the population to which your findings will be limited.

Literature Review

The literature review should discuss all of the research that has been done on the subject,   
since the purpose of the literature review is to demonstrate concisely your level of   
understanding of the research related to your project. You should not discuss all of the   
literature in-depth. Rather you should group your literature according to some general   
topics and only discuss specific studies if they are “landmark” studies for your area of   
research (there should be 6-10 of these). How you group the discussion will depend on   
your project but be sure to come up with a logical organization before you begin writing.   
How many studies should be included will depend on the topic, but a general baseline in

75 to 100 references (although many topics will appropriately have many more than this). The literature review should end with a discussion of how the literature relates to your study. What have others found regarding your research question? From their findings, coupled with your theory, develop a logical argument that leads to the statement of your hypothesis (this is your theoretical hypothesis expressed in terms of concepts). Your hypothesis/hypotheses should be the conclusion of this “Review” section.

Methodology

This section includes methods which will be used. Describe data collection procedure to be used whether they'll be experiment, survey, questionnaires, observations, participatory methods, case studies document collection or other method. The method must be reliable that can be repeated same time and be internally and externally valid.

External validity means that the results are generalizable to a wide range of situations. It   
is often necessary to present evidence in this section that the study is actually achievable.   
This section or a separate section should also describe the data analysis methods to be   
used. As with the data collection methods, the analysis methods should be justified by   
reference to the relevant literature. A methodology section can contain a flow chart which   
summarizes the way in which the various processes involved in the project fit together.

Describe the sample employed and the variable used to test your hypothesis. One should give just enough information here so that other can replicate your procedures and hopefully come up with the same findings and conclusion as you did

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One of the expectations of performing original research is that someone in the future will do further research on this topic. Such a researcher should be able to use your methodology without having to consult any other source. If you are using statistical analysis, explain the statistical methods. What do they mean? How are they used? Why are they more applicable here than other similar methods?

Data Collection and Analysis Plan

It is not uncommon for novice researchers to collect a considerable amount of data and   
then realize that they don’t know what to do with it. Design the data collection process to   
make it easy to collect, code, manage, and analyze. Describe what the physical   
procedures will be for managing this data. Will you use tables, spreadsheets or data bases   
to aggregate and analyze the data? Will computers be used to store, manipulate or   
evaluate it? How will this be done? Who will do it? How long will it take? Will it require   
special hardware, software; budge accounts, or personnel (such as technical assistant)?   
What kinds of analysis will be done? How will it be accomplished? How will the findings   
be presented for interpretation?

Discussion

This chapter should begin with a concise restatement of your study’s purpose along with   
any needed background information. You should restate each of your hypotheses. Now   
that you have presented the results in the previous section, discuss them in this section.   
What, specifically, do the results mean? How can they be interpreted? Can they be   
interpreted in multiple ways? What do the findings tell you about your hypothesis? Do   
not claim more for your results than the data really shows. Avoid speculation.

Conclusions

This section should summarize your results and discussion. You should include a list of   
the most important findings of your study in descending order of important. You should   
also provide a statement about the possibility of future study. What needs to be done and   
what does this study contribute? Since this is too often the only part of a paper that some   
individuals read it is important to reiterate what you intended to discover and what, in   
fact, you fond.

Bibliography

All pieces of literature referred to should be listed at the end of the proposal using the   
referencing style appropriate to the department. Before you begin compiling this section,   
find out what style you are expected to use. Carefully adhere to it or you will raise the ire   
of your committee. It is important to ensure that all the key journals and books in the field   
have been referred to in the proposal. This demonstrates that the proposal has been   
developed from a thorough understanding of the important theoretical perspectives and   
research findings in the literature.

Appendices

If you have the material that is too long to include in a table (raw data, field notes, etc.) or not appropriate to a particular section it should be included as an appendix.

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Tables and Figures

Tables and figures should appear in the text after they are first mentioned. Appending   
them at the end of the thesis is a very awkward arrangement and makes the thesis difficult   
to read. Materials presented in tables and figures should not be duplicated in the text.

Raw Data

Your raw data should always appear as part of the thesis. This should appear as an appendix at the end of your thesis. Another research should be able to duplicate your work with no other documents at their disposal.

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LESSON 44



RESEARCH METHODOLOGY

Outline:

Making a Preliminary Choice of Methodology Quantitative and Qualitative Perspectives   
Research Types

Studies Primarily Quantitative in Nature Studies Primarily Qualitative in Nature Research Methods

Make Preliminary Choices Format and Style

Text

Organization

Making a Preliminary Choice of Methodology

Distinguish between three related concepts:

i) Research Perspectives

ii) Research Types

iii) Research Methods

Research Perspectives

Quantitative and Qualitative Perspectives

A research perspective, as used here, is a general view and use of research approaches   
and methods. There are two major perspectives: quantitative and qualitative. The   
quantitative perspective derives from a positivist epistemology, which holds that there is   
an objective reality that can be expressed numerically. As a consequence the quantitative   
perspective emphasizes studies that are experimental in nature, emphasize measurement,   
and search for relationships. If a study uses language such as the following, it probably   
has used quantitative perspective i.e., variable, controls, validity, reliability, hypothesis,   
statically significant.

On the other hand, a qualitative perspective emphasizes a phenomenological view in which reality inheres in the perceptions of individuals. Studies deriving from this perspective focus on meaning, understanding, and take place in naturally occurring situations (McMillan, 1996). If a study uses language such as the following, it probably has used a qualitative perspective: naturalistic, field study, case study, context, situational, constructivism, meaning, multiple realities.

While some researchers seem chiefly concerned with the differences between the two approaches, Morgan (1997) explains how the two perspectives can be combined. He identifies four general ways of combining the two, based upon two factors: a) which one is primary and which secondary; b) which one is used first and which, second.

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1. Quantitative primary, qualitative first. The researcher begins with a qualitative approach as the secondary method, using the qualitative data as a basis for collecting and interpreting the quantitative data (the primary method).

2. Quantitative primary, quantitative first. The researcher begins with a quantitative approach as the primary method, using qualitative follow-up to evaluate and interpret the quantitative results.

3. Qualitative primary, quantitative first. The researcher begins by collecting quantitative   
preliminary data as a basis for collecting and interpreting the primary qualitative data.

4. Qualitative primary, qualitative first. The researcher begins with the primary qualitative data, using quantitative follow up to interpret the qualitative data.

Research Types

The term research type is used here to identify the general research approach. While authorities in the field seem to differ as to how the types of research are classified, the following approaches, which are most often used in educational research, represent some of the options available to you as a researcher. To simplify the discussion, they are divided into whether they tend to use a quantitative or a qualitative perspective, although there is much overlapping in many of the types.

Studies Primarily Quantitative in Nature

The following types of research are primarily quantitative in nature.

Experimental Research

Experimental research uses methods originally applied in the physical and biological sciences. In most experiments the following procedures are used: a sample of subjects is selected; they are assigned randomly to experimental and control groups; a treatment is administrated to the experimental group only. The two groups are then evaluated on the basis of dependent variable and the consequence of the independent variable. The latter is the presumed cause of the dependent variable.

Quasi-Experimental Research

A quasi-experimental design is one that follows the general procedures of experimental   
research, without the use of control group or without random assignment, since random   
assignment or the use of control groups is often not feasible in educational settings.

Causal-Comparative Research

Causal comparative studies are designed to determine the possible causes of a phenomenon. Sometimes these studies are called ex post facto research.   
Co relational Research

Correlation studies are designed to analyze the relationships between two or more variables, ordinarily through the use of correlation coefficients.

Descriptive Research

As the term implies, the purpose of descriptive research is to describe a phenomenon. Descriptive studies report frequencies, averages, and percentages. For example, you might study the attitudes.

Evaluation Research

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Evaluation research makes judgments about the merit or wroth of educational programs,   
products, and organizations. It is typically undertaken in order to aid administrators in   
making professional decisions. Evaluation studies are usually described as either   
formative or summative. Formative studies are made while a new program or product is   
being developed; summative studies, when it has been completed. You might do an   
evaluation of a new standard-based curriculum performing both a formative and a   
summative assessment.

Studies Primarily Qualitative in Nature

The following types of research tend to take a qualitative perspective.

Case Study Research

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident; and in which multiple source of evidence are used.

Ethnographic research

Ethnographic Research

Ethnographic research is special types of case study research. It is distinguished from other types of case studies because it uses the theories and methods of anthropology to study the culture of schools and classrooms.

Action Research

Most action research documents deal with how an educational problem was identified, understood, and solved by practitioners.

Research Methods

Research methods, as the term is used here, are the specific techniques used to collect data with respect to the research problem. In general, five methods are typically used in educational research.

1. Test and measurements. Tests are administered and measurements made to determine the extent of change.

2. Interviews. Interviews are conducted with individuals or groups to ascertain their perceptions.

3. Observations. Observations are made to determine what is occurring and what individuals are doing.

4. Surveys. Surveys are administered to assess opinions, perceptions, and attitudes.

5. Documents. Documents are analyzed to establish the record.

Make Preliminary Choices

The process explained here assumes that in developing the prospectus you will make only a preliminary choice that may be like the following.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type/  Method | Test,  measurement | Interview | Observation | Survey | Documents |
| Experiment | P |  | A |  | A |
| Quasi- | P |  | A |  | A |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| experimental |  |  |  |  |  |
| Causal  comparison | P |  | A |  | A |
| Co relational | P |  | A |  | A |
| Descriptive | A | A |  | P | A |
| Evaluation | P | A | A | A | A |
| Ethnographic |  | A | P |  | A |
| Action |  | A | P | A |  |
| Case study |  | A | P | A | A |

Following is the summery of the both types of research.

|  |  |  |
| --- | --- | --- |
|  | Quantitative Research | Qualitative Research |
| Key concepts | Variable  Controlled  Reliable  Hypothesized  Statistically significant | Meaning  Understanding  Social construction  Context  Situation |
| Context Used | Agriculture  Psychology  Political Science  Economics  Basic Sciences | Anthropology  History  Sociology |
| Goals | Test theory  Establish facts  Show relationship  predict  Statistically describe | Ground theory  Develop understanding  Describe multiple realities  Capture naturally occurring  Behavior |
| Design | Structured  Predetermined  Formal  Specific | Evolving  Flexible  General |

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|  |  |  |
| --- | --- | --- |
| Data | Quantities  Counts  Measures/instruments  Numbers  Statistics | Verbal descriptions  Field notes  Observations  Documents |
| Techniques  or  Methods | Experiments  Quasi-experiments  Structured observations  Structured interviews  Surveys | Observation  Participant observation  Open-ended interviewing  Review of documents and  artifacts |
| Role of  Researcher | Distant  Short term  Detached  Uninvolved | Close  Long term  Involved  Empathetic  Trusting  Intense |
| Data Analysis | Deductive | Inductive  Ongoing  Stress models, themes, and  concepts |

Format and Style

You will be required to abide by the following format and style as specified by the Department.

Font Time New Roman

Chapter Headings 18 Bold CAPS

Headings 14 Bold CPS

Sub-headings 14 Bold

Do not italicize or underline the headings and sub-headings)

Text 12

Paper Quality Offset Paper 90 grams

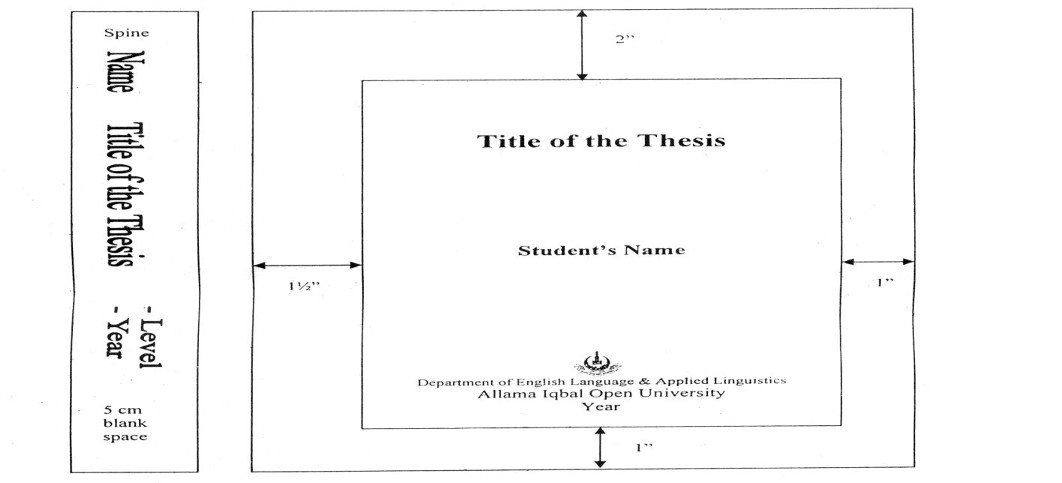
Paper Size A4 - 213mm x 275mm

Spacing Double

Paragraphing Indented & space between paragraphs

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Binding



Evaluation Copy Spiral binding

Final Copy Hardbound covered with cloth

Color of binding Dark Black

Spine To contain student’s name, title of the thesis, level and year

Citation Manual APA

Margins Left 1 2.5 cm

Right 1” 2.5 cm

Top 1¼” 3.2 cm

Bottom 1” 2.5 cm

Font: Time New Roman

Size: Topic 24 bold

Student’s Name 18 bold

Name of the Dept 16 bold

Name of the university 18 bold

Text

The inner title would be the same, plus:

i) Statement of submission:

Submitted in partial fulfillment of the requirements for the XXX at the Department of XXXXXXX Virtual University, Lahore

ii) Supervisor’s Name iii. Month, Year

Font: Time New Roman

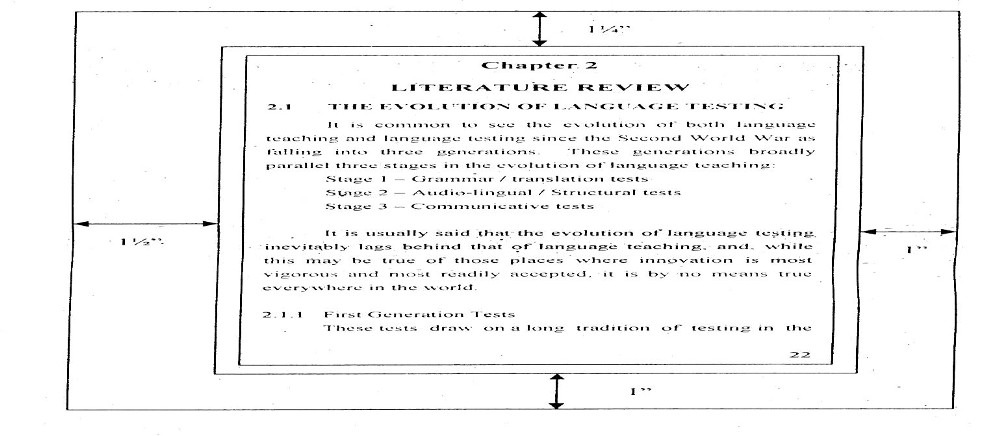
Size: Chapter Headings 18 bold

Headings 14 bold CAPS

Sub-headings 14 bold

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(Do not italicize or underline the headings & sub-headings)



Text 12

Alignment Justified

Spacing Double

Paraphrasing Either indent or don’t but consistent.

8.2 Organization

A research thesis probably includes:

i. Title Page

ii. Inner Title

iii. Abstract (2 pages)

iv. Acceptance Certificate (Annex E)

v. Dedication / Acknowledgements (optional)

vi. Content List

vii. Chapter 1: Introduction

viii. Chapter 2: Literature Review

ix. Chapter 3: Procedure of the study

x. Chapter 4: Data Analysis

xi. Chapter 5: Conclusion

xii. Bibliography

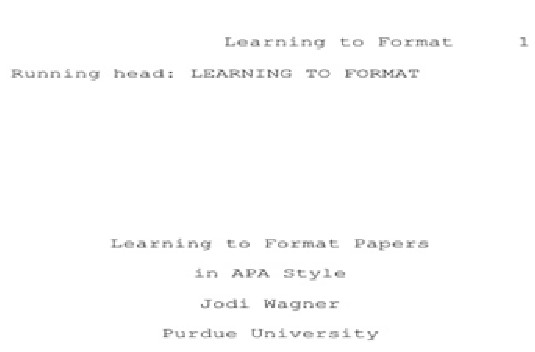
xiii. Appendices, if any

Prelims (Inner title - content list) will be numbered in Roam numerals - i, ii, iii,   
iv, etc.

Arabic numerals (1, 2, 3, etc.) will begin from Chapter 1:

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LESSON 45



RESEARCH METHODOLOGY

Outline:

Understanding the Concept of Documentation   
Abstract

Headings   
Visuals

List of References

In-Text Citations: The Basics APA Citation Basics

Personal Communication   
Citing Indirect Sources   
Electronic Sources

Reference List: Basic Rules

Understanding the Concept of Documentation

How to make documents

i) MLA Modern Language Association (name & page ref at each place where source is used, a parenthetical citation system

ii) APA American psychological association a parenthetical citation system source name and publication system and sometimes page reference

Your essay should be typed, double-spaced on standard-sized paper (8.5 X 11 inches)   
with margins of 1 inch on all sides. Your final essay should include, in the order indicated   
below, as many of the following sections as are applicable, each of which should begin   
on a separate page:

Title page: includes a running head for publication, title, and byline and affiliation.

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General APA Guidelines



Image Caption: Sample APA title page; running head and page number in upper righthand corner, definition of running head IN ALL CAPS, and vertically and horizontally centers the title of the paper, its author and her affiliation to the page.

Page Numbers and Running Head

In the upper right-hand corner of each page, include a 1-2 word version of your title. Follow with five spaces and then the page number.

Abstract

If your instructor requires an abstract, write a 75-100 word overview of your essay which should include your main idea and your major points. You also may want to mention any implications of your research. Place the abstract on its own page immediately after the title page. Center the word Abstract and then follow with the paragraph.

Headings

Although not absolutely necessary, headings can be helpful. For undergraduate papers, only one level of heading is necessary. Major headings should be centered. Capitalize every word in the heading except articles (a, the), short prepositions (in, by, for), and coordinating conjunctions (and, but, or).

Visuals

Visuals such as tables and figures include graphs, charts, drawings, and photographs. Try to keep the visuals as simple as possible and clearly label each visual with an Arabic numeral (ex: Table 1, Table 2, etc.) and include the title of the visual. The label and the title should appear on separate lines above the table, flush left. Below the table, provide the source. A sample Figure treatment is shown below.

Reference List: Basic Rules

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page References (with no quotation marks, underlining, etc.), centered at the top of the page. It should be double-spaced just like the rest of your essay.

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All lines after the first line of each entry in your reference list should be indented one-half   
inch from the left margin. This is called hanging indentation. Authors' names are   
inverted (last name first); give the last name and initials for all authors of a particular   
work unless the work has more than six authors. If the work has more than six authors,   
list the first six authors and then use et al. after the sixth author's name to indicate the rest   
of the authors. Reference list entries should be alphabetized by the last name of the first   
author of each work. If you have more than one article by the same author, single-author   
references or multiple-author references with the exact same authors in the exact same   
orders are listed in order by the year of publication, starting with the earliest. When   
referring to any work that is NOT a journal, such as a book, article, or Web page,   
capitalize only the first letter of the first word of a title and subtitle, the first word after a   
colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the   
second word in a hyphenated compound word. Capitalize all major words in journal   
titles. Italicize titles of longer works such as books and journals. Do not italicize,   
underline, or put quotes around the titles of shorter works such as journal articles or   
essays in edited collections.

List of References

Create your list of references on its own page after the last page of your text. Center the title References one inch from the top of the page. Give double space. Alphabetize the list of references by the last name of the authors. If the work has no author or editor, alphabetize the work by the first word of the title (excluding A, An, or The).

In-Text Citations: The Basics

Reference citations in text are covered on pages 207-214 of the Publication Manual.   
What follows are some general guidelines for referring to the works of others in your   
essay.

Note: APA style requires authors to use the past tense or present perfect tense when using   
signal phrases to describe earlier research. E.g., Jones (1998) found or Jones (1998) has   
found...

APA Citation Basics

When using APA format, follow the author-date method of in-text citation. This means   
that the author's last name and the year of publication for the source should appear in the   
text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at   
the end of the paper.

If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining

Always capitalize proper nouns, including author names and initials: D. Jones.

If you refer to the title of a source within your paper, capitalize all words that are four   
letters long or greater within the title of a source: Permanence and Change. Exceptions   
apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: Writing

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New Media, There Is Nothing Left to Lose. (Note that in your References list, only the first word of a title will be capitalized: Writing new media.)

When capitalizing titles; capitalize both words in a hyphenated compound word: NaturalBorn Cyborgs.

Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's Vertigo."

Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: The Closing of the American Mind; The Wizard of Oz; Friends.

Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially   
when it was their first time" (p. 199).Jones (1998) found "students often had the difficulty   
using APA style" (p. 199); what implications does this have for teachers? If the author is   
not named in a signal phrase, place the author's last name, the year of publication, and the   
page number in parentheses after the quotation. She stated, "Students often had difficulty   
using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines,   
and omit quotation marks. Start the quotation on a new line, indented five spaces from   
the left margin. Type the entire quotation on the new margin and indent the first line of   
any subsequent paragraph within the quotation five spaces from the new margin.   
Maintain double-spacing throughout. The parenthetical citation should come after closing   
punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to provide also the page number (although it is not required.)According to Jones (1998), APA style is a difficult citation format for first-time learners APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

In-Text Citations: Author/Authors

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APA style has a series of important rules on using author names as part of the author-date system. There are additional rules for citing indirect sources, electronic sources, and sources without page numbers.

Citing an Author or Authors

A Work by Two Authors: Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use "&" in the parentheses.

Research by Wegener and Petty (1994) showed... (Wegener & Petty, 1994)

A Work by Three to Five Authors:

List all the authors in the signal phrase or in parentheses the first time you cite the source. (Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(Kernis et al., 1993)

In et al., et should not be followed by a period.

Six or More Authors:

Use the first author's name followed by et al. in the signal phrase or in parentheses.   
 Harris et al. (2001) argued...

(Harris et al., 2001)

Unknown Author:

If the work does not have an author, cite the source by its title in the signal phrase or use   
the first word or two in the parentheses. Titles of books and reports are italicized or   
underlined; titles of articles and chapters are in quotation marks. A similar study was   
done of students learning to format research papers ("Using APA," 2001).   
Note: In the rare case the "Anonymous" is used for the author, treat it as the author's   
name (Anonymous, 2001). In the reference list, use the name Anonymous as the author.

Organization as an Author:

If the author is an organization or a government agency, mention the organization in the   
signal phrase or in the parenthetical citation the first time you cite the source. According   
to the American Psychological Association (2000),...If the organization has a well-known   
abbreviation, include the abbreviation in brackets the first time the source is cited and   
then use only the abbreviation in later citations. First citation: (Mothers Against Drunk   
Driving [MADD], 2000)

Second citation: (MADD, 2000)

Two or More Works in the Same Parentheses:

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Berndt, 2002; Harlow, 1983)

Authors with the Same Last Name:

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To prevent confusion, use first initials with the last names.   
 (E. Johnson, 2001; L. Johnson, 1998)

Two or More Works by the Same Author in the Same Year:

If you have two sources by the same author in the same year, use lower-case letters (a, b,

c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.

Research by Berndt (1981a) illustrated that...

Personal Communication:

For interviews, letters, e-mails, and other person-to-person communication, cite the communicator’s name, the fact that it was personal communication, and the date of the communication. Do not include personal communication in the reference list.   
(E. Robbins, personal communication, January 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

Citing Indirect Sources

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

Johnson argued that... (as cited in Smith, 2003, p.102).

Note: When citing material in parentheses, set off the citation with a comma, as above.

Electronic Sources

If possible, cite an electronic document the same as any other document by using the author-date style.

Kenneth (2000) explained...

Unknown Author and Unknown Date:

If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date").   
Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

Sources without Page Numbers

When an electronic source lacks page numbers, you should try to include information that will help readers find the passage being cited. When an electronic document has numbered paragraphs; use the symbol, or the abbreviation "Para" followed by the paragraph number (Hall, 2001, 5) or (Hall, 2001, Para. 5). If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. Note that in some electronic sources, like Web pages, people can use the Find function in their browser to locate any passages you cite. According to Smith (1997), (Mind over Matter section, para. 6).

Note: Never use the page numbers of Web pages you print out; different computers print Web pages with different pagination.

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Reference List: Author/Authors

The following rules for handling works by a single author or multiple authors apply to all APA-style references in your reference list, regardless of the type of work (book, article, electronic resource, etc.)

Single Author

Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. Current Directions in Psychological Science, 11, 7-10.

Two Authors

List by their last names and initials. Use the "&" instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The   
hedonic contingency hypothesis. Journal of Personality & Social Psychology, 66, 1034-  
1048.

Three to Six Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by "&"

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. Journal of Personality and Social Psychology, 65, 1190-1204.

More Than Six Authors

If there are more than six authors, list the first six as above and then "et al.," which stands for "and others." Remember not to place a period after "et" in "et al."

Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001).   
Writing labs and the Hollywood connection. Journal of Film and Writing, 44(3), 213-  
245.

Organization as Author

American Psychological Association (2003)

Unknown Author

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-  
Webster.

NOTE: When your essay includes parenthetical citations of sources with no author   
named, use a shortened version of the source's title instead of an author's name. Use   
quotation marks and italics as appropriate. For example, parenthetical citations of the two   
sources above would appear as follows: (Merriam-Webster's, 1993) and ("New Drug,"   
1993).

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Two or More Works by the Same Author

Use the author's name for all entries and list the entries by the year (earliest comes first).

Berndt, T.J. (1981).

Berndt, T.J. (1999).

When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. Educational Psychologist, 34, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. Child Development, 66, 1312-1329.

References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author or the last name of the third if the first and second authors are the same.

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections   
of juror judgments: Implications for jury instructions. Psychology, Public Policy, & Law,   
6, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. European Journal of Social Psychology, 24, 25-43.

Two or More Works by the Same Author in the Same Year

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berdnt (1981a) makes similar claims..."

Berndt, T. J. (1981a). Age changes and changes over time in pro-social intentions and behavior between friends. Developmental Psychology, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on pro-social intentions and behavior. Child Development, 52, 636-643.

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Reference List: Articles in Periodicals   
 Basic Form

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentencecase, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages.

Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. Journal of Comparative and Physiological Psychology, 55, 893-896.

Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue numbers are not italicized or underlined.

Scruton, R. (1996). The eclipse of listening. The New Criterion, 15(30), 5-13. Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. Time, 135, 28-31.

Article in a Newspaper

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in   
APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or   
pp. C1, C3-C4.

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. The Country Today, pp. 1A, 2A.

Letter to the Editor

Moller, G. (2002, August). Ripples versus rumbles [Letter to the editor]. Scientific   
 American, 287(2), 12.

Review

Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book The self-  
 knower: A hero under control]. Contemporary Psychology, 38, 466-467.

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Reference List: Books   
Basic Format for Books

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

NOTE: For "Location," you should always list the city, but you should also include the   
state if the city is unfamiliar or if the city could be confused with one in another state.

Calfee, R. C., & Valencia, R. R. (1991). APA guide to preparing manuscripts for journal publication. Washington, DC: American Psychological Association.

Edited Book, No Author

Duncan, G.J., & Brooks-Gunn, J. (Eds.). (1997). Consequences of growing up poor. New York: Russell Sage Foundation.

Edited Book with an Author or Authors

Plath, S. (2000). The unabridged journals (K.V. Kukil, Ed.). New York: Anchor.

A Translation

Laplace, P. S. (1951). A philosophical essay on probabilities. (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

NOTE: When you cite a republished work, like the one above, work in your text, it should appear with both dates: Laplace (1814/1951).

Edition Other Than the First

Helfer, M.E., Keme, R.S., & Drugman, R.D. (1997). The battered child (5th ed.). Chicago: University of Chicago Press.

Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), Gender issues across the life cycle (pp. 107-123). New York: Springer.

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Multivolume Work

Wiener, P. (Ed.). (1973). Dictionary of the history of ideas (Vols. 1-4). New York: Scribner's.

Reference List: Other Print Sources

An Entry in an Encyclopedia

Bergmann, P. G. (1993). Relativity. In The New Encyclopedia Britannica (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Work Discussed in a Secondary Source

List the source, the work was discussed in:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-  
route and parallel-distributed-processing approaches. Psychological Review, 100, 589-  
608.

NOTE: Give the secondary source in the references list; in the text, name the original   
work, and give a citation for the secondary source. For example, if Seidenberg and   
McClelland's work is cited in Coltheart et al. and you did not read the original work, list   
the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller,   
1993)

Dissertation Abstract

Yoshida, Y. (2001). Essays in urban transportation (Doctoral dissertation, Boston College, 2001). Dissertation Abstracts International, 62, 7741A.

Government Document

National Institute of Mental Health. (1990). Clinical training in serious mental illness   
(DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing   
Office.

Report from a Private Organization

American Psychiatric Association. (2000). Practice guidelines for the treatment of patients with eating disorders (2nd ed.). Washington, D.C.: Author.

Conference Proceedings

Schnase, J.L., & Cunnius, E.L. (Eds.). (1995). Proceedings from CSCL '95: The First   
International Conference on Computer Support for Collaborative Learning. Mahwah,   
NJ: Erlbaum.

Reference List: Electronic Sources   
Article from an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

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Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of online   
periodical, volume number (issue number if available). Retrieved month day, year, from   
<http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who

Make Websites, 149. Retrieved May 2, 2006 from

[http://www.alistapart.com/articles/writeliving](http://www.alistapart.com/articles/writeliving/)

Online Scholarly Journal Article

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of journal,   
volume number. Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. Journal of

Buddhist Ethics, 8.Retrieved February 20, 2001, from

<http://www.cac.psu.edu/jbe/twocont.html>

If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the article's title.

Whitmeyer, J.M. (2000). Power through appointment [Electronic version]. Social Science Research, 29, 535-555.

Article from a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval and the proper name of the database. This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required. (For more about citing articles retrieved from electronic databases, see page 278 of the Publication Manual.)

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas.   
Journal of Abnormal Eating, 8(3). Retrieved February 20, 2003, from PsycARTICLES   
database.

Non Periodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt   
around to find the information; don't be lazy. If there is a page like   
<http://www.somesite.com/somepage.htm>, and somepage.htm doesn't have the information   
you're looking for, move up the URL to <http://www.somesite.com/>):

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved month   
date, year, from [http://Web](http://web/) address.

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NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Moreover, if there isn't a date available for the document, then use (n.d.) for no date.

Chapter or Section of a Web Document

Author, A. A., & Author, B. B. (Date of publication). Title of article. In Title of book or   
larger document (chapter or section number). Retrieved month day, year from   
[http://www.someaddress.com/full/url/.](http://www.someaddress.com/full/url/./)

Engelshcall, R. S. (1997). Module mod\_rewrite: URL Rewriting Engine. In Apache   
HTTP Server Version 1.3 Documentation (Apache modules.) Retrieved March 10, 2006   
from <http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html>

NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

E-mail

E-mails are not included in the list of references, though you parenthetically cite them in your main text: (E. Robbins, personal communication, January 4, 2001).

Online Forum or Discussion Board Posting

Message posted to an online newsgroup, forum, or discussion group. Include the title of the message and the URL of the newsgroup or discussion board.

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25].   
Message posted to <http://groups.earthlink.com/forum/messages/00025.html>

NOTE: If only the screen name is available for the author, then use the screen name;   
however, if the author provides a real name, use their real name instead. Be sure to   
provide the exact date of the posting. Follow the date with the subject line, the thread of   
the message (not in italics). Provide any identifiers in brackets after the title as in other   
types of references.

Computer Software

Ludwig, T. (2002). Psych Inquiry [computer software]. New York: Worth.

For more help with citing electronic sources, see [the APA style web site's coverage of](http://www.apastyle.org/elecref.html)   
[electronic references](http://www.apastyle.org/elecref.html) or [Frequently Asked Questions about APA Style](http://www.apastyle.org/faqs.html) from the APA web   
site, or visit our additional resources section.

Reference List: Other Non-Print Sources

Interviews, Email, and Other Personal Communication

No personal communication is included in your reference list; instead, parenthetically cite the communicator’s name, the fact that it was personal communication and the date of the communication in your main text only.

(E. Robbins, personal communication, January 4, 2001).

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A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

Motion Picture

Basic reference list format:

Producer, P. P. (Producer), & Director, D.D. (Director). (Date of publication). Title of motion picture [Motion picture]. Country of origin: Studio or distributor.

Note: If a movie or video tape is not available in wide distribution, add the following to   
your citation after the country of origin: (Available from Distributor name, full address   
and zip code).

A Motion Picture or Video Tape with International or National Availability

Smith, J.D. (Producer), & Smithee, A.F. (Director). (2001). Really big disaster movie [Motion picture]. United States: Paramount Pictures.

A Motion Picture or Video Tape with Limited Availability

Harris, M. (Producer), & Turley, M. J. (Director). (2002). Writing labs: A history [Motion picture]. (Available from Purdue University Pictures, 500 Oval Drive, West Lafayette, IN 47907)

Television Broadcast or Series Episode

Producer, P. P. (Producer). (Date of broadcast or copyright). Title of broadcast [Television broadcast or Television series]. City of origin: Studio or distributor.

Single Episode of a Television Series

Writer, W. W. (Writer), & Director, D.D. (Director). (Date of publication). Title of episode [Television series episode]. In P. Producer (Producer), Series title. City of origin: Studio or distributor.

Wendy, S. W. (Writer), & Martian, I.R. (Director). (1986). The rising angel and the falling ape [Television series episode]. In D. Dude (Producer), Creatures and monsters. Los Angeles: Belarus Studios.

Television Broadcast

Important, I. M. (Producer). (1990, November 1). The nightly news hour [Television   
 broadcast]. New York: Central Broadcasting Service.

A Television Series

Bellisario, D.L. (Producer). (1992). Exciting action show [Television series]. Hollywood:   
 American Broadcasting Company.

Music Recordings

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Songwriter, W. W. (Date of copyright). Title of song [Recorded by artist if different from   
 song writer]. On Title of album [Medium of recording]. Location: Label. (Recording date

if different from copyright date).

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On Captain fantastic and the brown dirt cowboy [CD]. London: Big Pig Music Limited.

For more about citing audiovisual media, see pages 266-269 of the Publication Manual.

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