

Professional Communication Skills

Part-1



Unit I

BASICS, VERBAL, NON VERBAL COMMUNICATION AND SEVEN CS OF COMMUNICATION

Unit Structure

1. Objectives
2. Introduction
3. Basics of Communication
4. Channels of Communication
5. Importance of Communication
6. Non Verbal Communication
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1.1 OBJECTIVES

- To understand the basics of communication
- To understand the concept of verbal and non verbal communication

1.2 INTRODUCTION

This chapter will introduce you to various theoretical concepts of communication in general to help you to relate them to various day to day situations. Communication skills progresses from the birth of child to the adulthood to the oldhood. The learning of communication commences with the observation of the world surrounding you. The nomenclatures of the various situations one may come across in his/her personal or formal life are the events of communication. Imagine, you complete your B. Sc. IT with flying

colours and you find a different world outside the classrooms you have attended and you are confused to begin with, how will you face such unusual situations that you have never experienced? The answer is if you are aware of the content of the communication skills you have learnt as a part of your academics, your half way is done. Now let us begin understanding each component of the soft skills you required to understand.

1.3 BASICS OF COMMUNICATION

1.3.1 Concept of Communication

Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work. In fact, according to the management gurus, being a good communicator is half the battle won. After all, if one speaks and listens well, then there is little or no scope for misunderstanding. Thus, keeping this fact in mind, the primary reasons for misunderstanding is due to inability to speak well, or listen effectively.

The word communication is derived from the Latin word 'communicate' which means to make common, to transmit, or to impart the ideas, knowledge, feelings, emotions and gestures. According to the various dictionaries the definition of effective communication skills are as follows:

"Effective communication skills includes lip reading, finger-spelling, sign language; for interpersonal skills use, interpersonal relations."

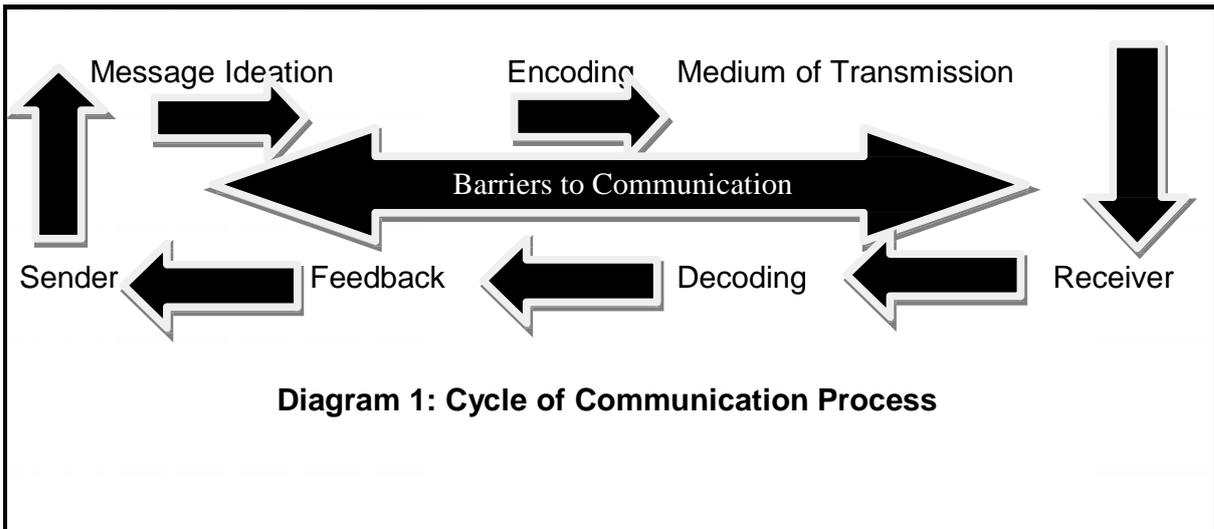
"Effective communication skills are the ability to use language (receptive) and express (expressive) information."

"Effective communication skills are the set of skills that enables a person to convey information so that it is received and understood. Effective communication skills refer to the repertoire of behaviors that serve to convey information for the individual."

While it is an undisputable fact the communication forms one of the essential bases of human existence, yet most individuals overlook the need to refine their communication skills, from time-to-time. Effective communication skills is a must whether it is individual or then effective team communication skills.

1.3.2 Process of Communication

Communication is a two-way process in which there is an exchange and progression of ideas towards a mutually accepted direction or goal. For this process, to materialise, it is essential that the basic elements of communication be identified. These elements are: Ideation/Message, Sender, Encoding, Receiver, Medium and Transmission, Barriers, Decoding and Feedback.



1.3.2.1. Ideation/Message

The process of communication begins with ideation, which refers to the formation of the idea or selection of a message to be communicated. It consists of the 'What' of communication and is concerned with the content of the specific message to be presented. The scope of 'ideation' is generally determined by the sender's knowledge, experiences, and abilities, as well as the purpose of communication and the context of the communicative situation. However, the form of ideation depends on several other factors.

Messages generally have two kinds of content, logical and emotional. Logical messages consist of factual information, while emotional messages consist of feelings and emotions. In formal communicative situation, 'ideation' may consist of finding and selecting a subject or general topic, looking for ideas and thoughts, and deciding the type, scope, and sources of information.

2. **Sender**

The person who initiates the communication process is normally referred to as the sender. From his personal data bank he selects ideas, encodes and finally transmits them to the receiver. The entire burden of Encoding of communication then rests upon the sender or encoder. His message choice of images and words, and the combination of the two is what goads the receiver to listen carefully. In this process a number of factors come into play, primary among them being an understanding of the recipient and his needs. If the message can be formulated in accordance with the expectations of the receiver, the level of acceptance is going to be higher.

3. **Encoding**

Encoding is the next step in communication. It is the process of changing the information into some form of logical and coded message. The encoding process is based on the purpose of communication and the relation between the sender and the receiver. In a formal situation, encoding involves: Selecting a language; selecting a medium of communication; and selecting an appropriate communication form.

Selecting the right language is essential for effective encoding. Verbal messages need a common language code, which can be easily decoded by the receiver. If the receiver is not able to decode or understand the message, communication will fail. For example, a person who does not understand Tamil cannot decode a message encoded in Tamil

As selecting the right medium of communication involves making the right choice out of many available options, it determines the effectiveness of encoding. There are three basic options for sending interpersonal messages that is speaking, writing, and non-verbal signs and symbols. The spoken word involves vocalization while non-verbal message cues are generally visual (auditory and tactile). Non-verbal clues play a significant role in oral communication. These clues include body movements, facial expressions, touching patterns, speech mannerisms. The selection of the appropriate form largely depends on the sender-receiver relationship and the overall goal of the communicative situation. Oral communication may be face-to-face interpersonal communication, group communication, speaker-audience

communication, or telephonic communication. The choice depends on the need and purpose of the communication.

4. Receiver

The listener receives an encoded message which he attempts to decode. This process is carried on in relation to the work environment and the value perceived in terms of the work situation. If the goal of the Decoding of sender is envisioned as similar to his own, the listener becomes message more receptive. The decoding of the message is done in almost entirely the same terms as were intended by the sender

5. Medium and Transmission

Another important element of communication is the medium or channel. It could be oral, written or non-verbal. Prior to the composition of the message, the medium/channel should be decided. Transmission refers to the flow of message over the chosen channel. Transmission confirms the medium selected during the process of encoding and keeps the communication channel free from interference or noise so that the message reaches the receiver without any disturbance.

6. Barriers

The barriers refer to the various hurdles the message may come across in process of transmission. Noise may disturb the proper encoding, the psychological barriers of the receiver may hamper the basic purpose of the message or the barriers may hinder the smooth completion of the cycle of the process of communication. The barriers could be cross cultural, linguistics, semantics, socio-psychological, etc.

7. Decoding

Decoding is the process of converting a message into thoughts by translating the received stimuli into an interpreted meaning in order to understand the message communicated. It is important to note that it is the message that is transferred, as meaning cannot be transferred from one person to another. The receiver has to assign meaning to a message in order to understand it.

The process of decoding involves interpretation and analysis of a message. Decoding in written communication refers to reading and understanding a written message. On the other hand, in oral

communication, decoding includes listening and understanding. Effective decoding is very important for successful communication as any misinterpretation of a message leads to communication breakdown and creates confusion and misunderstanding.

1.3.2.8. Feedback

Effective communication takes place only when there is feedback. Feedback is the last stage in the communication process. It is the action or reaction of the receiver to the message. It helps the sender know that the message was received and understood. The feedback that goes to the sender makes it clear whether the receiver has accepted the information and filed it in his/her memory or rejected it. He or she may ask for more information or clarification. Response is, thus, the key to communication as the effectiveness of communication depends on how congruent a receiver's response is with the meaning intended by the sender.

1.4. CHANNELS OF COMMUNICATION

Communication is essential for the internal functioning of any organisation. By integrating the managerial functions and serving to influence the behaviour and attitudes of people through persuasion, it encourages them to perform in order to achieve organisational objectives. The interaction between the different individuals working in a company or organisation takes place through different channels. These channels could be both informal and formal.

Informal channels transmit official news through unofficial and informal communicative interactions known as the 'grapevine'. This informal communication network includes tea time gossip, casual gatherings, lunch time meetings and so on. These channels may not be very reliable as they may be company rumours or just gossip. Such channels are more active in organisations that are not transparent. As employees want to know what is going on in their organisation, they seek out unofficial sources of information. The grapevine is not always negative for an organisation and can, in fact, be helpful as it helps in positive group building by acting as a safety valve for pent-up emotions. It may help in building up organisational solidarity and harmony.

1.4.1 Downward Communication

As the main function of downward communication is providing direction and control, it refers to communication from the higher level in managerial hierarchy to the lower ones. A communication from the general manager of a company to the branch managers is an example of downward communication. Other examples of downward communication include annual confidential reports, performance appraisals, notices, project feedback, announcements of company policies, official instructions, and so on. Forms of downward communication may include notes, notices, memos, telephone conversations, voice mails, emails, or face-to-face conversations.

Downward communication is essential for the functioning of any organisation as it involves the transfer of information, instruction, advice, request, feedback, and ideas to subordinate staff. It increases staff awareness and facilitates implementation of new policies, guidelines, decisions, and evaluation and appraisal of the performance of employees. However, too much downward communication can lead to reaction from subordinates and can hamper better employee-employer relationship.

2. Upward Communication

As the main purpose of upward communication is to provide feedback on several areas of organisational functioning, it refers to communication from subordinates to superiors. A business report from the branch manager of a company to the managing director of the company is an example of upward communication. Other examples of upward channel include business proposals, suggestion box, exit interviews, grievance committees, and so forth.

Since upward communication involves the transfer of information, request, and feedback from the subordinates to their seniors, it promotes better working relationships within an organisation by giving the subordinate staff opportunities to share their views and ideas with their supervisors. It facilitates employee involvement in the decision making process. Nevertheless, in any organization there has to be a balance between downward and upward communication channels.

3. Lateral Communication

The main objectives of horizontal communication are developing teamwork, and promoting group coordination within an

organisation. It takes place between professional peer groups or people working on the same level of hierarchy. Horizontal communication is less formal and structured than both downward communication and upward communication, and may be carried out through informal discussions, management gossip, telephone calls, teleconferencing, videoconferencing, memos, routine meetings, and so on.

1.4.4 Diagonal Communication

Diagonal communication is the product of modern changes in information technology and management and is the result of the growing realisation of fraternity and equality in the corporate sector. It is basically a response to market needs that demand speed and efficiency. As the diagonal channel occurs between people who do not have to follow rigid norms of communication protocol, it flows in all directions.

5. IMPORTANCE OF COMMUNICATION

Management has emerged as one of the dynamic field in the modern business scenario. The importance of communication in management in organisation is best summed up in the words of expert Harold Janis, "The world of management is a world of action. Services are designed made and sold. People are hired. Services are rendered. Policies are devised and implemented. Jobs are learned and performed. Yet there is no practical way in which any of these events can take place without communication."

1. Era of Specialisation

Unless the specialists know how to communicate, their vast knowledge of a limited field remains unused. Mr. Jadhav Rajee may be expert on taxation and the life insurance but if he cannot communicate his knowledge to others and give them the benefit of his advice, his knowledge is wasted. Similarly in an organisation the engineers, accountants, storekeepers and scientists must be able to communicate with each other and their superiors.

2. An Age of Tension

Not being able to communicate can result in tremendous mental tension (not to mention physical strain), especially when the banks knows that their rivals are more successful only because they are better communicators.

3. Reduces Miscommunication

The manner in which a message is perceived by the receiver often leads to miscommunication. To avoid this banks must learn to communicate, keeping in mind the attitudes and mental framework of the customers as well as employees who receives messages. If a manager asks a new clerk to get him information about the "composition of the liquidated party", the young man will be at a total loss to understand, for composition means the amount paid by a bankrupt to his creditors. Such situations arise because most specialised branches of business have their own sub codes or "jargon" and sometimes individual business houses have their own special set of terms which outsiders cannot understand.

4. Healthy Organisational Environment

Many banks and insurance organisation are so large that they may be termed "empires". They contain several branch offices within the country and even overseas and have many sub branches too. Not only should the managements of such organisations be able to communicate effectively with all the units but should also be able to do so speedily. Modern banks and insurance organisations are managed by communication which has in recent times become the chief management tool for achieving coordination and control. Effective communication leads to a healthy organisational environment, better management – employee relations, proper delegation of authority and division of work, helps to deal better with competition and solve trade union created problems.

5. Aid to Managerial Process

This means that unless these organisations are effective, speedy, and use the best means and instruments they will be wasting valuable time ("time is money" in these organisations) and will lag behind their rivals. Also while receiving communications they tries not to receive maximum communication but pertinent information. Effective communication promotes managerial efficiency and performance.

6. Creates Relations

Lack of effective communication in any organisation may lead to many problems like misunderstandings, groupism and negative thinking. An effective and systematic communication system can do much to solve these problems. Good relationship within the organisation and with outsiders is essential for success in

business. This objective can only be achieved with the help of effective communication.

It ensures success. There is need to save on cost and time in modern business. Only effective communication can achieve this.

1.6 NON VERBAL COMMUNICATION

1.6.1 Concept of Verbal and Non verbal Communication

We communicate by exchanging symbols to describe our ideas and experience. Language is a common symbol system which we use for sharing our experience with others. We can also use other symbols like pictures, colours, signs and sounds to communicate. We do communicate a number of things by our facial expressions, movements, clothing, and so on, whether we speak or not.

Communication through words is called verbal communication; communication through other symbols is called non-verbal communication.

1.6.1.1 Verbal Communication

The communication mode which we rely on most often to carry meaning from one person to another is the verbal mode. Everyone who has ever thought about it has come to the insight, however, that there are enormous difficulties in sole reliance on this mode of communication. History is replete with examples of misunderstandings among people who were relying on words to carry meaning. Perhaps the most significant learning that has come out of this experience has been that words themselves do not have meaning. People have meaning, and words are simply tools that we use for trying to convey meaning that is idiosyncratic to one person into the idiosyncratic meaning system of the other person. One of the difficulties with words is that we attach to them different experiential and emotional connotations. Words are not always associated with similar experiences or similar feelings on the part of the listener and speaker. Other difficulties encountered in using the verbal mode include the use of jargon, the use of clichés, and the use of specialized vocabularies. It is often said that words have meaning only in context; it can be better said that words only have meaning when they are associated with people in context.

It is not uncommon to observe people attempting to find the right words to say what they mean. There is a myth that there is a way to "say it right." If we extrapolate from that phenomenon, it is easy to hypothesize that there are some people who, instead of experiencing feelings and sensations, more often experience language; that is, their experience parameters are defined by their vocabularies and their ability to be articulate. The psychologist, Piaget, describing cognitive development in children, says that we go through three phases: concrete, imagic, and abstract. When the little baby first experiences the world, he is incapable of a highly differentiated emotional or sensational experience. He experiences only distress or delight, and his/her major inputs are concrete; that is; he touches, tastes, sees, hears, and smells things. As it becomes necessary for him to interact with the world and significant others in his environment in order to have his needs met, he develops a fantasy life, an imagic experience. He can imagine mother when mother is not concretely present. That fantasy life can remain throughout his life. As he develops verbal fluency, he begins to abstract, from physical stimuli which bombard him and from the images that are triggered by those stimuli, meanings which he attaches to his experiences. This abstract experience is a translation of sense data into a meaning system. The difficulty with adults, of course, is that very often we do not let into awareness the physical sensations which we experience. We often mistrust our fantasy lives and tend to be afraid to permit ourselves to dream. We experience the world, then, in an abstract way rather than in a concrete and imagic way. The meanings that we permit ourselves to be aware of are verbal and abstract. What we abstract from the physical stimuli which we experience is dependent on our vocabularies and our reasoning abilities. But those three layers of experience concrete, imagic, and abstract are going on continuously. People experience concretely, people experience imagically, and people experience the abstracting process which they do when they are awake and attributing meaning to what they see, hear, feel, taste, and touch. Not all of these meanings can be carried from one person to another through the verbal mode only. Verbal communication may be oral or written. Oral communication is more natural and immediate. It needs training and practice to speak effectively in a formal situation.

Oral communication requires the presence, simultaneous attention of both the persons, personal presence and must be able to respond to the body language of the other. Written

communication can greatly extend the field and powers of oral communication. Writing overcomes the limits of space and time which confine speech.

1.6.1.2 Non Verbal Communication

You cannot say anything! Try to sit for one minute without speaking. Even if you are able to keep from moving you will still communicate rigidity, anxiety, or something. We are always saying something. It is important to observe and try to understand what is being communicated. In many situations people say what they think intellectually rather than what they feel emotionally. There is some truth in the old cliché “actions speak louder than words.” Body language, carefully observed and interpreted, can tell a lot about what others are feeling.

Nonverbal communication is learned and practiced often on an unconscious level. We attract people by using these nonverbal signals, and sometimes those we attract (or who are attracted to us) are unwholesome. As we grow older and become more aware of ourselves we should be able to recognize and weed out the unwholesome in favor of those for whom we have an affinity.

Non-verbal methods of communication can be consciously created and used with both written and oral communication. Graphics of all kinds can enrich the message presented in a document or in a speech. Pictures, maps, charts, graphs and diagrams add quality and clarity to a verbal message.

Besides using these symbols consciously, we may convey meaning by facial expressions, gesture, tone of voice, clothing, and other aspects of our personality and body. This is called body language.

Non-verbal methods can be consciously used to enhance what we speak; a trained speaker can use gesture, facial expression and posture to enrich the meaning of words.

A good deal of body language is unintentional and unconscious. It occurs through visual appearances and sounds related to us and around us. Personal appearance, colours used in clothing and in office decor, stationery, voices and other office sounds make an impression on others; they communicate information about us.

Non-verbal communication comprises all the impressions we receive and the interpretations we make from what we perceive through our senses.

Non-verbal communication occurs even when there is no verbal communication. And it always accompanies verbal communication, whether oral or written; it is more difficult to control and may sometimes betray the truth which the speaker/writer is hiding behind the words. Hence the saying, "non-verbal communication speaks louder than Words,"

Thus, there can be unintended and unconscious non-verbal communication as well as conscious use of signs and sounds to communicate. An understanding of non-verbal methods and aspects of communication will help you to improve your oral and written presentation by using the methods and by gaining control over body language.

1.6.2 Use of Non Verbal Communication

Non-verbal methods have almost instant effect because of quicker grasp by the recipient. It takes less time to see a colour or picture, and to hear a horn or bell than to hear or read and understand words and sentences. This quality of speed in conveyance and response makes non-verbal methods extremely useful in many situations.

1. For traffic signs and signals, it is the red or green colour or a pictorial representation that tells the road user of the safety or danger of proceeding. Motorists and pedestrians respond at once on hearing a horn or a whistle.
2. Visual non-verbal methods are extremely useful as an aid to verbal communication; maps, charts and graphs are absolutely necessary for conveying ideas related, to geography, locations, data, and most of the sciences. They can present a large amount of complex data in a compact form; one page can contain material which would need several pages to convey in words. This makes the information available conveniently, at a glance; comparisons can be made and conclusions drawn by studying a single sheet of paper which shows the data in a graph or a chart.

3. Human beings respond more powerfully to pictures, colours and plain sounds than to language. A cry of agony arouses a much stronger response than a tale of woe; a film showing the actual events or a story is more effective than a narrated or written story. News on the TV is more interesting, effective and realistic than on the radio because of the visuals.
4. For illiterate people, the best method of conveying important information is by non-verbal symbols. Bottles and containers of poisons are marked with a skull and cross-bones as a warning; illiterate drivers can manage with the non-verbal traffic signals and signs.
5. Films are used to explain processes to people who may not follow oral explanations easily. Actual or filmed demonstration is useful for teaching processes. Non-verbal communication can overcome the barrier of language.

1.6.3 Attributes of Verbal and Non Verbal Communication

1 Speed

Written communication is slower in preparation, in conveyance and in reception; it takes more time to draft, type, dispatch, and to receive and read a letter than it takes to speak, and to hear, listen to, and understand an oral message. Feedback is also slower in written communication.

2 Record

Written communication serves as a record and can be used for future reference. It is a documentary proof, and can be used as legal evidence. Oral communication may be taped for later reference, but the authenticity of the voice may be questioned; moreover, tapes can be edited and the message distorted. Written records and documents are more reliable and acceptable.

3 Precision and Accuracy

Written communication is more precise and accurate than oral. Choice of precise words is possible in written communication because the writer has the time to look for suitable words and phrases, and to revise and change the draft, if necessary. In oral communication, it is not always possible to be so precise in the choice of words; there is no time to seek and consider words while speaking; however, the recipient can seek clarification on the spot.

4 Support

Oral communication has the support of vocal tone and gestures and expressions which enrich the meaning of the words. This is not available with written communication, however, examples and illustrations serves the above purpose.

5 Length

A written message is usually shorter than an oral communication. The situation of oral communication requires some preliminary and closing remarks, while for written messages there are standard formats for opening and closing that can keep the message short. On the other hand written communication is suitable for long and lengthy communication.

6 Expense

Written communication requires stationery, preparation, and transmission, all of which cost money. Oral communication can also cost a great deal since it requires simultaneous presence and attention of the two parties, and getting together costs money. Costs will depend on the availability of the required person(s) at the particular place. Each type requires different channels for transmission. Availability and cost of each of the channels is a factor to be considered.

1.6.4 Various Methods of Non Verbal Communication

Non-verbal methods may be visual or auditory. Visual methods are those which are seen and auditory methods are those which are heard. Signs, pictures, colour, designs are visual; a sound, bells, tunes, whistles are auditory.

1 Visuals: Appearance and Other Cues

We say a great deal to each other about who we are and how we experience each other and the rest of the world through symbolic means. The symbolic communication mode is essentially passive, and messages emitted in this way are very easily misinterpreted.

What are some of the symbols that we use? First, our choice of clothes can tell a great deal about who we are, what our values are, what our status is, how conservative or liberal we are. We associate differences in occupational status with different uniforms. The banker wears a suit; the farmer wears overalls, and so on.

The second set of symbols with which we often associate meaning is hair. The type of hairdo, length and color of hair, and the presence or absence of facial hair say a great deal about who we are. However, these signals are often highly ambiguous.

A third symbolic form is jewelry. Married people often wear wedding rings, some people do not wear a watch, and some people wear highly expensive jewelry, and so on. These are passive messages that are given out continuously to other people. A flag in the lapel, a red ribbon, an earring in one ear or in the nose say many things to other people.

A fourth form of symbolic communication to other people is cosmetics, or makeup. We associate meanings with different ways women apply makeup to their bodies. The prostitute usually has heavier makeup than other women. The man who uses a great many cosmetics is giving out a symbolic message about the meaning that his world has for him.

A fifth symbolic mode is the choice of automobiles. The business executive who drives a sports car is giving out a different set of messages to the world than his colleague who drives a luxury sedan or an ordinary family car.

A sixth symbolic mode is the choice and location of our houses. Social status is directly related to the type of dwelling one lives in and its location.

Seventh, the geography of our living spaces is a form of symbolic communication. If you sit behind your desk in your office interviewing somebody who is on the other side of the desk, you are giving out a fundamentally different set of messages than if the two of you sit face to face with no intervening furniture.

So we are giving out a continuous stream of signals about our meaning to other people through the symbols that we choose to surround ourselves and invest ourselves with. These symbols are essentially passive. They are, however, a real part of our communication. When we are talking, when we are not talking, and when we are sleeping, we emit passive symbolic signals

2 Visuals: Cues

A cue is a type of communication used by an adult to let a child know what is expected of him/her in a given situation. Cues are a type of receptive communication.

Designing and using a consistent routine is the beginning of teaching cues. Given time in this type of the routine, the child will first begin to anticipate his/her part in the routine. Given more experience with the routine, the child may begin to anticipate the routine from some part of the routine.

Touch cues are ways an adult can touch a child to communicate a desired action. For example, an adult may gently pull a child's arm upward with a grasp at the wrist to cue the child to lift arm during a dressing routine.

A sensory cue is some sensory input used to help a child anticipate an event: For example, a smell of lotion before it is applied to the child's arm or the sound of water splashing before placing the child in the bathtub.

Object cues are some concrete piece of a routine that is used to represent that routine. For example, a diaper may be an object cue for diaper changing.

When deciding what cues to use with a child, it is important to remember to select cues that the child can easily discriminate one from the other. Otherwise the cues may be confusing to the child.

3 Visuals: Colour

Colour is a very important and powerful means of communication. Colour is so much a part of our daily life; we use it in clothing, design, and decoration; we introduce colour to enliven a dull environment. Colours are associated with different moods and feelings like black with death and sorrow, white with peace and purity, red with danger and so on.

Colour has psychological effect; motivation and state of mind of employees is influenced by the colour in the place of work. Pleasant and cooling colours in the work-place have good influence on workers. Black and other dark and gloomy colours are known to reduce productivity of workers; very bright and gaudy colours may

be disturbing and over-exciting; well-matched and softly blending colours are pleasant and soothing.

Colour is an important means of formal communication. Think of traffic signals; nothing could be more important than to convey correctly and instantly, that it is dangerous to proceed. Matters of life and death are dependent on colour for communication

Besides traffic signals, colour is mainly used for classification and identification. In the chemical industry, colour is used to identify drums, pipes, cylinders or containers of a particular material or gas, e.g., red cylinders are used only for cooking gas. The cosmetics industry uses colour for soaps and shampoos to make them attractive as well as to classify and differentiate the various types. In offices, carbon copies of forms, orders, challans and other documents are made out on papers of different colours in order to distinguish copies meant for different departments. Teams, regiments and countries have their combination of colours on their flag.

Colour gives an added dimension to maps, chart and graphs, and makes it possible to convey a greater amount of information within the same visual/graphic representation.

Pictorial representation: A large variety of pictures from simple drawing to sophisticated coloured pictures and photographs are used on posters and in advertisements.

4 Visuals: Charts and graphs

In a country like India, with a large number of illiterate and semi-literate people, a picture with very few words is more suitable for mass communication. Pictures are universally understood, and more easily remembered. They make an immediate impact because they are easier to "take in" than a written message. Writing being linear (moving in a line), requires practiced eye movement, while a picture may be tackled by the recipient in any order that suits the eye.

A poster combines pictures and words. The use of words is kept to the minimum. A poster can convey simple instructions or a process by a series of pictures. It can be used for education and persuasion in matters like the importance of saving, the danger of drinking, the value of neat and clean appearance, etc.

Charts and graphs are pictorial representations of statistical information and can be made in different ways. Special skills and techniques are needed to prepare them; they cannot be understood by the uneducated-, even educated persons need some explanation and training before they can follow a chart or a graph. There are great advantages in this method of presenting statistical data. The overall situation can be seen at a glance, and the relationships between the figures are seen more easily than in tables. It needs less space than description.

Charts and graphs must be properly titled and labelled to show what information is being represented; the date of the information must be shown. Graphs and charts must always have a scale and a key to explain the symbols used.

Maps are representations of territory and are used for conveying the space relationships between places. They are used for geographical information of all kinds, such as transport routes, climatic conditions, distribution of population, crops, animal life and vegetation; sociological factors like religion, literacy, health and nutrition can also be represented by maps. Maps of small areas are used to give information about routes and to locate places. Key and scale are needed in all maps.

A sign is a mark used as a representation of something; for example, + for "plus", x for "multiply" skull and cross bones for "danger." A sign is mostly visual, and has a fixed meaning. A signal is a previously agreed movement which serves to warn, direct, or command; for example, the coming on of a green light or the waving of Green flag is a signal to go ahead; the firing of a gun salute signals the arrival of VIP a signal may be visual or auditory.

Signs communicate instantly; therefore, they are most useful in communicating simple but important ideas. Traffic signs must instantly convey information to the drivers about what lies ahead on the road. Words cannot be so quick as signs; where instant decision has to be taken on the information conveyed, signs and signals are the only effective method.

Previous knowledge and a certain amount of conditioning are required for a person to respond to signs and signals; but once this is done, the response is a reflex action. A driver does not have to think that he must apply brakes when his eyes see a red flag or

light; he just applies brakes. Most of us do not need to think that we must keep off places and things which show a skull with two cross bones below it. These are universally known signs for mass communication.

5 Visuals: Signals

Signals are commonly used for communication among members of a group. Individuals use visual signs and signals to communicate if they are not within hearing distance of each other. Such signs may be made with hands, lights, coloured cloth, smoke, or anything which can be seen at the required distance.

Signals are movements the child uses to communicate needs, desires and feelings to adults. Signals are a form of expressive communication. Signals may start as a behavior that the child is not intentionally using to communicate. But because an adult consistently responds to this behavior, the child begins to understand that producing this behavior causes a particular event to occur. For example, a child may inadvertently clap hands with an adult. If hand clapping is enjoyable for the child and the adult consistently responds by hand clapping with the child, the child may signal for more hand clapping by clapping the adults hand again. Signals are usually first seen within an already occurring activity. As the child becomes more sophisticated, he or she may produce the signal to initiate the activity.

6 Visuals: Symbols

Symbols are representations of an event, action, object, person, or place that can be used to communicate about the event, action, object, person, or place. Symbols can be used for both receptive and expressive communication. Objects, parts of objects, pictures, print, actions, gestures, signs, and speech can all be symbols. Symbols may start as cues and signals. If a child recognizes a cue out of context, that cue may be acting as a symbol. If a child uses a signal or an object cue to communicate about an event, action, object, person or place out of context, the child may be using that signal or cue as a symbol.

The more a symbol resembles what it represents, the more concrete that symbol is. The less a symbol resembles what it represents, the more abstract that symbol is. An example of a concrete symbol would be a spoon, used during mealtimes, to represent mealtime. A less concrete (or more abstract) symbol

would be a small line drawing of a person eating. The spoken phrase "time to eat" would be the most abstract because those sounds don't look, smell, or feel like food or the action of eating. Concrete symbols are more easily associated with what they represent than are abstract symbols. When determining how closely a symbol resembles an event, action, object, person, or place it is important to consider how the child perceives that event, action, object, person, or place. For example, a symbol based on visual similarities may not be as concrete for a person with a visual impairment as it would be for an individual who is fully sighted. A symbol based on an action may be abstract for an individual with physical impairment such that he/she had never performed that action.

7 Auditory Symbols

The use of auditory symbols is very limited. Only very simple information can be conveyed by sounds. Sound signals are used mainly for warning; in war time, sirens are used to warn about enemy air-raids; sirens are used in factories to warn of fire or accident, and by police vehicles. Whistles are used by the police and the army to call members to assemble, and to convey different instructions. Trains and ships use whistles as signal for departure and for warning. Bells and buzzers are used to indicate the starting and ending of work periods; bells are also used by special vehicles like the fire engine and the ambulance, to warn other road users to give way. A bell with a pleasant sound is associated with worship since it is used to call the faithful to prayer in many religions.

Tunes are often used as an identification mark. Programs on the radio and the TV are introduced with a signature tune; advertisements on these media are recognised by their tunes. Secret organisations use tunes which members may hum or whistle to identify and recognise members.

1.6.5 Body Language

Body movements indicate things about another person that may have great importance for creating communication or give you reasons to avoid it. We all have certain specific behavioural tendencies. That's not to say we're pigeonholed into being one thing or another. We are not locked into these tendencies-but more times than not, we tend to behave the same way again and again. Why? By default, we return to what we feel is safe and comfortable.

Often we ask ourselves, “Why did he say that?”, “Why did he do that?”, or “Who does he think he is?” These questions might be rephrased as, “Why did you say that?”, “Why did you do that?” and “Who do you think you are?” Each of us is different. Fortunately we are predictably different and our differences make us simultaneously attractive and frustrating to others.

The secret of persuasion is to understand yourself and others. Then you can adapt effectively to the needs of the person and the situation. Information is power, but it’s only powerful if you know how to obtain and use it.

David Golman, author of Emotional Intelligence, defined “EQ” as an ability to understand one’s own feelings and to express empathy for the feelings of others. His studies showed that EQ is four times more likely than IQ to indicate your level of success. According to Golman, the communication skills responsible for EQ are:

1 Empathy & Graciousness

Since ancient times, humankind has attempted to read others and explain the reason for their differences. Credible personality models have been traced back as the writings of Hippocrates, Aristotle, and Chanakya for a comparison of the better-known personality profiles. The ability to influence others is dependent on the degree of willingness you and your partner wish to exercise in being co-operative and getting along. The greater your ability to adapt to your partner’s behaviour and to communicate in his language, the more receptive he will be to you and the greater your chance of success will be. The key to influencing others lies in your ability to present your needs in terms of meeting their needs, and in wording your proposal in a way that is most receptive and understandable to them. In short, we want benefits spelled out for us in our own language. We want these benefits in a way that we can understand, so that we can put them to good use.

If you want to influence someone, you have to do the work of delivering your message in the receiver’s behavioural language. You must design your presentations to meet his needs so he can immediately see the benefits.

2 Readiness and Enthusiasm

When people are ready to take action, they'll often sit forward in their seats or stand with their hands on their hips. They are anxious to get going. They will stand or sit in an erect position. They are alert, with wide, bright eyes. Their body motions are alive and animated. Their words can't keep up with their hands. When you see these signs, get going-because they're ready.

3 Frustration

Most of us are familiar with these signs. How many times a day do you see some of these gestures: hand-wringing, running fingers through hair, clenching hands or jaw, an exasperated sigh, or tension in the small muscles of the face? If you see these signs in others retreat before approaching with any request!

4 Superiority

People who feel superior to you often appear relaxed, with their hands clasped behind their heads or backs. The chin and head is often held high. They may lean back in their chairs, or lean their bodies against a wall, table or desk. When someone behaves this way it's important for you to control your emotions, apply your communication skills and focus on the issues on hand.

5 Boredom

Bored people tap their fingers or feet. They're often pre-occupied with personal grooming or other insignificant details, such as sharpening a pencil. They will also point their bodies to the door, and often check their watches. Often asking a question or stating your observation of their behaviours will involve them in the conversation.

6 Nervousness

Nervous people cover their mouths when they speak. Their voices are often high and may even break. Their speech is hesitant, and they use "ums" and "ahs" incessantly. They may clear their throats and wring their hands while looking down at their shoes. You may also see their facial muscles twitching as they shift back and forth on their feet.

It's important for you to create a safe environment for them to speak, to maintain rapport and to be patient and encouraging.

Body language is an important factor in oral communication. In face-to-face situations, an important message is communicated by a number of factors, like clothing, appearance, voice, posture, facial expressions, gestures and other body movements. Much of body language is involuntary or unconscious but it makes a powerful impact. Body language can make or mar a presentation. The study -of body motion as related to speech is called kinesics.

7 Paralanguage

"Non-lexical" vocal communications may be considered a type of nonverbal communication, in its broadest sense, as it can suggest many emotional nuances. This category includes a number of sub-categories:

Inflection (rising, falling, flat...)

Pacing (rapid, slow, measured, changing...)

Intensity (loud, soft, breathy...)

Tone (nasal, operatic, growling, wheedling, whining...)

Pitch (high, medium, low, changes...)

Pauses (meaningful, disorganized, shy, hesitant...)]

The voice has characteristics like tone, volume, and pitch. Tone is the quality of the voice. Volume is the loudness or softness, which is modified according to the number, of, persons addressed and the distance between speaker and listener; speaking too loudly for the situation may betray lack of self-command. Pitch is the high or low note of the scale; a high note is usually louder and heard at a longer distance than a low note; a high-pitched voice is often unpleasant, and suggests immaturity or emotional disturbance. The voice becomes high-pitched when a person is struck with fear.

Speed of speaking is another aspect of the voice. Rapid speech indicates excitement. But if we have control, we deliberately increase speed of speaking to tell an interesting story, and reduce speed to create suspense, and to explain a difficult idea. Other qualities like rhythm, clear pronunciation, and good accent, all have an effect on the listener.

Stress on a particular syllable or word can change the meaning and implication of the sentence. Try saying the sentence, "Were you there last night?" in different ways, putting stress on a different word each time, and note the difference in the meaning implied.

Just one word and a look can convey what might take several sentences; for example, an explosively uttered What? could mean, "What are you saying? Do you really mean that? I just can't believe what you're saying!"

These non-verbal aspects of the spoken word are known as paralanguage.

Vocalism or inflection constitutes a ninth form of nonverbal communication. As an example, take the sentence, "I love my children." That sentence is meaningless unless it is pronounced. The way that sentence is packaged vocally determines the signal that it gives to another person. For example, if the emphasis is on the first word, "I love my children," the implication is somebody else doesn't. If the emphasis is on the second word, "I love my children," a different implication is given; perhaps that some of their behavior gets on my nerves. If the emphasis is placed on the third word, "I love my children," the implication is that someone else's children do not receive the same affection. If the emphasis is placed on the final word, "I love my children," a fourth implication may be drawn, that is, that there are other people whom I do not love. So the way we carry our words vocally often determines the meaning that another person is likely to infer from our message.

8 Silence

Silence can be a very effective way of communication. Silence is not a negative absence of speech but a positive withdrawal or suspension of speech.

In a face-to-face situation, silence may indicate several things. It may be that the person is not sure what to say, or is so full of feeling as to be unable to speak. Silence can be used deliberately to convey certain feelings like anger or displeasure. Sympathy with someone who has suffered loss is often best expressed by keeping silent. Facial expression and posture may indicate the feeling behind the silence.

Silence can be very embarrassing if it is not possible to interpret it. It can be awkward in a group, when no one knows how to break it. On the telephone, it can cause much discomfort, as one cannot see the other and therefore has no clue from facial expressions as to the reason for the other's silence.

The terms "dead silence", "stony silence", "embarrassing silence", show that silence has a quality that communicates itself.

Short silences are very effective in giving emphasis to words. A pause before or after certain words make the words stand out from the rest. A skillfully placed pause has the power to make the listener more alert. In presentations, silence can be used effectively to emphasis a point; it is often far more effective than wild gestures or table-thumping.

9 Haptic Communication

Haptic communication is communicating by touch. This is used in a number of contexts and also has dangers for the unwary as touching for example where another person can in particular circumstances, be interpreted as assault. Touch is often intimate and can be used as an act of domination or friendship, depending on the context and who is touching who, how and when. Young children and old people use more touching than people in the middle years. Touch provides a direct contact with the other person. This varies greatly with the purpose and setting.

Touching is perhaps the most powerful nonverbal communication form. The skin is the body's largest organ, and through the skin we take in a variety of stimuli. We can communicate anger, interest, trust, tenderness, warmth, and a variety of other emotions very potently through touching. People differ, however, in their willingness to touch and be touched. Some people give out nonverbal body signals that say that they do not want to be touched, and there are other people who describe themselves and are described by others as "touchy feely." There are many taboos associated with this form of communication. Persons can learn about their own personalities and self concepts through exploring their reactions to touching and being touched.

10 Facial expression

Facial expression is an obvious communicative factor. A cheerful face or a gloomy face influences most people who see it. A happy or appreciative smile, a displeased frown, a look of surprise, and several other expressions of the face can convey, with or without words, the attitude and reaction of the communicants. Expressions accompany the speaker's words and also indicate the listener's reactions. An alert speaker can judge the listener's reaction by the facial expressions which act as a constant feedback. You can learn to use facial expressions for effect.

11 Eye contact

Eye contact is another form of nonverbal communication. We tend to size each other up in terms of trustworthiness through reactions to each other's eye contact. Try a little experiment with yourself. Remember the last time you were driving down the road and passed a hitch-hiker. The odds are very high that you did not look him in the eye if you passed him up. Con artists and salespeople understand the power of eye contact and use it to good advantage. Counselors understand that eye contact is a very powerful way of communicating understanding and acceptance. Speakers understand that eye contact is important in keeping an audience interested in one's subject.

Eye contact is a difficult, disconcerting communicative factor. The comfort level for eye contact is three seconds; if extended beyond that, it can amount to invasion of another's space. People who are aggressive try to fix others with a stare; if you are angry you might express it with extended eye contact. If you give full eye contact for too long together with an angry expression, the other person may describe the experience as "shooting darts at me."

A person who is lying usually blinks and avoids eye contact; unblinking eye contact could mean that the person is lying and watching to see your reaction. Persons with lack of self confidence often avoid eye contact.

For a person making an oral presentation it is important to create rapport with the audience with eye contact. Presenters make it a point to take in the whole audience with a sweep of the eye, making brief eye contact with as many as possible. The eyes, according to Leonardo da Vinci, are the "mirror to the soul."

Confident eye contact shows trustworthiness and truthfulness. Shifty eyes indicate aloofness and distrust.

12 Gestures

Do we expect other cultures to adopt our customs or are we willing to adopt theirs? This might translate to how business or even foreign relations are to be conducted. Do we compromise or force others peoples to deal only on our terms? We may not have time to hear a language, but taking time to learn the "signals" is a powerful communicator.

As the global village continues to shrink and cultures collide, it is essential for all of us to become more sensitive, more aware, and more observant to the myriad motions, gestures, and body language that surround us each day. And as many of us cross over cultural borders, it would be fitting for us to respect, learn, and understand more about the effective, yet powerful "silent language" of gestures.

The world is a giddy montage of vivid gestures- traffic police, street vendors, expressway drivers, teachers, children on playground, athletes with their exuberant hugging, clenched fists and "high fives." People all over the world use their hands, heads, and bodies to communicate expressively.

Without gestures, our world would be static and colorless. The social anthropologists Edward T. Hall claim 60 percent of all our communication is nonverbal. In that case, how can we possibly communicate with one another without gestures?

Gestures and body language communicate as effectively as words- maybe even more effectively. We use gestures daily, almost instinctively, from beckoning to a waiter, or punctuating a business presentation with visual signals to airport ground attendants guiding an airline pilot into the jet way or a parent using a whole dictionary of gestures to teach (or preach to) a child.

Gestures are woven inextricably in to our social lives, but also that the "vocabulary" of gestures, can be at once informative and entertaining... but also dangerous. Gestures can be menacing (two drivers on a freeway), warm (an open-armed welcome), instructive (a police man giving road directions, or even sensuous.

Bear in mind that the following gestures are in general use, but there may always be exceptions. In recent years, Western and contemporary values and ideas have become more popular and has either influenced, altered, and even replaced, some of the more traditional gestures, understanding human behavior is tricky stuff. No two people behave in precisely the same way. Nor do people from the same culture all perform exactly the same gestures and body language uniformly. For almost any gestures there will probably be a minority within a given nationality who might say "Well, some might attach that meaning to it, but to me it means..." and then they will provide a different interpretation.

In the world of gestures, the best single piece of advice is to remember the two A's - "Ask" and be "aware." If you see a motion or gesture that is new or confusing, ask a local person what it signifies. Then, be aware of the many body signs and customs around you.

Gestures, the movement of arms and hands, are different from other body language in that they tend to have a far greater association with speech and language. Whilst the rest of the body indicates more general emotional state, gestures can have specific linguistic content.

Gestures have three phases: preparation, stroke and retraction. The real message is in the stroke, whilst the preparation and retraction elements consist of moving the arms to and from the rest position, to and from the start and end of the stroke. Our gestures oftentimes tell something about us that we are not able or willing to communicate verbally. Here is a partial list of "open" and "closed" gestures—"open" are present when a person is ready and willing to communicate, "closed" are present when there may be something standing in the way of honest, complete communication. These gestures can be observed in spouse relationships, parent-child relationships, supervisor-worker relationships, worker-client relationships, and any other time that two people are communicating. Maybe you will discover that your body language has been "telling" on you!

Open hands, hand covering mouth, palms up making fists, unbuttoning jacket, peering over top of glasses, spontaneous eye contact, glancing at exit, smile frown, leaning forward, leaning back, relaxed, rigid, hands away from face, looking at floor, standing straight, moving away, feet apart, legs crossed, shaking foot, shoulders squared, fidgeting, uncrossed legs, locked ankles, Welcoming: handshake, folded arms, touching, cold shoulder, patting, open palm tapping, rubbing palms together, hand wringing, affirmative head nods, head lowered, eye contact, lack of eye contact, calm, use of facial movements, staring or eyes closed, body positioned toward other, rocking, seating arrangement with no barriers, stalling for time (light pipe, clean glasses, etc.)

13 Posture

Posturing is a form of nonverbal communication. How one postures the body when seated or standing constitutes a set of

potential signals that may communicate how one is experiencing his environment. A person who folds his arms and legs is often said to be defensive. It is sometimes observed that a person under severe psychological threat will assume the body position of a fetus. The seductive person opens his body to other people and postures himself so that his entire body is exposed to the other person.

Posture is the way we hold ourselves. Though difficult to interpret, it contributes much to communication. The way we hold our body, the way we stand or sit indicates something about our feelings and thoughts, attitudes and health. Sitting stiffly, may show tension; comfortably leaning back conveys a relaxed mood, eagerly leaning- forward shows the listener's interest in the speaker. Posture can indicate disregard or disrespect for others who are present; polite and well-bred persons are usually careful of how they stand or sit in the presence of visitors and in formal situations. Graceful posture is a great asset in any business.

1.7. SEVEN CS OF COMMUNICATION

Seven C's are the seven most useful qualities of effective communication. They are called Seven C's because name of each of these qualities starts with a C, and they are seven in numbers, therefore they are called Seven C's. Although they are just seven small words starting with a letter C but their importance for effective business communication is same as the importance of seven seas for the world.

1.7.1 Completeness

Message Receiver- either listener or reader, desires complete information to their question. e.g. suppose you are working with multinational company who is engaging with engineering goods, like A.C. Now let say one of your major customer wants some technical information regarding "thermostat" (because he wants to convey the same to the end users). In this case you have to provide him complete information in a short span of time. If possible, provide him some extra information which he does not know, in this way you can maintain a good business relation with him, otherwise he may switch to another company.

Five W's: One way to make your message complete is to answer the five W's: WHO, WHAT, WHEN, WHERE, WHY? The five question method is useful when you write requests, announcements, or other informative messages. For instance, to order (request) merchandise, make clear WHAT you want, WHEN u need it, WHERE it is to be sent.

2. Conciseness

Conciseness means “convey the message by using fewest words”. “Conciseness is the prerequisite to effective business communication.” Hence, a concise message saves the time and expenses for both the parties.

For achieving the conciseness you have to consider the following.

- Avoid wordy expression
- Include only relevant material
- Avoid unnecessary repetition.
- Avoid Wordy Expression

g.Wordy: - at this time. Instead of “at this time” you can just use only a concise word: - NOW, Always try to use “To the point Approach” in business scenario perspective.

Include only relevant information:

- Always try to provide only relevant information to the receiver of the message. Let's say one of your customers requested
- For clients of the company in reply you should provide simply list of clients at the panel of your company.
- No need to provide detailed business information about client at all.
- Observe the following suggestions to “Include only relevant information.”
- Stick to the purpose of message Delete irrelevant words Avoid long introduction, unnecessary explanation etc. Get to the important point concisely.
- Avoid un-necessary Repetition: Sometimes repetition is necessary for focusing some special issue. If the same thing is said without two or three reasons, the messages become wordy and boring. That's why try to avoid Un-necessary repetition.

- Some ways to eliminate unnecessary words: Use shorter name after you have mentioned the long one. E.g. Spectrum communications Private limited use spectrum. Use pronouns or initials E.g. Instead of world trade organization use WTO or You can use IT for Information Technology. (Keeping in views that receiver knows about these terms)

3. Consideration

Consideration means – To consider the receiver's Interest/Intention. It is very important in effective communication while writing a message you should always keep in mind your target group consideration is very important "C" among all the seven C's.

Three specific ways to indicate consideration: First, focus on "you" instead of "I" or "We", second, show audience benefit or interest of the receiver and third, emphasize positive, pleasant facts. Using "you" help you, but over use lead a negative reaction.

Always write a message in such a way how audience should be benefited from it.

We attitude: "I am delighted to announce that we will extend to make shopping more."

You attitude: "You will be able to shop in the evening with the extended hours." Readers may react positively when benefit are shown to them. Always try to address his/her need and want. Always show/write to reader..... what has been done so far as his/her query is concerned. And always avoid that his/her need and wants. Always avoid that has not been done so far.

4. Concreteness

It means that message should be specific instead of general. Misunderstanding of words creates problems for both parties (sender and receiver). When you talk to your client always use facts and figures instead of generic or irrelevant information.

To achieve the Concreteness: use specific facts and figures, choose image building words e.g General He is very intelligent student of class and stood first in the class.

E.g. Nehra's GPA in B.Sc Electrical Engineering 2k3-f session was 3.95/4.0; he stood first in his class. Always write on a very solid ground. It should definitely create good image as well.

1.7.5 Clarity

Accuracy is a purpose of clarity. In effective business communication the message should be very much clear. So that reader can understand it easily. You should always choose precise words. Always choose familiar and easy words. Construct effective sentences and paragraphs.

In business communication always use precise words rather longer statements. If you have a choice between long words and shorter one, always use shorter one. You should try your level best to use familiar/easy to understand words so that your reader will quickly understand it.

Next familiar words

after	subsequent
home	domicile
for example	e.g.
pay	remuneration
invoice	statement for payments

1.7.6 Courtesy

Knowing your audience allows you to use statements of courtesy; be aware of your message receiver. True courtesy involves being aware not only of the perspective of others, but also their feelings. Courtesy stems from a sincere you-attitude. It is not merely politeness with mechanical insertions of “please” and “Thank you”. Although Applying socially accepted manners is a form of courtesy. Rather, it is politeness that grows out respect and concern for others. Courteous communication generates a special tone in their writing and speaking.

The following are suggestions for generating a courteous tone: Be sincerely tactful, thoughtful and appreciative. Use expressions that show respect for the others Choose nondiscriminatory expressions be sincerely Tactful, Thoughtful and Appreciative Though few people are intentionally abrupt or blunt, these negative traits are common cause of discourtesy. Avoid expression like those in the left hand column below; rephrase them as shown in the right-hand column.

Tactless, Blunt

More Tactful

Stupid letter; I can't understand

I should understand it, as there is no confusing word in this letter, could you please explain it once again?

It's your fault, you did not properly Sometimes my wording is not precise; let me try again read my latest FAX.

Thoughtfulness and appreciation Writers who send cordial, courteous messages of deserved congratulations and appreciation (to a person inside & outside) help to build goodwill. The value of goodwill or public esteem for the firm may be worth thousands of dollars.

1.7.7 Correctness

At the core of correctness are the proper grammar, punctuation and spelling. However, message must be perfect grammatically and mechanically. The term correctness, as applied to business messages also mean three characteristics o Use the right level of language o Check the accuracy of figures, facts and words and maintain acceptable writing mechanics.

Formal writing is often associated with scholarly writing: doctoral dissertations, scholarly, legal documents, top-level government agreements and other material where formality is demanded. Informal writing is more characteristic of business writing. Here you use words that are short, well-known and conversational as in this comparison list:

More Formal	Less Formal
Participate	Join
Endeavor	try
Ascertain	find out
Utilize	Use
Interrogate	question.

Avoid substandard language. Using correct words, incorrect grammar, faulty pronunciation all suggest as inability to use good English. Some examples follow:

Substandard	More Acceptable
Ain't	isn't, aren't
Can't	hardly
Can	hardly
Aim to proving	aim to prove
Desirous to	desirous of
Stoled	stolen

Check Accuracy of Facts, Figures and words it is impossible to convey meaning precisely, through words, from the head of the sender to a receiver. Our goal is to be as precise as possible, which means checking and double-checking and double-checking to ensure that the figures, facts and words you use are correct. "A good check of your data is to have another person read and comment on the validity of the material"

- Figures and facts
- Verify your statistical data
- Double-check your totals
- Avoid guessing at laws that have an impact on you, the sender and your
- Have someone else read your message if the topic involves data.
- Determine whether a "fact" has changed over time.

8. SUMMARY

In the above chapter we learnt that the communication is complex phenomenon which involves various stages commencing from the ideation, message, encoding, transmission, receiver, decoding, feedback and the sender. Non verbal and verbal communication is very significant to understand as verbal communication involves the written and oral whereas the non verbal communication includes the visuals, auditory, body language and etc.

9. EXERCISE:

Answer the following questions

1. Write a comprehensive account on written and oral communication.
2. Distinguish between verbal and non-verbal communication?
3. Discuss the significance of face-to-face communication in an organisation.
4. What do you understand by non-verbal communication? Explain its salient features?
5. What are the different types of non-verbal communication? Explain each in brief.
6. Explain the term "Kinesics" and write a note on the four major types of body language.

7. Write a note on signs, symbols and signals and their use in organisational communication.
8. Explain what is meant by visual communication. Give examples of each and write a detailed note on it.
9. List the advantages and disadvantages of oral communication.
10. List the advantages and disadvantages of written form of communication.
11. Why does oral communication sometimes result in over communication? How can this problem be overcome?
12. What are the ways to make oral communication effective? Explain.
13. How can you make written communication effective? Explain.
14. What are the various methods of communication?
15. What are the essential conditions to make our Face-to-Face Communication effective?
16. What is the importance of written communication?
17. Explain with examples why the receiver should be more careful while interpreting a non-verbal message.
18. What is the significance of gestures in our communication? Discuss.
19. What precaution will you take while communicating by gesture?
20. How will you understand the need of your boss when he enters office in the morning? Give one example.
21. Explain with examples how media advertisements exploit the human weakness of dress and appearance.
22. What role do different colours play in our day-to-day communication?
23. What importance do the charts, maps and graphs have in our business communication?
24. What is the importance of dress, appearance and distance?
25. What are the principles on which the Visual Communication works?
26. What are the characteristics and requirements of a good poster?
27. Write notes on:
 - a) Face-to-face communication
 - b) Facial expressions Gestures
 - c) Body language
 - d)

- e) Silence
- f) Signs and signals
- g) Graphs, maps and charts
- h) Colour
- i) Proxemics
- j) Special uses of face-to-face communication
- k) Lapses of written communication
- l) How non-verbal communication works
- m) Colour, layout and design
- n) Posters

Unit II

BARRIERS TO COMMUNICATION

Unit Structure

1. Objectives
2. Barriers to Communication
 - 2.2.1 Concept of barriers to communication
3. Nature of Barriers
 1. Verbal Communication Barriers
 2. Nonverbal Communication Barriers
 3. Para-verbal communication Barriers
 4. Barriers of Inconsistency
 5. Listening Barriers
 6. Barriers at Communication Process
 - 2.3.7 Transmitting Barriers
 - 2.3.8 Decoding Barriers
 - 2.3.9 General Barriers to Communication
 - 2.3.10 Semantic Barriers
 - 2.3.11 Linguistic or Language Barriers
 12. Psychological Barriers
 13. Interpersonal Barriers
- 2.4. Space/Time Distance barriers
5. Gender barriers
6. How to overcome the barriers to communication?
 - 2.6.1 To Overcome Listening Barriers
 - 2.6.2 To Overcome Perception Related Barriers
 - 2.6.3 To Overcome Verbal Communication Barriers
 - 2.6.4 Facilitating Communication
8. How to achieve effective communication?
9. Summary
10. Exercise

1. OBJECTIVES

- To find out the possible barriers to communication
- To chalk out the strategies to overcome the barriers

2. BARRIERS TO COMMUNICATION

Despite the importance of understanding others, the quality of communication is generally poor in most organizations. Research suggests that misunderstandings are the rule, rather than the exception.

When people are under stress, they are more apt to inject communication barriers into their conversation. These barriers can exist on a daily basis as we may work with people who have different opinions, values, beliefs, and needs than our own. Our ability to exchange ideas with others, understand other's perspectives, solve problems and successfully utilise the steps and processes presented in this chapter will depend significantly on how effectively we are able to communicate with others.

2.2.1 Concept of barriers to communication

Most of those communication barriers despite of their origins may be, in fact, explained by difference in perception. Our mind organises and processes all received information accordingly to specific rules determined by our genetic matrix, our life experience and resulting personality. It creates a mental map that represents our perception of reality.

In no case are the perceptions of different persons identical. The mental images of the same event, different persons may have, are different as the perception of each of them is unique accordingly to their personality.

While communicating we are choosing details that are important for us. This is called selective perception. Using it, we are trying to send our message as relevant as we can. However we shouldn't forget that our perception remains always personal. When receiving message we try to fit given information in our existing mental pattern. If something doesn't fit we tend to distort information rather than modify the pattern.

To control communication and correct eventual errors we are providing feedback, which is the most important tool to determine, by sender, whether or not the message has been received as intended. The methods and channels for feedback may be different. We may give feedback by repeating received information or asking additional questions in order to clarify the meaning, or by giving signs of the state of our understanding by nodding, smiling, producing specific sounds, etc.

3. NATURE OF BARRIERS

1. Verbal Communication Barriers

The act of communicating involves verbal, nonverbal, and paraverbal components. The verbal component refers to the content of our message, the choice and arrangement of our words. The nonverbal component refers to the message we send through our body language. The para-verbal component refers to how we say what we say - the tone, pacing and volume of our voices.

Our use of language has tremendous power in the type of atmosphere that is created at the problem-solving table. Words that are critical, blaming, judgmental or accusatory tend to create a resistant and defensive mindset that is not conducive to productive problem solving. On the other hand, we can choose words that normalize the issues and problems and reduce resistance. Phrases such as "in some districts, people may . . .", "it is not uncommon for . . ." and "for some folks in similar situations" are examples of this.

Sending effective messages requires that we state our point of view as briefly and succinctly as possible. Listening to a rambling, unorganized speaker is tedious and discouraging - why continue to listen when there is no interchange? Lengthy dissertations and circuitous explanations are confusing to the listener and the message loses its concreteness, relevance, and impact. This is your opportunity to help the listener understand YOUR perspective and point of view. Choose your words with the intent of making your message as clear as possible, avoiding jargon and unnecessary, tangential information.

2. Nonverbal Communication Barriers

The power of nonverbal communication cannot be underestimated. In his book, *Silent Messages*, Professor Albert

Mehrabian says the messages we send through our posture, gestures, facial expression, and spatial distance account for 55% of what is perceived and understood by others. In fact, through our body language we are always communicating, whether we want to or not!

1. Facial Expression

The face is perhaps the most important conveyor of emotional information. A face can show enthusiasm, energy, and approval, express confusion or boredom, and scowl with displeasure. The eyes are particularly expressive in telegraphing joy, sadness, anger, or confusion.

2. Postures and Gestures

Our body postures can create a feeling of warm openness or cold rejection. For example, when someone faces us, sitting quietly with hands loosely folded in the lap, a feeling of anticipation and interest is created. A posture of arms crossed on the chest portrays a feeling of inflexibility. The action of gathering up one's materials and reaching for a purse signals a desire to end the conversation.

3. Para-verbal communication Barriers

Para-verbal communication refers to the messages that we transmit through the tone, pitch, and pacing of our voices. It is how we say something, not what we say. Professor Mehrabian states that the para-verbal message accounts for approximately 38% of what is communicated to someone. A sentence can convey entirely different meanings depending on the emphasis on words and the tone of voice. For example, the statement, "I didn't say you were stupid" has six different meanings, depending on which word is emphasized.

4. Barriers of Inconsistency

In all of our communications we want to strive to send consistent verbal, para-verbal and nonverbal messages. When our messages are inconsistent, the listener may become confused. Inconsistency can also create a lack of trust and undermine the chance to build a good working relationship.

When a person sends a message with conflicting verbal, para-verbal and nonverbal information, the nonverbal information tends to be believed. Consider the example of someone, through a clenched jaw, hard eyes, and steely voice, telling you, they are not

mad. Which are you likely to believe? What you see or what you hear?

2.3.5. Listening Barriers

"Listening in dialogue is listening more to meaning than to words . . . In true listening, we reach behind the words, see through them, to find the person who is being revealed. Listening is a search to find the treasure of the true person as revealed verbally and nonverbally. There is the semantic problem, of course. The words bear a different connotation for you than they do for me. Consequently, I can never tell you what you said, but only what I heard. I will have to rephrase what you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion." - John Powell, theologian

The key to receiving messages effectively is listening. Listening is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening requires more than hearing words. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

Listening requires a high level of concentration and energy. It demands that we set aside our own thoughts and agenda, put ourselves in another's shoes and try to see the world through that person's eyes. True listening requires that we suspend judgment, evaluation, and approval in an attempt to understand another's frame of reference, emotions, and attitudes. Listening to understand is, indeed, a difficult task!

Often, people worry that if they listen attentively and patiently to a person who is saying something they disagree with, they are inadvertently sending a message of agreement. When we listen effectively we gain information that is valuable to understanding the problem as the other person sees it. We gain a greater understanding of the other person's perception. After all, the truth is subjective and a matter of perception. When we have a deeper understanding of another's perception, whether we agree with it or not, we hold the key to understanding that person's motivation, attitude, and behavior. We have a deeper understanding of the problem and the potential paths for reaching agreement. Learning

to be an effective listener is a difficult task for many people. However, the specific skills of effective listening behavior can be learned. It is our ultimate goal to integrate these skills into a sensitive and unified way of listening.

2.3.6. Barriers at Communication Process

Encoding Barriers: The process of selecting and organizing symbols to represent a message requires skill and knowledge. Obstacles listed below can interfere with an effective message.

1. Lack of Sensitivity to Receiver

A breakdown in communication may result when a message is not adapted to its receiver. Recognizing the receiver's needs, status, knowledge of the subject, and language skills assists the sender in preparing a successful message. If a customer is angry, for example, an effective response may be just to listen to the person vent for awhile.

2. Lack of Basic Communication Skills

The receiver is less likely to understand the message if the sender has trouble choosing the precise words needed and arranging those words in a grammatically-correct sentence.

3. Insufficient Knowledge of the Subject

If the sender lacks specific information about something, the receiver will likely receive an unclear or mixed message. Have you shopped for an item such as a computer, and experienced how some salespeople can explain complicated terms and ideas in a simple way? Others cannot.

4. Information Overload

If you receive a message with too much information, you may tend to put up a barrier because the amount of information is coming so fast that you may have difficulty comfortably interpreting that information. If you are selling an item with twenty-five terrific features, pick two or three important features to emphasize instead of overwhelming your receiver (ho-hum) with an information avalanche.

2.3.6.5 Emotional Interference

An emotional individual may not be able to communicate well. If someone is angry, hostile, resentful, joyful, or fearful, that person may be too preoccupied with emotions to receive the

intended message. If you don't like someone, for example, you may have trouble "hearing" them.

2.3.7 Transmitting Barriers

Things that get in the way of message transmission are sometimes called "noise." Communication may be difficult because of noise and some of these problems:

2.3.7.1 Physical Distractions

A bad cellular phone line or a noisy restaurant can destroy communication. If an E-mail message or letter is not formatted properly, or if it contains grammatical and spelling errors, the receiver may not be able to concentrate on the message because the physical appearance of the letter or E-mail is sloppy and unprofessional.

2. Conflicting Messages

Messages that cause a conflict in perception for the receiver may result in incomplete communication. For example, if a person constantly uses jargon or slang to communicate with someone from another country who has never heard such expressions, mixed messages are sure to result. Another example of conflicting messages might be if a supervisor requests a report immediately without giving the report writer enough time to gather the proper information. Does the report writer emphasize speed in writing the report, or accuracy in gathering the data?

3. Channel Barriers

If the sender chooses an inappropriate channel of communication, communication may cease. Detailed instructions presented over the telephone, for example, may be frustrating for both communicators. If you are on a computer technical support help line discussing a problem, it would be helpful for you to be sitting in front of a computer, as opposed to taking notes from the support staff and then returning to your computer station.

4. Long Communication Chain

The longer the communication chain the greater the chance for error. If a message is passed through too many receivers, the message often becomes distorted. If a person starts a message at one end of a communication chain of ten people, for example, the message that eventually returns is usually liberally altered.

8. Decoding Barriers

The communication cycle may break down at the receiving end for some of these reasons:

1. Lack of Interest

If a message reaches a reader who is not interested in the message, the reader may read the message hurriedly or listen to the message carelessly. Miscommunication may result in both cases.

2. Lack of Knowledge

If a receiver is unable to understand a message filled with technical information, communication will break down. Unless a computer user knows something about the Windows environment, for example, the user may have difficulty organizing files if given technical instructions.

3. Lack of Communication Skills

Those who have weak reading and listening skills makes ineffective receivers. On the other hand, those who have a good professional vocabulary and who concentrate on listening, have less trouble hearing and interpreting good communication. Many people tune out who is talking and mentally rehearse what they are going to say in return.

4. Emotional Distractions

If emotions interfere with the creation and transmission of a message, they can also disrupt reception. If you receive a report from your supervisor regarding proposed changes in work procedures and you do not particularly like your supervisor, you may have trouble even reading the report objectively. You may read, not objectively, but to find fault. You may misinterpret words and read negative impressions between the lines. Consequently, you are likely to misunderstand part or all of the report.

5. Physical Distractions

If a receiver of a communication works in an area with bright lights, glare on computer screens, loud noises, excessively hot or cold work spaces, or physical ailments, that receiver will probably experience communication breakdowns on a regular basis.

Thank You

