



STAMFORD COLLEGE MALACCA

DIPLOMA IN CORPORATE ADMINISTRATION

DCA SEMESTER 6

**TEACHING GUIDE:
PERSONALITY
DEVELOPMENT**

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Coursework Breakdown:

Assignment 1	=	10%
Assignment 2	=	10%
Quiz (Oral)	=	10%
Test	=	20%
Final Exam	=	<u>50%</u>
Total		<u>100%</u>

Reference book:

Ford, Charlotte and Jacqueline deMontravel .(2001). 21st – Century Etiquette. Connecticut:The Lyons Press.

UNIT 1: POISE & DEPORTMENT

Objectives

At the end of the lesson, you should be able to:

- 1) Choose the right clothes and colours that portrays professional image.
- 2) Use the right body language on the job.

Learning outcomes

Students should be able to design the right image for themselves as well as using the right body language on the job.

Notes

1. Proper fit and clothing care

Proper fit could be described as the relationship between your clothes and your body. When you can breathe and move comfortably. When buying clothes, select a size that fits properly.

Clothing care is essential for impeccable appearance. Attend to clothing details – keep your clothes clean and pressed, replace missing buttons, fix failing hems and so forth.

Your company usually defines accessories considered appropriate for your clothes. A rule of thumb is that less is better. Jewellery should be discreet and not overpower. For women, earrings should be no larger in size than a nickel or a dime. Dangling earrings are not recommended because they move and interfere with eye contact. Keep your hand neat and uncluttered. One ring per hand - with the exception of combination engagement and wedding rings for women is considered ideal by most companies. Avoid bracelets and bangles.

Your shoes and hose or socks are the foundation of your outfit. Selecting the right style and color and keeping them in good condition is as important as attending to the other pieces of a clothes. One tip for selecting hose and socks is to choose color that blends with the two colors next to it. For example, with dark pants, wear dark socks and dark shoes.

Now, let's see how your clothes fit and care measure up. Answer the following questions with either 'Yes' or 'No'. Give yourself one point for every 'Yes' and add your score. If you can't answer 'Yes' to all parts of the question, do not give yourself a point. When you find a question that does not apply to you, give yourself a point anyway, if your answer would be theoretically be 'Yes'.

PROFESSIONAL APPEARANCE CHECKLIST FOR WOMEN

1. Does your blouse fit properly? Do buttons stay closed and not pull across the bust? Does it look loose?
2. If you are wearing skirt, is it at the knee or below the knee? No creases or pulls across the hips? Can you easily insert two fingers at the waist? Can you turn it around your body?
3. If you are wearing slacks, do they fit properly? Do not wrinkle across the hips? Do pleats remain closed? Do they fall straight from buttocks?
4. Are your hose in good condition? No runs? Are they in a neutral color? Do they blend with your shoes or hemline?
5. Are your shoes appropriate for your job? Are they in good condition, clean and polished?
6. Is your uniform in excellent condition? No missing buttons, or pulled seams; nothing is torn, stained, discolored or wrinkled?
7. Is your jewellery appropriate for your job? Medium size, classic style, no nosy pieces or dangling earrings?
8. Is your overall appearance neat, clean and appropriate for your job?
9. Are you wearing *nametag on the right side* of your uniform?
10. Do you look yourself in a mirror at least three times a day to check your overall appearance and the details?

PROFESSIONAL APPEARANCE CHECKLIST FOR MEN

1. Does your shirt fit properly? Can you fit one finger in between the neckline and the collar of the shirt?
2. If your shirt has long sleeves, does the sleeve show one eighth to one-fourth inches below the jacket sleeve?
3. Does your jacket fit properly? Is it loose enough so that you can button it without horizontal or vertical wrinkles in the back?
4. If you are wearing a tie, does it end at the bottom of the belt buckle?
5. Do your slacks fit you properly? Do they break in the front, fall straight from the buttocks, fit above the stomach? Do pockets remain closed?

6. Are your slacks long enough so that the hem just touches the top of your shoes?
7. Do your socks match the color of your shoes or your slacks?
8. Are your shoes appropriate for your job?
9. Is your jewellery limited to a watch and one ring per hand?
10. Is your overall appearance neat, clean and appropriate for your job?
11. Are you wearing *nametag on the right side* of your uniform?
12. Do you look yourself in a mirror at least three times a day to check your overall appearance and the details?

2. Your body speaks

Non-verbal communication is everything we do not say; it is our body language, how we act and react and what we convey to others when we are with them. If you really want to communicate sincere desire and commitment to serve your guests and clients, you must put your entire self into your interactions – posture, facial expressions, body position, movement, gestures, tone of voice and attitudes. Other people’s perceptions of our message could be weighted this way:

- 7 % verbal,
- 38 % vocal feeling
- 55 % facial expressions

Therefore, we need to pay attention to our body language to ensure that it is supporting our verbal messages.

1. Maintain your posture

The way we stand, walk and sit sends immediate message to others, refers to Exhibit 1. Maintaining good postures take some work, but it is necessary in order to look more alert, eager and energetic. When standing, keep your weight balanced over your center of gravity: feet solidly planted on the ground, legs slightly apart and arms straight down at your sides, relaxed without stiffness. Keep your rib cage off your hips, your head straight yet loose, your eyes level, your chin down and your stomach in. This posture conveys respects to guests.

3. Too close for comfort

Professional space is where you perform your job. Example, office, laundry room and front desk. You own this space through erect posture, assertive movements and a ‘host’ behavior. Having respect for others’ ‘private’ space is also essential in relating well to others. That private space is the ‘bubble’ or the ‘comfort zone’ in which every person feels comfortable and will not allow others to enter without permission. If you stand or sit further away, you may seem cold and aloof. If you get closer, your nearness may feel like intimidation or invasion, which will also inhibit the communication. Only loved ones or helpers are allowed in that private space.

4. The power of a smile

Smiling is a natural way of communicating an attitude of good cheer and making people feel welcome. Smiles draw attention to you and make others feel at ease. Smiling is like painting for a painter; it comes naturally, easy and gives you joy. Smiling also is an instant energizer; it makes you look more approachable, friendly, relaxed, open and comfortable. In addition, smiling improves your voice quality by relaxing your throat muscles, and it takes fewer facial muscles to smile than frown. It also makes you look younger. A smile is your most important communication accessory!

5. Effective eye contact

Eye contact is one of the most powerful tools. Looking a person in the eye means that we acknowledge their presence and for that moment they are the most important person to us. It also sends a very attentive, supportive, supporting message:

‘I’m listening to every word.’ Failing to make eye contact sends the disturbing message that ‘I do not meet your eye because to me you are not there, you are a non-person, insignificant’. A fleeting glance is not enough; penetrate, bond, create mutual attention and readiness. A polite listener will focus on the chin, mouth, or one side of the other person’s face.

6. Gestures across cultures

Several gestures that can get business people in trouble. These include:

a. The ‘A-Okay’ sign means ‘That’s great in the US, But in France and Belgium it means ‘You worth zero.’ And in Greece and Turkey it’s a vulgar insult or an invitation for sex.

b. The ‘Thumbs up’ gestures do not mean ‘good’ or ‘all right’ for everyone. In northern Greece, Sardinia and elsewhere, it conveys a vulgar meaning.

When dealing with guests and clients from other cultural backgrounds, be aware of their gestures without judgment and go easy on your own gestures. The safest policy to establish rapport with people from all cultures is not to use gestures at all. The universal gestures of good posture, an open sincere smile, serene facial expression, free unrestrained movements and effective eye contact will carry silent messages of interest and respect that will be appreciated and well interpreted by all.

Required Reading

Gentzler, Y.S. (2000). **Quick Skills: Speaking and Presenting**. South-Western Thomson Learning: Ohio, Pg. 59-70

Questions

Subjective type questions.

UNIT 2: DINING ETIQUETTE

Objectives

At the end of the lesson, you should be able to:

- 1) Use the right utensils to eat.
- 2) Do table setting.
- 3) Practise the right table manners.

Learning outcomes

Students should be able to know to use the right utensils to eat as well as to set a formal table setting.

Notes

1. The formal table setting

A seated dinner where guests are served is considered a formal dinner. Place plates are at each setting when guest arrive at the table. The plate containing the first course, soup or fish, for example, is set directly on the place plate. Place plates are removed along with the plate from the first course. The formal table is never set with more than three knives and three forks. Additional silver, a salad fork, for instance, is placed beside the plate when the course is served. The spoons for an appetizer such as fruit or soup are placed to the right of the knives. The dessert spoon and fork are placed above the plate. No serving dishes are ever put on the table, except dishes of fruit or candy. Condiments are served and returned to the kitchen.

2. Table manners

❖ When does eating start?

The host should ask the guests to begin first as soon as the dishes are served.

❖ When it is impolite to lean across someone?

Always, because it makes the person feels uncomfortable or awkward. Should you required a dish or any item, which is away from you or across, beg their pardon and ask them to pass the item to you.

❖ What happens if your utensils especially your cutleries drop on the floor?

They should be left there and replacements requested.

❖ How does one use a toothpick at the table?

One does not, if possible. It looks ungainly and unsightly even when performed behind a napkin or your palm. It is always appropriate to excuse yourself discreetly and make your way to the washroom.

❖ How does one remove unwanted food from the mouth?

Turn your head away discreetly from the table and remove it behind your napkin, place it under your chair and ask for another napkin.

❖ Does one apply lipstick at the table?

If you need to, make your way to the washroom.

Required Reading

Taylor, S. (1999). **Communication for Business (3rd Edition)**. Longman: England, Pg. 299-312

Question

1) Role play; table setting and table manners.

UNIT 3: SOCIAL ETIQUETTE AND PROTOCOL

Objectives

At the end of the lesson, you should be able to:

- 1) Use the distinguishing titles of the royalties, ministers and head of states and the various dignitaries.

Learning outcomes

Students should be able to understand the importance of protocol. They should be able to use the right titles of the royalties, ministers and head of states and the various dignitaries.

Notes

Position	Title	Spouse
<i>Yang Di Pertuan Agong</i>	<i>Seri Paduka Baginda</i>	-
<i>Raja Permaisuri Agong</i>	<i>Seri Paduka Baginda</i>	-
<i>Perdana Menteri</i>	<i>Yang Amat Berhormat</i>	<i>Yang Amat Berbahagia</i>
<i>Timbalan Perdana Menteri</i>	<i>Yang Amat Berhormat</i>	<i>Yang Amat Berbahagia</i>
<i>Menteri/Timbalan Menteri/Setiausaha Parlimen</i>	<i>Yang Berhormat</i>	<i>Yang Berbahagia</i>
<i>Yang Dipertua Dewan Negara/ Dewan Rakyat</i>	<i>Yang Berhormat</i>	<i>Yang Berhormat</i>
<i>Timbalan Yang Dipertua Dewan Negara/ Dewan Rakyat</i>	<i>Yang Berhormat</i>	<i>Yang Berhormat</i>
<i>Ahli Parlimen/ADUN</i>	<i>Yang Berhormat</i>	<i>Yang Berbahagia</i>
<i>Tun/Toh/Puan</i>	<i>Yang Amat Berbahagia</i>	<i>Yang Amat Berbahagia</i>

Required Reading

Mokhtar Mohd. Tahar. (2005). **Panduan Protokol dan Etiket Sosial**. Penerbit Universiti Utara Malaysia: Sintok, Pg. 46-48

Question

- 1) Fill in the blanks.

UNIT 4: Business Etiquette

Objectives

At the end of the lesson, you should be able to:

- 1) Address others in formal business setting environment.
- 2) Identify the importance of listening

Learning outcomes

Students should be able to conduct themselves in formal business setting environment and acknowledge the importance of listening.

Notes

1. Listen

Good communications in customer relations requires not only the skill of talking but the ability to listen. Effective listening helps us to understand what the customer wants so we can fulfill and exceed their expectations. It also prevents misunderstanding and mistakes and it builds long term relationships. Effective listening is more than having eye contact and keeping our mouth closed. It includes closing down your own internal dialogue to hear what the customer is really saying. Here some of the tips for effective listening;

- a. Look at the other person with a relaxed, open facial expression and occasionally nod or say 'uh-huh'.
- b. Pay attention to the content.
- c. Listen completely at first. Try to understand, use words such as; 'Tell me more' or 'anything else?'.
- d. Resist the temptation to jump in and speak as soon as the other person pauses or take a break.
- e. For clarity, repeat what you hear. Paraphrasing or summarizing the points gives the other person the opportunity to clear up misunderstandings. You may even ask: 'Is this what you meant?'
- f. Do not interrupt. If you catch yourself interrupting inappropriately, immediately apologize and let the other person continue.

A) Faults in Listening

- Much information that you send orally is lost because listeners' poor listening habits. This is due to the following factors:
 - i) Prejudice against the speaker
 - ii) External distractions such as the way the speaker moves or physical environment (e.g.: noisy fan)
 - iii) Thinking speed
 - iv) Premature evaluation
 - v) Semantic stereotypes
 - vi) Delivery

B) Purposes for Listening

- Four good reasons people listen:
 - i) To gain new information and ideas.
 - ii) To question and test evidence and assumptions
 - iii) To be inspired
 - iv) To improve their own communication

C) Results of Good Listening

- The following 6 benefits will occur if you listen purposefully and positively because such attentive listening:
 - i) Leads to helpful and positive attitudes
 - ii) Permits the speaker and listeners to improve communication
 - iii) Indicates by feedback to the speaker that listeners are interested
 - iv) Helps listeners obtain useful information
 - v) Creates better understanding of others
 - vi) Helps the speaker in talking out a problem

D) Greetings and introductions

- Follow the ABC of introductions, especially when introducing others.

- i) Authority – Say the name of the person who holds the position of most authority or importance first.
- ii) Basic – Keep it basic. Say each person’s name only once. Avoid introducing everyone to each other.
- iii) Clarify – If possible, provide some pertinent information about the people you’re introducing.

Required Reading

Murphy, H.A., Hildebrant, H.W. & Thomas, J.P. (1997). **Effective Business Communication (7th Edition)**. McGraw-Hill: New York, Pg. 401-404

Additional Reading

Jones, L. & Alexander, R. (1996). **New International Business English (2nd Edition)**. Cambridge University Press: London, Pg. 16-17

Questions

- 1) Listen to the tape and write the appropriate answers.
- 2) Listen to the conversation and answer the following questions.

UNIT 5: TELEPHONE ETIQUETTE

Objectives

At the end of the lesson, you should be able to:

- 1) Handle calls effectively.

Learning outcomes

Students should be able to handle calls effectively and convincingly.

1) Telephoning

The telephone

- The most common means of communication. Most of our communication, whether personal or business, is initiated and conducted via the telephone.
- **Advantages:** - It is fast
 - It allows people to converse even when they are unable to meet.

When you speak over the telephone, you are the voice of your company. To the caller, you represent the company. Quality products and services must be complemented with **courteous** and **efficient** services on the telephone. This is for building good relations between your company and clients.

Telephone Etiquettes

- Answering calls promptly (within three rings)
- Speaking with a clear and normal tone of voice
- Putting a 'smile' in your voice and being helpful to the caller

** If you are feeling irritated or moody, try not to let it be reflected in your voice take a deep breath and count to ten (or less) before answering the call.

How to handle difficult callers

- 1) Ask direct questions until you get the information you need – Genuine callers will be willing to give their names (compared to those who are trying to sell something).
- 2) Tactfully intercept unwanted callers – If they refuse to tell you the purpose of their call, try this: “I am Ms Lim’s closest colleague. If you give me an idea of what your call concerns, I’ll do my best to help you”.
- 3) Politely stick to your guns – Let aggressive callers know that they will not get to your boss until they tell you the purpose of their call.

2) Daily Conversation

(i) Agreeing and Disagreeing

Sample sentences: A: In my opinion, the sales figures are not very good.

B: I totally agree with you.

A: So we need a complete review.

B: Yes, I accept that.

Form and uses:

- There are 3 levels:
- 1) **agreement**, e.g. *I agree with you.*
 - 2) **Partial agreement**, e.g. *I partly agree with you but...*
 - 3) **Disagreement**, e.g. *I disagree with you.*

(ii) On Advising and Suggesting

Sample sentences: A: Why don’t we go for lunch now?

B: Good idea. Let’s eat in the canteen.

A: Well, I want to discuss a sensitive question with you. I suggest we eat at Prima Vera.

B: I don’t like the atmosphere there. How about Ohio?

A: Okay. Let’s go there.

Form and uses on Advising and Suggesting:

There are 3 types of suggestions:

- 1) **suggestions involving the speaker**, e.g. *Shall we start the meeting now?*
- 2) **suggestions to another person**, e.g. *Why don't you take the minutes?*
- 3) **reported suggestions**, e.g. *The manager suggested that we should use a consultant.*

(iii) Asking for preferences

Sample sentences: A: Do you like our new offices?

B: Yes, I like them very much. They are very neat.

A: Would you like a cup of coffee?

B: If it's ok, I'd prefer a cold drink.

Form and uses:

The main verbs for likes and preferences are:

- 1) **Like**, e.g. *Do you like tea?*
- 2) **Would like (to)**, e.g. *Would you like to drink a glass of water?*
- 3) **Prefer**, e.g. *Do you prefer tea or coffee?*

(iv) On polite phrases

Sample sentences: A: Thanks for the present.

B: Not at all.

C: Good luck with the interview.

D: Thanks. I'll need that.

Form and uses:

Here are some polite phrases and replies in different social situation:

	You reply:
1) When someone thanks you... e.g. Thanks for your help	Not at all Don't mention it You are welcome
2) When someone apologises... e.g. I'm very sorry	Never mind It doesn't matter Don't worry
3) When someone asks your permission e.g. May I come in?	Yes, of course. Please do Certainly
4) When someone ask you for something e.g. Could you pass me the...please?	Of course. Here you are

Required Reading

Brieger, N. & Sweeney, S. (1997). **Early Language of Business English**. Prentice Hall: Great Britain, Pg. 186-189 & 196-197

Additional Reading

Taylor, S. (1999). **Communication for Business (3rd Edition)**. Longman: England, Pg. 22

Stanton, N. (1990). **Communication**. MacMillan Education Ltd.: Hong Kong, Pg. 77

Exercises

- 1) On polite phrases
- 2) On advising and suggesting
- 3) Agreeing and disagreeing
- 4) Asking for preferences

UNIT 6: PRESENTATION SKILLS

Objectives

At the end of the lesson, you should be able to:

- 1) Know the strategies for successful communication, i.e. successful listening, presenting and speaking.
- 2) Learn the ways of improving oral presentation.

Learning outcomes

Students should be able:

- ii) To explain the steps for preparing effective oral presentation.
- iii) To build their oral presentation skills.
- iv) To identify the words and sentences in presentations.

Notes

A) Steps for Preparing Effective Oral Presentation

- i) Determine the purpose
- ii) Analyse audience and occasion
- iii) Select the main ideas for the message
- iv) Research the topic
- v) Organise the data and write the draft
- vi) Create visual aids
- vii) Rehearse talk

B) Strategies for Reducing Stage Fright

- 1) Be confident
- 2) Feel that you know the subject better than anyone else
- 3) Feel that you are in charge

C) Ways of Delivering Oral Message

- i) Extemporaneous - allows speakers to use notes / an outline.
- ii) Reading – read from manuscript
- iii) Memorisation – not encouraged for long speeches.
- iv) Impromptu – They speak without preparation.

Required Reading

Murphy, H.A., Hildebrant, H.W. & Thomas, J.P. (1997). **Effective Business Communication (7th Edition)**. McGraw-Hill: New York, Pg. 389-399 & 414-422

Dwyer, J. (2000). **The Business Communication Handbook**. Prentice Hall: Australia, Pg. 315-352

Taylor, S. (1999). **Communication for Business (3rd Edition)**. Longman: England, Pg. 50-66, 128-134

Woolcott, L.A. & Unwin, W.R. (1983). **Mastering Business Communication**. MacMillan Press Ltd.: London, Pg. 19-20, 116 & 135-137

Exercises

- 1) Involving International issues like Non-verbal characteristics of other citizen.
- 2) Analysis of public presentations
- 3) Non-verbal communication log
- 4) Oral presentation based on resume.
- 5) Short information talk to introduce speaker.
- 6) Listening to newscasters.

UNIT 7: JOB APPLICATION AND INTERVIEWS

At the end of the lesson, you should be able to:

- 1) Compose cover letters for job application.
- 2) Know how to prepare curriculum vitae / resume.
- 3) Understand the steps involved in applying for a job.
- 4) Know the types of interviews and how to conduct / prepare for a job interview from the interviewer's point of view.

Learning outcomes

Students should be able:

- i) to compose cover letters
- ii) to prepare their respective resumes / curriculum vitae according to the standard format.
- iii) to conduct / prepare for job interviews.

Notes

A) Letters of Application / Cover Letter

- A letter of application should:
 - Be correctly addressed and dated.
 - Acknowledge the source of advertisement.
 - Make a formal application statement and refer to relevant enclosures (e.g.: Curriculum vitae).
 - Link the advertised position with your own current position and aspirations.
- Outline your experience, qualifications and personal qualities which you feel appropriate for the position.
- The aim of this letter is to ensure that your name goes on to the shortlist and takes you to the next stage, the INTERVIEW.
- Make the letter stand out and attract attention as it is competitive world out there.
- Finally, indicate your availability for interview.

B) Curriculum Vitae / Resume

- Your C.V. should set out all your personal details, together with your education, qualifications & working experience.
- The information should be categorised under headings and columns.

- The C.V. should be typed and can be planned as follows:

Personal details

Name

Address

Telephone number

Date of birth

Details of education

School/ College/ University

Examinations & qualifications

Experience

Dates

Name of Company

Job title

Computer skills / Language proficiency

Referees: 1)
 2)

C) Steps involved in applying for a job

- There are several routes that can be taken in applying for employment
- Methods commonly used for obtaining the applications:
 - By telephone
 - By letter
 - On-line application form
 - Government employment centre
 - Private agencies
- Respond to the advertisement. Write a cover letter for each jobs and prepare your C.V..
- Make sure the application letter & C.V. are error free.

D) Interviewing

Definition: According to Oxford dictionary, interview refers to a formal meeting or

conversation with a person held in order to: (i) assess his / her merits as a candidate
(ii) obtain comments / information

Purposes of Interview

- To select someone for a job
- To hear about someone's complaint
- To reprimand someone for discipline problem
- To determine how someone is progressing

** All interviews are held to obtain information, pass on information or to clarify information. In short, to **exchange information**.

Types of Business Interviews

- Employment
- Performance appraisal
- Counselling
- Discipline
- Termination
- Induction
- Consulting
- Sales
- Data gathering
- Order-giving

How to Prepare for an Interview (from the Interviewer's point of view)

- **Aim:** Think about the purpose of the interview and what you hope to achieve.
- **Information:** Familiarise yourself with any relevant information – correspondence, application forms, CV
- Choose a suitable place & allow adequate time.
- Ensure privacy and no interruptions (you may put a notice on the door and arrange to re-direct calls).
- Arrange desk and chairs to create the right atmosphere.
- Draw up a list of points for discussion so that you can discuss the matters on logical order.

How to Conduct a Job Interview

- Put the interviewee at ease; establish rapport (be friendly).
- State purpose of interview. Use open questions that give the interviewee an opportunity to talk freely & expand important points.
- Listen attentively. Smile & nod (to show that you have a genuine interest in what the interviewee is saying).
- Probe in depth to ensure all relevant details are known.
- Sum up the interview by stating any action that you are going to take.

Required Reading

Dwyer, J. (2000). **The Business Communication Handbook**. Prentice Hall: Australia, Pg. 392-399, 404-405 & 407

Woolcott, L.A. & Unwin, W.R. (1983). **Mastering Business Communication**. MacMillan Press Ltd.: London, Pg. 19-20 & 135-137

Additional Reading

Taylor, S. (1999). **Communication for Business (3rd Edition)**. Longman: England, Pg. 50-66

Taylor, S. & Gartside, L. (1998). **Gartside's Model Business Letters and Other Business Documents (5th Edition)**. Pearson: London, Pg. 204-207

Exercises

- 1) Get 5 advertisements for a particular kind of job and state the steps involved in applying for the job.
- 2) Write your C.V. and the cover letter for the job.
- 3) Role play of an interviews.

UNIT 8: ORGANISING SKILLS

Objectives

At the end of the lesson, you should be able to:

- 1) Organise an event effectively

Learning outcomes

In this unit, students will understand and able to organise event.

Notes

- 1) Scheduling the event

Twelve weeks can normally be considered an adequate lead time for events. Prior to the 12 week countdown you have to:

- ❖ Set the budget
- ❖ Researched and booked the venue
- ❖ Decided on the content of your programme
- ❖ Booked the speakers or performers
- ❖ Ready to email the programme

* Use time plan

Required Reading

Pauline Appleby. (2001). Organising a Conference. Golden Books Centre Sdn. Bhd.: Kuala Lumpur, Pg. 48-49

Exercise

- 1) True or False statements regarding organising skills
- 2) Students need to prepare event checklist
- 3) Students need to organise an event

UNIT 9: INFORMATION SOURCING

Objectives

At the end of the chapter, you should be able to:

- 1) Know how to find information through the internet.

Learning outcomes

Students should be able to know how to find the right information using suitable search engines.

Notes

A) Ideal information has 5 characteristics:

- i) Current
- ii) Sufficient
- iii) Essential
- iv) Reliable
- v) Verifiable

B) Fine tune search engine use

- i) Comparison shop search engines.
- ii) Run a test.
- iii) Bookmark reliable sources.
- iv) Do not confuse quality with quantity.

C) Sorting the information to keep

Ask yourself 4 simple questions.

- i) Do I really need to keep this?
- ii) Where should I keep it?
- iii) How long should I keep this?
- iv) How can I find when I need it?

Required Reading

Odette Pollar (2004). Surviving Information Overload. Von Hoffmann Graphics, Inc: Oakland, Pg. 8 - 10

Exercises

- 1) Demonstration in the library using search engines.
- 2) Give students topic to find within limited time

