EFECTIVE PRESENTATION TECHNIQUES

1. Use visual aids

Using pictures in your presentations instead of words can double the chances of meeting your objectives.

2. Keep it short and sweet

There is an old adage that said – "No one ever complained of a presentation being too short." Nothing kills a presentation more than going on too long.

There are some college professors who will penalise a short presentation (most lecturers see no problem in droning on) , but for most people a shorter presentation is better. Keep your presentation to under 22 minutes if you can.

3. Use the rule of three

A simple technique is that people tend to only remember three things. Work out what the three messages that you want your audience to take away and structure your presentation around them. Use a maximum of three points on a slide.

4. Rehearse

Practice makes for perfect performance. Many experts say that rehearsal is the biggest single thing that you can do to improve your performance. Perform your presentation out loud at least four times. One of these should be in front of a real scary audience. Family, friends or colleagues. Even the dog is better than nothing.

5. Tell stories

All presentations are a type of theatre. Tell stories and anecdotes to help illustrate points. It all helps to make your presentation more effective and memorable.

6. Lose the bullet points – don't put your speaker notes up on the screen

Bullet points are the kiss of death for most presentations. Most people use bullet points as a form of speaker notes. To make your presentation more effective put your speaker notes in your notes and not up on the screen.

7. Video yourself

Set up a video camera and video yourself presenting. You will see all sorts of mistakes that you are making, from how you are standing, if you are jangling keys, to how well your presentation is structured.

8. Know what slide is coming next

You should always know when presenting which slide is coming up next. It sounds very powerful when you say "On the next slide [Click] you will see...", rather than than a period of confusion when the next slide appears.

9. Have a back-up plan

Murphy's law normally applies during a presentation. Technology not working, power cuts, projector blowing a bulb, spilling coffee on your front, not enough power leads, no loudspeakers, presentation displays strangely on the laptop – all of these are things that have happened in presentations that I have given.

Have a back-up plan. Take with you the following items – a printed out set of slides – (you can hold these up to the audience if you need to), a CD or data stick of your presentation, a laptop with your slides on it. Just in case it goes wrong.

Guess what? When you have back-ups – you seldom need to use them.

10. Check out the presentation room

Arrive early and check out the presentation room. If you can make sure that you see your slides loaded onto the PC and working on the screen. Work out where you will need to stand.

ANALYZING AUDIENCE AND LOCALE

- Audiences are egocentric. (WIIFM?)
- Audiences will judge a speech based on what they already know and believe.
- To be an effective public speaker, you must relate your message to an audience's existing interests/concerns, knowledge, and beliefs.
- Examine the demographic traits of the audience:
    - age
    - gender/sex
    - racial, ethnic, or cultural background
    - religious views

- group membership
- occupation, SES, education, intelligence
- Examine the features of the audience unique to the situation:
  - consider the size of the audience
  - consider the physical setting
  - consider the audience's disposition toward the:
    - topic
    - speaker (you)
    - occasion
- Questions to consider about your audience:
  - What is your audience's experience with your topic?
  - What terms and concepts will they probably not understand?
  - What do you need to tell them so that they understand your meaning?
  - What misconceptions might they have

Organizing contents

- Differentiate yourself from your competitors.
- Convince your audience you are worth listening to.
- Deliver information that is understood and appreciated.
- Keep your audience listening and engaged from the beginning.

Here is a 7-step guide on **how to organize a perfect PowerPoint presentation**. It deals with what/when/how you should do something.

Step 1: Begin with your big message.

A big message is the main thing you want your audience to know about you. It is boring to hear so many presenters wasting the most important opening minutes with the standard "Thank you for …" or "My name is …". So start with the big message to set you apart from other presenters and convince your audience they need you. Then you may introduce yourself.

Step 2: Organize your content in 3 or 4 main topics.

People tends to find reasons for everything so if your PowerPoint presentation seems reasonable to them, they can understand it better. So you need to organize it into a coherent structure so it makes sense and organize into to 3 or 4 topics for easier remembering and understanding. Let's say you divide the presentation into 3 topics and organize the rest of content go under the 3 headings. So even if you talk really long and the audience may forget the details, they will still remember the main topics.

Step 3: Reinforce your big message with a visual illustration.

Pictures are always more memorable than words. Especially when you need to use many words to explain one thing, why not use a picture to show what it is. For example, when you need to deal with some statistics, it's better to create a chart than use plain words.

If you are allowed to make the picture humorous, it will be better.

Step 4: Eliminate as much text as you can; your slides are a visual aid not a reading exercise.

Good eye contact is the key of a successful PowerPoint presentation. You cannot eye contact with the audience if they are busy reading from the screen. So only the bullet points and key words should be remained on the slides. Since people can only concentrate on one thing at a time so they cannot listen to you while they are reading.

Step 5: Don't print the PowerPoint slides as handouts; create separate documents.

PowerPoint slides and documents have so many differences like backgrounds, fonts, etc. PowerPoint slides looks good on screens but not on papers. You'd better create reader-friendly documents because they are readable and people actually read them.

Step 6: End your presentation by returning to your opening big message.

Once you finish delivering content, repeat the big message you began with–to remind your audience what sets you apart. What's more, when you end where you began, your presentation has the seamless and satisfying quality of a good performance.

Step 7: Practice with a coach before the real presentation.

These wonderful dances or programs on TV are the results of the rehearsals you cannot see behind the stage. So a good coach can make your PowerPoint presentation more professional. It is really difficult to do things well at the first try. So practice some times and your coach will check you make good eye contact and speak conversationally.

PREPARING OUTLINE:

A preparation outline is a precursor to your speech outline. As its name suggests, a preparation outline helps you prepare your speech. Presentations that require significant research, visual aids, or other type of content outside of speech rehearsal usually require organization and preparation in the form of an outline.
An outline is a list of items organized according to a consistent principle. Each item may be divided into additional sub-items or sub-points. A preparation outline consists of three main sections, which includes the introduction, body, and conclusion. It also includes the title of the speech.

VISUAL AIDS:

Different types of visual aids

There are many different types of visual aids. The following advice will help you make the most of those most commonly used.

PowerPoint (or equivalent)

Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help you in your presentation; used badly, however, it can have the opposite effect. The general principles are:

Do	Don't
use a big enough font (minimum 20pt)	make it so small you can't read it
keep the background simple	use a fussy background image
use animations *when appropriate*	but don't over-do the animation - it gets distracting
make things visual	use endless slides of bulleted lists that all look the same

For more detailed gudiance see the **Using PowerPoint** study guide.

Overhead projector slides/transparencies

Overhead projector slides/transparencies are displayed on the overhead projector (OHP) — a very useful tool found in most lecture and seminar rooms. The OHP projects and enlarges your slides onto a screen or wall without requiring the lights to be dimmed. You can produce your slides in three ways:

- pre-prepared slides : these can be words or images either hand written/drawn or produced on a computer;

- spontaneously produced slides: these can be written as you speak to illustrate your points or to record comments from the audience;

- a mixture of each: try adding to pre-prepared slides when making your presentation to show movement, highlight change or signal detailed interrelationships.

Make sure that the text on your slides is large enough to be read from the back of the room. A useful rule of thumb is to use 18 point text if you are producing slides with text on a computer. This should also help reduce the amount of information on each slide. Avoid giving your audience too much text or overly complicated diagrams to read as this limits their ability to listen. Try to avoid lists of abstract words as these can be misleading or uninformative.

White or black board

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify your title or to record your key points as you introduce your presentation (this will give you a fixed list to help you recap as you go along). Rather than expecting the audience to follow your spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help your audience take accurate notes. However, once you have written something on the board you will either have to leave it there or rub it off - both can be distracting to your audience. Check to make sure your audience has taken down a reference before rubbing it off - there is nothing more frustrating than not being given enough time! Avoid leaving out of date material from an earlier point of your presentation on the board as this might confuse your audience. If you do need to write 'live', check that your audience can read your writing.

Paper handouts

Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

Flip chart

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation — you can even use pre-prepared sheets for key points. Record information as you go along, keeping one main idea to each sheet. Flip back through the pad to help you recap your main points. Use the turning of a page to show progression from point to point. Remember to make your writing clear and readable and your diagrams as simple as possible.

Video (DVD or VHS)

Video gives you a chance to show stimulating visual information. Use video to bring movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing any more film than you need.

Artefacts or props

Sometimes it can be very useful to use artefacts or props when making a presentation (think of the safety routine on an aeroplane when the steward shows you how to use the safety equipment). If you bring an artefact with you, make sure that the object can be seen and be prepared to pass it round a small group or move to different areas of a large room to help your audience view it in detail. Remember that this will take time and that when an audience is immersed in looking at an object, they will find it hard to listen to your talk. Conceal large props until you need them; they might distract your audience's attention.

Designing visual aids

There are many different rules for designing visual aids, some of which will apply directly to different kinds of equipment. In general, sticking to the following guidelines will produce high quality visual images:

- use one simple idea for each visual;

- make the text and diagrams clear and readable;

- avoid cluttering the image;

- keep your images consistent (use the same font, titles, lay out etc. for each image);

- make sure your images are of a high quality (check for spelling and other errors).

  Always remember that an audience should be able to understand a visual image in a matter of seconds.

  Room layout

Remember that your audience needs to be able to see you as well as your visual aids. Try to involve every member of your audience by changing the layout of your room. Below are some suggested layouts to help maximise contact between you, your audience and your visual aids.

NUANCES OF DELIVERY:

There are four ways in which a speaker can deliver his or her information. Once can speak from his head, commit every word to memory, read from a script or use a blended approach.

Choosing the Right Speech Delivery

So, you are asked to perform a speech before your graduating class. No biggie. Just get up on stage and speak your piece. People will love it. They may even throw roses at the stage.

Well, that may be the case if you are familiar with your audience and, well, they are a very forgiving bunch of fellows. That's mostly because there is more to giving a speech than the actual content. Sure, facts must be accurate. The message should be important, and the speaker must be engaging and well-groomed. That's the stuff Public Speaking 101 is made of.

A good speaker will also think about the **delivery method**, or the way in which the speech will be conveyed to the audience. There are a few ways in which this is done:

- Impromptu

- Extemporaneous
- Manuscript
- Memorized

Let's explore them now.

Impromptu Speeches

Suppose while attending your best friend's wedding, the guests begin chanting your name followed by the words 'Speech, Speech, Speech!'

Frightened at the possibility of having leftover prime rib thrown in your direction, your first thought is to hide behind a potted plant. After all, it is your friend's wedding and you are the best man, so you reluctantly get on stage and begin yapping. You might talk about your friendship, his many former girlfriends all of which you liked, his wife's mother and her facial mole, and the nasty creamed spinach that was served with dinner.

Pat yourself on the back! You just performed an **impromptu speech**. This is a speech that has no advanced planning or practice. Reflecting back on your speech, you are probably thinking about what you could have done better. Your black eye may very well be the catalyst for your regret in making those word choices. Well, lucky for you. If you are ever asked to speak before a crowd without advanced notice again, here are a few tips you can use:

- Think for a second about what you are going to say.
- Keep your points brief and to the point.
- Take a few seconds between thoughts to compose yourself.

If you take your time and think about what you would like to say, you probably will never put your foot in your mouth again. Some speeches play it a little safer. They are a combination of a researched speech and an off-the-cuff speech.

Extemporaneous Speeches

We learned that the impromptu speech can be tricky. Finding the right words without advanced notice may not be for every speaker. No need to worry. The **extemporaneous speech** is a perfect balance. This speech involves the speaker's use of notes and some embellishment to deliver a speech. To clear this up, a speaker who uses this method would have note cards or prompts that guide him from point to point, but he uses his own words as he goes along. What makes this different than an impromptu speech is that he has a loose guideline for his speech. He did not memorize anything; he just used cues to know where to go next.

There are advantages and disadvantages to this type of speech. For one, the audience will think you are a genius. You used few notes and appeared to know everything about the topic. But this is not something that can be done quickly. The same fact finding and research used for other types of speeches must be used here. The speaker also must rehearse this speech for timing, rhythm and flow. Now, if shooting from the hip is not your style, you may want to consider reading your speech.

Manuscript Speeches

In a **manuscript speech**, the speaker reads every word from a pre-written speech. This seems easy enough. Well, if your audience enjoys a bedtime story, it may work. Reading directly from the pages of a script has its benefits. You won't miss a single word or important fact. The downside? It can be boring. Without eye contact, animation or movement on stage, the audience may become disinterested. This is especially true if the speech is about a drab topic.

Relax, you can still use this method, but with a few tweaks.

- Maintain a conversational tone of voice.
- Be sure the content of the speech is already interesting to the audience.

If the audience does not feel like they are being read to, it will be much more enjoyable. Some speakers enjoy the free-wheeling style of the extemporaneous speech but want the safety net of a manuscript speech. No problem. There is a fourth type of speech that may work.

KINESICS:

Kinesics is the interpretation of body motion communication such as facial expressions and gestures, nonverbal behavior related to movement of any part of the body or the body as a whole. The equivalent popular culture term is body language, a term Ray Birdwhistell, considered the founder of this area of study,[1] neither used nor liked (on the grounds that what can be conveyed with the body does not meet the linguist's definition of language). Even so, many people use the term.

In a current application, kinesic behaviors are sometimes used as signs of deception by interviewers looking for clusters of movements to determine the veracity of the statement being uttered.

Relevant concepts include these:

- **Emblems** - Body movements or gestures that are directly translatable into a word or phrase
- **Illustrators** - Accompany or reinforce verbal messages
- **Affect Displays** - Show emotion
- **Regulators** - Control the flow and pace of communication
- **Adaptors** - Release physical or emotional tension

Kinesic behaviors are an important part of nonverbal communication. Body movements convey information, but interpretations vary by culture. As many movements are carried out at a subconscious or at least a low-awareness level, kinesic movements carry a significant risk of being misinterpreted in an intercultural communication situation.

How we move, which is often referred to as "body language", is called Kinesics by social scientists. As we have indicated earlier, the interpretation of these body movements is subject to change based on culture and gender. Researchers Ekman and Friesen established five basic purposes that these kind of movement serve, Emblems, Illustrators, Affect Displays, Regulators and Adaptors. Let's look briefly at each in turn.

Emblems

Emblems are nonverbal signals that can generally be translated directly into words. Most people within a culture or group agree on their meaning. A good example is the "A-OK" symbol made with the thumb and forefinger. Because these gestures can be directly translated into words, they are quick to use and unambiguous in their meaning. However, as we noted earlier, culture quickly comes into play when you move outside of your "home" culture. For instance, in many parts of the world this gesture is directly translated as "OK", but in other places it might be translated as "Zero" or "None", and in others it is even understood to represent an obscene gesture representing a body orifice. Quite a different interpretation than being OK!

Illustrators

Illustrators are movements that complement verbal communication by describing or accenting or reinforcing what the speaker is saying. People use illustrators to indicate the size of an object or to draw a picture in the air or to emphasize a key word in what they are saying. These might include pointing to an object in the room or pounding on the table. The frequency of use of illustrators may vary by culture, but they are used widely. Use of illustrators can help indicate interest, efforts to be clear or enthusiasm for the topic being discussed.

Affect Displays

Affect displays are nonverbal displays of the body or face that carry an emotional meaning or display affective states. Our gait (bouncing, suggesting happiness for instance, or slouched and shuffling, suggesting depression), and our facial movements (breaking into a big grin, suggesting pleasure, or frowning suddenly indicating displeasure) send a message about our feelings. Affect displays are often spontaneous and thus they may send signals that we would rather not convey based on social norms or our goals for communication. We will explore facial expressions more in a later section.

Regulators

Regulators are nonverbal messages that accompany speech to control or regulate what the speaker is saying. These might including the nodding of the head to indicate you are listening or understanding something, for instance, and you are encouraging the speaker to continue. Regulars are often associated with turn-taking in conversation, influencing the flow and pace of discussion. For instance, we might start to move away, signaling that we want communication to stop, or we may raise a finger or lift our head to indicate we want to speak, or perhaps show our palm to indicate we don't want a turn at speaking.

Adaptors

Adaptors are forms of nonverbal communication that often occur at a low level of personal awareness. They can be thought of a behaviors that are done to meet a personal need as one adapts to the specific communication situation. They include behaviors like twisting your hair, tapping your pen, scratching, tugging on your ear, pushing your glasses up your nose, holding yourself, swinging your legs, etc. Given the low level of awareness of these behaviors by the person doing them, the observer is sometimes more aware of the behaviors than the doer of them. Adaptors may thus serve unintentionally as clues to how a person is feeling. Adaptors are not intended for use in communication, but rather may represent behaviors learned early in life that are somehow cued by the current situation and which may be increased when the level of anxiety goes up in the situation.

Interviews:

An **interview** is a conversation where questions are asked and answers are given.[1] In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the *interviewer* and the other in the role of the *interviewee*. The interviewer asks questions, the interviewee responds, with participants taking turns talking. Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. One can contrast an interview which involves bi-directional communication with a one-way flow of information, such as a speech or oration.

Interviews usually take place face to face and in person, although modern communications technologies such as the Internet have enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software,[2] and of course telephone interviews can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth. Interviews can range from unstructured or free-wheeling and open-ended conversations in which there is no predetermined plan with prearranged questions,[3] to highly structured conversations in which specific questions occur in a specified order.[4] They can follow diverse formats; for example, in a ladder interview, a respondent's answers typically guide subsequent interviews, with the object being to explore a respondent's subconscious motives.[5][6] Typically the interviewer has some way of recording the information that is gleaned from the interviewee, often by writing with a pencil and paper, sometimes transcribing with a video or audio recorder, depending on the context and extent of information and the length of the interview. Interviews have a duration in time, in the sense that the interview has a beginning and an ending.

TYPES OF INTERVIEWS:

The Telephone Interview

Often companies request an initial telephone interview before inviting you in for a face to face meeting in order to get a better understanding of the type of candidate you are. The one benefit of this is that you can have your notes out in front of you. You should do just as much preparation as you would for a face to face interview, and remember that your first impression is vital. Some people are better meeting in person than on the phone, so make sure that you speak confidently, with good pace and try to answer

all the questions that are asked.

The Face-to-Face Interview

This can be a meeting between you and one member of staff or even two members.

The Panel Interview

These interviews involve a number of people sitting as a panel with one as chairperson. This type of interview is popular within the public sector.

The Group Interview

Several candidates are present at this type of interview. You will be asked to interact with each other by usually a group discussion. You might even be given a task to do as a team, so make sure you speak up and give your opinion.

The Sequential Interview

These are several interviews in turn with a different interviewer each time. Usually, each interviewer asks questions to test different sets of competencies. However, if you are asked the same questions, just make sure you answer each one as fully as the previous time.

The Lunch / Dinner Interview

This type of interview gives the employer a chance to assess your communication and interpersonal skills as well as your table manners! So make sure you order wisely (no spaghetti Bolognese) and make sure you don't spill your drink (non-alcoholic of course!).

All these types of interviews can take on different question formats, so once you've checked with your potential employer which type of interview you'll be attending, get preparing!

Here's a list of interview formats that you should prepare your answers for;

Competency Based Interviews

These are structured to reflect the competencies the employer is seeking for the particular job. These will usually be detailed in the job spec so make sure you read it through, and have your answers ready for questions such as "Give me an example of a time you worked as a team to achieve a common goal." For more examples of competency based questions click here.

Formal / Informal Interviews

Some interviews may be very formal, others may be very informal and seem like just a chat about your interests. However, it is important to remember that you are still being assessed, and topics should be friendly and clean!

Portfolio Based Interviews

In the design / digital or communications industry it is likely that you will be asked to take your portfolio along or show it online. Make sure all your work is up to date without too little or too much. Make sure that your images if in print are big enough for the interviewer to see properly, and always test your online portfolio on all Internet browsers before turning up.

The Second Interview

You've past the first interview and you've had the call to arrange the second. Congratulations! But what else is there to prepare for? You did as much as you could for the first interview! Now is the time to look back and review. You maybe asked the same questions you were asked before, so review them and brush up your answers. Review your research about the company; take a look at the 'About Us' section on their website, get to know their client base, search the latest news on the company and find out what the company is talking about.

Job interviews

A **job interview** is a one-on-one interview consisting of a conversation between a job applicant and a representative of an employer which is conducted to assess whether the applicant should be hired.[1] Interviews are one of the most popularly used devices for employee selection.[2] Interviews vary in the extent to which the questions are structured, from a totally unstructured and free-wheeling conversation, to a structured interview in which an applicant is asked a predetermined list of questions in a specified order; [3] structured interviews are usually more accurate predictors of which applicants will make good employees, according to research studies.[4]

A job interview typically precedes the hiring decision. The interview is usually preceded by the evaluation of submitted résumés from interested candidates, possibly by examining job applications or reading many resumes. Next, after this screening, a small number of candidates for interviews is selected.

Potential job interview opportunities also include networking events and career fairs. The job interview is considered one of the most useful tools for evaluating potential employees.[5] It also demands significant resources from the employer, yet has been demonstrated to be notoriously unreliable in identifying the optimal person for the job.[5] An interview also allows the candidate to assess the corporate culture and demands of the job.

Multiple rounds of job interviews and/or other candidate selection methods may be used where there are many candidates or the job is particularly challenging or desirable. Earlier rounds sometimes called 'screening interviews' may involve fewer staff from the employers and will typically be much shorter and less in-depth. An increasingly common initial interview approach is the telephone interview. This is especially common when the candidates do not live near the employer and has the advantage of keeping costs low for both sides. Since 2003, interviews have been held through video conferencing software, such as Skype.[6] Once all candidates have been interviewed, the employer typically selects the most desirable candidate(s) and begins the negotiation of a job offer.

Group COMMUNICATION

Group communication applies to groups containing between three and 20 people. Communication between two people is a dialog, and larger groups are unable to use group communication effectively. Quality group communication involves a facilitator and group members with a sense of belonging, common goals and mutual respect. Both verbal and nonverbal communication are components of group communication.

Successful group communication is essential in a business environment. Many variables come into play, starting with the seating arrangement. A circular seating arrangement allows all group members to make eye contact and interact with all other members. This forms the foundation for a web network style of communication, with all group members sharing ideas with each other. Sociologists find this type of group communication arrangement to be the most effective for generating ideas, making decisions and solving problems.

When the primary purpose of a group is to share information, an alternate arrangement is preferable. This form of group communication starts with a seating arrangement that emphasizes the group leader: for example a long table with the leader at one end. The leader presents information, and group members give feedback.

GROUP DISCUSSION

What is Group Discussion?

Group Discussion! Is a methodology or in a simple language you may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. GD may be used by an

interviewer at an organization, colleges or even at different types of management competitions.

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. Freshersworld.com brings you an elaborate section for GD as you had ever seen anywhere else. It is a very useful tool to screen the candidate's potential as well as their skills.

GD evaluation is done by the subject experts based on the discussions. A report will be prepared on analyzing the facts at the end of the discussion.

Some of the personality traits the GD is trying to gauge may include:

* Communication skills
* Interpersonal Skills
* Leadership Skills
* Motivational Skills
* Team Building Skills
* Analytical /Logical Skills
* Reasoning ability
* Different Thinking
* Initiative
* Assertiveness
* Flexibility
* Creativity
* Ability to think on ones feet
* Why GDs are implemented commonly:

The reason why institutes put you through a Group discussion and an interview, after testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

Company's Perspective:

Companies conduct group discussion after the written test to know more about your:

* Interactive Skills (how good you are at communication with other people)
* Behavior (how open-minded are you in accepting views contrary to your own)
* Participation (how good an active speaker you are & your attention to the discussion)
* Contribution (how much importance do you give to the group objective as well as your own)

Aspects which make up a Group Discussion are:

* Verbal Communication
* Non-verbal behavior
* Confirmation to norms
* Decision making ability
* Cooperation

MEETINGS

A meeting is a gathering of two or more people that has been convened[by whom?] for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement.[2] Meetings may occur face-to-face or virtually, as mediated by communications technology, such as a telephone conference call, a skyped conference call or a videoconference.

One can distinguish a meeting from other gatherings, such as a chance encounter (not convened), a sports game or a concert (verbal interaction is incidental), a party or the company of friends (no common goal is to be achieved) and a demonstration (whose common goal is achieved mainly through the number of demonstrators present, not through verbal interaction).

Meeting planners and other meeting professionals may use the term "meeting" to denote an event booked at a hotel, convention center or any other venue dedicated to such gatherings.[2][3] In this sense, the term "meeting" covers a lecture (one presentation), seminar (typically several presentations, small audience, one day), conference (mid-size, one or more days), congress (large, several days), exhibition or trade show (with manned stands being visited by passers-by), workshop (smaller, with active participants), training course, team-building session and kick-off event.

Common types of meeting include:

- Ad-hoc meeting, a meeting called for a special purpose

- Awayday, which takes place off-site and away from the participants' regular office surroundings
- Board meeting, a meeting of the board of directors of an organization
- Breakfast meeting
- Committee meeting, a coming-together of a defined subset of an organization
- Investigative meeting, generally when conducting a pre-interview, exit interview or a meeting among the investigator and representative
- Kickoff meeting, the first meeting with a project team and the client of the project to discuss the role of each team-member
- Management meeting, a meeting among managers
- Off-site meeting, also called "offsite retreat" and known as an Awayday meeting in the UK
- One-on-one meeting, between two individuals
- Pre-Bid Meeting, a meeting of various competitors and or contractors to visually inspect a jobsite for a future project. The meeting is normally hosted by the future customer or engineer who wrote the project specification to ensure all bidders are aware of the details and services expected of them. Attendance at a Pre-Bid Meeting may be mandatory. Failure to attend usually[quantify] results in a rejected bid.
- Staff meeting, typically a meeting between a manager and those that report to that manager
- Stand-up meeting, a meeting with attendees typically standing. The discomfort of standing for long periods helps to keep the meetings short.
- Team meeting, in project contexts - a meeting among colleagues working on various aspects of a team project
- Town hall meeting, an informal public gathering
- Work meeting, which produces a product or intangible result such as a decisioN

Conferences

A **conference** is a meeting of people who "confer" about a topic.

- Convention (meeting), meeting of a, usually large, group of individuals and/or companies in a certain field
- Academic conference, in science and academic, a formal event where researchers present results, workshops, and other activities.
- Business conference, organized to discuss business-related matters
- Conference call, in telecommunications, a call with more than two participants at the same time
- Conference hall, room where conferences are held
- News conference, an announcement to the press (print, radio, television) with the expectation of questions, about the announced matter
- Parent-teacher interview (conference), a meeting with a child's teacher to discuss grades and school performance
- Peace conference, a diplomatic meeting to end conflict.
- Professional conference
- Settlement conference, a meeting between the plaintiff and the respondent in lawsuit, wherein they try to settle their dispute without proceeding to trial
- Trade conference, or trade fair, with wider participation and providing the opportunity for business people and the general public

Unit 3-

Words and phrases

1. In order to

Usage: "In order to" can be used to introduce an explanation for the purpose of an argument.
Example: "In order to understand X, we need first to understand Y."

2. In other words

Usage: Use "in other words" when you want to express something in a different way (more simply), to make it easier to understand, or to emphasise or expand on a point.
Example: "Frogs are amphibians. In other words, they live on the land and in the water."

3. To put it another way

Usage: This phrase is another way of saying "in other words", and can be used in particularly complex points, when you feel that an alternative way of wording a problem may help the reader achieve a better understanding of its significance.
Example: "Plants rely on photosynthesis. To put it another way, they will die without the sun."

4. That is to say

Usage: "That is" and "that is to say" can be used to add further detail to your explanation, or to be more precise.
Example: "Whales are mammals. That is to say, they must breathe air."

5. To that end

Usage: Use "to that end" or "to this end" in a similar way to "in order to" or "so".
Example: "Zoologists have long sought to understand how animals communicate with each other. To that end, a new study has been launched that looks at elephant sounds and their possible meanings."

Adding additional information to support a point

Students often make the mistake of using synonyms of "and" each time they want to add further information in support of a point they're making, or to build an argument. Here are some cleverer ways of doing this.

6. Moreover

Usage: Employ "moreover" at the start of a sentence to add extra information in support of a point you're making.
Example: "Moreover, the results of a recent piece of research provide compelling evidence in support of…"

7. Furthermore

Usage:This is also generally used at the start of a sentence, to add extra information.
Example: "Furthermore, there is evidence to suggest that…"

8. What's more

Usage: This is used in the same way as "moreover" and "furthermore".
Example: "What's more, this isn't the only evidence that supports this hypothesis."

9. Likewise

Usage: Use "likewise" when you want to talk about something that agrees with what you've just mentioned.
Example: "Scholar A believes X. Likewise, Scholar B argues compellingly in favour of this point of view."

10. Similarly

Usage: Use "similarly" in the same way as "likewise".
Example: "Audiences at the time reacted with shock to Beethoven's new work, because it was very different to what they were used to. Similarly, we have a tendency to react with surprise to the unfamiliar."

11. Another key thing to remember

Usage: Use the phrase "another key point to remember" or "another key fact to remember" to introduce additional facts without using the word "also".
Example: "As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him."

12. As well as

Usage: Use "as well as" instead of "also" or "and".
Example: "Scholar A argued that this was due to X, as well as Y."

13. Not only… but also

Usage: This wording is used to add an extra piece of information, often something that's in some way more surprising or unexpected than the first piece of information.
Example: "Not only did Edmund Hillary have the honour of being the first to reach the summit of Everest, but he was also appointed Knight Commander of the Order of the British Empire."

14. Coupled with

Usage: Used when considering two or more arguments at a time.
Example: "Coupled with the literary evidence, the statistics paint a compelling view of…"

15. Firstly, secondly, thirdly…

Usage: This can be used to structure an argument, presenting facts clearly one after the other.
Example: "There are many points in support of this view. Firstly, X. Secondly, Y. And thirdly, Z.

16. Not to mention/to say nothing of

Usage: "Not to mention" and "to say nothing of" can be used to add extra information with a bit of emphasis.
Example: "The war caused unprecedented suffering to millions of people, not to mention its impact on the country's economy."

Words and phrases for demonstrating contrast

When you're developing an argument, you will often need to present contrasting or opposing opinions or evidence – "it could show this, but it could also show this", or "X says this, but Y disagrees". This section covers words you can use instead of the "but" in these examples, to make your writing sound more intelligent and interesting.

17. However

Usage: Use "however" to introduce a point that disagrees with what you've just said.
Example: "Scholar A thinks this. However, Scholar B reached a different conclusion."

18. On the other hand

Usage: Usage of this phrase includes introducing a contrasting interpretation of the same piece of evidence, a different piece of evidence that suggests something else, or an opposing opinion.
Example: "The historical evidence appears to suggest a clear-cut situation. On the other hand, the archaeological evidence presents a somewhat less straightforward picture of what happened that day."

19. Having said that

Usage: Used in a similar manner to "on the other hand" or "but".
Example: "The historians are unanimous in telling us X, an agreement that suggests that this version of events must be an accurate account. Having said that, the archaeology tells a different story."

20. By contrast/in comparison

Usage: Use "by contrast" or "in comparison" when you're comparing and contrasting pieces of evidence.
Example: "Scholar A's opinion, then, is based on insufficient evidence. By contrast, Scholar B's opinion seems more plausible."

21. Then again

Usage: Use this to cast doubt on an assertion.
Example: "Writer A asserts that this was the reason for what happened. Then again, it's possible that he was being paid to say this."

22. That said

Usage: This is used in the same way as "then again".
Example: "The evidence ostensibly appears to point to this conclusion. That said, much of the evidence is unreliable at best."

23. Yet

Usage: Use this when you want to introduce a contrasting idea.
Example: "Much of scholarship has focused on this evidence. Yet not everyone agrees that this is the most important aspect of the situation."

Adding a proviso or acknowledging reservations

Sometimes, you may need to acknowledge a shortfalling in a piece of evidence, or add a proviso. Here are some ways of doing so.

24. Despite this

Usage: Use "despite this" or "in spite of this" when you want to outline a point that stands regardless of a shortfalling in the evidence.
Example: "The sample size was small, but the results were important despite this."

25. With this in mind

Usage: Use this when you want your reader to consider a point in the knowledge of something else.
Example: "We've seen that the methods used in the 19th century study did not always live up to the rigorous standards expected in scientific research today, which makes it difficult to draw definite conclusions. With this in mind, let's look at a more recent study to see how the results compare."

26. Provided that

Usage: This means "on condition that". You can also say "providing that" or just "providing" to mean the same thing.
Example: "We may use this as evidence to support our argument, provided that we bear in mind the limitations of the methods used to obtain it."

27. In view of/in light of

Usage: These phrases are used when something has shed light on something else.
Example: "In light of the evidence from the 2013 study, we have a better understanding of…"

28. Nonetheless

Usage: This is similar to "despite this".
Example: "The study had its limitations, but it was nonetheless groundbreaking for its day."

29. Nevertheless

Usage: This is the same as "nonetheless".
Example: "The study was flawed, but it was important nevertheless."

30. Notwithstanding

Usage: This is another way of saying "nonetheless".
Example: "Notwithstanding the limitations of the methodology used, it was an important study in the development of how we view the workings of the human mind."

Giving examples

Good essays always back up points with examples, but it's going to get boring if you use the expression "for example" every time. Here are a couple of other ways of saying the same thing.

31. For instance

Example: "Some birds migrate to avoid harsher winter climates. Swallows, for instance, leave the UK in early winter and fly south…"

32. To give an illustration

Example: "To give an illustration of what I mean, let's look at the case of…"

Signifying importance

When you want to demonstrate that a point is particularly important, there are several ways of highlighting it as such.

33. Significantly

Usage: Used to introduce a point that is loaded with meaning that might not be immediately apparent.
Example: "Significantly, Tacitus omits to tell us the kind of gossip prevalent in Suetonius' accounts of the same period."

34. Notably

Usage: This can be used to mean "significantly" (as above), and it can also be used interchangeably with "in particular" (the example below demonstrates the first of these ways of using it).
Example: "Actual figures are notably absent from Scholar A's analysis."

35. Importantly

Usage: Use "importantly" interchangeably with "significantly".
Example: "Importantly, Scholar A was being employed by X when he wrote this work, and was presumably therefore under pressure to portray the situation more favourably than he perhaps might otherwise have done."

Summarising

You've almost made it to the end of the essay, but your work isn't over yet. You need to end by wrapping up everything you've talked about, showing that you've considered the arguments on both sides and reached the most likely conclusion. Here are some words and phrases to help you.

36. In conclusion

Usage: Typically used to introduce the concluding paragraph or sentence of an essay, summarising what you've discussed in a broad overview.
Example: "In conclusion, the evidence points almost exclusively to Argument A."

37. Above all

Usage: Used to signify what you believe to be the most significant point, and the main takeaway from the essay.
Example: "Above all, it seems pertinent to remember that…"

38. Persuasive

Usage: This is a useful word to use when summarising which argument you find most convincing.
Example: "Scholar A's point – that Constanze Mozart was motivated by financial gain – seems to me to be the most persuasive argument for her actions following Mozart's death."

39. Compelling

Usage: Use in the same way as "persuasive" above.
Example: "The most compelling argument is presented by Scholar A."

40. All things considered

Usage: This means "taking everything into account".
Example: "All things considered, it seems reasonable to assume that…"

DICTIONARY AND THESAURUS:
noun, plural **thesauruses, thesauri**
a dictionary of synonyms and antonyms, such as the onlineThesaurus..
any dictionary, encyclopedia, or other comprehensive reference book.

a storehouse, repository, or treasury.
Computers.

a. an index to information stored in a computer, consisting of acomprehensive list of subjects concerning which information may beretrieved by using the proper key terms.
b. a dictionary of synonyms and antonyms stored in memory for use inword processing.

DICTIONARY

a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage.
"I'll look up 'love' in the dictionary"
synonyms: lexicon, wordbook, glossary, vocabulary list, vocabulary, word list, wordfinder
"half of the words in his text were not in the dictionary"

- a reference book on a particular subject, the items of which are typically arranged in alphabetical order.
  "a dictionary of quotations"
- COMPUTING
  a set of words or other text strings made for use in applications such as spellcheckers.
  "the worm attempts to crack account passwords using a built-in dictionary"

A **dictionary** is a collection of words in one or more specific languages, often alphabetically (or by radical and stroke for ideographic languages), with usage of information, definitions, etymologies,phonetics, pronunciations, translation, and other information;[or a book of words in one language with their equivalents in another, also known as a lexicon. It is a lexicographical product designed for utility and function, curated with selected data, presented in a way that shows inter-relationship among the data.

A broad distinction is made between general and specialized dictionaries. Specialized dictionaries do not contain information about words that are used in language for general purposes—words used by ordinary people in everyday situations. Lexical items that describe concepts in specific fields are usually called terms instead of words, although there is no consensus whether lexicology and terminologyare two different fields of study. In theory, general dictionaries are supposed to be semasiological, mapping word to definition, while specialized dictionaries are supposed to be onomasiological, first identifying concepts and then establishing the terms used to designate them. In practice, the two approaches are used for both types.[3] There are other types of dictionaries that don't fit neatly in the above distinction, for instance bilingual (translation) dictionaries, dictionaries of synonyms (thesauri), or rhyming dictionaries. The word dictionary (unqualified) is usually understood to refer to a monolingual dictionary of general-purpose.

A different dimension on which dictionaries (usually just general-purpose ones) are sometimes distinguished is whether they are *prescriptive* or *descriptive*, the latter being in theory largely based onlinguistic corpus studies—this is the case of most modern dictionaries. However, this distinction cannot be upheld in the strictest sense. The choice of headwords is considered itself of prescriptive nature; for instance, dictionaries avoid having too many taboo words in that position. Stylistic indications (e.g. 'informal' or 'vulgar') present in many modern dictionaries is considered less than objectively descriptive as well.

SENTENSE CONSTRUCTION

- Sentence Fragments

There are four main problems that prevent people from writing complete, grammatically correct sentences. These problems include: (a) the sentence fragment; (b) the run-on sentence; (c) lack of subject-verb and pronoun-reference agreement; and (d) la ck of parallel structure.

Sentence Fragments

A fragment is a sentence which is not complete, and therefore not grammatically correct. Sentence fragments are problematic because they are disjointed and confusing to the reader. There are three main causes of fragments: (a) a missing subject; (b) a missing verb; (c) "danger" words which are not finished.

There are three ways to check for sentence completeness:

1. *Find the subject.* A subject is the noun or pronoun about which something is written. To find the subject of a sentence, identify who or what is doing the action. If there is no subject, the sentence is a fragment. Consider the two examples below.

"The student felt nervous before the speech."
"Thought about leaving the room."

The first sentence above is complete, because it contains both a subject and a verb. The subject of this sentence is the student. The sentence contains a subject which answers the question, "who or what felt nervous?" The second sentence is a fragment, because there is no identifiable subject. The sentence does not contain a subject which answers the question, "who or what thought about leaving?" To correct the second sentence, one could write: "He thought about leaving the room." Alternatively, on e could combine the two sentences to form one complete sentence: "The student felt nervous before the speech, and thought about leaving the room."

2. *Find the verb.* A verb is the action word in a sentence. Verbs express action, existence or occurrence. To find the verb in a sentence, identify what happened. If there is no identifiable action, the sentence is a fragment. Consider the two examples below.

"Many scientists, such as Einstein, think in strange ways."

"Many scientists think in strange ways. Einstein, for example."

This first example above has one complete sentence followed by a fragment. "Einstein, for example" is a fragment because there is no verb. "Einstein" serves as the subject (he is the one doing something), but the rest of the sentence does not express wh at action he is taking. The second example is a complete sentence. In this case, the sentence contains both a subject (scientists) and a verb (think). Alternatively, one could write the following: "Many scientists think in strange ways. Einstein, for example, could not tolerate more than one bar of soap in his home." In this case, there are two complete sentences. In the second sentence, the subject is Einstein and the verb is "could not tolerate."

3. *Check for "danger" words.* A danger word is one which introduces a thought that requires a follow-up phrase. Such words are sometimes called "cliff-hangers" because they begin a statement, but leave it "hanging" without a finish. Consider the phrases below.

"If you come home..."
"When the rain falls..."
"Because he is mean..."

The danger words in the sentences above are "if," "when" and "because." When these words are used at the beginning of a phrase, they require a follow-up phrase to conclude the thought.

Example: If you come home on time...*then what?*
Correct: If you come home on time, I will buy you a present.

Example: When it rains...*what happens?*
Correct: When it rains, the gutters become clogged.

Example: Because he is mean...*what is the result?*
Correct: Because he is mean, I will not take a class from him.

Danger words are helpful when writing sentences, but one must be sure to include a concluding phrase when these words are used.

Commonly used danger words include: after, unless, although, how, as if, when, because, where, before, while, if, until, once, so that, since, whether.

Run-on Sentences

A run-on sentence is one which actually contains two (or more) complete sentences without the proper punctuation to create separate sentences. There are two common

forms of the run-on: (1) the "comma splice" in which a comma is inserted between two comp lete sentences where a period should actually be used; (2) a lack of punctuation where a semi-colon or period is needed.

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Incorrect Examples - The Comma Splice

John is a musician, he plays the guitar for a living.
The girl walked home, she decided not to ride the bus.
He could only guess at the number of guests who attended the party, the entire yard was filled with people.

In each of the examples above, the two sentences are incorrectly joined by a comma, thus "splicing" two complete sentences together into one run-on sentence. To correct these run-on's, the comma should be replaced by a period, thus creating two separate sentences, as shown below.

Correct Examples

John is a musician. He plays the guitar for a living.
The girl walked home. She decided not to ride the bus.
He could only guess at the number of guests who attended the party. The entire yard was filled with people.

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Incorrect Examples - Lack of Punctuation

There is a problem with the television however no one is available to fix it.
Nobody knows what really happened the policeman said there was a fight.
That is the problem when people have conflict they attack each other personally.

In each of the examples above, some type of punctuation is needed to separate the two parts of the sentence: either a semi-colon or a period.

Correct Examples

There is a problem with the television; however, no one is available to fix it.
There is a problem with the television. However, no one is available to fix it.

Nobody knows what really happened; the policeman said there was a fight.
Nobody knows what really happened. The policeman said there was a fight.

That is the problem when people have conflict; they attack each other personally.
That is the problem when people have conflict. They attack each other personally.

Subject-Verb Agreement

In order for a sentence to be grammatically correct, the subject and verb must both be singular or plural. In other words, the subject and verb must agree with one another in their tense. If the subject is in plural form, the verb should also be in plur al form (and vice versa). To ensure subject-verb agreement, identify the main subject and verb in the sentence, then check to see if they are both plural or singular. Consider the examples below.

Incorrect examples - Subject-Verb Agreement

"The group of students are complaining about grades."
The main subject in this sentence is "group," which is singular. The main verb is "*are* complaining," which is plural.

"A recipe with more than six ingredients are too complicated."
The main subject in this sentence is "recipe," which is singular. The main verb is "are," which is plural.

"The facts in that complex case is questionable."
The main subject in this sentence is "facts," which is plural. The main verb, "is," is singular.

"The people is wearing formal attire."
The main subject in this sentence is "people," which is plural. The main verb is "is wearing," which is singular.

Correct examples

"The group of students is complaining about grades."
"A recipe with more than six ingredients is too complicated."
"The facts in that complex case are questionable."
"The people are wearing formal attire."

A variation of the subject-verb agreement is pronoun-reference agreement. In the case of pronoun-reference agreement, all of the pronouns should agree with one another in singular or plural tense. Consider the examples below.

Incorrect examples - Pronoun-Reference Agreement

"A manager should always be honest with their employees."
The subject in this sentence, "manager," is singular. The corresponding pronoun, "their," is plural.

"Organizations must be careful about discriminating against its employees."

The subject in this sentence is "organizations," which is plural. The corresponding pronoun, "its," is singular.

"If you really care about somebody, let them make their own choices."
In this sentence, the pronoun "somebody" is singular, but the corresponding pronouns, "them" and "their" are plural.

Correct examples

"A manager should always be honest with his (or her) employees."
"Organizations must be careful about discriminating against their employees."
"If you really care about somebody, let him (or her) make his (or her) own choices."

Parallel Structure

The parallel structure of a sentence refers to the extent to which different parts of the sentence match each other in form. When more than one phrase or description is used in a sentence, those phrases or descriptions should be consistent with one an other in their form and wording. Parallel structure is important because it enhances the ease with which the reader can follow the writer's idea. Consider the following examples.

Incorrect examples - Parallel Structure

Example One: "He is strong and a tough competitor."
Notice that "strong" and "a tough competitor" are not the in the same form. "Strong" and "competitive" are consistent in form.

Example Two: "The new coach is a smart strategist, an effective manager, and works hard."
Notice that "a smart strategist" and "an effective manager" are consistent with one another, but not consistent with "works hard."

Example Three: "In the last minute of the game, John intercepted the football, evaded the tacklers, and a touchdown was scored."
Notice that the first two phrases in this sentence are consistent with one another:

"intercepted the football" and "evaded the tacklers." However, the final phrase, "and a touchdown was scored" is not consistent with the first two phrases. **Correct examples**

Example One: "He is strong and competitive."
Example Two: "The new coach is a smart strategist, an effective manager, and a hard worker."
Example Three: "In the last minute of the game, John intercepted the football, evaded the tacklers, and scored a touchdown."

COMPONENTS OF A PARAGRAPH

Beginning the Paragraph
The first sentence in a paragraph tells the reader the overall theme or idea of the paragraph, and every paragraph helps develop the overall essay thesis or theme. Extremely long paragraphs sometimes begin with an attention-getting step before introducing a sentence to explain the overall paragraph topic. The introductory sentence that presents the topic must be clear and concise to avoid reader confusion. This sentence, "The Mustang changed the way Ford engineers approached car engineering for young automobile buyers," is an example of a concise topic sentence for a paragraph about the contribution of the Mustang model to the history of Ford company design.

Development and Support
The sentences after the thesis develop the main idea of the paragraph. Writers use sentences that include specific examples, illustrations and facts. Supporting sentences explain or support the paragraph's topic sentence or the argument made in the writing piece's main thesis. A mix of these supporting elements give added interest for the reader. Developmental sentences supporting the Mustang for young car buyers might detail youth interest in specific design features, such as convertible tops or the high-performance engine.

Ending the Paragraph
The last sentence or two in a good paragraph provide a summary and a psychological close for the reader that emphasize the main thought presented in the paragraph, according to composition scholar William Strunk, Jr. The summary sentence reviews the important points made in the supporting materials. Long paragraphs sometimes summarize the content with a related idea that brings the overall theme to a close. A closing sentence for a paragraph about the Ford Mustang might select the most-important selling feature for buyers under age 25.

Paragraphing Tips
The Online Writing Lab from Purdue University lists unity, coherence and adequate development as key elements of a quality paragraph. The writer should have a specific purpose in developing a new paragraph. William Strunk, Jr., author of the writing handbook "The Elements of Style," maintains that a paragraph shouldn't contain any unnecessary sentences. Every sentence, according to The Writing Center at the University of North Carolina, must relate to the single theme or idea of the paragraph. Good paragraphs typically have a minimum of 5 to 6 sentences to develop the main idea or theme for the reader, although paragraphs in a long writing piece vary in sentence length and number to add interest for the reader. The Utah State University Writing Guide warns against writing paragraphs containing more than 10 sentences.

THE ART OF CONDENSATION

Summarizing, condensation, or précis writing is an art.It aims at squeezing the meaning of a text into the fewest words. • Condensation means process of making a book shorter by taking out anything that is not necessary.

The process of condensation in creative writing is synonymous to précis writing.

Meaning of Précis • Précis is a French word that means to cut short. • In English , it is connected with the word precise that means something accurately expressed

A précis must be a concise, complete or lucid piece of writing • Précis means an abstract; and abstract means the essence. • A précis must contain the essence of the passage that has been squeezed

Steps to prepare a good précis • Go through the passage to grasp the general idea. • Prepare a skeleton of basic structure by noting down the main points and key words. • Exclude all the illustrations, elaborations, figurative comparison. • Prepare the first draft by joining the underlined words.

Following points must be checked in the first draft. • Use of Past Tense • Use of third person pronoun. • Use of indirect speech. • Précis must be one third of the original. • Main idea of the passage must be reflected through précis.

Title for Précis Writing • Title can be traced from the main idea of the passage. • Title must be short and relevant. • It must begin with a capital letter. • In case of story the main character or his experience can be the title.s

Example • Some books are not so important. We can just taste them by reading in some parts, instead of wasting our time on a through reading. Some other books lacking in depth and seriousness, can be completed in a hurried manner. In such cases, as a light novel, superficial reading would serve the purpose.It is like a swallowing a book,without showing much curiosity. There are only a few books which deserve o be studied very carefully.These books should be studied with so much concentration as we eat food to chew and to digest. Just as food taken in this manner gives nourishment to the body, the books studied in this manner strengthen our mind.If the subject matter of some books is not very important to us, we can read them by deputy;that is read their summaries prepared by others. This will save our time and labor. But this is possible only in the case of lesser sort of books.After all a summary is as dry and tasteless as distilled water. It loses the charm.

Solution • All books are not equally important. Some books can be read in parts, some in a hurried manner.Only a few books need to be thoroughly studied and preserved in mind.Summaries save time but lack the sweetness of the original books.

Reading comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning.[1] Although this definition may seem simple; it is not necessarily simple to teach, learn or practice (K12 Publishing, LLC, 2015.) An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

how applicants are screened for personal qualities

1. Communication Skills
The ability to communicate clearly and effectively in many mediums: by email, verbally, with lists and phone messages, on the phone, and with body language. Communication also includes listening skills and the ability to follow directions and provide feedback.

2. Honesty
Employers want accurate and timely information regarding their business and their employees. Made a mistake? Don't cover it up, admit it, and learn not to do it again.

3. Technical Competency
Most positions require certain skills that are advertised on the Job Posting. If you are hired to perform certain tasks then you should have the skills. Improving your skills along the way is also expected.

4. Work Ethic
Be at work on time, do what you were hired to do, meet targets and deadlines and work to the best of your ability. What more could an employer ask?

5. Flexibility
Employers and their employees need to react quickly to changing business conditions. Employers need employees who can change gears and adapt as required.

6. Determination and Persistence
Managers will give employees challenging goals but generally they are achievable. The key is to be able to work hard and keep moving forward when you encounter obstacles.

7. Ability to Work in Harmony with Co-Workers
Employers and managers like to have people working with them and for them who can get along with their colleagues and who can work with others effectively in different circumstances.

8. Eager and Willing to Add to Their Knowledge Base and Skills
As businesses change, there is often a need to find out new information, expand knowledge and explore new ways of doing things. People with an interest in learning, and a willingness to pass it on to others, become invaluable.

9. Problem-Solving Skills
Companies are looking for people who are motivated to take on challenges with minimal direction. Employees should see when something needs to be done and react accordingly.

10. Loyalty
Employers want and need to be able to trust their employees to work professionally to meet the employer's best interests. Employers do not want to hire people who require close scrutiny or who cannot be trusted to represent the company in public.

HOW TO SURVIVE AN INTER VIEW

Do Your Research

Before you even apply for a job, you should do some research into the company or business advertising. A few years ago this would have been a time consuming task, but now, with the popularity of "online marketing", all the information you need is just a few mouse clicks away. Before your interview, you should have a clear idea about the size of the company/business, the kind of work or clients they have and what role they would expect you to work in. Knowing a bit about the company or business that is interviewing you will always come in handy. There's nothing worse than being asked "so... do you know much about our business" when the answer is no!

If you find out that the job you have an interview for isn't really what you're looking for, there's no harm in attending the interview anyway... practice makes perfect.

Dress the Part

Having conducted many interviews in the past, I can honestly say, leave the suit and tie at home. In creative fields a suit is too rigid and old fashioned and you don't want to appear that way. This doesn't mean that you should turn up in your jeans and sneakers either (unless you're a freelance Illustrator with an outstanding portfolio... they seem to be excluded). Try to dress a little bit better than what's expected from the staff, this way you will show that you're putting in some effort, but also that you're not a bad match for the workplace. If you're really stuck, try on your outfit the evening before and ask a friends opinion.

Arrive on Time

Always arrive at the interview on time. If you're nervous beforehand, you'll be a mess if you're running late. Arriving on time is good for other reasons too. Sometimes it's all that separates you from the other applicants and every little bit helps.

Take a Printed Resume

You may not need to take along your resume, but having a few copies on hand doesn't hurt. Just the simple act of offering your resume in printed form shows that you're the kind of person who is prepared when they step into a meeting. It also gives you something to do when you first arrive (rather than shuffle your folio and look terrified).

Show Your Best Work

If you're a web developer or digital animator, you may want to display your work as a digital portfolio. If you do, you need to make your portfolio in a universal format (I use a full screen interactive PDF) and have a good laptop computer with you in case you need to use it. I have a 17" Macbook Pro, so showing my work in digital format is easy. If you don't have a decent laptop and work with images rather than animation or web, then a printed portfolio is still your best option.

Printed portfolios should have a nice display folder with good quality plastic sleeves. Always print your work at the highest quality possible as a bad print will make you look unprofessional. No matter what format you use, remember to show your best work, not all your work. No more than 10 pieces should do the trick. Always start with your second best piece of work and end on the best.

Listen

Try not to speak over the person who's interviewing you and listen to what they have to say. It's sometimes hard to fight the urge to say as much about yourself and your skills as possible, but the same as with your folio, it's not quantity it's quality. If you listen and answer questions thoughtfully you'll be able to slow down and think clearly about what you want to say. You don't want to leave an interview wondering if you said the wrong thing. On the flip side, coming across as arrogant or overbearing can reflect badly on your ability fulfil the job.

Be Yourself

Try not to act like someone you're not because chances are, when you're hired you will slowly turn back into the person you are. This means, don't talk endlessly about your "Typography Skills" when you don't really have any. Tell it like it is. There's no point selling yourself as something you're not, you will only end up in a job that you don't like with colleagues who think you're unprofessional.

Avoid Negativity

When someone asks you how your day has been, don't tell them the truth (unless you have something nice to say). Creative types like us have a tendency to over dramatize things. Don't let this be your downfall! Keep the conversation "light and fluffy", save the grumbling for the bigger issues (crazy deadlines, broken computers, buggy software, the coffee running out).

Stay in Contact

Once you've survived the interview itself, be sure to send a "Thank you email" no later than a day after the interview. Keep it short and sweet, anything too long or gushy will make you look obsessive or pushy. Simply thank the person who interviewed you for their time and considering you as a candidate.

Try, Try Again

More often than not, your first interview won't be your last. Think of it as a process and with every job missed a new one comes up, sometimes even better than the last. Never lose hope and always have faith in your own talent. As I always say, a happy designer is a good designer!