Women In History
Wilma Rudolph

Olympic athletes spend hours training, starting at an early age. Many athletes are strong and excellent in their sport but never make it to the Olympics. Those who do make it to the Olympic games often do not win medals. And these are the top athletes of the world. Wilma Rudolph not only made it to the Olympics, she won three gold medals. Think that was amazing? Wait until you hear the rest of the story!

Wilma Rudolph was born on June 23, 1940, in St. Bethlehem, Tennessee. She came from a very big family. There were 19 children in her family and she was the 17th. The family moved to Clarksville, Tennessee and that is where Wilma grew up. When Wilma was young she had polio and scarlet fever. The polio left her without the use of one of her legs. Her large family helped her by massaging her leg every day. She needed to wear braces to walk. Eventually she was able to walk with a special shoe. After about three years she didn’t need the special shoe anymore.

In high school, Wilma played basketball and ran track. She broke all the state basketball records and won all her track meets. Wilma went to Tennessee State University and started training for the Olympics. In July of 1960, Wilma went to the Olympics in Rome, Italy. She won three gold medals and was called the “World’s Fastest Woman”. She was later named Female Athlete of the Year.

Wilma became a coach, an athletic consultant and director in Chicago, Illinois. She died in 1994 of a brain tumor. Wilma will be remembered for her courage as a young child overcoming her illness, and for her athletic ability, and her dedication to reaching her goals.

ANSWER THE QUESTIONS:

   a. basketball
   b. Olympics
   c. Georgia State University
   d. none of these

2. Which of the following is TRUE?
   a. Wilma Rudolph was born in Rome, Italy.
   b. Wilma Rudolph won Olympic medals in swimming.
   c. Wilma Rudolph was one of nineteen children.
   d. None of these

3. Wilma Rudolph attended college at ____________.
   a. The University of Utah
   b. Michigan State University
   c. Tennessee State University
   d. none of these
4. Wilma Rudolph lost the use of one her legs as a child because of
   a. an automobile accident
   b. a boating accident
   c. polio and scarlet fever
   d. all of these

5. What was Wilma Rudolph called after the Olympics?
   a. The Best Reader in the United States.
   b. The Fastest Woman in the World.
   c. The Prettiest Basketball Player Ever.
   d. None of these

6. What is the main idea of this writing?
   a. Wilma Rudolph was ill as a child.
   b. Wilma Rudolph was courageous and reached her goals.
   c. Wilma Rudolph was a basketball player.
   d. None of these

7. What is the author's purpose of this writing?
   a. inform
   b. entertain
   c. persuade
   d. sell

What do you admire most about Wilma Rudolph?

Have you or someone you know worked hard to achieve a goal?
Write about it.
### Audit 1

<table>
<thead>
<tr>
<th>TRAINEE 1</th>
<th>Question</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rep spoke at a speed that was easily understood by the customer</td>
<td>Rep tends to speak fast but does not seem to impede progress of the call.</td>
</tr>
<tr>
<td>2</td>
<td>Rep’s accent did not interfere with communication in any way</td>
<td>Rep’s accent is noticeable but does not interfere with communication in any way.</td>
</tr>
<tr>
<td>3</td>
<td>Rep and customer were able to understand each other’s comments without having to repeat information</td>
<td>Reaffirmed issue but did not understand it the first time.</td>
</tr>
</tbody>
</table>

**Additional Comments**

<p>| 4         | Rep actively listened to the customer without interrupting | Rep listened to the customer without many interruptions. |
| 5         | Rep demonstrated concern and willingness to assist the customer (Empathy) | Rep showed all willingness to assist the customer. |
| 6         | Rep adjusted responses based on customer requests, frustration or other feedback. | Rep was able to adjust responses according to customer requests. |</p>
<table>
<thead>
<tr>
<th>TRAINEE 2</th>
<th>Question</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rep spoke at a speed that was easily understood by the customer</td>
<td>Rep speaks at a speed which is fine with the customer.</td>
</tr>
<tr>
<td>2</td>
<td>Rep's accent did not interfere with communication in any way</td>
<td>Rep's accent is noticeable but does not interfere with communication in any way.</td>
</tr>
<tr>
<td>3</td>
<td>Rep and customer were able to understand each other's comments without having to repeat information</td>
<td>Rep had to repeat many comments as she is too soft spoken. Customer asks rep to repeat as he cannot hear her.</td>
</tr>
</tbody>
</table>

**Additional Comments**

| 4 | Rep actively listened to the customer without interruption | Rep listened to the customer without interruption but customer did ask rep to repeat comments as she is too soft on the call. |
| 5 | Rep demonstrated concern and willingness to assist the customer (Empathy) | Rep showed willingness to assist customer. Customer is going along with the flow of the call. |
| 6 | Rep adjusted responses based on customer requests, frustration or other feedback. | No proper explanation or apology for the delay in providing a solution when customer stated that it was taking too long. |
INTONATION

- Intonation shows the speaker's ATTITUDE
- Intonation can indicate certainty, uncertainty, entusiasm, boredom, and so on.
- It helps us identify the mood of the customer as in whether the customer sounded unhappy, tired, sneering, self-satisfied, sarcastic, and so on.

TWO BASIC PATTERNS OF INTONATION

THE RISING TONE

If the customer finishes a sentence with a rising tone, we are likely to understand that they wish to continue speaking or are seeking some kind of feedback, such as an answer to a question or some information. It is used at the end of all closed questions (a question that requires a simple 'yes' or 'no' as an answer).

This tone is also used when the customer is unsure, or in an argumentative mood.

THE FALLING TONE

This tone is used to express a definite statement, to indicate that the speaker is about to stop talking, at the end of a list to show that the list is complete, or at the end of an open question (a question that requires more than just a 'yes' or a 'no' as an answer)

WHEN THE CUSTOMER USES THE RISING TONE, THE AGENT MUST USE A FALLING TONE TO AVOID AN ARGUMENT OR ANY CONFUSION.
RATE OF SPEECH

You have practiced your pronunciation, you are also aware of syllable and sentence stress, but for some reason, the customers over the telephone still have trouble understanding you.

WHY?

The answer is simple, you are speaking too fast! Many native Indian speakers have a very fast rate of speech which, when combined with a slight difference in accent to that of The native English speaker, can confuse the customer.

To overcome this slight barrier to communication, we need to look at setting our speech at a reasonable 'pace', and also to be aware of 'thought groups'.

WHAT ARE THOUGHT GROUPS?

Unlike written English, when we speak English our listeners don’t see the punctuation, instead we group words by their meaning (thought groups), and pause between them. A ‘thought group’ is a group of words which convey a single idea, and which usually link onto another thought group, with a pause in between. It's important to know where to put the pauses in the sentences so that you can sound more like a native-speaker.

SYLLABLE STRESS

A syllable is a unit of sound within a word that consists of a single uninterrupted vowel sound, with or without consonants either side of it. A syllable cannot consist of only a consonant sound.

For example: lo - ca - tion .....this word has 3 syllables

English is a stress-timed language. This means that certain syllables within a word are stressed more than others (syllable stress) and that certain words within a sentence are stressed more than others (sentence stress).

Example of syllable stress:

cal

Lo - ca - tion

Only one syllable in the word is stressed more heavily than the other two. On the stressed syllable the voice is louder and of a slightly higher pitch. Indian languages.
however, are syllable-timed languages, which means that all syllables and words are stressed equally.

GUIDELINES TO SYLLABLE STRESS

1. For most of the words which end in the suffixes:

- -tion, -ity, -ical, -ial/-ual, -ify and -ile,

You need to stress the syllable before the suffix.

- -tion: Location
- -ity: Capability
- -ical: Political
- -ial/-ual: Annual
- -ify: Identify
- -ile: Fragile

2. For words ending in -olve, -ect, &coontaining the sound ‘or’, ‘ar’, or ‘er’ in the final syllable, we stress the last syllable.

- -olve: Involve
- ‘ar’ ‘er’ ‘or’: Alarm, Sincere, Afford
- -ect: Respect

3. In a compound noun (a noun consisting of more than one word) the stress on the first word would be harder than the second.

   Telephone number  Area code  Zip code

4. In capital letter abbreviations, stress the last letter.

   FBI               USA       UK

TRANSITION OF NOUNS / ADJECTIVES TO VERBS

Syllable stress can also alter the meaning of a word depending on where that stress is placed. This syllable stress can affect nouns, verbs and adjectives.

With nouns and adjectives, the stress is on the first syllable, but shifts to the second syllable with verbs.

For example the word ‘convert’ can have two meanings. In the following sentence, the first ‘convert’ is a noun, whereas the second ‘convert’ is a verb.

She is a muslim convert, she chose to convert.

Thus the correct pronunciation is:

convert

She is a muslim _____ vert, she chose to con_____.
### VOC Audit Scorecard

<table>
<thead>
<tr>
<th>Question</th>
<th>Coaching/Development Required</th>
<th>Neutral/ Acceptable Experience Provided</th>
<th>Outstanding Experience Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Accent</strong></td>
<td>- Rep's accent was thick and hindered the progress of the call.</td>
<td>- Rep's accent caused the customer to misunderstand/mis-hear the rep however the rep corrected the problem by speaking more clearly/choosing different words.</td>
<td>- Rep's accent was a non-factor and did not cause the customer to misunderstand/mis-hear.</td>
</tr>
<tr>
<td></td>
<td>- Rep was not able to circumvent the accent issue to suit the customer.</td>
<td>- Rep had to repeat comments approximately 3 or more times during the call.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rep had to repeat comments approximately 3 or more times during the call.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 Agent Comprehension</strong></td>
<td>- Customer had to repeat comments approximately three OR more times during the call for the Rep to overcome a language OR cultural barrier.</td>
<td>- Customer had to repeat comments approximately once or twice during the call for the rep to overcome a language or cultural barrier.</td>
<td>- Language and cultural barriers were a non-factor and the rep was able to understand the customer the first time.</td>
</tr>
<tr>
<td><strong>3 Pace/Rhythm</strong></td>
<td>- Rep's pace was either too fast or too slow throughout the call.</td>
<td>- Rep's pace was either too fast or too slow but corrected the problem during the call or when first prompted by the customer.</td>
<td>- Rep's pace was acceptable. - Rep controlled the rhythm of the call.</td>
</tr>
<tr>
<td></td>
<td>- Rhythm of the call was disjointed, possibly resulting in rep and customer talking over each other.</td>
<td>- Rhythm of the call was acceptable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rep did not correct the problem to suit the customer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Natural Language vs. Scripting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep did not use a conversational tone throughout the call.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep's responses appeared scripted or robotic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep may have had strong grammatical/sentence structure errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep used phrases in more than one instance during the call which are not common to the customer's culture and may have caused confusion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Customer could have noticed some scripted responses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep may have had slight grammatical/sentence structure issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep did not sound scripted at any time during the call.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep was able to keep conversation flowing naturally.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rep used proper grammar/sentence structure.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Empathy/Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rep's tone was indifferent, dismissive, or impatient.</td>
<td></td>
</tr>
<tr>
<td>- Rep missed empathy opportunities.</td>
<td></td>
</tr>
<tr>
<td>- Rep offered an accountability statement OR Rep took responsibility for trying to resolve the customer issue(s).</td>
<td></td>
</tr>
<tr>
<td>- Rep handled transfers effectively by communicating reason and identifying contact information for the new department, if applicable.</td>
<td></td>
</tr>
<tr>
<td>- Rep provided an accountability statement.</td>
<td></td>
</tr>
<tr>
<td>- Rep took responsibility for trying to resolve the customer issue(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rep did not offer an accountability statement.</td>
<td></td>
</tr>
<tr>
<td>- Rep failed to take responsibility for trying to resolve customer issue(s).</td>
<td></td>
</tr>
<tr>
<td>- Rep handled call flow effectively. No instances of unexplained dead air occurred.</td>
<td></td>
</tr>
<tr>
<td>- Rep effectively managed dead air by building rapport or offering additional information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Dead Air</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Silence lasting 10 seconds or more occurred without any explanation.</td>
<td></td>
</tr>
<tr>
<td>- Customer may have asked if the rep was still on the line.</td>
<td></td>
</tr>
<tr>
<td>- Instances of silence occurred but never exceeded 10 seconds without an explanation.</td>
<td></td>
</tr>
<tr>
<td>- Customer's experience was not affected by the silence.</td>
<td></td>
</tr>
<tr>
<td>- Rep handled call flow effectively.</td>
<td></td>
</tr>
<tr>
<td>- Rep effectively managed dead air by building rapport or offering additional information.</td>
<td></td>
</tr>
</tbody>
</table>
| 8 | Holds | Less than 4 of the following criteria items were met:  
1) Rep communicated reason.  
2) Rep set time frame expectations.  
3) Rep ensured agreement with customer.  
4) Rep thanked customer for holding upon return. | All 4 criteria items were met:  
1) Rep communicated reason.  
2) Rep set time frame expectations.  
3) Rep ensured agreement with customer.  
4) Rep thanked customer for holding upon return. | Rep met all requirements and adhered to the time frames given to the customer. |
|---|---|---|---|---|
| 9 | Understanding the issue(s) (Knowledge of Problem) | - Rep did not understand the problem at any time during the call due to the rep's lack of expertise. | - Rep understood problem well enough to direct customer to perform actions for resolution.  
- Rep did not educate the customer with root cause or summary statement. | - Rep demonstrated superior knowledge of the issue(s).  
- Rep repeated problem symptoms and root cause back to customer, when appropriate. |
| 10 | Active Listening | - Rep did not use verbal nods OR repeat/rephrase customer comments.  
- Rep ignored OR did not respond appropriately to customer questions.  
- Rep did not vary probing pattern when necessary to suit the customer.  
- Rep interrupted the customer approximately three OR more times OR the customer either expressed frustration OR seemed frustrated with being interrupted at any time. | - Rep used some verbal nods and possibly repeated/rephrased some customer comments.  
- Rep responded appropriately to all customer questions.  
- Rep had to vary probing pattern to eliminate customer misunderstanding.  
- Rep may have interrupted the customer approximately once or twice but the customer did not seem frustrated with the interruptions.  
- Rep successfully adjusted questions/responses when prompted by the customer, if applicable. | - Rep consistently used verbal nods and possibly repeated/rephrased customer comments.  
- Rep did not inappropriately interrupt the customer at any time.  
- Rep successfully adjusted questions/responses to match the customer's level of understanding, if applicable. |
| --- | --- | --- | --- |
| 11 | Communicated resolution steps | - Rep provided information in a random order.  
- Rep may have had to repeat information because it was poorly presented.  
- Rep may have been "coached" by customer to provide information.  
- Rep left out vital piece of information. | - Rep provided information sequentially and clearly.  
- Rep controlled the call flow.  
- Rep provided most of the necessary information without having to be prompted. | - Rep first provided a brief explanation of the resolution steps before beginning the process, if appropriate.  
- Rep provided information without having to be prompted. |
| 12 | Ensure Resolution | - Rep did not verify customer issue(s) was resolved.  
- Rep did not ensure customer understood further steps required to resolve issue(s) (post-call).  
- Rep did not respond to customer's request for escalation, when applicable. | - Rep verified customer issue(s) was resolved.  
- Rep ensured customer understood further steps required to resolve issue(s) (post-call) OR rep explained reasons why the issue(s) couldn't be resolved.  
- Rep handled escalation appropriately, escalating when requested. | - Rep sincerely offered future assistance to customer if additional problem(s) occurred. |
Quality Messaging - Consumer Technical Support

Section 1 – Tips for dealing with customers

1.1 Talk about what you can do for the customer before you list what you cannot do.

1.2 Acknowledge the customer's anger. Use empathy, this does not mean you must agree; apologize and state your understanding.

1.3 Hear all of the customer's issue. Do not interrupt.

1.4 Do not engage in debate. Move directly to providing resolution.

1.5 Do not make excuses. Customers are not interested in excuses.
SOFT SKILLS AND COMMUNICATION FINAL REVIEW

1. List a few things that we need to do on every call in order to be able to work towards our goals in Customer Experience.

2. What does intonation help us identify when we speak with a customer? What tone do we need to use when a customer uses a rising tone to avoid any confusion or maybe even an argument? What does a rising tone indicate and what does a falling tone indicate?

3. Many Indian speakers have a very “fast rate of speech” which, when combined with a slight difference in accent is considered a barrier to communication. What are the two things that we need to look at in order to be able to overcome this barrier? Briefly describe in a sentence how we can actually implement them on a call.

4. Where is stress placed in the case of Nouns or Adjectives and in the case of verbs?

5. List a few strategies that can be used to handle difficult customers.
6. What is the difference between “solution overview” and “solution sharing” from the point of view of the Audit Sheet?

7. How does questioning affect call control?

8. What are the three stages in a call where the transparency principle can be applied?

9. How can open ended questions and closed ended questions be used in a call?

10. What are the two important things that need to be performed during a call closure?
## Personal Profile of the Respondents

<table>
<thead>
<tr>
<th>SECTOR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>(i) less than 21 years</td>
</tr>
<tr>
<td></td>
<td>(ii) 21 - 29 years</td>
</tr>
<tr>
<td></td>
<td>(iii) 30 - 39 years</td>
</tr>
<tr>
<td></td>
<td>(iv) 40 - 49 years</td>
</tr>
<tr>
<td>GENDER</td>
<td>(i) Male</td>
</tr>
<tr>
<td></td>
<td>(ii) Female</td>
</tr>
<tr>
<td>EDUCATIONAL QUALIFICATION</td>
<td>(i) Undergraduate</td>
</tr>
<tr>
<td></td>
<td>(ii) Graduate</td>
</tr>
<tr>
<td></td>
<td>(iii) Post Graduate</td>
</tr>
<tr>
<td>TOTAL EXPERIENCE</td>
<td>(i) Less than 6 months</td>
</tr>
<tr>
<td></td>
<td>(ii) 6 months - 1 year</td>
</tr>
<tr>
<td></td>
<td>(iii) 2 - 3 years</td>
</tr>
<tr>
<td></td>
<td>(iv) 4 - 5 years</td>
</tr>
<tr>
<td>COMPLETED A COURSE OR UNDERGONE TRAINING IN BUSINESS COMMUNICATION</td>
<td>(i) YES</td>
</tr>
<tr>
<td></td>
<td>(ii) NO</td>
</tr>
</tbody>
</table>
Annexure 8

Questionnaire Provided to the Respondents

1. The importance of communication skills is being felt widely in the customer service sector.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

2. Better communication skills help customer retention
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

3. Training trainees helps in achieving better communication skills.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

4. Job aspirants trained in the field of business communication are preferred by employers.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

5. Good communication skills can calm an angry customer/caller.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

6. Teaching communication skills to trainees not only involves teaching verbal communication but non-verbal communication as well.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

7. Non verbal communication has an impact on the effectiveness of business transactions.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree

8. Body language like gestures, maintaining eye contact etc. affect communication.
   □ Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree
9. Culture or inter cultural relations have a strong impact on business communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

10. Cross cultural training helps equip employees with skills required to do business in a global environment.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

11. Expressing empathy is seen as a means of assuring a customer.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

12. The use of facts helps in setting the right expectations to the customer.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

13. Politely saying ‘no’ is a negative attribute while trying to close a business deal.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

14. A speaker needs to be more cautious while communicating over the telephone than he would otherwise be in a face-to-face interaction.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

15. In order to be able to solve problems and make the right decisions it is very important to gather all the relevant information

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

16. One of the major barriers of communication occurs when people tend to perceive things based on past experiences and knowledge gathered over the years.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

17. Making assumptions and jumping to conclusions result in misunderstandings and wrong information thereby hindering factual information.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree
18. The use of technical jargon or language hampers business communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

19. Interrupting a customer results in failed communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

20. Good listening skills result in successful communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

21. The importance of turn taking cannot be undermined in business communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

22. Mother tongue influence can be considered a major barrier in communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

23. Clarity in both speech and writing is an essential ingredient in any form of business communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

24. Accuracy in conveying a message with its desired meaning affects the outcome of any business interaction.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

25. Power words or caring responses result in a more comfortable flow of conversation with the customer.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

26. The tone used by a communicator has a strong impact on any form of business communication.

☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree
27. Rate of speech plays an important role while interacting with a customer.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

28. Sentences have to be properly structured with proper usage of words while speaking with a customer.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

29. The ability to offer or provide alternatives helps in gaining customer confidence.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

30. In depth knowledge of the product, process or service results in more effective communication.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

31. The art of persuasion and convincing are key attributes in the field of business communication.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

32. A trainee must first master the art of correct writing before looking into its usage in the workplace.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

33. Trainees should be trained in the art of writing business letters, memos, agenda, preparation of reports and documentation of minutes.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

34. Following up on a business call or taking ownership increases the customer loyalty index.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

35. Communication has become vital to business growth since our economy has firmly based itself on information rather than manufacturing.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
36. Business communication should be a part of the curriculum in many of the upcoming institutes in Shillong.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

37. Faculty in the business schools in Shillong are adequately trained.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

38. Materials on business communication are readily available in the institutes that offer it as a subject.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

39. Train the trainer programmes will result in more effective communication.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

40. There is a need for more institutes which offer business communication as a Subject in Shillong.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree