

SES'S L.S.RAHEJA COLLEGE OF ARTS AND COMMERCE

Course: Business Communication - II

Unit: III

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Business Correspondence:

Business Correspondence is objective in nature. It is a form of written communication intended for a specific purpose in business.

Letters:**A typical formal letter consists of:**

1. Sender's name and address
2. Date
3. Name / Designation of the receiver
4. Receiver's address
5. Salutation
6. Subject
7. Body (three paragraphs)
8. Complimentary Close
9. Signature / Name of the Sender
10. Designation of the Sender

Different formats of letters:

1. Full Block Form
2. Semi Block Form
3. Modified Block Form

Trade letters:

Trade letters are business / formal letters that are written for commercial purposes.

Types of Trade letters:

1. Order letters: Formal letters that are written by an organization / individual to place an order for goods or services.
2. Credit and Status inquiry: Credit letters are formal letters that are written to seek credit while status letters are written to seek an inquiry about the status of a business / project / order.

3. **Collection letter:** Collection letters are formal letters written to remind the customers about their pending dues for the goods and services they have received. It can range from gentle reminders to strict warning.
4. **Letters of Inquiry:** Letter of inquiry are letters written to inquire about goods or services from a vendor or an organization.
5. **Letters of Complaints:** Complaint letters are letters written to express any grievance or to raise concern about a misdeed or to express resentment against a product or a service.
6. **Claims letter:** Letters that are written to ask for certain compensations from the receiver or a letter where the sender demands a claim are known as claims letter.
7. **Adjustments Sales Letters:** Adjustment letters are letters that are written in response to a claims or complaints letter. It explains how the complaints or claims can be resolved.
8. **Consumer Grievance Letters:** Consumer Grievance letters are complaint letters written against the opponent to the consumer courts namely – District Forum, State Commission and National Commission.
9. **Letters under Right to Information (RTI) Act –** The RTI Act, 2005 empowered the citizens of India to demand information from the Government or the administrative bodies. Letter under RTI Act are applications that are written to these public bodies to seek specific information from them.

Promotional leaflets and fliers

Promotional leaflets and fliers: Handbills or marketing material printed on a single sheet of paper are known as leaflets or fliers. They are economical form of advertising and useful to spread information about events, product, services, etc.

Practice Questions:

1. Draft a complaint letter against an UBER driver for a rash driving incident that you witnessed.
2. A salesman at the lifestyle mall exhibited rude behaviour to you during your visit. Draft a letter of complaint.
3. You had ordered 50 sets of melamine dinner sets from Gupta Enterprises, Chandni Chowk, New Delhi. The goods you received were in damaged conditions. Write a claims letter.
4. Your prepaid grocery order was cancelled by Grofers due to some technical issues. Draft a letter to claim a refund.

5. Draft an adjustment letter in response to a letter received from Scholar stationary complaining about 20 faulty fountain pens in the consignment that you had sent them.
6. A textile store in Mumbai has placed an urgent order for 25 Black, 25 Red, 25 White and 25 Yellow colour T-shirts. However, you don't have a stock of Yellow T-shirts ready with you. Write a letter to offer an adjustment.
7. You had purchased an air conditioner of a well-known brand. However, just after two months of installation of the product it stopped functioning. Since the product was in the warranty period, you notified the company regarding the same and asked them to send a technician to inspect the problem. But even after repeated complaints, the company didn't reply nor contact you back. Draft a consumer grievance letter against the company.
8. Right an RTI application seeking information regarding the legal parking spaces available near your vicinity.
9. Issuance of your driving license has been delayed. Draft an RTI.
10. Write a letter of inquiry to a sports academy in your area to seek information on the courses and trainings they offer.

Language and Writing Skills

Reports

Definition:

A document containing information organized in a narrative, graphic, or tabular form, prepared on ad hoc, periodic, recurring, regular, or as required basis. Reports may refer to specific periods, events, occurrences, or subjects, and may be communicated or presented in oral or written form.

Parts of Reports

1. Title
2. Summary
3. Introduction
4. Body
5. Conclusion
6. Recommendations

Types of Reports

1. Analytical
2. Informational
3. Research
4. Project
5. Feasibility
6. Progress
7. Investigative
8. Informative
9. Interpretative
10. Problem Solving

Summary

Summary is a shortened or condensed version of a longer text.

Useful tips in writing a summary

1. Repeat the ideas of the source or the main text in different words and phrases
2. Do not add your own ideas, opinions or judgment of the arguments
3. Make it shorter than the original text

Below are some points to remember for effective summary writing

1. Include only the important points
2. Use your own words and phrases

3. Do not copy the original text
4. Convert all direct speech into indirect speech
5. Do not include new facts
6. Writing should be objective, do not include your own opinion
7. Keep to the word limit (if there is one).

Practice Question:

Report Writing

1. You recently visited an Animal Care Home and was shocked to see the state of animals in the home and the treatment meted out to them. Submit a report to a ngo working for animal welfare.
2. Your College hosted its annual alumni meet. Submit a report.
3. Your College organized an adult literacy camp under DLLE. Submit a report.
4. Recently the number of thefts in your society has increased. Write an investigative report.
5. A popular food chain wants to open its franchise in your vicinity. Draft a feasibility report.

Summarize the Following in not more than 100 words

Exercise 1

Now, if you want to stop violence, if you want to stop wars, how much vitality, how much of yourself, do you give to it? Isn't it important to you that your children are killed, that your sons go into the army where they are bullied and butchered? Don't you care? My God, if that doesn't interest you, what does? Guarding your money? Having a good time? Taking drugs? Don't you see that this violence in yourself is destroying your children? Or do you see it only as some abstraction?

All right then, if you are interested, attend with all your heart and mind to find out. Don't just sit back and say, 'Well, tell us all about it'. I point out to you that you cannot look at anger nor at violence with eyes that condemn or justify and that if this violence is not a burning problem to you, you cannot put those two things away. So first you have to learn; you have to learn how to look at anger, how to look at your husband, your wife, your children; you have to listen to the politician, you have to learn why you are not objective, why you condemn or justify. You have to learn that you condemn and justify because it is part of the social structure you live in, your conditioning as a German or an Indian or a Negro or an American or whatever you happen to have been born, with all the dulling of the mind that this conditioning results in. To learn, to discover, something fundamental you must have the capacity to go deeply. If you have a blunt instrument, a dull instrument, you cannot go deeply. So what we are doing is sharpening the instrument which is the mind - the mind which has been made dull by all this justifying and condemning. You can penetrate deeply only if your mind is as sharp as a needle and as strong as a diamond.

It is no good just sitting back and asking, 'How am I to get such a mind'? You have to want it as you want your next meal, and to have it you must see that what makes your mind dull and stupid is this sense of invulnerability which has built walls round itself and which is part of this condemnation and justification. If the mind can be rid of that, then you can look, study, penetrate, and perhaps come to a state that is totally aware of the whole problem.

To investigate the fact of your own anger you must pass non-judgemental on it, for the moment you conceive of its opposite you condemn it and therefore you cannot see it as it is. When you say you dislike or hate someone that is a fact, although it sounds terrible. If you look at it, go into it completely, it ceases, but if you say, 'I must not hate; I must have love in my heart', then you are living in a hypocritical world with double standards. To live completely, fully, in the moment is to live with what is, the actual, without any sense of condemnation or justification - then you understand it so totally that you are finished with it. When you see clearly the problem is solved. But can you see the face of violence clearly - the face of violence not only outside you but inside you, which means that you are totally free from violence because you have not admitted ideology through which to get rid of it? This requires very deep meditation, not just a verbal agreement or disagreement.

You have now read a series of statements but have you really understood? Your conditioned mind, your way of life, the whole structure of the society in which you live, prevent you from looking at a fact and being entirely free from it immediately. You say, 'I will think about it; I will consider whether it is possible to be free from violence or not. I will try to be free.' That is one of the most dreadful statements you can make, 'I will try'. There is no trying, no doing your best. Either you do it or you don't do it. You are admitting time while the house is burning. The house is burning as a result of the violence throughout the world and in yourself and you say, 'Let me think about it. Which ideology is best to put out the fire?' When the house is on fire, do you argue about the colour of the hair of the man who brings the water?

(From *Freedom from the Known* by J. Krishnamurti)

Exercise 2

The new music was built out of materials already in existence: blues, rock'n'roll, folk music. But although the forms remained, something wholly new and original was made out of these older elements - more original, perhaps, than even the new musicians themselves yet realize. The transformation took place in 1966-7. Up to that time, the blues had been an essentially black medium. Rock'n'roll, a blues derivative, was rhythmic, raunchy, teen-age dance music. Folk music, old and modern, was popular among college students. The three forms remained musically and culturally distinct, and even as late as 1965, none of them were expressing any radically new states of consciousness. Blues expressed black soul; rock, as made famous by Elvis Presley, was the beat of youthful sensuality; and folk music, with such singers as Joan Baez, expressed anti-war sentiments as well as the universal themes of love and disillusionment.

In 1966-7 there was a spontaneous transformation. In the United States, it originated with youthful rock groups playing in San Francisco. In England, it was led by the Beatles, who were already established as an extremely fine and highly individual rock group. What happened, as well as it can be put into words, was this. First, the separate musical traditions were brought together. Bob Dylan and the Jefferson Airplane played folk rock, folk ideas with a rock beat. White rock groups began experimenting with the blues. Of course, white musicians had always played the blues, but essentially as imitators of the Negro style; now it began to be the white bands' own music. And all of the groups moved towards a broader eclecticism and synthesis. They freely took over elements

from Indian ragas, from jazz, from American country music, and as time went on from even more diverse sources (one group seems recently to have been trying out Gregorian chants). What developed was a protean music, capable of almost limitless range of expression.

The second thing that happened was that all the musical groups began using the full range of electric instruments and the technology of electronic amplifiers. The twangy electric guitar was an old country-western standby, but the new electronic effects were altogether different - so different that a new listener in 1967 might well feel that there had never been any sounds like that in the world before. The high, piercing, unearthly sounds of the guitar seemed to come from other realms. Electronics did, in fact, make possible sounds that no instrument up to that time could produce. And in studio recordings, multiple tracking, feedback and other devices made possible effects that not even an electronic band could produce live. Electronic amplification also made possible a fantastic increase in volume, the music becoming as loud and penetrating as the human ear could stand, and thereby achieving a 'total' effect, so that instead of an audience of passive listeners, there were now audiences of total participants, feeling the music in all of their senses and all of their bones.

Third, the music becomes a multi-media experience; a part of a total environment. In the Bay Area ballrooms, the Fillmore, the Avalon, or Pauley Ballroom at the University of California, the walls were covered with fantastic changing patterns of light, the beginning of the new art of the light show. And the audience did not sit, it danced. With records at home, listeners imitated these lighting effects as best they could, and heightened the whole experience by using drugs. Often music was played out of doors, where nature - the sea or tall redwoods - provided the environment.

(From *The Greening of America* by Charles Reich)

Exercise 3

Living with children is one of the few situations where virtue is rewarded. Though it sounds intolerably priggish to say so, parents who think first what's best for the children really do have an easier, more comfortable life than those who do what they like and make the children fit in. The key decision is: should both parents go out to work? Dr Spock takes the standard line: if a mother realises how vital her care is to a young baby 'it may make it easier for her to decide that the extra money she might earn, or the satisfaction she might receive from an outside job, is not so important after all'.

The evidence is, as usual, more confused. All research agrees on consistent loving care and a high level of stimulation as essential ingredients in optimal child development. But there's increasing doubt that the 24 hours a day, seven days a week mum is the best way to provide it. Two recent, as yet unpublished, London studies have quite independently come up with the same result: 40 per cent of mothers who stay at home with children under five are clinically depressed, although the depression is not necessarily caused by staying at home. Dr Michael Rutter, of the Maudsley Hospital, and Dr G. Stewart Prince, among others, have shown that depressed mothers produce depressed, neurotic and backward children. There are many other mothers who, without

being depressed, are *oppressed* by the unending repetitive task of caring for a young baby, or the unceasing chatter of a toddler, and so get less pleasure from their children than they might.

Extra money is not to be despised. It buys automatic washers, tumble driers, dish-washers to make life easier and give more real attention-time to the children. It buys time off excursions, holidays. It may make the difference between a town flat and a house with a garden, a better environment for bringing up children.

For professional women there is another difficulty. To give up or even work part-time, probably means climbing painfully back on to the bottom rung of the ladder at 35 or 40 in galling subordination to younger and perhaps less able men.

Assuming the still-normal situation - mother at home - there are ways to guard against the imprisoned feeling. Any arrangement will do as long as it's regular and doesn't involve renegotiation every time.

For instance, once a week, a completely free day and evening during which the mother is relieved of all responsibility. She can visit friends, or go to a museum, spend all morning buying a pair of shoes and needn't come back until she feels like it. The only rule is she must go out, not hang around catching up on household jobs. It's best of all if combined with a regular night out for parents together. You can employ another woman to stand in for the day, set up a reciprocal arrangement with another family, or make it a Saturday when Father can take over - but that's less good.

The split Saturday works well for some families. Father has morning off, Mother afternoon, to do what they like unencumbered by children. Much nicer for them, too, than the family shopping expedition, which soon makes small children tired and fractious. Child-free weekends every few months are very restorative, and well worth the money. Family exchanges are fun for older children. Advertise if you don't know a suitable family, but get well acquainted before you go off.

A word of caution: work which can be done at home is superficially attractive - Rhona and Robert Rapport's book *Dual-Career Families* describes several households coping with this situation. But there is good evidence that withdrawal of attention is more harmful to children than physical absence - which is one reason why the switch-off phenomenon associated with maternal depression is so damaging.

Anyone with a toddler knows how he will play happily while you cook, wash up or make beds, but no sooner do you sit down with a book, pick up a complicated piece of knitting or take out your violin than he becomes demanding and tiresome. In our house 'Mum's writing an article' is a signal for unusual gloom, whereas 'Mum's off for the weekend' is excellent news. (But it's not a good idea to leave a child for very long between the ages of 9 months and 2.)

(Article in *The Observer Magazine*)

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