



**STUDY PACK**

**ON**

**COMMUNICATION PROCESS, MANAGEMENT & DEVELOPMENT**

**INTERMEDIATE I**

**COMMUNICATION PROCESS, MANAGEMENT & DEVELOPMENT**

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## **FOREWORD**

This fourth edition of the CIPM study pack is one of the learning resources recommended to persons preparing for certification through professional examinations. It is uniquely prepared to meet the knowledge standards of HR certification bodies and/or degree awarding institutions. The study pack is highly recommended to researchers, people managers and organisations responsible for human capital development in its entirety.

Each chapter in the text has been logically arranged to sufficiently cover all the various sections of this subject as itemised in the CIPM examination syllabus. This is to enhance systematic learning and understanding of the users. The document, a product of in-depth study and research, is practical and original. We have ensured that topics and sub-topics are based on the syllabus and on contemporary HR best practices.

Although concerted effort has been made to ensure that the text is up to date in matters relating to theories and practices of contemporary issues in HR, nevertheless, we advise and encourage students to complement the study text with other study materials recommended in the syllabus. This is to ensure total coverage of the elastic scope and dynamics of the HR profession.

Thank you and do have a productive preparation as you navigate through the process of becoming a seasoned Human Resources Management professional.

**Olusegun Mojeed, FCIPM, fnli**  
**President & Chairman of the Governing Council**

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**Oluwatoyin Naiwo, FCIPM**  
**Registrar/Chief Executive**

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# CHAPTER 1

## GENERAL INTRODUCTION TO COMMUNICATION

### 1.0 Learning Objectives

From the moment an individual develops the ability to speak and write legibly up to the period of death, communication remains an indispensable element in his life. The same is applicable to every organisation within the human society. At the end of this chapter, candidates should be able to:

- a. Define communication and state its components;
- b. List the various media of communication;
- c. Explain clearly the barriers to communication;
- d. Distinguish between interpersonal and intrapersonal communication;
- e. Explain the importance of communication;
- f. Identify different patterns of communication; and
- g. State the advantages and disadvantages of one pattern of communication over another.

### 1.1 Introduction

In any environment where human beings are compelled to interact, communication is very important. Indeed, human interaction is hardly possible without communication. Communication is vital for peaceful co-existence. The ability to communicate is an essential attribute of every human being. We must recognize that communication is not restricted to human beings alone. It is an indispensable feature of business organisations, government, and nations. In this chapter, we shall discuss the meaning of communication, its process, media barriers, interpersonal, and intrapersonal communication. We shall also dwell on the patterns of communication.

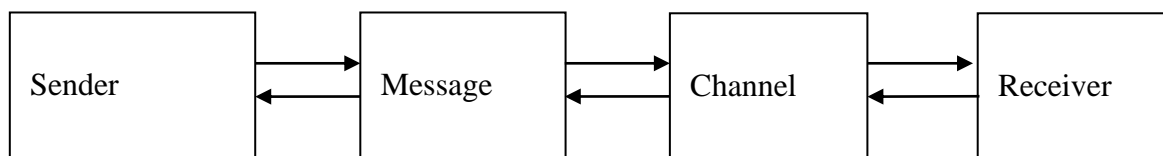
### 1.2 Meaning and Process of Communication

Can you imagine a society where nobody talks or expresses their views? Is it possible to have a society where there is neither verbal nor written expression? Such a society does not exist, and it would indeed be challenging for people to interact if such a society ever came into being. This is because people will always require information. Questions naturally arise in expectation of answers, indicating an exchange of information.

In simpler terms, communication is the transfer of ideas or information from one person or group to another to achieve the intended purpose. Communication occurs when an individual sends or conveys information, such as ideas, views, feelings, concrete points, or messages, to another person who receives the information and provides feedback. Communication helps shape our perception of others, situations, and events. In essence, the information received during the communication process allows individuals to form opinions or mental images of what is being presented. Communication is usually viewed as a two-way process involving at least four components as illustrated below;

**Figure I**

Departmental Level



From the above, we may now define communication as the process of transfer of information from a sender to a receiver who must show signs that the information has been received and understood or misunderstood (feedback). Communication must be purposeful, with clear objectives and goals. Nevertheless, the ultimate aim of communication is to establish and enhance mutual understanding and relationships within society, at home, and within organisations. The true value of communication becomes evident when the listener or reader comprehends what is being conveyed. Communication should not lead to misunderstandings or the omission of essential information. Simply talking, babbling, or producing incoherent or discordant vocal sounds does not constitute effective communication

### **1.3 Media of Communication**

Primarily for the purpose of this course, we shall be restricted to three media of communication. Although some writers contend that several media of communication exist, these media are subsumed in the three media to be discussed in this course. The three principal media of communication are oral, written and electronic. Although not generally listed as part of the media of communication, some communication experts recognize non-verbal communication. We shall return to it later in the course since it is necessary to highlight its features.

#### **1.3.1 Oral Communication**

Oral communication refers to the production of vocal sounds to which meanings are ascribed in the form of words. Simply put, it is a speech act. Oral communication occurs when a speaker uses verbal expressions to indicate an intention, a message, feelings or ideas. Forms of oral communication are evident in dialogue, telephone conversation, lectures, seminars, preaching, and interviews. It is usually referred to as face-to-face communication. When there is a meeting (formal or informal), oral communication usually takes place. What are its advantages and disadvantages?

#### **Advantages**

1. There is immediate feedback (response) hence it possible to determine whether the message (information) has been understood or misunderstood.
2. For confidential purposes, oral communication is ideal.
3. It enhances interpersonal relationship and understanding because of the personal contact involved.

4. The presence of facial expressions, physical gestures and use of intonation enhances the ability of the parties involved to achieve better understanding.
5. On the spot errors or misunderstanding can be detected and corrected. In essence, agreement can be reached regarding what is actually meant.

#### **Disadvantages**

1. Oral communication is easily deniable since there is no record. For this reason, it is not reliable for the continuity of operations in business organisations.
2. It is easily interrupted by distractions which may be social, technical or psychological.
3. It is not suitable for the presentation of messages that are either lengthy or very technical in nature.
4. It may be abused when used wrongly to intimidate others.
5. Any part of the contents of oral communication may be forgotten, misrepresented or distorted.

### **1.3.2 Written Communication**

Once information or message has been committed to writing, it becomes a form of written communication. Written communication is recognized as any form of document which bears specific and understandable information. Written communication is in various forms and the prominent ones are letters, reports, memos, circulars, notices, pamphlets, magazines and newspapers. The list is endless. Let us consider the advantages and disadvantages.

#### **Advantages**

1. Written records can be retrieved for reference purposes when required now or in future. This provides the benefit of continuity.
2. Written records are not deniable. They can be easily used as evidence.
3. The reader or user of written information has the opportunity to read through at a later time for deeper understanding. This is not immediately possible in a situation of oral communication.
4. It is best used for the presentation of technical and complex information. Graphs, data, drawings and other illustrative figures are better presented through written communication.

#### **Disadvantages**

1. A level of literacy is required to be able to use written communication effectively. This makes it a disadvantage to those who are illiterate since they can be exploited.
2. Written communication is slow when compared to oral communication, and for this reason, it is not particularly ideal for emergency situations.
3. It can be used as evidence against another party.
4. Items of written communication (letters and other documents) may get into wrong hands just as they can be lost in transit.
5. Items of written communication can also be willfully destroyed.

### **1.3.3 Electronic Media of Communication**

Since communication is an inevitable feature of every human society, efforts have been made to simplify its process as well as enhance the quality of information (messages). The



advancement in modern technology tends to have contributed to the facilitation of communication. Consequently, the use of devices such as the telephone, television, radio, computer system and other forms of electronic gadgets has resulted in what is now commonly referred to as electronic media of communication (telecommunication). Communication by means of electronic media helps people to exchange information across vast distances in less time.

What are the benefits of electronic media of communication? We briefly highlight the following, but they are not exhaustive. Find out more.

#### **Advantages**

1. It eliminates the geographical distance which was, before now, considered as a barrier to communication.
2. It is fast, efficient and time-saving.
3. It provides the opportunity to record, save and retrieve information at any given time.
4. It is useful for the conversion of information into the desired form and format.

#### **Disadvantages**

1. There is absence of face-to-face interaction. Face to face interaction gives individuals the opportunity of interpreting facial expressions and using body gestures to reinforce understanding. But, these are absent when electronic media are engaged.
2. It is also difficult to assess the immediate reaction of the receivers of information when this medium is used unlike what happens when the oral medium is used.
3. It is a disadvantage to the illiterate who cannot understand the codes required to manipulate electronic gadgets.

### **1.3.4 Non-Verbal Communication**

Non-verbal communication refers to the use of symbols and gestures in the communication process. When human beings speak, they use hands to demonstrate. They also exhibit some facial expressions which may suggest satisfaction, dissatisfaction, anger, or other moods. These are gestures which provide clues to meanings in the communication process. These gestures are frequently used when we communicate orally. The movement of hands, snapping of fingers, nodding, and body posture and shaking of the head are all examples of features of non-verbal communication. Facial expressions are used mostly in communicating emotions and attitudes such as affection, friendliness, dislike, suspicion, anxiety and contempt.

#### **Advantages**

1. Gestures are useful in a noisy environment.
2. In a situation where two individuals do not speak a common language, and in the absence of an interpreter, non-verbal communication can be used as aid.
3. In speech presentation situations, gestures help to strengthen the speaker's views as well as reinforce understanding.
4. It reduces the barrier that exists when deaf and dumb people try to communicate. In such a situation, non-verbal communication is an immediate option.
5. It can be consciously used to draw attention particularly in an emergency situation.

## **Disadvantages**

1. Like oral communication, non-verbal communication is not consciously recorded for any future reference. It cannot be used as legal evidence against anyone. It is also deniable.
2. Non-verbal communication may be wrongly interpreted. For example, not everybody can conveniently communicate with the deaf and dumb. Most people do not understand the signs used by the deaf and the dumb.
3. Facial expressions and gestures may express a different message from what is intended by the individual displaying them.

## **1.4 Importance of Communication**

Communication plays different roles in any organisation. In fact, it is an indispensable tool in the hands of managers or directors in an organisation. No business or corporate organisation can survive without effective communication. Therefore, it is pertinent at this juncture to discuss the importance of communication.

### **i. Projection of Company's Image**

One of the major roles of communication is to project the image of an organisation. This is why any organisation striving towards achieving its goals must have a viable public relations department. This department is saddled with the responsibility of dealing with both internal and external communication. When a company or any business organisation has a good image, there must be positive and desirable effects.

### **ii. Proper Co-Ordination**

For the purpose of proper co-ordination of organisational activities, there is need for effective communication. Through effective communication, the management finds it easy to co-ordinate the activities of the staff. Monitoring, supervision and directing, which are the essential components of management, can also be achieved through effective communication.

### **iii. Smooth Running**

The smooth running of an organisation is achieved through effective communication. Effective communication brings about a peaceful atmosphere which enhances absolute productivity. Workers work under the same umbrella if there is mutual relationship among them.

### **iv. Conflict Resolution**

Communication is used for resolving conflicts in an organisation. It should be noted that conflict, which may be internal or external, personal or interpersonal, cannot be avoided in any organisation. However, with effective communication, conflicts can be resolved amicably. When there is conflict resolution, counter-productivity will be eliminated completely.

#### v. **Entertainment**

Communication is employed to entertain people. Human beings naturally appreciate entertainment especially when there are social gatherings or functions. Non-verbal communication can also be used for the purpose of entertainment. A typical example is the use of cartoons for the purpose of satirizing society. Jokes and funny plays can be organized for the purpose of amusing people. It should be noted that all these can be organized to promote cordial relationship between the management and workers.

#### vi. **Goodwill**

Goodwill messages can be sent to people in an organisation. These messages promote understandings and enhance productivity. They are signs of love and friendship. Without effective communication, all these cannot be achieved. For example, congratulatory messages can be sent to people. It is also necessary to send condolence messages to bereaved people. All these messages promote great understanding and mutual relationship.

#### vii. **Information**

One of the major aims of communication is to inform people. Through effective communication, the workers in an organisation are informed about the development of their working environments. The goals of the organisation are explained to the staff. This explanation is achieved through communication. In this way, every worker works towards achieving the set goals.

### **1.5 Barriers to Effective Communication**

Barriers can be described as those factors that lead to lack of effective communication or those that are capable of dislocating the communication process. Barriers to effective communication are analyzed below:

**Noise:** Noise can simply be described as competing external and internal stimuli that hamper the process of communication. It is whatever that is capable of affecting the quality of the message transmitted in a negative way. Noise can also reduce the quality of the message sent. There are different types of noise. For example, the sound produced by a car horn or sudden knock on a door is physical noise. There is psychological noise when the receiver of a message (either written or oral) is not emotionally stable. At this stage, let us explain the types of noise we have:

**Physical Noise:** This is the type of noise that occurs as a result of a competing sound. It may be a sound produced by a car engine outside a lecture room or an unexpected laughter which is capable of disturbing the process of communication. If people are shouting in the process of listening or reading any material, assimilation cannot be achieved.

**Psychological Noise:** This occurs when the receiver of a message is not emotionally stable. For example, a depressed individual cannot listen or read effectively. It is difficult for a woman whose child is ill to receive any information successfully. This is because of her absent-mindedness.

**Physiological Noise:** This has to do with the condition of the body. All the organs of the body have some physiological or biological functions they perform. If any part of the body is not stable, an individual cannot be comfortable. For example, it will be extremely difficult for an individual grappling with the problem of general body pain to listen or read effectively. If somebody also has a headache, he cannot receive information (either oral or written) effectively.

**Semantic Noise:** Semantic noise occurs when the sender of a message does not use appropriate words or lexical items for his message. Communication must be meaningful. In fact, the purpose of communication is meaningfulness. The choice of words in a communication encounter must be exact. For example, when we talk about company's vehicles, the sender of the message may need to be exact by differentiating the vehicles. He may refer to trucks, operation vehicles, buses, tractors, tankers, etc. Communication should be concrete and exact. Ambiguity should also be avoided.

**Syntactic (Grammatical) Noise:** This type of noise occurs as a result of the employment of faulty structures. If the sender of a message does not have competence in the language of communication, the intended meaning may be eroded. For example, the use of double tense maker in the following sentence is wrong. "What did he told you?" Bad grammar also hampers the flow of communication.

**Phonological Noise:** This is concerned with pronunciation. For oral communication to be successful, the sender must have the ability to pronounce words correctly. At least, his speech must be intelligible. This explains why a speaker needs to undergo auditory or acoustic training. A good speaker should try as much as possible to eliminate some elements of linguistic interference.

**Prejudice:** One of the barriers to effective communication is bias or prejudice. Communication cannot be successful if the receiver of information has sentimental or subjective feelings towards a particular concept or the sentiment becloud reason. They erode objectivity and obscure facts. They are also capable of distorting the whole information. You should note that when all these happen, the original purpose of communication is absolutely defeated.

**Preconception:** It is possible in certain situations for a listener or reader to harbor some rigid beliefs in his mind. When this happens, the listener will misinterpret the information transmitted. For example, the listener may have preconceived beliefs about the speaker based on their initial impression and may not be inclined to listen attentively. Such situations can hinder the smooth flow of information.

**Perception:** Individual differences lead to varying perceptions, and people may perceive things differently. When someone holds a mistaken perception of a concept, it can lead to the automatic misinterpretation of the transmitted message. Additionally, one's perception of a

particular concept often depends on personal experiences, judgment, and environmental factors. As a result, differing perceptions can contribute to a lack of understanding or distortion in communication.

**Stereotyping:** This refers to a situation where people are viewed according to some fixed patterns or permanent behavioural patterns. For example, there is a belief (in certain quarters) that elders do not lie, if one holds tenaciously to this belief, one may not have a critical evaluation of what one is reading or listening to. It is also a belief in some communities that the people who are advanced in age are nosy and calculating.

**Perspective:** The process of communication is affected by our outlook and disposition to life. Some people are naturally pessimistic, while others are optimistic. Our natural disposition to life affects the way we receive information. For example, a pessimistic worker can never believe that workers' conditions of service can be improved even when there is genuine information concerning the workers' welfare. The way we talk about certain phenomena and the way we receive information are dependent on our disposition to life.

**Abstraction:** The process of receiving a message requires a great deal of mental activities from the receiver. The receiver's task is to draw inferences or relevant conclusions from the message received. A reader needs to sieve information by ignoring the pieces of information that are not relevant to his focus. For example, if you ask a group of people to narrate an event they witnessed, each of them will have different views and conclusions. Where there are different views, the listener can sift only the required information.

**Human Relations:** The hierarchical structure of an organisation could obstruct the flow of communication. This is because, in any organisation, there is what we call status difference. Workers naturally withhold information from the management because there is always conflict of interests.

**Technical Barrier:** The equipment used to aid communication might be a source of problem. This happens when there is no adequate preparation for transmission of information. It may also result from the use of inappropriate media, information overload and improper timing among others.

## **1.6 Choice of Appropriate Communication Medium**

Before communication can be effective or meaningful, an appropriate medium must be employed. For instance, communication with market women often relies on direct contact rather than the use of the Internet. Therefore, the choice of oral communication in this situation is inevitable. At this juncture, we will examine certain factors that influence the choice of communication media. These factors are analyzed below:

**Cost:** The sender of any message should consider the expenses to be incurred when transmitting information through a particular medium. He should consider whether the medium is expensive or not. For example, oral communication is generally cheaper than

written communication. If the communication is oral, the sender has to consider whether the transmission of message is going to be face-to-face or through an electronic media.

**Nature of the Message:** The sender has to consider whether the message is simple or complex. The information may be open or confidential. If the information is not meant for general consumption, the sender may send it through the receiver's e-mail address or put personal calls through to the people concerned. The management may decide to hold a general meeting with the staff to pass certain pieces of information. The issue here is that it is the nature of the message that dictates the means or medium of transmitting it.

**Distance:** The distance between the sender and the receiver must also be considered. For example, a manager can easily summon his subordinates for briefing and instruction, but this channel may not be chosen if the communication is interdepartmental. In inter-departmental communication, memos or circulars can be sent to the appropriate quarters. If information is intended for the general public, such as a notice for the annual general meeting, it can be disseminated through electronic or print media to ensure that a wide audience, particularly the stakeholders, becomes aware of it.

**Urgency of the Message:** An urgent message cannot be delayed because there is need for immediate feedback. Therefore, the medium that can facilitate quick transmission of the message must be chosen. Sending such a message might warrant using the internet or telephone. In military or para-military settings, signals (radio messages) are sent immediately for the purpose of getting an immediate feedback.

**Security, Safety and Confidentiality:** There is need in every organisation to keep information from falling into wrong hands. There are certain secrets or confidential information which must not be exposed to all workers. For example, if the management of an organisation wants to take a decision on a particular issue, only the management staff are informed. The information is confidential. It has also been established that written information is more secure than oral communication, though the former might have its own short falls too. Therefore, any information that requires secrecy and confidentiality should be handled carefully so that there will be no leakage.

**The Level of the Receiver:** The workers in an organisation belong to different categories. There are skilled and unskilled labourers. There are also professionals and non-professionals. Some workers are highly educated and sophisticated while others are stark illiterates. The sender of any information should consider the level of exposure of the receiver. For example, a non-professional or an uneducated worker will find it difficult to understand certain jargons. The sender should consider how to structure the message and the choice of the appropriate medium. There are some uneducated workers who find it difficult to interpret the information contained in a memo. The sender may therefore decide to use both oral and written communication.

**Availability of other Media:** There is need to consider the availability of other media. This is because it is the task of the sender to choose the best out of the options available to him.

**Storage:** There are some messages that require storage for future reference. The sender should consider the possibility of having easy access to such information in future. Written messages can be stored either in a hard or soft copy. Modern day technology has also made it easy to store oral communication. It may be recorded for future reference. For example, it is possible to store information in media houses in order to retrieve it in future. Therefore, storage of information is possible in both oral and written forms of communication.

**The Environment:** Another factor that should be considered by the sender of information is the environment of the receiver. He should be able to determine whether the environment is open or secluded. For example, if the receiver is in a noisy or porous environment, oral communication through the telephone may not produce any desired result. The sender may decide to use written communication or even send signals as a form of non-verbal communication.

**Evidence of Delivery:** Most of the time, when information is sent from an organisation to individual or outside organisations, there is need for proof that the message has been delivered. This comes in form of feedback to the sender. Therefore, the sender needs to document the timing of the message delivery. The particulars of the receivers are also documented for future reference.

## **1.7 Interpersonal and Intrapersonal Communication**

### **1.7.1 Interpersonal Communication**

We have already seen that communication is a two-way process involving two parties. In order to make the process more effective and cordial, the sender of information attempts to draw the other party (receiver or listener) nearer by using simple and understandable words. He also has to show concern for the interest of the other party. In essence, interpersonal communication involves merely two persons such that expressions are used to drive the establishment of a personal relationship.

But how we perceive others and the situations around us play a major role in the communication process. Communication becomes effective when an individual is able to convince the other party. Interpersonal communication generally embodies perception, expectations, cordial atmosphere and the exchange of information between two individuals which may drive at establishing mutual understanding. Interpersonal communication is reinforced by non-verbal signs such as facial expressions, head nodding, head shaking, head swinging, body posture, gazing, staring, arm display, finger display and other types of gesture.

Interpersonal communication highlights one's ability to influence another person by attempting to establish rapport in order to make him understand one's opinion, point of view, insight, interest or proposition. It is also a way of trying to understand another person's point of view and not only that of the speaker.

### **1.7.2 Intrapersonal Communication**

When the concept of ‘communication’ is mentioned, the traditional view held is that of a process which involves only two parties who exchange information. However, there is modification as we have seen in the case of interpersonal communication. Before we examine the concept of intrapersonal communication, let us ask ourselves some questions. Can one have a conversation with oneself? Can only one individual act as both the sender and receiver of information? Is it possible for just one individual to constitute all the components of the communication process? Well, the answer to each of the questions is obviously affirmative. It is simply very possible. When an individual thinks, meditates or argues in his mind and at the same time provides a conclusion or course of action, he is simply involved in intrapersonal communication.

The process of intrapersonal communication involves only one individual. No other party is involved. It only requires the individual’s mental capacity, visioning power and thought process. It can therefore be said that the individual is talking to himself. He may vocalize his thoughts or do it silently. For personal study, self-appraisal and self-planning purposes, intrapersonal communication is usually unconsciously engaged. However, it is not devoid of some of the non-verbal cues discussed above.

### **1.8 Communication Networks**

We have already indicated that communication is the transfer of information from one source (sender/originator) to a receiver (destination) who is expected to provide a feedback (response). However, the process assumes different patterns or dimensions or shapes. Therefore, there are regular arrangements of the communication elements in an orderly manner so that a meaning of some sort may be deduced. A communication network refers to the specific pattern in which communication moves within an organisation. It refers to how information is transmitted within a channel. In any organisation, information flows in different directions where vertical and horizontal channels are used. For example, it is possible for information to move from an individual to many people at the same time. It may also move from one person to another until it finally goes to the last person. Information moves in diverse ways and directions. For this reason, it may be distorted, especially when it is informal and in the oral form.

What is important in dealing with patterns of communication is that there is opportunity for people to be reached with information within a particular location, provided someone lets out the information. Understanding the movement patterns of information helps us to direct very sensitive information to the appropriate destination or expected users. Apart from the formal channels, grapevine communication and rumour mongering follow some patterns. In an informal channel, information can also move from one person to another until it reaches several people. It may be passed from one person to a group of people until it is spread to many people uncontrollably. All these movements are known as patterns of communication. At this juncture, let us look at some ways in which communication moves in an organisation.



### **1.8.1 The Fan or Wheel Network**

The fan or wheel network describes the transmission of information from a single source to several destinations (receivers). It is used when many receivers simultaneously have access to the same information at the same time. This means that communication is targeted at many people or groups. This is the network employed when the chairman of an organisation addresses many people at the same time, especially in the annual general meeting (AGM). It is also used in the classroom or church setting. This network reduces the possibility of having distortion since information gets to the target audience at the same time. Immediate and appropriate feedback can also be obtained from the audience.

#### **Advantages of Using the Fan Network**

**Feedback:** One of the major advantages of using this network is that it enhances the possibility of obtaining immediate and direct feedback. This is because there is direct contact or relationship between the sender and the receiver.

**Lack of Distortion:** When the fan network is used, the possibility of distortion which is inevitable when information has to go through different stages is reduced to the barest minimum. This is because information is received by many people simultaneously.

**Cost:** There is reduction in the cost of sending messages or passing information as individuals are contacted at the same time. There is no need sending messages separately to individuals. Doing this will definitely involve much money.

**Centralized Control:** Whenever this network is used, the control of information is centralized. There are no intermediaries who may distort information: for some personal reasons or selfish interest. The message transmitted comes from only one source. The source represents a certified point.

**Speed:** Information moves without any firm of inhibition when the fan or wheel network is used. This is possible because the mode of disseminating information is not cumbersome unlike a situation where information has to follow a bureaucratic process.

**Efficiency:** Information transmitted through the network is usually efficient. Efficiency is achieved because there is proper co-ordination since the information transmitted comes from only one source. It is also possible for the sender to monitor his information for the purpose of effectiveness.

#### **Disadvantages of Using the Fan Network**

**Lack of Decentralization:** In any organisation, for the purpose of proper co-ordination and the spirit of team work, departmental heads, unit heads, etc. are given responsibilities. This is why there is division of labour. But when the fan network is employed for the purpose of communication, the task of sending messages is concentrated on the source (sender) alone.

**Level of Audience:** It is true that information can reach all the receivers at the same time, but we need to consider the fact that all the receivers have different linguistic capabilities. A large organisation is a complex or heterogeneous community which is a conglomeration of different people. Therefore, these people receive information differently and act differently. Some receivers are well educated, while others are not. The fan or wheel network does not take all these variables into consideration.

### **1.8.2 The Single Strand or Chain Network**

This network is employed when information is passed from one person to another. In this situation, information is passed from one person until it finally gets to the final stage or point.

#### **Advantages of Using the Single Strand Network**

**Sense of Belonging:** In an organisation where information can move from one person to another, every worker believes that he/she is important or relevant in the scheme of things. They are therefore naturally motivated to transmit information that they are “privileged” to get to other people.

**Co-operation:** This network is capable of creating an enabling environment for workers in order to work in harmony. This is because there is good rapport among them. All workers relate freely with one another. In this way, they co-operate and work as a team.

**Smooth Running:** This network can pave way for the smooth running of an organisation. Although information moves from one person to another, it is still possible for the management to monitor its movement. This monitoring leads to proper co-ordination.

#### **Disadvantages of Using the Single Strand Network**

**Delay:** The movement of information transmitted is delayed unnecessarily. Messages are delayed because they have to follow a number of stages. They move from one individual to another until they get to their final stage.

**Lack of Instant Feedback:** When the message transmitted is delayed because of its slow movement, we should not expect immediate or quick feedback from the receiver. This is because information does not get to the receiver quickly.

**Distribution:** When information is handed down from one person to another within an organisation, there is room for distortion. Information can be embellished, reduced or doctored for selfish interest or some unidentified personal reasons.

**Lack of Control:** When there is no centralization of information dissemination, it will be pretty difficult for the management to control the movement of such information. This is because there are multiple sources of information.

### **1.8.3 The All Channels Network**

This represents a situation in which communication moves from any direction in an organisation. Communication moves freely without any obstacle. This network shows the organisational structure on organogram because the management or superior officer can communicate freely with the junior staff without going through the complex process involved in vertical communication. One of the major advantages of this network is that it gives the opportunity of getting immediate feedback. There is a kind of reciprocal communication since communication flows freely. Exchange of ideas is also possible because there is no fear of intimidation.

The workers are also motivated because they know that they have freedom of speech and can express their feelings easily. There is also equality among participants. The morale of the staff is also very high because they have a sense of belonging. However, some problems may creep in when using this network. Rowdiness in the process of communication might set in because there is no direction; information moves freely. Control of information might also be problematic because the management may find it difficult to monitor information movement.

### **1.8.4 The Large Loop or Circle Network**

In this network, information moves in a cyclic form. Here, the message transmitted by the sender goes from one individual to another until it finally returns to the original source.

### **1.8.5 Small Loop Network**

This is the network that allows the sender to get in touch with each receiver who may be a person or a group of persons. The receiver may also be a department or unit. The sender does this until all the relevant people in the organisation have been reached. The major disadvantage here is that feedback can be obtained directly from each receiver or group of receivers. The process of sending the feedback is accelerated because there is direct contact. However, the process of transmitting information seems to be cumbersome since the sender has to go from one receiver to another.

## **1.9 Communication Flow in Informal Communication**

It has already been mentioned here that informal communication also moves in certain directions. These directions will be explained here.

### **1.9.1 Cluster Pattern**

Workers in an organisation belong to different groups or blocks. They are loyal to their different groups. Therefore, grapevine information may move from one group to another. It is also possible for one person to belong to several groups to which he or she may pass rumour or grapevine information. The information then spreads in clusters because each recipient spreads it to the members of a group until every member is informed.

### **1.9.2 Probability Pattern**

This network is based on the possibility that the sender of a message might pass information to a group of people who will in turn disseminate the information to many people. This situation is a pointer to the fact that informal communication is fast and uncontrollable. This pattern of communication is very loose and it is also a means of spreading baseless and fallacious information which may have adverse effect on the organisation.

### **1.9.3 Gossip Pattern**

This pattern involves story telling or tale bearing. An individual (originator) disseminates information to anyone who is interested or cares to listen. He does this because of the satisfaction he derives from being an originator and relevant worker in an organisation.

### **1.10 Conclusion**

We have attempted to give insight into the meaning, definition and process of communication. Communication is a two-way process which involves the sender, channel, message, receiver and feedback. Communication is vital for the peaceful existence, progress and development of every human society. Communication can only be effective when feedback is inherently clear. Similarly, we have observed the media of communication to be oral, written and electronic as generally acknowledged even though there could be other media, not universally accepted. People need to express themselves whether as a group or individuals. In modern societies, communication is so vital that it determines the attainment of objectives, peaceful co-existence, harmony and development of the human society. Without effective communication, conflicts will be very difficult to resolve.

People need information from time to time, particularly for decision making, and such information can only be accessed through the process of communication. As a result, communication has become an inevitable tool in the society, homes, and corporate organisations. Communication is not restricted to individuals; it is a phenomenon in business organisations. This introduces the view of patterns of communication, examples of which are noted as horizontal and vertical communication. Furthermore, interpersonal communication relates the exposition of feelings, thoughts and points of view on one to one basis. In the case of intrapersonal communication, an individual constitutes the entire process of communication.

#### **Review Questions**

1. Explain the process of communication and highlight its ultimate goal.
2. Distinguish clearly the elements that constitute media of communication.
3. Discuss any five barriers to communication.
4. Account for the importance of communication.
5. Distinguish between interpersonal and intrapersonal communication.
6. Which of the communication patterns do you think is more effective and why?

#### **Multiple Choice Questions (MCQ)**

1. Which of the following is the technical term for barrier?  
A. Semantics

- B. Overload
  - C. Noise
  - D. Inconvenience
2. Which of the following is **not** synonymous with 'feedback'?
- A. Response
  - B. Reply
  - C. Answer
  - D. Cue
3. Communication is a ..... process.
- A. three-media
  - B. pictorial
  - C. two-way
  - D. non-dynamic
4. Oral communication is .....
- A. non-convertible.
  - B. convertible.
  - C. rigid.
  - D. blabbing.
5. All the following are features of written communication **except**...
- A. grapevine.
  - B. notice.
  - C. telegram.
  - D. journal.
6. All the following are to be taken into consideration before selecting a medium of communication **except** ....
- A. confidentiality.
  - B. message.
  - C. cost.
  - D. emotion of the receiver.
7. When an individual nods his head to a suggestion, this is perceived to be a feature of .....
- A. disagreement.
  - B. environmental communication.
  - C. non-verbal communication.
  - D. unintentional acceptance.
8. Affection is most effectively shown by means of ..... communication.
- A. oral
  - B. none of the above
  - C. written
  - D. logical
9. Which of the following is NOT identified with communication?
- A. Purpose
  - B. Reaction
  - C. Vacuum

D. Feelings

10. Identify what happens to a story when it is repeatedly narrated by people. It becomes

A. important.

B. distorted.

C. reinforced.

D. news.

### Answers to (MCQ)

	C	6	D
2	D	7	C
3	C	8	A
4	B	9	C
5	A	10	B

### Case Study

Mr. Agbeloba, a big-time cashew farmer in South West Nigeria with clients in the six geopolitical zones of Nigeria, decided to exit his cashew farming business and relocate to Australia. Notwithstanding the fact that he had some active contracts with his clients, he decided to make a full-page advertisement in a nationally read newspaper in Nigeria, informing his numerous clients of his relocation. He stated that they should contact him on or before a date mentioned in the advertisement to ensure that they do not lose out on the contract terms. One of the legally acceptable means of passing critical information to his clients is a national newspaper. He chose this option because some months prior to that time, he had a massive fire incident that destroyed most of his properties, including all his hard copies of his documents and the contracts were not stored electronically

Based on the case above, attempt the following questions with justification

1. Has Mr. Agbeloba effectively communicated to his numerous clients?
2. Will the advertisement be deemed to have reached the target audience?
3. What alternative advice will you give Mr. Agbeloba?

### References/Further Reading

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## CHAPTER 2

### ORGANISATIONAL COMMUNICATION AND ENGAGEMENT PROCESS

#### 2.0 Learning Objectives

In every corporate organisation, modes of communication are discernible. For the purpose of harmony and attainment of organisational objectives, mission and vision, communication lines within the organisation are devised accordingly. At the end of this chapter, candidates should be able to:

- a) Highlight the formal channels of communication within an organisation;
- b) Identify the channels of informal communication within an organisation; and
- c) Relate the factors that are responsible for the choice and use of informal channels of communication within an organisation.

#### 2.1 Introduction

Communication is an indispensable tool in every organisation. In business transactions, communication is needed for the purpose of interaction, negotiation and signing contracts. The ultimate goal of most business organisations is to make profits. Business transactions can only flourish where there is harmony and great understanding. This is achieved when communication is effective. In this chapter, we shall concentrate on studying organisational communication channels. In any form of organisation, there are two major systems of communication. These are: formal and informal communication systems. These systems will be fully analyzed here.

#### 2.2 Formal Communication Channels

The formal channels of communication are the channels officially recognized within an organisation. They are designed for information exchange within the organisational set-up. Since they are officially recognized, there are clear-cut guidelines and laid down procedures on how to communicate as well as the line of communication to follow. In other words, there are already specified lines of communication which recognize the hierarchical structure of the organisation. The following are the formal channels:

- a. The downward channel;
- b. The upward channel;
- c. The horizontal channel;
- d. The quasi-vertical channel;
- e. The diagonal channel.

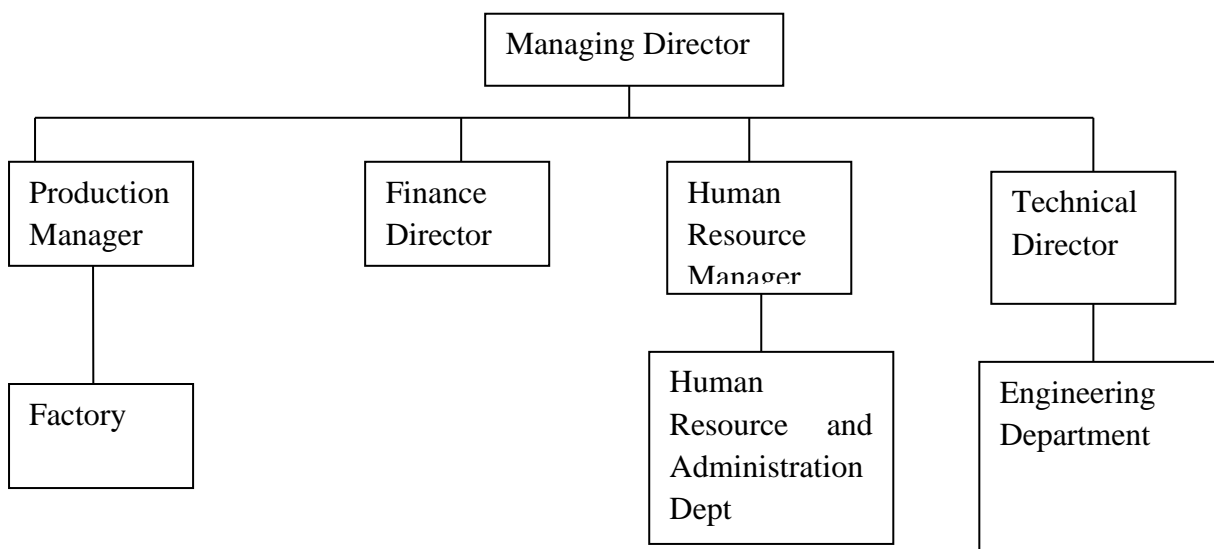
#### 2.3 Line Management

Before attempting to analyze the above channels, it is necessary to explain the term “line management”. It is a term that is relevant in vertical communication. It refers to the type of communication which allows information to flow from one level to another. It may be from the upper cadre (management level) to the lower cadre or from the workers to the

management. Line management involves a situation whereby one rank is clearly seen below another to which it is directly related. In any organisation, whether small or large, there is what we call “hierarchy” or “hierarchical structure”. This structure is naturally expected as every organisation is usually departmentalized (divided into different departments or sections). For instance, heads of department usually relate with directors because they are directly responsible to them. The directors are also directly responsible to the management.

In order to understand the communication flow in an organisation, it is necessary to study the organisational chart (organogram), which spells out the lines of authority and responsibility. It is equally necessary to know, within an organisation, whom one is responsible to and who is responsible to one. In essence, the organisational chart describes the process of communication in an organisation. The task of preparing an organisational chart enables every unit (departments) to be brought under review. As a prelude to this task, every single employee should have a detailed job description showing the summary, the job contents and the job requirements in terms of skills and communication. In the process of preparing an organisational chart, it should be noted that an employee is not accountable to more than one superior, and the superior officer should have full responsibilities for those under him.

Below is an example of organisational chart:



#### 2.4 Downward Communication Channel

In every organisation, information moves in several directions as dictated by members. Communication refers to how information flows in an organisation. The downward communication channel involves sending information from the top to the bottom. It allows information to flow from a superior officer to the subordinates. This is to say that information is transmitted from the higher cadre to the lower cadre. In this type of communication channel, there is strict adherence to the organisational structure. This means that the hierarchical arrangement of an organisation is taken cognizance of.



### **Advantages**

- i. Quick actions are taken since downward communication often comes in form of instructions
- ii. Good and immediate feedback
- iii. Close monitoring of instructions is possible since the message comes from a superior officer
- iv. Smooth Operations: Co-ordination and effective administration are easily achieved.

### **Disadvantages**

- i. **Distortion:** Information sent may be distorted especially if it is sent from the management to junior workers. Misinterpretation and misconception usually occur.
- ii. **Bureaucracy:** Information may be subjected to unnecessary or avoidable complexities, due to the organisational structure of a company. There may be unnecessary delay.
- iii. Downward Communication often promotes **authoritarianism** because the workers have little or no contribution. They just “act on instructions”.
- iv. **Disharmony:** Since the workers are not given the chance of airing their views, they naturally “revolt” internally and, at times, take actions that are inimical to the development of the company.

## **2.5 Upward Communication**

As the title suggests, the upward communication channel flows from the bottom to the upper level. Workers use this channel to communicate with the management or their superior officers. Information, therefore, flows from the personnel at the lowest level to those at the top. For example, information may be transmitted from the subordinate staff to heads of departments or managers of a company.

The major difference between this type of communication flow and the former type (downward channel) is that it eliminates authoritarianism. It exists in a participative, free and democratic office environment. Upward communication usually comes in form of offering suggestions, making appeals, channeling grievances, sending complaints to the management, group meetings, response to queries, etc.

### **Advantages**

- i. **Co-operation from the junior workers:** Workers naturally co-operate with the management to achieve the corporate goals of the organisation since they do not stand aloof in the administration structure.
- ii. **Industrial Harmony:** Internal disputes or unnecessary conflicts are checked because the workers feel at home in the organisation. It should be noted, however, that absolute prevention of conflicts is not achievable
- iii. **Getting Correct Feedback:** Workers find it easy to give their candid opinions about some important issues affecting the company

### **Disadvantages**

- i. **Fear:** Fear of molestation and victimization may come from the management or the superior officer. Junior workers, most of the time, are afraid of airing their views on important issues affecting the organisation because they often feel that they can be victimized
- ii. **Ignorance:** This is another obstacle that is capable of hampering effective communication. There are some workers who are not even aware of the fact that they can communicate with the management.
- iii. **Another issue is management's interest:** In some cases, the management does not welcome suggestions from the subordinate staff because of conflict of interest.

### **2.6 Horizontal Communication**

This channel of communication neither moves upward nor downward; rather, it remains in the same circle consisting of individuals or workers of the same status. This is to say that information flows laterally, that is people at the same or similar levels exchange information. For example, information may flow from the finance director to the director of personnel. The means of communication here include: memos, letters, the telephone, meetings involving the members of the same category or cadre, etc.

### **Advantages**

- i. **Uninhibited Flow of Information:** There is no much delay since information flows freely.
- ii. **No Fear of Intimidation:** since information flows from officers of the same status, there is any fear of intimidation or victimization which often occurs in case of upward communication.
- iii. **Smooth Running of Organisation:** Smooth running of the organisation is achieved since members of the same group often find it naturally easy to discuss issues affecting their organisation as a whole.
- iv. **Conflict Prevention and Conflict Resolution:** These can be achieved because members of a group can easily talk over matters and reach a consensus. Disputes and unnecessary conflicts can, therefore, be minimized or prevented in some cases.
- v. **Feedback:** Immediate feedback can be achieved because there is free movement of communication.
- vi. **Team Work:** Horizontal communication facilitates team work among co-ordinate officer.

### **Disadvantages**

- i. **Unhealthy Rivalry:** If horizontal communication is not properly handled, it can lead to empire building. Since each department may be working towards outshining other departments, if care is not taken, they may not like to relate with one another.
- ii. **Information Distortion:** Distortion of information is possible since horizontal communication usually depends on the use of words of mouth (discussions, dialogues, conversations, or telephone messages). Information may be denied or misinterpreted. The appropriate feedback may not be achieved.

- iii. **Lack of Co-operation:** Problems of understanding and lack of co-operation may surface as a result of the use of technical language. Each department, it must be noted, has its own jargon that is associated with it. These special registers may not be understood by others who do not belong to the department.
- iv. **Lack of Commitment:** Lack of commitment or seriousness may occur simply because the individuals exchanging information are of the same status. Members may not take immediate actions on vital issues since they feel they are not accountable to the sender of the message.

## 2.7 Quasi-Vertical Communication

This is the channel of communication by which workers have direct link with the management through the organized body of the staff association. The labour union formed by the workers can have negotiation with the board of governors or top management, thereby forming a kind of “triangular” communication process. Information can be transmitted from the subordinate staff through the labour union to the top management or superior staff or vice versa. Most of the time, information flows from the bottom to the top because the information usually transmitted is based on request or demand for a more meaningful welfare package for the staff or improved conditions of service. Unlike vertical (upward and downward) communication, information can move either ways. The top management relates directly with the workers through their union leaders.

### Advantages

- i. **Dialogue:** It tends to promote dialogue and mutual rapport among labour union, management and subordinate staff.
- ii. **Mutual Engagement:** Meeting for the resolution of demands by the labour union shows that both labour union and management are partners advancing the goals of the organisation.
- iii. **Representative Communication:** To create order, key representatives of management and top officers of labour union share information and data before reaching joint agreement on pressing issues. Such agreement is reported to other members outside the meeting.

### Disadvantages

- i. **Exploitation:** Labour union may explore the quasi-vertical channel to make undue demands on management and therefore abuse it.
- ii. **Skewed Attention:** Senior managers tend to give attention to communication with labour union than to the staff collectively. Emphasis is therefore more on flow of information between top management and labour to the neglect of the entire staff.
- iii. **Assumed Disharmony:** If there is neither cordial relationship nor peace among members of the labour union, quasi-vertical communication may not be effective to advance the collective interest of all employees.

## 2.8 Diagonal Communication

This is the channel that does not follow the hierarchical structure of an organisation. It shows the structural or traditional arrangement in line communication. In essence, there is a breach in the process of line communication. This type of communication usually occurs between people who are neither in the same department nor on the same level of hierarchy (unlike horizontal communication). Information flows from any direction. It is possible to have both downward and upward channels. Information moves without any form of inhibition. Managers must communicate downward, upward, horizontally and diagonally. When all the channels are effectively employed within an organisation, there will be effective communication.

### Advantages of Diagonal Communication

- i. **Efficiency:** Diagonal communication facilitates efficiency. This is because every worker believes that he has the opportunity of expressing his views about certain issues.
- ii. **Sense of Belonging:** All the workers feel that they are important and relevant in the day- to-day activities of the organisations.
- iii. **Harmony:** The workers have harmonious relationship since they believe that they can express their feelings without fear of victimization.
- iv. **Coordination:** The diagonal channel enhances coordination of organisational activities. This is possible because information can easily be obtained from workers.
- v. **Immediate Feedback:** The management can obtain accelerated feedback from the staff. Since there is no obstruction in the communication process, the feedback is easy to obtain.
- vi. **Accomplishment of Organisational Goals:** When there is free flow of information, every worker in an organisation is enthusiastic towards achieving the set goals. In other words, positive development can be achieved.

### Disadvantages of Diagonal Communication

- i. **Lack of Discipline:** This type of communication brings about indiscipline among workers. Indiscipline inevitably occurs because workers find it difficult to respect their immediate bosses since they know that they can channel their messages through other means within the organisation.
- ii. **Lack of Proper Monitoring:** Diagonal communication could lead to poor management. Information cannot be monitored to the extent that sensitive information leaks out.
- iii. **Lack of Control:** It is not easy to control information when it does not follow the normal channels. Although diagonal communication is officially recognized in an

organisation, it neglects officialdom. This situation may affect the normal control of information in an organisation.

## **2.9 Informal Communication Channels**

Informal communication channels are those channels that are not officially recognized in an organisation. They are not in line with the stipulated rules and regulations of an organisation. It should be noted, however, that unofficial channels exist in any business environment. Naturally, human beings cannot avoid relating with one another; they share their feelings and express their thoughts. This means that workers in any organisation cannot rely absolutely on the official channels of communication. For example, workers like to communicate informally during the break time or recess. Issues can be discussed during the period of relaxation. Conversations, during these periods, are absolutely informal. There are two basic informal channels of communication. These are: rumour mongering and grapevine.

### **Rumour**

Rumour is an unofficial means of disseminating information. It can simply be described as hearsay or gossip. Most of the time, rumours are baseless and anonymous. They are not usually traceable to their organisations. Rumour mongers deny facts and distort information. Some rumors are partially true, while others are absolutely fallacious. Rumour mongering is inimical to the development of an organisation. This is because information transmitted through rumours is usually distorted to favour the sender. A rumour monger intentionally doctors his facts and distorts information for his personal reasons.

### **The Grapevine**

Grapevine, like rumour mongering, is an unofficial means of transmitting messages within an organisation. Grapevine information is spread by some influential workers, who have access to sensitive information. The grapevine is unofficial because it spreads news through unapproved means. However, unlike rumor, the information spread through this channel can be traced to some people within the organisation.

## **2.10 Factors that Determine the Use of Informal Channels**

There are certain factors that give rise to the use of unofficial channels in an organisation. These factors are listed below:

- i. **Inadequate Information:** If the management withholds necessary information from workers, they (the workers) naturally resort to obtaining information from unproved channels. This is because people like information, especially on issues that concern their welfare, e.g. salary increase, promotion, transfer, etc.
- ii. **Conflict:** Grapevine information or rumour inevitably manifests in an organisation where there is internal wrangling or conflict between the management and workers. In this situation, workers want to discuss certain issues concerning their affairs.

- iii. **Ego:** There are some officers in an organisation who naturally want to prove that they know more than others. They feel they are more important than other workers. In order to prove their “superiority” they like to spread sensitive information. For some personal reasons, such workers intentionally embellish their information.
- iv. **Lack of Control:** There is no doubt that some workers, especially those ones that are close to the “corridors” of powers, have access to some confidential or sensitive information. These people find it difficult, most of the time, to keep some facts gathered within themselves. They also find it difficult to control their tongues. As a result, they divulge official or confidential information. However, in most cases, such information may be partially correct, but it is usually distorted, doctored or embellished.
- v. **Human Nature:** Human beings are gregarious (social) animals. They like to relate with one another. They talk freely about certain issues. They also like to express their views, ideas or opinions about certain matters. There is a natural setting when they meet one another during break or recess period. During this period, they express their feelings without fear of intimidation. This is the time they can discuss sensitive issues informally.

#### **Advantages of Informal Channels**

Although it is apparent that using the informal communication channels has some negative implications, we should understand the fact that they cannot be eliminated completely in an organisation. They are the most natural channels because people like to discuss informally most of the time. Using the formal channels may not allow junior workers to express their feelings freely within an organisation. Therefore, we can conclude that using informal channels may produce some desired results. Let us look at some of their advantages.

- i. **Speed:** Messages transmitted through informal channels are faster than those transmitted through the conventional channels. Rumours or grapevine is an example of informal channel. Information through these channels moves quickly from one person to another or from one person to a group of individuals simultaneously.
- ii. **Sense of Belonging:** Workers naturally like to engage themselves in informal communication. When they have the opportunity of sending information (whether fallacious or authentic), they feel at home and believe that they are relevant in the system. They therefore have sense of belonging.
- iii. **Satisfaction:** It is ironical that the information transmitted through informal channels is more satisfying than the “original” information from the “authentic sources” (formal channels). This is because grapevine information or rumour usually favours the workers. Workers tend to believe any information spread by other workers or colleagues.
- iv. **Policy Formulation:** It is not every time that rumors or grapevine information produces negative results. There are some pieces of information from the grapevine

that could be useful to the management. The management can extract or sieve relevant information' and act on it. In some cases, information received through the informal channels can be used in the process of policy formulation.

- v. **Clarification:** Most of the time, information received from informal channels can be used by the management to clarify certain issues. Some information may be absolutely fallacious, misleading or, in some cases, partially true. The role of the management is to shed more light on certain issues. This means that the management can react to certain issues raised in the information transmitted informally.
- vi. **Complimentary Role:** The grapevine channel could be complimentary to the formal channels. It should be noted that the information transmitted through the grapevine channel is sometimes authentic and genuine. The only problem is that such information is not officially released. However, such information may compliment the official information that may be released later.
- vii. **Information Role:** Smooth running of an organisation may be difficult to achieve when information does not flow freely. The grapevine channel gives adequate information which workers need. They are well informed about the development of the organisation. Workers want to know about the current issues in their immediate environment. They obtain the required information from the grapevine.

### **Disadvantages of Informal Channels**

Reliance on the employment of informal channels of communication is capable of causing some havoc to an organisation. You should remember the fact that informal channels are not officially approved in any business environment. At this juncture, let us consider their disadvantages.

- i. **Falsehood:** Information transmitted through the informal channels is usually fallacious. Even if the information is partially true, it is usually doctored, distorted and embellished for some personal reasons.
- ii. **Disharmony:** Information gathered from rumours or the grapevine channel usually brings about lack of understanding between the employer (management) and employees (staff). The reason for this ugly development is lack of trust brought about by false information. There is usually great disparity between the management and workers' interests. False information could lead to disunity, unhealthy rivalry and internal wrangling.
- iii. **Lack of Control:** Controlling the flow of information from the grapevine channel or rumour mongering is pretty difficult. This is because the information does not pass through the approved channels. The management is confused at the beginning because it may not be able to trace the origin of such information at the initial stage. Unfortunately, such information flows without any form of inhibition. The result of this may be calamities.

- iv. **Manipulation and Distortion:** Rumours and grapevine information are open to manipulation and distortion. The principal actors determine the content or details of their information. They can intentionally distort their facts to make their information interesting.

## 2.11 Managing Information from the Informal Channels

It is practically impossible to remove completely informal channels of communication from an organisation. Informal channels mentally exist in any organisation. It is true that they are not officially approved, but managers and supervisors understand that they must exist in organisations. Therefore, the task of management is to consider how to deal with grapevine information and rumours.

- i. **Quick Release of Information:** The management should try as much as possible not to withhold necessary information from the staff. When the subordinate staff are well informed about the development within an organisation, they shun information from the unofficial means. Information may be released regularly through memos, letters, circulars, general or routine meetings, seminars, workshops, etc. Workers like to know the true position of their organisation.
- ii. **Identification of Opinion Leaders:** One of the features of grapevine information is that it is usually traceable to a source or some sources. The management can use grapevine information to its advantage by inviting some influential workers who always have access to confidential information. This means that some opinion leaders, who are always involved in grapevine communication, can be invited by the management. It is now expedient for the management to clarify certain issues and give them the true picture of what is happening in the organisation.
- iii. **Keeping Mute:** It is not every rumour or grapevine information that the management should respond to. There are certain trivial issues which the management can decide to shun in order to achieve positive or desired results. If the management has the habit of reacting to every item of information, workers will not take the management staff seriously. At times, junior workers may intentionally spread rumours to obtain information from the management.
- iv. **Organising Informal Settings:** The management should not rely only on informal channels of communication. Naturally, workers find it difficult to express their candid opinions and feelings through formal communication channels. They like to relate with their colleagues and mates. The management can organize informal meetings, get-together parties, etc. to make workers happy and enthusiastic. In these fora, they can discuss some issues freely in a natural setting.
- v. **Creation of Good Atmosphere:** Rumours and grapevine information can be inimical to the development of an organisation. In an environment where there is cordial



relationship, rumour mongering will be minimized, and workers will like to be friendly with the management. It should be noted that motivation can be the outcome of a good and conducive environment. There is bound to be harmonious relationship in this type of environment.

- vi. **Dissemination of Genuine information:** Management needs to build its credibility by explaining on time the position of the organisation to the staff.

## 2.12 Conclusion

Even though organisational communication structures are established for smooth business interaction, the choice of the formal communication channel serves the purpose of business continuity. It also provides evidence for any action taken or not taken. Though it has its weakness, the choice of the informal channel tends to strengthen workers' interaction as it gives them freedom of expression. Essentially, management of information is a core feature of organisational communication.

We have discussed the structure of communication channels in this chapter. Five channels were studied namely: downward channel, upward channel, horizontal channel, quasi-vertical channel and diagonal channel. Advantages and disadvantages of each channel were also viewed. From our study, management of information is important for effective business operations. However, it is difficult to isolate completely the informal channels of communication from an organisation.

## Review Questions

1. Explain the link between line management and communication.
2. How can you effectively manage informal channels of communication as a supervisor in a service organisation?
3. Clarify the distinction between rumour and grapevine.
4. How relevant is horizontal communication?
5. Contrast between vertical communication and quasi-vertical communication.

## Multiple Choice Questions (MCQ)

1. Assuming you are a new supervisor in a manufacturing outfit, you must understand the?
  - A. organogram.
  - B. work in other departments.
  - C. Board of Directors.
  - D. all employees.
2. How can confusion be avoided in organisational communication? By...
  - A. making managers give orders regularly.
  - B. holding employees accountable for every action.
  - C. ensuring that an employee is accountable to one superior at a time.

- D. stipulating sanctions.
- 3. Upward and downward communication is synonymous with?
  - A. quasi-vertical communication.
  - B. vertical communication.
  - C. authoritarianism.
  - D. laissez-faire.
- 4. Which of the following represents a criticism against horizontal communication?
  - A. Lack of cooperation sometimes emerges.
  - B. Teamwork is hindered.
  - C. It complies rigidly with policy.
  - D. It defies dialogue.
- 5. Managers should neglect rumors for the following reasons except when they...
  - A. cause disaffection.
  - B. create suspicion.
  - C. generate unfriendly atmosphere.
  - D. indicate unofficial information.
- 6. How best should rumours be treated in corporate organisations?
  - A. ignored completely.
  - B. traced to the main source.
  - C. banned.
  - D. handled with caution.
- 7. Which of the following is NOT a characteristic of informal information? It...
  - A. is indispensable.
  - B. promotes harmony.
  - C. does not promote group interest.
  - D. is not bound by rules.
- 8. Identify the factor that is NOT a disadvantage of upward communication.
  - A. Cooperation
  - B. Ignorance
  - C. Fear of intimidation
  - D. Unclear organisational structure
- 9. How should a departmental manager handle what may be perceived as damaging gossip?
  - A. Trace the source of the gossip.
  - B. Convene a staff meeting to clarify issues.
  - C. Create a good working atmosphere.
  - D. Release a warning memo.
- 10. Superior employees can act wisely by ..... information to make decisions.
  - A. considering
  - B. sieving
  - C. neglecting
  - D. summarising

### Answers to (MCQ)

1	A	6	D
2	C	7	C
3	B	8	A
4	A	9	B
5	D	10	B

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## CHAPTER 3

### LISTENING SKILLS

#### 3.0 Learning Objectives

Have you ever heard someone saying that another person has a listening problem even without a noticeable biological hearing defect? Have you also ever tried personally to consider the role of listening in human interaction? We encourage candidates to read this chapter very carefully. At the end of this chapter, candidates should be able:

- a) Define listening with clarity;
- b) Recognize obstacles to effective listening; and
- c) Indicate how listening skills can be acquired and sharpened.

#### 3.1 Introduction

Since communication involves two parties most of the time, it places a responsibility on one of the parties to pay attention and try to understand what is being said, explained or described as the case may be. This particularly happens when communication is oral. This responsibility is what we shall discuss in this chapter as listening skill. Remember that the initiator of the oral communication process is the speaker at a given time while the other party is the listener. In this chapter, we shall attempt to define listening and discuss listening skills.

#### 3.2 Listening

Listening is a natural mental activity that requires the individual's attention (focus), involving the use of the ears and directing the eyes toward the speaker or the object producing meaningful speech. It involves the active use of the brain and other sensory organs. In essence, listening is a mental process where the listener attempts to receive speech sounds, convert them into meaningful messages, and interpret (decode) them accordingly. Effective listening produces good understanding. Furthermore, good listening results in effective communication. Listening is not just capturing (deciphering) the speech sounds, but it must reveal that the listener understands exactly the message as the speaker intends it.

Most of the problems that arise from communication are due to poor listening. Effective listening is very crucial for students, especially in the interaction between students and lecturers. Also, in the relationship between subordinates and superiors, good listening is indispensable in order to realize communication targets/objectives. This is why listening skills are essential.

We are all required to listen carefully to understand what any speaker is saying. Listening implies that an individual's ears are able to pick the right accent from the speaker as well as watch the gestures being made in order to establish the right meaning. Listening is an active process in which every individual is involved. It is at this stage that the individual processes the information based on his residual knowledge, familiarity with grammar and vocabulary of the common language.

### **3.3 Types of Listening**

For the purpose of our study, we recognize two major types of listening. These are:

- a) Casual (Courteous) Listening
- b) Active (Focused) Listening

#### **3.3.1 Casual Listening**

Casual (courteous) listening is displayed when an individual is interested in or concerned about what is being discussed by others in his presence. Although the individual hears and understands what is being said by others, he is not directly involved in the conversation or discussion. As a result, he does not have to give thorough attention to the details of what he hears. Also, he does not have to respond. However, one may pretend to show interest but is not actually listening. There is a purpose for listening. This is to pick up important pieces of information for some other evident objectives. There seems to be no crucial purpose for casual listening. Casual listening is evident in social gatherings.

#### **3.3.2 Active (Focused) Listening**

When a person's mind is consciously directed to another person's speech (talk/discussion) with the intent of making relevant meanings out of it, and gathering the important points, then active listening is in progress. Active listening is otherwise referred to as listening with a purpose. The listener is directly focused by paying proper attention. The rate of concentration is higher. This is the type of listening that is expected of students. Active listening enhances the acquisition of knowledge. It only shows that the listener is not only interested but is motivated.

We need to point out that hearing what is being said is not the same as listening. While hearing is the reception of the speech sounds from the vocal words (organs of speech), it makes no sense until active listening enables the listener to ascribe sense, meaning and context to the content of the message, including the speech sounds. Listening, therefore, is a process which involves processing the speech sounds, ascribing meanings to the words and providing a clear understanding.

### **3.4 Purposes of Listening**

Listening is very important because of what we derive from it. When people do not listen, they cannot learn effectively and their stock of knowledge will be restricted. Why then do people listen?

- i. People listen to obtain the general direction/message in a speaker's speech.

- ii. People listen to obtain specific details.
- iii. People listen to find out the speaker's opinion, attitude or major point of view.
- iv. People listen to pick the overall summary of a subject matter (discussion).
- v. People listen for enlightenment and for the confirmation of what they already know.  
This is where residual knowledge tends to aid listening.

### **3.5 Barriers to Effective Listening**

There are several factors which can be seen as hindrances or obstacles to listening. Such factors hamper the listening process thereby preventing clarity of information. The consequences of such an action include misunderstanding, misinterpretation and inadequate knowledge. We should highlight such obstacles as follows:

- i. Because of the intervention of noise or some other militating irregular sounds, the listener may not accurately hear the speech sounds. This interference may cause the listener to judge the meaning of what is being said wrongly.
- ii. Wrong accents affect listening. Similarly, poor pronunciation, wrong choice of words and poor sentence order are barriers to effective listening.
- iii. Preoccupation with the thoughts of personal/psychological problems will deny an individual of the benefits of effective listening, and as such, an individual appears to be listening, but has indeed switched off concentration.
- iv. Lack of interest in the major discussion (subject matter) by the listener  
If the listener is not genuinely interested in the topic of discussion, he may not show any commitment to the listening process.
- v. Eruption of emotional problems such as anger, fear, hatred, and prejudice (bias) equally hinders listening as the individual involved may momentarily refuse to give attention. Even where he appears to give attention, he is not mentally focused. As a result, no meaningful information can be absorbed.
- vi. Other distractions include feeling sleepy, being under the influence of alcohol, or being fatigued. Anyone who temporarily experiences these distractions cannot listen effectively during the period.

### **3.6 How to Enhance Listening**

Attempts must be made to improve our listening capacity. A listener is a patient individual who pays very careful attention to every detail, and is ready to endure. A good listener is never in a haste to cut off, interrupt or stop the speaker. This practice goes with skills or certain tips. First, the listener must position himself appropriately to be able to see the speaker and all the body/facial gestures being made by the speaker. The sight will enhance the listener's ability to grasp what is being said. Even if an individual is listening to a radio, his mind and ears must be focused on the speech sounds and the direction of the radio or public address system. However, if the information is coming from a television set, eyes must be directed on the images on the television screen.

- i. The listener should train his eyes and ears to concentrate. There should be a deliberate effort to ward off distractions. Attempts should also be made to block off any form of bias either against the speaker or the issue in discussion.
- ii. The listener should form the habit of asking questions where there is observed misunderstanding. If the listener is in a place where notes can be taken, he should take notes for consultation and to aid his memory. In order to enhance listening, a listener should rehearse or make a mental summary of what is heard until it makes impression.

### **3.7 Conclusion**

Attentive listening is important. We call it a precursor to understanding. Without listening, much of confusion and misunderstanding will emerge. While the speaker has the responsibility of presenting his information with clarity, the listener equally has a responsibility to pay rapt attention, following the speaker with cues that will aid understanding. Essentially, any form of distraction should be avoided in the listening process.

We have learnt that listening is a mental process which enables human beings to pick up as well as understand information. It is essential for all individuals. Listening is a natural action. However, it may be casual or focused. Effective listening is, however, purposeful. There are distractions or obstacles which hinder effective listening. One of the obstacles to effective listening is bias among others. Because of this observation, listening skills have become relevant and inevitable for the acquisition of knowledge, and to aid human interactions. Listening can be enhanced in a number of ways. The discipline to listen is a conscious effort made by the listener.

### **Review Questions**

1. What is listening and why is it necessary?
2. Explain the types of listening known to you, stating how each can be enhanced.
3. What would you consider as impediments to the listening process?
4. Listening is not always purposeful. Should it be so? Discuss.
5. Improper listening results in misunderstanding. What do you think can be done?

### **Multiple Choice Questions (MCQ)**

1. Listening could be best described as a/an
  - A. passive human routine.
  - B. objective organ.
  - C. active mental process.
  - D. interactive mechanism.
2. Johann heard a voice at the door, but didn't know what it meant. How could this be explained?
  - A. He was afraid.
  - B. Listening has not occurred.
  - C. He listened carefully.

- D. Johann was caught unawares.
3. For participants in a conference hall, listening is described as
- purposeful.
  - discretionary.
  - subjective.
  - involuntary.
4. Clarity of information is hindered by
- regular eye contact.
  - obstacles to listening.
  - communication in Queen's English.
  - sense of judgment.
5. All the following are barriers to listening **except**...
- emotional outbursts.
  - lack of interest.
  - irritation.
  - facial gestures.
6. Listening can be reinforced by NOT engaging in
- deliberate concentration.
  - blocking off distractions.
  - questioning.
  - intra personal communication.
7. Effective listening helps especially to
- test the listener's ability.
  - motivate the listener.
  - identify salient points.
  - understand sounds.
8. Which of the following is **not** a distraction when public speech is being given?
- Watching the speaker's shoes
  - Checking a WhatsApp message
  - Taking note by paraphrasing
  - Thinking of what the speaker has mentioned
9. By mentally repeating what a speaker said, you are in the act of ..... listening.
- reinforcing
  - superficial
  - causal
  - pretentious
10. Jumoke hates Mathematics but finds herself in the class. What is her listening status?  
She is
- focused.
  - biased.
  - distracted.
  - half-engaged.



### Answers to (MCQ)

	C	6	D
2	B	7	C
3	A	8	C
4	B	9	A
5	D	10	B

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## CHAPTER 4

### READING SKILLS

#### 4.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- (i) Define the concept of reading.
- (ii) Explain the procedure for tackling comprehension questions.
- (iii) Answer questions on comprehension passages.
- (iv) Explain the relationship between 'reading' and 'comprehension'.

#### 4.1 Introduction

Development of communication skills cannot be complete without the ability to respond to questions on texts accurately. In any language test, the candidate is expected to have the ability to read and comprehend different written texts like passages, memos, circulars, instructions, communiqués, letters, etc. it is quite inevitable in any organisation to depend on both oral and written forms of communication. Reading comprehension is a form of written communication. Some skills are required to enable the reader understand what has been written. Ability to identify and combine words in a logical manner is essential. This needs to be learnt. The purpose of reading any text is to assimilate the facts contained in it, that is, comprehend its contents.

#### 4.2 What is reading comprehension?

The phrase, "reading comprehension" is the ability to read and interpret a written text. The task of reading involves interpretation of written symbols, which are letters of the alphabet. In any language, letters are put together to form words, phrases and sentences, which are the largest linguistic unit. The ability to read and understand written information is a mark of literacy. Therefore, reading is an advanced stage of language learning. This is why candidates are usually tested in reading comprehension. Comprehension cannot take place without reading. This means that comprehension is the output of reading, while reading itself is the input. The purpose of reading any text is to grasp the information contained in it.

#### 4.3 Tasks in Reading Comprehension

In order to determine the level of an individual's understanding of a written text, the examiner usually asks a number of questions on the text. These questions test various aspects of candidates' knowledge. The questions are based on factual contents, drawing inferences from the text, determining contextual meanings of words, distinguishing between denotative and connotative usage of words and determining grammatical functions of words, phrases and clauses.

### 4.3.1 Understanding the Factual Contents

The reader is expected to study the facts presented in a passage. Factual content consists of details clearly provided by the writer. However, it's crucial for the reader to discriminate between the essential and irrelevant details. Examples of questions that require factual contents are given below

- a) According to the passage, what is the major problem threatening the economy?
- b) According to the writer, the major problem threatening the nation's economy is:
  - (i) There is much reliance on importation.
  - (ii) There is lack of political stability.
  - (iii) The government lacks focus.
  - (iv) There is dearth of professionals.

Note that question (b) above is what we call a "multiple choice question". You can be confronted with this type of question in your examination.

### 4.3.2 Contextual Meanings of Words

In any text on comprehension, candidates are often asked to determine the meanings of some selected words or phrases in a passage. This type of question is to test the knowledge of the candidate's vocabulary. Words have different meanings in different contexts or situations. Therefore, the exact meanings of words can be determined by the contexts of their usage. It is necessary at this juncture to say that in certain contexts, ordinary or dictionary meanings are not relevant. In order to determine the appropriate meanings of words or phrases in a text or passage, we need to consider the following things.

**Grammatical Function of the Word or Phrase:** The grammatical environment in which the word or phrase occurs should be determined. For example, a word can function as a noun or verb in a sentence. A noun can also function as an adjective depending on the environment on which it occurs. For example, we can determine the grammatical functions of the words in italics:

- i. My academic experience, coupled with only national capabilities, *qualified* me for the job (*verb*).
- ii. Only the *qualified* candidates were shortlisted (*adjective*).
- iii. The *handicapped* children were given scholarship (*adjective*).
- iv. The *handicapped* were given scholarship (*noun*).
- v. A lot of factors *handicapped* me (*verb*).

**The relationship of the word with the other words in the text:** You should understand the fact that meanings of words cannot be determined by considering them out of context. Words are to be studied in relation to other words in a given passage.

For example, consider the meaning of the word *distinguishing* in each of the following sentences:

- A) In the first place **distinguishing** between students from academically and those from educationally deprived backgrounds and reserving some places for the latter, would amount to double standard.

**Meaning:** differentiating/discriminating

- B) The **distinguishing** features of the newly introduced product are enough to determine its origin.

**Meaning:** distinctive/differentiating

- C) The president had **concluded** his maiden speech before I came.

**Meaning:** ended/finished.

- D) I **concluded** from his reaction that he did not like the job.

**Meaning:** inferred.

#### 4.3.3 Denotative and Connotative Usage of Words

A word, on the one hand, is said to be denotatively used when it has an ordinary or literal meaning. This is the direct or dictionary meaning of a word. On the other hand, connotative usage occurs when the meaning of a word transcends the ordinary usage. A word has a connotative meaning when it has an additional or acquired meaning. For example, the word “naked” in the following sentence does not mean “nude” rather it connotes the idea of absolute or complete in the sentence.

Sentence example: You need to tell me the *naked* truth.

More examples

- a. The next *bombshell* fell on me.
  - i. military weapon (denotative).
  - ii. problem/ tragedy/disaster (connotative)
- b. The nation’s economy has been *crippled*.
  - i. made inactive (denotative)
  - ii. ruined/destroyed (connotative)
- c. His suggestion was an *antidote* to the crisis.
  - i. neutralizer (denotative)
  - ii. solution (connotative)

#### 4.3.4 Drawing Inferences

At the advanced level of reading comprehension, the candidate is usually expected to draw appropriate conclusion or inference from a given passage. This is a task that requires reading between the lines. The reading strategy employed here is known as inferential reading: This involves determining some facts that are not overtly (directly) stated in the text. The reader is

expected to reason on his own and study the writer's attitude and mood. The reader should also be able to draw conclusion.

#### **4.4 Procedure for Tackling Comprehension Questions**

Reading involves a lot of mental activities which are necessary in order to understand a given passage. Great concentration is required on the part of the reader; otherwise the reader will lose the grip of the essential points. Therefore, certain steps should be followed in order to understand any given passage.

- i. Read the passage quickly for the first time in order to grasp the general idea, i.e. what the passage is about. This type of reading does not require paying much attention to the details. What you need to do at this stage is to find out what the whole text is about.
- ii. Study the questions on the passage in order to know the purpose of your reading.
- iii. Read the passage again in order to know the areas that are relevant to the questions.
- iv. Study the questions again so that you will be able to know their limitations. You should be able to determine, at this stage, the number of points you are required to supply. In some cases, the candidate may be asked to provide two or more answers at the same time. For example, you may be given a question like this: "In three sentences, one for, each, mention the factors that are responsible for the slow rate of nationalism in the Francophone countries." In this situation, you have to be very careful. What you need to do is to list the points in sentences (as required). This type of question surfaces in summary writing.
- v. Go back to the passage and extract the appropriate answers. This type of reading is known as scanning. You can underline some relevant facts contained in the text. However, you should not copy your answers verbatim from the text. If any candidate is involved in lifting (copying directly from the text), zero mark will be awarded. Note, however, that the words of the writer can be used. What is expected of the candidate is to integrate their own words with those of the writer.

Evidence has shown that in a bid to "change" the writer's original words, many candidates write points that are not contained in the passage. You should be able to distinguish between key words and other lexical items.

#### **4.5 Bad Reading Habits**

There are certain bad habits that are capable of hampering the rate of assimilation. They also impede reading. These habits are as follows:

**Tracing Line of Print:** Tracing line of print involves using the finger, ruler, pen or any other object to trace individual words. It is considered a bad reading habit because it restricts the reader's focus to only one word at a time. The implication here is that reading pace will be slowed down and the rate of assimilation will be low. For a reading task to be effective, the reader should be able to capture a meaningful unit at a point in time. This means that he should avoid the use of any object to trace the line of print. This bad habit can also be

corrected if eye muscles are moved over the page. In essence, the reader should use his eyes to grasp a meaningful unit at a point in time.

**Vocalization:** Vocalization occurs when a reader pronounces the words contained in text audibly to himself. In fact, vocalization means reading aloud. It involves movement of the vocal apparatus such as the tongue, lips and vocal cords in the course of reading. Vocalization forces a reader to concentrate on a particular word at a point in time. It does not allow the free movement of the eyes. In order to correct this reading habit, readers should be enlightened on disadvantages of vocalization while reading. They should also understand the fact that reading is an individual activity which requires reading silently. Silent reading is done by an individual in order to have private study. Therefore, a good reader does not need to talk while reading. There is great disparity between reading aloud (articulation sounds) and private (silent) reading. Articulation of sounds prevents readers from paying required attention to comprehension.

**Sub-Vocalization:** This is related to vocalization. The major difference here is that reader does not pronounce the words, but unconsciously moves his lips and pronounces the words unconsciously. The pronunciation is not audible unlike vocalization. Correcting this bad reading habit requires counseling the reader to read for meaning rather than concentrating on single items. A good reader should concentrate on meaningful unit because words do not have meanings in isolation. Words have semantic and grammatical relationships.

**Rhythmic Head Movement:** Another fault in reading is the uncontrollable movement of the head during the course of reading a passage or any text. A good reader does not need to move his head up and down or horizontally in order to follow the contents of a text. Moving the head in this manner makes reading stressful and uninteresting. What should be noted here is that movement of the head is not ideal because it slows down the reading pace. The reader will not be able to concentrate on a meaningful unit. This habit can be corrected if the reader is enlightened that he should avoid moving the head; rather he should learn how to use the muscles of the eyes. This means that he should use eyes to follow his reading.

**Regression:** This happens when a reader re-reads what he has already read before. It involves reversing and reading backward by re-reading a portion of the material the reader has already read. This habit is an index of lack of concentration. Regression is a bad habit because it wastes time and makes the reader to lose information. The reader cannot also follow the thought of the writer. To correct this habit, readers should be advised to concentrate on the text they are reading. They should not allow their minds to wander about. They need to read through a text as many times as possible instead of wasting time on a single reading effort.

**Wrong Eye Fixation:** Bad readers are in the habit of fixing eyes on a word or lexical item at a point in time. The implication here is that the readers will not be able to concentrate on phrases or meaningful units at a time. This type of reading habit wastes time and hampers the rate of assimilation. A reader who has this habit should be advised to concentrate on a group of words which form a meaningful unit at a point in time. There is also need for adequate

practice. The reader can divide a line in a text into a number of meaningful units and use eyes to fix a unit at a point in time. Adequate practice is capable of producing a desired result.

## **4.6 Types of Reading**

### **Reading for Pleasure**

When we read for pleasure, we read rapidly and need not concentrate consciously. This is only very possible and convenient when the individual involved has attained a high-level of skill in understanding the written code. However, different individuals, especially those whose reading capacity is just gaining improvement, may find enjoyment by reading books written for their level.

### **Reading for Understanding**

When an individual reads a textbook, he will need to do it for close understanding. He has to begin by a survey of the general content. He should then read fairly slowly, ask himself probing questions to check his understanding and re-read significant portions in order to affirm his grasp of the core content. The individual will need to extract as much information as possible. In most cases, reading for close understanding requires making notes and checking up words in the dictionary where very necessary.

### **Reading for Required Information**

When an individual has need of specific information, he will have to locate it within the text. This will require the techniques of skimming and scanning. Skimming is reading very quickly to obtain a general idea of the content. On the other hand, scanning is a more careful reading through a text for specific clear details and then slowing down to extract the needed information. Consider the following examples of reading:

- i. Reading in order to copy
- ii. Reading in order to translate or make correction
- iii. Reading to discover what action to take
- iv. Reading for examination

The individual must learn to adapt the way he reads to suit the type of reading and purpose of reading. If an individual want to read for relaxation, he does not necessarily have to be slow. On the other hand, if such individual intends to understand detailed and complex information, he will not gain much by reading very fast or rushing through the text. This is where he is compelled by the nature of the information to slow down his reading speed.

### **Study-Reading Approach**

For effective reading and understanding, what is called the SQ3R method has been developed. SQ3R stands for survey, question, read, recall and review. Let us examine how the approach is applied.

#### **Survey(S)**

Survey is a quick look at something to pick some features. For example, you discover a new book at a book exhibition. You do not have the time to read it through but you have to make a

decision to buy or leave it. You then decide to look at the title page, preface, author's name, date and place of publication, table of contents, its structure and the edition. This quick view is a survey which gives you some information as to decide whether the book will meet your need or not.

### **Question (Q)**

When you survey a book or any written material, it will prompt some questions in your mind. Some of the questions may be as follows:

- a. Does this book address my enquiry?
- b. Does the book have something new that I will find interesting?
- c. Does the book adequately treat the subject matter?

### **Reading (R)**

After surveying and questioning, the actual reading of the book begins. For a better understanding of a book, critical reading is mandatory, and this is not just reading the book once and concluding that everything is clearly understood. You need to read the book over and over with the questions in mind and ensuring that the questions or new ones are addressed by portions of the book.

### **Recall (R)**

When you read, you should be able to remember and bring back what you have read. Relate it to the pertinent questions you have in mind. Recall is an attempt to establish the extent to which you understand and can still remember what you have read. It is a self-test mechanism. It is another way of making a summary of the knowledge gained through reading. If you cannot adequately recall what you have read, then there is need to re-read with more careful attention to details.

### **Review (R)**

Review is the last step in the approach. It is simply ensuring that you have done what you are supposed to do. Where there is omission, you just need to put things right. At the stage of review, you will have to ensure that all details have been observed. It is akin to revision.

## **4.7 Barriers to Effective Reading**

Reading is rendered ineffective by a number of poor habits or inappropriate actions.

### **i. Pointing**

Pointing at individual words rather than reading meaningful units hinders understanding and causes slow reading.

### **ii. Vocalizing**

Reading aloud slows down the reading process and it is inefficient. This happens when the individual is not familiar with the written or printed word(s).

### **iii. Sub-Vocalizing**

Sub-vocalizing is uttering the words under one's breath. Continuous sub-vocalizing reduces the pace of reading. It is also a hindrance to the integral understanding of the text.



#### **iv. Frequent Eye Regression**

Eye regression in the process of reading is shifting the eyes back over some of the words previously read. This will be necessary if the reader allows his concentration to lapse or when the first reading does not make sense, but when it becomes too frequent, reading becomes slow which ultimately affects general understanding.

#### **v. Inability to Read in Phrases and Clauses**

Reading becomes slower when the reader picks each word in isolation of others in a text. Words are read in phrases and clauses to be more meaningful, thereby creating a situational context. No reader can achieve reading efficiency if words are read in disjointed units.

#### **vi. Low Word Recognition Span**

When the reader's eyes move from left to right, there are a number of words/phrases that can be focused and picked. This is the reader's recognition span. A reader's reading speed and ability to grasp are higher when the number of phrases/clauses he can pick at a glance is greater. Conversely, reading is slower and comprehension is impeded when the number of phrases/clauses he can pick at a glance is low.

### **4.8 How to Enhance Reading**

Reading is a mechanical process. In order to be able to read effectively, constant reading practice is essential. When we read, the eyes make a number of fixations. That is, the reader does not see each word in isolation of others. The words are picked up in groups when the eyes are fixed on the text. One way, therefore, of improving reading is to increase the eye span, which is the number of words that the eyes can pick up in a single fixation.

It is also very important to avoid pitfalls of reading which we have already discussed in this chapter. Another significant source of motivation to read effectively is cultivating the habit of watching the newscaster on television and following the trend of reading both on radio and television. This may seem ordinary, but the rhythm of reading and understanding gained will help the individual to improve reading. However, practice is the main key.

### **4.9 Vocabulary Development**

At this point, we should highlight that vocabulary can be acquired and developed through reading, writing and listening to others. We should treat this issue as: How do you develop vocabulary for effective communication? What is vocabulary? We should not assume that everyone has ever checked up the meaning of the word, and it is clearly understood. Vocabulary is the stock of words, phrases and expressions available to speakers and writers (all individuals) from which they can easily draw words to convey a message without having to consult the dictionary immediately. Such words are already registered in their minds. Such words are stored up as part of residual knowledge.

We acquire new words as we listen to others and read books at different levels. As we consciously study every day, taking note of new words, our stock of words (vocabulary) increases. Much more, one other effective way of building our vocabulary is to concentrate on synonyms and antonyms. When reading, once you find a word too difficult to understand, the appropriate thing to do is to check its meaning and usage in a good dictionary. While

synonyms are words that share a similar meaning, antonyms are words with opposite meanings. You must have been exposed to a number of synonyms and antonyms.

This study is also aimed at reminding you of the importance of both elements in the development of your vocabulary. You should neither be confused in your choice of words nor deficient in vocabulary. If one is to be able to express one's thoughts or describe a situation effectively, then one should have sufficient vocabulary from which to draw the appropriate words. Furthermore, we can build words by adding suffixes and prefixes.

Consider the following examples of synonyms:

<b>Words</b>	<b>Synonyms</b>
Walk	move, step, advance
Exceed	surmount, surpass, outstrip
Nullify	discard, expunge, cancel
Sacrifice	surrender, yield, forfeit
Controversy	contention, dispute, disagreement
Petty	negligible, frivolous, insignificant

Here are also some examples of antonyms.

<b>Words</b>	<b>Antonyms</b>
Succeed	fail, lose, miscarry
Knowledge	ignorance, illiteracy, stupidity
Sacred	profane, worldly, temporal
Hesitate	proceed, resolve, tackle
Awkward	graceful, skillful, presentable
Quack	professional, qualified, genuine

### **Prefixes and Suffixes**

You can also build words by adding prefixes and suffixes to the main (key) words as shown below. Prefixes are particles or word elements which modify the meaning of any word to which they are attached. The attachment is usually in front of the main word. A comprehensive list of prefixes and suffixes can be consulted in any good dictionary. Examples of prefixes include: ill-, dis-, mis-, auto-, anti-, arch-

<b>Prefix</b>	<b>Main Word</b>	<b>Developed Word</b>
ill-	logical	illogical
dis-	advantage	disadvantage
mis-	manage	mismanage
auto-	graph	autograph
anti-	social	antisocial

On the other hand, suffixes are also word particles which can be easily attached to the end of the main word. The attachment of a suffix suggests a change in meaning. Consider the examples below.

-ment, -tion, -able, -less, -al, -hyper

<b>Main Word</b>	<b>Suffix</b>	<b>Developed Word</b>
Agree	-ment	agreement
Examine	-tion	examination
Fashion	-able	fashionable
Speech	-less	speechless
Operation	-al	operational
Sensitive	-hyper	hypersensitive

#### **4.10 Conclusion**

In the modern world of information explosion, reading and comprehension have become indispensable. Indeed, in order to sift through pieces of information, a degree of reading attention, followed with comprehension, is needful. As much as the reader's concentration is an inherent feature of reading, regular reading enables the reader to acquire and perfect his reading skills. One of the major benefits of regular reading is to enable the reader improve vocabulary development. Such a practice enhances understanding of the contextual meaning and usage of words and expressions.

We have learnt that reading is a feature of communication, but it involves a mental effort by the individual. The eyes are particularly very useful as they shift from the left side to the right while the brain sends letter signals to the mind for interpretation. Reading enables individuals to gather information (knowledge) from written records. Reading may be casual or purposeful. It is facilitated by the reader's familiarity with words and residual knowledge. However, there are some barriers which slow down reading. One of such barriers as discussed in this chapter is pointing at individual words. Generally, individuals (learners, especially) can acquire more words through regular reading, note-taking and use of the dictionary.

#### **Review Questions**

1. Read the text below and highlight the writer's major points by applying the SQ3R approach.

Both management and labour are inseparable participants in the enterprise. Each has definite needs and obligations which require consideration and fulfillment. The employer wants efficient methods of production, high labour productivity, industrial peace and good morale. In the same vein, the employee wants job and economic security, fair wages, opportunity for advancement and desirable working conditions among others. Indeed, employees' desires are unlimited. The success of any relationship between management and employees is determined by dialogue, not when management treats employees as machines. Personnel

relations are effective when management executives realize that employees are human beings with a number of motivating drives. In general, a cordial relation tends to promote employees' morale and interest in their job.

2. Attempt a definition of reading and describe the reading process.
3. How can reading be made effective?
4. Mention the various ways by which vocabulary can be acquired and developed.
5. Why is vocabulary development necessary?

### Multiple Choice Questions (MCQ)

1. Reading is enhanced when the individual is able to
  - A. isolate words.
  - B. check the meaning of words.
  - C. group words meaningfully.
  - D. vocalize every sentence.
2. Prefix and suffix can also be referred to as
  - A. vocabulary.
  - B. facilitators.
  - C. cues.
  - D. modifiers.
3. People hardly read for pleasure nowadays in our society. This expression implies that people
  - A. don't read anything meaningful.
  - B. only read when the atmosphere is pleasant.
  - C. show less interest in reading for pleasure.
  - D. sometimes read when they are happy.
4. Reading improves with all the following **except**...
  - A. practice.
  - B. attention to pronunciation.
  - C. irregular use of dictionary.
  - D. word recognition.
5. What is the role of residual knowledge in the process of reading? It
  - A. compels the individual to read again.
  - B. answers questions in the individual's mind.
  - C. is a barrier to reading.
  - D. aids understanding.
6. Which of the following facilitates mastery of word pronunciation?
  - A. vocalization
  - B. residual knowledge
  - C. span of recognition
  - D. reading pace
7. How best can the dictionary be described in the learning space?
  - A. reading device
  - B. multi-dimensional resource

- C. volume of language
- D. survey material
- 8. Identify the stem of the word “unconscious.”
  - A. ‘con’
  - B. suffix
  - C. prefix
  - D. ‘un’
- 9. Into how many parts can the word “reader” be broken?
  - A. 2
  - B. 3
  - C. 1
  - D. None
- 10. The most effective way to gain understanding of written material is to apply
  - A. Sequence, study, question, recall and review.
  - B. Study, question, review, read and recall.
  - C. Survey, question, review, recall and reading.
  - D. Survey, question, reading, recall and review.

**Answers to (MCQ)**

- |   |   |    |   |
|---|---|----|---|
|   | C | 6  | A |
| 2 | D | 7  | B |
| 3 | C | 8  | A |
| 4 | C | 9  | A |
| 5 | D | 10 | D |

**References/Further Reading**

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## CHAPTER 5

### WRITING SKILLS

#### 5.0 Learning Objectives

At the end of this chapter, candidates should be able to;

- i. Describe the stages in the writing process;
- ii. Present a topic sentence;
- iii. Present a good paragraph from a topic sentence.
- iv. Demonstrate coherence of thoughts in writing;
- v. Distinguish between proofreading and editing;
- vi. Outline the objectives of proofreading; and
- vii. Proofread and standardize any written text.

#### 5.1 Introduction

Writing is an age-long form of communication by means of signs and symbols. Writing has improved over time with developments in Information Communication Technology (ICT). Writing aids the acquisition and development of knowledge. However, it will be realized that writing is not an easy task because it involves a series of stages. Before you start writing, you should have a good plan which serves as guide. In this chapter, we shall examine the stages in the writing process.

#### 5.2 Defining Writing

Writing is an art. It is the ability to use writing symbols to express ideas, feelings or thoughts. Indeed, writing skills enable an individual to convert his ideas into a meaningful, understandable and reliable form. Writing is using letters or symbols to express clear views and impressions which can be stored as well as retrieved at any particular time both now and in future for reference. Writing is purposeful. It is presented for a particular audience (set of readers). It is conducted in an appropriate style and language for it to be effective. In essence, good writing requires the choice of style, language and comprehensive grammar.

A text or passage is usually broken into a number of meaningful and related segments. These segments are known as paragraphs. We shall discuss the features of a good paragraph. We shall also mention and analyze the stages involved in the process of developing a good paragraph. One of the major tasks of writing is the ability of an individual to extract the cogent points contained in a text. We can achieve this through outlining and note taking. In this chapter also, we are going to practice how to make a good outline from a text.

#### 5.3 The Process of Writing

Writing is a complex activity. It demands mental efforts. It also requires adequate preparation in order to achieve the purpose of writing. Effective writing is not spontaneous; rather it is a

complex activity which involves a number of stages. The writing process is divided into four different stages as shown below:

1. The pre-writing stage
2. The writing stage
3. The revising stage
4. The proof-reading stage.

### **5.3.1 The Prewriting Stage**

The writer of any piece of writing is expected to be naturally motivated. The writer has to conceive the ideas or points he wishes to write. It is, in fact, at this stage that the writing process begins. This stage will determine whether there is going to be a good text or not. After conceiving the ideas to be incorporated in a text, the writer has to make a good and dependable plan, which will serve as a guide throughout the process. It is after this stage that the task of writing actually begins. In essence, the following stages are involved at the prewriting stage:

#### **Motivation Stage**

The writer is compelled by the desire to share his views with others. He must have his focus, which is the subject-matter.

#### **The Audience**

The writer should realize the fact that he is writing for a purpose and at the same time, he should be conscious of the fact that he is writing for a target audience. In other words, a written text is meant to be read by a person or a group of people.

#### **The Appropriate Style**

Another important thing that a writer has to consider is the employment of the appropriate style and register. He should know whether the text is formal or informal. He should also know whether he needs to employ some technical words (professional jargons) in the text or not. Effective communication may be impeded if the writer does not use the appropriate style.

#### **Nature of the Text**

The subject-matter, in most cases, determines the type of text to be produced. For example, if you are asked to narrate how an incident took place to the police, you need to present a police report. You may also be faced with the task of writing an article for the purpose of publication in a newspaper or magazine. This is different from a report. It is one of the arduous tasks of a good writer to determine the type of text he wants to produce.

#### **Outlining**

A good writer needs to make a detailed plan in order to produce a meaningful text. He needs to consider the fact that a text usually contains a number of related units or segments, which are progressively arranged to explain a general concept or idea (the subject-matter). These units or segments are known as paragraphs. The outline usually lists out the points to be developed in a progressive matter.

### **5.3.2 The Writing Stage**

This is the stage where the writer is faced with the task of producing a text. You should note that this stage has already been facilitated by the steps taken at the prewriting stage. Note that in any good writing, ideas are not presented haphazardly, but are highly organized and logically strung together. A paragraph usually contains a number of related sentences which centre on a major idea. The sentences contained in a good paragraph must be well arranged to the extent that they are united and coherent.

It is also necessary to note that a good text itself contains a number of paragraphs, which are logically and progressively arranged. The logical arrangement of the facts contained in a text will produce a meaningful text. A text is meaningful when there is a focus, which leads to effective communication. However, we need to appreciate the fact that the writing stage is complex. If the writer has enough time, he can make the first draft based on the outline he has already provided. After making the draft, he may edit some aspects and also add more facts before the final production of the text is done.

### **5.3.3 The Revising Stage**

Writing is more complex than oral communication in that it is not characterized by spontaneity. It is a deliberate, well planned and logically presented text. The final production must have passed through a series of revisions and rewriting. After the pre-writing stages, the writer needs to go through the text in order to know whether it has adequately dealt with its subject-matter or not. The revising stage is otherwise referred to as the review stage where the writer takes a second look at what he has written with a view to determining whether the facts contained in the text are adequate or not. At this stage, the following questions are addressed.

- (a) Are the writer's thoughts clearly expressed or not?
- (b) Is the explanation adequate?
- (c) Are there facts that have been left out?
- (d) Are the expressions explicit?
- (e) Is there any need for the structuring of sentences or paragraphs?

Based on the above components of the revising stage, we can conclude that it is the stage at which the writer critically reviews the draft of his presentation.

## **5.4 The Paragraph**

Any good written text is usually broken into a number of units or segments. These units or segments are known as paragraphs. A paragraph can simply be described as a unit of discourse, which is usually built around one central idea. Creation of a number of paragraphs in a text is a means of dividing a discourse into convenient segments to make it meaningful.

You have already learnt that a paragraph is a unit of discourse containing a number of related sentences. At this juncture, we need to know how a paragraph is structured. A paragraph is a group of sentences that develop one main idea. For example, when you look at a page of a newspaper, a novel, a letter or an article, you will notice that the sentences contained in



anyone of these texts are grouped into paragraphs. In order to produce a unified and coherent paragraph, you need to ensure that all the sentences contained in it are related to the main idea and they must be connected to one another. There is usually one sentence that summarizes that main idea. This is the sentence that “contains” other sentences, which are supporting details. The sentence that indicates the main idea is known as the topic sentence. Study the following model paragraph.

*The Nigerian economy was purely agrarian prior to the period of oil boom in the 1970s. Today, it is quite unfortunate that there is no diversification of the economy. There is over-dependence on oil revenue. This is potentially perilous for a country striving to achieve socio-political and economic emancipation.*

**Adapted from:** Ogunniyi, B. (2006) The impact of multiculturalism and multilingualism on the forms of English in Nigeria. *AOCOE Journal of Multidisciplinary Studies* 1 (1), 35-44.

In the above paragraph, we can easily determine the topic sentence. The first sentence: “The Nigerian economy... in the 1970s” is the major sentence that indicates the main focus of the paragraph.

#### **5.4.1 Essential Components of a Paragraph**

A paragraph highlights one major sentence, which indicates its focus. However, in most cases the paragraph contains a series of sentences which deal with an aspect of a given topic or subject matter. In a situation where a paragraph contains two or more sentences, there are certain essential components. There are two major components: the topic sentence and the supporting details.

##### **The Topic Sentence**

The topic sentence can simply be described as the sentence that states in general terms the central idea of a paragraph. The central idea contained in a paragraph is one of the issues or points developed in a text. Study the examples presented above.

##### **Supporting Details**

Apart from the topic sentence which specifically states the central idea contained in the paragraph, there are supporting sentences known as supporting details. These sentences give more details about the major idea. Hence, they are referred to as supporting details. They usually provide more explanation; give illustrations, examples and analyses.

#### **Examine the following short paragraph and attempt to identify the topic sentence and the supporting details.**

Prior to the period of oil boom in Nigeria, the Nigerian economy was purely agrarian in nature. Agriculture was given much priority. Unfortunately, in this contemporary period, there is great thirst for white collar jobs. Nobody wants to be independent. The Federal Government has not even helped matters. It has never planned for the diversification of economy. There is great concentration on oil revenue. There is need to think about the nation’s future.

### **5.4.2 The Essential Qualities of a Paragraph**

The essential qualities that a good paragraph must possess are unity and coherence. These qualities are different from each other, but they are interwoven and interdependent. For example, coherence cannot be achieved without having a unified paragraph structure. Therefore, we need to understand what each of the two terms entails.

#### **Unity**

The word “unity” in this context means that the paragraph deals with only one main idea or topic. It means that all the sentences contained in a paragraph are meant to explain or analyze the central focus of the paragraph. In essence, every sentence in the paragraph should have bearing to the topic. Therefore, any sentence that does not have relevance to the topic should be removed from the paragraph. We should note that the unity of a paragraph helps the reader to follow the writer’s train of thoughts as he progresses from one stage to another. All the paragraphs contained in a text must have relationship with one another. This means that there should be a progressive movement from one paragraph to another.

#### **Coherence**

Although it is necessary to structure paragraphs in such a way that the sentences contained have unity, we need to understand the fact that the sentences must be well arranged. The word “coherence” means that there must be logical arrangement of the sentences contained in a paragraph. In other words, the paragraph should be constructed in such a way that one sentence leads naturally to the next to the extent that the sentences are properly woven together.

#### **Cohesion**

One of the essential features of a paragraph is the relatedness of all the components (sentences). The words contained in the sentences must also have bearing with one another. Cohesion is achieved when there is linkage between the elements of the paragraph.

### **5.4.3 Linking of Paragraphs**

A text may contain one or more paragraphs. In the process of writing a text, the writer may incorporate a number of topics which are related to the major topic or the subject matter. The sub-topics that are derived from the subject-matter are distributed into a number of units or segments known as paragraphs. It is not enough to produce these paragraphs. A text is meaningful when all the components are skillfully unified. In essence, a text must be a unified structure. There must be relationship between the first and the subsequent paragraphs.

For example, if the second paragraph is an addition to the first one, connections like “furthermore”, “apart from the above”, “in addition to” etc. can be used. However, if there is contrast between the first paragraph and the second one, connectors like: “this notwithstanding”, “however”, etc. are used.

At this juncture, let us analyze some of these connectors. They perform some semantic roles in the text. For example, they are used for contrast, addition, comparison, conclusion, etc.

**Additions**

- a. To indicate an addition to what has been mentioned previously, connectors like: also, moreover, in addition, furthermore, first, second, finally, etc. can be used.

**Contrast**

- b. A paragraph may be followed immediately by a statement that contradicts the already stated fact. In this situation, connectors like: nevertheless, however, yet, still in spite of, despite, etc. can be used.

**Emphasis**

- c. For the purpose of emphasizing a point already mentioned, we may use the following connectors: indeed, in fact, as a matter of fact, of course, no doubt, etc.

**Comparison**

- d. You can indicate similarity or relationship between the previous paragraph and the next one. In this case, you can use words like; similarly, in the same manner, by the same token, on the other hand, etc.

**Conclusion**

- e. At times, the writer may wish to conclude his text by consolidating all the issues that have been raised. Connectors like: therefore, consequently, as a result, in conclusion, etc. can be used.

**Illustration**

- f. For the purpose of clarity, the writer may give illustrations or examples. In this case, he needs to draw connection between his previous statement and the new one. Examples of markers of illustration are: “for instance”, “for example”, “specifically”, etc.

**5.4.4 Paragraph Development**

We have already discussed the essential qualities of a good paragraph and its components. We have also learnt that a paragraph is a unit of discourse, which forms an integral part of the text. A paragraph should be well structured to the extent that the sentences contained in it will be well linked. All the sentences should have bearing with the major idea of the paragraph. Similarly, all the paragraphs contained in a text must have bearing with the subject matter.

The features of a well-designed paragraph are unity, coherence and completeness. A paragraph has unity when all its components (sentences) are related to the main idea contained in the paragraph. Coherence is also achieved when there is a logical arrangement of the sentences contained in a text or paragraph. A paragraph is complete when it is fully developed through the inclusion of necessary details.

A discourse usually contains a number of units or segments, which are known as paragraphs. These units must be skillfully developed. A text should not be a “disjointed fragment”; rather there should be relationship among the units contained in it.

For the purpose of clarity, study the following example:

*Language is characterized by a set of vocal sounds, which can be decoded. These are produced by the human organs of speech — lips, tongues, larynx, etc. The vocal organs are used in various systematic and rule-governed combinations. Language is thus a human phenomenon that has form which can be described in terms of the units, sounds (phonemes), words, morphemes, phrases, sentences and paragraph of discourse.*

**Source:** Akindele, F. & Adegbite, N. (1999). *The sociology and politics of English in Nigeria*. Ile-Ife: O.A.U. Press.

## **5.5 Outlining and Organisation**

### **5.5.1 What is an outline?**

The task of listening or reading cannot be complete if the listener or reader does not write down the cogent points extracted from the oral or written text. In order to retain the information gained, the listener or reader should logically arrange the facts he has extracted from the text. Any serious writer or speaker who wants to present a good text should make a plan. This plan will spell out the issues to be developed in the text.

An outline can be described as a formal and detailed plan of a piece of written or spoken text. It is also the skeletal representation of a full text. The plan is formal simply because it must follow certain rules or principles of layout and procedure. It is detailed because it shows all the essential details (points) made in the original text.

Outlining oral and written texts is an indispensable tool for learning. It is required when one is listening to lectures, speeches, sermons, etc. or reading texts like lecture manuals, textbooks, articles, essays, etc. A good listener or reader should be able to extract the cogent points contained in a text. Outlining is, therefore, a dependable means of summarizing a text.

### **5.5.2 Types of Outline**

There are two major forms of outline. These are:

- i. Sketch or plan drawn by a writer (outline drawn by a writer).
- ii. Sketch or plan drawn from a text.

An outline can be drawn by a writer before producing the text. It can also be drawn from a written text by a reader after reading the text.

### **5.5.3 The Outline Drawn by a Writer**

The process of writing a text or discourse is like the process of building a house or erecting any structure. In order to achieve writing a meaningful text, the writer should make a good sketch or plan. This is what is called an outline. The outline is what the writer has prepared as a guide to develop the text.

Meaningful outlines should be prepared before writing essays, projects, seminars, papers, and articles, etc. For example, one may wish to write on the topic: “The Evils of Corruption in Nigeria”. In this case, the following outline is suggested:

- a) The concept of corruption: definition and scope
- b) Causes of corruption
- c) Societal values
- d) The grim economic realities of our contemporary period
- e) Lack of contentment
- f) Get-rich-quick syndrome

**Suggested solutions to the problem of corruption:**

- a) Removal of the notorious “immunity clause” shielding the political leaders from facing the law
- b) Change of attitude
- c) Economic revamp
- d) Rigorous public enlightenment
- e) Discussion of the prospect of the country

### **5.5.4 The Outline from Texts**

Outlines may also be drawn from written texts for the purpose of effective understanding. This type of outline is a sketch or plan extracted from the text by a reader. It is usually based on the reader’s understanding of the contents of the text.

### **5.5.5 Organisation of Outlines**

An outline must be skillfully and meaningfully developed. The fact or points contained in an outline should be logically and progressively developed. The facts must also be clearly stated or listed. It should be mentioned that an outline is a shorter representation of a given oral or written text. Therefore, it should reflect only the essential details.

Formal outlines can be presented in any of the following ways:

1. The topic outline
2. The sentence outline
3. The paragraph outline

#### **5.5.5.1 The Topic Outline**

The topic outline uses phrases or single words to indicate the major and minor divisions of the text. Consider the following example:

**Topic:** Migration of Birds (Subject matter)

- i. Seasonal movement of birds: A puzzle for centuries
  - a. Early theories
  - b. Concept of migration
- ii. Theories of original cause of migration

- a. Prehistoric (glacial movement)
- b. Overpopulation in the native home-land
- iii. Factors affecting time of annual flights
  - a. Weather changes
  - b. Mating instinct

**Adapted from:** Afolayan, A. & Newsun, H. (1983) *English Usage for University Communication*. Singapore: Longman Group Ltd.

### 5.5.5.2 The Sentence Outline

In this type of outline, sentences are used to list the facts contained in the original text. This makes this type of outline more complex than the topic outline. It is also time-consuming and cumbersome. However, this form of outline is advantageous in that it states the details in the text clearly. We illustrate this with the following examples.

- (a) The seasonal movements of birds have been a puzzle for centuries.
  - (i) Various early theories were formulated to account for these movements.
  - (ii) Careful observation soon displaced these superstitions with the concept of migration.
- (b) There are at present, two theories concerning the original cause of migration.
  - (i) The first, and more plausible, is that migration was caused by the (glacial movements of the Great Ice Age).
  - (ii) The inception of the mating urge is another possible cause.

### 5.5.5.3 The Paragraph Outline

The paragraph outline is done in form of summarization. The topic sentence of each of the paragraphs contained in a given text is used. The reader is therefore faced with the task of extracting the details by bringing out the topic sentence. We may illustrate this explanation with the following examples:

1. Early superstitions of the seasonal movement of birds have been replaced by the concept of migration.
2. Of the two theories concerning the causes of migration, the more plausible is that of the glacial movements of the Great Ice.
3. A second theory which is overpopulation in the native homeland was the second cause of migration.

## 5.6 Barriers to Effective Writing

Writing is another means of communication as already known but when the writer fails to adhere to the principles of good writing, whatever he writes may end up being ambiguous. The contents may be misleading or fall short of the intended meaning. There are many factors which hinder effective writing. We should highlight a number of these factors, but they are not by any means exclusive.

1. Grammatical errors displayed in the presentation
2. Writer's poor knowledge of spelling
3. Wrong choice of words

4. Writer's poor linkage of points and inadequate illustration
5. Inappropriate or lack of use of punctuation marks
6. Presentation of lengthy paragraphs (the writer's inability to bridge each paragraph)
7. Lack of coherence within the paragraph, and between paragraphs
8. Lack of cohesion within the text
9. Illogical presentation of points
10. Inappropriate style of writing

Readers expect free flow of information when reading. They also expect to have a better understanding of any piece of material they are reading. It is frustrating to readers when the text is characterized by spelling errors, poor use of punctuation marks and wrong choice of words. The consequence is that the information from the text will be misleading and illogical. Such writers will lose credibility. Indeed, reading the text will be boring. It is important to acquire writing skills as discussed in this chapter. This practice will improve the quality of writing as well as enhance understanding.

## **5.7 Proofreading and Editing**

A piece of writing is only effective in communication when the writer's intention or purpose is properly conveyed and achieved. Every piece of writing whether it is an essay, article in a journal or magazine or report is adjudged to be good when it is lucid and meaningful. However, a piece of writing must go through a quality control process. This process is proofreading and editing stage. Consequently, the high standard of writing is partly determined by proofreading and editing. This chapter focuses on the mechanics of proofreading and editing.

### **5.7.1 Proofreading**

The task of writing may not be absolutely accomplished if the writer does not find time to correct his mistakes. Mistakes are inevitable in the process of writing. It is not because the writer does not have adequate knowledge of grammar or mechanical accuracy. Rather, they occur as a result of certain factors which the writer cannot immediately control. Sometimes, when a writer hurriedly puts down his thoughts without critical consideration, he could make mistakes. At other times, he may not find exact words at the moment to convey his thoughts, concept or views, although he has a mental picture of his concept or thought.

Proofreading is the last stage of the writing process. This is the stage where the writer assumes the role of the reader. The writer reads the text in order to ascertain that there are no errors. This is the time he corrects spelling, mechanical, grammatical and structural errors. It should be mentioned here that errors are capable of impeding understanding of the contents of a text.

When you have written an essay, a report, letter or prepared any other document that is to be sent out to others, it is necessary to check and correct errors. The presence of mistakes could result in ambiguity and misunderstanding thereby rendering your writing ineffective. Proofreading is the process of reading through the work again, checking for spelling,

punctuation and grammatical mistakes. It is also to identify and replace words used wrongly in the work. During the process, you also cross check and correct figures found to be incorrect.

Effective writing implies that what you have written is clearly understood. It is necessary to read through your work to spot and correct what may appear to be out of order. This is achieved through careful re-reading. Nowadays, the availability of spell-check facility in modern word processing software programmes is an aid to proofreading. It helps the writer to identify misspelt words, spacing problem, illogical sentences and missing capital letters. In some cases, it offers suggestions by providing alternative options from which a choice may be made.

The weakness with a spell-checker is that it does not have the in-built capacity to correct the structure of all sentences. If all the words in a sentence are correct but one of them is illogical, the spell-checker will neglect it. For example, somebody may type this sentence: **The male lioness lies in the then.**

The spell-checker will ignore the entire sentence when in fact it is characterized by two illogical words. The sentence is structurally satisfactory but grammatically wrong with the inclusion of **male** and **then**. The spell-checker will not spot these mistakes. The appropriate sentence should be: **The lioness lies in the den.** The word 'male' should be deleted while 'then' should be replaced with 'den'.

A good dictionary is also an aid to proofreading. Effective proofreading requires good understanding of the mechanics of spelling, appropriate placement of words, good sentence construction and contextual use of words/expressions.

### **5.7.2 What to watch out for while proofreading**

- a) Spelling errors
- b) Incorrect capitalization/omission of capital letters
- c) Use of wrong words and expressions
- d) Unnecessary repetition
- e) Poor sentence construction
- f) Poor use of past tense
- g) Concord (agreement) problem
- h) Punctuations
- i) Abbreviations

### **5.8 Editing**

Editing is all encompassing. It is a more comprehensive exercise. It entails removing aspects of a piece of writing that the writer considers are either out of context or inappropriate. Editing has to do with re-arranging the pieces of information (paragraphs or portions thereof) in a pattern that makes it easy to read and comprehend. Some fresh information may be brought while others are removed as deemed appropriate. The writer focuses on the following tasks in the process of editing, and you are expected to do so.

- a) Determine the portion of the text (material) to be included (where necessary)



- b) Determine the portion of the text (material) to be excluded (if found to be out of context)
- c) Determine the order in which pieces of information are to appear
- d) Planning of the structure of the whole text
- e) Checking for missing paragraphs, authentic evidence and clumsy arrangements
- f) Checking for inconsistent formatting arrangements

Books, magazines, reports, newspapers, journals and essays among others are thoroughly proofread and edited before they are finally published. Proofreading and editing ensure that communication of information is effective. They reveal the quality of writing and presentation of information. Proofreading and editing enhance the quality of your document while giving the writer a good reputation for writing.

As a student, you will always have the task of writing. It is even much more if you are a professional whose work involves writing a report, proposal or other types of written presentation. In this chapter, you have been introduced to the essential elements of writing. We have examined the definition, meaning and scope of writing. We have also explored the process writing, paragraphing and outlining. You will, however, need to revise the chapter to sharpen your writing skills.

The last segment in the process of producing any material meant for publication is proofreading and editing. Indeed, any report that is to be submitted to management needs to be thoroughly checked. A good piece of writing, well-organized, is a reflection of the status of its writer. Proper proofreading and editing save both the writer and readers from any embarrassment that may arise due to the poor presentation of written materials. This chapter has shown the importance of proofreading and editing. Both proofreading and editing have objectives. As a quality control process, they add value to any piece of writing meant for publication or internal consultation within an organisation. Proofreading and editing are therefore tools that you need to use regularly.

### Review Questions

1. What is writing?
2. Distinguish between a topic sentence and a paragraph.
3. Write a paragraph of not more than eight sentences on ‘How to Pass Examinations.’
4. Provide an outline for a debate on ‘The Contribution of Information Communication Technology to Economic Development’.
5. **Proofread the following paragraphs. Your response is to re-write them correctly.**

Long term use of drugs have been known to cause depression parents have a role to play dealing with the issue of drug abuse as the addition starts in adolescents. Parents should be more involved with their children monitor his children the types of friends they keep company. Most times, government regulation and medical prescription are essential, but this would require public education. According to a fellow of the Nigerian Academy of Letters, women are most vulnerable to terrorist attacks in society. An organisation known as Save Women Initiative has begun publicizing efforts towards better security in our communities.

At the moment, three women are in the hands of unknown terrorists, hiding out somewhere in Nigeria. What a challenging time and experience for their family members.

### Multiple Choice Questions (MCQ)

1. Which of the following attributes is **not** associated with writing?
  - A. Rigidity
  - B. Flexibility
  - C. Convertibility
  - D. Comparability
2. The key to effective writing is
  - A. reliability.
  - B. planning.
  - C. good structuring.
  - D. use of dictionary.
3. Badaru wrote a short story, but many readers saw it as a poem. What do you think could be responsible for the misunderstanding?
  - A. Inspiration to write
  - B. The style of writing
  - C. Point of view
  - D. Writing stage
4. Paragraphs in a book chapter must reflect
  - A. harmony, concurrence and continuity.
  - B. unity, coherence and cohesion.
  - C. structure, focus and unity.
  - D. diction, quality and components.

### Read these two sentences and answer the question that follows.

Nkoma did not agree with his team mates. Consequently, he was dropped by the coach.

5. What is the role of the word 'consequently'? It plays the role of
  - A. introduction.
  - B. illustration.
  - C. conclusion.
  - D. emphasis.
6. Which of the following does NOT add value to an essay being prepared for publication?
  - A. Subjectivity
  - B. Spell checking
  - C. Concord
  - D. Editing
7. The tasks of the proof reader include
  - A. changing old concepts.
  - B. spotting inconsistencies.
  - C. re-writing paragraphs.

- D. introducing new ideas.
8. Any reading material that is not edited may attract all the following except
- A. rejection.
  - B. loss of author's reputation.
  - C. poor assessment.
  - D. high cost of printing.
9. By what means can the writer retain points raised at a discussion meeting?
- A. Note-taking
  - B. Argument
  - C. Making suggestions
  - D. Criticism
10. Writing improves by all the following means **except...**
- A. studies.
  - B. oral engagement.
  - C. Practice use of dictionary.

### Answers to (MCQ)

	A	6	A
2	B	7	B
3	B	8	D
4	B	9	A
5	C	10	B

## 5.9 ESSAY WRITING

- a) Classify given topics into essay types; and
- b) Develop thoughts/points into a full essay with good paragraph order.

### 5.9.1 Types of Essay

The type of text to be produced usually depends on the subject matter and the purpose of writing. For example, you may be requested to narrate how an incident occurred or give an account of a riotous situation which you witnessed sometime ago. In either of the two situations, you are expected to narrate an incident. Therefore, you will be involved in narrative writing. If you are also asked to write on an issue or a topic in which you are expected to inform or enlighten others, you will be involved in expository writing. In this chapter, we are going to list and discuss four types of essay writing. These are: narrative, descriptive, argumentative and expository essays. Each of these types has its own peculiar features.

### 5.9.2 Narrative Essay

This is the type of essay that requires relating past events or experiences. Narrative writing may also involve telling a story which may be real or imagined. When a story involves imagination the writer must be creative in order to make his story interesting and believable.

A good writer should realize the fact that he is writing for a purpose and also for a particular audience. Therefore, he is faced with the task of presenting his facts or ideas in a skillful manner to the extent that the reader will not be bored. The facts presented must be well arranged so that they can be relevant to the subject matter. For the purpose of analysis, let us study the following paragraph.

*After my father's desertion, my mother's ardently religious disposition dominated the household and I was often taken to Sunday school where I met God's representative in the guise of a tall, black preacher. One Sunday my mother invited the tall, black preacher to a dinner of fried chicken. I was happy, not because the preacher was coming but because of the chicken. One or two neighbours also were invited. But no sooner had the preacher arrived than I began to resent him, for I learned at once that he, like my father, was used to having his own ways.*

**Adapted from:** Wright, R. (1970) *Black boy*. London: Longman Group Ltd (p. 21).

The above paragraph narrates an unpalatable experience of an innocent boy. The narrator gives a detailed account of his experience after his father's desertion. This story gives a clear picture of what the narrator was going through at a particular time.

The situations in which writing narrative essays are required include the following:

- (a) Writing a personal experience (e.g. memoir, auto-biography, etc.).
- (b) Writing the story of another person (biography).
- (c) Giving an account of an incident as an eyewitness.
- (d) Writing a story to substantiate the fact presented by a proverb.

However, a good writer needs to bear it in mind that essays cannot be absolutely narrative. There is usually the fusion of the features of narration and description in a narrative essay. There is no way you can narrate an incident without bringing in some elements of description. For instance, if you are asked to give a report of how a riot started, you are going to narrate and describe the situation in order to make it vivid.

### 5.9.3 Features of Narrative Essay

There are certain characteristics that make narrative essays different from other types. You have been told that narrative essays are meant to recount past experiences. Therefore, narration of events involves the use of certain skills.

The features of narration are listed below:

#### **Chronological Arrangement of Facts**

A narrative essay should be characterized by chronological and sequential arrangement of facts or details. This means that one incident should lead to another. There should be

progressive development from one stage to another. However, a skillful writer may intentionally withhold some information and later unfold it in the course of narrating a story. This style is known as suspense. The reader is often eager to know what will happen next after an incident or event. This technique is used to arouse the reader's interest.

### **The Language of Narration**

In any good narrative essay, there are certain peculiar linguistic features which distinguish it from other forms of writing. The language to be employed should give a vivid explanation or a clean picture of what actually happened in the past. The language of narration reveals the following:

**Use of action words:** In order to give a vivid description of an incident, a good writer needs to employ certain lexical items that are capable of giving a clear picture of the incident. Choosing appropriate words will make narration interesting. For example, let us assume that you were an eye witness to an incident whereby a bank was raided by a group of armed bandits recently and you were asked to write a report of the incident. In this case, you will need to give details of the incident.

#### **Read the following text.**

*It was just another working day on Wednesday, 29th April, 1998, and business at the Ojodu/Abiodun Community Bank was going on smoothly as usual. While the exchange of cash and pleasantries was going on between customers and staff of the bank, nothing perhaps suggested to any of them that the bank would not close the day's business as smoothly as it opened to customers that day.*

*As people were getting carried away by the transactions, a Peugeot 504 car with registration number FG 811 AG pulled up in front of the bank in a strange manner portending danger. Alighting from the green colour 504 saloon car positioned in readiness for any order from their leader. At 1.30p.m, less than three minutes after arriving at the bank, the bandits headed straight for the banking hall, but not without a little resistance from the policeman on guard.*

*Having made up their minds and not in any mood for an exchange of words, the bandits opened fire on the police officer on guard. In less than a minute, the officer was dead, cold on the ground with his skull blown up. Anticipating further resistance, the men went into the bank hall while firing sporadically and in the process, one person believed to be a customer got shot in the thigh. By this time, there was a pandemonium in the whole of Sabo and its environ.*

**From:** *PM News* Wednesday, May 6, 1998.

You can see that the writer of the above text employed appropriate words to describe and narrate the robbery incident. The reader can now have a vivid description of the incident.

**Use of Past Tense:** Since the writer is involved in reporting a past experience or incident, he should depend on the use of the past tenses and correct sequence of tenses.

Study the following sentences:

(a) I narrowly escaped being lynched by the irate mob when I was going to my office that fateful day.

(b) The woman realized that reporting the case to the police was not going to be a productive effort since she could not identify any of the culprits.

**Use of Reported Speech:** The writer of a good narrative essay can make his narration more vivid and interesting if he can use reported or direct speech appropriately. Study the following examples:

(a) The manager confirmed that he noticed some strange behaviour among the workers who claimed to be loyal.

(b) The Director General of the company shouted; “These wicked souls have ruined the organisation”.

#### 5.9.4 Descriptive Essay

If you are faced with the task of giving the features of an object or describing a particular situation or a person, you are involved in descriptive writing. Therefore, we can describe a descriptive essay as the type of writing that requires you to write a description of an object, a person, an animal, an incident or a scene. Descriptive writing usually requires the ability of a writer to use the appropriate language that will give a detailed analysis of what is being described. The writer should also be conscious of the fact that he is writing for a particular audience. In this case, he should be able to describe the features of the object of description. In the process of writing a descriptive essay, the writer should have a very clear picture of what he is describing. This will help him to give a detailed analysis of the subject matter. He should also display great dexterity in his choice of words in order to have a vivid description. For example, study the description of a sitting room as presented below.

*This sitting room was luxurious without being grandiose. It was fully rugged in a thick green carpet. The carpet blended beautifully with the cream-coloured leather upholstery. The front flush doors were completely screened by a lovely green and white lace organza curtains. There was an entire wall covered by a larger- than-life mural of crystal clear water rushing down a precipice. It looked so real and vivid, you could almost feel the spray on your lips. The opposite wall had a beige wood paneling with a lovely white bar built into it.*

**From:** Osammor, S. I. (1996) *The Triumph of the Water Lily*. Ibadan: Kraft Books Limited (p. 11).

The above description presents a clear picture of a sitting room. The writer skillfully used appropriate lexical items to describe the room. The reader can even form the image of the room in his mind.

You can also describe a particular situation. The following paragraph describes a pathetic situation:

*On a fateful Saturday, I slept in my room in an old fashioned building located in a secluded area of Lagos, hoping to wake up as early as possible the second day in order to set for the journey I had already planned. I was still swimming in my ocean of deep sleep when I heard a knock at my door. I was already shivering thinking that the “nocturnal workers”, armed robbers had started their “operation”. Actually, fear did not allow me to respond. Later I*

*managed to open the door and I saw Uncle Joe looking dejected. He did not waste any time before announcing that my father had died. I could not control the stream of tears that was flowing uncontrollably from my two cheeks.*

**Adapted from:** Ogunniyi, B. (1999) Analytical approach to comprehension, summary and English structure Lagos: Reliance Impression.

### **5.9.5 Expository Essay**

An expository essay is the type of essay that requires explaining a process or analyzing a concept. This type of writing naturally demands the ability of an individual to describe a thing and explain fully its features. It is usually assumed that the audience or the reader does not understand the concept. Therefore, a good writer should be able to explain the concept to the extent that the reader is able to understand it. In essence, the purpose of writing here is to inform the audience. Explanation of a process or an idea demands an adequate knowledge of the subject matter. The writer has to distinguish the concept being explained from other concepts. Essays dealing with exposition must be factual. Expository essays include feature articles in newspapers and magazines, formal lectures, seminar papers, formal addresses, etc. These writings do not only state facts or describe a situation, but also give a critical evaluation of a concept or phenomenon.

A good writer needs to relate his previous knowledge to the subject of discussion. For example, if you do not have any background in science, it is not likely you will be interested in dabbling into scientific concepts. Take for instance, that you are asked to write on “The Effects of Environmental Pollution”. This task inevitably requires the ability of the writer to use some scientific jargons that are closely associated with the topic. A political scientist will also be interested in discussing the relevance of the multi-party system. In essence, the purpose of writing in either of the above two cases is to expose the reader to the subject of discussion.

**For the purpose of analysis, read the following text and comment on its features.**

*It might be pertinent to recall that the period as from independence to the early 80s marked the glorious years of the Nigerian university system in terms of funding, quality of infrastructure, curricula and academic facility and quality of graduates. These are the good old days.*

*It is to the commendation of the then regional governments that they understood education was the key to our human development. They invested in human development. They invested in human capital development probably motivated by the foresight that knowledge revolution was going to take over from industrial revolution. All the then regional governments devoted 25 per cent of their budgets to education; and a competition among the regions fostered the development of universities and other tertiary institutions that were first class institutions in the 60s.*

*Through the determined efforts of the regional governments and the governing parties in the regions, funds and resources were heavily invested in these institutions and the governments worked closely with the institutions administrations to ensure that their ambitions to establish institutions of international standard were achieved. The results are visible in three of the*

*premier universities via: the University of Nigeria, the Ahmadu Bello University, and the University of Ife now Obafemi Awolowo University. It became a different story when the Federal Military Government took over the control and funding of all tertiary institutions.*

**Extracted from:** *Vanguard Newspaper* Friday, December 22, 2006.

The above text exposes the reader to the perception of people about the university education in the 80s. Therefore, the reader will have an in-depth knowledge of tertiary education of the past. In this way, the writer has been able to inform the reader.

### **5.9.6 Argumentative Essay**

As the name suggests, this is the type of essay that requires argumentation or debate. An essay involving argumentation is motivated by a controversial issue. Any controversial or debatable issue naturally motivates different views from people. Therefore, the major purpose of an argument is to convince or persuade other people. The writer of an argument should be able to advance reasons for supporting a view or motion so that others can reason along with him.

#### **Basis for Argument**

For any form of argument to exist at all there must be a conflict or disagreement about a concept or about the interpretation of a subject matter. We can argue in order to support or refute an idea. For instance, in the law court, an accused may be asked whether he is guilty or not. In order to prove his innocence, he has to explain or advance reasons for his action. In this case, he is arguing so that he can be exonerated. It is also possible for people to argue on issues relating to government's policies, economic plans, outcome of elections, foreign policy, price changes and other socio-economic matters.

However, there are certain issues that are not debatable or controversial. There are certain facts that cannot be denied or refuted. For example, we cannot argue about the time of the day because it is verifiable. We cannot also argue about an issue which has a definite answer. For example, we can easily determine the politician who won an election. Before an argument can take place, we need to have a proposition. Examples of these propositions are:

- (a) Woman leaders are better than their men counterparts.
- (b) Boarding schools are better than day schools.
- (c) Civilian administration is the best option for Nigeria.
- (d) Female children are more beneficial to their parents than male children.
- (e) Scientific and technological advancement has done more havoc than good in Nigeria.
- (f) Rural schools are better than urban schools.

### **5.9.7 Methods of Writing Argumentative Essay**

The major thing that should be borne in mind in the process of writing an argumentative essay is that it is meant to persuade or convince someone or an audience to accept and act upon the writer's ideas. It is meant to influence the reader's thought or attitude. If an issue is argued logically, it is possible for the reader or listener to change his mind on an old belief or



practice. In any form of argumentation, the writer or speaker has to take his own position. This will form the basis or focus of his argument. For example, one can decide to argue against the use of capital punishment for criminals. In this case, the speaker or the writer has to make his position known at the initial stage.

Since the purpose of an argumentative essay is to persuade or convince people or influence the thoughts of others, the writer has to give convincing reasons for taking a particular position. He needs to give adequate analyses, examples and analogies in order to convince or persuade others. An argument may not be completely logical if the writer or speaker does not refer to the views of others. In the process of doing this, he may provide a list of counter-arguments in order to point to some inadequacies or fallacies in his opponent's argument. Therefore strong argumentation necessarily requires a careful study of evidence and the ability to reason in order to detect flaws in an argument.

### **5.9.8 The Structure**

The structure of an essay is the composition or development of the constituent parts. Generally, essays are structured as follows:

- a) Introduction
- b) Body (developed into paragraphs, well-linked together)
- c) Conclusion

You will discover the importance of good sentence construction and paragraph development for the purpose of building a good essay. In this case, refer once again to chapter four. It is not our intention to present essay models in this chapter. It is believed that consistent practice of essay writing will help you improve. But a point of reference is consulting newspapers, magazines and journals which publish essays on different aspects of national, academic and socio-economic issues. Reference to such publications will provide a good number of essays. It is in writing essays that you bring to practice your knowledge of punctuation marks, sentence construction, use of words and paragraph development skills. This is also where your ability to demonstrate coherence and unity in essay development is tested.

### **Review Questions**

- 1a. What type of essay is 'The Importance of Entrepreneurship Education in Nigeria'?
- b. Write a full essay on the above topic.
2. It is believed that the option of professional training will enhance the value of many Nigerian graduates. Write your contribution in an essay format.
3. What is the importance of the introductory paragraph in every essay?
4. Why do people write essays? Present your answer a paragraph or two.
5. Narrate a pleasant experience you had not long ago, which taught you that situations are never permanent.

### **5.10 Summary Writing**

You are expected to:

- i. Demonstrate how to summarize a sentence;
- ii. Apply the hints provided in the chapter to summary writing;

- iii. Reduce a whole passage to only its essential features; and
- iv. Distinguish the key features of executive summary.

### **5.10.1 What is summary writing?**

Summary writing is an aid to many business executives because it saves the time that would have been spent reading a lengthy piece. Secondly, it aids memory. Indeed, in daily interaction, we summarize our views, contents of conversation and discussion. It is simply reducing the contents of a passage or piece of writing to the barest minimum without losing the main message (points). Effective summary is achieved when the writer avoids repetition, uses connectives (conjunctions) and attempts to eliminate unnecessary or redundant words, sentences and paragraphs. The guiding questions are: What is the intention of the original writer of the passage? What message is the text passing across? We must note that summary is not narration or arguing. It is merely stating the key points.

#### **Summary Hints**

- a) Read through the passage at least twice, bearing in mind what you are expected to do.
- b) Be guided by any given instruction.
- c) Read the passage or text very carefully, paying close attention to key words, expressions and details in each paragraph.
- d) Be clear about what you are searching for in the passage or text.
- e) Use simple and relevant words.
- f) Avoid repetition of points.
- g) Try to be brief.
- h) Ensure that your presentation is logical.

#### **Sentence Summary**

You have already been introduced to the structure of a good sentence and sentence construction. Now, what is sentence summary? It is simply bringing out the meaningful key words or phrases in a sentence. Such words or phrases could stand alone in summary, but they must convey a meaning. They do not, however, constitute a whole sentence on their own. Where a sentence is very simple and short, only one key word or phrase may be drawn out. But where a sentence is long (compound or complex sentence), by way of summary, it is reduced to a simple or compound sentence or clause. However, a compound sentence may be reduced to a clause.

**Here is an example of a simple sentence:** Our team was victorious in the competition.

**Here is an example of the sentence summary:** “victorious’ or ‘victorious team’ or ‘team victory’

‘victorious,’ ‘victorious team’ and ‘team victory’ are the key words. Remember also that you can introduce key words that are synonymous with those in the sentence, but the meaning or idea must remain the same.

#### **Summary of a Compound Sentence**

**Compound Sentence:** We attended the meeting but the officials were absent.

**Summary:** Meeting attendance but absent officials

**Note:** You should note that the compound sentence has been reduced only to five words. These words convey the original meaning of the entire sentence.

The summary of any sentence gives insight into the meaning and main detail(s) of the entire sentence. It may also be taken as reflecting the title of the sentence. Simply put, it is about the entire sentence.

### **Summary of a Complex Sentence**

**Complex Sentence:** In spite of the government's efforts at curbing corruption, politicians still devise means of circumventing legal measures even though they are aware of the implications of being arrested.

**Summary:** Government's efforts at checking corruption are being frustrated by politicians who know the implications.

**Alternative Summary:** Politicians beat government's efforts at checking corruption despite being aware of the consequences.

You will observe that the complex sentence has been reduced from twenty eight words to fourteen words without changing its core meaning. Efforts must be made to retain the original information in the summarized version.

### **Paragraph Summary**

Now, let us consider paragraph summary. By now, you already know that a paragraph is a string or group of sentences linked together to project an idea or a point. Sentences are developed to reflect the writer's opinion or view or feelings over any subject matter or occurrence. Read the paragraph that follows and examine its summary.

### **Model Paragraph**

Skeptics have questioned the relevance of theory of corporate strategy, arguing that corporate strategy does not matter despite the views of enthusiastic supporters. This argument stems from available evidence that negligible corporate efforts are associated with profitability among firms. However, scholars have recently reassessed the relative importance of theory of corporate strategy in industry. They have also proved that corporate factors determine profitability and performance differences among firms. These developments show that corporate strategy has begun to attract significant attention with various industry stakeholders. Therefore, expanding a firm's corporate responsibilities from profit-making to encompass broad economic, social and environmental responsibilities would require some theories of corporate strategy.

### **Model Paragraph Summary**

Opponents of theory of corporate strategy argue that it is not relevant since it is least associated with firm profitability. However, scholars have proved that firm profitability and performance are determined by corporate factors. Consequently, theories of corporate strategy are needful.

### **Comment**

In making paragraph and whole passage summary, you will need to use such connecting words as 'however, but, therefore, moreover, and.' Look carefully at the length of the model paragraph and compare it with the length of the summarized version. Do you see any difference?

Generally, for examination purposes, there are guiding instructions embedded in summary questions. Read the paragraphs below and respond to the questions that follow. The

questions have been structured to guide you. By the time you answer the questions, you will have summarized each paragraph.

### **Passage A**

The aim of establishing a business enterprise is to make profits. All stakeholders will therefore expect the organisation to be a continuum so as to regularly reap good benefits from its business activities. The continuity of the business can only be achieved by proper planning and adherence to the dictates of its internal and external environments. The responsiveness of organisation's management to both internal and external environments is imperative if the organisation plans to succeed. Growth as well as continuity of every organisation is therefore incumbent on the quality of the human capital requirements of the organisation.

### **Questions**

- i. Give a summary of what the writer says about business continuity.
- ii. What do you think the title of the text should be?

### **Passage B**

Societies are ever-changing, being influenced by advances in sciences and technology. Similarly, education and training have significantly impacted the behavior of man whether at home or in the industry. For these reasons, organisations are forced to invest time and resources in the development of their staff to enable them compete favourably as well as meet customers' taste and expectations. Thus, human capital development is a vital component not only for business organisations to remain relevant but for the purpose of continuity. The potential dynamism of human beings, precisely employees, is acknowledged particularly when they are adequately motivated. Evidently, since human resources constitute any purposeful organisation, their handling must be systematic and with caution. They must also be driven to grow. Invariably, any business organisation, that is unable to develop the skills and knowledge of its workforce, and utilise them effectively, risks extinction.

### **Question**

In two sentences, one for each paragraph, state the author's main concern in the above text.

### **Whole Text Summary**

Here is a longer passage. Use the techniques you have learnt in this chapter to write a summary of the passage. Be guided by the questions at the end of the passage.

### **Passage 1**

Poor infrastructure and high transport costs have been identified as constraints against industrial development in Africa. This is linked to manufacturing. Manufacturing firms are users of infrastructure services. If infrastructure services are poor, it is expected that the cost of maintaining manufacturing firms will be higher. Consequently, industrial economists have argued that economies with poor infrastructure record a low contribution to a country's total gross domestic product (GDP). Recent publications show some considerable improvement in road infrastructure in African regions. Commitment by African governments to investment in road transport infrastructure is hardly backed by practical and measurable initiatives. This has made many observers to wonder whether money budgeted for public infrastructure is not being corruptly diverted.

With better road connectivity, most firms prefer to locate their activities within economic hubs and supply the rest of the market through efficient transport networks. Such

arrangements allow firms to stay closer to large markets and still benefit from a pool of skilled workers, access to information technology and share market intelligence. Experts have equally reported that a reduction in transport costs could increase concentration of economic activities and firm productivity. Major urban centres offer bigger markets but the cost of living is typically higher in such cities, resulting in higher prices for land and labour. However, it is also noticed that a decline in transport costs can induce new firms to take advantage of cheaper factor inputs.

Although many firms are unable to invest in road infrastructure as this is government's prerogative, they rely on government's efforts on the construction and maintenance of major road infrastructure. A link is also said to exist between road infrastructure and energy. While most firms manage to generate the required energy for their industrial and economic operations, the issue of involvement in road infrastructure is outside their control. These infrastructures differ in nature significantly.

Research may have proved whether improvements in road transport infrastructure inspire the establishment and entry of small manufacturing firms. It is difficult to conclude without adequate justifying data. From the perspective of policy makers and entrepreneurs, entry into a market is a critical feature of enterprise development. The more critical issue is whether new entrants stand a chance of survival. Irrespective of whether a firm is large or small, decisions about transport cost and availability of road transport infrastructure will have to be considered.

1. Summarize each paragraph in two sentences. You should have eight sentences in all.
2. Suggest an appropriate title for the passage. Your title should not be more than three words.

### **Passage 2**

It is common practice to articulate a foreign policy. It is yet another to deviate from the pragmatic implementation of the policy when circumstances dictate such a stance. Conduct and outcome of a national election obviously depict the outlook of government, which is equally suggestive of integrity or lack of it. Whether a national election is free and fair or not has implications for the perception of members of the international community. The conduct of national elections creates an image for a country. In essence, an election that is considered to have been rigged does not portray the in-coming government in good light.

The character of the president tends to foreshadow how the country will most likely pursue its foreign policy and external relations. Furthermore, a display of firmness, discipline, ideological inclination and strength of character by the candidate who eventually wins the presidential election attracts the attention of outsiders. Such character display during an election period has implications for foreign relations. It is obvious that any nation that manifests such a development will attract the focus of foreign investors, tourists and global goodwill.

Foreign policy observers are particularly interested in the conduct and outcome of elections across the globe. They are indeed concerned about the profound impact such elections could have on the direction and pattern of international politics. Attention to Nigeria is significant because of the country's large population, large market and growth potential of its economy. Nigeria's 2015 elections were not condemned generally neither were there landslide cases of rigging to justify denunciation, although in few places, cases of electoral impropriety were

observed. International observers were not oblivious of the trends, patterns and conduct of the country's general elections.

The 2015 general elections are significant in Nigeria's political history because the incumbent president then publicly conceded defeat and congratulated the winner. It is indeed a precedent on the African continent where most political leaders aspire to hold on to power indefinitely. The presence of the United States' Secretary of State for Foreign Affairs and other foreign dignitaries at the presidential inauguration ceremony did not only give credence to the election outcome, but it was viewed as a perceived indication of a new era of foreign goodwill towards Nigeria by members of the international community. This is significant since the United States is acknowledged as the global watchdog of democracy.

**Adapted from:** Raphael, S. (2016) Nigeria's 2015 elections: Implications for the new government's direction of foreign relations. *UPIB International Journal of Multidisciplinary and Contemporary Issues 1 (1)*, 31-36

1. What did the writer say about the presidential candidate? Your answer should not be more than two sentences.
2. In not more than three sentences, state why much attention was focused on Nigeria's 2015 general elections.

### **5.10.2 Executive Summary**

In the corporate organisations where committees are engaged to embark on certain projects, reports are expected to be submitted at the end of such projects. In such reports, there is a page which gives insight into the main contents of the report. The content of that page is referred to as executive summary. For instance, directors, chairmen of companies and senior managers, who are too busy to read a report immediately, but at a later time, will first glance at the executive summary to have an idea of what is contained in the main report.

In order to write an executive summary, the general skills and principles of summary writing are applicable. Executive summary is usually not more than a page. It is made up of the objective(s) of the report, findings, observations, problem investigated, (method of embarking on the project, if a project is involved), conclusion and recommendations. Executive summary, as it is called, is normally written only after the full report has been written. At a glance, it gives insight into what has been done by the writer.

### **5.10.3 Conclusion**

Clarity in writing contributes to the effectiveness of communication. It is therefore important to master the principles and skills taught in this chapter. The writer's orderly presentation of viewpoints enables readers to ascribe appropriate and consensus meaning to the text. While emphasis is placed on logical arrangement of paragraphs, good sentence construction should equally take priority. In order to write a good essay, planning and organisation of work involve paragraph outlining. As will be seen in the chapter on summary writing, sentence and topic outlines are equally important. They are good summary guides.

Essay writing provides an opportunity for the writer to demonstrate writing skills. Although there are different types of essays, each essay type is unique because it has a specific objective. Essays communicate the writer's views, argument or opinion. The uniqueness of

essay also lies in its organized structure, development of ideas and main point of view. Essay writing needs to be practiced in order to attain a good level of perfection. A good essay exhibits coherence and coordination.

In this chapter, we have identified the types of essays and made attempts at describing each. You are now aware of narrative, expository/explanatory, descriptive and argumentative essays. We have also examined the structure of essay. The structure is important because it embodies the development of your line of thoughts.

Summary writing is indispensable in the course of official duties. This is necessary in putting some information together either before or after a meeting. Indeed, after a meeting, it is observed that some summary of a sort is needful to pass the key issues across to others. We have learnt that summary writing is the reduction of a text to only its essential features. Summary writing is important for decision making in business organisations. For academic purposes, summary writing is inevitable.

### Review Questions

1. Distinguish between sentence summary and paragraph summary.
2. Explain what you understand by executive summary and state why it is useful.
3. What do you think are the benefits of summary making?
4. Explain the essential things for consideration in making a summary.

In one paragraph of not more than 5 lines, make a summary of the activities you engaged yesterday.

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## CHAPTER 6

### SPEAKING SKILLS

#### 6.0 Learning Objectives

At the end of this chapter, candidates should be able to:

1. Show understanding of the use of verbal and non-verbal cues;
2. Recognize the barriers to effective speaking; and
3. Apply the principles learned to speech situations.

#### 6.1 Introduction

Unlike writing, speaking is enhanced with verbal and non-verbal cues (signs) that individuals unconsciously use when speaking. Speaking is oral communication which is either planned or unplanned. In most cases, speaking is unplanned because it is a spontaneous daily occurrence. We all have information to pass across or share with others, and this can be done orally. In this chapter, we shall probe into the cues which are inherent in the speaking process, barriers to speaking and how to make speaking effective. It is necessary to study these features because when speaking is defective, communication will turn out to be ineffective and listeners will misunderstand our intentions.

#### 6.2 What is speaking?

Apart from the informal speaking in which we are regularly involved, speaking in the real context of our study is public presentation (official speech made in public for a specific purpose and audience). Speech making is an art which can be very effective with the relevant skills. An individual who makes a public speech should be able to deliver the right information and make the audience attentive throughout the duration of the speech. The individual should adequately present his views (thoughts, ideas or scenario) without boring the audience. Speaking is the oral expression of opinion to influence others. In this case, the speaker would have made an effort to understand those who constitute the audience, including their level of education and expectations. However, a speech may also be impromptu, where the individual is compelled by circumstances at the moment to make the speech. With reference to public speaking, the speaker has an obligation to be logical in his presentation while making it possible for listeners (the audience) to follow him with interest.

#### 6.3 Verbal and Non-verbal Cues

Cues are those guides, signposts and reminders. In speech making, verbal and non-verbal cues are those expressive features which effectively aid speech presentation and understanding of what is being projected to the audience. The ultimate aim of communication is to achieve understanding. In speech making, or everyday process of speaking, it is not different. What is the essence of speaking for an hour or several minutes if your listeners will make no meaning out of it? We may, therefore, learn to understand the importance of certain



verbal and non-verbal cues which can aid speakers in the speech process. Here are a few examples of verbal cues.

- a) Use stories, anecdotes and jokes which aptly explain and illustrate the points you are trying to make. These will arouse the interest of members of the audience and keep them attentive, provided such cues fit genuinely into your presentation.
- b) While your language must be simple, try to identify some key words and build your points or argument around them. Such key words can be highlighted. If you are making a PowerPoint presentation (using the Microsoft software), attach some pictorial illustrations to the key words. This will enable you remember the meaning as an explanatory note.
- c) Use of rhetorical questions.

Examples of non-verbal cues include gestures, facial expressions, intonation and watching the reaction of the audience as you make your speech. Refer to the chapter on non-verbal communication (chapter one). It provides insight into the importance of non-verbal communication or speech acts.

#### **6.4 Barriers to Effective Speaking**

Speaking, whether in public or private places, is rendered ineffective by certain barriers. Barriers are generally those factors which prevent the effective understanding of a speech. More specifically, the burden to make a speech clear, meaningful and understandable rests on the speaker. The speaker has a critical role to play. He may create the barriers by not observing some elements.

A speech will be marred where the speaker uses inappropriate words or detaches himself from the audience.

Also, effective speaking will be hindered where the speaker fails to exercise a good command of the subject matter. If the purpose of the speech is not in tune with the topic (subject matter) or where the speaker does not clearly address the purpose of the speech, the audience may be confused or misled.

It is appropriate to understand the level of awareness or education of those to whom a speech is directed (the audience) and attempt to choose words that they will clearly understand. If it is necessary that technical expressions must be used because of the nature of the subject matter, then such expressions must be well explained with scenarios and illustrations; otherwise, the audience will be bored, and the whole essence of the speech is marred. You may have discovered that some people make too many pauses when speaking as they attempt to find the right words to express their views. This is a barrier to quick comprehension by listeners. It is more frustrating for the listeners when the speaker is constantly saying, “em ...em...em.... ah... ah.” This regularly happens to some speakers when they run out of the right words, not simply or only because they have forgotten a point.

Again, it is appropriate to assert that inarticulate expressions, inaudibility, poor intonation, bad pronunciation, and disregard for the gestures made by the audience constitute barriers to speaking. The speaker should also be able to make some appropriate body gestures to drive home his points; he should not be lifeless or stiff. Speaking entails action to help listeners achieve a good level of understanding.

We need to acknowledge that although speech may be well-prepared, poor presentation could make it lose its value and objective. Similarly, a speaker may have good knowledge of the subject matter, but his presentation or articulation is inappropriate; when this happens, it hinders listeners' comprehension.

### **6.5 Principles of Effective Speaking**

If any speech is to make good impact, certain principles must be followed in presenting the speech. The speaker must first demonstrate confidence in the command of the subject matter's contents. He must prove, through his carriage, that he has adequate knowledge of the topic. Most importantly, he must ensure that the interest and expectation of the audience are addressed. Let us highlight some basic guides:

- a) Rehearse your speech privately before presentation.
- b) Make eye contact with the audience.
- c) Express an idea in various ways by using synonymous words.
- d) Outline your speech points for easy reference.
- e) Use correct pronunciation. You may have to consult a standard dictionary to verify a word if you are in doubt.
- f) Your voice must be audible enough to reach every member of the audience.
- g) Vary your voice in relation to questions, emotion, statements and direct quotations.
- h) Use very clear language devoid of ambiguity.
- i) Be sure that your words are appropriate for the occasion and relevant to the topic.
- j) Be time-conscious. Do not over-stretch an issue and as much as possible, avoid undue repetition.

Let us see examples of a written speech. Although an unprepared or unwritten speech does not usually follow the pattern of a written speech, a written speech for a particular occasion is structured as follows:

- a) General title of the speech
- b) Salutation of dignitaries and members of the audience
- c) The speech proper, structured into paragraphs
- d) Concluding remarks

We must also add that, for the purpose of the effectiveness of delivery and to achieve better understanding, the writer of a speech may use proverbs, idioms, or rhetoric to embellish his speech. The main point to note is that the speech should be lively.

### **6.6 Attitude and Emotion in Speech**

Attitude and emotion feature prominently in our speech. Whether we are making a formal speech or simply discussing informally with friends, colleagues, or family members, attitude and emotion are exposed by what we say and how we say it.

First, you must understand that attitude is the totality of feelings or opinions that someone displays toward another individual, situation, or subject matter. Such feelings are also shown in our behavior. By your behaviour, people around you are able to know your feelings.

Similarly, from your speech, listeners are able to discern how you feel, your views, and disposition toward others and issues of immediate concern.

When we make a public speech, those who listen to us carefully will clearly discern our point of view, line of argument, and feelings. All of these either show that we are in favour or we are against a subject matter. Indeed, your expressions and points of argument also suggest that you have a negative or positive attitude. Beyond understanding the speech, there is a clear reflection of the speaker's attitude. Consequently, the speaker's attitude helps listeners to establish their own stand.

Similarly, speech reflects the speaker's emotion. Most times, good and passionate public speakers use emotions to capture the interest, loyalty, and support of listeners. Emotions in general are characterized by strong feelings of love, anger, fear, and hatred. From a speaker's speech context, facial expression, and voice, we can deduce passion, love, anger, fear, or hatred. Emotion is a stronger expression of the speaker's feelings in an attempt to drive home his disposition, objective, and point of view.

Good public speakers, motivational speakers, politicians, and well-trained orators combine both attitude and emotions to captivate their audience. In the old Greek civilization, public speech was a popular art. In American presidential debate history, it has become a coveted art.

**Read through the speech below.**

**A Speech Delivered by the President of Leisure Club, Mr. O.O Leo, on the Occasion of Farewell Party Organized in His Honour by the Club at Palm Beach Hall, Apapa, on June 12, 2021**

The Chairman

Director, Ministry of Tourism

Honourable Colleagues

Invited Guests

Distinguished Ladies and Gentlemen

I am highly delighted to be honoured here today. First and foremost, I wish to express my heart-felt thanks for the effort the organizers of this party have made to make it a success. In fact, I have no precise words to describe my feelings and gratitude for your demonstration of this kind gesture.

From today, I begin to feel your absence and all the informal tips I have often shared with some of my colleagues at the club. I wish I could defer my departure from the club but as providence would have it no man can turn back what has been destined for him. We have all had our ups and downs, no matter how remarkable they have been. But people have to meet somehow just as they have to part sometime.

At this juncture, I wish once again to ask you to share with me the joy of this day. You have all made some sacrifice. I can recall those jokes, smiles and friendly remarks usually directed at me. I think I shall begin to miss them just as I will miss your presence. But then, this is one occasion for me to say I cherish you all.

Mr. Chairman, distinguished ladies and gentlemen, even though I will be away from the club, out of sight is not out of mind. I am still open to all members of the club. You can reach me on phone or through my e-mail address. I can always make my advice available when needed. I pray that all your efforts now and in future will be crowned with greater glory. Once again, thank you for giving me attention.

**Another speech model is given below. Read and compare it with the one above.**

**An Address Made by the Training Manager on the Occasion of Staff Induction Organized for New Audit Officers at the Training Centre of Onyx Company, Lagos, August 23, 2022**

**Ladies and Gentlemen**

I welcome you all to this induction session. Let me introduce you formally to the Finance Manager, Mr. Bassey Eriyo. You will need to interact with him much more in the course of your duties. Mr. Eriyo, you are welcome. Well then, I must congratulate you on your appointment as Audit Officers. This company is reputed for excellence and we obtain the best. We produce the best and we retain the best. Therefore, I consider you all as the best to be part of the company.

I have no doubt in my mind that you will all give your total professional support and loyalty to this company. The company has a sound communication network and there is always cordial interaction between subordinates and superiors. I want you all to use this avenue. The company's handbook is being given to you. It contains all the information you need concerning staff and operations of the company.

The Personnel Manager will brief you again and conduct you round the units of the company. I am glad to inform you that the company has a dispute settlement procedure which must be strictly observed should there be any grievance. But I wish to believe that you will not generate any avenue for disputes. The Personnel Manager will inform you of your benefits which are also contained in the company handbook.

From time to time, the company will appraise your training, and if there is need for further training, the company will not hesitate to make investment. We are interested in your productivity. For now you will be reporting at the training centre on Tuesdays and Thursdays for the next four weeks. Induction and training exercises have been designed to enable you adjust to your new work environment. A letter to this effect, stating all other details will be issued to you before the close of work today. If there is any question or issue, you are permitted to raise it. Once more, I welcome you and wish you a remarkable stay in the company while also soliciting your co-operation for productive business interactions.

Thank you all.

## 6.7 Conclusion

Speech is an important feature in the formal interaction of individuals. For any formal speech, good preparation is necessary. Effective speechmaking elicits verbal and non-verbal cues from the individual. Although the speaker must be sensitive to the reaction (response) of the audience, his disposition is much more revealed by his attitude and emotion. Speaking skills need to be cultivated for several purposes, including marketing, selling, or proposal presentation, among others.

You must have learned some new tips about speechmaking. Good speechmaking requires certain skills. Speaking skills are necessary as they enable the speaker to convey his points conveniently without exposing the audience to boredom. Speaking is indeed oral communication, involving the use of both verbal and non-verbal cues. Cues such as intonation, facial expressions, and other body gestures help enhance understanding as well as create an impression on the members of the audience.

We have also observed that poor preparation, wrong intonation, bad pronunciation, and the use of inappropriate words could hinder effective speaking. Some principles have been highlighted to help overcome the shortcomings of speechmaking. Among these principles are clarity of expressions (language) and the use of non-verbal cues. Of course, the role of attitude and emotion in our speech has been carefully discussed.

### Review Questions

1. Explain how verbal and non-verbal cues can help speakers improve speech.
2. Discuss the factors that hinder effective speaking, using some illustrative examples.
3. The Chairman of the Board of Directors of your company is facing opposition from shareholders. He intends to deliver a speech at the next general meeting. Prepare a speech for him in which he attempts to convince the shareholders to retain him. As part of his strong points, indicate his achievements in office.
4. You have been invited to the gathering of a youth volunteer group to give a speech on 'How the Youth Can Stop Corruption in Nigeria.' Write out a convincing speech for presentation.
5. How can a public speaker stimulate rapport?

### Multiple Choice Questions (MCQ)

**Read the short excerpt below and use it to answer question nos. 1-4.**

Gentlemen, you must understand that control of the economy is our ultimate goal. My dear colleagues, understand that we should not allow our opponents an inch. Understand that our interest is at stake. Gentlemen, our weapon is politics, politics, I mean politics. We must not fail. Esteemed colleagues, reflect on this as I rest my case.

1. What strategy did the speaker adopt to drive home his argument?
  - A. Hatred for the opponents
  - B. Emphasis
  - C. Politics
  - D. Command
2. What could best describe the speaker's countenance?

- A. Unhappiness
  - B. Deception
  - C. Anger
  - D. Frankness
3. Draw out the recurrent feature in the speech.
- A. Opposition
  - B. Repetition
  - C. Personal interest
  - D. Economy
4. How can the speaker's tone be described?
- A. Diplomatic
  - B. Harsh
  - C. Serious
  - D. Commanding
5. Intonation could expose a speaker's....
- A. feelings
  - B. past experience
  - C. facial expression
  - D. thoughts
6. Which of the following does **not** reinforce speech?
- A. Nodding
  - B. Proverbs
  - C. Body gestures
  - D. Winking
7. Distinguish the odd element from the options given.
- A. Impromptu
  - B. Planned
  - C. Public debate
  - D. extemporaneous
8. How can the speaker maintain rapport with the audience? By
- A. pacing up and down
  - B. maintaining eye contact
  - C. asking questions repeatedly
  - D. winking occasionally
9. In order to retain the listener's interest, the speaker's speech must have a/an
- A. claim
  - B. attitude
  - C. purpose
  - D. argument
10. In order to make speech interesting, avoid
- A. jokes
  - B. proverbs
  - C. jargon
  - D. illustrations

### Answers to (MCQ)

	B	6	D
2	D	7	C
3	B	8	B
4	C	9	C
5	A	10	C

### References/Further Reading

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## CHAPTER 7

### GRAMMAR AND USAGE

#### 7.0 Learning Objectives

By the end of this chapter, candidates should be able to:

- i. Distinguish between grammatical and ungrammatical sentences;
- ii. Identify some errors that are common in business communications;
- iii. List some errors that are peculiar to the Nigerian English Variety (NEV);
- iv. Distinguish between count and non-count nouns;
- v. Define the terms “homophone” and “homonym”; and
- vi. Construct sentences using both count and non-count nouns appropriately.
- vii. Distinguish between the terms ‘tense’ and ‘time’;
- viii. Define the term “aspect” and its relation to tense;
- ix. Construct complex and compound sentences containing sequence of tenses;
- x. Distinguish between finite and non-finite verbs; and
- xi. Use present and past tenses in appropriate contexts.

#### 7.1 Introduction

In this chapter, we are going to discuss and analyze certain errors that are associated with grammar and usage. English functions as a second language in Nigeria. Therefore, errors, which can simply be described as instances of deviation from the norms of the standard variety, are inevitable. Errors committed by non-native speakers are so common that the speakers tend to believe that they are the “correct” forms. Our major concern here is to discuss and analyze some errors that inevitably occur as a result of the confusion caused by homonyms and homophones.

Let us study the following examples:

- (a) Policemen always claim that bale is free (bail).
- (b) The girl looks pail (pale).

The Above errors are often due to the misuse of words. It is unavoidable to encounter errors related to the misuse of nouns, which are products of the confusion between countable and uncountable nouns. This is evident in the following examples:

- (a) Most of the equipments are obsolete.
- (b) I bought some stationeries.
- (c) Some staffs are in the library.

Note that the words ‘equipment’ and ‘stationery’ do not have plural forms. However, we have the plural form of the word ‘staff’ but it cannot be used in the context of sentence (c) above.

## 7.2 Common Grammatical Errors

Errors occur because many users are ignorant of the rules of a language. Every language has rules that guide its usage. However, errors cannot be avoided in a situation where there is interaction between two or more languages.

Here, we are going to dwell on common errors that are related to grammar and usage. Our concern is to discuss and analyze errors that occur as a result of the confusion created by words having similar or the same pronunciation, but different forms (homophones) and words having the same spelling (form) and the same phonological form (pronunciation) but different meanings. We are also going to discuss errors relating to misuse of nouns, especially the inability of the speaker to distinguish between count and non-count nouns. Let us consider a few examples at this juncture:

- a) The equipments are inadequate. ( instead of “equipment is...”).
- b) This is a good news. (instead of “... is good news”.)
- c) I just want to give you an information (instead of “... give you information”).

At this juncture, it is pertinent to discuss and analyze the errors that frequently occur in a second language situation, especially in the Nigerian context. Errors can be committed at this level if these homophones are confused. It should be mentioned, however, that errors at this level are the output of wrong spellings. For the purpose of analysis, let us consider the following examples:

- (a) The way you reacted was not fare (fair).
- (b) Who is going to be responsible for my fair (fare).
- (c) You need to sight cogent examples (cite).
- (d) The candidates’ original documents were cited (sighted).
- (e) This is the second face of the project (phase).
- (f) This type of approach has been faced out (phased).
- (g) The principle of the school has been suspended (principal).
- (h) Lack of adequate fund was the principle factor (principal).
- (i) May you rain for a long time (reign).
- (j) You need to trace the route of the problem (root).

## 7.3 Words Commonly Confused

There are certain words or lexical items that are commonly misused simply because most of them sound alike. In other words, these words have similar (but not the same) phonological patterns. Distinctions between some words are lost over time due to the fact that they are carelessly employed in written communication. However, the choice of the correct word or lexical item depends on its context of usage. Let us consider a few examples:

### **affect/effect**

The word “affect” is a verb meaning “to cause feelings of sorrow, anger, love, etc.”, while “effect” can be either a verb or a noun depending on the context in which it occurs.

- (a) Her mother’s death will affect her seriously (verb).
- (b) Her mother’s death will have much effect on her academic performance (noun).
- (c) You need to effect the change (verb).

### **adapt/adopt**

You “adopt” something when you change it to suit a purpose. For example, you can adapt to a new environment. The word “adopt” like “adapt” is a verb, but it has a different meaning. It means to take and use something as one’s own or approve it formally. Study the following examples:

- (a) The novel should be adapted for screen play.
- (b) The presidential system of government was adopted in 1979.
- (c) The chief adopted a child later.

### **adverse/averse**

The word “adverse” is an adjective meaning “unfavourable” or “opposing”. The verb “averse” is also an adjective which means “opposed”. However, the two words function in different contexts:

- (a) The political situation of that period had adverse effect on the nation’s economy (unfavourable or bad).
- (b) I am averse to discussing irrelevant issues (opposed).

**Note:** The noun form of the word “averse” is “aversion”, which means “hatred”.

- (c) I have aversion to that kind of dangerous game.

You should also note that the phrase “aversion for” is used most of the time. This phrase is colloquial, i.e. it is informal.

### **aid/aide**

These words are homophones since they possess the same phonological features, but different forms and meanings. The two words are usually confused. The word “aid” may be used either as a verb or noun. When used as a verb it means “to assist”. When it is used as a noun, it means “assistance” or “help”. However, the context in which the word is employed determines its meaning:

- (a) The government should aid some schools (assist) verb.
  - (b) It is necessary for the government to give financial aid to some schools. (assistance) noun.
- The word “aide”, on the other hand, is a noun which means “assistant”
- (c) His aide poke to us on the issue.
  - (d) One of the Minister’s aides was at the party yesterday.

### **all right/alright**

The phrase “all right” and the word “alright” are used interchangeably in most cases; the latter is even more commonly used now. However, some people believe that the word “alright” is incorrect. What should be noted is that the phrase “all right” is more formal and is considered as a better expression:

- (a) Are you all right now?
- (b) I believe everything is alright.

### **amid/amidst**

These two words are used interchangeably. The only difference, however is that “amid” is used in American English while “amidst” is used in British English. Both of them mean “in the middle of” or “among”:

- (a) The boy was sighted amidst the criminals.  
(b) The boy was sighted amid the criminals.

### **avenge/revenge**

To “avenge” is to punish a wrong with the aim of bringing about justice. It also means to get satisfaction for a wrong by punishing the wrong-doer:

- (a) They avenged the death of the chief priest by arresting most of the villagers.

The word “revenge”, on the other hand, is harsher than “avenge” and less concerned with justice. It means to retaliate” by inflicting harm.

- (b) The boy revenged by stabling his uncle.

Also compare the following pairs:

assistant/assistance

reluctant/reluctance

advise/advice

relief/relieve

### **beside/besides**

The word “beside” means “next to” or “at the side or, while “besides” means “in addition to” or “apart from”:

- (a) I sat beside my wife. (= next to) --- *preposition*.

- (b) I don’t want to go; besides I am tired. ( in addition to) ---*adverb*.

- (c) Besides being a member of a philanthropic organisation, I am an activist. (in addition to/apart from) ---- *adverb*.

### **cancel/censure**

The words “cancel” and “censure” are verbs which have different meanings. The word “cancel” means “to edit” “to remove” or “to prohibit” news or any type of information believed or judged to be objectionable or questionable. The word “censure”, on the other hand means “to condemn” or “to reproach” someone for doing something wrong:

- (a) The President cancelled the speech to be delivered by the Minister. (edited)

- (b) The President censured the Minister for the inclusion of some sensitive issues in his speech (reproached).

### **consist/compose/comprise**

These verbs are often confused and misused. They are erroneously used interchangeably. They may be used to express the same idea, but they cannot occur in the same grammatical environment.

- (a) Water is composed of hydrogen and oxygen. (water contains or is made up of hydrogen and oxygen).

- (b) Nigeria comprises numerous ethnic groups. (Nigeria is made up of numerous ethnic groups).

- (c) Nigeria consists of numerous ethnic groups.

### **Note:**

- (a) The word “compose”, when used to mean “contain” is combined with the preposition “of. The past participle form “composed” is used. (See sentence (a) immediately above.)

(b) The word “comprise”, when used to express the same idea, as indicated above, is not combined with any preposition and it appears in an active structure as shown sentence (b) immediately above.

(c) The word “consist expresses the same idea as stated above, but does not occur in a passive structure; rather it is used in active voice. The preposition ‘of’ is also added.

### **continual/continuous**

These two words are erroneously used interchangeably; whereas they have different meanings. The word “continual’ means “repeated”, ‘regular” or “frequent” while the word ‘continuous” means “without stopping” or “without interruption”:

(a) There have been continual requests for creation of more states.

(b) There was continuous shouting among the crowd.

Compare:

(c) The man was shouting continuously claiming that there had been continual struggle for creation of more states.

### **different/difference/differ**

These words belong to different grammatical categories. The word “different” is an adjective, while “difference” is a noun. The word “differ” is a verb:

(a) There are different ways of solving this problem (adjective).

(b) The difference is clear (noun).

(c) My shirt is different from yours. (Adjective post modifying “shirt”.)

(d) My shirt differs from yours (verb).

### **emigrate/immigrate/migrate**

These words are related, but have different meanings. When you leave a country, you “emigrate” from it. When you come to a country, you “immigrate” to it. But you “migrate” when you leave one place for another:

(a) Many Nigerians plan to emigrate from this country.

(b) Some American youths have immigrated to this country.

(c) Birds migrate from one place to another.

### **envelop/envelope**

“Envelop” is a verb which means “to cover completely or surround” by something:

(a) The darkness envelops the village.

“Envelope”, on the other hand, is a noun meaning “something that covers”.

(b) Give me an envelope for this letter.

### **formally/formerly**

The two words are adverbs, but function in different contexts. The word “formally” means “according the rules or accepted way”:

(a) The teacher was formally introduced to us.

(b) The issue was formally presented by the management. The word “formerly” means “at a prior time”:

(c) He was formerly the secretary of the organisation.

(d) Formerly, he was the factory supervisor.

### **later/latter**

The word “later” is used as an adverb to mean “afterwards” or “at a time in the future”:

- (a) I will see you later.
- (b) We met again later.
- (c) Later, I discussed the issue with him.

“Latter” can be used as an adjective to mean “nearer to the end of a period than to the beginning”:

- (d) The latter half of the year witnessed heavy rainfall.
- (e) She succeeded in the latter part of her life.

### **loose/loosen/lose**

The word “loose” /lu:s/ can function as either an adjective or a verb, depending on the context in which it is used. When used as an adjective, it can have the following meanings

- (a) (Not formally fixed)
  - (i) The boy has a loose tooth.
  - (ii) Be careful with that bag; the handle is loose.
- (b) (Free from control)
  - (iii) The cows are loose.
  - (iv) The boys are loose since they are no more in the hostel.
- (c) (Not fastened together)
  - (v) Bring the loose papers.
- (d) (Not tight)
  - (vi) This is a loose shirt.
- (e) (Without moral discipline)
  - (vii) The girl led a loose life.

The word can be used as a verb in the following contexts:

- (a) To allow something loose or untie something:
  - (i) She loosed her belt.
  - (ii) You have to loose your tie.

### **Loosen/lu:s/**

- (b) To allow something escape from control or to free something:
  - (iii) He loosed the brakes.

The word “loosen” is a verb which can occur in the following contexts:

- (a) Please help me loosen the belt (= to make loose).
- (b) The Federal Government is not ready to loosen its grip on employment.
- (c) The knot keeps loosening.

### **Lose/lu:z/**

This is a verb which can be used in the following contexts:

- (a) If you are not careful you can lose your money (= be unable to find).
- (b) She lost her teeth in a car crash.
- (c) He lost his two sons in the war.

(d) I don't want you to lose courage.

### **toward / towards**

Both words have the same meaning and function in the same context. The only difference is that "toward" is frequently used in American English while "towards" is preferred in British English.

(a) We contributed towards the success of the programme.

(b) I am going towards Allen Avenue.

### **unaware / unawares**

These words are different and should not be confused. The word "unaware" is an adjective meaning "not aware" while "unawares" is an adverb meaning "without prior knowledge":

(a) I was unaware that the officers were planning to cause great havoc.

(b) The notorious armed robbers were caught unawares.

### **sometime / sometimes**

"Sometime" may be used as an adverb or adjective, depending on the context in which it is used. As an adverb, it means "at one time or another in the future" or "at some time not specified or definitely known time":

(a) We can go sometime next month (future).

(b) I met him sometime last year (past).

(c) He will regret his action sometime (future).

As an adjective "sometime" means "having been formally"; or "former":

(d) He was her sometime boy friend.

(e) She was my sometime friend.

On the other hand, the word "sometimes" is used only as an adverb meaning "at times now and then" or "occasionally":

(f) He comes to visit his parents sometimes.

(g) Sometimes, I wonder why God created some people.

On the other hand, the word "sometimes" is used only as an adverb meaning "at times now and then" or "occasionally".

## **7.4 Homonyms**

There are certain words in English which have the same phonological pattern (pronunciation) and the same form (spelling), but different meanings. These words are known as homonyms. Meanings of words are determined by the contexts in which they are employed. For example, the following sentences can be ambiguous unless both the speaker and the listener have shared knowledge:

(a) Do you need the table? (an item of furniture or a table containing figures?)

(b) I will soon go to the bank (a financial institution or river side?).

However, the meaning of homonyms or polysemous words can be determined when they are used in specific contexts:

(a) I kicked the ball (a sphere).

(b) I will take the girl to the ball (dance party).

- 2(a) This court is not standard for playing the game.  
 (b) The lawyer defended his client in the court.
- 3(a) The doctor confirmed that one of the .....was bad (eyes).  
 (b) One of the .....in that class is notorious (learners).
- 4(a) Fell: the simple past form of “fall”, e.g. ‘The boy fell down.’  
 (b) Fell: to cut down e.g. “You need to fell the tree”.
- 5(a) Room: Do you have enough room in your car?  
 (b) Room: Keep the box in my room.
- 6(a) It is plain that the boy is arrogant (obvious).  
 (b) If you want to play football, you have to go to the plain
- 7(a) Your handwriting is faint (not legible).  
 (b) If you don’t have enough rest, you may faint (lose consciousness).

### 7.5 Polysemy

The term “polysemy” is used to refer to multiplicity of meanings. A word may have two or more meanings. However, the contexts in which these words are employed determine their meanings. Examples of polysemous words are:

#### **Bar**

- (a) A place where you can buy alcoholics and other drinks.  
 - Let’s go to the bar and have some drinks.
- (b) A piece of something with straight side e.g. a bar of chocolate, a bar of soap, etc.  
 - I need the soap bar.
- (c) A long straight piece of metal or wood.  
 - Do not cross the bar.
- (d) Law profession  
 - My friend has been called to the bar.

#### **Board**

- (a) A piece of wood  
 - Do not paste anything on the board.
- (b) A group of decision makers in any organisation.  
 - The girl was invited by the board of governors.
- (c) An organisation  
 - School’s Board is responsible for the recruitment and promotion of teachers.

#### **Man**

- (a) A male person.  
 - The man was responsible for the crime.
- (b) To control or be in charge;  
 - You have to man the gate.

#### **Head**

- (a) Part of the body:  
 - He hit the boy on the head.
- (b) A leader  
 - My father is the head of the family.



- The Head of the Department invited the students who cheated during the last examination.

### **Party**

- (a) A political organisation
  - The party may not present a credible candidate for the election.
- (b) A group of people
  - The search party could not produce the accused person.

### **Court**

- (a) The place where legal trials take place and where crimes, etc. are judged.
  - The Supreme Court has declared the impeachment of Governor Ladoja null and void.
- (b) The place where games are played
  - The volleyball court is not standard for such a competition.
- (c) (verb): try to obtain something
  - He has never been interested in courting popularity.

## **7.6 Nouns: Count and Non-Count**

Errors do occur as a result of the learner's inability to distinguish between count nouns and non-count nouns. It is quite unfortunate that errors relating to the use of nouns enjoy widespread usage among Nigerians. Let us have some examples here:

<b>Non-Standard English</b>	<b>Standard British English (SBE)</b>
1. I have a good news for you.	I have good news for you.
2. There is an information for your class.	There is some information for your class.
3. Let me give you an advice.	Let me give you (some) advice.
4. I bought some stationeries yesterday.	I bought some stationary yesterday.
5. Her luggages were seized at the airport.	Her luggage was seized at the airport.
6. The school lack adequate equipment.	The school lacks adequate equipment.
7. Many lives and properties were lost as a result of the inferno.	Lives and property were lost as a result of the inferno.
8. I have many works to do today.	I have much work to do today.
9. He has caused many damages to my car.	He has caused much damage to my car.
10. The police has arrested the notorious armed robbers.	The police have arrested the notorious armed robbers.
11. The furnitures are obsolete.	The pieces of furniture are obsolete.
12. There is a heavy traffic.	There is heavy traffic.

### **Summary**

Common errors made by Nigerian speakers of English arise from lack of understanding of the rules of grammar. In particular, inability to distinguish word classes results in ambiguity, errors and ineffective communication. Some words are almost similar in spelling and pronunciation but with different meanings. Inadequate knowledge of English grammar is a problem that features among some Nigerian users of English. Basic knowledge of grammar and usage is therefore essential. This has been the focus of the chapter.

In this chapter, we already discussed some common errors relating to Nigerian English usage. We have also learnt that most of these errors are widespread to the extent that the correct

forms are rarely employed. In essence, we have been able to discuss and analyze the following:

1. The difference between the terms “homophone” and “homonym”.
2. The difference between count and non-count nouns.
3. Errors emanating from the use of homophones, homonyms and polysemous words
4. Errors occurring as a result of the inability to distinguish between count and non-count nouns

### Review Questions

1. Correct the errors in the following sentences and write out their standard forms:

- (a) He has many lands for sale.
- (b) Adetunji is the Minister of Work and Housing.
- (c) The company has some property for sale.
- (d) The armed robber made away with all his properties.
- (e) The cattle is grazing.
- (f) All money accrued from the sale of governments property should be accounted for.
- (g) He has given me a reasonable advice.
- (h) We need a good furniture for the new office.
- (i) These are the staffs of the organisation.
- (j) There are no enough qualified personnel.

2 (a) What are homonyms?

(b) Give examples of homonyms.

3 (a) What are homophones?

(b) Give some examples of homophones.

### Multiple Choice Questions

1. Tax officers no longer stop ..... to cross-check tax papers.
  - A. passer-byes
  - B. passers-by
  - C. passer-bys
  - D. passer-by
2. Good leaders should normally request for ..... before taking important decisions.
  - A. an information
  - B. informations
  - C. information
  - D. some information
3. The women became so angry that they began to fight .....

  - A. themselves
  - B. each other
  - C. one another
  - D. theirselves

4. Either Makinde or Mary and Elsie ..... knowledge of the crime.
  - A. have confirmed
  - B. has confirmed
  - C. confirm

- D. confirms
5. .... a member of the team does not empower you to speak for us.
    - A. Been
    - B. Being
    - C. That you
    - D. To be
  6. Soldiers are not allowed to carry ..... in residential areas.
    - A. arms and ammunition
    - B. arm and ammunition
    - C. arm and ammunicions
    - D. arms and ammunicions
  7. Let's begin all over again, .....?
    - A. shall we
    - B. is it
    - C. will we
    - D. do we
  8. You think I'm being difficult, .....?
    - A. Aren't you
    - B. isn't it
    - C. don't you
    - D. not so
  9. I think that dress is .....
    - A. Mary
    - B. Mary's
    - C. of Mary
    - D. of Mary's
  10. Do you know of a school ..... uses the British curriculum in Nigeria?
    - A. who
    - B. which
    - C. in which it
    - D. for as much as

**Answers to (MCQ)**

- |   |   |    |   |
|---|---|----|---|
|   | B | 6  | A |
| 2 | C | 7  | A |
| 3 | C | 8  | C |
| 4 | A | 9  | B |
| 5 | B | 10 | B |

## 7.7 Sequence of Tenses and Time

The terms “tense” and “time” are often erroneously used interchangeably. As a matter of fact, the two terms are not synonymous, neither are they interchangeable. However, they are interrelated and interdependent.

The word “tense” refers to the change that takes place in the form of the verb to indicate time, while the word “time” is a non-linguistic term, which refers to the period of action or occurrence. Quirk and Greenbaun (1987:40) distinguish between the two terms:

*Time is a universal, non-linguistic concept with three divisions: past, present, and the future; by tense we understand the correspondence between the form of the verb and our concept of time.*

From the above analysis, we can conclude that tenses are classified according to the change that takes place in the form of the verb to indicate time. Therefore, we can identify only two tenses, namely the present and the past. Tense can further be described as a linguistic category. This means that tense is a linguistic term which has to do with the inflection of verbs to indicate time.

### Aspect

Instead of the complex traditional classification of English tenses into: present, past, future, present perfect, past perfect, present continuous and past continuous tenses, we can identify only two tenses; present and past tenses. However, we can determine whether an action is already completed or in the process of completion. We therefore consider tenses in relation to progressive and perfective terms. The term “aspect”, in this context, refers to the manner in which the action is experienced or regarded.

### Present Tense

- (a) I work (simple present)
- (b) I am working (present tense + progressive aspect).
- (c) I have worked (present tense + perfective aspect).
- (d) I have been working (present tense ÷ perfective and progressive aspect).

### Past Tense

- (a) I worked (simple past).
- (b) I was working (past tense + progressive aspect).
- (c) I had worked (past tense + perfective aspect).
- (d) I had been working (past tense + perfective and progressive aspects).

### Finite and Non-finite Verbs

#### Finite Verb

The finite verb is the verb that has a direct link with the subject of a sentence. It reflects tense (time of action or occurrence) and number (whether the subject is singular or plural). Examples are given below:

- (a) The boy has a pen.
- (b) He was one of the notorious boys.
- (c) I saw him at the party.
- (d) They did not attend the occasion.

Note also that we can have two or more elements within the verbal group (VG) or phrase (VP) in a sentence. In this case, only one element (verb) functions as the finite

Study the following examples:

- (a) The boy has been complaining since yesterday.
- (b) Most of the students must have been coming.

### **Non-Finite Verbs**

These are verbs that do not have a direct link with the subject of a sentence. They do not indicate tense, neither do they reflect number. Non-finite verbs have the following features:

(a) They belong to the following groups:

- (i) Infinitives to sleep, to go, to eat.
- (ii) Verbs ending in “-ing”: sleeping, going, eating.
- (iii) Verbs ending in “-ed” or “-en”, etc: gone, eaten.

(b) They do not indicate tense.

(i) I want to go (The verb “want” shows tense, while “to go” is an infinitive functioning as the object).

(ii) He was sleeping (The verb “was” shows tense, while “sleeping” determines progressive aspect).

(c) They do not show agreement with the subject of the sentence since they have a direct link with it.

- (i) John is eager to do the job.
- (ii) It is easy to open.

### **Sequence of Tenses**

Now that we have already known the difference between finite and non-finite verb, we are going to discuss how a sentence can contain two or more tenses. When a sentence has more than one finite verb, we have what we call sequence of tenses. Study the tenses in the following sentences:

- (a) The woman said that she would not attend the meeting.
- (b) The police have arrested the notorious armed robbers who were terrorizing the street.
- (c) It is obvious that the Federal Government is not sensitive to the plight of the average Nigerian.

### **Note**

The underlined verbs indicate the tenses in the above sentences. Each of the sentences contains two finite verbs.

There are certain syntactic rules to be strictly adhered to:

**1.** If the first finite verb is in the present form, the subsequent verbs must also be in the present form, Examples are presented below:

- (a) He comes to my office whenever he is less busy.
- (b) The woman claims that she is an agent who works for a construction firm.
- (c) I will see you whenever he is back.
- (d) If you come very early you will see the manager.
- (e) There are clear indications that the organisation is not concerned with the type of agony which its workers are usually subjected to.
- (f) The policeman shut the door, locked it and put the key in his pocket.

2. If the first verb is in the past form, the subsequent verbs must also be in the past. Study the following examples:

- (a) The police report indicted the man who claimed to be innocent.
- (b) The culprit maintained that he is not aware that such an incident occurred.
- (c) I realized immediately that the notorious boy wanted to implicate others when he told the panel that he did not commit the crime alone.
- (e) When the chairman was addressing the club members, he reiterated the fact that most of the members refused to contribute towards the successful takeoff of the project.

3. However, it is possible to have a mixture of both present and past tenses in complex sentences containing a universal truth or a generally acceptable fact.

- (a) The Vice Chancellor used to tell us that life itself characterized by change.
- (b) He told us that the greatest risk in life is to refuse to take a risk.
- (c) My late father taught me that life is transitional.

4. In certain contexts, there is a relationship between the past and the present time:

- (a) I learnt that she has been ill for some time.
- (b) I heard that the man is one of the best political leaders.
- (c) I wish to state it here categorically that I was not indicted by the investigation panel.
- (d) He always tells us how he came across the lady he eventually married.

5. Hypothetical expressions can be combined with the present tense:

- (a) I want to tell you that if I were the girl, I would not marry the poor man.
- (b) He maintains that if he were in her position, he would not behave in such a crude manner.

### Review Questions

1. Explain the relationship between the terms “tense” and “time”.
2. Construct five complex sentences underlining the finite verbs contained in them.
3. What do you understand by sequence of tenses?
4. Explain how non-finite verbs are used. Use appropriate sentences for illustration.
5. Why do people make sentence mistakes in writing?

### Multiple Choice Questions

Each of the following uncompleted sentences is followed by options lettered **A** to **D**. Choose the word or group of words that best completes each of them.

1. He comes to my office whenever he ..... less busy.
  - A. was
  - B. is going to be
  - C. shall be
  - D. is
2. The woman claims that she is an agent who ..... for a construction firm.
  - A. work
  - B. is being working
  - C. is been working
  - D. has worked

3. I will see you whenever he ..... back.
  - A. would be
  - B. is
  - C. was
  - D. has come
4. If you come early you ..... see the manager.
  - A. need
  - B. dare
  - C. will
  - D. ought not
5. There are indications that the police ..... not concerned with the people's agony.
  - A. is
  - B. are
  - C. have
  - D. must be
6. The soldier shut the door, ..... it and put the key in his pocket.
  - A. has locked
  - B. would have locked
  - C. locked
  - D. locks
7. The police report indicted the man who ..... to be innocent.
  - A. has claimed
  - B. is claiming
  - C. claims
  - D. claimed
8. The culprit ..... ignorance of the fraud in a report at the meeting.
  - A. maintains
  - B. maintained
  - C. is maintaining
  - D. has maintained
9. I realized immediately that the notorious boy ..... to implicate others.
  - A. wanted
  - B. is trying
  - C. wants
  - D. has wanted
10. The chairman reiterated that most members ..... from the club membership list.
  - A. are been disengaged
  - B. are being disengaged
  - C. had been disengaged
  - D. disengage

**Answers to (MCQ)**

	D	6	C
2	D	7	D
3	B	8	B
4	C	9	A
5	B	10	C

## 7.8 Punctuation

You should be able to:

1. Explain the importance of the appropriate punctuation marks in written communication;
2. Use correct punctuation marks in sentences, paragraphs and longer passages (texts):
3. Differentiate between internal and external markers.

### Importance of Punctuation Marks

One of the major inadequacies of written communication is that most of the elements of oral communication cannot be reflected in writing. For example, the speaker, in the process of presenting an oral text, may decide to stress certain syllables or words. He may also gesticulate to lay emphasis on certain areas. All these are not possible in written communication.

A good writer, however, can try as much as possible to reflect some elements of oral communication in his writing. For example, he can make use of some marks to indicate pauses and hesitations. He can also indicate stress or emphasis by underlining some words or lexical items. If the text is printed, the stressed words or lexical items can be written in italics. To mark pauses the full stop and the comma are used. If the pause is sustained for some time, the full stop is used. A popular question, for example, is marked by a question mark. For example, the popular question: "Are you sure?" has a rising tune. This means that tone can be indicated by appropriate punctuation marks.

The ability of the writer to use appropriate punctuation marks in a written piece makes reading natural and meaningful. The reader knows where to pause or continue. For example, read the following text aloud and ask other people to listen:

None of us knew that what started as a peaceful demonstration could lead to looting, raping and wanton destruction of property. However, investigation revealed that the students initially planned to negotiate with the school authorities. But the situation changed when some lecturers, who apparently wanted to cause much havoc, instigated some of the executive members of the Students' Union.

In the above text, the full stop and comma are used to indicate pauses. If you are reading, you need to take note of these marks. This is what a good newscaster does.

The use of punctuation marks has semantic implications. This means that they affect meanings. For example, punctuation marks can be used to distinguish between statements and commands. Study the following examples:

1. (a) Students come here. (statement)  
(b) Students, come here! (command)



2. (a) You have to behave well. (statement)
- (b) You, behave well! (command)
3. (a) These men do the work. (Statement)
- (b) These men, do the work! (Command)
4. (a) These girls visit me. (statement)
- (b) These girls, visit me! (command)

### **Punctuation Marks and Usage**

Punctuation marks can be classified under two major categories: external and internal markers. External markers are those markers used to mark off sentences while internal markers occur within the sentence. External markers are also referred to as terminal markers. These are the full stop, the question mark and the exclamation mark.

There are many punctuation marks used in English. We shall discuss those ones that are commonly used in written texts. The commonly used ones are: the full stop, the question mark, exclamation mark, comma, semi colon, colon, quotation marks, apostrophe, brackets, dashes, hyphen, and capitalization. These will be discussed under the following headings:

- (a) Terminal/external markers
- (b) Interior/internal markers.

The above are broad categories of punctuation marks.

#### **Terminal/External Markers**

External or terminal punctuation marks are used to mark off sentences (declarative, interrogative, etc.). These markers are the full stop or period, the question mark and the exclamation mark.

#### **The full stop/period (.)**

This is used in the following situations:

- (a) To mark off a declarative sentence or statement, e.g.
  - (i) He came yesterday.
  - (ii) These women are rogues.
- (b) To indicate abbreviations:
  - (i) Dr. / Prof. / Mr.
  - (ii) The H.O.D. will be here at 7p.m.
  - (iii) Our M.D. may introduce new methods this year.
  - (iv) The information is contained in our report.

Note that there are certain abbreviations which involve the use of the initial letters of phrases.

Examples of these abbreviations are:

- (O.A.U.) Obafemi Awolowo University
- (N.C.E.) Nigeria Certificate in Education
- (C.I.P.M.) Chartered Institute of Personnel Management
- (S.S.C.E.) Senior School Certificate Examination
- (U.N.O.) United Nations Organisation

However, you need to note that the use of the full stop is not mandatory in the above contexts. They may be written as: OAU, NCE, CIPM, SSCE, UNO, etc. You also need to

note that some abbreviations are known as acronym. An acronym is a word derived from the initials contained in a phrase. Examples of common acronyms are:

WHO → World Health Organisation

ECOWAS → Economic Community of West African States

CAN → Christian Association of Nigeria

UNILAG → University of Lagos

(c) To mark off simple instructions or commands:

(i) Shut the door.

(ii) Narrate the story again and tell me the role you played.

### **The question mark (?)**

(a) The question mark is used to mark the end of a direct question:

(i) Are you sure?

(ii) Do you love me?

(iii) What is the relevance of the new system?

(iv) Where are you now?

(c) It is used to mark off sentences expressing doubt, impossibility and strong emotional outburst:

(i) The present administration will eradicate corruption? (doubt).

(ii) The boy is dead? (surprise).

(iii) The old woman got married at last? (doubt).

### **Exclamation mark (!)**

The exclamation mark is used in the following contexts:

(a) To indicate great surprise:

(i) The dull girl passed the examination!

(ii) Kano is the most populous state in Nigeria!

(b) To indicate strong emotions:

(i) I have made it!

(ii) Oh, this is fallacious!

(iii) Wao, you are great!

(iv) Heavens forbid!

(v) What a beautiful show!

(c) To indicate strong warnings:

(i) If you dare touch me!

(ii) Stop that nonsense!

(iv) Don't be stupid!

(d) To indicate curses and blessings:

(i) May you reign for long!

(ii) Damn you!

(iii) May God bless you!

(f) To indicate forceful commands:

(i) Leave my office!

(ii) Shut up your big mouth!

### **Interior / internal markers**

The interior markers are those punctuation marks that occur within the sentence. These include the comma, the colon, the hyphen etc. Unfortunately, these internal markers are often misused.

The comma (,)

This is the most commonly used internal marker. But unfortunately, it is often misused. The comma is used in the following situations:

(a) To separate items in a list: In this case, the comma is not required before the final “and”. The comma can be used to separate words and phrases when they function as items in a series.

(i) Tunde, Bola, James and Caleb were at the party yesterday.

(ii) I need a pen, a pencil, a cleaner and a notebook.

(iii) He ironed the shirt, folded it neatly, packed it in his travel bag and set for the journey.

Commas are also used to separate the clauses contained in a compound sentence:

(iv) I will go to the senate, protest openly and report back to you.

(v) The lecturer came in, studied the environment carefully, sat down on a wooden chair and started the lecture.

(b) To mark off interruptions or parenthetical expressions:

(i) I will, if elected, turn Lagos into a Paradise.

(ii) It was apparent, according to my observation, that the man was responsible for the internal crisis rocking the organisation.

(iii) The woman, as far as I am concerned, is not serious.

(c) The comma is also used to mark off non-defining or non-restrictive clauses from main clauses:

(i) Mr. John, who claims to be a devoted Christian, is a womanizer.

(ii) Kosoko, who taught us an aspect of operation management last session, is on sabbatical.

(d) To mark off co-ordinate adjectives:

(i) This is a beautiful, glorious, prosperous and hopeful year.

(ii) I am delighted to introduce this amiable, dedicated indefatigable, competent and diligent leader to you.

(e) To indicate explanations of words and phrases that occur within a sentence:

(i) Corruption, the bane of economic development, is not easy to eradicate.

(ii) The term, linguistics, is the science of language.

(f) To separate an adverbial clause from the independent clause, especially if a sentence is introduced by the adverbial clause:

- (i) When I narrated the story, they could not believe me.
- (ii) If the government is determined, there will be much improvement.

Note that the comma can also be used to separate clauses from adverbial phrases:

- (i) After the meeting, the celebration commenced.
- (ii) Stealthily, the thief entered the room.
- (iii) Morally, you are bad.

(g) To separate the participial phrase from the sentence or independent clause:

- (i) Having smoked heavily, the man started narrating his ordeal.
- (ii) Leaving the unconscious man by the roadside, the soldiers went back to their barracks.
- (h) To separate nouns or nominal groups in an appositive structure (nouns in opposition):

### **Colon (:)**

The symbol (:) is known as the full colon. It functions in the following situations.

(a) To introduce a list:

- (i) You are requested to handover the following items to the new secretary:
  - (a) the minutes book;
  - (b) the cheque book in your possession;
  - (c) the company's register;
  - (d) all the official stamps in your possession
  - (e) the company's car.
- (f) You are expected to: provide enough water, wash the car, clean it and drive it to my office.

(b) To introduce a direct quotation:

- (i) Tunde replied: "You are cowards."
- (ii) She retorted: "I can never love you."

(c) Used after a speaker's name in a dialogue:

Dele: The new manager looks like a strict person.

Femi: Why did you suggest that?

Dele: You've come with your unending questions again.

Femi: But you initiated it.

Dele: Ok, let's change the topic.

### **The semi-colon (;)**

The semi-colon is not commonly used in a written text. Its main use is to separate the independent clauses that are incorporated within a sentence. Study the following examples:

- (i) He was completely speechless; it was obvious that he was responsible for the crime.
- (ii) The pastor was not happy; he, probably, must have noticed some new development in the church.

### **The apostrophe (')**

The apostrophe is used:

- (a) To indicate possession, i.e. mark nouns in the possessive (genitive) case:

- (i) This is Jane's skirt.
- (ii) This is my uncle's car.
- (iii) Go to the manager's office

The apostrophe comes after (s) if the noun is in plural form or the noun ends in 's'. Study the following examples:

- (iv) James' room is very neat
- (v) Let me see the leader of the Students' Union.

But if the plural noun does not end in "- s" or "-ies", the apostrophe comes before "s". Examples are:

- (vi) These are my children's rooms.
- (vii) What are the men's contributions?

Note that the possessions: yours, its, mine and theirs do not take the apostrophe therefore, it is wrong, for example, to write "Yours' faithfully".

(b) To indicate contractions, for example, where certain letters are omitted:

- don't → do not
- won't → will not
- wouldn't → would not
- haven't → have not
- he'd → he would/he had
- he's → he is/he has

### **Quotation marks (“ ”) (“ ”)**

The quotation marks are used for:

(a) Indicating direct quotations as shown in the following examples:

- (i) The lecturer said, "You can still perform better."
- (ii) He asked, "Where is the country heading to?"

(b) Indicating quotations or excerpts from printed or written materials:

- (i) Trenchard, in Thomas Hardy's *Mayor of Caster Bridge* says that he has taken "a total decision"
- (ii) What she wants from the man is just a "pound of flesh" as Shylock demands in Shakespeare's *Merchant of Venice*.

(c) Drawing attention to words that are specially employed in certain contexts:

- (i) Your "uncle" does not even know your name (He claims to be the person's uncle).
- (ii) Look at the "intelligent boy" who could not even spell his name correctly. (He claimed to be intelligent, but he was not)

(d) Indicating words or phrases used in isolation:

- (i) The word "effect" is different from "affect"
- (ii) Many people cannot distinguish between the words "intelligence" and "intelligent".

(e) Indicating titles of essays, poems, etc.

- (i) John Keats wrote the poem "Ode on a Grecian Urn".

(ii) Wole Soyinka's "Abiku" is the output of his immediate socio-cultural background.

Quotations can occur within other quotations. In this case, the writer is expected to use single quotation marks to indicate the quotation that occurs within another quotation. Study the following example.

The *Director asserted*, "I will continue to fight since people believe that 'uneasy lies the head that wears the crown'."

### **The dash (--)**

Dashes are used in the following situations:

(a) Introduction of the explanation of an idea within the sentence.

(i) Primary education - the foundation of education - must be adequately funded.

(ii) The "area boys" - a group of disgruntled elements - should be prosecuted for threatening the peace of the society.

(iii) The newly recruited officers - those naive boys - should be given adequate professional training.

(b) Marking off digression or interruption.

(i) Corruption seems to be our common enemy - well, Nigeria will survive.

(ii) What is your name? - are you here?

(c) Indicating parenthetical expression.

(i) I will ask him to tell me - if he can remember - how he eventually got married to that public dog.

(ii) I will tell you - provided you are ready to listen - why I hate pretext.

### **The hyphen (-)**

The major difference between a dash and a hyphen is that the former is longer than the latter.

They also function in different contexts:

(a) It is used after a limited number of prefixes:

(i) anti-riot, anti-Christ, anti-crime, anti-party.

(ii) ex-wife, ex-police officer, ex-officio, ex-student, ex-minister.

(iii) co-operate, co-ordinate,.

(iv) non-African, non-member, non-Nigerian.

(v) over-population, over-populated, over-does, over-estimate.

(vi) under-value, under-nourished.

(b) The hyphen is used to indicate compound words. A compound word is a combination of two or more separate words. Examples are: passer-by, pass-book, secretary-general, governor-general, officer-in-charge, mother-in law, editor-in-chief, commander-in-chief, attorney-general, good-for-nothing, never-do-well, and wash-basin, etc.

There are certain compound words which are not hyphenated, i.e. the hyphen is not used to separate them. Study the following examples: playmate, headlights, notebook, textbook, policemen, and policewomen.

(i) In certain compounds, the use of the hyphen is mandatory: twenty-five, thirty-five, hold-up break-through, etc.

(ii) There are certain words that are non-hyphenated, i.e. they are written as separate words: front door, driving license, staff room, common room, staff nurse, artwork, etc.

(iii) In some words, the hyphen may or may not be used:

to-day or today, good-bye or good bye, to-night or tonight, head-teacher or head teacher, volley-ball or volleyball.

(iv) Certain adjectives which are formed by combining different words are hyphenated:

a never-serious group of students

some no-future-ambition students

a sit-tight military administration

a cup-like shape

a sit-down-look attitude

an ill-mannered person.

(v) When adverbs and adjectives are combined to pre-modify nouns, the hyphen may be used:

a well-known educationist

a wide-open door

a fast-growing industry (In some cases, however, the hyphen is not used) See the following examples:

a well behaved girl

a well prepared soldier

a heavily armed policeman.

### **Brackets ( )**

(a) Brackets, like the comma and the dash, can be used to mark off parenthetical expressions or interruptions in sentences.

(i) The government (provided the economy improves) will rehabilitate the major roads.

(ii) Nigerian workers (if necessary steps are taken) will not have any cause to regret.

(iii) These junior workers (if casualization is not stopped) may go on strike.

(b) Brackets can also be used to include explanation or additional information within a sentence:

(i) The Chairman (the newly elected one) has introduced some laudable programmes.

(ii) The students (those involved in examination malpractices) will face a panel very soon.

### **Ellipses (...)**

There is a unique way of indicating elliptical expressions or sentences. In this case three dots are used. These are to indicate that a sentence or expression is not completed. Study the following examples:

(i) The sentence, "The boys who ... may face the music" is a good example.

(ii) The man said, "I was never indicted by the panel, but after... I knew that the second invitation grew out of malice."

## Capitalization

In written communication, capital letters should not be used indiscriminately. Capital letters are used in the following situations:

(1) To begin a sentence.

(a) He attended the meeting yesterday.

He told us that there were a lot of issues raised at the meeting.

(b) The Master of Ceremonies introduced the woman. The programme commenced immediately after the introduction.

(2) To begin proper nouns:

(a) Names of persons: Biodun, Bosun, Ademola, Charity, Caleb, Chioma, Agnes, etc.

(b) Geographical, political and ethnic units:

Nigeria, France, Ghana, Chinese, African, Yoruba, Hausa, etc.

(c) Names of months and days of the week:

January, May, Monday, Tuesday, Sunday

(d) Literary titles:

(i) The Stillborn by Zanaib Alkali

(ii) The Major of Casterbridge by Thomas Hardy

(iii) The Merchant of Venice by William Shakespeare

(iv) 'Ode to a Nightingale' (a poem).

(e) The first letter of the first word of every line of a poem:

(3) Capital letters are used to write official titles like:

(i) The Director-General

(ii) The Head of Department

(iii) The Manager

(iv) The Attorney General

(v) Alhaji Kareem Bello

(vi) Chief Justice Afe Babalola

(vii) Vice Chancellor Ibidapo-Obe

(4) Capital letters are used to write academic degrees:

B.A., B.Sc., M.A., M.Sc., M.Phil., Ph.D., B.Ed.,

B.A. (Ed.), LL.B., etc.

(5) The personal pronoun "I" must be written in capital irrespective of where it occurs in a sentence.

(6) Capital letters are also used to begin names of institutions or organisations:

(a) Chartered Institute of Personnel Management (CIPM).

(b) University of Lagos (UNILAG)

(c) Nigeria Institute of Public Relations (NIPR)

(d) The Apostolic Church



(e) The Redeemed Christian Church of God (RCCG)

(f) Voice of Nigeria (VON).

(7) They are used to begin direct quotations:

(a) The boy lamented, "I am finished!"

(b) He retorted, "I don't know."

(8) They are used for the first word of the salutation and the complimentary close of a letter:

Dear Dr. Asuquo, Dear Tolu, Yours truly,

Yours sincerely, Yours faithfully, etc.

(9) Sometimes, names of important events are introduced by capital letters:

the Second World War (World War II)

the Civil War in Nigeria

the Roman Conquest

(10) There are certain geographical names that begin with capital letters:

(i) Mount Kilimanjaro Atlantic

(ii) Ocean River Nile

(iii) River Niger

(iv) River Benue

(v) Pacific Ocean

(vi) Olumo Rock

### **Review Questions**

1. Discuss the importance of the use of punctuation marks in written communication.

2. Insert the appropriate punctuation marks and capital letters in the following:

(i) The man misbehaved he really embarrassed all of us

(ii) How do you think I can cope with this type of complex situation the boy asked

(iii) I attended the university of Ibadan between 1992 and 1996

(iv) Adekunle gave a series of lectures last month

(v) This matter does not concern you the man complained

(vi) I would like to see dr emmanuel kenkelewu the young man announced

(vii) I know that god almighty will continue to bless you

(viii) worried by the present political situation the man asked is this administration going to handover the power

(ix) stealthily the boy entered the room carefully removed the centre table gently opened the box and took the money

(x) This young man i suspect was responsible for the great havoc.

### **Multiple Choice Questions**

Identify the most standard statement/expression in the options given from items 1-10.

#### **Item 1**

A. We read no longer at ease ten years ago.

B. We read *No Longer at Ease* ten years ago.

C. We read 'No longer at ease' ten years ago.

D. We read no longer at Ease ten years ago.

**Item 2**

- A. Kemolyn attended a girl school.
- B. kemolyn attended a girl's school.
- C. Kemolyn attended a girls' school.
- D. kemolyn attended a girl school.

**Item 3**

- A. The woman said get out of the matter.
- B. The woman said, "Get out of the matter."
- C. The woman said: get out of the matter.
- D. Get out of the matter the woman said.

**Item 4**

- A. I met mr Hamman chekwe at sheraton hotel.
- B. I met Mr Hamman Chekwe at sheraton Hotel.
- C. I met Mr. Hamman Chekwe at Sheraton Hotel.
- D. I met Mr Hamman Chekwe at Sheraton hotel.

**Item 5**

- A. Mississippi river is the longest in world History.
- B. River misissippi is the longest in World history.
- C. Missisipi river is the longest in World History.
- D. River Mississippi is the longest in world history.

**Item 6**

- A. Akpan is the wonder boy of our comunity.
- B. Akpan is the 'wonder boy' of our community.
- C. Akpan is the wonder 'boy' of our comunity.
- D. Akpan is the boy 'wonder' of our community.

**Item 7**

- A. Michael has a B.SC degree in Chemical Engineering.
- B. Michael has a B.Sc. degree in Chemical Engineering.
- C. Michael has a BSc. Degree in chemical engineering.
- D. Michael has a B.sc degree in chemical engineering.

**Item 8**

- A. Our new Vice Chancelor has LL.B. and Ph.D.
- B. Our new vice chancellor has L.LB and Phd.
- C. Our new Vice Chancelor has LL.B and PH.d.
- D. Our new vice chancellor has LLB and PH.D.

**Item 9**

- A. What a show beautiful you put up there?
- B. "What beautiful a show you put up there."
- C. What a beautiful show you put up there!

D. A beautiful show you put up there? What?

**Item 10**

- A. Proff Dukas is good and mannered, working as one of the directors-generals.
- B. Prof Dukas good-mannered working as one of the director's-generals.
- C. Prof. Dukas is good-mannered, working as one of the directors-general.
- D. Proff. Dukas is good mannered working as one of the director-generals.

Answers to (MCQ)

	B	6	B
2	C	7	B
3	B	8	A
4	C	9	C
5	D	10	C

**7.9 Word Classes**

You should be able to:

- a. List and explain the different word classes in English;
- b. Give examples of word classes; and
- c. Use words appropriately in sentence construction.

**Parts of Speech**

Man is equipped with the ability to use language to express his thoughts, emotions, feelings and ideas. He adroitly combines words to convey meaning. In any given language words are combined together by adhering strictly to the syntactic rules of the language. Words cannot be combined haphazardly in any language. What is important to note is the fact that words used in phrases, clauses and sentences fall into different grammatical categories. These categories are known as parts of speech or word classes.

The term “parts of speech” is used to refer to different grammatical classes of words, but it should be noted that modern linguists prefer to use the term “word classes” because of the inadequacy of the former term. This inadequacy lies in the fact that “parts of speech” is a general term, which refers to all the elements that constitute speech. It therefore means that morphemes, words, phrases (groups) and clauses qualify to be “parts of speech”. In essence, the term becomes ambiguous in this sense. But the term “word classes” can simply be described as the different grammatical categories of words in a language. The word classes we have in English include: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, interjections and articles. These will be discussed in detail.

**Nouns**

The noun, from the traditional point of view, can be described as a naming word. Traditionally, it is further defined as the name of a thing, person, animal, place, or idea. Additionally, it is a word used to name an object of thought (referent). However, upon further

analysis of these definitions, it becomes clear that they are inadequate in comprehensively encompassing all the elements of nouns. Let us consider the words underlined in the following sentences:

1. My favourite colour is **blue**.
2. I prefer the **blue** colour.
3. We need some **rest**.
4. We need to **rest**.

We can note from the above sentences that a word can occupy different grammatical positions. Traditionally, the word “blue” is an adjective. But in sentence (1) above, it functions as a noun because it refers to something. In sentence (2), however the word assumes its “traditional” role, adjective. The same thing occurs in (3) and (4). The word “rest” in (3) functions as a noun while in (4), it functions as a verb.

In order to escape from giving deficient or inadequate definitions, we need a more pragmatic approach. Having considered the grammatical role of a noun in sentences, we can give a more practical definition by describing it as a point of reference in an utterance or sentence. We can also define it as a word naming a person, place, thing, object, idea, situation or phenomenon or any word determining a point of reference or referent. Let us consider some examples:

- a. Person: Jacob, Biodun, Bosun, Caleb, Hassan, Jude, Alex etc
- b. Animals: cat, dog, donkey, camel, snake, deer etc
- c. Places: Ilesa, Oshogbo, Onitsha, Ijebu-Ode, Lagos, Kano, Abuja, Nigeria, Africa, Asia etc
- d. Things/objects: chair, table, mat, radio, fan, car, basket, ball, etc
- e. Days/months: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday: January, February, August, December
- f. Abstractions/situations/ideas: beauty, honour, joy, peace, behaviour, misconduct, negligence, mercy, fear, etc

### **Proper Nouns**

The nouns under this category always begin with a capital letter. They are names of persons, places, days, months and titles.

- a) Persons: Adeola, Sabojo, James, Tala, Chineyere, Kalu, Demola, etc.)
- b) Countries - Nigeria, China, Ghana, Algeria, etc.
- c) Continents -Africa, Asia, Europe.
- d) Languages -Yoruba, Igbo, Hausa, Tiv, Ibibio, English, Spanish, Greek, German.
- e) Newspapers and Magazines: The Punch, The Guardian, The Independent, Daily Star, etc.
- f) Days and Months - Tuesday, Thursday, Friday, January, September, December.
- g) Subjects: Literature, Physics, Biology, Chemistry, etc.
- h) Important Events: World War II, Nigerian Civil War, Independent Day, etc.
- i) Geographical Names- River Niger, River Nile, Mount Everest, Atlantic Ocean, Mount Kilimanjaro, Pacific Ocean, etc.
- j) Particular names of things: Toyota, Camry, Nissan Sunny, Honda Prelude, Cowbell, etc.

## **Common Nouns**

Common nouns are those nouns, which do not fall into the category of proper nouns. In fact, nouns can generally be classified into two major groups - proper and common nouns. Therefore, common nouns are names of objects, animals or ideas. They usually begin with small letters, unless they appear at the beginning of a sentence or paragraph. Examples of common nouns are given below:

- a) Classes of persons: porter, musician, magician, novel, man, playwright, dramatist, banker, linguist, boy, girl, etc.
- b) Classes of animals: deer, fox, peacock, turkey, hen, squirrel, snail, snake, etc.
- c) Objects: pen, vehicle, book, table, cloth, lantern, shirt, fan, plate etc.
- d) Places: airport, garage, workshop, dormitory, hotel, etc.
- e) Abstract ideas: peace, beauty, behaviour, knowledge, integrity, respect, sincerity, hospitality, etc.

## **Concrete Nouns**

Concrete nouns are things that are physically present. They can be felt and touched. They may be count or non-count. Examples are:

- a. Count table, pencil, house, apple, orange, door, car, bottle, basket, shirt, etc.
- b. Non-count: salt, sand, oil, sugar, water, petrol

## **Abstract Nouns**

These are nouns which do not have real or physical existence: they cannot be seen, neither can they be touched nor felt. They too can either be count or non-count. Examples are given below:

Count: play, idea, problem, days, danger, solution, suggestion, etc.

Non-count: news, information, advice, knowledge, behaviour, wisdom, etc.

A collective noun is the type of noun that incorporates the members of a group. In other words, collective nouns are referred to as group nouns. Examples are:

- (a) Audience (group of listeners)
- (b) Congregation (members of a church)
- (c) Committee (a group of people having a meeting)
- (d) Team (a group of players or workers)
- (e) Crowd (a group of people in the public)
- (f) Mob (a group of people)
- g) Battalion (part of an army)
- h) Troup (group of people or a small group of soldiers)
  - i) Crew (all the people working on a ship or aero plane or a group of press men)
  - j) Staff (a group of workers in an organisation)
  - k) Choir (a group of singers or choristers)
  - L) Army (a very large group of soldiers ( e.g. Nigerian army, American army, etc.)

Collective nouns can take either singular or plural verbs, depending on the idea contained in the sentence. When collective nouns form a single, united or individual group, they are combined with singular verbs. Examples are:

- a) Super Eagles always works like a team.
- b) Calabar Rovers has won the match.
- c) The jury has decided the case.
- d) The committee is saddled with the responsibility of recommending possible solutions.
- e) The family is a large one.
- f) The Nigerian Army is well equipped.

In the above examples, the collective nouns suggest single entities. Therefore, they function as singular nouns. In certain situations, these collective nouns function as plural nouns. Let us consider the following examples:

- a) Super Eagles work hard (members of the team, i.e. players).
- b) Calabar Rovers are not well coordinated (individual members of the team).
- c) The jury are divided in their opinions (members of the jury).
- d) Nigerian Army are fully prepared to defend the nation against any external attack.

### **Count Nouns**

Count nouns are those nouns that can be subjected to counting or separation. It means they can be singulars and plurals. We have regular and irregular nouns.

#### **Regular Nouns**

These are nouns whose plurals are formed by adding the non-derivational suffixes or inflectional morphemes to the base. The following examples will suffice:

- We caught only ten fish.
- They shot a few duck.

(i) In some situations, the zero plural is used to indicate that the animals are found in flocks or groups:

- There were a great many antelope.
- We saw a lot of sheep.

However, in other contexts these nouns take the inflectional suffix:

- There were several antelopes in the zoo.
- There were fresh water fishes (different species).

(ii) A number of nouns indicating amount and measurement have a zero plural, especially when they are preceded by a numeral:

- three dozen of shirts
- two score of eggs
- five thousand

However, if these nouns are not preceded by numerals, they usually take the inflectional morpheme:

- dozens of eggs
- thousands of people
- millions of naira.

### **Non-Count Nouns**

These are nouns that cannot be separated easily or subjected to easy counting. They can, however, be measured in order to show quantity. They can also be broken to units or parts. Examples are: news, advice, salt, sugar, information, sand, rice, wisdom, knowledge, education, land, etc.

One of the major attributes of mass nouns (non-count nouns) is that they do not have plural forms. However, there are some of these nouns which exhibit both singular and plural forms. It should be noted that both the singular and plural forms exist in different contexts:

#### **a) Damage/damages**

- (i) The car was insured against damage.
- (ii) He was awarded heavy damages.

#### **b) Capital**

- (i) The man does not have enough capital to start the business.
- (ii) Abuja is a capital.

### **Plurals of Compound Nouns**

(a) There are some compound nouns which have their plural suffix added to the last element. Examples are: schoolmaster, bedrooms, housewives, pick-pockets, turncoats, die-hard, secretary-generals, major-generals, etc.

(b) When a compound noun consists of a noun and a prepositional phrase, the plural suffix is normally added to the first element: fathers- in -law, commanders - in chief, passers - by, runners - up, editors - in - chief.

(c) There are certain compound nouns that are introduced by the verb base. These nouns have their plural suffix on the second element:

break - downs, roll - ons, going - ons, lay - bys, etc.

(d) Sometimes, the plural marker is added to both elements:

women — doctors, students — teachers, men — servants, etc.

However, the above morphological rule is not applicable in the following examples:

man - haters, man - eaters, woman - haters, man - hour.

(e) There are other special nouns like: aids - de - camp, consuls-general, etc.

### **Singular Nouns with Plural Forms**

(a) There are certain nouns which have plural forms, but they function as singular nouns:

- i. Politics is an interesting game.
- ii. Linguistics is the science of language.
- iii. Physics seems to be a dreadful subject.

b) When the plural morpheme is added to some nouns, they have different meaning from their base. The following nouns have plural forms, which have acquired meanings that are not found in the corresponding singulars.

**Compasses:** Instruments for drawing circles.

**Customs:** Import duties or the body of people who collect import duties.

**Damages:** Compensation for injury or loss as in: “He is demanding N 100,000.00 damages.”

**Grounds:** This word could be used in any of the following senses, depending on the context.

- enclosed land attached to a house as in: an archaic building with delightful grounds.
- dregs, especially of coffee.

**Letters:** learning and literature as in: “a man of letters”.

**Morals:** The principles of behaviour as in “a man of no morals”.

Note that the singular form “moral” is used in the sense “the teaching of a story, a poem, etc.

Example: The moral of the story is being kind to others as you go.

**Premises:** A house or building plus the garden, yard, etc. belonging to it. as in: “school premises”.

Allotted place or station.

Spectacles: Eye-glasses.

Spirits: Alcoholic drinks and state of mind (temper). For example, “He is in high spirits”.

### **Nouns which take Plural Verbs**

- a. The police are investigating the case.
- b. The clergy have already concluded the matter.

### **Determiners and Nouns**

Determiners are words used to indicate quantity. They usually come before nouns to indicate number (count nouns) or quantity (non-count nouns).

Determiners refer to a small group of words, which are usually classified under adjectives, articles, pronouns and numerals. They precede nouns as adjectives do, but instead of describing nouns (like adjectives), they modify them by determining their definiteness, proximity, quantity, and possession.

There are different types of determiners. Some determiners precede count nouns, while others precede non-count nouns. There are also some determiners which precede both count and non-count nouns. Examples of these determiners are: an, another, any, both, certain, each, either, enough, every, few, half, her, little, a few, many, more, most, much, neither, no, plenty, several, some, such, that, those, the, their, my your, etc.

Determiners used with count nouns:

#### **Singular nouns**

a + boy, man, girl, book, car, etc.

an + egg, elephant, element, ape

every: every + man, woman, thing,

this / that: this! that + boy, school, girl another: another +book, table!

one: one +man! day/school! chair

#### **Plural nouns**

All, several, few, a few, some, many etc.

(i) There were some men in the hall (plural).

(ii) I saw some boy who claimed to be a student of this college (singular) (special usage)

(iii) There were no teachers in the hall (plural).



(iv) There was no teacher in the hall (singular).

### **Pronouns**

Pronouns are words used instead of nouns. They occupy the grammatical position of nouns, noun phrases and noun clauses in sentences. Examples of pronouns are: he, she, him, her, etc. Pronouns are used to avoid repetition or tautology in sentences

It is not in all cases that pronouns take the place of a noun in sentences. They can refer to specific persons. Study the following examples:

- (a) I left my bag in the office.
- (b) The girl kept some money in her bag.
- (c) Somebody is waiting for you outside.

It should be noted that in sentence (a), the pronoun “I” does not naturally stand in the position of a noun since it refers to the speaker. The speaker does not usually mention his name as the subject of a sentence. In sentence (b) also, we can easily find out that the pronoun ‘her’ does not stand in the position “girl”. The same thing is applicable in sentence (c). The pronoun “somebody” does not refer to any person specifically. At this level, we need to discuss different types of pronouns.

### **Types of Pronouns**

Personal pronouns belong to the most basic class of pronouns to which the category of persons applies. These pronouns have singular and plural forms. They are also classified into different cases and genders.

### **Indefinite Pronouns**

Every, none, any, some

Everyone, no one, anyone, someone

Everybody, nobody, anybody, somebody

Everything, nothing, anything, something

### **Relative Pronouns**

These are pronouns that relate to preceding nouns or pronouns. The preceding noun (noun phrase or noun clause) is known as the antecedent. At the same time, a relative pronoun performs the function of a conjunction by joining two sentences or clauses to form one. Therefore, relative pronouns are also referred to subordinating conjunctions. Relative pronouns are: who, whose and which.

- (a) This is the house that I bought recently.
- (b) The girl whom you met yesterday is my close friend.
- (c) The lecturer whose office was vandalized during the riot is here today.
- (d) The stupid girl who abused you this morning may be expelled.
- (e) Anybody who misbehaves among you may not be allowed to write the examination.
- (f) The book, which I bought yesterday, is relevant.

### **‘Who’ and ‘Whom’ as Pronouns**

The pronouns “who” and “whom” are usually wrongly used. It should be noted that both pronouns occupy different grammatical positions in sentences. They are called relative pronouns because they introduce relative clauses. A relative clause is a clause that modifies a noun or noun phrase that comes before it. Study the following sentences:

- (a) The woman who stole my pen is here.
- (b) The boys whom we employed have resigned.

In sentences (a) and (b) above, we notice that the underlined parts modify the noun phrases “the woman” and “the boys”. Therefore, the underlined parts are known as relative clauses. The difference between “who” and “whom” lies in the fact that they perform different grammatical functions. In sentences (a) and (b) above, we notice that the underlined parts modify the noun phrases “the woman” and “the boys.” Therefore, the underlined parts are known as relative clauses. The difference between “who” and “whom” lies in the fact that they serve different grammatical functions. The pronoun “who” is used when the relative clause refers to the subject.

In sentence (a) the subject is “the woman”, while in sentence (b), the subject is “we”. The phrase, “the boys” is the object of the verb “employed”.

- (a) The boy who killed the elephant was rewarded.
- (b) We saw the woman who poisoned her husband.
- (c) We praised the girl who prepared the dish.
- (d) We saw the teacher whom the students lynched.
- (e) This is the girl whom the boys hate.
- (f) We went to the lady whom the police had arrested.

### **Interrogative Pronouns**

These are pronouns used to introduce questions. They are: who, what, which, where, whose, how, etc. Study the following examples:

- (a) Who is the manager?
- (b) Whose car is this?
- (c) To whom did you submit your papers?
- (d) Which of the houses belongs to your uncle?
- (e) What is your major problem?
- (f) How was your outing?
- (g) Where are those boys?

### **Reciprocal Pronouns**

These pronouns are used when two or more persons or groups are involved in an action or event. Examples are given below:

- (a) Tide and Adeola love each other.
- (b) The members of the group help one another.

Note the difference between sentence (a) above and the sentence below:  
The members of the group help themselves.

## **Reflexive Pronouns**

Reflexive pronouns usually refer back to the subject of the sentence or the performer of an action. The non-derivational suffixes and -elves are added to personal pronoun to form reflexive pronouns to singular and plural forms:

### **Singular/Plural**

myself, ourselves, yourself, yourselves himself/herself, itself, themselves

Study how they are used in the following sentence examples:

- (a) I did the work myself.
- (b) You should blame yourselves for any action that follows.
- (c) He wounded himself during the riot.
- (d) Women create problems for themselves at times.
- (e) She wrote the book herself.

Note the emphatic use of reflexive pronouns in the following sentences:

- (a) I myself told him the same thing.
- (b) They themselves will participate in the programme.
- (c) The president himself addressed the nation.

## **The Verb**

The verb is traditionally described as an “action” or “doing word. Of course, this definition is oversimplified to the extent that it does not reflect the position of the verb in the sentence, neither does it reflect its features. To avoid this form of oversimplification, we can give a definition that will incorporate the features or functions of the verb in a sentence. Therefore, we can describe the verb as that class of word that states action, being or state of being. It also determines the sense or meaning of a sentence. A sentence cannot exist without ‘the verb. In other words, the verb is the obligatory part of a sentence. It tells us what happens in a sentence. It should be mentioned here that the definition of the verb cannot be limited to performance of actions.

Study the following sentences:

- (a) That boy is a rogue.
- (b) These women are dangerous!
- (c) I have a new car.
- (d) The soup tastes bitter.

You will notice that the above sentences do not indicate action. However, this does not mean that they do not contain verbs.

## **Types of Verbs**

There are basically two types of verbs. These are lexical and auxiliary verbs.

### **Lexical Verbs**

These are also referred to as main or major verbs. They perform “lexical function”. This means that they indicate the action or state of being in the sentence. They can exist without auxiliaries:

- (a) The boy dances like a lunatic.
- (b) He behaves normally occasionally.
- (c) I did the assignment yesterday.

Lexical verbs can exist with other verbs to express aspect (progressive and perfective aspects).

Examples are given below:

- (a) I was writing my project when the incident happened (progressive).
- (b) They have decided the matter (perfective).
- (d) I have done the work (perfective).
- (e) He has been working on the project (perfective progressive).

### **Auxiliary Verbs**

Auxiliary verbs are those verbs that come before the main or lexical verb. They are also referred to as “helping verbs”. Consider the following sentences:

- (a) He has written a letter to the president.
- (b) They can perform well.
- (c) The boys are being chided.
- (d) Most of them may be expelled.

Note: The underlined words are auxiliary verbs.

### **Types of Auxiliaries**

Auxiliary verbs are further classified into two major groups. These are: pure auxiliaries and modal auxiliaries.

#### **Pure Auxiliaries**

These are auxiliary verbs that can also function as lexical verbs. This means that they can play two different grammatical roles depending on the grammatical environment in which they occur in sentences. Pure auxiliaries are also referred to as primary auxiliaries. The primary auxiliaries are:

- (a) Forms of the verb: am, is, are, was, and were.
- (b) Forms of the verb to have: have, has, and had.
- (c) Forms of the verb to do: do, does, and did.

#### **The Verb “be”**

There are two major forms of the verb “be”. These are the finite and non-finite forms. Finite verbs have a direct link with the subject of the sentence while non-finite verbs do not. Let us consider some examples at this juncture:

- (i) He is at the meeting (finite).
- (ii) He must be crazy (non-finite).
- (iii) The boy is a student (finite).
- (iv) The boy has been a good student (non-finite)

Finite forms: Here we have six different forms:

am/was

is/was

are/were

### **How Primary Auxiliaries Perform Lexical and Auxiliary Functions**

Pure auxiliaries perform the function of a lexical verb when they exist independently in the verb slot (verbal group) in the sentence. In other words, they are not preceded by any modal operator or auxiliary. Consider the following sentences:

- (a) She has enough money.
- (b) They have a lot of work.
- (c) The boys are dangerous.
- (d) You are my friend.
- (e) They have some assignments.

The underlined verbs can perform the function of auxiliaries or “helping verbs” if they precede main verbs in sentences:

- (a) She has got enough money.
- (b) They don't have a lot of work.
- (c) The boys are behaving stupidly.
- (d) You can become my friend.
- (e) They have been doing the assignment.
- (f) He doesn't know the culprit.

### **Difference between Primary Auxiliaries and Modals**

The primary auxiliaries are distinguishable functionally and morphologically from the modal auxiliaries in a number of ways: The primary auxiliaries, ‘be’ and ‘have’, take aspectual form:

- (i) He is coming (progressive).
- (ii) He has gone (perfective).
- (iii) He is working (progressive).

Modal auxiliaries, unlike pure auxiliaries, do not take aspectual forms. Modal auxiliaries except ‘ought to’ and ‘used to’ are followed by bare infinitives (infinitive without “to”):

- i. He can come.
- ii. He may sleep.

Primary auxiliaries, on the other hand, take ‘to infinitive’:

- i. They are to go
- ii. She has to come.

Primary auxiliaries, unlike modals, are inflected to reflect the third person singular present:

- i. They do not go.
- ii. He does not go.
- iii. He did not go.
- iv. He is my friend.
- v. They are my friends.

The morphological tense distinction between present and past in modal auxiliaries does not limit them to present and past time only. For example, will/would, shall/should, can/could, etc. can be used to refer to future time:

The woman might come today.

It could rain any time.

### Modal Auxiliaries

Modal auxiliaries, unlike pure auxiliaries, cannot perform lexical functions in sentences since they cannot exist independently in the verb phrase. They must come before the main verb. Modals belong to a general class of auxiliary verbs whose function is to qualify the main or lexical verb which they help, by narrowing down its meaning or particularizing it, or by referring to such modality as probability, possibility, necessary, obligation, etc.

The following are the forms of modal auxiliaries we have

<b>Positive Form</b>	<b>Uncontracted Negative</b>	<b>Contracted Negative</b>
can	can not	can't
could	could not	couldn't
may	may not	mayn't
might	might not	mightn't
shall	shall not	shan't
should	should not	shouldn't
will/ll	will not	won't
would	would not	wouldn't
must	must not	mustn't

The meaning and usage of the above modal auxiliaries will be discussed here.

The modal auxiliary “will” has the following uses:

**(a) Futurity:** “will” is used to express neutral prediction.

- (i) I will win the competition.
- (ii) They will attend the meeting next week.

**(b) Volition:** This use of “will” suggests “willingness” e.g.

- (i) He will help you (He is willing to help you).
- (ii) She will do the work. (She is willing to do the work)

Note: The use of “will” in two contexts above is easily distinguished from “will” indicating futurity or prediction. For example, note the use of “if- clause” in: “If you attend the party, I will see you.” This sentence incorporates conditionality and simple futurity. It is, therefore, different from:

“If you help me, I will be grateful.” The meaning of “will” here is not futurity; rather it explains volition, i.e. “if you are willing.”

(c) **Insistence:** The modal “will” carries nuclear stress:

- (i) You will go there (I insist you go there.)
- (ii) She will do the job (I insist that she do the job)

(d) **Prediction:** “Will” can be used to indicate prediction based on induction:

- (i) It will rain today.
- (ii) Oil will float on water.

(e) **Habitual or regular occurrence:**

- (i) The lecturer will talk for hours.
- (ii) He will waste his precious time.

Note: In negative statements “will not” or “won’t” functions for “volition” as in:

- (i) I won’t heed your advice (I’m not willing to...)
- (ii) They won’t come (They insist on not coming).

**Shall:** The use of “shall” is no more common nowadays. This means that its use is becoming rare. However, it can be used in the following situations:

(a) **To indicate futurity:** In this situation, it usually collocates with the first person singular or plural pronouns: I shall be there before evening.

(b) **Willingness**

- (i) He shall be employed (I’m willing that he is employed.)
- (ii) He shall do that if it pleases you. (I am willing that...)

Note: Willingness here is on the part of the speaker.

(c) **Insistence:** This is usually found in legal usage:

- (i) The school shall open on Tuesday.
- (ii) Thou shall not kill (biblical)
- (iii) You shall not destroy any property.

(d) **Intention:** This is on the part of the speaker.

- (i) I shan’t keep you waiting here (“I” don’t intend to.)
- (ii) I shan’t waste your time.
- (e) Volition
- (i) You shan’t be broke (I’m willing to see you are not broke)
- (ii) You shan’t be frustrated (I’m willing to see you are not frustrated.)

Compare the use of “will” and “shall” in these sentences.

- (i) My daughter will assist you.
- (ii) My daughter shall assist you.

In (i) the use of “will” expresses willingness, i.e. “My daughter is willing to assist” while in sentence (ii) “shall” expresses willingness on the part of the speaker. “Shall” can also

be used to denote indirect command or request as in “Shall we pray?”

**Can:** The modal “can” is used in following situations:

**(a) Ability**

- (i) I can lift the engine.
- (ii) He can fix the bulb.

**(b) Request and Ability**

- (i) Can you pass the salt, please? (Are you willing or able to..)
- (ii) Can you assist me?

Note that “could” can be used in a more polite request as in:

Could you pass the salt please?

**(c) Permission:** Like “may” and “might”, “can” can be used to denote permission as in:

- (i) You can go now. (You are permitted to go now.)
- (ii) You can stand up (tactful command) Note that the use of “can” to express permission occurs mainly in familiar colloquial
- (i) It can rain any time (it is possible it rains any time).
- (ii) She can come today. (It is possible she comes today.)

**Negation:** The modal “can” is negated either by “cannot” or “can’t.”

- (i) She can’t be God (possibility). (It is not possible that...)
- (ii) You can’t do that (permission).
- (iii) They cannot report the case (ability).

“may” like “can” can be used to express permission and possibility as in:

**Permission:**

- (i) You may enter (You are allowed to...)
- (ii) May I go? (Am I allowed to...?)

In expressing permission, “may” is more formal than “can” and the use of ‘may’ in this context is very common.

**Possibility**

- (i) He may go (it is possible that..)
- (ii) They may be there now (It is possible that...)
- (iii) She may come to my house today. (It is possible that...) “May” in this sense always carries a nuclear stress.

“May” can also be used to express wishes and curses or prayers:

- (i) May God help you.
- (ii) May you live longer than your forefathers.
- (iii) May God punish her.

**Can and May**



We can further make distinction between the use of “may” and “can”. For permission, the modal auxiliary “can” is usually employed to ask for general information as to what is, or what is not permitted. For example, the question: “Can I smoke here?” simply asks whether it is generally permitted to smoke here. “May”, on the other hand, asks for direct permission from the person addressed. Therefore, the meaning of the expression: “May I smoke here?” is “Do you permit me to smoke here?”

**Must:** “Must” is different from the modals already discussed because it lacks a morphological past form. It is used in the following situations:

**(a) Obligation:**

- (i) I must make it (I am obliged to...)
- (ii) You must go (You are obliged to...)

In the above sentences, “must” also expresses compulsion. It should be noted also that when we are referring to the past time, we use the modal “had to”, since “must” does not have a morphological past form:

- (i) Last week, I had to go.
- (ii) Today, I must go.

**(b) Logical Necessity:** The modal “must” also expresses logical conclusion or necessity as

- (i) She must be crazy.
- (ii) You must be a rogue.
- (iii) You must be telling lies.

In the above contexts, “must” implies that, there can’t be any other logical conclusion.

**Have to:** This expresses:

**(a) Obligation:**

- (i) He has to win. (He must win)
- (ii) You have to listen (You are obligated to...)

**(b) Logical Necessity:**

(i) Someone has to win. (ii) It has to be you. The use of “have to” in this sense does not have negative form.

**Could:** Although “could” is the past form of “can”, it is not used to express past time situations. The following are the situations in which “could” can be used:

**(a) Ability in the past:**

- (i) I could run fast during the period (I was able to.)
- (ii) He could sing well (He had the ability to...)
- (iii) He couldn’t sing well. (He didn’t have the ability to...)

**Permission**

- (i) Could I go?
- (ii) Could she join us?

### **Possibility**

- (i) It could rain today.
- (ii) He could still come here today.

“Could” in this sense is used to express doubt, remote possibility, or lack of certainty. Therefore, it is expressing only theoretical or hypothetical possibility.

**Might:** The use of “might” parallels “may” in the following situations:

Permission

- (i) Might I go?
- (ii) Might she join us?

### **Possibility:**

- (i) Your answer might be wrong
  - (ii) She might be normal.
- “Might”, however, cannot occur in prayers, curses and wishes.

### **Would**

“Would” is the past form of will, but it does not function in this capacity in all situations. Consider the following examples:

- i. He said that he would attend the meeting (future + past)
- ii. I know that he would like to attend the party. (future + past)

The modal auxiliary “would” can also be used in the following senses:

### **Probability:**

- (i) There would be a meeting today. (If things work out well)
- (ii) That would be him.
- (iii) He would kill himself (if not warned)

### **Volition**

- (i) Would you come? (Are you willing to...)
- (ii) She will help you. (She is willing to..?)

**Insistence:** In this sense, there is nuclear stress on the modal auxiliary.

- (i) She would marry me.
- (ii) You would do it.

### **Should**

(a) “Should” is frequently used in “that” clauses expressing a personal feeling or attitude.

- (i) I am sorry that you should be subjected to this kind of trouble.
- (ii) I am surprised that you should be treated in that manner. Note: If the modal “should” is removed from the above sentence, it would turn them into mere statements of fact.

(b) It is used to express disagreeable surprise or indignation:

- (i) I am surprised that you should behave in that manner.

(ii) How should I know?

(c) “Should” is used to express hypothetical facts.

(i) If this should happen, what am I to do?

(ii) If you should see him, give him my regards.

(iii) We should like to be at the party.

(d) “Should” is also used in sentences to express obligation or duty.

(i) I think you should attend the lecture.

(ii) You should see me before you go.

(e) Like “ought to”, “should” may be used to indicate natural information or what may reasonably be expected:

(i) This shouldn’t be an obstacle.

(ii) He should be in Lagos by now.

### **Ought to**

(a) Used to express obligation.

(i) You ought to go tomorrow.

(ii) They ought to educate their children.

(iii) You ought to attend the lecture.

(b) It is also used to express attitude or emotion, especially regret:

(i) You ought to have gone (but you haven’t).

(ii) He ought to have done the work (but he hasn’t).

### **Dare and Need**

(a) It must occur with a verb to form a verbal group,.

(b) It must form the negative and interrogative without “do” periphrasis, and

(c) It must be capable of occurring in tag-questions and similar constructions.

We can therefore conclude that the auxiliaries “dare” and “need” qualify as members of group because they behave like other modal auxiliaries (e.g. “will”).

(a) She will punish the boy.

(b) She will not (won’t) punish the boy.

(c) Will she punish the boy?

In the above examples, conditions in (a) and (b) are satisfied. The condition in (c) above can be satisfied in the following sentence:

She will punish the boy, won’t she?

Unlike other modals (e.g. ‘will’ and “can”), “dare” and “need” can be inflected:

(a) She dares to punish the boy.

(b) She needs to punish the boy.

Here, the verbs are inflected to denote third person singular number. It should be noted that the verbs are inflected only in positive statements.

Another major difference is that “dare” and “need”, unlike ‘will’ and ‘can’ can form negative and interrogative statements.

- (a) She doesn’t dare to punish the boy.
- (b) She doesn’t need to punish the boy.

It is interesting to note that “dare” and “need”, apart from their auxiliary function, can as well function lexically in sentences:

- (a) She needs your attention.
- (b) She dares all the lecturers.

When both verbs occur in affirmative sentences, followed by an infinitive, the infinitive normally preceded by the auxiliaries and the morpheme is added to denote the third person singular:

- i. You dare talk!
- ii. You dare to oppose me!
- iii. He dares to question my authority!
- iv. He needs to reconsider his step.

- (e) We need to attend the meeting.

It should be noted that the use of “need” and “dare” in affirmative sentences is not very common. Instead of “need” in this context, colloquial usage often prefers constructions with “must” and “have to”:

- (a) He must/has to reconsider his step.
- (b) We must/have to attend the meeting.

Note also the construction:

Need you go? Yes, I must.

**(a) Used to:** The auxiliary ‘used to’ is problematic. It is always misused by people. The two words are usually employed to denote: past events or actions:

- (b) I used to visit her office (when we were still friends)
- (c) We used to discuss issues relating to this (during the period.)

The auxiliary can also be used after the verb “be”. In this sense, it can refer to either present or past events. It can be followed by a noun phrase (NP):

- (a) I am not used to this kind of situation.
- (b) They are used to punishing students unjustly.
- (c) She is used to attending night parties.
- (d) I am not used to staying alone.

### **Further Classification of Verbs**

**Finite Verbs:** These are verbs which have a direct link with the subject of a sentence. It is the verb that denotes the tense (whether the event or action is present or past). This means that it reflects the tense marker:

- (a) He initiates the plan (present)
- (b) He initiated the plan (past).

**Complex transitive verbs:** These are verbs which take a direct object and an object complement as in:

- (i) He appointed me his agent.
- (ii) They made me president of the club.

**Linking Verbs:** These are also referred to as copular verbs. These verbs take after the subject complements. These complements are equitable with the subject NPs (Noun Phrase) as in:

- (i) He is a wicked man.
- (ii) She is wicked.
- (iii) He is a lecturer.
- (iv) He looks hungry.
- (v) It seems real.
- (vi) He became a soldier.
- (vii) He is sad.
- (viii) I felt great immediately.

### **Intransitive Verbs**

Intransitive verbs are those verbs that simply state an action or condition of being without any object or recipient of the action:

- (i) She slept outside.
- (ii) The students misbehaved.
- (iii) We have worked.
- (iv) All the passengers perished.
- (v) The congregation prayed.

Note that there are certain verbs which can function as both transitive and intransitive verbs, depending on the contexts in which they occur. In essence, there is a great deal of overlapping between transitive and intransitive verbs. Study the following pairs of sentences:

- (i) We walked (intransitive).
- (ii) We walked the streets (transitive).
- (iii) She runs (intransitive).
- (iv) She runs a business (transitive).
- (v) I don't know (intransitive).
- (vi) I don't know the man (transitive).
- (vii) Do you remember? (Intransitive).
- (viii) Do you remember the boy? (Transitive)

Complex transitive verbs: These are verbs which take a direct object and an object complement as in:

- (i) He appointed me his agent
- (ii) They made me president of the club.

### Adjectives

An adjective is a word that amplifies the meaning of a noun or pronoun. Naturally, it makes description more specific and vivid. Study the following sentences:

- (i) I hate this environment.
  - (ii) I hate this stinking environment. (a)
- 
- (i) The boy committed an error.
  - (ii) The stupid boy committed a tactical error. (b)

Note: The underlined words in sentences (a)(ii) and (b)(ii) make the qualified nouns more specific.

### Types of Adjectives

**Attributive Adjectives:** These adjectives are placed immediately before the noun. They qualify (describe or limit) the noun. Therefore they function as pre-modifiers:

- a. The innocent boy has been released.
- b. The beautiful girl is my friend.

**Predicative Adjectives:** These are adjectives that function as complements. They appear after the verb or verb phrase (VP). They are also known as subject complements:

- a. The car is expensive.
- b. The job is lucrative.
- c. She looked stupid.

**Postmodifiers:** These are adjectives that appear immediately after the noun being qualified:

- a. A presenter untrained in phonetics is as useless as a doctor untrained in anatomy.
- b. My mother, excited came back with the news.
- c. The children, smart and lively, were playing outside. Other examples are: from time immemorial; my lords, spiritual and temporal; his banner over me.

**Descriptive Adjectives:** These are also referred to as definitive adjectives. They are employed to determine the quality, features or characteristics of a noun. Examples are:

- a) a big car.
- b) the innocent boy.
- c) the stern-looking soldiers.
- d) white buildings.

A definitive adjective also limits the application of a substantive by specifying quantity or number: that woman, much oil, some sugar, three boys.

Definitive adjectives are also known as determiners.

**Participial Adjectives:** These are adjectives derived from verbs. Examples include:

- (i) rampaging students.
- (ii) broken bottles.
- (iii) dislocated joints.
- (iv) dilapidated buildings

Participial adjectives can also function as post-modifiers:

- i. Notorious armed robber executed last year.
- ii. The candidates short-listed for admission.

**Qualifiers:** Nouns can be made to perform the function of adjectives. In this case, they are to qualify other nouns. Examples are: community schools, school college programmes, education system, data analysis, computer programmer, etc.

**Compound Adjectives:** When classified according to form, adjectives may be said to be compound. The simple adjectives are word adjectives (e.g. tough, rough, simple, etc.). Study the following phrases:

- i. Good-for-nothing students
- ii. Never-do-well people
- iii. Up-to-date analysis
- iv. House-to-house campaign
- v. AIDS-infected blood
- vi. Would-be husband
- vii. Make-believe scene

### **Adverbs**

An adverb is a word that is used to qualify or modify a verb, an adjective or another adverb:

- a) Some people find it difficult to spell words correctly (modifying the verb “spell”)
- b) He is an intensely keen musician (modifying the adjective “keen”)
- c) She plays the piano beautifully well (modifying the adverb “well”)

Adverbs can also be used to modify prepositions:

- a. I entered the lecture theatre just before the appointed time (modifying the preposition “before”)
- b. The organ was built within a few days (modifying the preposition “within”)

A whole sentence can be modified by an adverb:

- a. Unfortunately, I did not attend the meeting.
- b. Unexpectedly, she became a rich woman.

### **Types of Adverbs**

**Adverb of Time:** This answers the question, “when?” in the sentence:

- a. I saw the chief yesterday.

b. The work was done immediately.

**Adverb of Place:** This denotes the time of action or event, it therefore answers the question “where?” For example,

- a. I saw him at home.
- b. I met him there.

**Adverb of Manner:** This indicates how an action is being performed or how an event took place. It answers the question “how?” Examples are:

- a. He did it haphazardly.
- b. The malnourished boy was eating voraciously.

**Adverb of Degree:** This adverb indicates the extent to which an action is performed or an event that has taken place:

- a. The manager is rich.
- b. The man is well known.
- c. This book is hardly needed.
- d. They are very knowledgeable.
- e. You need to be extremely careful.

**Adverb of Frequency:** This answers the question: “how often?” Examples are: always. Occasionally, usually, often, hardly, scarcely, rarely, sometimes, etc.

### **Conjunctive adverbs**

These belong to a special group. They are to connect clauses, sentences or paragraphs. They also function as modifiers. Examples are: **also, however, indeed, accordingly, furthermore, nevertheless, meanwhile, moreover, nonetheless, consequently, hence, then, notwithstanding, thus, therefore.**

Although these are connecting words or linkers, they may also be simply called adverbs. We can also treat them as simply conjunctions.

### **Prepositions**

These are words that precede nouns or noun phrases. They are known as function words because they perform mainly grammatical functions. Also, they are close set of words since they cannot be expanded. However, they are close to adverbs in that they are capable of expressing time, place and manner. They have no inflections.

### **Categorization of Prepositions**

#### **Prepositions used with certain verbs**

- a) congratulate on
- b) prevail upon.
- c) rely on
- d) suffer from.
- e) complain of
- f) desist from.



- g) refrain from.
- h) accused of
- i) charged with (a person.)
- j) apologize for (a bad conduct)
- k) believe in.
- l) differ from.

### **Prepositions used with certain adjectives**

- a) guilty of
- b) full of
- c) afraid of
- d) entitled to
- e) instrumental to
- f) inimical to
- g) subsequent to
- h) prone to
- i) different from
- j) resent of
- k) protest at/about/against (something)

### **Prepositions combined with certain nouns**

- a) in connection with.
- b) in respect of
- c) (take) into consideration
- d) flair for
- e) in accordance with
- f) in defiance of
- g) in company of

### **Conjunctions**

Like prepositions, conjunctions perform grammatical functions. They are known as form words. They are words used to connect words, phrases and clauses. They can be divided into four major classes: co-ordinating conjunctions, subordinating conjunctions, conjunctive adverbs and correlative conjunctions.

#### **Co-ordinating conjunctions**

These are words used to connect two or more sentences or independent clauses. They are also referred to as coordinators. They are:

#### **and**

- (a) John and James left very early.
- (b) All the lecturers and the students' representatives were summoned to the meeting.

**but:** This is used to connect two or more contradictory statements.

- (a) I attended the meeting, but did not understand most of the issues raised.
- (b) The executed notorious armed robber was very intelligent, but he did not use his intelligence in a positive manner.

**nor**

- (a) Neither Tunde nor his friends were able to challenge the fierce looking boys.
- (b) They could not help the situation nor were they able to solve the problem.

**yet**

Like “but”/’yet” is used to connect contradictory statements.

- (a) He did not study well for the examination, yet he passed all the papers.
- (b) There were a lot of tribulations, yet the early Christians were able to succeed.

**or**

This is used to indicate alternatives;

- (a) Either Bose or Bosun will travel to Kaduna tomorrow.
- (b) Be careful in dealing with those dangerous girls, or you blame yourself one day.

**Subordinating conjunctions**

These are conjunctions used to connect subordinate or dependent clauses with principal (independent) clauses or simple sentences. They are also known as subordinators. Examples are: if, what, who, which, that, how, when, why, because

- (a) I saw him when he was coming.
- (b) Nobody knows why she behaves irrationally.
- (c) If she refuses to go, she may not be considered for admission.
- (d) That the girls are wayward is still a source of concern to the management.
- (e) The man who assisted me has been promoted.
- (f) Only God knows when this country will be morally sanitized.

Note that a clause introduced by a subordinator cannot exist independently since it cannot be meaningful. Subordinate clauses exist in complex or embedded structures.

**Interjections**

Interjections can be described as words, which express strong emotions. These are: surprise, fear, embarrassment, joy, etc. Examples are given below:

- (a) This is dangerous!
- (b) I’ve made it!
- (c) Ah, this is great!
- (d) What a good performance!

**Review Questions**

1. Describe three different types of adjectives you know.
2. With copious examples, differentiate between regular and irregular verbs.
3. Exemplify the differences between finite and non-finite verbs in English.
4. What are lexical verbs and how are they used?

5. Giving adequate relevant examples, differentiate between lexical and auxiliary verbs.

In each of the following sentences, fill in each gap with the appropriate option.

1. The beautiful girl is ..... the fear of failing her examination.
  - A. devoid of
  - B. worried with
  - C. depressed of
  - D. haunted by
2. If the telephone had rung, I ..... it.
  - A. would have answered
  - B. would answer
  - C. will answer
  - D. will have answered
3. Before I arrived, my mother .....
  - A. had woken.
  - B. had waken.
  - C. woke.
  - D. wakened.
4. By this time next week ..... in this college.
  - A. I will have spent
  - B. I will spend
  - C. I would have spent
  - D. I would spend three years
5. I shall have read all the works of Thomas Hardy when I ..... *Far From The Madding Crowd*.
  - A. shall finish
  - B. shall have finished
  - C. finish
  - D. am finishing
6. I would have told you if I .....
  - A. was knowing.
  - B. have known.
  - C. had known.
  - D. had been knowing.
7. We ..... in a month.
  - A. is meeting
  - B. met
  - C. meets
  - D. meet twice
8. He advised that I should always have my grains .....

- A. grinding
- B. grounded
- C. ground
- D. grinded

9. Joan ..... to announce our financial position during the immediate last quarter.
- A. failed
  - B. has failed
  - C. is failing
  - D. fails

10. Our music teacher told me there ..... no need for further rehearsals before the concert.
- A. was
  - B. is to be
  - C. were
  - D. will be

**Answers to (MCQ)**

- |   |   |    |   |
|---|---|----|---|
|   | D | 6  | C |
| 2 | A | 7  | C |
| 3 | A | 8  | D |
| 4 | A | 9  | C |
| 5 | A | 10 | A |

**7.10 Sentence Structure**

1. Define the term “sentence”;
2. Mention and explain the different types of sentence;
3. List and explain the constituents of a sentence;
4. Construct a number of sentences using appropriate tenses; and
5. Analyze sentences bringing out their different components.

**Sentence and its Definition**

In our speech, we produce utterances. When these utterances are written down, they are known as sentences. Sentences are meaningful because they are the largest linguistic unit which cannot be subjected to further syntactic analysis. It is evident, therefore, that the sentence plays a vital role in the process of producing oral or written text.

Traditionally, the sentence is defined as a group of words that expresses a complete thought. The trouble with this definition is that there is ambiguity. How can we determine a “complete thought”? So, the definition seems to be misleading because it does not reveal the structure of the sentence. The problem is not yet solved by describing a sentence as a group of words which makes complete statement and contains a verb. This definition is also not concerned with the structural pattern of a sentence. It is possible for a sentence to contain more than a finite verb. Study the following examples:

- i. I didn't know that the man was in the office.
- ii. This is the man who caused the riot.
- iii. He repeated that he needed a woman who would assist him.

The finite verbs are underlined in sentences (i) to (iii) above. Sentences (i) and (ii) contain two finite verbs each while sentence (iii) contains three finite verbs.

However, the definition which seems to be less controversial is that a sentence is a group of words that begins with a capital letter and ends with the full stop or any external marker. Let us consider the group of sentences contained in the paragraph below:

*The policeman entered the room, searched everywhere, looked up and down and later came out. He told the man who was waiting outside the room that he could not find anything. Both of them left immediately.*

Based on the last definition, we can see that the text presented above contains three different sentences. The sentences are separated by the full stop. We can also find out that a sentence may not necessarily express only one idea. For example, the first sentence in the text contains four ideas which are signaled by the finite verbs: entered, searched, looked and came.

What should be noted is the fact that a sentence is the unification of different components. These are known as the constituents of the sentence. These are the units that regularly make up the sentence. A sentence is formed by a combination of different words which belong to different word classes or syntactic categories. The different syntactic categories that are unified in the sentence are:

**Noun** - woman, girl, man, home, etc.

**Pronoun** - he, she, we, you, etc.

**Verb** - observe, see, read, scold, etc

**Adverb** - neatly, quickly, occasionally etc.

**Adjective** - useless, careless, tall, unique, etc.

**Conjunction** - and, since, but, yet, because, etc.

**Preposition** - at, by, on, for, above, under, to, etc.

**Interjection** - yet, ha!, oh!, Jesus!

Traditionally, the above examples are referred to as “parts of speech”. But what we have to know is the fact that lexical items or group of words can be parts of speech. This is why it is convenient to refer to individual words contained in a sentence or text as word classes, with their different semantic and syntactic functions.

### **Constituents of a Sentence**

You have already known that a sentence is a combination of different lexical items or units. Words are structurally arranged to form sentences. The elements contained in a sentence are known as the constituents of a sentence. Words are also combined to form phrases and clauses. A sentence is a unification of different syntactic elements: noun phrase, verb phrase, adverbial phrase adjective phrase etc. These grammatical units perform different functions in sentences: subject, verb, object, complement and adjunct. The syntactic roles of the different units are determined by the grammatical environment in which each of the units occurs. Study the following examples:

**Verb phrase:** This is the type of phrase that occupies the verb slot in a sentence. It is a group of words which has the main or lexical verb (LV) as its head. Let us consider the following examples:

(i) She has been complaining (since yesterday).

(LV = complaining)

(ii) The students must have been praying.

(LV = praying)

(iii) The man can manage the department.

(LV = manage)

(iv) We have decided to release the results.

(LV = decided)

**Adverbial phrase:** This is a group of words functioning as an adverb in a sentence. It can appear at the beginning, middle or end of the sentence. It can be used to indicate time, place, manner, condition, etc.

Study the following examples:

(i) After the lecture, we went to the party (adverbial phrase of time).

(ii) I saw the man at the meeting (adverbial phrase of place).

(iii) The Federal Government, owing to lack of adequate funds, may suspend the programme.  
(adverbial phrase of reason)

(iv) Without God's intervention, the man cannot survive (adverbial phrase of condition).

(v) She was dancing like a lunatic (adverbial phrase of manner).

**Adjectival phrase:** This is a group of words functioning as an adjective. In most cases, it is used to post-modify a noun. Let us consider the following examples:

(i) The building behind that school is our family house (post-modifying "building").

(ii) The boy in the class is my friend (post-modifying "boy").

(iii) The students without identification are not qualified.  
(post-modifying "students").

**Prepositional phrase:** This is a group of words which has a preposition as its headword. It can function as an adjective or adverb, depending on the syntactic environment in which it occurs in a sentence:

(i) The woman in a red skirt was here yesterday. (functioning as an adjectival phrase).

(ii) I met the man in your office (functioning as an adverbial phrase).

### **The Clause**

One of the major components of the sentence is the clause. The major difference between a phrase and a clause is that the former does not contain a finite verb, while the latter has a finite verb. A clause can therefore be described as a group of words containing a finite verb. It has the syntactic components, subject and predicate. A sentence may contain two or more

clauses. It can also be a clause. When a sentence contains only one clause, the clause must be an independent or principal clause. Let us consider some examples here:

(i) The man who came here yesterday is my uncle. (2 clauses)

- The man is my uncle (main clause)
- Who came here yesterday (subordinate clause)

(ii) When I was coming this morning, I met your brother (2 clauses)

- when I was coming this morning
- I met your brother

(iii) The issue was raised because the school authorities were not sensitive to the demands of the students who were suspended last year. (3 clauses)

The issue was raised (main clause)

- because the school authorities were not sensitive to the demands of the students
- who were suspended last year.

Note that the underlined words in each of the sentences are finite verbs. The number of the finite verbs contained in a sentence determines the number of clauses contained in it.

### Types of Clause

We have two major types of clause. These are: the principal (main) and subordinate (dependent) clauses.

**The principal clause:** This is the type of clause that can exist as an independent unit. It is capable of existing as a sentence since it does not depend on any other word or group of words. It is also referred to as an independent or a main clause. Study the following examples.

(i) Jane was the secretary of the club.

(ii) This is the girl you introduced to me.

(iii) She narrated a cock and bull story.

(iv) The police have arrested the notorious robber.

Note: The underlined words in the above sentences are finite verbs. You will note that each of them contains only one finite verb. Therefore, each of them is a clause which can stand alone as a meaningful unit. In essence, an independent clause exists as a simple sentence, which will be explained later in this chapter.

**The subordinate clause:** This is also referred to as a dependent clause. It is so called because it has to 'depend on the main or independent clause for its meaning. It cannot stand alone as an independent clause. However; it contains a finite verb. Study the following groups of words:

- if the boy comes today
- who testified before the panel
- how he escaped being lynched
- whom I introduced to you
- what he did

You will notice that the above groups of words cannot exist independently. In order to make them meaningful, we need to combine them with independent clauses. Study the following examples:

- i. I will do the job if the boy comes here today.
- ii. The lady who testified before the panel was the secretary of the club.
- iii. How he escaped being lynched surprised everybody.
- iv. I may marry the girl whom I introduced to you.
- v. I hate what he did.

### **Syntactic Functions of Clauses**

Clauses perform different syntactic roles in sentences. Depending on their positions in sentences, clauses function as nouns, adjectives and adverbs. For example, the underlined subordinate clauses in the above sentences [sentences (i) - (v)] perform different grammatical functions. Let us analyze them:

Sentence (i): Adverbial clause of condition modifying the verb “do”

Sentence (ii): Adjectival/relative clause qualifying the noun ‘lady’

Sentence (iii): Noun clause functioning as the subject of the verb ‘surprised’

Sentence (iv): Adjectival / relative clause qualifying the noun “girl”

Sentence (v): Noun clause functioning as the object of the verb “hate”.

### **Types of Sentence**

Sentences can be classified according to structure. The structural classification considers the components contained in a sentence. We have the following types: simple, complex, compound and compound-complex sentences.

#### **The Simple Sentence**

The simple sentence is a group of words containing only one idea. It contains only one finite verb. It has the structure: NP + AUX + VP (Noun phrase + Auxiliary + Verb phrase).

Examples are given below:

- (i) I love the girl.
- (ii) I met the woman there.
- (iii) The stupid boy misplaced the pen.
- (iv) The students were not registered.
- (v) The chairman has arrived.

Simple sentences could be declarative as revealed in the above examples. They could also be interrogative as presented below:

- (vi) Where did he go?
- (vii) Are you crazy?
- (viii) When did he come?

#### **The Complex Sentence**

A complex sentence can simply be described as a group of words containing an independent clause and at least a subordinate clause. In other words, a complex sentence contains at least two clauses. Consider the following examples:



- (i) When I was coming, I saw the boy. (2 clauses)
- (ii) If the present administration hands over power to a serious government, there will be positive changes. (2 clauses)
- (iii) The woman who testified before the panel served as the secretary of the defunct party. (2 clauses)
- (iv) The investigation panel discovered that the students who started the riot were not members of the cult. (3 clauses).

You will notice that the complex sentence involves subordination. Subordination is a process in which clauses are connected with subordinating conjunctions. Examples of these conjunctions are: when, if, why, where, how, since, after, who, which, that, etc.

**Note:** The underlined words in the above sentences are finite verbs.

### **The Compound Sentence**

A compound sentence contains at least two independent clauses, which are coordinated. In other words, a compound sentence is a unification of two or more simple sentences or independent clauses. Examine the following examples:

- i. The woman violently entered my office and started accusing me wrongly. It is either you attend the meeting or you lose your job.
- ii. Some of the students who volunteered to give us useful information refused to disclose their identity.
- iii. He attended the meeting, but he could not explain the issues raised at the meeting. He did not prepare well for the exam, yet he passed all the courses.

**Note:** The underlined words are called co-ordinating conjunctions or co-ordinators.

### **The Compound Complex Sentence**

This is the type of sentence that involves subordination and co-ordination processes. It contains two or more independent clauses and at least one dependent clause. Let us consider the following examples:

- (i) The rampaging students broke into the office and vandalized all the electronic gadgets when they were revolting.
- (ii) The panel invited the former manager and quizzed him because he was a principal actor.

### **Functions of Sentences**

Sentences can perform different functions. They are statements that ask questions or issue instructions. In essence, sentences perform declarative, interrogative and imperative functions. A sentence can also be exclamatory. Let us examine the different functions of the sentences.

#### **Declarative Function**

A sentence is declarative when it makes a statement. A declarative sentence is a statement of fact:

- (i) The Institute is well organized.
- (ii) The lecturer is handsome.
- (iii) Being a professional administrator will help you.

## **Interrogative Function**

A sentence performs an interrogative function when it is meant to ask a question. An interrogative sentence is usually introduced by an interrogative pronoun as exemplified below:

- i. How are you?
- ii. What is your contribution?
- iii. Did you arrange the chairs?
- iv. Where is your car?

You should note, however, that it is not in all cases that interrogative sentences are introduced by interrogative pronouns as we have above. Declarative sentences can also function as interrogative sentences. Study the following examples:

- i. You haven't done the assignment?
- ii. You were one of those rogues?
- iii. He was not there?

Note that the above examples, sentences (i) to (iii), are questions that request confirmation of facts. The appropriate answer in each case is either "yes" or "no".

## **Conclusion**

Once again, remember that the sentence is a group of words that provides meaningful information. It is formed by combining words from different word classes. The syntactic nature of the sentence gives insight into the structure of an acceptable sentence in English language. We have also examined different types of sentence namely: simple sentence, complex sentence, compound sentence and compound complex sentence. Remember also that a sentence performs some functions. Words are logically arranged to form a meaningful sentence. Wrong placement of any word results in misunderstanding. Indeed, for the purpose of effective communication, choice of appropriate words is taken seriously. How words are used is equally of paramount importance. Learners therefore need to have good understanding of the component parts of a sentence.

## **Review Questions**

1. List the components of a sentence.
2. How is a clause different from a sentence?
3. Use 'which and whose' in four different sentences, two for each, to show that you understand their use.
4. Explain the functions of a sentence.
5. In what way is a compound sentence different from a complex sentence?

## **7.11 Grammatical Concord and Common Errors**

You should be able to:

1. Describe the terms agreement and concord;
2. Mention and explain the different types of agreement we have in English;
3. Construct sentences using appropriate tenses;
4. Construct sentences using appropriate pronouns and their antecedents;

5. Explain the difference between finite and non-finite verbs; and
6. Identify common errors in English within the Nigerian environment.

### **Subject-Verb Agreement**

The subject of a sentence which may be a noun, a pronoun, or a noun phrase must have a direct link with its verb. For a sentence to be grammatical, the verb must agree with the subject in number. If the subject is singular, the verb must also be singular. The verb also reflects the tense. In English, if the subject is singular, the finite verb that follows, provided the tense of the verb is present, must be inflected with the suffix. Consider the following examples:

1. My uncle prays every morning.
2. She goes to school very early.

On the other hand, if the subject is plural, the verb that follows will not be inflected, provided the verb is in the present tense.

Examples:

3. My children argue a lot.
4. The people do not believe in bureaucracy.

There are certain syntactic rules that guide the agreement of verbs and their subjects. If these are not taken note of, errors relating to subject-verb agreement cannot be avoided.

**Rule 1:** If two singular subjects are combined with the conjunction “and”, the plural form of the verb is used:

5. Tunde and I believe in strong determination.
6. She and one of the boys are going to win the election.

**Rule 2:** If two singular subjects are connected with the correlative conjunctions: either... or” and “neither... nor”, the singular form of the verb is used:

7. Either Ebere or my brother is expected at the meeting.
8. Either that boy or his friend needs some money.
9. Neither my sister nor Biodun has enough time.
10. Neither Femi nor his uncle is educated.

**Rule 3:** If a singular subject and a plural subject are connected with the correlative conjunctions “either ... or” and “neither ... nor”, the verb agrees with the closer noun, or pronoun.

11. Either Caleb or those lecturers are being expected at the party.
12. Neither Tunde nor his brothers were expected at the meeting.

**Note:** If two singular subjects are separated by ‘either... or’ “neither ... nor”, the singular form of the verb is still used as shown in sentences 7 and 8 above.

**Rule 4:** When two nouns or noun phrases are joined by the correlative conjunction “both and”, the plural form of the verb is used:

13. Both the man and his wife are not serious.
14. Both the Director and his Assistant contribute to the success of this institute.

**Rule 5:** Collective nouns usually take a plural verbal:

15. The police arrested the boys
16. The clergy are debating the issue.
17. The army are planning to train the new recruits.
18. All the staff were promoted last year.

However, it is possible to combine these collective nouns with singular verbs:

19. We need an army that is ill well organized.
20. The police force is planning to recruit young graduates.

**Rule 6:** Summation nouns are usually combined with plural verbs. Study the following examples:

21. The scissors are sharp.
22. My trousers have been ironed.
23. Where are the shoes?

Other examples are pants, knickers, shorts, socks, stockings, etc.

These nouns can, however, be made singular by the use of “a pair of”

Examples are:

24. The pair of scissors is sharp.
25. The pair of trousers has been ironed.

In certain contexts, the singular forms of summation nouns can be used: Examples are: shoes /shoes, slipper/slippers, sock/socks, stocking/stockings, etc.

**Rule 7:** Plural amounts are usually singular:

26. Two million naira is needed for the programme.
27. ₦20, 000.00 is too much for that television.

Singular or plural verbals are used for multiplication:

28. Two times eight is/are sixteen.
29. Two times thirty is/are sixty.

**Rule 8:** When a singular subject is linked with other subjects by “with” and “as well as,” the singular form of a verb is used:

30. The Chairman, with his entourage, has arrived.
31. Janet, along with other members of the group, is at the lecture.
32. The lecturer, including the members of the board, is expected at the meeting
33. Ade, as well as his uncle, has gone.

**Rule 9:** There are certain nouns which appear like plural with the suffix but they combine with singular verbs. Examples of these nouns are: news, politics, mathematics, physics, linguistics, economics, ethics, draughts, etc.

34. The news is interesting.
35. Mathematics seems to be a dreadful subject.
35. Draughts is an interesting game.

**Rule 10:** When two complementary nouns or nominal groups are connected with the conjunction “and”, the singular verbal is used:

36. Bread and butter is my favourite food.

27. Law and order has been restored.

**Rule 11:** In certain contexts, nouns are connected with the conjunction “and” and the quantifier “every”. In this case, the singular form of the verb is still used:

38. Here, every boy and girl works for the development of the organisation.

39. Every man and woman believes in positive development.

**Rule 12:** When nouns are premodified by the quantifiers “both”, “many”, “several”, “after”, “few,” etc, the plural form of the verb is used:

40. Both men are healthy.

41. Both of them are honest.

42. Many of the students have paid.

43. A few of the workers have been promoted.

**Rule 13:** In a situation where a singular subject is followed by post-modifiers incorporating a plural noun, the singular form of the verb is used.

44. One of the boys has been jailed.

45. Each of the students is to be invited.

46. The boy in one of these classes has been invited by the panel.

47. The man co-ordinating this programme does not believe in democracy.

When a singular subject is connected with another subject and both of them refer to the same person, the singular verb is used:

48. The Chairman and the co-ordinator is coming.

49. The President and the commander-in-chief of the armed forces is set for London tomorrow.

50. The Principal and the Chairman was invited to the meeting.

### **The Rule of Proximity**

The word “proximity” here means closeness or nearness. When a singular subject and plural subject are connected with correlative conjunctions “either ... or” and “neither ... nor”, the verb agrees with the last subject:

1. Either James or his brothers are expected at the meeting.

2. Either those fat boys or the culprit has been arrested.

3. Neither Tunde nor those boys have useful ideas to offer.

4. Neither those people nor my friend is going to represent us.

5. Neither Biodun nor I am able to attend the party.

### **Notional Agreement**

Collective nouns can combine with either singular or plural verbs, depending on their contexts of usage. They may be thought of as a whole or as a number of individuals. Examples of such collective nouns are: team, committee, council, police, army, family, board, etc. Study the following sentences:

1(a) The committee has been mandated to carry out the investigation.

(b) The committee are divided in their opinions.

Note: In (a) above, the “committee” is thought of as a unit or a single body, while in (b), the noun is thought of as consisting of a number of individuals.

- 2 (a) The jury has an enormous task.  
(b) The jury have not taken a unanimous decision.
- 3 (a) My family is well known.  
(b) My family have not decided on the matter.
- 4 (a) The team is going to win the match.  
(b) The team are not playing well.
- 5 (a) The management board reviewed the case.  
(b) The management board are not united.

### **Agreement between the Pronoun and its Antecedent**

Apart from the type of agreement that exists between the subject and its verb, there must be agreement between the pronoun and its antecedent. The antecedent is the noun or noun phrase which a pronoun refers to. In most cases, the relationship between the pronoun and its antecedent is anaphoric. This means that the pronoun usually refers back to the noun or noun phrase (antecedent). Study the passage below:

*Did you attend the woman’s lecture? If you didn’t, you were very lucky. The woman succeeded in wasting our precious time. She did not even understand the concept. I don’t think that she is qualified to handle the course. When she was about to introduce the topic, she was shivering and sweating like a cow being led to the butcher.*

If you study the above passage very well, you will see that the noun phrase, “the woman” is replaced by the pronoun “she”. Therefore, there is agreement between the noun “woman” and the pronoun “she”. “The woman” is the antecedent, while “she” is the pronoun. For the purpose of analysis, let us study the following sentences:

1. One of the boys left his key here.
2. The man was narrating his ordeal.
3. The police claimed that they were aware.
4. You are the architect of your problem.
5. Some of the students are responsible for their fees.

There are different types of pronouns, These are personal pronouns (he, she, me, etc), possessive pronouns (his, her, their, our, etc.), relative pronouns whom, whose, which, that), indefinite pronouns (one, someone, none, somebody, anybody, anything, etc.), reflexive pronouns (myself; himself, themselves, etc.), interrogative pronouns (who, what, where, which, etc.) and demonstrative pronouns (this, these, those, that), All these pronouns must agree with their antecedents, At this juncture, we shall analyze how these pronouns agree with their antecedents.

### **Common Errors in English**

#### **Classification of Common Errors**

In a second language situation, errors are committed at various levels. There are syntactic, lexical, morphological, spelling and phonological errors. Within the scope of the present

chapter, we shall discuss and analyze some errors bearing in mind the various levels at which they occur.

### **Syntactic Errors**

Syntactic errors can best be described as structural errors. They are instances of deviation from the acceptable syntactic rules of a particular language. Errors at this level include omission of prepositions, grammatical redundancies, insertion of the article where it is not required and omission of articles. Let us analyze some of these errors.

\*I am going to bus stop.

I am going to the bus stop.

\*Road is not good.

The road is not good.

\*The man has died.

The man was dead.

\*The woman naked herself.

The woman striped herself naked.

\*He pregnated the young lady.

He made the young lady pregnant.

\*You have to minus the figure from the old figure.

You have to subtract the figure from the old figure.

\*Please, off the light.

Please, switch off the light.

\* Please, on the light.

Please, switch on the light.

\*I senior you in age.

I am older than you.

Note that there are two major types of errors here. We have a syntactic error (“Senior” is used as a verb). The second error is a lexical one. The word “senior” is not appropriate in issues relating to age difference.

(a) Borrow me your pen (lend).

(b) You need to pay my dowry (bride price).

(c) I entered the vehicle and at the place (boarded/alighted).

(d) The womanizer impregnated the beautiful girl (made the beautiful girl pregnant).

It is our major preoccupation in this chapter to list, categorize and analyze these errors.

### **Structural Problems**

There are certain errors relating to bad sentence construction. Examples are given below:

(a) \* I was opportune to see the chairman.

I had the opportunity to see the chairman.

- (b) \* The issue is been discussed.  
The issue is being discussed.
- (c) \* My brother returned home late, isn't it?  
My brother returned home late, didn't he?
- (d) \* They are used to come late.  
They are used to coming late.
- (e) \* We look forward to receive from you soon.  
We look forward to receiving from you soon.
- (f) \* By the end of this year, I will complete my programme.  
By the end of this year, I will have completed my programme.
- (g) \* You have to be rest assured.  
You have to rest assured.

#### Non-Count Nouns used as Count Nouns

- (a) \* I want to buy some stationeries.  
I want to buy some stationery.
- (b) \* I have a good news for you.  
I have good news for you.
- (c) Let me give you a useful advice.  
Let me give you some useful advice.
- OR
- Let me give you some pieces of advice.
- (d) \* The armed robbers made away with my properties.  
The armed robbers made away with my property.
- (e) \* I have many lands which I have not developed.  
I have many pieces of land which I have not developed.
- (f) \* I want to give you an information.  
I want to give you some information/pieces of information.
- (g) \* There are no enough personnels.  
There are no enough personnel.
- (h) \* The boy has caused much damages to my car.  
The boy has caused much damage to my car.
- (i) \* You need to pack your bags and baggages.  
You need to pack your bags and baggage.
- (j) \* Where are your luggages?  
Where is your luggage?
- (k) \* Where is my glass?  
Where are my glasses (spectacles)?
- (l) \* I don't like their behaviours.  
I don't like their behavior.

Note: There are certain contexts in which the word "behaviours" is used. For example, psychologists use the word to refer to certain natural characteristics of human beings, e.g. "There are certain behaviours displayed by adolescents".

- (m) \* Bring ten chalks.  
Bring ten pieces of chalk



- (n) \* The witness gave a lot of evidences in the court.  
The witness gave a lot of evidence (or pieces of evidence) in the court.
- (o) \* Have you secured an accommodation?  
Have you secured accommodation?
- (p) \* I have an urgent work.  
I have urgent work.

### **Wrong Use of Summation Plurals**

Summation plurals always appear in the plural form and are used in the plural sense. But some Nigerian speakers use the singular form ignorantly. Study the following examples:

- (a) \* Where is your glass (spectacles)?  
Where are your glasses?
- (b) \* Go and wear your shoe.  
Go and wear your shoes.

Note that the word “shoe” can be used when one is not referring to “a pair of shoes”. But this usage does not occur frequently.

- (c) \* I have one trouser.  
I have one pair of trousers.
- (d) \* Bring that scissors!  
Bring that pair of scissors. /Bring those scissors.
- (e) \* You need to provide one knicker.  
You need to provide one pair of knickers.

### **Wrong Use of Adjectives**

- (a) \* We need matured candidates.  
We need mature candidates.
- (b) \* I was opportuned to be at the occasion.  
I had the opportunity of being at the party.
- (c) \* This product has an expiring date.  
This product has an expiry date.
- (d) \* I bought a coloured television.  
I bought a colour television.

- 1 (a) I cannot blame you; you and your stupid boyfriend are birds of the same feather (wrong).  
I cannot blame you; you and your stupid boyfriend are birds of a feather (correct).
2. (a) I wish you more grease to your elbow (wrong).  
I wish you more power to your elbow (correct).
3. (a) I don't know all the names off-head (wrong).  
I don't know all the names off-hand (correct).
4. (a) Do not drag my name in the mud (wrong).  
Do not drag my name through the mire (correct).
- 5 (a) Mr. Ajayi came on his own accord (wrong).  
Mr. Ajayi came of his own accord (correct).
- 6 (a) I don't want the man to put up an appearance at the party (wrong).

- I don't want the man to put up in an appearance at the party (correct).
7. (a) In order to succeed, we need to pull our resources together (wrong).  
In order to succeed, we need to pool our resources together (correct).
- 8 (a) You have to cut your coat according to your size (wrong).  
You have to cut your coat according to your cloth (correct).
9. (a) You must have seen the handwriting on the wall (wrong)  
You must have seen the writing on the wall (correct)
10. (a) General Babangida (Rtd.) had to step down for the candidate (wrong).  
General Babangida (Rtd.) had to stand down for the candidate (correct).
11. (a) The proof of the pudding is in the tasting (wrong).  
The proof of the pudding is in the eating (correct).
12. (a) The Senator has remained as a cog in the wheel of the country's progress (wrong).  
The Senator has remained a clog in the wheel of the country's progress (correct).
13. (a) What is good for the goose is equally good for the gander (wrong).  
Sauce for the goose is sauce for the gander (correct).

### Spelling Errors

Spelling errors are known as mechanical errors. They are the product of an individual's inability to spell words correctly, especially in the process of writing. Examples of words that are commonly misspelt are given below:

<b>Wrong Forms</b>	<b>Correct Forms</b>
1 ocasion	occasion
2 accomodation	accommodation
3 embarasment	embarrassment
4 recieve	receive
5 releive	relieve
6 acheve	achieve
7 necesary	necessary
8 harrassment	harassment
9 resturant	restaurant
10 questionnaire	questionnaire
11 dinning	dining
12 pronounciation	pronunciation
13 delibrate	deliberate
14. whereabout	whereabouts
15. writting	writing
16. proffessional	professional
17. begining	beginning
18. premonia	pneumonia
20. reumatism	rheumatism

## 7.12 Conclusion

Part of the mechanics of acceptable standard English is the application of grammatical concord. Agreement of subject in number with the accompanying verb is a standardizing rule. Learners of English for whatever purpose need to understand that acceptable English is guided by the application of rules. When these principles are known by learners, then it is easier to recognize errors and avoid them. It is expected that you are now familiar with the common errors made by Nigerian users of English. Your knowledge of grammatical concord places you a step ahead in the use of spoken and written English. Your exposure to the various parts of speech forms a good foundation for the application of grammatical concord.

It is erroneous to consider both ‘tense’ and ‘time’ as synonymous. In the treatment of verbs, both ‘tense’ and ‘time’ are interrelated and interdependent. Their role in understanding whether an action has occurred or not is important for the use of verbs in English. Good use of tense contributes to the acceptability of a sentence as grammatically correct. In this chapter, you have learnt the relationship between tense and time. We have also examined how tenses are used in a sequence. Understanding of the use of tenses in complex structures is important for good sentence construction.

Absence or wrong use of punctuation marks can create confusion and misunderstanding. Their presence introduces clarity and a direction. For reading purposes, punctuation marks guide the reader and help to dictate the pace of reading. It follows also that good use of punctuation marks orders the intonation intended by the writer. The use of different punctuation marks has been examined with practical examples in each case. The chapter has provided indication of how to use punctuation marks appropriately in the process of writing.

### Review Questions

1. (a) What are “common errors”?  
(b) Describe and adequately exemplify the levels at which errors can occur in a second language situation.
2. Correct the error(s) in each of the following sentences:
  - (a) How many of you are believing in God for blessings?
  - (b) The woman has not had any issue
  - (c) Right from the onset, I knew he would fail
  - (d) I will horn to alert you
  - (e) Only God knows what destiny has in stock for him
  - (f) The man believes in knocking people’s heads together
  - (g) She slept like a log of wood
  - (h) Let me tell you; I don’t hear French
  - (i) I was not opportune to watch the match
  - j) Don’t pull my legs
  - (k) I tried to move the car, but the engine refused to start
  - (l) I will soon round up the lecture
  - (m) If you know the correct answer, raise up your hand

3. How would you explain 'agreement' and 'concord' as elements of grammar?
4. How is a finite verb different from a non-finite verb? Construct two sentences in which your understanding of both types of verb is shown.

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## CHAPTER 8

### BUSINESS CORRESPONDENCE

#### 8.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- i. Highlight the structure of a business letter;
- ii. Create an appropriate business letter format;
- iii. Differentiate between two different business letters;
- iv. Write a clear business letter;
- v. Explain the difference between a memo and a circular, and write each accordingly;  
and
- vi. Write minutes concisely.

#### 8.1 Introduction

The professional studies in which candidates are involved demand focus on exchange of business information otherwise referred to as business correspondence. Business correspondence captures all forms of business letters and formats in which useful business information is exchanged. In this chapter, we shall examine some business letters, their features and format.

We shall also continue our study of practical correspondence in this chapter by focusing on how to write memos, circulars, and minutes. These are obviously more detailed and expository in nature. In most business organisations, social clubs, government establishments, educational institutions and other corporate entities, this type of correspondence is inevitable. It describes another channel of communication. We shall therefore examine each.

#### 8.2 Types of Business Letter

Any letter that emanates from a business organisation or an individual which deals with a particular business issue of transaction is a business letter. It must be strictly formal and in line with a business-oriented activity. We cannot exhaust the various types of business letters in this chapter since issues which emerge in business relationship determine the type and caption of a letter. However, we shall highlight the prominent business letters as follows:

Letter of order, letter of claims, letter of enquiry, letter of acceptance, letter of protest, letter of complaint, letter of invitation, letter of acknowledgement, letter of application, letter of employment offer, letter of dismissal, letter of resignation, letter of approval and letter of introduction. Each letter is unique but the structure remains the same. When a letter emanates from a business organisation, the name of the organisation and its other particulars must feature prominently in what is called the letter head. The other features of the structure of a business letter include:

- i. Writer's address

- ii. Addressee's address
- iii. Salutation
- iv. Heading (Subject matter)
- v. Main body (indicating reasons for the letter)
- vi. Conclusion
- vii. Complimentary close

For illustrative purposes, let us examine the structure and content of some letters.

**NETO FABRIC MANUFACTURING COMPANY  
PMB 1313, LAGOS**

[www.netofab.ng](http://www.netofab.ng) Telephone:012801276, 0892349871

Date: 12 February, 2021

Our Ref.:NFM/PM/LC

Your Ref.:MRL/BRM/02

The Business Relations Manager,  
Mangrove Resource Limited,  
12,Maine Road, Apapa.

Dear Sir,

**LETTER OF COMPLAINTS**

Our business relations were satisfactory over the years and we had no cause to react negatively. But recently, your delivery of goods to us was not satisfactory. On three occasions that we ordered goods within the last two months, such items were delayed for over two weeks. The delay resulted in loss of profits and low productivity.

We hope you will make amends and ensure that future delivery is affected in good time. We promise that you will continue to enjoy our patronage.

Yours faithfully,

Sgd

Rumola, C.A.

**Purchasing Manager**

You will discover that the above letter is strictly business-like. The structure of the letter is complete. The particulars of the organisation presenting the letter include its name, address,

and website and telephone numbers. Some organisations include their logos, colours, branches and products or services. We suggest you collect samples of company letter heads and examine the features and varieties.

Let us now look at the prototype response letter.

**MANGROVE RESOURCES LIMITED**

HEAD OFFICE: 12, MAINE ROAD, APAPA  
Harcourt and Kano

Branches: Ibadan, Port-  
Telephone: 01-08921456; 0070999123

17 February, 2021

The Purchasing Manager,  
Neto Fabric Manufacturing Company,  
PMB 1313, Lagos.

Dear Sir,

**LETTER OF APOLOGY**

In response to your letter of 12 February, 2021, we hereby acknowledge that the goods were indeed delayed during the process of delivery which must affected the condition of some of the goods.

We, however, promise to make amends by replacing the goods so-affected. We are obliged to state that this situation will not occur again. Therefore, expect from us improved services.

Yours sincerely,

Sgd

Oni, M. F.

Business Relations Manager

What you see above is the reply to the letter of complaint written by the Purchasing Manager of Neto Fabric Manufacturing Company. This is only a prototype since the letter can take different shapes. What is important is that the structure and content must be standard, and there should be no ambiguity. We should consider some more business letters.

Awe Textile Company has just conducted interview for employment. It is now assumed that only one of the candidates interviewed would be offered the position of Computer Analyst. Below is the prototype letter which the Human Resource Manager may write to the successful candidate.

**AWE TEXTILE COMPANY**  
**PMB 2471, VICTORIA ISLAND LAGOS**  
**TELEPHONE: 10-676894; 01679867**

23 May, 2023  
Mr. J.P. Bassey,  
No.4, Williams Street, Ikeja,  
Lagos State.

Dear Mr Bassey,

**OFFER OF APPOINTMENT**

Following your success at the interview conducted on May 15, 2023, you have been offered the post of Computer Analyst.

You are therefore requested to report for duty on June 1, 2023. You are to report with the original copies of your medical report, credentials and all other documents. If our offer and conditions of service are acceptable to you, respond by sending us a letter of acceptance.

Once more, accept our congratulations as we look forward to a rewarding and productive relationship.

Yours sincerely,

Sgd

Okoh Magari

**Human Resources Manager**

Assuming you are about to resign your appointment for one or two reasons, write a convincing letter to the company.



7, Bala Avenue, Ikotun,  
Imo State.  
July 12, 2021.

The Personnel Manager,  
Mark & Holts Limited,  
Ikeen Layout,  
Owerri.

Dear Sir,

### **Letter of Resignation**

I have been compelled to inform you through this medium that my appointment with your company will come to an end on the 13<sup>th</sup> day of August, 2021. This is because my husband has been transferred to another part of the country. His transfer requires that I move with him for family maintenance.

In the next 21 days, I hope to fulfill all handing over requirements. Accept my sincere appreciation for your encouragement during my stay in the company.

Yours sincerely,  
Sgd  
Anyanwu, Cecilia (Mrs.)

### **Letter of Introduction of Services/Products**

You will find below another type of letter. An organisation may wish to introduce new services or product or embark on sales promotion. It is a strategy to write and send a letter to existing high profile customers whose data must have been stored in the customer database of the company.

ALBIX NIGERIA LIMITED

Oloko Industrial Layout

**Plot 12, Albix Road, Calabar**

[www.albixnig.org](http://www.albixnig.org)

Telephone: 9489421-4

Date: 15 April, 2023

Malam Shuaib Nulam,  
2, Ganiji Crescent,  
Apapa.

Dear Malam Nulam,

**INTRODUCTION OF NEW SERVICES**

We wish to introduce you to our new products, Onyx tiles, which were recently launched. As one of our major customers, it is important to consider your long-standing credibility with us. Records from our predecessors have shown that your business reputation is unique.

We also seize this opportunity to acquaint you of our new delivery services which may benefit you tremendously. Please be assured that in spite of the recent management changes in our organisation, our customers' stakes and satisfaction remains a priority to us.

We look forward to your continued patronage.

Yours sincerely,

**For ALBIX NIGERIA LIMITED**

Sgd

Raymond Akanu  
Sales Manager

**Letter of Reference**

A letter of reference is normally written in an attempt to request for certain honest information about a person (a third party). Such a letter may either be positive or negative, depending on the issue at stake. But usually, it is complimentary. It may require a letter head if the writer represents an organisation otherwise, it is personal. Let us consider the following case.

Mr. Chukwu, M.M. has applied to Motola Computers Limited for a job. He indicated that he once worked with Bowale Limited. Motola Computers Limited is interested in confirming this information. The company also needs additional information on Mr. Chukwu.

**Motola Computers Limited**

4-5, Rodam Road Lekki e-mail: molcom@hotmail.com [www.motocom.org](http://www.motocom.org)

Our Ref. MC/Ref:.....

Your Ref.:.....

13 May, 2019

The Administrative Manager  
Bowale Limited  
3, Wiltshire Street  
Ibadan

Dear Sir,

**REFERENCE: MR M.M.CHUKWU**

The above-named person has applied to us for a job. He also stated having worked in your organisation. We would like to have further clarification on his person and character for the purpose of engagement.

We request that you furnish us with such information based on your knowledge of him. We assure you that any information supplied shall be treated in confidence. We thank you in advance for your cooperation and look forward to a quick response.

Yours faithfully,

Sgd

Babington, K.O.

Personnel Manager

The response letter from Bowale Limited is as follows:

**BOWALE LIMITED.  
3, WILSHERE STREET, IBADAN**

May 15, 2019

The Personnel Manager,  
Motola Computers Limited,  
4-5, Rodam Road, Lekki,  
Lagos.

Dear Sir,

**RE: MR M. M. CHUKWU**

In response to your letter dated May 13, 2019, relating to the above-named person, I hereby state that Mr. Chukwu has been employed in our organisation for about four years.

He does not have any criminal tendency. We have not found him wanting on any occasion. He is disciplined and loyal. We have nothing negative against him.

We will always wish him well in any endeavour, especially the purpose for which you demand reference.

Thank you

Yours faithfully,

For: Bowale Limited

Sgd.

Olumike Anu

Administrative Manager

### **8.3 Writing a Memo**

One of the forms of business correspondence that flourish in any business organisation is the memorandum (Memo). It is different from letters because it does not have some features contained in a business letter. However, it may bear the organisation's logo. The memo or memorandum is a form of written communication normally used and presented in a working environment. It has the following features: From, To, Date and Subject Matter. In addition, some memos feature 'Reference'.

The column marked 'From' is where the name or designation (position) of the memo writer is inserted. In some cases, the writer's department or section or unit is inserted into this column.

There is the column marked 'To' which is where the name or designation or position of the memo receiver is inserted.

The column marked 'Date' is where the date on which the memo is written must be inserted.

The column marked 'Subject Matter' is where the heading or title of the memo is inserted. Every memo is supposed to carry a heading or title for easy identification.

The column marked 'Reference' is where the writer inserts a reference number if there is any. In some cases, the reference column may not be included. There are, however, different column arrangements from organisation to organisation. The designer of a memo must therefore include all the particulars of the memo as stated above. It is appropriate to note that a memo should not be lengthy, but brief and strictly official. It neither contains pleasantries nor a complimentary close such as 'Yours sincerely.'

### **The Purposes of Memo**

Since a memo is strictly for internal communication, it serves the following purposes:

1. For giving directives and instructions
2. For giving guidelines
3. For stating demands
4. As a reminder
5. For the notification of decisions already reached
6. For giving official weight to information previously presented orally

**Let us examine some examples:**

**AGORO NIGERIA LTD**

15, Commercial Road  
Apapa, Lagos  
Tel: 08017475605; 08014187145

**MEMORANDUM**

**From:** Director of Personnel  
**To:** Director of Management  
**Ref:** AN/CON/VOL.1/24  
**Subject:** SUBMISSION OF BIO-DATA  
**Date:** 28th Feb. 2016

I write to inform you that all staff in each unit are expected to submit their bio-data to the personnel unit. The closing for the submission is Monday, 12th April, 2013.

You are therefore requested to disseminate this information to all staff. Note that failure to submit their data might cause some administrative problems.

Sgd  
Bosun Ogunniyi

Here are other examples:

**INTERNAL MEMO**

**FROM:** Training Manager

**TO:** Commercial Manager

**DATE:** 15 April, 2011

**REF.NO.**AMC/TM/11

**SUBJECT MATTER:** Seminar: Mr. A. Benedict

Mr. Benedict has been formally nominated to attend a seminar on 'Strategies for Increased Sales' fixed for May 3, and to run till May 5, 2016.

The seminar venue is Durbar Hotel, Lagos, commencing at 10.00am each day. You are requested to bring this information to his notice.

Sgd

A.B. Hassan

You are the Supervisor in the Quality Control Department of your company. How would you make the request for a few items which are in urgent demand? Your request must be directed to the Head of Supplies Department.

**R&K GLASS COY, LAGOS**

**MEMO**

**FROM:** Supervisor, Quality Control Dept

**TO:** Head, Supplies Dept

**DATE:** 16 March, 2017

**SUBJECT:** Production Materials

The Quality Control Department is in urgent need of the materials listed below. I expect that they would be provided without delay so that we can meet our quality control target.

4 Gallons of Glycerin

7 Rolls of Moroccan Leather

4 75cm<sup>3</sup> Jars of Calcium Sulphate

Thank you for a speedy response.

Sgd

F.O. Andrew

One of the officers in your company was found wanting and had faced the Disciplinary Committee on two occasions. A decision was finally reached to give him a strong warning in

addition to the forfeiture of his annual leave allowance. As the Secretary of the Committee, write a memo to the Personnel Manager to convey this information.

**INTERNAL MEMO**

**FROM:** Secretary, Disciplinary Committee

**DATE:** May 4, 2010

**TO :**Head of Personnel

**REF:**SDC/HP/A/10

**Official Misdemeanour**

The Disciplinary Committee found Mr. AkeruNdioma's behavior and attitude in the last three months to be contrary to the standard ethics of this company. We want to warn and urge him to present a change in character, failure of which may result in the termination of his appointment. Therefore, the Committee has resolved that:

Mr. Ndioma will forfeit his leave allowance for the year; and

He should write a letter of undertaking, stating that he would conduct himself appropriately.

This is for your record and prompt action. Please bring the information to his notice accordingly.

Sgd

Joseph Mgbemi

#### **8.4 Writing a Circular**

The circular is another means of vertical communication commonly used by top management to convey such information as policies, directives and new developments for the organisation and its workforce. The circular always bears a reference number. The language of a circular is strictly compelling, officious and authoritative. Top management uses the circular to communicate critical issues to staff. Issues that require the use of a circular include the following among others:

- i. Salaries and wages
- ii. Staff discipline
- iii. Promotion policy
- iv. Staff welfare
- v. Training
- vi. Public issues
- vii. Customer relations

Let us now use a case approach to tackle how to present a good circular. Consider the following questions;

1. In view of the state of the economy and the company's financial turnover, management of Benyl and PC Industries Limited has decided to suspend granting



loans and subsidies to staff. As a member of management and a top officer, write a circular to this effect, directed to all departments in the organisation.

**Benyl and PC Industries Limited**

**Lagos**

**CIRCULAR**

**From:** Management

**To:** All Staff

**Date:** June 12, 2012

**Ref. No.:** BPC/JC/PERS/OA/12

**SUBJECT: SUSPENSION OF LOAN AND SUBSIDIES**

In view of the state of the economy and our company's present financial position, Management has been constrained to reallocate resources in new dimensions among other steps to be taken.

Sequel to the above, Management has resolved to implement a new policy of cost prudence which now places suspension on the following:

- i. Housing Loan
- ii. Car Loan
- iii. Educational Subsidies
- iv. Sponsorship of External Programmes

All categories of staff are affected by this development which is expected to be in force till further notice. We appreciate your usual understanding as it is expected that all staff will offer their cooperation.

Management will always continue to cater for the welfare of all staff as contained in the company's staff handbook.

Sgd

O.A. Smith

Personnel Manager

CC: Chairman, Board of Directors

Managing Director

All Departments

2. Management has discovered that most female employees have formed the habit of selling articles during official hours within the office. Moreover, they fail to sign the movement book which is contrary to the personnel policy. As the Administrative Officer, write a circular warning to those concerned and indicating the consequences of their action.

## **CIRCULAR**

**TO:** All Departments

**FROM:** Administrative Officer

**DATE:** 10 August, 2016

**REF. NO.:** AO/AD/VOL.2/10

### **UNLAWFUL SALE OF ARTICLES AND NEGLIGENCE OF MOVEMENT REGISTER**

Management is aware that most female staff have formed the habit of displaying and selling articles in the office. This is contrary to the organisation's rules and regulations. Management is also aware that the staff movement register is not observed by staff. The movement register has been designed to keep a record of the time and movement of employees in and out of the company. This enables management to account for the safety and security of all employees.

Management is strongly concerned about the loss of productive hours and shall not hesitate to deal appropriately with the two cases mentioned. We therefore implore those involved to desist from such actions henceforth. Regular surveillance will commence to ensure that staff abide by company policies. We rely on your cooperation as usual.

Sgd

Henshaw, Y.B.

CC: CEO/Managing Director

All Departments

### **8.5 Types of Meeting**

A meeting is the gathering of a number of people for a particular purpose. It is usually for discussion, deliberation and decision making. Within an organisational setting, meeting is inevitable because it is a forum for information sharing and resolution of issues.

**Statutory Meeting:** This is the type of meeting that is held because it is required according to the rules and regulations of an organisation. It can be described as a "constitutional" meeting because it is in consonance with the company's law. Statutory meetings are held in educational institutions, financial institutions, manufacturing companies, etc. These meetings are statutorily expected.

**Routine Meetings:** These are meetings that are held at regular intervals. They are also referred to as periodical meetings. They may be held monthly, quarterly, annually, bi-annually or forth nightly. For example, in the academic setting, meetings are held every semester of faculty meetings. All these are statutorily expected.

**Management Meetings:** These are meetings held at the management level. The people who hold these meetings are managers and other key officers of an establishment. In a management meeting vital issues are deliberated upon. Examples of these meetings are the meeting of the Board of Trustees (BOT), Board of Directors (BOD), Council Meeting, Academic Board Meeting and Senate Meeting.

**Annual General Meeting (AGM):** This is one of the statutory meetings held in an organisation. It is stipulated in the organisation's law that such meetings should be held yearly. This is the type of meeting which requires all the stakeholders and key operators in an organisation to come together in order to take decisions. In this meeting, there must be an election. One of the major requirements here is that there must be a previous notice (notice of meeting) which must be sent 'to all stakeholders. In most cases, this notice is published in both print and electronic media.

**Extra-Ordinary Annual General Meeting (EOAGM):** This kind of meeting is held after the AGM. It is in consonance with the rules and regulations of an organisation. It is referred to as 'Pre-AGM' if it is held before AGM, in which case, issues to be deliberated upon during the AGM are usually raised.

**Emergency Meeting:** This meeting is usually summoned to discuss some emergency issues. An emergency meeting is not planned because it is held in order to respond to some issues arising. The notice for such meetings is usually very short. There are certain issues which could come up which cannot be delayed until regular meetings are held.

## **8.6 Writing Minutes**

Minutes are records written down by the secretary or any one individual designated for that purpose. Minutes are the accounts of whatever is said, deliberated upon, or done at a meeting. It is essential to document proceedings at a formal meeting in order to avoid misunderstanding in future. It is also to enable those that might not be at the meeting have an idea of the deliberations embarked upon in their absence. Minutes are necessary to prevent distortion of information. Furthermore, through minutes, people are able to know the contributions of individuals at the meeting. Whenever there is a crisis, minutes could provide a solution after reading through because there could be factors or decisions recorded which could help to resolve the crisis.

### **Layout**

- i. Central title
- ii. List of members present (also, a list of members absent is given)
- iii. Sub-heads for each paragraph (major issues are matters arising and any other business)

In writing minutes, certain items must always be present. These items are the features or attributes of minutes, and they provide more information about the minutes in question. For instance, the minutes must be dated. It must have a commencement remark. In the same vein, at the end of the minutes, the time of closing the meeting must be recorded. In some cases,

the secretary may indicate the date of the next meeting if it is agreed. Let us now examine the format of minutes as presented below.

**MINUTES OF THE WELFARE COMMITTEE MEETING HELD IN THE COMMON ROOM ON AUGUST 15, 2021**

**Members Present**

Mr. A.S. Akapo	Chairman
Mr. L.K. Mahmoud	Member
Mr. B.O. Samuel	Member
Mrs. M. Brown	Member
Mrs. K.V. Uwem	Member
Mr. T.P. Atao	Secretary

**Commencement**

The meeting was declared open at 2.45pm by the Chairman with a short prayer after which he called on the Secretary to read the minutes of the last meeting. Amendments were made and the minutes were adopted. Mr. Mahmoud moved the motion for the adoption of the amended minutes. The motion was supported by Mrs. Brown. The Chairman then introduced matters arising for that day.

**Matters Arising**

1. Committee's Financial Report

The Committee's financial report was read by the Secretary to all the members present. But Mr. Samuel objected to the Secretary's use of the word 'allegation' in the report. He said the word was embarrassing and asked the Secretary to replace it immediately. The report was accepted after a short debate by all members. However, the Chairman urged members to take financial reports seriously.

2. Car Loan

On that note, Mr. Samuel demanded to know what the Chairman had done about the issue of workers' car loan. The Chairman responded that the Board was yet to approve the request. He pledged to follow it up. The Secretary also reminded members of the need to update themselves with welfare information.

**Any Other Business**

The Chairman asked for comments and other observations but as there was nothing more for discussion, Mr. Mahmoud moved the motion for adjournment. The motion was seconded by Mrs. Uwem. The meeting came to an end at 4.05pm with a closing prayer by Mr. Samuel. No date was fixed for the next meeting.

.....  
**Chairman**

.....  
**Secretary**

As the Secretary at the emergency meeting of the Maintenance Unit in a manufacturing company, you have been mandated by supervisors present to produce the minutes which must include the following issues that were discussed:

- a) Poor Sanitation
- b) Electrical Faults
- c) Disposal of Waste Products

Now, present the minutes of the meeting.

**MINUTES OF THE EMERGENCY MEETING OF THE SUPERVISORS HELD IN  
THE CONFERENCE ROOM ON SEPTEMBER 23, 2019**

**Attendance**

Mr. Phil Bori .....Chief Supervisor/Chairman  
Mr. Ojeh Osalu ..... Production Supervisor  
Mr. Lawal Kayode .....Quality Control Supervisor  
Mr. Balwin Mze .....Materials Supervisor  
Mr. Steven Salis .....Secretary

**Opening**

Mr. Boni declared the meeting open with a short prayer at 11.23am, and then informed members of the three major issues for which the meeting was convened.

**Poor Sanitation**

Mr. Boni told members that the sanitation of the premises was too poor and the situation had attracted a series of comments from senior managers. He drew the attention of members to the proper maintenance of the industrial environment. Mr. Osalu, however, declared that the maintenance of the environment was the responsibility of the Welfare Committee. At that juncture, Mr. Kayode proposed that a member of the Welfare Committee should be invited to answer such questions. The Chairman ordered that an arrangement for proper keeping of the premises should be handled by all supervisors.

**Electrical Faults**

Mr. Mze noted that he had discovered electrical faults in the workshop, men’s toilet and the cold room. He said that he had reported the electrical faults to the Electrical Engineer. The Chairman requested the Secretary to make a comprehensive list of all electrical faults for repair before the end of September.

**Disposal of Waste Products**

At this juncture, Mr. Osalu introduced the issue of disposal of waste products. He stated that the Sanitation Committee had not been doing its job conscientiously because almost every weekend the toilet premises, the senior staff canteen and the parking space were littered with garbage. Then Mr. Salis recommended that a member should be sent to the Chairman of the Sanitation Committee to remind him of his Committee’s responsibility. All the members jointly accepted this resolution.

**Closing**

As there was no other matter for discussion, Mr. Kayode moved the motion for the adjournment of the meeting. The motion was supported by Mr. Mze, and the meeting ended at 2.10 pm after the closing prayer was said by Mr. Osalu.

.....  
**Chairman**

.....  
**Secretary**

## 8.7 Notification of Meeting and Agenda

For a very formal meeting, a notice is usually sent to those who are expected to attend. The notice could be either in a letter format or a form prototype. The notice is designed to inform members of a particular meeting, its venue, time and agenda. We shall presently see how both the form prototype and the letter format are shaped. But before then, what is the agenda?

The agenda is only a list of what is to be discussed or deliberated upon at a meeting. It is the reason for convening a meeting. Normally, the agenda includes the reading and adoption of the previous minutes, matters arising and any other issue considered appropriate for discussion. This is usually classified under general matters or any other business (AOB). The agenda is sent along with the notice of meeting to enable members organize their thoughts and arguments ahead of the meeting.

The Secretary, under the direction of the Chairman or President, is charged with the responsibility of preparing the agenda and circulating to all members who are qualified to attend the meeting. Let us now view how both the notice and agenda are presented.

<b>Academy Social Club, Ibadan Secretariat</b>	
<b>8, Ojo-Ade Road Ibadan</b> ..... Dear Member,	<b>Date: 11 November, 2020</b>
<b>NOTIFICATION FOR GENERAL MEETING</b>	
There will be a general meeting of the Club on November 16, 2020, commencing at 2.30 pm. at the Secretariat. You are requested to be in attendance as important issues will be discussed. Please note that failure to attend will attract a fine. Below is the agenda for the meeting.	
<b>Agenda</b>	
<ol style="list-style-type: none"><li>1. Reading and Adoption of Minutes of the Last Meeting</li><li>2. Matters Arising<ul style="list-style-type: none"><li>• Annual Dues</li><li>• Members' Discipline</li><li>• Chairman's Project</li></ul></li><li>3. Closing</li></ol>	
Sgd Jones Mayaiki Secretary	

## 8.8 Electronic Mails (E-mails)

E-mails are messages and documents sent via the Internet. They have become a regular feature of communication in this dispensation of information communication technology advancement. The language of expression in e-mails are formal, semi-formal and informal, depending on the relationship between the e-mail writer (sender) and the receiver (the other party for whom it is intended). Although e-mails are faster, some corporate organisations are wary of using the e-mail facility to send certain types of information about the company. The reason for this is because such e-mails become records which can be circulated worldwide.

Also, they can be used as evidence against the company or an individual where the need arises. Some other companies find it convenient to use e-mails, but they are selective about what subject matters are covered. E-mail use is now extended to personal communication and professional communication purposes. However, the contents and purposes of business e-mail and those of personal e-mail are significantly different. Some caution is exercised in the use of e-mail by companies. This is guided by company e-mail policies which tend to guide against disclosure of confidential official information and exposure of company data security problems.

The modern practice with e-mails is to make them shorter and semi-formal where business matters are involved. However, e-mails are also exchanged among friends and in other informal relationships. In semi-formal relations within a business organisation, or where enquiries are being made, e-mails are used moderately. Because of the sensitivity of some documents, some corporate organisations prefer to print and deliver documents (official information) to intended recipients instead of sending such information by electronic means. Sometimes, though some details are forwarded by electronic facility, depending on document nature, urgency and confidence. Irrespective of the type of e-mail you are writing, your tone must be appropriate, showing a degree of politeness.

It is also common practice nowadays for companies and their key staff to have e-mail addresses. Indeed, many individuals, who have access to the Internet facility, operate a personal e-mail address. Once you log on to your e-mail box, a window is propped up as follows (you should already be familiar with the e-mail window if you have an e-mail box):

To: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Cc: \_\_\_\_\_



## Sample of Email

To: abeju4@gmail.com  
Subject: Publication Policy

Dear Mr. Winpeg,

At the last management meeting, it was resolved that every company material slated for publication should be deposited with the Publications Committee for vetting. A copy of the new policy manual will be forwarded to you in due course.

Regards  
Ojo Arishe

**Note:** Please go to your e-mail box and study the structure of the window. But, if you currently have no e-mail box, contact somebody to help you register and open one. Alternatively, you should contact someone who has one, and request them to show you the e-mail window. However, we strongly advise that you should have a personal e-mail box.

### **Attachments**

The common practice is also to make e-mail brief and straight to the point. Where there are long details or other documents, they are sent separately as attachment to the main e-mail content. An attachment is any piece of information sent separately to an intended recipient. It is also any document that can be captured in Microsoft Word, PowerPoint, Portable Document Format (PDF) or any other software package. Attachment is not an original part of the e-mail window (message box). Note that a document is synonymous with information, data, picture, graphs, charts or any illustration that conveys some meaning to the reader. With the sophistication of the Internet facility, any document, irrespective of its nature and volume, can be captured and forwarded out as attachment.

### **8.9 Conclusion**

We have examined the types, structure, format and organisation of a business letter. The content of any business letter is determined by the major purpose of that letter. The structural style of presentation may vary, but the language must be very business-like, straightforward and appropriate. We have also learnt that although we have letters of complaints, sales, order, employment offer, acceptance, request and reference among others, the titles given to letters vary, and are determined by the purpose of the letter.

## Review Questions

1. You are a member of an association whose activities now run contrary to your personal principles. Write a letter withdrawing your membership from the association, having observed some unfair practices by some members of the association.
2. Write a letter to the Managing Director of a manufacturing company, commenting on some of the products which you usually purchase. Commend the production team of the company for the good quality of some of the products and mention two other products which should be improved upon, stating the effect of the products on health.
3. It is the tradition of Dena Trust Funds to organize an annual dinner for its business partners. As this year's annual dinner comes up on the 31<sup>st</sup> of March, 2023, draft an invitation letter, indicating the venue, time, dressing, appreciation for co-operation throughout the year and response (apology in writing) if the partner will be unavoidably absent.
4. Write a letter to the President of Manufacturers' Association, complaining of the burden of multiple levies and other unnecessary charges that your company has to bear every month in spite of regular payment of company tax. You are writing as the Managing Director, and let the President also know that a copy of the letter will be sent to the Commissioner of Trade and Industries.
5. As a security manager in your organisation, write a letter of warning to one of your subordinates whose careless approach to work is of concern.

## Multiple Choice Questions

Identify the option that does not apply in nos. 1-5

1. A personal letter from an individual to a company...
  - A. may not be stamped.
  - B. should be captioned.
  - C. must be stamped.
  - D. must have an objective.
2. A letter of warning need...
  - A. indicate reason for an offence.
  - B. not give grounds for the letter.
  - C. be brief.
  - D. be specific.
3. Letters from corporate organisations need...
  - A. show business identity.
  - B. indicate source.
  - C. show courtesy.
  - D. not reflect the writer's identity.

4. Corporate letters are treated as.....
  - A. official sources.
  - B. evidence.
  - C. transferable entities.
  - D. retrievable items.
  
5. Formal letters are always characterized by.....
  - A. pleasantries.
  - B. destination.
  - C. purpose.
  - D. tone.

### Answers to (MCQ)

- |   |   |
|---|---|
|   | C |
| 2 | B |
| 3 | D |
| 4 | C |
| 5 | A |

### References/Further Reading

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## CHAPTER 9

### TECHNICAL REPORT WRITING

#### 9.0 Learning Objectives

At the end of this chapter, candidates should be able to

- i. Design a form for a specific purpose;
- ii. Design a simple advert for an organisation;
- iii. Explain the importance of the bulletin, newsletter and house journal;
- iv. Highlight the common process of publishing organs of communication as discussed in this chapter;
- v. State the importance of data reporting by graphical means; and
- vi. Convert data into a chart form.

#### 9.1 Introduction

Many avenues are used to communicate with an organisation. The organisation also communicates with outsiders (the public). There are several ways of communication information and ideas formally. One way is by writing proposals. Reports are also means of passing information. However, forms are also used most often. Other designs for passing information are equally available. For example, newsletters, adverts and the in-house journal are instruments (organs) of communication. Forms, newsletters, bulletins and adverts can be designed to convey information to both members of the organisation and outsiders. How can forms be designed to obtain information? What is the function of newsletters? What do we use adverts for? This chapter shall address these questions in an attempt to provide enlightenment on how to design forms, newsletters, adverts and in-house journals. We shall also, in this chapter, treat how data are captured in a chart format (graphical means).

#### 9.2 Writing a Proposal

Proposal is a piece of writing, likened to a letter, in which a statement of intention is expressed. The intention may be the writer's wish to provide services, sell a product, carry out a project or implement an idea. Proposals are written by business individuals, professional consultants or organisations. A proposal should be detailed enough to give clarity of purpose, how the purpose is to be achieved and its benefits to the parties involved.

A proposal can be initiated by a consulting firm, a top management executive or any individual who is competent enough with insight into some technical knowledge. A proposal states what is to be done, how it is to be done, time schedule, technical expertise, benefits and sometimes, the cost implications. Proposals can be initiated for the extension of a building, offices, purchase of new equipment, mergers, and acquisition of companies.

If you are writing a proposal on behalf of a company, perhaps you own a company, or your boss has asked you to write one for him with all the details, your final draft must be on the company's letter-head, which must bear the company's particulars (information). You may

back your proposal with a letter. In this case, you will write the proposal separately and support it with a covering letter, addressed to the officer who should treat the proposal. Alternatively, the proposal could contain the addressee's address, including official designation.

Now, let us consider the following case:

Assuming you are the Industrial Safety Manager in a manufacturing organisation which places premium on safety of employees, property and goods, write a proposal for the purchase and installation of new fire equipment. Your proposal should be directed to the Chief Executive Officer of the company.

Study the following prototype proposal in response to the question above.

**Mentryol Pharmaceutical Group (RS 20713)**

**Plot 15 Ananda Industrial Area, Kaduna**

E-mail: [menpy@chem.com](mailto:menpy@chem.com)

[www.menpypharm.org](http://www.menpypharm.org)

4 August, 2022

The Executive Officer,  
Mentryol Pharmaceutical Group,  
Plot 15 Ananda Industrial Area,  
Kaduna.

Dear Sir,

**PROPOSAL FOR A NEW FIRE SAFETY SECURITY MEASURE**

This company is totally committed to a safe industrial environment as evident in regular precautionary steps taken to avoid industrial accidents. However, in spite of efforts by Supervisors and the Security Unit, the number of cases which threaten employees' security seems to be rising. This proposal is intended to complement management's efforts at improving security measures.

**Proposed Device**

Consequently, at a meeting with members of my department, we arrived at the resolution to purchase and install the latest biometric-photo capture/time-alert technology (M-VSecurity CAT). This is the latest fire and safety technological device which senses danger and automatically sets off an alert signal to all stations. The device may be installed at the tower end of the company as it will capture sun radiations to enhance its capacity. The purchase and installation of the device are cost-effective.

The device has a demonstration compact disc which can be played and viewed. The cost of purchase, installation and maintenance is beneficial to the company when compared with the cost of any unforeseen fire outbreak.

**Maintenance of Statutory Regulations**

Installation of the M-V Security CAT will prevent damage to company equipment as it absorbs heat radiation and stops explosions. An organisation that regularly records industrial fire accidents creates a bad image for itself. This may increase the labour turnover rate as well as the cost of compensation. The company is still aware of the statutory mandate on health, safety and work environment maintenance, and should not be held liable for violation.

**Conclusion**

If management considers it appropriate, the manufacturers' representative in Nigeria could be contacted for the operational demonstration of the equipment and discussion on modalities. Alternatively, our company could contact the manufacturers directly in writing. Efforts made to improve security will equally safeguard workers' health and productivity.

Yours faithfully,  
(Signature)

**Safety Manager**

Badmus Linus  
**Industrial**

### **9.3 Writing a Report**

Reports are essential features of affairs in organisations, business and government. It is on the basis of the content of a report that decisions are made. They also serve as records which can be used as evidence when the need arises. What then is a report? A report is a piece of writing which indicates, explains, describes or narrates an occurrence. It gives insight into a projects and incidents. It provides information about an investigation or activities that must have been conducted over a period of time. There are personal as well as official reports.

A report is a formal record that states facts objectively as it recounts the various aspects of the subject matter under investigation. In business organisations, official reports are relied upon to solve a problem or prevent future occurrence. There are different types of reports. There is what is called police report which requires the use of the personal pronoun 'I' when the report is being written. There are technical reports written by engineers, medical experts, laboratory technicians and other highly skilled professionals. Such reports have a prescribed format, which is not within our scope here. The reports we focus on here are the descriptive reports which require writing skills. However, for the strictly business context, we now consider the structure of a report.

- i. Title
- ii. Body of the report (in paragraphs) with appropriate sub-heads
- iii. Conclusion
- iv. Recommendations

It will aid our understanding better if we ask these questions: Why is this report necessary? Which people are involved in the report? What actually happened? How did it happen? When and where did it happen? What is the report writer trying to achieve? What problem is being addressed? What are the causes? Who or what is responsible? What is to be recommended based on observations, interactions and findings? Answers to these questions will genuinely constitute the structure of the report. A report must be detailed enough to provide all the required information without leaving any reader in doubt. A specific type of report that is mostly acceptable for investigation purpose is the schematic form.

#### **The Schematic Type of Report**

The report is divided into a number of parts. Every part of the report is presented in detail. The schematic report form is more ideal for an investigation purpose. The writer of report will have to consider the reader and the circumstances which dictate writing the report. The schematic form has the following structure.

- a) Terms of reference/scope of coverage
- b) Steps to obtain information (methods of investigation)
- c) Findings
- d) Conclusion
- e) Recommendation

We may now view a simple official report. Let's assume that fire broke out in a company, destroying some items. The Managing Director was disappointed and determined to know the



cause. He set up a committee for this purpose. The committee must do the investigation and submit a report to the Managing Director. This will be a simple report not necessarily adopting the schematic format.

**SACHIE INFORMATION TECHNOLOGIES LIMITED**

e-mail: [saks@info.com](mailto:saks@info.com)      [www.saks.infor.org](http://www.saks.infor.org)

February 6, 2023

The Managing Director,  
Sachie Information Technologies Ltd,  
4, Crane Road,  
Ikeja.

Dear Sir,

**REPORT OF THE INVESTIGATION INTO THE FIRE ACCIDENT AT THE ADMINISTRATIVE BLOCK**

On January 13, 2013, we were mandated by management to investigate the causes of the unfortunate fire outbreak the Administrative Block of our company. After the investigation, we now have the privilege to present a report on the subject.

In the course of our investigation, we discovered that management has not shown much concern about the state of most of the electrical gadgets in the various units of the company. We also discovered that most of the electrical appliances still being used are faulty. During our routine check round the premises, we found naked electric wires in some offices.

After a thorough investigation of the causes of the fire outbreak, we hereby make the following recommendations:

- i. There should be a central electric circuit that will link all the offices.
- ii. All obsolete electrical gadgets should be replaced.
- iii. There should be an Electrical Unit to be manned by qualified personnel.
- iv. We also recommend regular inspection of electrical gadgets.

Safety is an imperative demand. It is the responsibility of all members of the organisation. It is, therefore, needful to sensitize all employees through safety training and information dissemination. If the above actions are taken, it is believed that future fire accidents will be prevented.

Yours faithfully,

(Signature)

Agbomire Sonta

Chairman, Fire Investigation Committee

Another example of report is presented below:

The Management of the organisation where you work set up an investigation committee with the following terms of reference:

- i. To find out the remote and immediate factors for workers incessant industrial action
- ii. To investigate the relationship of the management with the workers
- iii. To make appropriate recommendation to the Management As the secretary of this committee, write your report.

## **COMMENTS**

This type of report requires writing out the full details of your investigation. The question, obviously requires dividing your response into a number of segments. Note that it is a formal report. As a result, you have to reflect all the features of a formal report. Now read the following sample.

.....

### **REPORT OF INVESTIGATION INTO THE RECENT INDUSTRIAL ACTION EMBARKED UPON ON THE 12TH FEBRUARY 2016 BY JUNIOR WORKERS**

#### **1.0 Introduction**

On the 20th February 2013, the Managing Director of Kuku Nigeria Limited set up an Investigation Committee to look into the causes (both remote and immediate) of the recent industrial action embarked upon by all junior staff on 12th of February, 2013.

#### **2.0 Membership**

The committee was made up of the following members:

1. KankosariAgbefo - Chairman
2. Kemi Ofintoto - Secretary
3. Sunday Palemo - Member
4. Jimoh Aroyepo - Member
5. Tunji Majekodunmi – Member

#### **3.0 Terms of Reference**

The committee was given the following terms of reference:

- i. To identify the remote and immediate causes of incessant strike actions in the company.
- ii. To identify the ring leaders in each situation
- iii. To investigate the roles played by some senior staff members
- iv. To make appropriate recommendations to management

#### **4.0 Method of Investigation**

In order to gather dependable information, memoranda were collected from workers as individuals. Memoranda were also collected from the leaders of the two workers' unions in the organisation. Information was also elicited from some senior officials in order to guide against prejudice in the process of our investigation.

Apart from written information, it was also necessary to take some oral evidence. As a result, some workers especially the unskilled labourers, were interviewed and their response was recorded. We also obtain information from all the foremen in the organisation.

### 5.0 Findings

- i. We made the following findings:
- ii. There is great disparity between the senior and junior workers' salaries
- iii. There is high handedness in the way management staff treat employees.
- iv. Workers are afraid of lack of job security
- v. Workers promotions are not usually based on merit.
- vi. There is stagnation in the promotion of some junior workers.
- vii. Some senior officials were instrumental to the recent strike.

### 6.0 Conclusion

Workers were not motivated because they felt that there was double standard in their promotions. The role played by the junior cadre is very important in the company. The management has not been sensitive to the staff welfare.

### 7.0 Recommendations

A welfare committee (WC) should be inaugurated to take care of the staff welfare. There should also be a standard for promotion of staff to avoid commotion. Workers should be motivated by approving salary increase for all categories. The present conditions of service for workers should be improved. The organisation should be organising some informal social occasions for its workers like get-together parties, retreats and luncheon parties to elicit information from both senior and junior workers. There should be collaboration between the management and staff, and regular meetings should be held to deliberate on some vital issues.

KonkosariAgbefo  
(Chairman)

Kemi Ofintoto  
(Secretary)

.....

### 9.4 Presentation of Technical Material

Technical material represents specialized knowledge that is ordinarily difficult to understand for anybody who is not familiar with it. The terms and expressions are considered as jargon by outsiders. For instance, the specific terms and expressions used by a computer engineer will not be easily understood by a graduate of Economics if such terms are not properly explained with simple words and illustrations.

In presenting technical material, abbreviations should be expressed in full. There should be tables and illustrations, which should also properly explain and describe in simple terms the process of the project undertaken. The presentation of technical material could assume this format otherwise any other prescribed format by an organisation or institution could be adopted.

**Introduction:** This should be brief in one or two paragraphs

**Materials and Methods:** A statement of the description of the materials involved and the methods applied (It is needful to state how you used the materials or what you did with the materials. Indicate also how you obtained data as well as the analysis done.)

**Result:** The result should be stated.

**Discussion:** Present an argument to show how you arrived at the result and state its significance.

**Conclusion:** State the extent to which your objective/purpose or goal has been attained. Give a general closing remark on the efforts made.

## **9.5 Writing a Project Report**

Project is research in this context. It may be field work or laboratory work. For students of Management Science, which includes Human Resource Management, your research will entail more of field work. The first task, however, is to have a research topic which should address a problem. Conventionally, an academic project report is organized into five chapters, but there are certain departments in academic institutions which specify only four chapters. Whatever the case, the constituent parts of a project report are not significantly different. The following structure is generally approved:

### **Chapter One: Introduction**

1.1 Background to the Study

1.2 Statement of the Problem

1.3 Objective of the Study

1.4 Research Questions

1.5 Research Hypotheses

1.6 Significance of the Study

1.7 Scope and Limitation of Study

1.8 Definition of Terms

References

### **Chapter Two: Review of Relevant Literature**

This should be properly organized with sub-heads addressing the research topic

### **Chapter Three: Methodology**

This is where the methods and procedures adopted for the research are stated.

### **Chapter Four: Data Analysis and Interpretation**

In this chapter, the researcher states and explains his analysis. This is where data are analyzed and interpreted in line with research questions and expectations.

### **Chapter Five: Summary, Conclusion and Recommendations**

In this chapter, the researcher provides a summary of what has been done, makes the conclusion and generates recommendations, based on the conclusion, results and other observations.

You will need to gather data which may be either qualitative or quantitative or both. You will also have to read recommended or relevant books, journals and magazines in your area of research. After the collection of data, observation of events, documentation and analysis of data, you will need to write a report, following the above format. Your report is a means of

communication, telling others what you have done, how you did, the results obtained and the benefits of the research to mankind.

It is important that you make a list of all the books, journals, unpublished articles and public lectures that you consulted and incorporated while writing the literature review. This list is the compilation of references for your work. This is done by stating the author's name, year of publication of the material, title of the book or article, place of publication and name of publishing company. Lastly, the report writer can include any appendix, where it is needful. Examples of the appendix include diagrams, maps, pictures, questionnaire, newspaper or magazine clips and illustrations. Try to locate the project report written by someone else and study the pattern of presentation.

## **9.6 Resume Writing**

Another form of business correspondence is the Curriculum Vitae (CV), or in American parlance, resumé. It is the summary of an applicant's background and experience. In fact, the CV gives the details of an applicant to the extent that the potential employer is able to determine whether the applicant is eligible. Most times, the interview starts from the time an applicant forwards his application letter with a CV. A hurriedly or badly prepared CV is a "bad omen". It indicates that the applicant is potentially dangerous. It sounds strange, of course, that an applicant who does not know how to prepare a good CV may not be a competent worker.

In the course of preparing your CV, you should bear it in mind that you are not expected to be economical with the truth. Do not lie! If you give fallacious information, you may be taken up during the interview. You need to be very careful. For example, if you claim that you have worked in an organisation and later it is discovered that the claim is fallacious, there is no way you can get the appointment. Here, for academic purpose, you can fabricate some information.

Note that for the purpose of examination, you need to be creative and original. If you do these, you have not committed any crime. You are to note, however, that your CV, though must contain necessary details, should not be too long. You need to be economical with your words (not with the truth).

### **Sample**

Note that in some cases, especially in the academic setting, the applicant is usually given some guidelines which may include: previous salary scale, number of children, etc. but whatever the case, the following prototype sample suffices.

Sample A

**CURRICULUM VITAE**

**PERSONAL DATA**

**NAME:**.....

**DATE OF BIRTH:**.....

**SEX:**.....

**MARITAL STATUS:**.....

**NATIONALITY:**.....

**STATE OF ORIGIN:**.....

**LOCAL GOVERNMENT:**.....

**RELIGION:**.....

**HOME ADDRESS:**.....

**INSTITUTIONS ATTENDED (WITH DATES)**

- 1.....
- 2.....
- 3.....

**ACADEMIC AND PROFESSIONAL QUALIFICATIONS OBTAINED (WITH DATES)**

- 1.....
- 2.....
- 3.....

**MEMBERSHIP OF PROFESSIONAL BODIES**

- 1.....
- 2.....
- 3.....

**WORK EXPERIENCE WITH DATES**

- 1.....
- 2.....
- 3.....

**HOBBIES**

- 1.....
- 2.....
- 3.....

**REFEREES**

- 1
- 2
- 3

## Sample B

### CURRICULUM VITAE

#### MEKWINOKPA KENNEDY

**Address:** 11 Bohnke Street, Ogun State.

**Tel:** 08019267312

**Email:** [mknk7@gmail.com](mailto:mknk7@gmail.com)

**Date of Birth:** 17<sup>th</sup> August, 1959  
**State of Origin:** Bayelsa State  
**Permanent Home Address:** 11, Bohnke Street, Ogun State  
**Nationality:** Nigerian  
**Marital Status:** Married  
**Number of Children:** Four

#### EDUCATION INSTITUTIONS ATTENDED AND QUALIFICATION WITH DATES

DATE	SCHOOLS	QUALIFICATIONS OBTAINED
2011 – 2016	University of Ibadan, Ibadan	M.Ed. (Education)
2005 – 2007	University of Lagos, Akoka	M.Sc. (Statistics)
1981 – 1985	Obafemi Awolowo University, Ile-Ife	B.Sc. (Statistics)

#### MEMBERSHIP OF PROFESSIONAL ASSOCIATION

Member, Institute Chartered Accountants of Nigeria since 2009

#### CURRENT POSITION/EMPLOYER

Managing Partner  
Omogbaya Associates  
Plot 12, Freewill Estate, Lagos

#### EXTRA – CURRICULAR ACTIVITIES

Reading and Research



## 9.7 Design of Advert

Adverts communicate to specific members of the public. They create awareness. They influence as much as they relate certain pieces of information. To a large extent, adverts help organisations to shape attitudes. It is established that any short piece of writing, display of object or pictorial presentation on paper with a message behind goes for an advert. It may be appealing or informing with the object of ultimately inducing the viewer or reader to make a decision in favour of the advertiser.

There are millions of adverts in the business world. Anyone can design a simple advert. Adverts convey information about vacancy, availability and sale of products, new services and other developments. They combine pictures, illustrations and expressions. We are, however, concerned with written adverts which the management of an organisation can initiate in order to intimate members of the public with information about a need. For example, your company is putting up an advert for a vacancy. The composition of such advert should be simple, stating the following information or any other information, depending on the requirements of the organisation.

- a) Position
- b) Qualification
- c) Experience
- d) Age
- e) Gender
- f) Period within which response is expected
- g) Any other relevant information

Adverts should be very brief and direct as well as attractive. They vary among companies. Some discretion must be exercised in designing an effective advert. Here is a simple advert.

**Vacancy**

Vacancy exists for the position of **Computer Analyst**.

The candidate should have a B.Sc. degree in Computer Science,

**Experience:** Not less than 5 years cognate experience in the tyre industry

**Age:** Between 35 years and 50 years

Interested candidates should send their curriculum vitae to: aob@gmail.com

Not later than **March 14, 2017**

You should be able to design a simple advert for your company or department. What is important in our study of this topic is that adverts communicate.

## 9.8 Design of Forms

Forms are used in formal organisations to document information. They also serve as a source of data. Similarly, and as a significant factor, information and data filled in spaces provided for them on the form are used for decision making in organisations. There are millions of forms used for economic, commercial, legal, industrial and academic purposes among others. What we should note is that when a form is designed for use within an organisation, it is aimed at obtaining specific information and data.

Forms are designed for record keeping aiding management and administration, and for the continuity of business operations. Establishments in the public sector as well as firms in the private sector rely on forms for several activities including requisition, complaints, purchase, enquiry, admission, transfer, employment, order and opening of accounts among others. Forms therefore are a means of communication. Forms are then designed for specific purposes.

Some clients are requested to fill forms in organisations. For instance, a customer cannot have an account opened without being asked to fill some forms for that purpose. Such forms contain information about the customer. It constitutes the customer's profile. Essentially, forms help to determine the relationship between an individual and the organisation. However, forms are structured and determined by the nature of the business operations of the organisation or department.

**Let us take a look at the following forms.**

### **Malory Financial Services Limited**

17/18, Bandin Road, Ikeja, Lagos, Tel: 01-97413167-6

#### **Visitor's Form**

Name of Visitor \_\_\_\_\_

Phone No: \_\_\_\_\_

Visitor's Company Address: \_\_\_\_\_

Whom to Visit: \_\_\_\_\_ Dept: \_\_\_\_\_

Purpose of Visit: \_\_\_\_\_

Time In: \_\_\_\_\_

Date: \_\_\_\_\_

Any Previous Appointment: \_\_\_\_\_

Signature: \_\_\_\_\_

It is obvious that the above form is for visitors at Malory Financial Services Limited. The form enables officers at the organisation to know visitors' mission and frequency of visit to the organisation. It is also for tracking the entry and identity of any visitor. Indeed, exchange of information is facilitated by a written medium via the form.

**Let us consider another type of form. Here is a requisition form**

<p>Angelo Industrial Company  Ewekoro Industrial Layout, Ogun State</p>	
<p><b>Tel:</b> 0904178917</p>	
<p><b>Website:</b> <a href="http://www.aci.co.org">www.aci.co.org</a></p>	<p><b>e-mail:</b> ewe.ind.ng</p>
<p>Requisition</p>	<input style="width: 100px; height: 20px;" type="text"/>
<p>Date: _____</p>	
<p>Dept: _____</p>	
<p>Description of Goods/Products: _____</p>	
<p>Quantity: _____</p>	
<p>Model/Brand: _____</p>	
<p>Rate: _____</p>	
<p>Total Cost: _____</p>	
<p>Name of Officer/Dept: _____</p>	
<p>Signature: _____</p>	

The requisition form you have just seen is used for requesting for items within an organisation, particularly for production or service purposes. Supervisors, managers and top officers can design forms for specific uses as their work demands. They understand the information required and the purpose(s) for which such information is required

**9.9 Newsletter**

A newsletter is another organisational means of communication. It is a written publication which provides official information about events and occurrences in a relatively large organisation. Medium-sized organisations can equally use it where they have the personnel to handle its operations. Newsletters cover news about latest development within the organisation, employees' welfare, social responsibility, and social events involving employees, transfers, promotion, new policies, retirement, death, awards, marriage, anniversaries, new products, collaboration and linkage involving the company.

Newsletters provide a forum for employees to know what is happening in the social life of a corporate organisation. It is usually managed by the human resource department or public relations department. At other times, a committee may be constituted to handle its

management and operation. Such management involves gathering of authentic news, writing, proofreading, editing and publication. The newsletter is often presented in an abridged format. It is usually not more than two pages. It may be only one page, if properly managed. It must be managed by an editor and a team. The publication of a good newsletter requires good summary skills. This is because news items for a newsletter are compressed, considering the management of layout space.

Most organisations in both the private and public sectors operate newsletters. Although newsletters are meant for internal readership (consumption) among members of the organisation, it provides outsiders and other stakeholders with information about a company's (club or association) image, activities and outlook. A newsletter will normally contain the name of the company, its logo, official colours, publication number, volume and date of publication. It must be well laid out before printing.

### **9.9.1 Periodicity of Newsletter**

The frequency of publication of a newsletter is determined by the resources available at the disposal of the organisation. Also, it is determined by the availability of newsworthy items during the period set aside for publication. A newsletter may be published once a week or twice a month. It may even be published once a month or periodically as may be deemed appropriate.

### **9.10 In-House Journal**

The in-house journal (house journal as the case may be) is a publication of any professional association or organisation that features in some technical business. Its production follows a systematic procedure. A house journal contains more features than a newsletter. It has more articles and pages. It is organized and presented in a scientific way, particularly where a group of professionals is involved. Again, information gathering and accurate data collection is given priority. Proper proofreading and editing cannot be over-emphasized for the publication of a house journal. Moreover, it is a means for the dissemination of information.

Sometimes, an organisation constitutes an editorial board for the publication of a house journal in which case well-researched articles are invited from employees for publication. The journal may also contain recent developments about the company or research in its field of operations. Many organisations in Nigeria including Union Bank of Nigeria Plc., Zenith Bank, Nigerian National Petroleum Corporation operate a house journal. An editor and a team of writers have the responsibility of ensuring that the journal reflects quality. We need to emphasize that knowledge of proofreading, editing and summary writing is highly needed to package a quality house journal. This is indeed a task for the editor.

#### **9.10.1 Periodicity of House Journal Publication**

The frequency of publication of a house journal is fixed by the editorial policy of the editorial board. A house journal is not a regular occurrence owing to many factors. One of such factors is the huge sum of money involved in the publication of such a volume. Furthermore, collection of data takes some time. It is not always easy to have writers and researchers send

in material immediately for publication. Even when such material is sent in, it has to be reviewed by experts and edited before acceptance for publication. These constraints delay the immediate publication of a journal. Hence, house journals are published quarterly, bi-monthly, twice yearly or as may be determined by the editorial board.

### **9.11 Bulletins**

A bulletin is the shortest form of printed news report about an organisation and its internal affairs. News in a bulletin may appear in bullet point highlights, but in a compressed version of the story line. A bulletin is not more than one page. A similar characteristic is that it must be proofread and properly edited. Also, it abides by the rules of summary presentation. The periodicity of bulletins is also determined by the frequency of newsworthy items and policy statement on information presentation by a company. Bulletins are considered as officially important once they are directed by company policy.

### **9.12 Importance of Data Reporting**

Figures are inherent features of daily interaction. We use figures daily to represent quantity, price, quality, profits, expenditure, production, levels of increase or decrease and a host of other items, including time. Such figures constitute what we refer to as data. The analysis, application and interpretation, of such data is what we refer to as statistics. However, such data must be conveniently communicated to relevant stakeholders and users. Many organisations have shareholders who do not participate in the daily operations of the organisation. But they need to be informed of happenings in the organisation. This is why at annual general meetings (AGMs), an annual report is circulated to those in attendance. The report in most cases contains figures, charts and graphs, conveying details of business operations, expenditure and revenue.

For the purpose of our study, we refer to visual aids (representation) as devices that help us to convey as well as emphasize information. They are graphics used within documents. They also include slides. They are presented in colours. As such, they draw the reader's attention to significant information and aid understanding. Visual aids tend to emphasize data and ideas at a glance. They reveal so much information and allow for comparison. They show the patterns, trends and dimensions of data in a colourful way. When data are presented by means of visual aids, the pattern of presentation easily prompts curiosity and questions. The presentation also allows for interpretation and discussion, particularly at a meeting of stakeholders. In the corporate business industry, accountants, managers, analysts, chief executive officers and other professionals rely on data for problem-solving and decision-making. In reports, visual aids provide strong evidence that communicates reality.

Some writers, editors or organisations deliberately introduce charts into their text (reports) in order to accommodate the interest of different readers. Some readers have the flair for data while others are more interested in the main text. The graphic section (bar/pie chart) attends to such readers who show more interest in technical/graphical information. You may have noticed that most company annual reports, research reports and production reports among others contain graphs and charts.

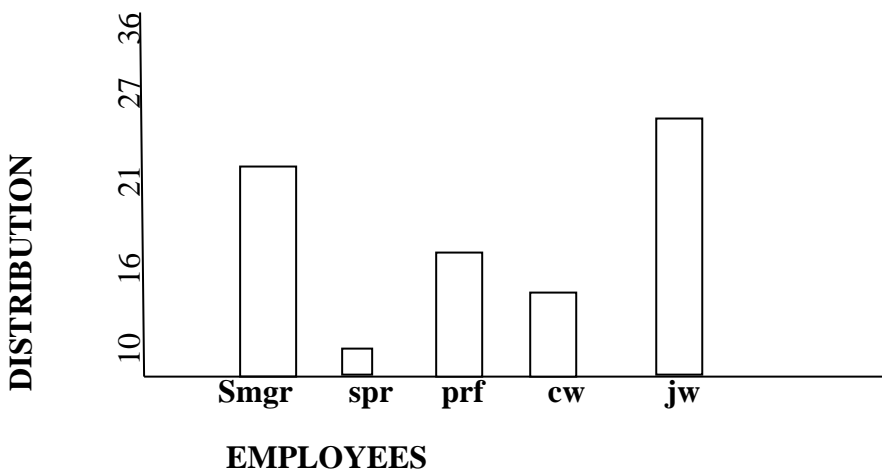
The human resource management department records and keeps all kinds of employee data. These include absenteeism, recruitment, promotion, dismissal, training, deployment, staff strength, retirement, salary increases and performance appraisal activities among others. These activities are backed with data. Indeed, data are involved in the operations of the department. Such data are reported accordingly in appropriate documents.

### 9.13 Working with Charts

Visual aids are presented in the form of charts, graphs, maps, photographs, cartoons, tables, drawing and other illustrations. Each of them conveys some information. However, we shall focus on only two types of visual aids. These are bar and pie charts. A chart shows the relationship that exists between two or more variables and how these variables change or react to each other. The use of graphs facilitates easy comparisons. At a glance, the reader can easily observe trends in the graph. Charts also display organisational relationships. Let us now demonstrate how a chart is used to relate data.

Assuming a company has a total of 110 employees, reflecting 5 categories, the breakdown is as follows: 27 senior managers; 10 supervisors; 16 professionals; 21 casual workers and 36 junior workers, how can these figures be graphically represented? Remember that for the purpose of this course at this level, we are restricted to only bar and pie charts.

#### Company X Employee Database



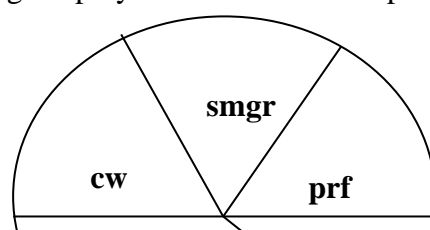
This is a bar chart. Every reader can locate the employee strength of the organisation and its distribution only at a glance.

#### keys

Smgr	Senior Managers
Spr	Supervisors
Prf	Professionals
Cw	Casual workers
Jw	Junior workers

The data given us above can also be used to present a pie chart. A pie chart simply depicts the relationship of parts to a whole. Let us now see how the data are shown.

Pie Chart, Showing Employee Database at Company X



- 27 Senior Managers (smgr)
- 10 Supervisors (spr)
- 16 Professionals (prf)
- 21 Casual workers (cw)
- 36 Junior workers (jw)

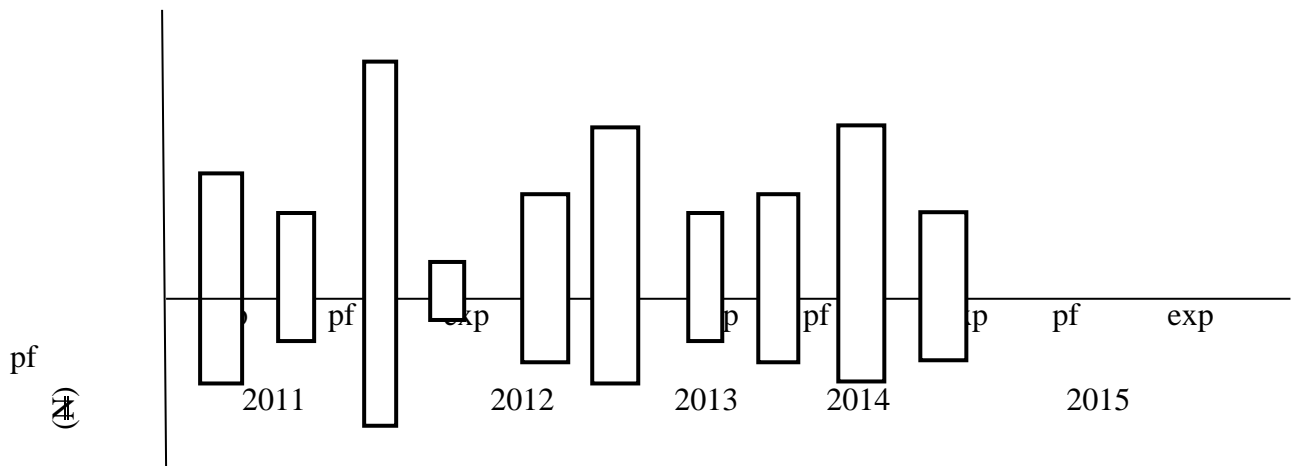
Let us consider another hypothetical case.

A company, MicLord International Plc, Lagos, has the following in its records as expenditure and profits for a five-year period.

Year	Expenditure	Profit
2011	#69.1m	#42.1m
2012	#72.3m	#39.6m
2013	#62.9m	#40.1m
2014	#65.4m	#38.3m
2015	#71.1m	#43.2m

Convert the data into a bar chart.

**Expenditure and Profit at MicLord International Plc, Lagos, 2011-2015**



**Keys**

- Exp - Expenditure
- Pf - Profit

You will observe from the chart the pattern of expenditure and profits of the company in the period under consideration. There is indeed a fluctuation in the company’s expenditure and profits. Investors will be interested in such information to enable them decide whether to invest in the company or not. Without reading a voluminous report on the operations of the

company, the given data as shown in the chart provide an indication of the company's financial performance.

### **9. 14 Conclusion**

Organisations are entities which must communicate. It is even more necessary that they relate with the society because they exist in the society. They also ensure that members share information for the improvement of skills, welfare and to remain relevant. Although there different means of relating information. Some of the effective organs of communication are the bulletin, newsletter and house journal. They provide stakeholders with relevant information at the right time. We have been exposed to the need for adverts in an organisation. We have also examined the use of forms for the collection of useful information. The chapter has equally introduced you to the importance of the bulletin, newsletter and house journal as organs of communication. Each of these organs is unique. Now, you should therefore be able to work with them.

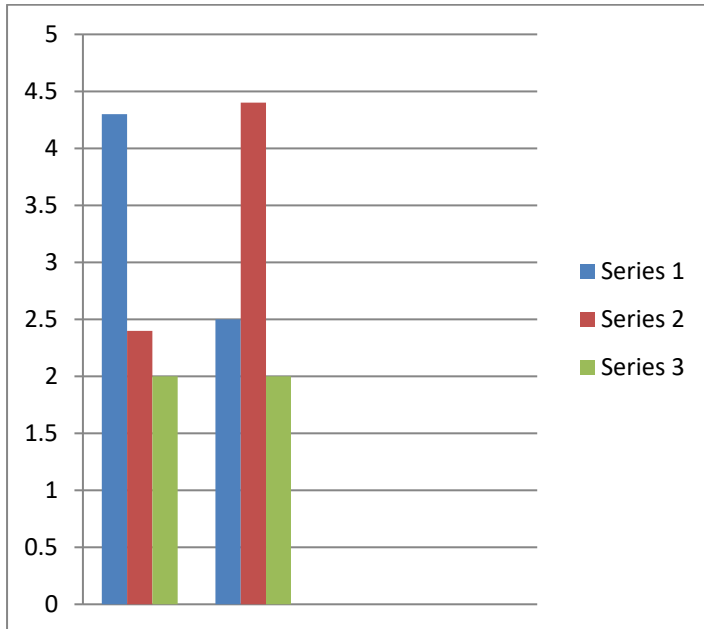
Data reporting is about the use of graphics and tables within documents and reports. Our attention in this chapter has only been on the presentation of charts alone. In some other courses, you will be introduced to the use of tables. Data reporting by visual representation (charts) is stimulating. It covers a wide range of data on business activities and operations. Nowadays, human resource managers show more interest in the use of data. We have examined the importance of data and their conversion into both bar and pie charts. We have also observed other categories of people who show interest in the use of data. We also know that business operations utilise data on a daily basis. Data presentation in colourful charts attracts readers' interest, and stimulates understanding, interpretation and questioning.

### **Review Questions**

1. Assuming your company operates library consulting services which outsiders may patronize, design a form to be filled by outsiders who demand to use the library.
2. As a human resource officer, design a form for leave request.
3. Do you agree that the bulletin and house journal are tools of communication? Explain.
4. Discuss the need for newsletters.
5. Do you think proof-readers and editors are necessary for the publications discussed in this chapter? Why or why not?
6. How important are visual aids for the communication of data?
7. List the various categories of stakeholders who show interest in data and state why they do so.
8. A company invested #7m in information technology; paid #6.2m for the expansion of 3 branches; purchased 2 utility vehicles at a total cost of #8.2m; paid out #5.4m as gratuities and spent #4.5m on staff development in 2016. Present the above data in both bar and pie charts.



9. Find and obtain the annual report of any company of your choice. Study it and bring out the operational areas where data have been used. Comment on your findings.
10. For the figure below, provide the likely missing data and information, and do the interpretation.



### Multiple Choice Questions

1. In designing a form for official use, a common feature is the space for client's...
  - A. religion.
  - B. name.
  - C. country.
  - D. salary.
2. Which of the following is **not** a characteristic of adverts?
  - A. Brevity
  - B. Creativity
  - C. Paragraphing
  - D. Appeal
3. Social events about employees can be found essentially in....
  - A. routine reports.
  - B. bulletins.
  - C. annual reports.
  - D. notices.
4. Identify the element that may **not** be included in the design of an advert for vacancy.
  - A. Company's name and mail address
  - B. Position and age
  - C. Salary and marital status
  - D. Conditions for interview and religion
5. House journals are designed to promote....
  - A. goodwill among individuals.

- B. engagement in research knowledge.
  - C. company profile.
  - D. management writers.
6. A letter inviting an individual for an official interview may NOT contain the writer's...
- A. qualification.
  - B. reason for the interview.
  - C. signature
  - D. designation.
7. An employee's misconduct may be addressed with all the following **except**...
- A. memo.
  - B. letter.
  - C. via email.
  - D. communiqué.
8. Which of the following is a function of resume? It portrays the writer's...
- A. family.
  - B. intentions.
  - C. background.
  - D. social connections.
9. The email is designed for....
- A. internal purposes only.
  - B. external purposes only.
  - C. internal and external purposes.
  - D. semi-formal purposes only.
10. Which of the following is true of corporate letters? They must...
- A. show the organisation's name.
  - B. indicate the organisation's chief executive's name.
  - C. be in colours.
  - D. be expressed in passive voice.
11. Data presentation is synonymous with the following **except**....
- A. size.
  - B. factual information.
  - C. frequency table.
  - D. disharmony.
12. Interpretation of data in corporate settings is essentially for the following **except**...
- A. budget planning.
  - B. investment decisions.
  - C. clarity of direction.
  - D. shareholding politics.
13. One of the weaknesses of data reporting is.....
- A. the possibility of misrepresentation of figures.
  - B. its non-openness to verification.
  - C. the involvement of corrupt persons.

- D. due process inaccessibility.
14. Visuals are designed to.....
- A. work around text.
  - B. attain communication objectives.
  - C. make comparative analysis solely.
  - D. encourage involvement in showing configurations.
15. Identify the role of charts and graphs. They.....
- A. depict the relationship between two or more variables.
  - B. give definite causes of association of variables.
  - C. show consequences of association of variables.
  - D. emphasize the origin of a particular variable.

**Answers to (MCQ)**

- |   |   |    |   |
|---|---|----|---|
|   | B |    |   |
| 2 | C |    | A |
| 3 | B | 7  | D |
| 4 | D | 8  | C |
| 5 | B | 9  | C |
|   |   | 10 | A |

- D
- 12 D
- 13 A
- 14 B
- 15 A

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## CHAPTER 10

### CROSS-CULTURAL COMMUNICATION

#### 10.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- a) Identify cultural diversity in people's communication;
- b) Relate how people's background influence their communication;
- c) Relate people's perception to their culture; and
- d) Explore cultural intelligence for communication effectiveness.

#### 10.1 Introduction

Communication is an indispensable phenomenon in all societies. It is tied to culture. Indeed, every culture is transmitted from one generation to another by means of communication. Communication occurs once a meaning is ascribed to whatever is heard, seen or observed. There are, however, diversities in people's culture. An individual in culture A can only understand the practices and ways of life in culture B through communication. Without proper communication, as shown in an earlier chapter, there will be conflicts. To the average Nigerian, the cultural practice by the Japanese may make no sense until it is explained. But for the purpose of global peace, harmony and friendly co-existence, cross-cultural communication is important. This chapter will therefore explore it accordingly.

#### 10.2 Cross-Cultural Communication

In the first instance, we should start by probing a little into culture. Culture is diverse. Every individual is identified with culture especially at the place of birth or place of long residence. What then is culture?

Several definitions and explanations have been given to culture. But for the purpose of clarity, we see culture as the totality of people's beliefs, modes of dressing, types of food, songs and practices handed down to the current generation in a particular geographical setting. Culture includes language, dialects, ceremonies, norms, social rules and values that are peculiar to a set of people. For example, in the African setting, marriage, funeral and coronation ceremonies differ significantly from country to country. Each is a generational practice that outsiders may not understand until it is explained. Every culture is associated with a particular language, which means it must be subjected to a communication process, at least for transmission and learning purposes. In the next segment, we can now focus attention on cross-cultural communication.

Those who work in organisations will grapple with communication issues from time to time. This is because of cultural orientation of each individual. In order to understand people, there is need to understand their cultural orientation. So in corporate organisations, good understanding of cross-cultural communication creates room for effective collaboration and business success. Indeed, in relating with customers, it is no less important. People belong to different cultures and operate with a language to express their cultural orientation. They also hold on tenaciously to their culture, and would not allow others to disconnect them from their

culture. Such attempts at disconnecting individuals from their culture result in crisis. For this reason, cross-cultural communication is needful.

Cultural communication is essentially about the meaning of the elements which constitute a people's unique identity. It is the composition of communal identities, attachment to symbols and common orientation about life and living in a particular setting. It is the use of language and other means of communication to carry out daily activities in communities through the use of symbols. Such symbols include verbal and non-verbal means (You can still make reference to chapter 1). Cultural communication involves the use of perception and interpretation. Perception is how things are viewed from different perspectives, relying on what is already known. Interpretation, on the other hand, is giving a meaning to an issue or object from one's own line of thinking.

Cultural communication is treatment of culture and people as unique social actors express symbolic meanings in an animating manner. In other words, what appears absurd in another individual's culture is dramatized or played out in a ceremony that makes it clear to others. Cultural communication is also composed of how different categories of people are addressed in a particular cultural setting, traditional rituals and practices that show that people are valued. In very simple terms, we may now view cross-cultural communication as how people of different cultural settings communicate meaningfully with one another in spite of cultural differences and barriers.

In certain cultural settings, greeting by shaking hands is considered out of place and foreign. Indeed, it will be considered rude for a teenager in some African countries to stretch out his right hand first in an attempt to shake an elder. Greeting is demonstrated by bowing down or making some pronouncements. People from English-speaking background are identified with handshaking as a form of greeting. But nowadays, this practice seems to have spread across most parts of the globe.

### **10.3 Cultural Intelligence**

The world has now become a global village and people can move more freely from one region to another. Such movement means that individuals will have to interact with people in other cultures. But interacting with people in a different culture is not easy if there is no special means that can facilitate such interaction. This is why cultural intelligence is important. It is the ability or special skill that an individual needs to interact more effectively across cultures. This skill is perhaps more relevant to employees who work in multinationals and can be transferred to stations outside their native homes. Cultural intelligence is about adaptation to the predominant culture in a foreign environment or coping with the culture of work peers.

Cultural intelligence is in relation to how individuals should best manage other people's culture. When people from diverse cultural backgrounds come together, each individual should be able to accommodate the other through appreciation of their values. Therefore, cultural intelligence prioritizes the cultural interests of others. By this, we should understand that individuals from different cultures also have social styles and responses that differ. Acquaintance with cultural intelligence enables individuals to understand reasons why some things are done in different ways in other cultures. Knowledge of this can help to make better

decisions. Indeed, it helps to prevent running into disagreements with others. Besides living a community or working with people of diverse cultures, the social media is a platform where some cultural practices can be observed and learnt. African movies and foreign movies are other platforms that showcase cultural practices among people of different regions and continents.

### **10.3.1 Basic Components of Cultural Intelligence**

#### **1. Cognitive Skills**

When found in a multi-cultural setting, which is indispensable in modern times, effective interaction and proper engagement demand the use of cognitive skill. This is the ability to observe, recognize and evaluate the behaviour and actions of others. It is an important asset. Using this skill enables the individual to determine the right behavior and approach to put up in response. It requires efforts by the individual to better understand the new culture beyond those who display it.

#### **2. Use of Cues**

Cues are signs or prompts that signify a response as well as acknowledgment of an action. For example, Mr. A, who is an Italian, smiles at Mr. X, who happens to be a Nigerian, and Mr. X nods his head without saying a word. Mr. X's action is a cue in acknowledgement of Mr. A's gesture. It would be rude, unethical and offensive if Mr. A ignores Mr. X's gesture. Mr. X reciprocates by the action of nodding, showing friendliness even though they both belong to different cultures. Ability to reciprocate gestures shows that the individual understands and can communicate with people in other cultures. There are other cues which include raising up the right thumb.

#### **3. Emotional Control**

While interacting with people from other cultures, there will evidently be conflicts and mistakes. However, the individual should be able to learn from such lapses. Endurance and perseverance are required while living or working among people of other cultures.

#### **Benefits of Cultural Intelligence**

When an individual from a different cultural setting finds himself working among people from other cultures, cultural intelligence helps to promote compassion, consideration of others' perceptions and views.

Harmony is observed and team spirit rises if all the individuals involved are working in a team where cultural intelligence is absorbed.

In large organisations that are characterized by diverse cultural personalities, cultural intelligence is tool that enhances workplace communication.

### **10.4. Effective Communication in Multi-Cultural Settings**

Cross-cultural communication is said to be effective when people across different cultures can interact and understand one another without or with least conflict and without misunderstanding. Indeed, such interactions should promote sustainable friendship and opportunities for people to travel anywhere without barriers, fear of intimidation or threat to personality. Cross-cultural communication then promotes business expansion across territories as much as it facilitates tourism.

A multi-cultural setting is heterogeneous. It is an environment in which different cultures are displayed by virtue of the presence of the people with whom such cultures are identified. They must communicate in business, at the market place and in all other places where needs bring them together. Communication can only be meaningful and effective when each individual respects the culture of another individual without attempting to condemn. People can rely on cues, ask questions and seek clarification of views. Communication is effective when people listen with attention, and try to avoid being biased in their view of other cultural practices. A good strategy that works well in multi-cultural settings is adaptation. The individuals who find themselves in such an environment only need to study the culture and make efforts to adapt or refrain from what may appear offensive to their personality and interest.

When a foreigner shows interest in the culture of a local tribe, members of the tribe will suddenly extend friendship and open up. There is always a sense of affinity when an individual finds those who identify with his cultural background. In such a situation, we can expect communication to be effective. People that are engaged in multi-cultural settings could make comparisons as well as contrast between the elements of their culture and those of other cultures. Conversations such as the following could emerge for better understanding: How do you greet people in your culture? This is how we greet in my own culture. How do your people conduct kingship ceremony? What is the role of the last child in your home town? Who inherits the father's property at his demise? Tell me about your cultural practices. This conversation forms the basis for learning and understanding. It prompts further explanations and comparisons.

## **10.5 Diversity and Inclusion**

### **Diversity**

Diversity is reflected in individuals' age range, gender categorization, race attachment, religious affiliation and belief system. These are identity variables that show the uniqueness and quality of individuals. No two individuals are exactly alike in thoughts, reasoning, personal disposition and ability to response to situations. This is the line of explanation about diversity. Diversity is multi-dimensional as managers in workplaces who try to trivialize it do so at the risk of disaffection and emotional outbreak among affected staff. Organisations that encourage diversity by engaging workers from different cultural background will draw strength, wisdom, experience and resourcefulness from the workforce. This is because of the assets that such diverse workforce brings to the organisation. When cooperation is promoted and people are taught to work in harmony, they can learn from one another. Diversity therefore serves a purpose not only in organisations, in the larger society as well.

Organisations recruit people from different backgrounds, and communication of necessity must take place. The role of cross-cultural communication is vital in this context because employees must work together towards realizing a common organisational goal. The ultimate goal of cross-cultural communication is understanding. Attention to cross-cultural communication helps to reduce the risk of workplace conflicts and entrenches cooperation and collaboration among employees from diverse cultural settings. Diversity makes it possible for organisations to explore creativity, innovation, diligence and resourcefulness from the workforce. When organisations take cognizance of diversity, it accelerates corporate



growth, development and strategic positioning in their industry of niche. Diversity provides business organisations with a pool of talents. Diversity is more effective with inclusion. If the workforce is characterized by diversity, and members feel estranged or excluded from events, there is likelihood of absence of team spirit.

### **Inclusion**

Members of any group, society or organisation should not feel excluded from the mainstream of activities or decisions that affect them. There ought not to be any form of alienation of an individual from the group, department or unit he or she belongs to. This is the idea of inclusion. Inclusion is about the conscious involvement of every individual once associated with a cause or belongs to a unit in society. The reality of inclusion becomes evident with the involvement of every member in an organisation or group without exception, and without discrimination on any grounds. Inclusion draws out employees' motivation and enables them to express their views openly and objectively.

Workplace inclusion reinforces active listening and interaction. Inclusion can be considered as a process that allows individuals to experience a sense of value, respect and acceptance in any setting. It is associated with fairness and justice. Inclusion is characterized by a group's or organisation's or society's degree of openness and fairness to its members. An individual who experiences inclusion can express a feeling of participation, membership and fairness in a work context. Inclusion is determined among others by lack of suspicion, good character, reliability and trust. Societies and organisations can gain resilience and stay united by engaging diversity and inclusion. The major advantage is that communication is open while suspicion has no room.

### **Benefits of Entrenching Cross-Cultural Communication into Diversity and Inclusion**

- i. It creates a positive work culture.
- ii. It eliminates miscommunication.
- iii. It fosters strong relationships with people from diverse backgrounds.
- iv. It allows all stakeholders share free exchange of information.
- v. Employees from different cultural backgrounds can share insights about their consumer behavior, preferences, and habits from their culture.
- vi. Employees can freely share their understanding of the target market in their culture. This information can help business growth across markets.

### **Attributes of Cultural Diversity**

- i. Dress
- ii. Greetings
- iii. Language in use
- iv. Body language
- v. Business ethics and norms
- vi. Attitudes toward others
- vii. Gender roles
- viii. Food and hospitality traditions
- ix. Family culture
- x. Types and modes of conducting ceremonial activities

People are unique and their exposure to education travels tends to have transformed the way they reason as well as their perception of life. An individual from a particular culture may not identify with the beliefs, norms or traits of culture of his or her place of birth.

## 10.6 Conclusion

There is no society without culture, and people cannot exist without communication. Culture and communication are important to mankind. But by means of communication, culture is described and displayed. We have examined the need for cross-cultural communication. It has been shown that diversity of cultures need not separate people, but bring them together in harmony. Communication and receptiveness make unity possible in culturally diverse societies. People should therefore be able to accommodate others, irrespective of differences in their beliefs, ways of life and modes of dressing. This chapter has also shown that organisations can be more successful, and remain sustainable if they practice inclusion and engage diversity. For sustainable progress in corporate organisations, diversity and inclusion are indispensable in modern times.

## Review Questions

1. Why do you think knowledge of diversity and inclusion is necessary in discussing communication issues around the world?
2. How important is cross-cultural communication?
3. Explain the benefits that international organisations may derive from recognizing multi-cultural communication.
4. Examine the responsibility of individuals who find themselves in a foreign cultural setting.
5. How does perception influence communication?

## Multiple Choice Questions

1. From our study of culture and communication, we understand that culture is.....
  - A. simplistic.
  - B. complex.
  - C. sub-optimal.
  - D. restrictive.
2. The ultimate objective of cross-cultural communication is to.....
  - A. enhance gender relations.
  - B. expand the productivity of organisations.
  - C. reinforce multinational companies' expansion.
  - D. drive understanding among people of diverse cultures.
3. What advice could most effectively promote peace and harmony?
  - A. Individuals should engage in cultural studies.
  - B. All foreigners should enforce their culture.
  - C. Every individual should be receptive of others' culture.
  - D. People should learn to use body language too often.
4. All the following influence what people communicate **except**...

- A. feelings.
  - B. how we sleep.
  - C. what we already know.
  - D. perception.
5. A theatre environment in which people from all walks of life gather to watch a play should be an illustration of ....
- A. diversity.
  - B. inclusion.
  - C. culture.
  - D. mutual understanding.

### Answers to (MCQ)

- A
- 2 B
- 3 C
- 4 B
- 5 A

### Case Study: Ethnocentrism

Each group of people tends to think of its way as the best and most natural. Other groups, beliefs or practices are treated with suspicion and hostility simply because they are perceived to be strange. This approach is called ethnocentrism. It is the feeling that one's own culture is best and others are inferior. There is no universal standard that can be used to evaluate cultures or norms as good or bad. Each culture must be seen in its own terms, and a custom can only be evaluated by its contribution to the culture of which it is a part. Some sociologists have proposed that a tolerant attitude should be adopted toward foreign ways and efforts should equally be made to understand them.

Some beauty is identified with most cultures, if carefully examined. Certain moral aspects are observed to be cross-cultural as follows:

*No culture tolerates indiscriminate lying, stealing or violence within the group. The essential universality of incest taboo is well known. No culture places value on suffering as an end in itself. All cultures define as abnormal, individuals who are permanently inaccessible to communication or who consistently fail to maintain some degree of control over their impulse life. [Kluckhohn, 1962:294]*

A review of countries shows cultural varieties which reflect ways of life and thinking. A complex society like the United States contains many ethnic, regional and occupational subcultures with different values, norms and social relationships. Nigeria, on the other hand, has diverse cultures and language dialects traced to over 250 ethnic groups, each of which struggles to maintain its identity. Another example of cultural diversity is found in India, a country whose female citizens display uniqueness in dressing and adornment of ornaments. Another peculiarity is found in the dressing patterns of Mexicans and the Scots, to mention a few.

[Source: Hybrid; Some adaptation from *Sociology* by Broom, L., Selznick, P. and Darroch, D.B. Harper International Edition]

### Questions

1. What elements of cultural communication can you deduce from the case above?
2. Do you think the case above advocates anything? What is it in your own view?

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## CHAPTER 11

### MODERN COMMUNICATION TOOLS FOR VIRTUAL MEETINGS

#### 11.0 Learning Objectives

- i. At the end of this chapter, candidates should be able to:
- ii. Show acquaintance with popular modern tools of communication at virtual meetings;
- iii. Recognize the benefits of using the tools of communication discussed in this chapter;
- iv. Identify the shortcomings of the tools; and
- v. Make informed choice from the available communication tools.

#### 11.1 Introduction

Advancement in technology has encroached into all spheres of life including the methods and means of communication. Nowadays, new apps and devices are being developed to facilitate both visual and audio communication. Communication devices and apps have made it possible for individuals in different geographical locations to communicate freely without being hindered by distance. Indeed, meetings can now be held on a platform where people's images can be seen even when such people have not left their physical location. In this chapter, we shall discuss the use of modern tools for holding what is called virtual meetings during which participants can still exchange information effectively.

#### 11.2 Role of Technology

The term 'technology' is all-encompassing in modern times. It refers not only to operational machines and hand tools. It is also a term that describes any scientific process for the production of goods and services. By means of research, new processes that adopt the use of machines are being developed, shaped and re-shaped on a regular basis. Technology has transformed lives, improved the quality of life and made interactions even more rapid. Technology is applicable to all spheres of life. In the area of communication, we have seen the impact of technology. Hence we have become familiar with what is called information communication technology (ICT). This is the conglomeration of sophisticated techniques, machines, hand devices, software and all forms of hardware that enable people to communicate irrespective of location.

Virtual and audio-visual equipment are all products of the technological process, and could indeed be called technology. Therefore, advancement in information communication technology will continue to make the dissemination of information and data easier from age to age. Across all countries, and in all sectors of the economy, information communication technology is indispensable. People will continue to change the model of the communication device they use when they observe new models with improved efficiency.

### **11.3 Virtual Meeting**

Virtual meeting is the product of technology. A virtual meeting is a remote gathering of people that enables them to communicate from different physical locations by using a mobile phone or internet-connected devices. There is a virtual room on the device which shows everyone who is present for the meeting in their various locations. Virtual meetings are used in many ways to connect with family members, friends, and to collaborate with workforce. In our business environment, virtual meetings are conducted with employees in different locations. Sometimes employees in the same office may agree to have a virtual meeting without having to disrupt the flow of work by leaving their desks. The popularity of virtual meetings is increasing across the world. At no special cost, virtual meetings can be held anywhere with anyone.

A virtual meeting differs from the traditional physical contact conference where people come together in the same physical room, embrace, shake hands and have some fresh snacks while discussions are being held. Virtual meeting is also called online meeting. Nowadays, organisations have encouraged employees to work remotely, that is, working at home on certain tasks on some days. This means that employees may not be able to meet physically all the time. However, virtual meeting tools provide them with the opportunity to discuss. People who work as a team, but are in different locations could rely on virtual meetings to share information.

### **11.4 Tools for Virtual Meeting**

In another sense, virtual meeting platforms are video applications and software that enable people come together online. The software includes video conferencing, Zoom, Webex, and Google Meet among others. There are currently a lot of tools, and more are still being produced. Each virtual meeting tool has a variety of functions. As new models emerge, we see improvement in their functionality.

#### **Zoom**

Zoom is a universally popular video conferencing platform. It is easy to invite anyone to a Zoom meeting. All that is required is a link. Once the link is clicked, a virtual room can be joined instantly. Zoom makes it possible to host meetings with as many people as possible. It is also ideal for games and activities with virtual teams.

#### **Cisco Webex**

Cisco Webex is an online meeting resource. It is inbuilt with intuitive and security measures. Meetings can be hosted for up to 100 people on the platform for any duration of time.

#### **Skype**

Skype was originally designed for video calls. Skype is now available for video conferencing. It can be used to hold meetings for up to 50 people after generating a link.

#### **Google Meet**

Google Meet was originally developed as a virtual meeting platform. However, the emergence of Zoom with its popularity is a challenge. Meet can host up to 250 participants. Meet does not consume as much data.

#### **Jitsi Meet**

Jitsi Meet is also used for virtual meeting. It has the functionality for hosting online conferences.

### **Toasty**

Toasty is another virtual meeting platform enhances collaboration through online workshops and other communication engagements.

### **Talky**

Talky is online meeting software does not accommodate more than six people at a meeting. It is specifically designed for small meetings and conference calls.

### **Whereby**

This is yet software for a virtual meeting experience. Much information or video can be share on the platform by users.

## **11.4.1 Rationale for Choosing Virtual Meeting Tools**

Before choosing a tool for a particular meeting, the individual must consider a number of factors or characteristics. Consideration is simply making a choice among several alternatives. To do this, the following factors should come to mind.

1. **Cost:** The tool for selection must be affordable and easy to maintain.
2. **Relevance:** The tool must be relevant.
3. **Efficiency:** It must be results-oriented in good time.
4. **Effectiveness:** It must help to achieve the user's objective.
5. **Operational Convenience:** It should be easy to operate.
6. **Storage Capacity:** It should have capacity to absorb and store large amount of information, images and data.
7. **Durability:** It should be of good quality, having the potential to last some time.
8. **Functionality:** Some people purchase a device because it has the capability to perform several functions. A device that performs a number of tasks will help its user to improve productivity. Functionality is therefore one of the factors for choice of virtual tools.

## **11.5 Benefits of Virtual Meeting**

1. Virtual meetings save commuting time and money.
2. Virtual meetings still promote team collaboration.
3. Virtual meetings can be recorded and relayed back when convenient.
4. Interviews, onboarding, orientation, and training are now handled at virtual meetings. This tends to save handling the stress with physical arrangement of space.

## **11.6 Shortcomings of Virtual Meeting**

1. Physical interactions, which some people value, can be lost.
2. Virtual meeting can present a technical trouble such as network fluctuations, and log in issues.
3. Background noise and other distractions tend to interfere with virtual meetings if not properly controlled.

4. For a virtual meeting attendee at the other end without a video on, there could be less attention or even engagement in other tasks simultaneously.

### 11.7 Conclusion

Communication tools have redefined the way people exchange information in modern times. They have added value to meetings and helped manage time of commuting more effectively. However, knowledge of how to use available tools is necessary in order to maximise their benefits. We understand that virtual meetings can be convened for official discussions and diverse purposes. The essence is to ensure that people share understanding and pursue objectives accordingly without hindrance.

### Review Questions

1. Discuss four benefits of virtual meetings.
2. Do your research and find out the similarities between Ms Team and Google Meet.
3. Why has Zoom become a popular choice in many circles?
4. Compare physical meeting with virtual meeting. Which is most preferred?
5. Highlight and discuss the factors that may be considered when choosing among tools for virtual meeting.

### Multiple Choice Questions

1. The term 'technology' does **not** describe....
  - A. transferability of graphs to remote sites.
  - B. mental design of a car.
  - C. reduction of the size of a picture on smart phone.
  - D. the retrieval of cartoons from a virtual library.
2. Which of the following attracts the highest rating for a virtual meeting tool?
  - A. Frequency of use
  - B. Popularity
  - C. Quality
  - D. Model
3. Which of the statements is true of virtual meetings? Virtual meetings....
  - A. cannot be coded.
  - B. may not be used to as evidence.
  - C. reveal participants' body language.
  - D. are cost-effective to organisations.
4. From your understanding of technology, it will....
  - A. reduce the value of meetings in future.
  - B. devalue people's perception of meetings.
  - C. continue to bring innovation to meetings.
  - D. make people show less commitment to meetings.
5. The following may NOT be considered in the selection of virtual tools **except**...
  - A. durability.
  - B. replaceability.
  - C. measurability.



D. transferability.

**Answers to (MCQ)**

- B
- 2 C
- 3 D
- 4 C
- 5 A

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## CHAPTER 12

### COMMUNICATION VIA SOCIAL MEDIA PLATFORM

#### 12.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- i. Identify popular social media for exchange of information for all purposes;
- ii. Distinguish social media etiquettes; and
- iii. Demonstrate understanding of team values.

#### 12.1 Introduction

It cannot be over-emphasized that communication is indispensable among human beings. There is always the need to communicate. The need to express one's feelings, disseminate discoveries, share an experience or propose an activity is strong among individuals and groups. People therefore need platforms to do so. Various platforms now exist to exchange information or express views. In this era of information communication technology, inventors through knowledge of computer technology application have devised means for social interaction and exchange. The social media terrain is replete with apps for social interaction. Proper communication at the right time and the right information enable people to build a team as well as work as a team. In this chapter, we shall explore aspects of the social media, the rules that people need to apply for mutual respect and team building.

#### 12.2 What is Social Media?

'Social media' is a computer technology-based channel that people use to share information for convenience. It is a networking platform established online. Communication is indispensable in society. As a result, people find easy means of expressing themselves. People want to know what is happening in other places, and all around them. They can read about it on a particular platform. The term 'social media' now includes all websites and applications that enable interactive communication and collaboration for a community. 'Community' in this sense refers to people who share similar interests, ideology and pursue a common purpose. Social media includes platforms such as Tik Tok, Facebook, Instagram, LinkedIn, WhatsApp, Mixir, and Twitter among others. Besides their use for friendship communication purposes, organisations also use them for business pursuit. They are engaged for advertising and marketing of goods and services.

#### 12.3 Social Media Etiquette

Certain rules guide behaviour in society and among group members. People's privacy ought to be protected and respected as much as their views should be allowed expression. Etiquette is a code of rules that guide how we react, self-conduct, approach, utterances and how we handle issues in public. It is needful to apply good etiquette in order to avoid being rule or

offensive. Respect should beget respect and mutual understanding. On all social media, some etiquette is presumed to be observed. Very simply, social media etiquette is about the dos and don'ts of interaction on social media platforms. Essentially, it reference to how users of social media should engage with audience and respond to feedback. Violation of rules tarnishes an individual's image. Rude conversation or use of foul language is unethical is at the risk of one's reputation. It should therefore be avoided.

In some countries where much regulation is in place, the social media is either censored or placed under surveillance for obvious reason of checking terrorists' activities and other fraudulent practices. To avoid legal issues or crackdown, it is expedient to abide by all operational rules as applicable to use of the social medial in such countries. Some highly enlightened customers are sensitive to comments on the social media. Consumers in advanced countries watch and react to companies' relations with the public. If companies are uncaring, unsympathetic and un-empathetic in their interaction on the social media, they could attract consumer dissatisfaction, which can eventually result in loss of customers and profit. A few rules could help improve the quality of interaction and build integrity on the social media.

1. Always give a feedback.
2. Respond to enquiries accordingly.
3. Do not create any fake or discrediting blogs.
4. Create contents that add value for the audience.
5. Maintain credibility by verifying information before response.
6. Be polite in your comments and reaction. Apply a sense of courtesy.
7. Every social media has a set of rules, and purpose. Abide by the rules and ensure interaction is in line with the purpose of the media platform. If a social media platform is strictly for product marketing, it will be unethical and a violation of rule for anyone to post political campaign messages on the platform
8. Don't ignore messages and comments, provided they are disparaging.
9. Don't be too quick to condemn, learn also to give credit where it is due.
10. Don't claim the glory for someone else's information. If you are not the direct source, acknowledge the real source. Let others know that information is from another source.
11. Don't be confrontational or unduly aggressive. Learn to manage your emotion when confronted with aggression.
12. As much as you can, avoid being involved in debates on sensitive issues around religion, feminine matters, racialism, tribal occurrences, and politics.
13. Be cautious of humour and jokes. Not every thrives with them in public.

#### **12.4 Team Work**

A team is an average number of individuals who are brought together to pursue and achieve a common objective. It is likened to a group. All members share the same group interest which is deemed to be rewarding. Team members must work together, and each member must play a particular role. Each individual team member has a unique skill, ability, some knowledge, personality traits and experience different from what others may possess. But each member is seen to complement the rest. Teams are stronger than a single individual. Individuals come

together to form a team. One important point is that members of a team must communicate and understand their purpose in order to stay together and achieve their objective. The team learns and is strengthened by individual members. The major highlight of team and team work is communication because without communication, team work cannot be achieved, and the result will be disunity and divergence. Communication promotes team cohesiveness and strengthens the team.

### **12.5 Team Building and Rapport**

Thinking has been observed to be part of the communication process. This is because whatever is mentally coded as a message starts in the thought realm before it is vocally released. This analogy applies to our current discussion of team and team building. Consequently, we can sum up that individuals who work together as a team must also think together as a team. A team, in technical terms, is not as large as a group. It must be composed of an average number of people for effective control and discipline. However, rapport is critical. Rapport is essentially a reference to cooperation and understanding among members. Certain things must be done to achieve rapport as we shall see below. Building a team where members understand one another and their direction takes a process. To build a strong and resilient team, members must do the following.

- a) Respect one another's view
- b) Seek clarity
- c) Complement each other's weakness
- d) Be open-minded
- e) Accept competitive ideas
- f) Demonstrate loyalty
- g) Be open to counseling/advice/correction
- h) Be ready to accept discipline and make sacrifice when the need arises

In every team, a legitimate leader must emerge whose major role is to coordinate. Among other responsibilities, the team leader has the following obligations:

- a) Seek other team members' views and ideas
- b) Listen to other members of the team
- c) Ensure that valid decision is made in consultation and agreement with other members
- d) Ensures that sufficient alternatives are generated and evaluated accordingly before making a choice
- e) Clarify issues
- f) Ensure inclusiveness of all members
- g) Provide feedback on all actions and issues

Team building is the collective efforts of all members of a team. Much responsibility lies on the team leader. But in other cases, a manager or an individual who initiates the idea of building a team takes the responsibility to nurture the team by engaging and promoting members' collective interests. Consequently, communication is the master key for this task.

## 12.6 Conclusion

Almost all literate groups in the society are familiar with one social media platform or another. Social media gain prominence day by day, and have become popular for use especially among work groups, students and the youths. However, society norms dictate that certain rules should guide people's relationship and communication on every platform. On this basis, adherence to social media etiquette is important. This has been shown in the chapter. We also saw the essence of teams and the role of communication in making teams effective. An understanding and application of social media etiquettes should help to improve relationship in any team and in the society in general.

### Review Questions

1. In what ways do you think social media has redefined social and work relations?
2. As a team leader, how can you make your team effective?
3. Assuming your team members are in different locations, determine what to do to enhance collaboration.
4. Comment on social media etiquette.
5. In not more than two or three paragraphs, share your practical experience of use of social media, if any.

### Multiple Choice Questions

1. How do you think social media can add value to human relations? By ...
  - A. using it with caution
  - B. observing social etiquette
  - C. responding to all messages
  - D. limiting message content
2. What is most ideal to do in a situation where a team member misbehaves?
  - A. Convene a meeting to discuss the matter.
  - B. Set up a disciplinary committee.
  - C. Call and give the member a strong verbal warning.
  - D. Apply the rules
3. Which of the following does **rapport** contribute to human relations?
  - A. Sanctity
  - B. Harmony
  - C. Roles
  - D. Culture
4. A greater responsibility for the survival and success of any team lies on...
  - A. the entire team.
  - B. every team member.
  - C. the leader.
  - D. team motivation.
5. Social media is useful for the following **except**....
  - A. sensitive information.
  - B. entertaining.
  - C. learning.
  - D. sharing concepts.

## Answers to (MCQ)

- B
- 2 D
- 3 B
- 4 C
- 5 A

### Case Study: Remote Team working

The significant difference between central office-based working and remote working is that it is difficult to develop a team spirit, a sense of camaraderie, working remotely through new electronic and telecommunications methods. Morale and motivation have also been identified as areas with where new virtual teams may require some assistance. Communication and trust are key elements of developing strong remote team-working. There is a difference between managing a team in a traditional office environment, and managing a remote team of workers which requires new skills and new management techniques. Some of these skills can be adapted from traditional management methodology, but there are also specific techniques and skills, which are critical in the development of an effective remote team. These are exactly the areas which we help organisations to develop through managing remote team programmes.

You can't control the volume of email, you have no way of knowing the emotional state of the recipient of an email, or how they perceive the content of the message, which means that trust has to be central to the team, and clarity is essential to avoid misunderstanding. The ability for open discussion where things are unclear forms a central part of ensuring that the team is both effective and efficient. The rest thing you want is for conflicts to grow from small misunderstanding because someone has not picked up the phone to say, "Do I understand this correctly?"

**Source:** Abridged from: Mullins, M.J. (2007) *Organisational Behaviour* 8<sup>th</sup> ed. London, Prentice-Hall and 'Remote team working at Prudential' *British Journal of Administrative Management* March/April 2002

Questions based on the Case Study

1. How is a remote team different from one that is physically present at a specific location? Are there communication differences?
2. Suggest how you can make your team effective in its tasks.

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## CHAPTER 13

### NATURE OF MANAGEMENT

#### 13.0 Learning Objectives

At the end of this chapter, candidates should be able to

- a) Illustrate the role of communication in the management process;
- b) Show that management objectives can only be attained with effective communication; and
- c) Demonstrate understanding of the organisational process.

#### 13.1 Introduction

Management by nature is pervasive. It is indispensable in the life of any individual, organisation and group. Once an individual or any group of people can be involved in a form of task or planning how to use resources to achieve an objective, then they are involved in an aspect of management. Every one of us is also at various times engaged in coordinating and directing. These are integral features of management. Management is more than 'getting things done through people.' To get things done through people, what they need to do must first be communicated to them. They must be properly directed through instructions. This is what management does among others.

In each of these activities or functions, communication is involved. Individuals who are engaged in planning or organising any activity in pursuit of an objective must understand one another. Every activity of management undergoes a process which must be properly understood by all those involved in the process. This chapter provides insight into the nature of management, which is given clear application and expression through communication in the workplace. The chapter therefore views management from the perspective of communication. What we shall see in the chapter is the introductory feature of what managers do in organisations. At another level in your professional development, you will study in detail all the aspects of general management. The items in this chapter only give you orientation and insight into the nature of management.

#### 13.2 Management Orientation

At the surface level, management orientation is familiarization with how managers operate in real company situations. It is exposure to the training, attitude, belief and behaviour of managers. Management is a body of knowledge of what managers and owners of business do, and how they handle materials, money and people in the course of business. At another level, management orientation refers to four basic and indispensable aspects of business that every organisation must engage to survive. These are production, the product (service), marketing and sales. Managers and business owners must familiarize themselves with these functions. Familiarization implies that managers know how to handle each of these functions to be able to sustain the company. A company must produce goods and services to survive. It must market them by creating awareness and attracting buyers. It is only when buyers patronize the

products and services that the company can make sales. Good sales translate eventually into profit.

### **13.3 Management Principles**

Principles are sets of rules that govern behaviour and how things are to be done. Business organisations which produce goods and services operate on the basis of the principles, handed down by management scholars.

#### **Division of Work**

This is the separation of work activities to ensure order and proper arrangement. When units of work are clearly separated, people tend to work faster, and can concentrate better. However, proper coordination is expected to be done to ensure work harmony.

#### **Authority**

This refers to the chain of authority, starting from the topmost level of management, and moving down to the lower level of employees. It is represented by what is referred to as downward and upward communication. (Refer to the chapter that treats organisational communication).

#### **Specialization**

There should be clarity and specification of what each individual is employed to do. In other words, the function of each employee should be well-spelt out to avoid overlapping, conflict and buck passing.

#### **Responsibility**

Every employee should have a role to play, and be held accountable for it. Once an employee has tasks to perform, he or she is responsible for the results, and must be given a degree of authority. Such authority enables him or her to act appropriately in dispensing the tasks.

#### **Coordination**

This activity is aimed at creating harmony. Managers and supervisors are to ensure that employees work towards achieving set objectives without divergence. Superior officers therefore play the role of synchronizing all efforts.

#### **Unity of Command**

Each employee should respond to, and be under the control of only one superior officer at a time. There should also be a clear structure, showing how the company is organized. An employee can only belong to one department, and not two departments at a time. An employee therefore should be under the direct supervision of only one superior at a time. This helps to prevent role conflict.

#### **Span of Control**

Managers should have a minimum number of employees they can conveniently direct and supervise, and still focus on other managerial tasks. Some managers can effectively work with 8 employees without stress while another manager may only be able to control 4 or 5 employees effectively. Span of control is the range of employees any manager can effectively and efficiently oversee to meet objectives set for the department.



### **Objective**

In a clear statement, managers should express what employees are to achieve. What are they driving at and why? What do they intend to achieve at what time? Answers to these questions should form an objective or a set of objectives.

### **Continuity**

An organisation should be a perpetual entity. The exit of one individual should not end in the termination of the organisation. Work should continue to flow. That is, the business of the company should not fold up because some employees have left. Continuity of both work and organisation means employees can be replaced anytime. This is only possible when there is a formal structure put in place.

### **Equity**

This suggests that all employees will be fairly treated. In the workplace, there should be clear display of justice and fairness. All employees should be treated equally without discrimination, marginalization or any form of reproach.

## **13.4 Management Behaviour**

Certain behaviours and abilities are expected of managers who relate with subordinates, peers customers, suppliers, other entrepreneurs and diverse groups of stakeholders. Management is a set of behavioural actions that should improve the reputation of the entire organisation in which it is practiced. Such behaviour, abilities, actions or principles should enhance team work, understanding and performance. Every individual who works in a management position or has authority to relate with employees is expected to demonstrate good management behaviour. We highlight the following which are of great value.

- a) Possession and display of good communication skills
- b) Ability to work cordially with a team
- c) Possession of leadership skills
- d) Possession and display of problem-solving skills
- e) Ability to plan ahead
- f) Ability to envision (Being visionary)
- g) Ability to listen to others with attention
- h) Ability to make sound decisions
- i) Ability to appreciate others
- j) Being open to ideas and learning
- k) Demonstration of integrity and honesty
- l) Showing trust (trustworthiness)
- m) Willingness to motivate
- n) Ability to resolve conflicts positively
- o) Ability to provide constructive feedback, encouragement and criticism
- p) Ability to manage crisis

These behaviours are not all exhaustive. We need to understand that any act that a leader puts up to boost employee participation and work satisfaction is management behaviour.

### **13.5 Management Process**

This is a stream of on-going features recognized as goal-setting, determination of objectives, planning, organising, coordinating and controlling. It is a series of actions that managers undertake for their organisation. The process is dynamic because it involves actions, decision-making, analysis of alternatives, and design of plans and strategies to obtain best results.

### **13.6 Management Activities**

Precisely, a management activity is defined as what the manager does daily in line with his role at work. Whatever a manager is seen to be doing to meet daily objectives is a management activity. It must be something ethical and approved by the entire organisation. It must be an action that enables the manager to get best performance and productivity from subordinates. If, for example, a manager has to coach subordinates or explain certain actions to them to enable them perform their tasks, then the manager is engaged in a management activity for the day.

### **13.7 Management Role**

Managers relate with their peers in a specific way, different from how they relate with subordinates and external stakeholders. Managers are identified with rights, duties and responsibilities at work. All of these define their role in work organisation. Back at home, they play another role as fathers or head of the family. Role switch is therefore inherent in the daily activity of every manager. In the same way, management role is what the entire leadership of an organisation is expected to do legitimately, and rightfully recognized by all members of the organisation.

### **13.8 Management Tasks**

First and foremost, a task is any piece of work that must be performed and completed at a particular time. It is deemed obligatory when the individual involved accepts it. In this sense, management task is what managers must do for the benefit of the entire organisation. It is not negotiable once agreed. If a manager has to monitor his subordinates to ensure that they work effectively, then he is engaged in a management task. Whatever managers have to do is a management task. In normal time, managers have to plan, delegate, organize, budget, track, negotiate and lead. These are management tasks among others.

### **13.9 Organisational Process**

This is a set of procedures that outline how a task is to be performed. It is an established structure for doing things, and for members to relate formally with one another, guided by rules and regulations. The focus is on procedures and due process.

### **13.10 Conclusion**

Acquaintance with knowledge of management helps to improve our performance and productivity. Indeed, knowledge of the process of doing things in an organized setting makes

for efficiency. Management itself is a process as much as it is a set of behaviours. Therefore, it is needful to give people a better orientation of the nature, operation and dynamics of management. Management is a wide area of study and application which a single textbook or chapter cannot completely cover. Its definition can be traced to many dimensions, but principally it is about attaining efficiency, results, productivity and maximization of available resources. It is sufficient for the chapter to provide insight into the characteristics of management.

### Review Questions

1. Management is practiced everywhere and by everyone. How true is this statement? Explain.
2. Why are management principles important? Do you have any argument against them?
3. If you start a new small scale business, how will you manage it in the first six months?
4. The success or failure of any business lies on managers' behaviour. Do you agree or disagree?
5. What role does communication play in the work of managers?

### Multiple Choice Questions

1. Supervisors and their subordinates interact by .....
  - A. familiarization.
  - B. rules.
  - C. responsibility.
  - D. order.
2. Which of the following management functions is the most important?
  - A. Marketing
  - B. Production
  - C. Sales
  - D. All of the above
3. Organisational members pursue common .....
  - A. objectives.
  - B. attitudes.
  - C. ideas.
  - D. specialization.
4. All the following are identified with productivity **except**....
  - A. process.
  - B. beliefs.
  - C. tasks.
  - D. principles.
5. As a manager, if you are confronted with different options to a problem, what would you do?
  - A. Convene a staff meeting.
  - B. Penalize those responsible.
  - C. Analyse the options.

D. Find the cause of the problem.

### Answers to (MCQ)

- B
- 2 D
- 3 A
- 4 B
- 5 C

### Case Study

**The case study below gives insight into management operation and how accidents are handled at Air Base Command.**

If the supervisor has a second accident within a twelve-month period, they remove him and demote his boss. The only excuse is equipment failure over which the supervisor had no control. “Not bad,” said the Commandant, “although I’d have to go upstairs to get authority to remove or demote people but perhaps there is some other way to accomplish the same end.”

“Sir,” said the Chief Safety Inspector, “I am impressed by my colleague’s ideas and think we might try them. But I have three other proposals. One, we might systematically encourage accident-anticipation reports. We have a suggestion system that includes suggestions on safe operations and it works well. But we might ask each commander and each supervisor to give us a monthly report on everything within his authority that might pose even the slightest potential safety hazard whether equipment, operations, or the way we staff or train. My second possible suggestion would be for regular monthly safety meetings in each area of the base devoted to the question: what can each of us do to make the work totally safe? And my third suggestion we might have one presentation at each of these meetings in which one commander or supervisor reports on what methods he has found effective in making his operation accident-proof.”

“Do you think you could do these things without running up costs to the point where we get Washington on our back, and without impairing the combat effectiveness of the Command?” asked the Commandant. Both men thought it could be done or at least there was enough probability to try each approach experimentally in a part of the base.

**Source:** ‘Safety at Kajak Airbase’ In: Drucker, P.F. (1977) *Management Cases* London, Heinemann

### Questions

1. Discuss the management practice you observed in the case. Is it appropriate? Why or why not?
2. If you were the Commandant in question, what might be your reaction?

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## CHAPTER 14

### CONFLICT MANAGEMENT

#### 14.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- a) Recognize causes and sources of conflict;
- b) Devise strategies to handle conflicts; and
- c) Demonstrate the role of communication in the management of conflicts.

#### 14.1 Introduction

Conflict is a common feature among people. When people understand the nature of conflict, and are convinced that conflict is normal, they will be able to reach a resolution without aggravating the situation. It is therefore pertinent to examine types of conflict, causes and strategies for handling conflicts. These shall be the focus of this chapter. But, of course, attention shall also be given to the role of communication. This is crucial for conflict resolution.

#### 14.2 Conflict in Organisation

Conflict is inevitable among human beings, particularly in work place settings. Conflict is divergence of views and interests as expressed by individuals in a setting. Definitions of conflict are not uniform because they suggest different perspectives. However, a common point to observe in all definitions of conflict is disharmony or incompatibility. As a practical example, conflict may be seen as any behaviour exhibited by an individual that may hinder the attainment of another individual's goals and objectives. It is indeed an opposing attitude or behaviour. Individuals, groups and organisations exhibit conflicts at some time. Conflict emerges when two views or ideas are incompatible.

In another sense, when what appears to be a normal or traditional situation is challenged by a new idea, conflict immediately emerges. Such terms as opposition, resistance, incongruence, clash of thoughts, disparity, divergence and variance help to assist a mental understanding of conflict. Conflict is either a challenge or an opportunity for a manager, depending on the manager's experience, skills and ability to handle situations. We may therefore define conflict as the state of incompatible behaviour exhibited by two or more parties. For the purpose of illustration, if a work team has a project to execute and half of the members are of the view to adopt one approach while the other half strongly rely on another approach, conflict is deemed to have emerged. This is a simple case of divergence of views, and if it is

pressed further without understanding or resolution, the entire work team may not achieve its objectives.

However, conflict can result in a better understanding of the parties involved if they can carefully listen to each other, and analyze the issues in conflict. Within the organisational set-up, conflicts emerge between managers and subordinates, between the workers' union and management, between the supervisor and his team, between shareholders and management, and between one department and another. There could be a conflict between suppliers and the company. Conflicts are nonetheless of diverse types.

### **14.3 Types of Conflict**

Conflicts can be categorized accordingly to enable us trace their origin as well as analyze them. Conflict is observed to be of six types. Understanding each type of conflict could help analyze the nature and dimension of conflict. We examine the following.

#### **1. Interpersonal Conflict**

Interpersonal conflict occurs between two people as a result of personality differences, opposing interests, values, objectives and goals among others. It is essentially a personality issue. It may also be about disagreement on personal principles.

#### **2. Intrapersonal Conflict**

This is entirely restricted to an individual. The individual is divided or at crossroads over an issue. For instance, a professional may be disturbed over the direction of his loyalty. Faced with a problem that requires giving loyalty to either his employer or his professional association, what should be the individual's decision? This is obviously a personal conflict because either choice is important. Where should the individual's loyalty go?

#### **3. Intergroup Conflict**

When opposing views or interests arise between two groups either within or outside an organisation, both groups experience what is called intergroup conflict. Basically, it is the conflict between two groups.

#### **4. Intragroup Conflict**

On the other hand, intragroup conflict occurs among the members of a group. That is, such conflict is restricted to only one group. It is viewed as an internal conflict. Members of a group may disagree over procedures, approach or direction to follow.

#### **5. Inter-organisational Conflict**

Within the same industry, say the banking industry, for example, two banks may be in conflict over customers' transactions. An inter-organisational conflict occurs between two companies. They may not necessarily be operating in the same industry.

#### **6. Intra-organisational Conflict**

This is the type of conflict that occurs within an organisation. It may be a labour issue spearheaded by the labour union. The management of organisation may be at variance over whether or not to downsize the workforce.

### **14.4 Causes of Conflict**

Technically, there is a difference between the 'cause' and 'source' of conflict. 'Source' is where the conflict is coming from while 'cause' is what is immediately responsible for the

conflict. But some authors tend to use 'source' and 'cause' synonymously. In his book, *Management and Organisational Behaviour*, Mullins, L. J. treats the sources of conflict as differences in perception, limited resources, and nature of work activities, role, inequitable treatment and task encroachment. There are diverse causes of conflict. Each cause is peculiar to the parties involved in the conflict. We will highlight some of the causes as follows;

a. Lack of Clarity about Role in Organisation

If individuals are not clear about their work roles in an organisation, there will be conflict. It will result in lapses and buck passing. Such a situation does not give room for focus. People should be clear about their position in the organisation. When this happens, others will know who should be held responsible for lapses and actions.

b. Perceived Injustice

Lack of fairness in the treatment of people results in conflict because those affected will complain. People want to be treated right. Special treatment given to a few to the neglect of others will attract conflict, hatred and aggression.

c. Management Apathy

Attitude of indifference shown by managers to subordinates will cause conflict. In particular, where senior management demonstrates lack of concern about the welfare of employees, it elicits internal conflict from the employees concerned. Managers should not expect to attract the loyalty of employees against whom they discriminate.

d. Unhealthy Work Environment [This can actually be a source.]

This is also a welfare issue. Employees who are not satisfied with their working conditions will evidently agitate for better conditions. Where management does not respond satisfactorily, friction arise which may affect employees' performance and productivity.

e. Lack of Information [Relate this to ineffective communication]

If people are denied of the right information, they may fabricate information or resort to rumours, which may eventually result in conflict, especially where such information is inaccurate and damaging.

f. Unclear Organisational Structure

Structure is about the arrangement of positions, showing the hierarchy of interaction in the organisation. If the hierarchy is unclear, it leads to conflict among the personnel.

g. Poor Attitude

People's attitude is a function of the information they receive, what they see and their expectation. Poor attitude, however, may be the result of lack of training. But in the main, it leads to conflict because an individual with a poor attitude is seen in bad light.

h. Goal Incompatibility

Where the goals of two or more individuals are at variance, they may not be able to work together in harmony. This again is another cause of conflict. It also applies to employees whose personal goals, beliefs and objectives are at variance with those of the organisation.

### **14.5 Strategies for Handling Conflict**

Conflict should not be allowed to linger on in any organisation. If conflict is allowed over a particular issue among staff, it results in de-motivation and dwindling performance. Consequently, it is ideal to devise strategies in response to conflicts. No one strategy is the



best for all conflicts. But the type and nature of each conflict tend to dictate the type of strategy appropriate. For this reason, there are different strategies, and choice of strategy is open to the parties in conflict.

Once a problem has been discovered as the cause of conflict, the parties involved can note it and ensure that the problem is not allowed to re-occur in future. This is done by addressing it with an appropriate solution after engaging in a fact-finding exercise to discover how and why the problem emerged in the first instance. It is important to trace the cause of a conflict since knowledge of the cause equally helps to resolve the conflict. Conflicts can be addressed by adopting the measures or strategies stated below. These are by no means the only available strategies, but they are promising, having been used at various times with success.

- a. Accommodating the other party's view
- b. Identify the main cause of the conflict
- c. Engage dialogue
- d. Listen actively
- e. Conduct proper investigation
- f. Seek mediation of a third party if considered necessary
- g. Engage collaboration
- h. Seek common solution
- i. Create an atmosphere of neutrality

#### **14.6 Role of Communication in Conflict Management**

Effective communication is important in handling conflict, and preventing it from escalating into chaos. Indeed, effective communication could prevent conflict in the first instance. Sometimes, conflict emerges because one of the parties fails to pass the right information and follow up on it. If communication is right and every piece of information is clearly explained and understood, conflict may not arise. If it does, it may be just minimal and easy to resolve on the spot. Poor communication, as explained above, is one of the causes of conflict.

Communication presupposes that the two parties involved ask questions to clarify what appears to be misleading or contrary to expectation. Communication involves listening, attention, and use of cues, feedback and body language. These must be evident in the interaction between opposing parties to help them attain resolution. Beyond that, communication also involves the elements of openness, trust, eye contact and verbal illustrations. Use of these elements to a large extent helps to put conflicts in check. Because of personality and perceptual differences, conflict cannot be completely eliminated, but it can be effectively managed and reduced to the least minimum. We can learn from the following:

A good manager doesn't try to eliminate conflict; he tries to keep it from wasting the energies of his people... If you're the boss and your people fight you openly when they think you're wrong--- that's healthy. If your people fight each other openly in your presence for what they believe in--- that's healthy. But keep all the conflict eyeball to eyeball.

Source: Townsend, R. (1985) *Further Up the Organisation* Coronet Books, p.39

#### **14.7 Conclusion**

Conflict is totally unavoidable no matter how an individual may try. However, it is important to understand its nature, dimensions, and strategies that could be adopted to manage it.

Seeking a resolution to any conflict adds value to relations in work places as much as it enables parties to continue to pursue organisational goals. We have seen that communication is vital. Absence of proper communication is one of the major causes of conflict. Yet communication is also one of the major tools for resolving conflict. It implies then that significant attention should be given to communication.

### Review Questions

1. How would you explain the role of communication in a conflict situation?
2. If you ever had intrapersonal conflict, describe how you felt, what it was and how you resolved it.
3. Comment on sources and causes of conflict.
4. If you don't understand the cause of conflict, you cannot handle it. Examine this statement.
5. Why are conflicts inevitable among group members?

### Multiple Choice Questions

1. Resolution to employee conflict in a manufacturing company should include the following **except**...
  - A. cooperation.
  - B. collaboration.
  - C. competitiveness.
  - D. open communication.
2. In an intense conflict situation, one of the parties could seek ...
  - A. compromise.
  - B. recognition.
  - C. complicity.
  - D. legal intervention.

### Read the excerpt below and use it to answer questions 3 and 4.

Mr. Omoh made a report against the misdemeanor of some night shift staff, but the manager gave no feedback on the report. Eventually, a machine was damaged, resulting in a conflict between Mr. Omoh and the shift staff.

3. The source of the conflict can be traced to ....
  - A. the manager.
  - B. Mr. Omoh.
  - C. some shift staff
  - D. machine damage.
4. What is the cause of the conflict?
  - A. Mr. Omoh and the shift staff
  - B. The machine damage
  - C. The manager
  - D. Some shift staff
5. Identify the most valid statement about conflict management strategies.
  - A. All strategies are the best.
  - B. Every strategy resolves a conflict.
  - C. One strategy is as good for all conflicts.

D. No single strategy is the best for all conflicts.

### Answers to (MCQ)

- C
- 2 A
- 3 A
- 4 B
- 5 D

### Case Study

The tight economic situation within the organisation compelled few employees to be available to do the same work. For instance, the work load of the methods department is not particularly reduced because of lower production schedules but is often increased in certain respects. Mr. Lamsky was gratified at the response of departmental employees during the first several months of economic turndown. Majority of the supervisory and professional employees began putting in extra hours during evenings and weekends in order to meet departmental commitments and deadlines. Of recent, Mr. Lamsky detected other employee attitudes that he believes are signs of a developing problem.

On three specific occasions he heard of employee complaints about the overtime work necessary to complete assigned tasks. As one of the engineers expressed it, “The company is getting a lot of free labour under the present arrangement, and I don’t see any end in sight.” Although it is not clear whether the two are related, several engineers have also left the department recently in order to accept job offers with other companies, even though this meant forfeiture of company contributions in their investment fund accounts and even though the salaries they received in their new jobs were not significantly higher.

Source: Kazmier, L.J. *Management*

### Questions

1. Can you trace any conflict in the case above? What is the source? Identify its cause(s).
2. Did you notice any attitudinal issue? What is the consequence, if any?
3. If you have noticed any issue in the case, how can you address it?

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## CHAPTER 15

### MANAGEMENT DEVELOPMENT

#### 15.0 Learning Objectives

At the end of this chapter, candidates should be able to:

- a. Distinguish between management development and tools of management development; and
- b. Show how management development can enhance both career development and performance.

#### 15.1 Introduction

Management development introduces individuals to orientation in the work of managers, tools and culture of management. Anyone who aspires to rise into the management cadre in organisations needs to be exposed to knowledge, skills and the capacity required to take up the challenges that managers are trained to face. The key word in this chapter is 'development.' Development is a wide concept for discussion. It is a subject that transcends all walks of life. But in this chapter, it shall be viewed from the perspective of what an individual needs to do to add value to his/her character, worth and pursuit of goals/objectives. Our focus shall be within the context of organisation. You will also understand that organisations, represented by managers can help subordinates to engage in learning activities that improve work performance. We shall also review succession planning and leadership.

#### 15.2 Concept of Development in Organisational Setting

The word 'development' has a number of meanings and cuts across fields of study. For the purpose of this chapter, we restrict it to exploration of human capacity to equip self with the resources required to face and overcome future challenges. There is the latent philosophy that all individuals have some abilities hidden in them. But they need to discover and channel them to productive use. Development is the process of discovery of self-ability through learning, observation and participation in an activity. Most management scholars identify development essentially with learning.

Development in the main is attributed to any set of activities which equips and prepares an individual for future challenges and responsibilities, but much more with focus on career growth and better performance. In essence, development is orientation for the future. For the purpose of illustration, a factory supervisor who aspires to become a manager in future must start now to take management courses, observe and study what managers do. Taking these learning activities will equip him with the capacity to handle a management position in future. Development is therefore goal and objective-tied.

The management guru, Peter F. Drucker sees management development as a challenge that is a task, to employees to drive at self-improvement, and growth while looking into the future. According to him, management development is futuristic. Another scholar, G. A. Cole

concur that management is a design for management effectiveness. Inevitably, it relates to a planned attempt at improving managerial effectiveness, efficiency and entirety through a deliberate process of learning.

### **15.3 How to Equip Employees for Advancement**

Employees need not be stagnant in a particular role for long. It yields monotony, frustration and de-motivation, bereft of challenging opportunities. There is motivation in learning from new challenges and making upward progression. New skills and fresh knowledge from research are available to enable employees add value to themselves, the organisation and customers. This trend therefore necessitates preparation for new learning to enable career advancement. There is in existence an array of learning platforms, and programmes for employees both within the organisation and outside. At the point of entry into organisation, employees should be encouraged to embark on the path of self-development. This should be clearly stated in the manual with regular reminder and follow-up calls from the human resource department at quarterly intervals.

Continuing professional development programmes are available at the instance of professional associations, and tertiary institutions local and abroad. Employees can take advantage of these opportunities to acquire new learning, and gain insight from experienced researchers and practitioners in the field. Mentoring is another tool for advancement. Where an employee is attached to a manager or experienced supervisor, such employee can draw from the experience of the mentor. Mentors are experienced with deep insight, understanding and cutting-edge wisdom acquired over decades of engagement. They can share career knowledge and counseling with employees who aspire to advance their career.

Employees could read professional and academic journals by subscribing to them. Regular reading of these journals is another way of acquiring practical field knowledge. Membership of professional bodies and attendance at workshops and conferences will support employees' desire for career advancement. Nowadays, the Internet is replete with resources found in virtual libraries and the presence of organisations that are ready to provide knowledge to seekers. A laptop or smartphone with Internet connection is all any individual needs to connect learning. There are part-time and distance learning programmes organized by local and foreign institutions that can meet employees' work needs, provided they show the initiative and are objective-driven.

Within the organisational setting, managers and supervisors could organize brainstorming sessions for a select group of employees, depending on the immediate need. Brainstorming presupposes that a problem needs solution, and a team already exists to tackle the problem. Within a department, problem-solving study groups can be organized, but members of the group must have a common interest and demonstrate the ability to share knowledge. Figure 25.1 below shares some of the methods that individual employees can adopt to advance learning in preparation for career progression.

### **15.4 Training and Learning**

Training is an indispensable tool used to modify human thoughts, ways of doing things and to raise standards. Training is a learning activity, but with objectives. It is designed for the

acquisition of specific knowledge and skills in line with the requirements of a job or performance of tasks. Training adopts a systematic procedure. Where there is knowledge or performance gaps observed in an employee, training is organized to correct the gap. Training essentially focuses on task performance. In like manner, it has the potential to improve skills, efficiency and effectiveness. It equips individuals with competence for operation in the organisation. Training action is initiated by the trainer (source) whereas learning is action received by the learner (destination).

Learning, on the other hand, is the process of receiving knowledge, skills, values and understanding in order to fit into the individual's immediate environment. Both training and learning modify the individual's behaviour. Training and learning are interactive processes, each of which is conditioned by a number of psychological factors. While the learner must be cognitively ready to absorb items of learning, the trainer must choose an appropriate method to deliver the contents (what is to be taught). The box below shows examples of available methods of training, but not exhaustive.

**Fig. 15.1: Methods of Delivery**

Discussion	Counseling
Case study	Understudy
On-the-job- instruction	approach Delegation
Coaching	Demonstration
Lecture	Observation
Seminar	Workshop
Job rotation	Group assignment

In the job context, managers design training for the acquisition of new skills, to improve old skills and to share new knowledge of how a task may be better performed. Trainers may use a combination of methods to achieve their tasks. It is appropriate for trainers to find out and understand the level of education of those being subjected to training before selecting any method of training. Trainees' educational level and work experience among other factors guide the trainer and dictate the direction to follow. But essentially, the trainees' knowledge or skills gap should guide the trainer in determining the content of training.

### **15.5 Succession Planning**

Organisational structure is an integral feature of succession planning. In other words, succession planning cannot be determined without incorporating the structure of the organisation. It is the personnel who are found to be adequately equipped that can step into any vacant position within the organisation as some employees exit either by death, resignation or dismissal. Succession planning is the process of determining the availability of employees and their readiness to take over other positions when they fall vacant. The outcome of the process is a succession plan that is monitored accordingly. When senior managers, especially those in the human resource department, are engaged in determining who is fit to take over positions in the immediate future within the organisation, they rely on

a succession plan. For organisations that are systematic in their approach, they first embark on management development to prepare employees for the tasks ahead.

A programme of management development is designed to produce individuals among the current stock of employees to succeed the current team of managers in the nearest future or as events may turn out. Succession planning is a systematic programme or exercise of identifying successors for the current team of managers. A better way to understand succession planning is to ask the following question: Who fills the vacant positions when the current stock of employees is affected by retirement, promotion, transfer, withdrawal of service or dismissal from internal arrangement as the case may be? These are events that can occur abruptly or at short notice. If no prior plan is in place, the organisation will run into manpower shortage. This is one of the major reasons for engaging in succession planning. It is therefore a programme that promotes and strengthens career progression, employee motivation and management culture, considering that current employees are first given attention to fill any vacant position before relying on the external pool of candidates.

### **15.6 Leadership**

Leadership is about giving direction to people. In the context of a corporate organisation, leadership is about setting the pace with objectives and motivating employees to commit themselves without coercion. Leadership has been defined by scholars in many ways. While it is seen as the ability to influence others, it is also eliciting commitment of people to the pursuit and attainment of tasks, and goals. Leadership is a dynamic process that exhibits different shades of behaviour from both the leader and followers. Anyone who is given the responsibility to manage people provides a form of leadership. The word 'leadership' also refers to senior managers and directors at the top level of organisation. These are the policy makers who provide the mission, goals and objectives of the organisation.

Once there is a group of employees with a task to perform as a team, someone must take the leadership role. An individual must take the lead to guide, coordinate, motivate and speak on behalf of others. Leadership may appear simple, but it is not an easy task because human beings are complex in behaviour and difficult to lead. This is so particularly because of individual differences. Personality and perceptual differences, according to psychologists, create diversity of views which the leader must be prepared to accommodate and manage otherwise he will run into obstacles. For these reasons, a leader needs to possess some qualities, skills and characteristics that will enable him to cope as well as carry followers along. The box hereunder a number of such attributes that leaders should possess.

**Fig. 15.2: Leadership Qualities**

Integrity	Expertise
Honest	Charisma
Conflict	Tact
Management skills	Dependability
Communication skills	Sense of duty
Analytical skill	Empathy
Courage	Intellectual capacity
Decisiveness	Self-confidence

There are, however, styles of leadership. Every leader adopts a particular style that tends to fit the situation. Choice of leadership style is also determined by the leader's personal values, personality and immediate environmental needs. From observations, styles of leadership differ among individual leaders, whether in a work group, social group or at the organisational level. Style of leadership is the particular pattern or manner of approach adopted in relating with issues and followers. Writers such as Douglas McGregor, J. Adair, F. Fieldler and H. Mintzberg among others have examined the dynamics of leadership style and documented volumes of knowledge in the field. The following styles have been identified, although later management studies have found other styles.

**Autocratic Style:** A leader who is autocratic dictates and expects others to accept his views. He gives no room for interaction. By nature, such a leader does not encourage collaboration. He takes decisions solely without consultation, and does not expect to be criticized or questioned openly.

**Democratic Style:** The democratic leader is an individual who encourages cooperation and participation of follows in decision making, discussion and problem-solving process. He allows everyone the right to have a say. He promotes inclusion and welcomes ideas.

**Laissez-faire Style:** The leader who practices this style allows workers freedom of expression, choice of action and decision making without even consulting him. Workers and group members under the laissez-faire leaders are at liberty to express their action.

**Transactional Style:** The leader attempts to create a relationship that takes cognizance of the interest of followers/subordinates. It is a relation of mutual understanding, respect and interdependence.

**Transformational Style:** The leader provides a clear vision, explains it and creates an atmosphere of loyalty, fairness and trust such as to motivate the commitment of subordinates.

### **15.7 Conclusion**

Improvement of any situation or condition requires planning and conscious efforts by those concerned. For employees' relevance and career growth in the workplace, continuous development through diverse routes is non-negotiable. The capacity for better performance, higher productivity, and to rise in one's career, is rooted in commitment to, and engagement in management development. However, efficient leadership, succession planning, continuity



of organisation and value services are all hinged on management development. But it must be driven by well-articulated objectives. Moreover, careful examination of our topic in this chapter shows that organisation can only go as far as its leadership can envision. Leadership that is committed to management development will always attain strategic cutting-edge. A vital element to observe in our discussion in the chapter is the impact of communication in management and leadership activities. If communication goes wrong, conflict will arise. Communication connects managers and subordinates; leaders and followers. Communication is therefore the linker.

### **Review Questions**

1. It is assumed that you currently occupy a position in a company and desire to head the human resource department. How can you achieve your vision?
2. Without proper succession plan, an organisation risks future existence and competitiveness. Comment on this.
3. Leadership is about learning. Do leaders in your country really learn?
4. Identify and evaluate two problems of management development in your organisation. Enumerate some solutions to them.
5. What can be done to employees who are unwilling to advance their career in spite of available opportunities?

### **Multiple Choice Questions**

1. Attachment of an employee to a superior outside routine tasks promotes....
  - A. personnel interaction.
  - B. job delegation.
  - C. leadership learning.
  - D. management development.
2. We understand that lack of succession planning may result in....
  - A. training.
  - B. manpower crisis.
  - C. staff exit.
  - D. self-development.
3. The best leaders are .....

  - A. people-focused.
  - B. task-focused.
  - C. people and task-focused.
  - D. strategy-focused.

4. Which of the statements below best describes occurrence in organisations?
  - A. Development produces a rounded organisation.
  - B. Top managers unwillingly promote self-development among aspiring managers.
  - C. Management development programmes are built around corporate objectives.
  - D. Managers are cautious of employees' career growth.
5. The impact of employee training can be deduced from....
  - A. attainment of objectives.

- B. evaluation of cost.
- C. use of training methods.
- D. employees' participation.

### Answers to (MCQ)

- D
- 2 B
- 3 C
- 4 C
- 5 A

### Case Study

Here is what the consultant said, "Tell your candidate to spend ninety days sitting down with small groups from each area, the department head, say, and a handful of employees, both a few experienced ones and a few young and green ones. Where do they see opportunities to do the job better? What do they have to know, what do they have to learn? What information and knowledge do they need and what tools? Make sure that they think through each of the three dimensions of the hospital job separately ---- technical skills, organisational relationships within the hospital and between its groups, and patient care. And then ask your new training director to submit to you a statement of learning priorities for each area and each group ---- and then you, the training director, and the department heads together work out a plan for in-hospital training.

Then you'll find out what courses you need, where you want discussion groups, in what areas you are going to have each group have its own program--- that'll probably be the case for most technical skill areas, I imagine --- and you can bring people from various departments and areas together to learn from each other. Above all, emphasize to your training director and to your department heads that the training director's first job is not to be a trainer. It is to get other people to be trainers ----- nobody learns half as much as the person who is forced to teach. And what you are after isn't a big program and spending a lot of money. What you want is to create a climate of continuous learning throughout the whole hospital."

The hospital administrator was not impressed. "That's just common sense," he thought, "and one doesn't need to consult a big expert for that."

Source: 'The New Training Director in the Hospital' In: Drucker, P.F. *Management Cases* London, Heinemann pp. 55-56

### Question

1. What issues do you observe in the case?
2. What do you think the first speaker seems to be suggesting and why?

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