

Work Area 4: Written Communication

3.6 Use written communication skills to produce non-routine documents based on specific instructions

LO050 Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences;

LO051 Demonstrate the ability to describe the importance of confidentiality when communicating in writing

LO052 Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents.

LO053 Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar

LO054 Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation.

LO055 Demonstrate the ability to create different types of non routine documents after given specific instructions

LO056 Demonstrate the ability to prepare short reports from notes

LO057 Demonstrate the ability to prepare text from recorded audio instructions or shorthand



Module Details



Work Area Code:	4
Work area title:	Written Communication
Unit Code:	3.6
Unit Title:	Use written communication skills to produce non-routine documents based on specific instructions
Learning Outcomes Ids:	LO050, LO051, LO052, LO053, LO054. LO055, LO056, LO057
Learning Outcomes titles:	LO050 Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences; LO051 Demonstrate the ability to describe the importance of confidentiality when communicating in writing LO052 Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents. LO053 Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar LO054 Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation. LO055 Demonstrate the ability to create different types of non routine documents after given specific instructions LO056 Demonstrate the ability to prepare short reports from notes LO057 Demonstrate the ability to prepare text from recorded audio instructions or shorthand
Recommended Duration:	8 hours
Trainer:	



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- What do you take into consideration when you write a professional email?
- What about a f/b message to a friend?
- What are the differences?



Group discussion



Introduction: Components of written communication



- Style
- Diction
- Tone



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Challenges of our times



- Critical decisions are often based on written communication through letters, reports and emails.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Challenges of our times



- Direct mail lists, databases, and the Internet are strategic elements of business development.
- E-mails often replaces telephone communication



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Challenges of our times



- Written information is often circulated before being perfected, thus extra care is needed to produce well-written texts
- Often there are ambiguities that double the time it takes
- The shortness, the 'clarity' of the messages and the right focus are often sacrificed for the sake of speed.



The National Center on the Evaluation of Quality in the Workplace conducted a study in which **they asked American employers to identify the skills they considered most important to job performance.**

The employers listed **communication** as the second most critical job skill. (*Attitude was number one*)

Employers equate communication skills with the ability to **think clearly, examine alternatives, analyze information and make decisions.**

Everything you write must hit the mark because your career depends on it.



- The way in which something is written
- Not the meaning of what is written
- Style includes diction and tone

The word 'Style' is written in a large, elegant, golden-brown cursive script, positioned on the right side of the slide.



- The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing
- Consistency is vital.
- Switching styles can distract the reader and diminish the believability of the paper's argument.

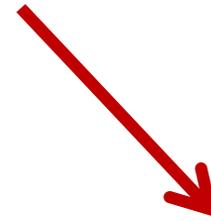
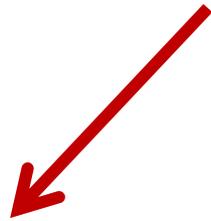
The word 'Style' is written in a large, elegant, golden-brown cursive script, positioned on the right side of the slide.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

STYLE



DICTION

TONE



- Diction is choice of words
- When writing, use vocabulary suited for the type of assignment and audience
- Words that have almost the same meaning can have very different connotations
- consider positive or negative connotations of the words chosen
- Level of formality



- The overall tone, or attitude, of a document, message or note should be appropriate to the audience and purpose.
- The tone may be:
 - objective or subjective
 - logical or emotional
 - intimate or distant
 - serious or humorous

A black speech bubble with a white outline, containing the text "Watch your tone." in a white, handwritten-style font.

"Watch your tone."





- All business professionals need to be effective in communicating to succeed.
- To achieve this, it is essential to recognize and correct any bad habits we have when writing documents and to replace them with good and effective habits, such as effectively targeting our papers and focusing on the reader/audience.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Methodological tool

EUPA_LO_050_M_001

The purpose of the text



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



• ANY BETTER?

A red square poster with a white crown at the top. Below the crown, the text 'KEEP CALM AND GET BETTER' is written in a bold, white, sans-serif font, arranged in four lines: 'KEEP', 'CALM', 'AND', and 'GET BETTER'.

© 2013 KeepCalmStudio.com

ARE YOU SEEKING NEW OPPORTUNITIES, MORE MONEY, AND HIGHER STANDARD OF LIVING?

If this is what you are looking for, then take part in the **Small Business Programme** – a new initiative run by **Zedcom**.

The programme will teach you how to start up and run your own business.

You'll learn, in a simple and practical way, how to:

- Manage and market products
- Work out pricing levels
- Improve the quality of products and services
- Control stock
- Train and involve colleagues

You will also learn basic management skills and techniques. The programme is free of charge, so call 0800 000000 to register your place now.

Don't miss out – this is just the opportunity you have been waiting for!



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Informal Writing Style:**

- **Colloquial** - similar to a spoken conversation.
- May include slang, figures of speech, broken syntax
- **Simple** – Short sentences are acceptable and sometimes essential
- **Contractions and Abbreviations** – I'm, doesn't, couldn't, it's TV, photos
- **Empathy and Emotion** – The author can show empathy towards the reader

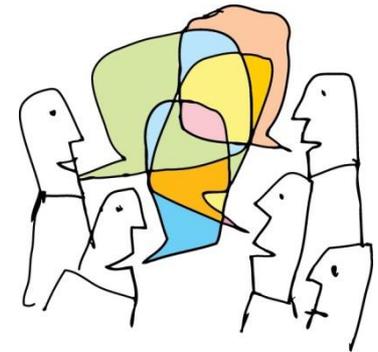


• Formal Writing Style

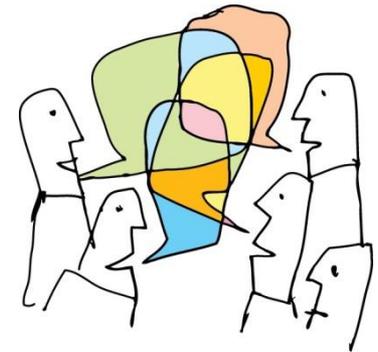
- **Complex** – Longer sentences are likely to be more prevalent in formal writing.
- **Objective** – State main points confidently and offer full support arguments.
- **Full Words**
- **Third Person** – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).



- When Formal & Informal Writing Style is appropriate:
 - each style serves a different purpose and care should be taken in choosing which style to use in each case.
 - Writing for professional purposes is likely to require the formal style, although individual communications can use the informal style once you are **familiar** with the recipient.



- **When Formal & Informal Writing Style is appropriate:**
 - tend to lend themselves to a less formal style than paper-based communications, but you should still avoid the use of "text talk".
 - If in doubt as to how formal your writing should be, it is usually better to be on the side of caution and be formal rather than informal.





- When drafting your texts, focus on:
 - WHAT is the central message that you want to communicate!
- For example, in a promotional text, present the information in a strong and positive way, encouraging the reader to provide a positive response.
- You want the central meaning not to be vague. **MAKE IT CLEAR**



Avoiding vagueness



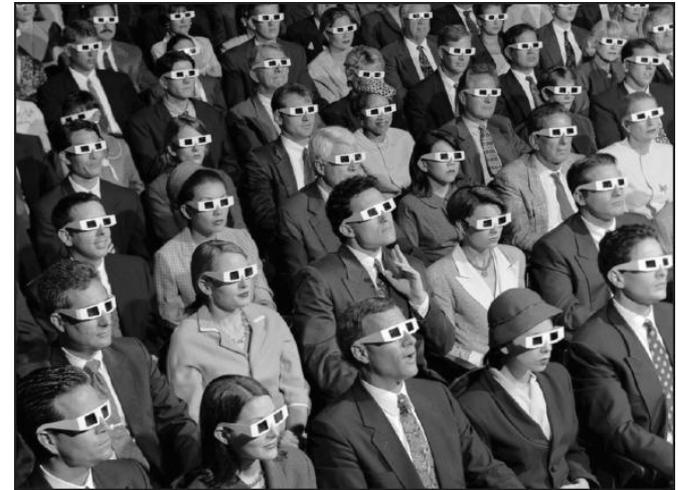
VAGUE	SPECIFIC
Before leaving, check that the lift has stopped at the right floor.	Before leaving the lift, check that it has stopped at the right floor.
Attention, passengers for Flight 168!	Attention, passengers!
We would like to inform you that when boarding is announced, it will be through gate nine.	Boarding for Flight 168 will be through gate nine. Listen for the announcement.
During the assault, the thieves used knives and two guns.	During the assault, the thieves used knives and two guns.
They were later found in the river.	The weapons were later found in the river.
There were a lot of visitors to the Olympic Games.	To accommodate the high number of visitors to the Olympic Games, the hotel network had to be expanded.
To put them up, the hotel network had to be expanded.	
The film contains sex, bad language, and violence, which is unsuitable for children.	The film contains sex, bad language, and violence. It is unsuitable for children.



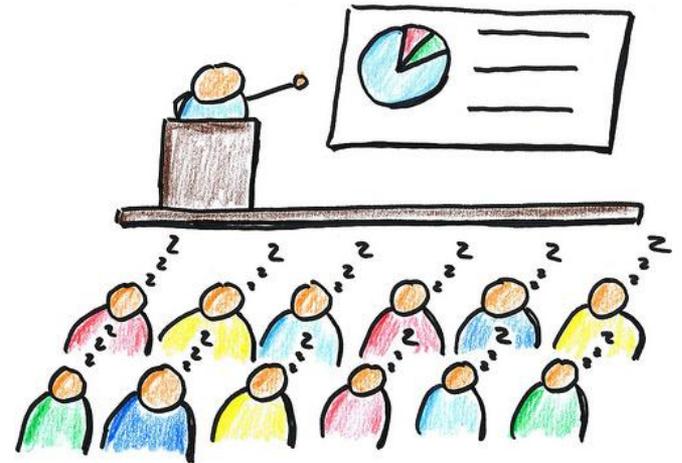
Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- The modern way of communicating within the business context requires that written material should focus very carefully.



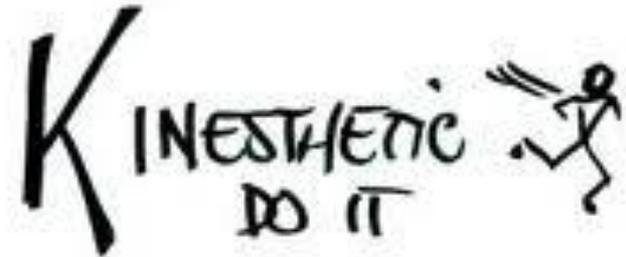
- Let's look at the example of a letter to a prospective client:
- The letter should demonstrate the benefits of the product/service to the customer and not list their characteristics.
- All information should be **clear** and **simple**, combined with a **dynamic style** and **convincing** terminology





4 types of learning/communication styles

- Visual
- Auditory
- Kinesthetic
- Auditory Digital

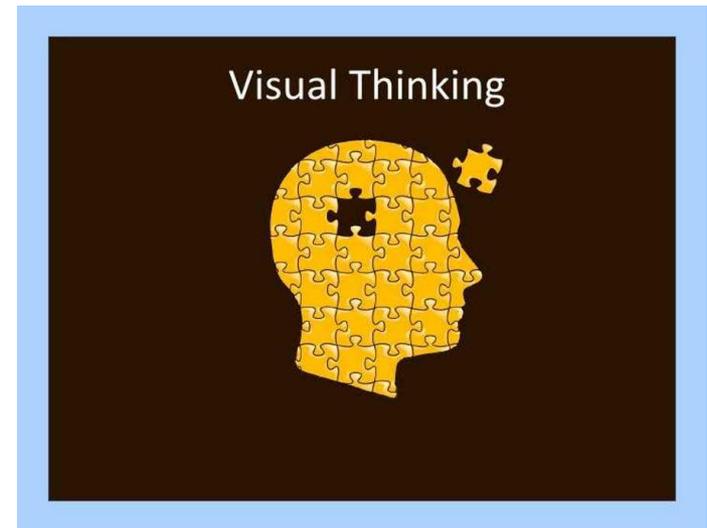


Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Visual communicators learn by seeing, and memorize by looking at pictures.
- They tend to be distracted by long verbal instructions.
- Appearance is important to them.
- They are interested in how your message **LOOKS**.
- No phrase captures Visual communicators better than “a picture paints a 1000 words.”

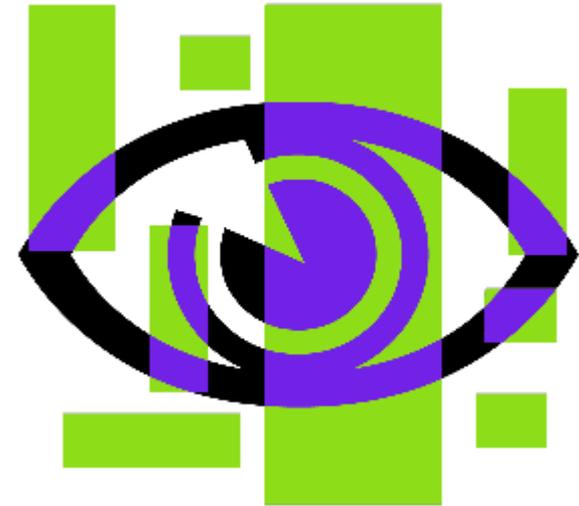


Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- If you are writing to Visuals you might include them **pictures, videos, images, graphs, etc.** rather than written reports.
- You should also look at the words you are using and use “visual” words and phrases:
- **Words:** see, look, view, focus, appear
- **Phrases:** beyond a shadow of a doubt, bird’s eye view





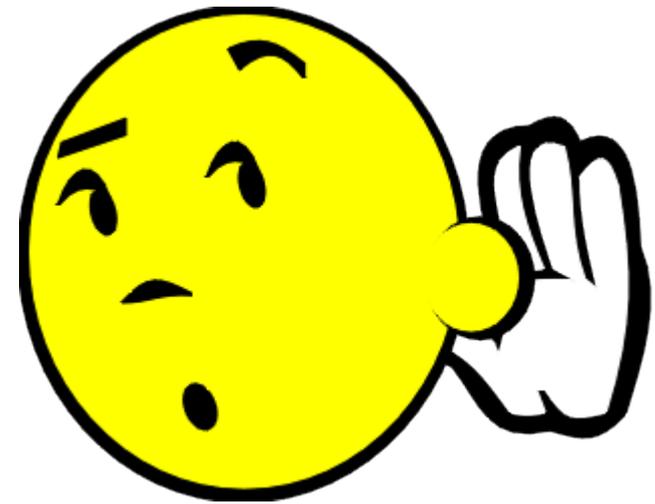
- Auditory communicators learn by listening and by what they hear.
- choose your words carefully when speaking to an auditory communicator.
- They will be most interested that your message **SOUNDS** right.
- Auditory listeners will memorize by **steps, procedures and sequences**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Structure** in your communication will be important. They respond to **tone of voice and words**.
- With Auditory communicators use some of the following words and phrases
- **Words:** hear, listen, sounds, resonate
- **Phrases:** rings a bell, manner of speaking, lend me your ear, hold your tongue



- Kinesthetic communicators learn by doing, moving, acting out, and hands on experience.
- They will often move and talk more slowly and breathily.
- Often it will take a Kinesthetic communicator more words to articulate what they are trying to say.
- Their interest is in how a message **FEELS**
- They memorize **by doing or by walking through something.**
- **Words:** feel, touch, grasp, concrete
Phrases: get a hold of, catch on, tap into, boils down to, hand in hand

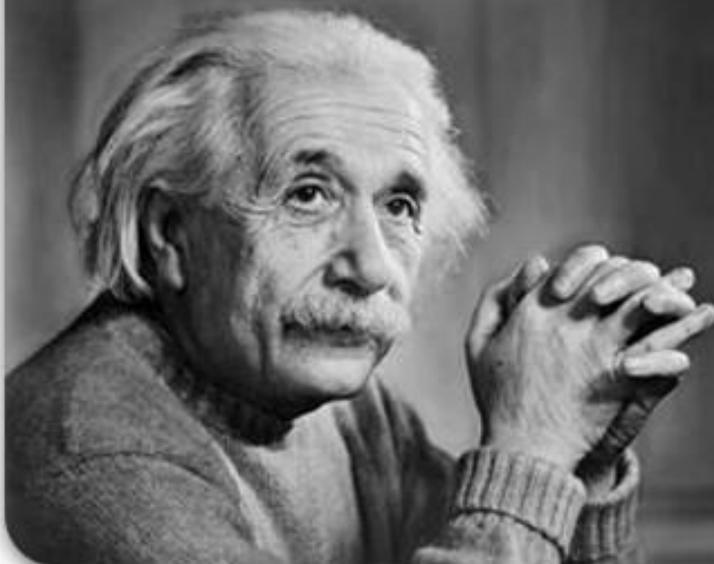


- Auditory Digital communicators often exhibit characteristics of the other three communication preferences.
- They will be most interested that a message makes **SENSE**.
- They too memorize by **steps, procedures and sequences**.
- The most analytical of the four styles
- **Words:** sense, understand, think, learn, process, decide, consider, know, change, or motivate.



If you can't explain it **simply**, you don't understand it well enough.

– Albert Einstein



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- The style and tone gives an impression of ourselves as well as our credibility
- We give an insight into our personality and our self-confidence.
- A letter or e-mail written in an abrupt or inappropriate tone will definitely not inspire a colleague or client to respond as we would like
- A convincing or collaborative tone helps to commit the recipient more and to respond in a positive and helpful way.
- Try to be:
 - clear,
 - Objective
 - Courteous



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



UNHELPFUL

"We are not able to assist you ..."

CO-OPERATIVE

"We are willing to look at ..."

UNDERMINING

"I am not sure you can do this job ..."

SUPPORTIVE

"I think you are doing this job well ..."

AUTHORITARIAN

"You must complete this job now ..."

DEMOCRATIC

"When you have time you could ..."

ABRUPT

"Well, if you cannot handle the project ..."

PERSUASIVE

"I really think this is your project ..."

POMPOUS

"I have worked on many jobs like this ..."

UNASSUMING

"I will do my best on this job ..."



Good communications, written or oral, begins with an understanding of the audience. If you can get inside their heads, you can find a way to connect.

DEBRA BENNETTS
PUBLIC RELATIONS & MARKETING COMMUNICATIONS
PROFESSIONAL



Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

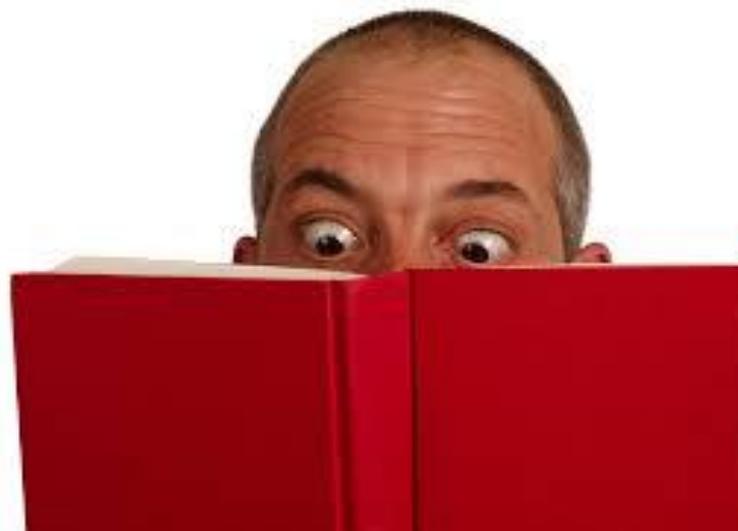
'Write IT so they will READ IT' System



- A six step process:

1. Reader and document delivery (incl. channel)

- Define your reader
- Who will get a copy?
-
- Best delivery method?
-
- Best delivery time?



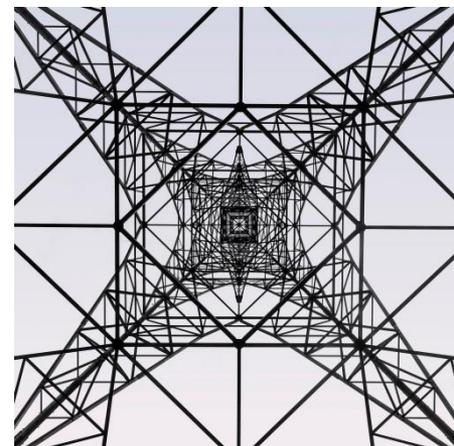
2. The important message

- Who; What? When? Where; Why; How; [Ask yourself what questions your reader will have]
- Answer specifically the questions and not indefinitely
- Think of strong titles that summarize
- Placed titles strategically
- Key-Issue:
 - Place it at the beginning (for a reader that is likely to respond or a neutral one)
 - Between a positive start and a friendly closure (for an indifferent reader)



3. Draft - Structure

- When writing a draft try to express yourself freely.
- Start with the section that feels the easiest for you
- Re-read the draft text and make sure:
 - Titles contain action
 - Correct use of paragraphs
 - Detailed description of critical issues & problems
 - Restructure if needed
 - Closing includes action to be taken by the reader



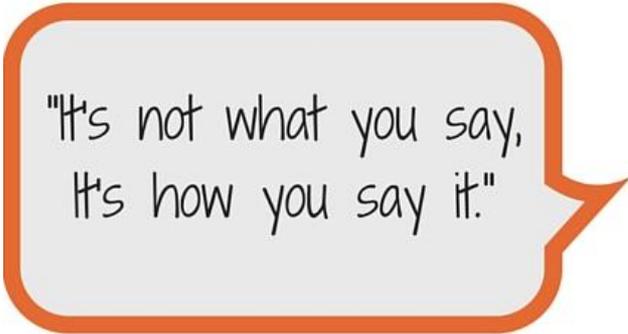
4. Visual attractiveness - Impact

- Size
- Shape
- Color
- Layout
- Fonts – font color
- Pictures - Drawings - Graphics
- Charts - Tables - Columns
- Not too 'busy'
- Indents and side lines



5. Tone

- Comprehensive text. Simple language, without idioms & extravagant words or expressions
- Emphasis on the use of **positive** expressions
- Active Voice (direct communication) / Passive Voice (diplomacy)
- Correct punctuation
- Terms – Limit the use of jargon where possible - Neutral terms (gender, etc.)



"It's not what you say,
It's how you say it."



Most importantly!!!



KeeP

It

Short and

Simple



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

6. Review

- Review Accuracy of information, brand names, titles, ratings, names, ...
- Double check all numbers and dates
- Check for repeating words
- Correct the typos
- Check flow of sentences and paragraphs
- Cover omissions, attachments, annexes
- Reword/reformulate any proposal to be read more than once
- Print the document and read it – Have someone else to read the document



Methodological tool

EUPA_LO_050_M_02

Write IT so they will READ it



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Confidentiality in written communication



- Confidentiality is the protection of personal information. Confidentiality means keeping a person's information between you and the person, and not telling others including co-workers, friends, family, etc.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Confidentiality in written communication



- Confidentiality is important for a host of reasons:
 - Failure to properly secure and protect confidential information can lead to the loss of business/clients.
 - In the wrong hands, confidential information can be misused to commit illegal activity (e.g., fraud or discrimination)
 - Many states have laws protecting the confidentiality of certain information in the workplace.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Confidentiality in written communication



- **maintaining confidentiality includes:**
 - individual documents are locked and secured
 - information about personal information is not told to people who do not need to know
 - medical details are not discussed without their consent
- **The types of information that is considered confidential can include:**
 - name, date of birth, age, sex and address
 - current contact details of family, guardian etc.
 - bank details
 - medical history or records
 - service records
 - individual personal plans
 - assessments or reports
 - **incoming or outgoing personal correspondence.**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Confidentiality in written communication



- You may add a disclaimer to your email signature to mitigate the risk that a confidential email may be forwarded to a third-party recipient.
- Organizations may use the disclaimer to warn such recipients that they are not authorised recipients and to ask that they delete the email.

CONFIDENTIAL



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Confidentiality in written communication



EXAMPLE CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.



Methodological tool

EUPA_LO_051_M_01

Trust me: An exercise in confidentiality

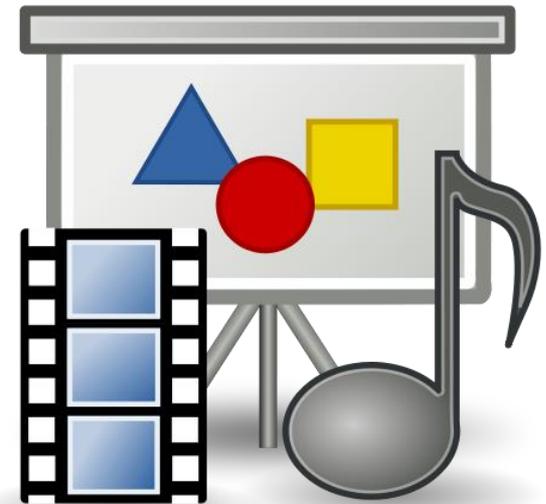


Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Any written text is created without much effort, it requires a lot of effort to be read.
- It is not enough just to write well.
- It is essential to know how to use fonts, colors and layout as well as other elements.
- The same text, the same ideas, may have a different impact on the reader depending on their format.



- Do you want to write a text that will immediately grab the reader's attention?
- You can achieve this by using the appropriate font. All modern word processing programs can help you produce visually appealing texts through the use of different fonts.

*Remember, simplicity
is everything!*



- **SERIF Fonts**

- Serif lines are little lines that finish off strokes of individual letters and lead the eye across the line.
- These fonts are usually used in the body of a text.

- e.g. **Times New Roman**





- **SANS SERIF Fonts**

- Modern-looking fonts.
- Using uppercase and bold, a tile with impact can be created. They are often used in headings, margins, posters, and so on.

– e.g. **Arial**





- **SUBHEADS WITHOUT SERIFS**

- Subheads within a text that use a font without a serif are used to provide a distinctive contrast.

– e.g. **Verdana**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- **SCRIPT FONTS**

- These fonts produce letters that look handwritten but are old-fashioned. They are ideal for personalized texts such as letterheads and invitations. If used as an opening to a business proposal, they can lend a touch of elegance.

- e.g. *Monotype Corsiva*





- **UNUSUAL FONTS**

- You add variety to the look of your text by using unusual fonts that will grab the reader's attention. But be careful: overuse of this method may make the text appear less serious. When sending faxes, avoid elaborate fonts and background colors.

- e.g. **STENCIL** CASTELLAR

jokerman



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Always think what is the appropriate font size for each document or section!
 - Usually: 11 or 12 for the main body (depending on the font)

The current font size is: 6pt

The current font size is: 8pt

The current font size is: 9pt

The current font size is: 10pt

The current font size is: 10.95pt

The current font size is: 12pt

The current font size is: 14.4pt

The current font size is: 17.28pt

The current font size is: 20.74pt

The current font size is: 24.88pt



- Sufficient uncovered space: let the document “breathe”
- Sentences of 20 - 25 words at most
- Paragraphs 8 lines long at most
- Sufficient spacing (6-12pt) before and after each paragraph



- Adding pictures, graphics and drawings gives life to your texts and increases their readability.
- If you add too much, you will achieve the opposite
- If you use color, be sure to use it consistently.
- Images and graphics must be used in their simplest forms.
- Be sure to make sure the images and graphics you use will attract the reader and will not prevent her from comprehending.



CONFUSING

FOR SALE

XXXXX XXXX XXXXXX XXX X X X XXXX X XXX XXXXXX XXX XXXXX XXXXXXXX XXXXX XXX
 X XXX XXX XX X X X XXXXXXXX X XXXXXXXX XXXXX XXXX XXX XXXXX XXX XXX XX XXXX
 XXXXX XXXX XX XX XXXX XXXX XXXX
 XXX XX X X X XXXXXXXX X XXXXXXXX XXXXX XXXX XXX
 XXXXX XXX XXX XX XXXX XXXXX XXXX XX XX XXXX XXXX
 XXXX



BETTER

FOR SALE

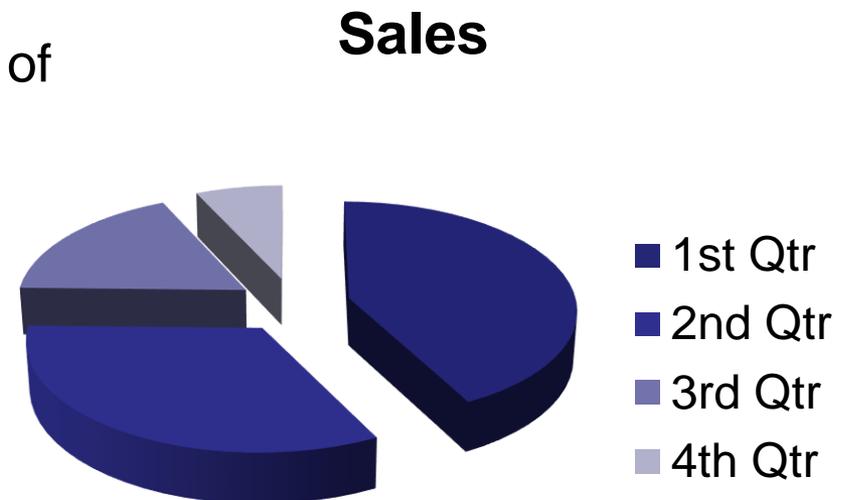
XXXXX XXXX XXXXXX XXX X X X
 XXXXX XXXXXXXX XXXXX XXX X XXX
 XXXXXXXX XXXXX XXXX XXX XXXXX
 XX XX XXXX XXXX XXXX XXX XX X
 XXXXX XXXX XXX XXXXX XXX XXX
 XXXX XXXX XXXX



XXXX X XXX XXXXXX XXX
 XXX XX X X X XXXXXXXX X
 XXX XXX XX XXXX XXXXX XXXX
 X X XXXXXXXX X XXXXXXXX
 XX XXXX XXXXX XXXX XX XX



- In all modern word processing programs, we can create a set of basic diagrammatic formulas.
- it is important to know which types of diagrams the reader can read/understand
- It is not an opportunity for demonstrating our abilities
- The most well-known types of diagrams, which the majority of readers understand, are pie charts and bar charts.





- KISS! Keep it short and simple!
- Some people when writing texts make it clear to readers that the only thing they care about is to prove how much they know.
- This is evident in texts that contain obscure, confused or unnecessary elements.
- The ultimate result of all this redundant information is to annoy or even irritate the reader





- How would you apply KISS on the following:

BUYING IN / CONTRACTING SERVICES

We have analyzed these items exhaustively and found, at the end of our investigations, that the procedures adopted with regard to the buying in or contracting of services are in line with current legislative requirements.

Group discussion



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



After KISS:

BUYING IN / CONTRACTING SERVICES

These procedures conform to legislative requirements.

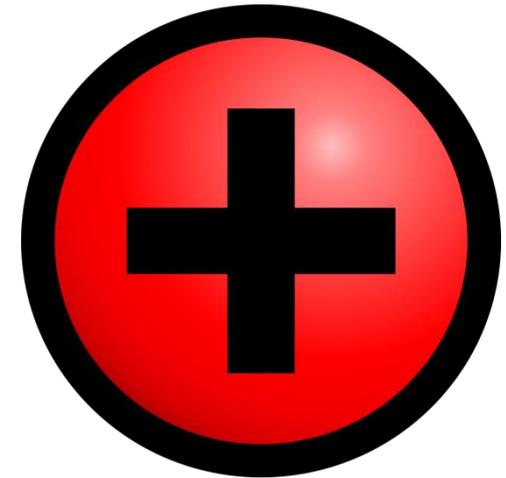
Group discussion



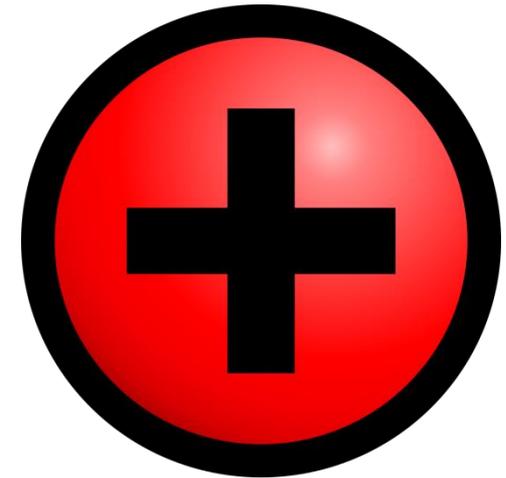
Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **POSITIVE Approach:**
 - A text that emphasizes the positive aspects of the information you want to transfer, makes the recipients a stronger impression.
 - Attention should also be paid to avoiding any form of discrimination.



- **POSITIVE Approach:**
 - A text in a positive tone is best received by its recipients.
 - Instead of 'do not forget to', you can use 'Remember to'.
 - Instead of 'the truck should not be loaded with a cold load', you can use 'the truck should be loaded with a non-cold load'.



- Finding the right tone

- In oral communication we can dynamically shape and soften our style. We can explain that we misunderstood or did not intend to say something



- The written word remains. Texts are official and rigid. Because of this, it is good to follow some basic rules:
 - avoid laconic or impersonal expressions, because these may be perceived by the reader as an insult,
 - present bad news in an objective way. There is always a better way to say something
 - Do not believe you are infallible. Apologising is sometimes the way to promote our work.





- Active voice makes communication more immediate and effective
- Passive voice is used when we want to show kindness and avoid sounding aggressive.
 - E.g:
 - Zedcom is building new laboratories
 - New laboratories are being built by Zedcom





Passive - The accounts were approved by the auditor.

Active - The auditor approved the accounts.

Passive - Jones was arrested by the police.

Active – The police arrested Jones.

Passive - A meeting will be held by directors next week.

Active - The directors will hold a meeting next week.

Or The directors will meet next week.

Passive - There were riots in several cities last night in which several shops were burned.

Active - Rioters burned shops n several cities last night.



Diplomacy in the use of passive voice

USE OF PASSIVE VOICE

Aggressive tone

The clinic cannot tell you your result because you have not paid last month's bill.

This is the estimate for the repairs to the window that your son broke last Thursday

We are going to dismiss three workers tomorrow.

The auditor handling the inspection noticed fraudulent activity in the company accounts.

Less aggressive tone

Your result cannot be provided as there is a payment outstanding.

Here is the estimate for the repairs to the window that was broken last Thursday.

Three workers are going to be dismissed tomorrow.

Fraudulent activity has been noted in the company accounts by the auditor.



- *Technical terminology helps to better communicate to those working in the same niche or field.*
- *Of course, even within the same community, confusion may arise from the use of technical or technological terminology.*





Care must be taken not to adopt a discriminative style in the written language, as it may:

- Make some people 'invisible'
- Focus on physical or mental disabilities, rather than other positive human aspects and characteristics,
- Describe people through stereotyped terms,



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Care must be taken not to adopt a discriminative style in the written language, as it may:

- Have an intolerable character in relation to the social position and the needs of people.
- Use terms that are considered negative, abusive, or humiliating for certain categories of people.



Main types of business documents



- MEMOS
- FAX
- While you were Out Messages
- Minutes
- BUSINESS LETTERS
- Business presentations
- Speeches
- Emails
- Instructions & procedures
- Press releases



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Methodological tool

EUPA_LO_054_M_01

Appropriate documents



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- **Internal** documents for information, disclosure of information, policy announcements, assignments, announcement of results, reports.
- Many companies use case-specific forms. Although the format of the memos chosen by each company differs, but most of them have at least four key elements:
 - Date:
 - To:
 - From:
 - Topic:





- Memos are ideally suited for transferring information to large groups, although they are often addressed only to one person.
- **To:** this field can be filled with one person or a group of people.
- **From:** e.g. Sales Department
- **Topic:** It is particularly important because it gives the reader an idea of what is going on, but also why it helps with the filing process.
- A memo must be brief, courteous and well documented.



MEMOS: how to make them



- Regarding the structure, we would say that usually the central idea is at the forefront and supplementary, supportive information follows.
- At the end, a request is made to take action. Depending on the subject and the person writing it, the request may be placed at the beginning.
- Memos have neither opening nor closing (e.g. Appraisal) and usually do not bear a signature.

Memo

To: John Smith
From: Albert Johnson
Date: 9/15/2010
Re: Your call from August 28, 2010

Message:

Hello John,

Thank you for your prompt response to my inquiry. However, my original question still remains. Looking forward to your response.

Regards, Albert



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Methodological tool

EUPA_LO_055_M_01

Analyse and improve a memo



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Basic rules for sending faxes:**
 - Cover page
 - Numbering pages
 - Confirm that the contents of the document are clearly displayed by making a copy of the test
 - Beware of colors, because there are fax machines that do not display them correctly
 - Correction fluid or the correction tapes they may damage the machine.
 - Remove staples
 - When sending a confidential fax, make sure that the machine is not shared and that the recipient will expect it



- When you receive a fax:
 - Check that all pages have been reached correctly. Otherwise, immediately notify the sender
 - Deliver them immediately, as if they were a 'phone call'



While you were Out Messages



To: _____

Date: _____ Time: _____

WHILE YOU WERE OUT

From: _____

Company: _____

Phone: _____

Telephoned Please call

Called to see you Will call again

Wants to see you Urgent

Returned your call

Message _____

Operator _____



Co-funded by the
Erasmus+ Programme
of the European Union

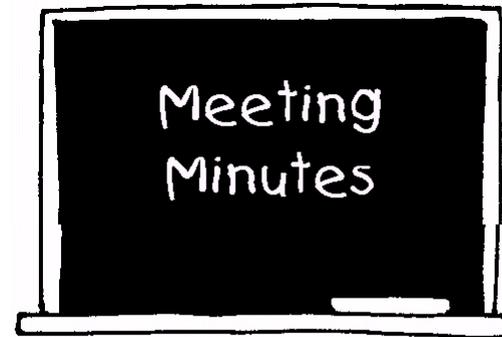
This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- The recording of the meetings accurately reflects the actions and decisions taken at a meeting. They are important for a number of reasons, such as:
 - They give the opportunity to study the decisions at another time
 - They give a comprehensive, clear picture of the actions to those who were not present
 - They are used to resolve disputes
- Therefore, the minutes must be accurate, informative, comprehensive and comprehensible.





- Use a method that makes you feel comfortable and confident. Some use pen and paper and others a laptop.
- It is not mandatory to record every comment.
- It is very important to know the important and necessary to record points
- Include:
 - Name of the organization
 - Type of meeting
 - Date and time
 - Venue
 - Meeting topic
 - Meeting duration
 - Participants



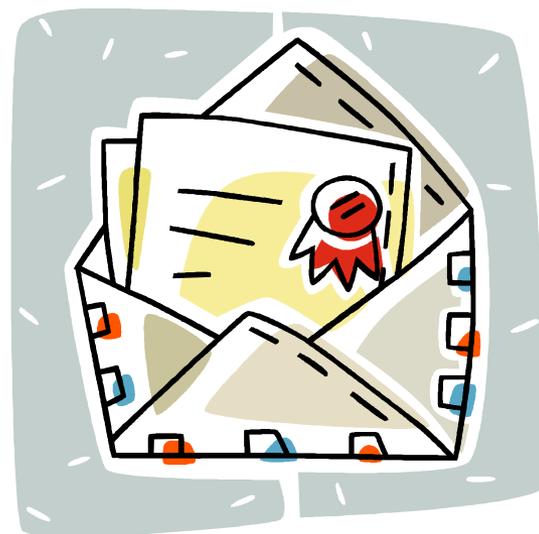
Writing good letters – communicating on the deeper level of thoughts, feelings and ideas rather than on the shallow, superficial level of events – affects our ability to think clearly, to reason accurately and to be understood effectively.

***Stephen R. Covey
The 7 habits of Highly Effective People***





- Letters form the basis of communication within an organisation but also between organisations.
- A well-written, well-structured letter focusing on the subject matter always gives the impression that your organisation knows what it is doing and does it right.
- Such letters have a significant share in the public image of the organisation.





- The purpose of a letter, including e-mails, is usually:
- Thank you
- Comment
- Confirm information
- Summarize a subject
- Make a complaint
- Announce something unpleasant

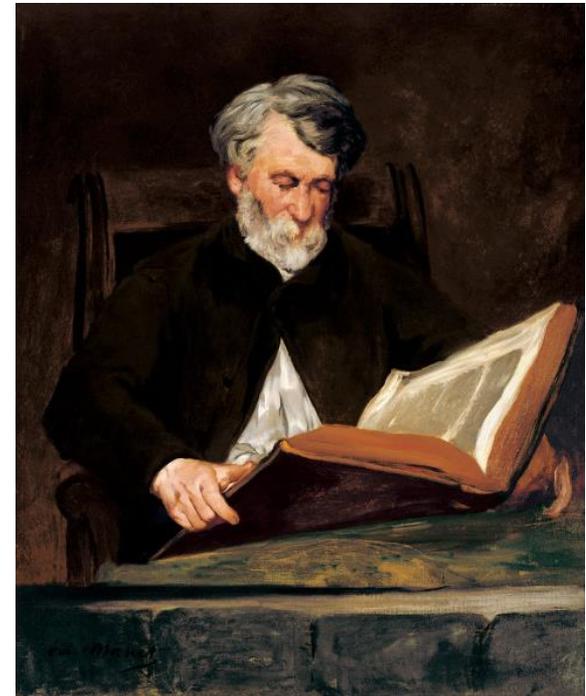
- In particular, the letter transfers some information and prompts the reader to take action



1. Addressing your reader



- A well-written letter with all information categorized clearly, with no spelling and syntax errors, is the least you can offer to the recipient.
- Make sure you have correctly written the recipient's name and title.



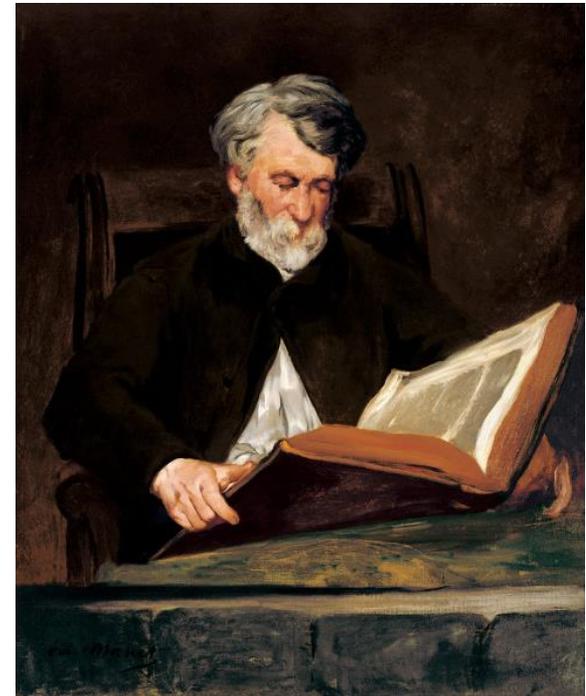
Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Addressing your reader



- When writing a letter without knowing the person who receives it, use 'Dear Sir / Madam' and close with 'Yours faithfully'.
- If you know the recipient's name, please contact him / her 'Dear Mr. X / Dear Mrs. Y.' using their surname and close with 'Sincerely'.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. Creating/using templates



- Use templates to make your letter more readable.
- Align all the information on the left-hand side of the letter, beginning with the date, and then giving the recipient's name and address. Set the topic to a next line.
- Do not indent in your paragraphs. Leave a blank line between the paragraphs.

Vocabulary Word Cluster

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

© FirstTeach.com - Daily Teaching Ideas



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. Creating/using templates



- Use templates to make your letter more readable.
- Align all the information on the left-hand side of the letter, beginning with the date, and then giving the recipient's name and address. Set the topic to a next line.
- Do not indent in your paragraphs. Leave a blank line between the paragraphs.

Vocabulary Word Cluster

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

Word:	Illustration:
Part of Speech:	
Synonyms:	
Sentence:	

© FirstTeach.com - Daily Teaching Ideas



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. Creating/using templates



EXAMPLE

Zedcom

16 Lincoln str.

London

23/11/2017

Mr. Brown

Sempack Co.

11 Law str.

London

Topic: International Stamp Collectors' Meeting

Dear Mr. Brown,

Within the next few days, Mr. Chang will let you know the exact dates that the meeting is going to take place, as well as the meeting's venue. Please prepare the promotional materials at your earliest convenience

Yours Faithfully,

George Black

PR Department



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Organize your Letter**
 - Classify the content of your letter in a way that is understandable to the reader.



- Three basic and general rules that one can follow are:
 1. Get directly to the point. The first paragraph should gain the interest of the reader, highlighting the key points of the letter.
 2. Repeat information shared between you and the reader already at the beginning of your letter.
 3. Make sure your requests are clear, that the reader knows why you are sending the letter and that s/he will know what to do.



Taboos

As per our conversation
Attached herewith please find
Awaiting your reply, I remain,
Enclosed herewith please find
I am forwarding herewith
In accordance with your wishes
Please don't hesitate to call me
Pet your request
Pursuant to our conversation
Pursuant to your request
We are in receipt of

Use

As we discussed
I'm attaching
Sincerely,
I'm enclosing
I'm sending
As you requested
Please call me
As you requested
As we discussed
As you requested
We have received





- **'Know' your audience**
 - Who are they; What do they know about the subject? What should they learn about the subject? What are their expectations? What are my expectations?
- **In a heterogeneous audience, find common ground**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Start with a brief introduction to the basic idea
- Solve the problems of the audience with suggestions.
- Support your suggestions.
- Answer questions or objections



- Ask yourself:
 1. What is the topic?
 2. What is my message?
 3. What is my purpose?
 4. WIIFM? (for you!)





- Make the introduction and the epilogue memorable!
- Take the opportunity to impress at the start and end:
- Write like the way you speak:
 - Write small sentences
 - Use strong phrases with a strong impact
 - Focus on specific words (both in writing and verbally)
 - Indicate the points you need to pause
 - Always read your speech while writing it. And of course when you finish it.



- Most of internal and external communication takes place through e-mail.



- By following some simple tips, intra-company use of email is even easier.
 - The subject of the message should always be clear.
 - We all receive a large number of messages daily and it is particularly useful when we can tell which ones need immediate attention.
 - Remember to edit the message before sending it. Check the spelling and make sure the message is written in a clear way.

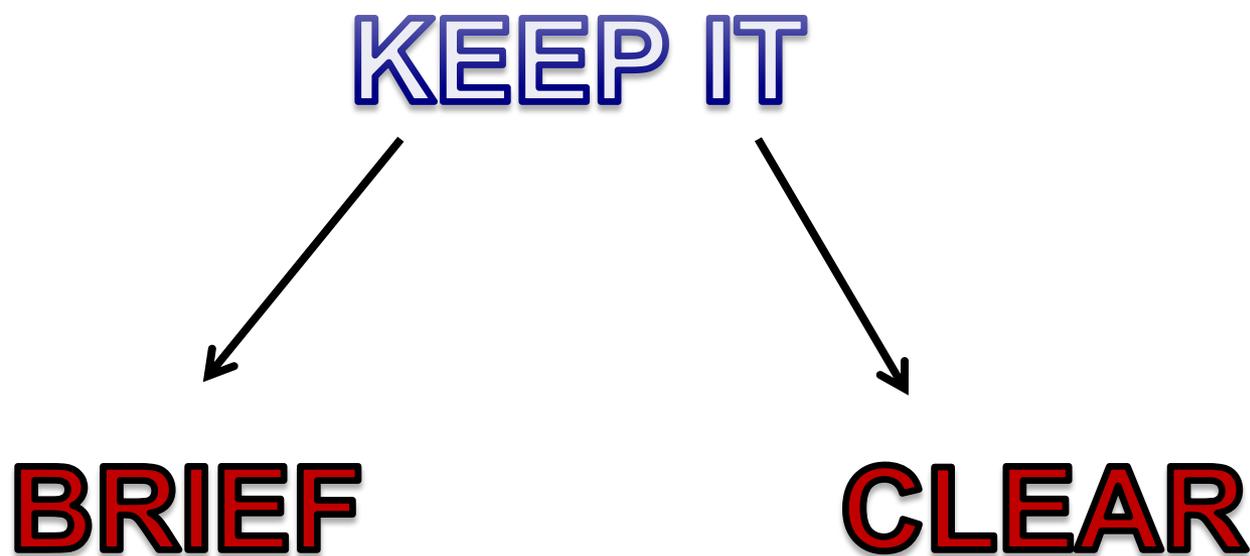




Creating an E-mail

- Try to always adjust the style of the message depending on the recipient and the subject.
- Limit the number of recipients
- Provide immediate answers to your incoming emails
- If you intend to send a lot of information, attach a file





Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SUBJECT Field '

- ALWAYS include a subject
- Write an informative and convincing subject.
- The words must be correctly selected, as it is often the subject of the message that determines when and if the message will be read.
- When replying to a message, change the subject if necessary. The subject must correspond to the content of the message.



- Choose the recipients correctly
- Use the 'cc' and 'bcc' fields wisely
- When replying to a message, use the 'Reply' and 'Reply to All'

Using 'cc' in your emails:

- Do not use people or associates who are in a high position for intimidation or impressing someone. It does not help anyone; on the contrary, this boss will be troubled and possibly exposed.





Formal letters:

- If you have any further questions, please do not hesitate to contact me.
- I await your reply with interest.
- We look forward to building a strong business relationship in the future.
- I look forward to our meeting on the 7th of October.
- Thanks for your extremely helpful attention to this matter.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Formal letters:

- Thanks again for your attention, consideration, and time.
- We look forward to hearing from you.
- It's always a pleasure doing business with you.
- Thanks again for sharing your expertise in this matter.
- I am looking forward to getting your input on this issue.
- Looking forward to our successful partnership.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Emails & letters: How to end them



Informal letters:

- I can't wait to hear from you.
- I am looking forward to seeing you again.
- See you soon.
- Let me know what your plans are.
- I hope to be hearing from you soon.
- Send my love to _____.
- Give my regards to _____.
- I hope you are doing well!
- With affection (With all my love, or With love and kisses).



Co-funded by the
Erasmus+ Programme
of the European Union

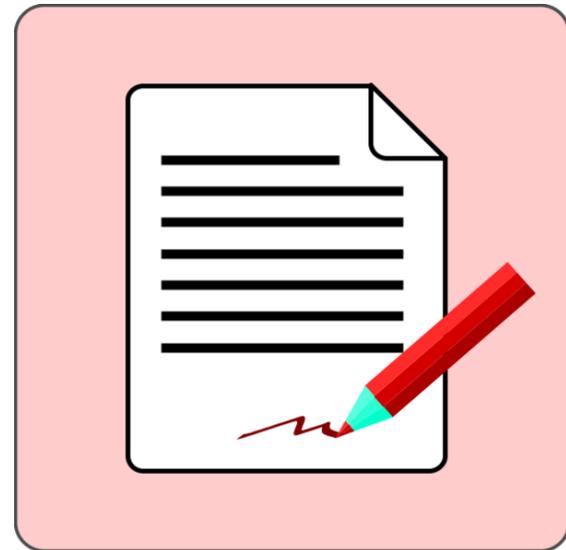
This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Emails & letters: How to end them



Signing a letter:

- Best,
- Cheers,
- Faithfully (or Faithfully yours),
- Hope this helps,
- Looking forward,
- Regards,
- Respectfully,
- Sincerely,
- Thanks (or Thanks again),
- Warmly,
- With anticipation



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Try to understand how your readers will use the instructions / procedures.
- If tools are required, highlight: 'Required Materials: ...'
- Emphasise warnings!
- Organize the information in Issues - sections – chapters - subheadings - ...



- Include enough information. Do not expect the reader to read 'Between the lines'.
- Be absolutely accurate with: up, down, right, left
- Use clockwise (or counter-) indications to describe rotations: e.g. rotate the switch 45 degrees clockwise (clear information)





- Check, check, double check and check again!
- Ask a 'beginner' to apply the instructions. (Weak points will be revealed for more clarification)
- Ask a prospective user to try the instructions
- Ask a knowledgeable person to evaluate the instructions.
- Test the instructions in real conditions, if feasible.





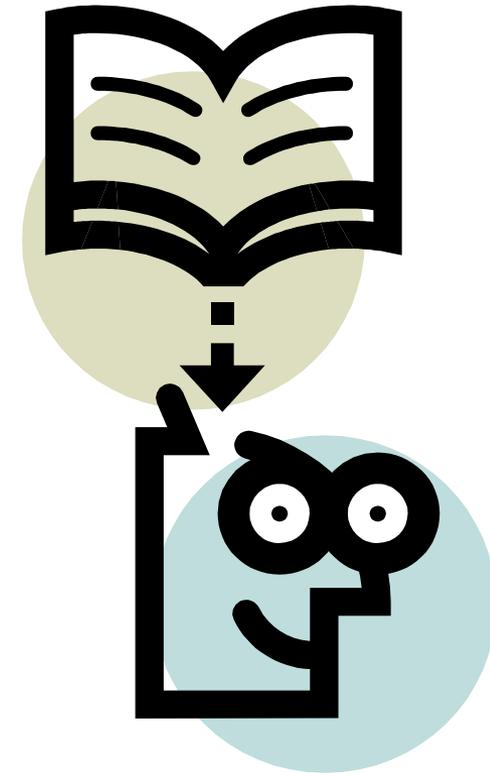
- Write a press release that will be of interest to its readers.
- Leave YOUR EGO out of the press release
- Avoid spam words in the title (printed or electronic)



- Write in a journalistic perspective (avoiding 'me', 'we', ...)
- Avoid specific technical terminology (jargon)
- Use an image when appropriate
- Make sure you have the correct formatting



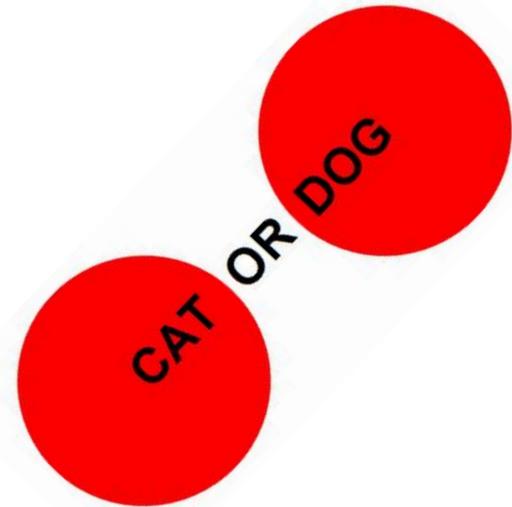
- Libraries (online or physical)
- Files (digital or physical)
- Internet
- Bibliographies
- Colleagues



Searching for information: Boolean operators



- Boolean operators connect search words together to either narrow or broaden a set of results in databases and search engines.
 - The three basic boolean operators are: **AND**, **OR**, and **NOT**.
- Why use Boolean operators?
 - To focus a search, particularly when your topic contains multiple search terms.
 - To connect various pieces of information to find exactly what you're looking for



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Use AND in a search to:
 - narrow results
 - tell the database that ALL search terms must be present in the resulting records
- Example: business AND writing AND appropriate
- In many, but not all, databases, the AND is implied.
- Google automatically puts an AND in between your search terms.
- Though all your search terms are included in the results, they may not be connected together in the way you want.
- You can search using phrases to make your results more specific.

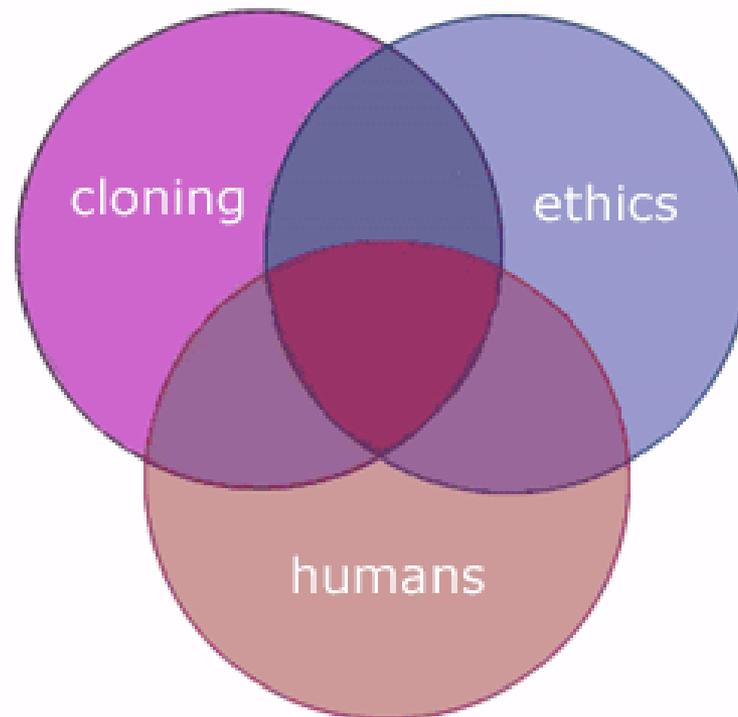




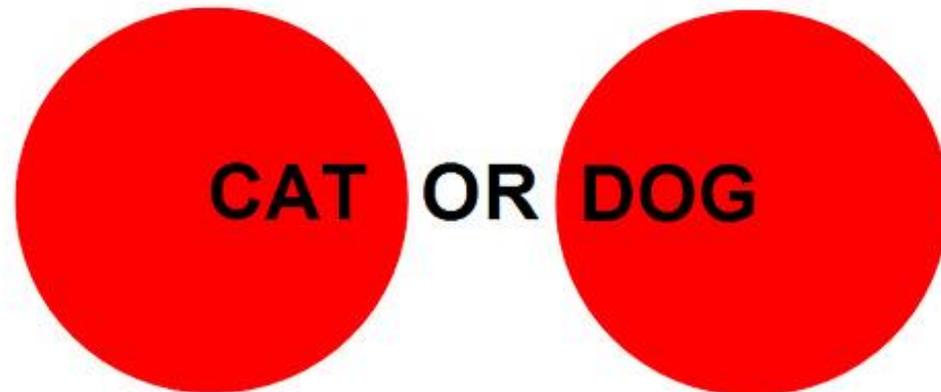
- Use AND in a search to:
 - narrow results
 - tell the database that ALL search terms must be present in the resulting records
- Example: business AND writing AND appropriate
- In many, but not all, databases, the AND is implied.
- Google automatically puts an AND in between your search terms.
- Though all your search terms are included in the results, they may not be connected together in the way you want.
- You can search using phrases to make your results more specific.



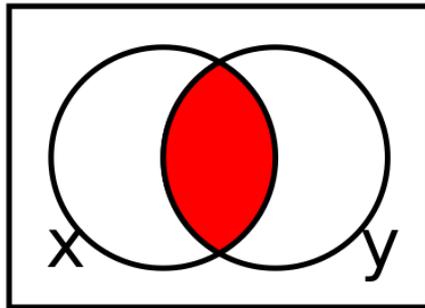
Boolean operators: AND



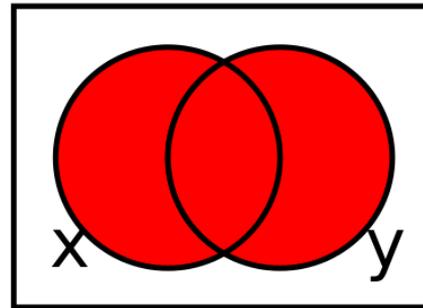
- Use OR in a search to:
 - connect two or more similar concepts (synonyms)
 - broaden your results
- example: appropriate OR proper OR correct



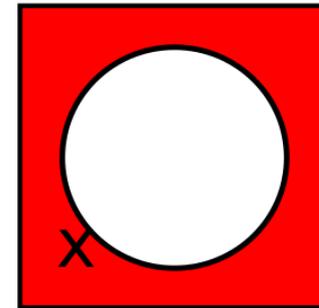
- Use NOT in a search to:
 - exclude words from your search
 - narrow your search, telling the database to ignore concepts that may be implied by your search terms
- example: appropriate NOT correct



$$x \wedge y$$



$$x \vee y$$



$$\neg x$$



Making sure your documents are reliable



CHOOSING THE RIGHT SOURCES TO SUPPORT YOUR DOCUMENTS:

- A Reliable source is one which has proven, over time, to provide accurate, valid, and useful Information.
- An Unreliable source is not proven, or has provided information in the past that later proved to be inaccurate, invalid, and/or not useful.



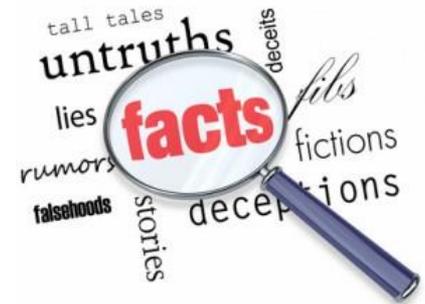
Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Making sure your documents are reliable

OK, BUT HOW CAN I TELL?

1. Who authored (wrote) the piece?
 - Look for an “About” or “More about the Author” link at the top, bottom or sidebar of a webpage.
 - If no information about the author(s) of the piece is provided, be suspicious. „

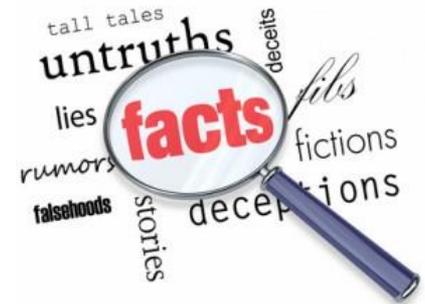


Making sure your documents are reliable



OK, BUT HOW CAN I TELL?

- Does the author provide his/her credentials? Expertise on the subject, education, experience
- Try “Googling” the author: What kinds of websites are associated with your author’s name? Is s/he affiliated with any education institutions? Do commercial sites come up? Do the websites associated with the author give you any clues to particular biases the author might have?



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Making sure your documents are reliable



OK, BUT HOW CAN I TELL?

2. Who is the intended audience?

- Scholars or the general public?
- Which age group is it written for?
- Is it aimed at people from a particular geographic area?
- Is it aimed at members of a particular profession or with specific training?



shutterstock - 168527630



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Making sure your documents are reliable



OK, BUT HOW CAN I TELL?

3. What is the quality of information provided?

- Timeliness: when was it first published?
- In case it's a website, is it regularly updated?



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Making sure your documents are reliable



OK, BUT HOW CAN I TELL?

- Check for dates. „
- Different publication dates will be acceptable depending on which type of information you're looking for.
- Does the author cite sources?



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Making sure your documents are reliable



OK, BUT HOW CAN I TELL?

4. How does it all add up?

- Compare the information you've gathered about the piece to your information needs
- does this piece provide an appropriateness of fit?



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Methodological tool

EUPA_LO_052_M_01

Find reliable sources



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**ALWAYS REVIEW
BEFORE SENDING!!!**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



ESPECIALLY:

- Accuracy of information
- Organisation's names
- Titles
- Names



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ESPECIALLY:

- Double check all **numbers** and **dates**
- Limit the use of **repeating** words
- Correct the text
 - Typos
 - Grammar
 - Syntax





ESPECIALLY:

- Flow of sentences and paragraphs
- Succession of concepts to complete the story
- Inclusion of attachments, annexes
- Rewording of any sentence to be read more than once

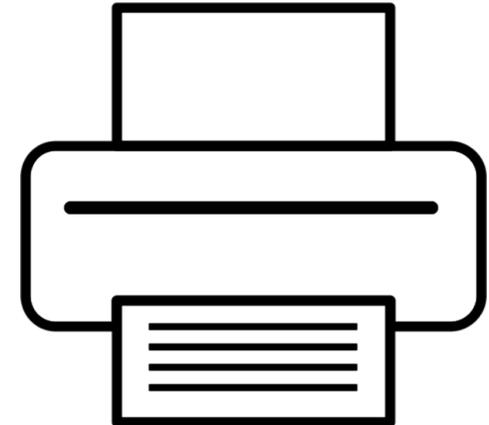


Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ESPECIALLY:

- **Print** the document and read it
- Have someone else read the document



Methodological tool

EUPA_LO_053_M_01

Reviewing documents



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

BE PREPARED:

- **note-taking materials:**
 - Paper and pens, plenty of blank pages, two of each color pen.
 - Laptop fully charged or power outlet near.
- Position yourself in an area of the room where you can effectively see and hear the speaker.



BE PREPARED:

- Before you come to a meeting, make sure to review your notes from last time.
- This will bring you fully up to speed and ready to pick up where you left off.

"By failing to prepare, you are preparing to fail".



BE AN ACTIVE LISTENER

- Don't write every word, without really comprehending what is being said.
- Make an effort to understand the topic
- You should try to absorb the information you're hearing



TAKE NOTES BY HAND

- A study conducted at Princeton University has shown that note takers actually retain information better when they take notes by hand.
- You should try to take notes by hand whenever possible.



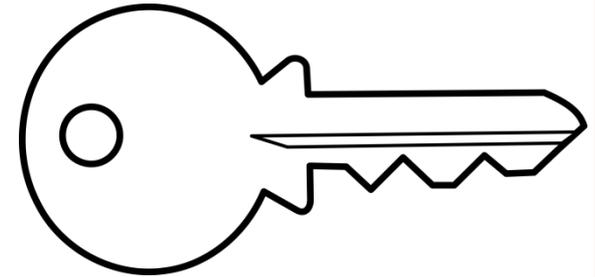
ASK QUESTIONS

- When you come across something you don't understand, ask the speaker for clarification.
- If you find something confusing now, you'll find it twice as confusing later.



FOCUS ON KEY WORDS AND CONCEPTS

- Focus solely on taking down key words and concepts.
- **Identify the most relevant information.**
- Write down individual words or key phrases that are most relevant to the topic at hand
- Eliminate all the filler words and secondary details
- **Think about what you *want* to retain.**
- **Prioritize any "new" information.**



Taking notes effectively: Shorthand



The average note-taker writes $\frac{1}{3}$ word per second, while the average speaker speaks at a rate of $\frac{2}{3}$ words per second.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Taking notes effectively

- Develop your own system of shorthand writing
- It can help you to write more efficiently and avoid falling behind.
- Try writing things like "wd" for would, "cd" for could and "w/" for with.
- Write a plus sign for the word "and".
- Try to abbreviate long words that appear again and again
- Make sure you're able to decipher your own shorthand later on



Effective Reporting



Drafting reports from notes

- It is best to write up the report as soon as you can after the notes were taken as you will remember things better.
- Write down the main/important points.
- Each agenda item or each discussion should have an explanation or a brief note of what was discussed with main points of the discussion, any disagreements, decisions and actions.



phillipmartin.info



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Drafting reports from notes



- Have a standard template for reports
- Reports are professional documents which can be viewed by anyone outside of the organisation.
- It is important to write them down in a professional manner using the correct professional / formal tone and language.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Always use a mix of active and passive voice sentences while writing down the minutes.
- It is best to write the minutes as a third person. Use phrases like, “the chair stated that”, “it was noted”, “the committee decided that”, “it was decided”, etc.



Transcribing audio effectively



Transcription requires:

- Being able to touch type
- Being able to type quickly
- Having the requisite technology



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Transcribing audio effectively



You will need:

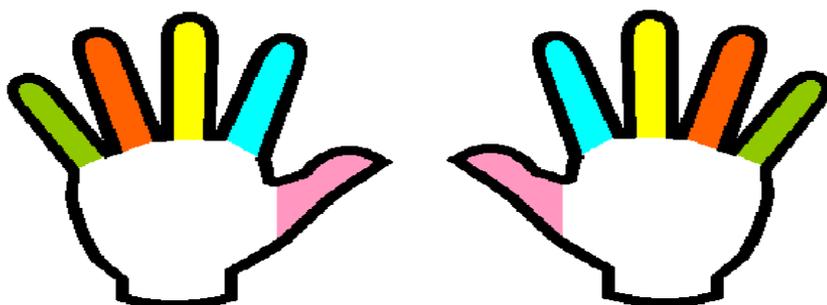
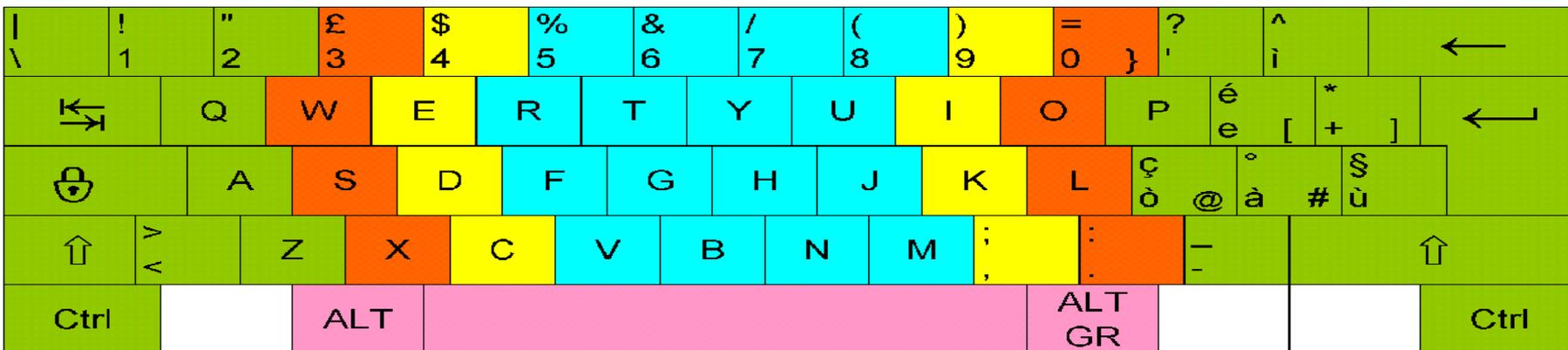
- A pair of headphones (preferably good audio quality, comfortable ones)
- Transcription Software (it makes it a lot easier)
- A footswitch for playing/pausing with your foot (makes it even easier)



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

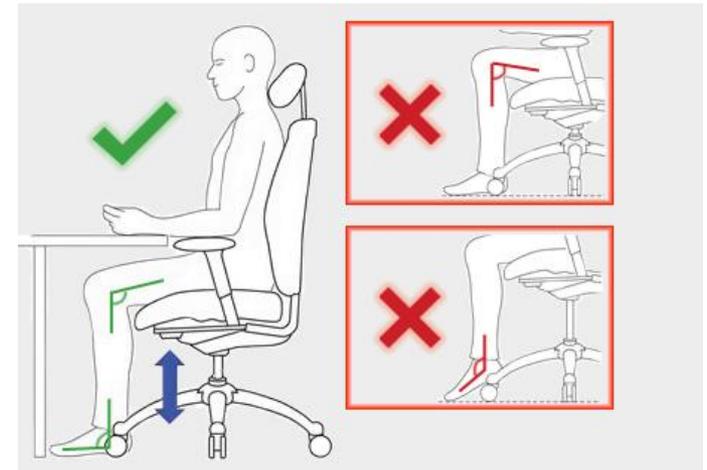
Transcribing audio effectively



Transcribing audio effectively

MAKE SURE:

- You use a proper keyboard with legs
- Your chair is adjusted so that you can sit straight, looking slightly down at the screen, with your forearms sloping slightly down to your hands and your hands arched over the keys
- your feet are flat on the floor with comfortable bends to the knees



Transcribing audio effectively



MAKE SURE:

- The cable on your headphones is long enough to reach your computer without you having to bend at all sideways or twist your head
- Make sure that your headphones or earphones are comfortable
- You take regular breaks to stand up, stretch, give your ears a rest and refocus your eyes



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Transcribing audio effectively



- Professional transcription software allows you to control the tape using function keys or even a pedal
- Much quicker
- Not very expensive



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



MAKE SURE YOU FOLLOW A SYSTEM CONSISTENTLY

Transcription practices:

- type out exactly what the speakers says
- take out the ums and ers but retain the rest
- polish up the sentences so they make grammatical sense
- make non-native English speakers “sound” like native English speakers
- Will you include and mark pauses? How?
- How you are going to differentiate between the speakers? first initial, surname?
- Etc.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

parentheses surrounding a period (.) indicates a pause of less than one second

numerals within parentheses indicate longer pauses

square parentheses [] contain relevant contextual information

italicized parentheses [] contain a non verbal utterance

the symbol [between lines of dialogue indicates overlapping speech

underlining indicates emphasis

= indicates that an utterance is contiguous with previous(or following) utterance

a colon : indicates elongation of preceding sound



TERMINOLOGY

- If there seem to be a lot of terms, ask for a list of terms
- It helps if you know a bit about the topic



- **Review Question 1**
 - List the reasons why positive relationships at work are important
- **Review Question 2**
 - What are the basic steps one should follow when analysing and evaluating feedback?
- **Review Question 3**
 - What are the pro's and con's of gathering feedback through emails and chat



- relationship management is a fundamental objective of Public Relations:

- must Address the Right People with the Right Message
- must use the Right Medium
- must be Two-Way
- must be Ethical



- relationship management is a fundamental objective of Public Relations:
 - must Address the Right People with the Right Message
 - must use the Right Medium
 - must be Two-Way
 - must be Ethical





Well Done!

**You have
completed
this unit**



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.