

UNIT

1

Principles of Communication



INTRODUCTION TO COMMUNICATION



WHAT IS COMMUNICATION?

Communication is not just an act. It is a process. The process of communication includes transmission of information, ideas, emotions, skills, knowledge by using symbols, words, pictures, figures, graphs or illustrations. The act of communication is referred to as 'transmission'. It is the process of transmission that is generally termed communication.

Communication regulates and shapes all human behavior. Therefore, it is important to have a clear understanding of the concepts of communication. What is communication? Why is it important to us? How does it work? What are the elements in the process of communication? What are the different types of communication that we are engaged in? These questions come to our mind when we study this subject.

"Communication is the mechanism through which human relations exist and develop." This broad definition, found in a book written by a sociologist, takes in about everything.

In contrast, some people limit their definitions of communication rather narrowly, saying, "**Communication is the process whereby one person tells another something through the written or spoken word.**" This definition, from a book written by a journalist, seems reasonable for those in that field.

Some definitions fall in between these two extremes. Carl Hovland, a well-known psychologist, said communication is "**the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behavior of the other individuals (communicates).**"

Some object to this definition. Their objections center on the phrase "modify the behavior." They say there are numerous occasions when they communicate, in their family and social lives,

for example, with no intention of attempting to modify behavior. However, we most likely do modify others' behavior even though that may not be our intention.

Meaning of Communication

The English word '**communication**' is derived from the Latin noun '**communis**' and the Latin verb '**communicare**' that means '**to make common**'. Communication is a much-hyped word in the contemporary world. It encompasses a multitude of experiences, actions and events, as well as a whole variety of happenings and meanings, and technologies too. Meetings, conferences or even a procession thus can be a communication event. Newspapers, radio, video and television are all 'communication media' and journalists, newsreaders; advertisers, public relation persons and even camera crew are '**communication professionals**'.

Communication in its simplest sense involve two or more persons who come together to share, to dialogue and to commune, or just to be together for a festival or family gathering. Dreaming, talking with someone, arguing in a discussion, speaking in public, reading a newspaper, watching TV, etc. are all different kinds of communication that we are engaged in every day. Communication is thus not so much an act or even a process but rather social and cultural '**togetherness**'. Communication can be with oneself, god, and nature and with the people in our environment. Interaction, interchange, transaction, dialogue, sharing, communion and commonness are ideas that crop up in any attempt to define the term communication.

According to Denis McQuail, communication is a process, which increases, commonality—but also requires elements of commonality for it to occur at all. A common language, for instance,

does not necessarily bring people together. There are other factors too at play such as a shared culture and a common interest, which bring about a sense of commonality and more significantly, a sense of community. Denis McQuail sees '**human communication**' in linear terms as the sending of meaningful messages from one person to another. These messages could be oral or written, visual or olfactory. He also takes such things as laws, customs, practices, and ways of dressing, gestures, buildings, gardens, military parades, and flags to be communication.

Thus, 'communication' can be defined as '**the interchange of thoughts or ideas**'. Again 'communication' is viewed as a transmission of information, consisting of discriminative stimuli, from a source to recipient. In everyday life, the communication is a system through which the messages are sent, and feedback received. It is therefore, the process of transferring particular information or message from an information source to desired, definite or a particular destination. One of the main elements of communication messages is **perception**. The effectiveness of communication is limited by the receiver's range of perception. Also, people perceive only what they expect and understand. Lastly, communication makes a demand on the recipient, in terms of his emotional preference or rejection. Thus, communication is not to be confused with information. While information is logical, formal and impersonal, communication is perception.

Communication is more than mere transferring or transmission of ideas or thoughts. It is not a static act as some of the earlier definitions suggest but it is a dynamic process of action and interaction towards a desired goal, as suggested by later definitions. Communication is, therefore, a **process of sharing or exchange of ideas, information, knowledge, attitude or feeling among two or more persons through certain signs and symbols**.

What do we find in the above definition? It says that two or more persons are involved in the act, the one who gives information (sender) and the one who receives it (receiver). What is being shared? An idea or information, or an attitude (message) is being shared. And through what means? The information is shared or exchanged

through certain signs or symbols; it could be language, oral or written. While sharing and exchanging ideas or information with others, we are actually interacting with people and establishing a kind of relationship that helps us to achieve the task set before us.

Some other functional definitions of Communication are:

- 'The transfer or conveying of meaning' (Oxford Dictionary)
- 'One mind affecting another' (Claude Shannon)
- 'Transmission of stimuli' (Colin Cherry)
- 'One system influences another' (Charles E. Osgood)
- 'The mechanism through which human relations exist and develop' (Wilbur Schramm)
- Communication is the process of transmitting feelings, attitudes, facts, beliefs and ideas between living beings (Birvenu)
- Communication is the exchange of meanings between individuals through a common system of symbols (IA Richards)
- Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding (Louis Allen).

Importance of Communication

Communication is important both for an individual and also for the society. A person's need for communication is as strong and as basic as the need to eat, sleep and love. Communication is the requirement of social existence and a resource in order to engage in the sharing of experiences, through 'symbol mediated interaction'. Isolation is in fact the severest punishment for human being.

Grown-ups, children and old people all need to communicate. Society punishes criminals by locking them up in solitary cells, thus starving them of the basic need, and indeed the fundamental right to communicate. Communication thus involves active interaction with our environments-physical, biological and social. Deprived of this interaction we would not be aware of whether we are safe or in danger, whether hated or loved, or satisfied or hungry.

However, most of us take this interaction and this relationship for granted, unless we experience some deprivation of it. When that happens we adapt ourselves to the environment so that we do not lose touch, in both the literal and figurative senses. For, to lose touch is to suffer isolation.

The basic human need for communication can perhaps be traced to the process of mankind's evolution from lower species. Animals, for instance, have to be in sensory communication with their physical and biological surroundings to find food, protect themselves and reproduce their species. A loss of sensation—the inability to hear a predator for instance can mean loss of life.

Thus, it is said that the biology of human beings and other living organisms is such that they have to depend upon each other. This dependence gives rise to a situation where it is the biological necessity for the human beings to live in groups. Society is, therefore, the outcome of the evolution of the human race and man is a social animal not by option but by compulsion.

Functions of Communication

Essentially, the primary function of communication is to inform, educate, entertain and persuade people.

Following are the basic functions of communication:

- *Education and Instruction:* This function of education starts early in life, at home and in school and continues throughout life. Communication provides knowledge, expertise and skills for smooth functioning by

people in the society. It creates awareness and gives opportunity to people to actively participate in public life.

- *Information:* Quality of our life will be poor without information. The more informed we are, the more powerful we become. Communication provides information about our surroundings. Information regarding wars, danger, crisis, famine, etc. are important for the safety and well-being of our life.
- *Entertainment:* To break the routine life and divert our attention from the stressful life we lead today, entertainment is an essential part of everybody's life. Communication provides endless entertainment to people through films, television, radio, drama, music, literature, comedy, games, etc.
- *Discussion:* Debates and discussions clarify different viewpoints on issues of interest to the people. Through communication we find out reasons for varying viewpoints and impart new ideas to others.
- *Persuasion:* It helps in reaching for a decision on public policy so that it is helpful to govern the people. Though it is possible that one can resort to persuasion for a bad motive. Thus, the receiver must be careful about the source of persuasion.
- *Reinforcement:* It continuously impinges upon the minds of the people and tells them about various products, services, concepts. These concepts need not be of a commercial nature. Certain communication exercises are executed to keep the people informed and make them take certain actions.
- *Transformation:* Through its wide reach, communication transforms the society. It gives information to the elements of the society; such sets of information could be related to local polity, economy, health, sports, entertainment, global polity, sciences, IT, etc. hence, it has immense powers.
- *Dissuades:* Communication acts, in the societal context, to dissuade the masses from doing such things, or buying such products or services as are harmful to their health or to the society in general.
- *Cultural promotion:* Communication provides an opportunity for the promotion and



Human beings are also naturally curious. Drastically reducing the amount of “normal social interaction, of reasonable mental stimulus, of exposure to the natural world, of almost everything that makes life human and bearable, is emotionally, physically, and psychologically destructive” because it denies us the ability to ask questions and seek reasons and information to form explanations that allow us to understand ourselves as well as our world and our place and purpose in the world. It is logical that we feel less stable and secure overall when the things that our brain and body rely on to connect to and understand our surroundings are taken away from us.

preservation of culture and traditions. It makes the people fulfill their creative urges.

- *Integration:* It is through communication that a large number of people across countries come to know about each other's traditions and appreciate each other's ways of life. It develops integration and tolerance towards each other.

Features and Scope of Communication

Communication of message takes place through spoken or written words, pictures and in many other forms. In oral communication, the transmitter is the '**voice box**' of the speaker. The receiver of the message may be the human ear, which converts sound waves into a comprehensible form, which can be recognized by the human brain; a television receiver decodes the electromagnetic waves into recognizable visual representation. In the same manner, the reader, who can recognize and understand that particular language, can understand the printed message.

The process of communication involves a procedure consisting of only a few steps. The **information source** decides to communicate and encodes a **message**, transmits it through a **channel** to the **receiver**, which is then **decoded** and acted upon. There are **noises** or **distortions** in between the whole process. The main functions of communication are information, education, entertainment, enlightenment and persuasion. Therefore, the communication process should be designed as such so as to gain the attention of the receiver, use the signals, symbols, or codes that are easily understood by the receiver and it must arouse needs in the receiver and suggest some ways out to satisfy these needs. Only then it can create the desired response.

However, communication should not be confused with mass communication, while communication is the activity of sharing, giving, imparting, receiving information, mass communication 'is a process in which professional communicators use communication media to disseminate messages widely, rapidly, simultaneously and continuously to arouse intended meanings in large and diverse audiences in an attempt to influence them in a variety of ways'.

Communication is a required skill at every level of organizational functioning. The effectiveness, with which a person will be able to perform in almost any organization, whether social, governmental or commercial, will depend in large measure upon the ability to communicate effectively.

Communication through Arbitrary Symbols

The civilization is reflected in three priceless possessions of mankind, the first is the human ability to think, the other is his innate capacity to communicate, and the third is his species' specific competence to acquire and use the arbitrary symbols system of language. The gifts of civilization and all the branches of human knowledge have their origin from this ability to think in abstract and to communicate these thoughts through symbols of the language.

Above all the other media of communication, language is the most significant because the human knowledge and relationships are gathered, stored and imparted through it. The process of communication permits us to use and reuse the experiences and knowledge from the past into the present and make it ready for use in future with the help of the symbols of communication, which stand for some abstract idea.

Human Interactions through Communication

Communication is the means by which people relate to one another. The society in general or an organization of any type cannot exist without the relations that are built and strengthened by communication. Throughout our lives, we are involved in communication situations. When we talk and work with our colleagues, friends, subordinates, superiors, experts, teachers, students, family members and with the people in all walks of life, when we read and/or write the books, pamphlets, periodicals, special journals, reports, letters, memos, newspaper, etc. when we listen to or deliver speeches, when we listen to the radio or watch the TV and films, when we buy or sell the products or services, when we manage our business and when we are involved in any other activity, we are invariably involved in communication situation.

Communication Technology and Media

Human behavior is dominated by communication in all aspects of life to such an extent that we can aptly call him as a communicating creature. He has applied advanced science and technology of the tremendous development of communication system. With the help of dramatic inventions like printing press, telephone, telegraph, radar, telephoto, radio, television and many others device; we have made our modern communication instantaneous and effective. The advanced technology of mass and telecommunication has attracted the attention of the experts and specialists in many fields. The artists, poets, writers, artisans, architects, etc. are exposed to different subjects of interest by this technology and it helps them to conceive

new creative thoughts and ideas. The technology, skills of using media and some concepts of communication are useful to psychologists in order to investigate certain problems of human behavior and therapy.

The political as well as social traditions, myths, customs, styles of living, morals, etc. are passed from one generation to another or they are changed or destroyed with the help of communication media. The success of any commercial man depends upon his reception and transmission of information regarding the market, production, government laws, banking, innovations in modern technology, etc. Computers play a vital role in receiving, storing, translating, analyzing and imparting the information for the mathematicians, chemists, physicists, engineers, etc.

HISTORY OF COMMUNICATION



Evolution of the brain differentiated humans from animals, as among other things it allowed humans to master a very efficient form of communication. Today, we have developed impressive technologies and machines to keep in communication with each other. The technologies like printing press, telephone, films, radio, television, computers, digital, etc. have become very common. The discovery and advancements of these technologies have been truly amazing and extraordinary.

The Beginning

Fossils record shows that the first development in the evolution of *Homo Sapiens* (human beings) took place about 70 million years back. Then humans were like rats that lived during the period of dinosaurs. Millions of years passed before the first primates or mammals with flexible hands and feet evolved. Then about five to one million

years ago evolved an ape like creature called the *Australopithecus africans*. As the name suggests, this creature lived in Africa. It walked upright, lived in caves and shelters with the family. Then, appeared one of our early ancestors (*Homo habilis*). They were more advanced and the first one to discover fire. They lived in bigger groups and started the civilization process.

Then came the *Homo erectus* who developed tools like the two-edged hand axes and other cutting tools. Also they had a higher brain volume. The final development occurred when the Cro-Magnon (*Homo sapiens sapiens*) appeared. They lived in caves and other such shelters and used complex tools. Also they were successful hunters and had an elaborate social organization. They learned to preserve food and make clothes. The Cro-Magnon also started carvings and cave-paintings. They domesticated

the animals and began the use of metals. They also started agriculture and were identical to contemporary human beings in appearance and brain capacity.

The human evolutionary process became much faster towards the end. Also the process of civilization became faster. This was possible because of their greater ability to communicate. This ability helped the early human beings to invent, borrow solutions from others and most importantly to accumulate knowledge. Scientists from various fields have developed the following chronology of development of human communication:

1. The age of signs and signals,
2. The age of speech and language,
3. The age of writing,
4. The age of print, and
5. The age of mass communication.

The Age of Signs and Signals

The earliest human beings communicated like animals. They used noises and body movements for communication. Certain constituted and mutually understood signals and people living together in a small group used signs. These noises included the growls, grunts and shrieks. They could not speak then because of their underdeveloped voice box or larynx. They could only make sounds and not utter words.

The limited range of sounds and signals made communication difficult. Both encoding and decoding was complex. Using these signs and signals; our ancestors could only communicate about simple concepts and ideas. These simple signs and symbols of our ancestors have now evolved into a well-developed system called 'kinesics' or the science of body language. However, in those early days, these signs, signals, and body movements formed a very slow and difficult system and did not allowed lengthy communication. So the communication was slow and simple. Our ancestors also used smoke signals and fire as modes of communication during this period.

The Age of Speech and Languages

Cro-Magnon man made beautifully crafted stone tools. Also for the first time they started

to carve and paint, thus introducing art to the civilization process. They carved representations of animals and human beings from stone, ivory, bone, etc. They also painted cave walls. Many such paintings have been found in Spain and France. The people of this period also made clothes from leather. They had also developed the art of hardening clay by the use of fire. Above all these, their most important achievement was the cave paintings.

The Cro-Magnon man had a skull structure, tongue, and voice box (larynx) just like today's man and with these they could speak. Fossil records of Cro-Magnon man show that they live in Neanderthals. Their ancestors also lived in the same place and were physically well developed and much stronger. They were capable hunters as they had developed effective tools. Though the ancestors were well equipped, they became extinct while the much weaker Cro-Magnon survived. The reason being in their ability to communicate. This ability enabled them to pool their mental resources and plan things. Thus, they could overcome the hardships of life and survive.

The Cro-Magnons used their ability to communicate to grow towards civilization. They domesticated animals. Also about 10,000 years ago, they developed farming. Instead of wandering from place to place, they settled near riverbanks and grew their food in form of cultivation.

While all this was happening, language continued to be developed and polished further. People moving from place to place-learned new languages and spread them. They developed words, numbers, and rules of language, which made the use of language much easier. Most importantly, language development helped in a big way in the changeover of human beings from hunting and wandering way of life to



The term **Cro-Magnon** refers to one of the main types of early modern humans (*Homo sapiens*) of the European Upper Paleolithic. The earliest known remains of Cro-Magnon like humans are dated to 30,000 radiocarbon years. The name is taken from the cave of Cro-Magnon in southwest France, where the first specimen was found.

the development of great civilizations. While language was not the sole reason for all these, such changes would not have been possible without language.

The Age of Writing

It took thousands of years for human beings to develop speech and language. After that, it just took few hundred years for writing to be developed. This comparative shorter time span shows that with communication ability, development become much faster. The history of the development of writing includes development from pictorial or pictographic representations to phonetic systems. Pictography represented ideas with the pictures or drawings. The phonetic system uses simple symbols to imply specific sounds.

Pictography

Pictures are representations of objects, scenes, etc. These do not help much in communication if they are not properly understood. Even

today we use captions to supplement photos in newspapers and magazines. So in early period, communication with the help of pictorial depictions was difficult as there was no standardized encoding and decoding process. So the first step is the standardization of these pictures. Standardization meant that all the receivers understood these pictures-symbols in the same way. This made communication easier. Many such inscriptions of pictures are found in ancient valleys of Mesopotamia and Egypt. These were crudely drawn pictures painted on walls of buildings. These included the sunrise (beginning of a day), bow and arrow (for hunting), a wavy line (a river).

The Egyptians simplified this system and also developed a more elaborate system. They developed what are now called *glyphs* or symbolic characters. In the beginning this Egyptians carved these glyphs on stone and later these were drawn or painted. This Egyptian system of picture writing is also called *hieroglyph* which is somewhat similar to today's Chinese script.

Phonetic Writing

North to the Persian Gulf lived another tribe, the Sumerians. They acquired the Egyptian hieroglyphic symbols but found it to be difficult. So they developed their own system of symbols. Instead of using pictures in realistic details, they developed a system of small, simple and stylize symbols. They used sharpened sticks to draw these pictures on tablets of soft clay. These symbols are now called cuneiform writing. Most of these symbols have survived as the clay tablets were baked hard. The most important aspect of the Sumerian system was letting each little stylized symbol stand for a particular sound rather than an object or idea.

The advantage of this system was enormous. Instead of thousands of different symbols, each representing an object or idea was used. Each symbol was assigned a particular sound and these symbols were combined to form words. This was called the phonetic system. Our present system of alphabetical writing, in which each consonant and vowel has its own sound and character, is a much simplified version of the



Fig. 1.1: Hieroglyph

Cuneiform script is the earliest known writing system in the world. Cuneiform writing emerged in the Sumerian civilization of southern Iraq around the 34th century BC, beginning as a pictographic system of writing. Cuneiform was the most widespread and historically significant writing system in the Ancient Near East. The development of cuneiform writing was an evolution of an earlier Mesopotamian accounting system that had been used for five thousand years before. Clay tokens had been used for some form of record-keeping in Mesopotamia since as early as 8,000 BC. Cuneiform documents were written on clay tablets, by means of a reed stylus. The impressions left by the stylus were wedge shaped, thus giving rise to the name cuneiform. Cuneiform script underwent considerable changes over a period spanning three millennia. In the course of the 3rd millennium BC the script became successively more cursive, and the pictographs developed into conventionalized linear drawings, the number of characters in use also refined from around 1,000 unique characters in the Early Bronze Age to around 400 characters in Late Bronze Age.



Egyptian system. The Sumerian system now had only about a hundred symbols instead of the thousands of symbols of the earlier systems. This made literacy easier to acquire as one had to remember only about hundred or so symbols to be able to write.

Alphabetical Writing

The next development was Alphabetical writing. This came about 1000 years after phonetic writing was developed. People were not satisfied with even the hundred odd symbols so they reduced the symbols to about two dozen. Other development was the simplification of these symbols. Many variations of alphabetical writing were developed around the world. The Greeks by around 500 BC developed the most simplified and standardized form of alphabetical writing. The Greeks also added 'five' vowels to the alphabets. These Greek alphabets were passed onto Rome. The Romans modified and improved it even further. They developed the capital and small letters.

Development of Portable Media

The pictographic symbols were carved on stone or painted on wall. Same was the case with the Egyptian hieroglyphs. The Sumerian cuneiform writing was 'written' on clay tablets or stone slabs. The biggest advantage with these was that they were 'permanent' to a great extent and could not be easily destroyed. The biggest problem, however, was that of 'portability'. These writings, whether done on walls, stone slabs or clay tablets, could not be transported easily.

To overcome this problem, the Egyptian developed a kind of durable paper from *papyrus* plants about 2,500 BC. Papyrus was light as compared to stone or clay. Also writing on *papyrus* was easy using brush and ink. The earlier process of chiseling on stone was laborious and time consuming.

Papermaking was first started on the Nile Delta where *papyrus* plants were found in plenty. Fresh green stems of papyrus were cut, laid crisscross on each other, and pounded till they formed one single mass. This mass was then pressed and dried to form paper. The Mayan people, who were among the most advanced spiritually and intellectually found, that the inner bark of ficus trees was light in color and much softer. This bark could be pulled out in big sizes—up to six to eight inches wide and 20 feet long. They cut these sheets of bark, beat them to uniform thickness, dried, and prepared paper. The Mayans were so sophisticated in preparing paper and writing that they had been able to develop complete libraries full of books.

Some other civilizations also started making their versions of lighter, easy to write and easily transportable writing material. In India, palm leaves were used for a long time for writing. All this led to easier production of written material, which could be read easily. Religious doctrines and scriptures could be easily recorded. Observations of nature and natural calamities, successful treatment of diseases and many such important things could be recorded.

Human mind was now freed from the burdensome task of having to remember entire cultures and reproduce them through memory. The human mind could now concentrate on more productive ventures.

The Age of Print

Printing was one of the greatest human accomplishments in the field of communication after the development of language and writing. The earliest attempt at printing involved preparing printing plates by carving wooden blocks, stone tablets, or metal plates. The text matter and other matter to be printed were transformed into a raised and reverse format. This was done to facilitate transfer of ink from the raised surface. Later it became known as 'relief printing'.

All these activities including engraving, inking, and transforming the images on to paper were done by hand. This manual practice was time-consuming, laborious, and prone to errors. Also the end result was not of good quality. More number of copies could not be printed. Also not much works could be done by this method.

By the fifteenth century, many parts of the world had developed technology for producing paper and ink along with a technique for printing manually. The biggest change came in the middle part of the fifteenth century and **Johannes Gutenberg**; a goldsmith from Germany was the moving force behind this revolution. He is credited with the two important developments, *movable types*, and *mechanical printing press*.

Gutenberg experimented for years before he came up with square-shaped metal castings bearing individual alphabets on them. These alphabets were raised and in reverse. This way originated ready-made movable types and all was needed as to arrange the ready-made types in the required sequence. The other invention of Gutenberg was the mechanical printing press. He was inspired by the juice-making machine, which was being operated by his wife. He developed a machine that had two platforms, a mobile one for the plate of type or image plate and one stationary one for the paper.

Other modifications included a process for inking and finally a mechanism for bringing the two surfaces together for the transfer of images. Using his two inventions, Gutenberg printed an elaborated decorated book, '*42-line Bible*'. It is one of the finest examples of the printer's art ever produced. Sadly, he never got anything out of his 20 years long passionate mission and died in

poverty some 10 years after inventing what was perhaps the biggest invention after the wheel.

Spread of Literacy

The beginning of the sixteenth century saw thousands of books being published in great numbers. From religious books to educational books, printing finally led to newspapers. And by the eighteenth century, newspaper had become a powerful tool of communication. The greatest effects of printing were:

1. Expression of knowledge covering a broad range of ideas and feelings,
2. Permanence of records,
3. Swiftiness, and
4. Diffusion of information to all classes of people.

The Age of Mass Communication

Printing started a new era of communication as people around the world got to know about developments in other parts of the world. This led to new inventions and discoveries. By mid-nineteenth century, telegraphy was invented. Though it was not a means of mass communication, it was indeed a great initiation, which resulted in the development of radio and television broadcasting technologies. Motion pictures made their way in the end of the 19th century. The 20th century began with cinema becoming accepted as a medium of entertainment. Radio broadcasting began in 1920 and two decades later, in 1940, came the television.

While radio and television were spreading all over the world, new media were being invented. Cable TV, VCR, etc. followed soon. Satellite technology, which was developed much earlier, was used for weather forecast, etc. was now being used for broadcasting. This gave birth to the concept of satellite radio and satellite television. Next were the computers, which were initially used for calculating and computing. Soon satellites and computers were brought together to form a network connecting people all over the world. The international network or Internet with its World Wide Web (WWW) has finally turned the world into a global village.

TYPES OF COMMUNICATION



One important aspect of communication is that it does not take place in isolation. Communication occurs when at least two elements of a system are present. We often think of communication as an interaction between two people. However, we participate in several communication contexts or levels of communication. The major forms of communication are:

1. Intrapersonal communication
2. Interpersonal communication
3. Group communication
4. Mass communication
5. Nonverbal communication

The number of persons involved in the process of communication distinguishes these levels. These different forms of communication also differ in the degree of proximity or closeness among the participants in the communication process, both at physical and emotional levels. Another differentiating feature is the nature of the feedback, which could be immediate or delayed.

INTRAPERSONAL COMMUNICATION

This is the most basic of the communication contexts or levels. **It occurs when an individual sends and receives messages internally.** We spend most of our time thinking. And our thought process is nothing but intrapersonal communication where one person is sending messages and the same person receives them.

Here we use the central nervous system (CNS) and peripheral nervous system (PNS) for generation, transmission, and receiving of messages. We react to both external and internal stimuli this way. In addition to our thought process, many times we also talk aloud with ourselves. Intrapersonal communication

involves our intellect as well as our physical and emotional sensations. The way we communicate with ourselves reflects the various aspects the self—physical, emotional, intellectual and social. It also reflects our habits, roles, attitudes, beliefs, and values.

Intrapersonal communication is not just a level of communication; it is in fact the very basis of all communication. While participating in the higher levels of communication like interpersonal communication, group communication, and mass communication, we also indulge in intrapersonal communication. And it takes place every moment that we are alive.

To understand intrapersonal communication, we need to understand ourselves. At the physical or physiological level or what is called the 'physical self', we have our bodily parts, the various systems that perform the bodily functions like digestion, breathing, circulation, elimination of bodily wastes, etc. Also there are the five senses that help us receive external stimuli. Then there is processing of stimuli, both external and internal. Next there is the 'emotional self' which prompts our emotional responses—as in case of our responses to stimuli like fright, flight and fight, etc. Our 'intellectual self' involves mental actions or behavior like word and sentence formation, use of comparison, use of logic and reasoning, problem solving, and decision making, etc.

Though we think that we know everything about ourselves, but there is more to the self-concept. This is because we maintain separate private and public selves. These have been illustrated by the social scientists Joseph Luft and Harrington Ingham. They created a model called the Johari Window. This model compares various aspects of open (public) and closed (private) communication relationships.

The 'open' section in the diagram represents self-knowledge that you are aware of and are willing to share with others. The 'hidden' section represents what you are aware of but is not willing to share. The 'blind' section represents information, which you do not know but others know. The 'unknown' section represents what is unknown both to you and to others. These sections vary according to our relationships with others. In a close relationship the open portion will be considerably larger than the hidden area. When we communicate with a casual acquaintance, our hidden area will be the largest area in the Johari Window.

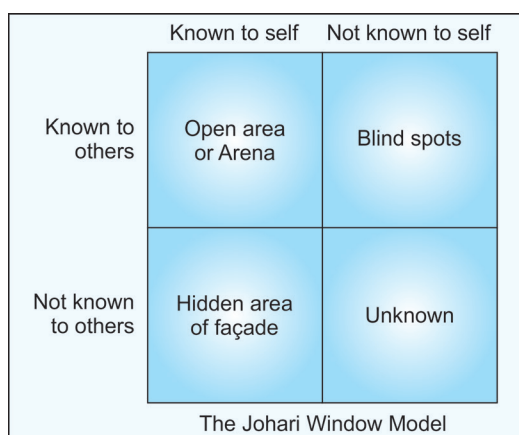


Fig. 1.2: Johari window

This model can be used effectively to increase our self-awareness. This self-awareness or self-concept is not inborn.

It develops as we grow through our communication with others and from our environment. Specifically, it develops from three contributory factors:

1. Our past experiences
2. The reference groups we identify with and
3. The roles we play in our lives.

Our interactions with these three factors have affected and continue to affect our self-concept. Our past experience makes us what we are. It shapes the way we feel about ourselves and the way we react to others. A child who is neglected and criticized at home may develop a negative self-concept. Our experiences at home, family members, relatives, friends, school, college,

work place, etc. contribute immensely to the development of our self-concept.

Through our life cycle, from birth to death, we play a number of roles. These are ascribed (or allotted roles) and achieved roles. We do not have any control over our ascribed roles. These include gender role (that are biologically determined—son, daughter, brother, sister, father, mother, etc.) and social roles (that are socially determined and defined by our environment). Social roles include being friends, foes, teacher-taught, neighbors, etc.

The achieved roles are earned through individual accomplishments. A person becomes a champion athlete or a leader or the president of a company by way of individual achievements. Both the ascribed and the allotted roles help shape our self-concept.

The Process of Intrapersonal Communication

Intrapersonal communication starts with a stimulus. Our intrapersonal communication is the reaction to certain actions or stimuli. These stimuli could be internal, originating from within us, or external, coming from an outside source. These stimuli are picked up by the sensory organs (PNS) and then sent to the brain. This process is called **reception**.

The sense organs pick-up a stimulus and send it to the central nervous system through the peripheral nervous system. While we receive all stimuli directed to us, we pay attention to only a few. This is because we practice **selective perception**. Only high 'intensity' stimuli like loud sounds, bright colors, sharp smells, etc. are perceived and the low intensity stimuli are overlooked.

The next step is processing of the stimuli. It occurs at three levels. These levels are **cognitive**, **emotional**, and **physiological**. Cognitive processing (thinking) is associated with the intellectual self and includes the storage, retrieval, sorting, and assimilation of information. Emotional processing (feeling) is associated with the emotional self. This does not have anything to do with logic or reasoning. All our emotions and our attitudes, beliefs, and opinions interact to determine our emotional response to any stimulus. Physiological processing occurs at the physiological level and is associated with

our psychological self. This kind of response is reflected in our bodily behaviors like heart rate, brain activity, muscle tension, blood pressure, and body temperature.

The next activity in intrapersonal communication is **transmission**. Here the sender (transmitter) and receiver being the same person, transmission occurs through nerve impulses.

Intrapersonal communication also has feedback. Here it is called **self-feedback**. The next element of intrapersonal communication is **interference** or **noise**. A sudden sound disturbing our thought process is interference. Another form of interference occurs when we process some information at a wrong level. For example, we are supposed to process bad news rationally, i.e. through cognitive processing. But we often react to such news through emotions.

INTERPERSONAL COMMUNICATION

This is the universal form of **communication that takes place between two individuals**. Since it is person-to-person contact, it includes everyday exchange that may be formal or informal and can take place anywhere by means of words, sounds, facial expression, gestures and postures.

In interpersonal communication there is face-to-face interaction between two persons, that is, both are sending and receiving messages. This is

an ideal and effective communication situation because you can get immediate feedback. You can clarify and emphasize many points through your expressions, gestures, and voices. In interpersonal communication, therefore, it is possible to influence the other person and persuade him or her to accept your point of view. Since there is proximity between sender and receiver, interpersonal communication has emotional appeal too. It can motivate, encourage, and coordinate work more effectively than any other form of communication. Also, in a crisis, through interpersonal channel, flow of information is tremendous, e.g. news of violence, famine or disaster. Interpersonal messages consist of meanings derived from personal observations and experiences. The process of translating thoughts into verbal and non-verbal messages increases the communicator's self-concept. In fact, effective interpersonal communication helps both participants strengthen relationships through the sharing of meaning and emotions.

Functions of Interpersonal Communication

We use interpersonal communication for a variety of reasons. For example, interpersonal communication helps us understand our world better. It helps us understand a situation in a better way. We also use interpersonal communication to think and evaluate more effectively. Often it is used to change behavior also. The three specific functions are:

1. Linking function,
2. Meditation function, and
3. Regulatory function.

The linking function connects a person with his/her environment. The meditation function helps us conceptualize, remember, and plan. It is a mental or intellectual function. The regulatory function serves to regulate our own and other's behavior.

Through interpersonal communication we are nurtured as infants, physically, emotionally and intellectually. Again through interpersonal communication we develop cultural, social, and psychological links with the world. In fact, interpersonal communication is the very basis of our survival and growth as it helps us to function more practically.

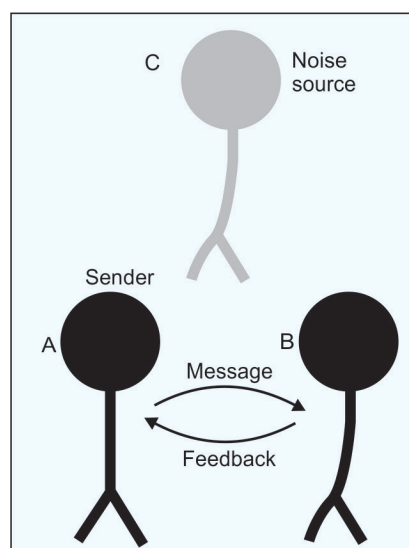


Fig. 1.3: Interpersonal communication

Variables Affecting

Interpersonal Relationships

Many variables affect the interpersonal relationships. These are self-disclosure, feedback, non-verbal behavior, and interpersonal attraction. Our success or failure in handling these variables, determine how satisfying our interpersonal relationships will be. Self-disclosure lets others know what we are thinking, how we are feeling and what we care about. Self-disclosure helps reduce anxiety, increase comfort, and intensify interpersonal attractions.

Feedback is the response of a receiver that reaches back the sender. It involves agreeing; asking questions and responding through feeling statements. Non-verbal behavior plays an important role in interpersonal communication. A smile, a hug, a pat, a firm handshake, etc. can achieve much more than words in certain situations. Eye contact, gestures, posture, facial expressions, etc. are also important elements of our non-verbal behavior. Interpersonal attraction is the ability to draw others towards oneself. Some people are said to have magnetic personalities. People are drawn to them. It is this special chemistry that causes *love at first sight*.

Development of Interpersonal Relationships

Research has proved that like individual personalities, interpersonal relationships also evolve over time through our experiences, acquired knowledge, and environmental factors. The phases through which interpersonal relationships develop are:

- Initiating,
- Experimenting,
- Intensifying,
- Integrating, and
- Bonding.

Initiating is the first phase during which we make conscious and unconscious judgments about others. In fact, sometimes it takes us as little as 15 seconds to judge a person. Then communication is started either verbally or non-verbally (through eye contact, being closer to the other person, etc.)

The next phase is experimenting. Here, we start small-talks (talking about general things rather than about specific things), while attempting to find out common interests. During this stage we try to determine whether continuing the relationship is worthwhile.

The third stage is intensifying. Here the awareness about each other is increased and both the persons start participating more in conversation. Self-disclosure by both participants results in trust and creates a rapport. Experiences, assumptions, and expectations are shared and we start becoming more informal. Also there is increased non-verbal behavior with more touching, nodding, etc. The next step is integrating. Here we try to meet the expectations of the person. We also start sharing interests, attitudes, etc.

The final stage is bonding. Here serious commitments and sacrifices are made. One example of commitment is to decide to remain as friends. Another is marriage. All these phases can take a few seconds to develop (as in case of love at first sight) or may take days or weeks or more time.

GROUP COMMUNICATION

Group communication is an extension of interpersonal communication where more than two individuals are involved in exchange of ideas, skills, and interests. A group is a number of people with a common goal who interact with one another to accomplish their goals, recognize one another's existence and see themselves as part of the group. Groups provide an opportunity for people to come together to discuss and exchange views of common interest.

There could be many different groups for as many different reasons. For instance, casually formed groups with friends over a drink, coffee break, games, dances or religious gatherings have a different purpose than that of groups attending a meeting or seminar to help fight AIDS or interacting with committee members to draft a proposal.

Communication in a group, small or big, serves many goals including collective decision-

making, self-expression, increasing one's effect, elevating one's status and relaxation. Group communication is considered effective as it provides an opportunity for direct interaction among the members of the group; it helps in bringing about changes in attitudes and beliefs. Group communication has limitations too, as group interaction is time consuming and often inefficient, especially in an emergency. Besides, imbalances in status, skills and goals, may distort the process and the outcome sharply.

Groups have been classified as small groups and large groups. A small group comprises three to seven members. Small groups are informal and less structured. Larger groups adopt formal rules to maintain order. There is more chance for individual participation in small groups. Also small groups are easy to manage and are more efficient in accomplishing tasks and making decisions. Most researchers define a small group as having at least three and no more than twelve or fifteen members.



Fig. 1.4: Group communication

A group needs to have at least three members. With three members, coalitions can be formed and some kind of organization is present. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group. Members must be able to communicate freely and openly with all of the other members of the group. Groups will develop norms about discussion and group members will develop roles, which will affect the group's interaction. A group must have a common purpose or goal and they must work together to achieve that goal.

The goal brings the group together and holds it together through conflict and tension.

Types of Small Groups

There are two major types of small groups, **primary and discussion groups**. The primary group is more informal in nature. Members get together daily or very regularly. The primary group is less goal-oriented and often there is conversation on general topics and not discussion on specific topic. Primary groups are not bound by any rules and are highly flexible.

Discussion groups are highly formal. These are characterized by face-to-face interactions where group members respond, react, and adapt to the communication of other participants. A discussion group has one or more leaders. Members of discussion groups have common characteristics—geographic location, social class, economic level, life style, education level, etc. Finally, members of a discussion group have a common purpose or goal. The strength cohesiveness and longevity of the group depends upon the type of goal. One important type of discussion groups is the problem-solving group. Such groups are of four types depending upon the tasks, they perform:

1. Fact finding group,
2. Evaluation group,
3. Policy making group, and
4. Implementation group.

This kind of division occurs only where the group is big and the problem is complicated.

Participation in Small Groups

Participants in small group communication have certain responsibilities these are:

- Having an open mind towards the issue or topic being discussed and other members of the groups,
- Having an objective mind, and
- Showing sensitivity towards other's sentiments and moods.

These responsibilities fall under two categories:

1. Communicating and listening, and
2. Feedback.

Communication includes:

- Speaking or interacting with others with accuracy, clarity, and conciseness,
- Avoiding speaking when you have nothing to contribute,
- Addressing the group as a whole, and
- Relating your ideas to what others have said.

These practices help make the interaction more fruitful. Listening and feedback are equally important as speaking. Some suggestions for effective listening include:

- Consciously concentrating
- Visibly responding to the speaker
- Creating an informal situation
- Listening to more than just words.

INTER-GROUP OR ASSOCIATION COMMUNICATION

When two groups interact with each other, they indulge in two-way communication actions. Such communications are observed in both business and non-business settings. The goals, ego states of the members, long term ambitions, resources and *modus operandi* should be almost similar if these two groups wish to extract benefits of concrete kinds from each other. Group compatibility is the major research area in this context. Such groups may be formal or informal. Example: Two business groups can interact with each other to sign a crucial deal. Two associations of residents can interact with each other to take steps for development of their areas.

MASS COMMUNICATION

Outside the realm of interpersonal communication exist another form of communication, which involves communication with mass audiences and hence the name mass communication; and the channels through which this kind of communication takes place are referred to as mass media. Both mass communication and mass media are generally considered synonymous for the sake of convenience. Mass communication is unique and different from interpersonal communication as evident from the following definition.

Any mechanical device that multiplies messages and takes it to a large number of people simultaneously is called mass communication.

The media through which messages are being transmitted include radio, TV, newspapers, magazines, films, records, tape recorders, video cassette recorders, etc. and require large organizations and electronic devices to put across the message. It is clear from the definition that mass communication is a special kind of communication in which the nature of the audience and the feedback is different from that of interpersonal communication.

Mass Communication Audience

Whosoever is the recipient of mass media content constitutes its audience. For instance, individuals reading newspapers, watching a film in a theatre, listening to radio or watching television, are situations where audience is large, heterogeneous, and anonymous in character and physically separated from the communicator both in terms of space and time. A large audience means that the receivers are masses of people not assembled at a single place. It may come in different sizes depending upon the media through which the message is sent. For TV network programmes, for example, there could be millions of viewers, but only a few thousand readers for a book or a journal.

By **Anonymous**, we mean that the receivers of the messages tend to be strangers to one another and to the source of those messages. So with respect to the communicator, the message is addressed 'to whom it may concern'. Also, the audience tends to be **heterogeneous** rather than homogeneous in the sense that messages are sent to people in all walks of life and person with unique characteristics.

Feedback

As compared to interpersonal communication, feedback in mass media is slow and weak. It is not instantaneous or direct as in face-to-face exchange and is invariably delayed. Feedback in mass media is rather a growing response, which the source gets after a considerable gap of time. It is often expressed in quantitative terms, like circulation figures of newspapers and magazines,

the popularity of a movie at box office, success of a book on the basis of its sales, or the findings of public opinion polls and on, the basis of other feedback devices which are used to determine what is acceptable or unacceptable to different audiences. In all such cases, considerable time and money are required to process the feedback received from the audience. Therefore, delayed and expensive feedback is ingrained in mass media.

Gate Keeping

This is again a characteristic unique to mass communication. The enormous scope of mass communication demands some control over the selection and editing of the messages that are constantly transmitted to the mass audience. Both individuals and organizations do gate keeping. Whether done by individuals or organizations, gate keeping involves setting certain standards and limitations that serve as guidelines for both content development and delivery of a mass communication message.

NON-VERBAL COMMUNICATION

Verbal media can be used to communicate almost any thought, feeling or idea, but the non-verbal media has comparatively very limited range. Especially, it communicates feelings of likings and disliking and reinforces the feelings expressed through verbal media. Occasionally, it contradicts those feelings, which are expressed verbally by the communicator.

The types of non-verbal communication are as follows:

- Facial behavior
- Kinesics or body movement
- Posture and gestures
- Personal appearance
- Clothing
- Proxemics
- Paralanguage

Often we think that communication means only words. This is because mostly we use words while communicating. Written communication occurs through printed or written words. And oral communication occurs through words

spoken 'out loud'. But all communication does use words. Sounds unbelievable! Albert Mehrabian, expert on body language and author of books like *Silent Messages*, found out that the total impact of oral message is only about 7% verbal, 38% vocal and 55% non-verbal.

What constitutes non-verbal communication?

Everything from the simple shrug of the shoulder, the V-sign, the OK ring, the thumbs up gesture, eye movements, facial expressions, body postures, gestures, gait, clothing to the tone of voice, the accent. Non-verbal components of communication also involve the use of space, of touch and smell and paralanguage.

Types of Non-verbal Communication

We use our body and its different parts to communicate a lot of things. This communication through our body and its various parts is called 'body language'. Often people consider body language to be the only form of non-verbal communication. However, non-verbal communication includes body language and much more. These include the way we dress up for different occasions, the way we greet people, the way we use our hands while talking, the way we use space, etc.

Facial Expressions

Face, it is said, is the mirror of the mind. It is the most obvious vehicle for non-verbal communication. It is a constant source of information

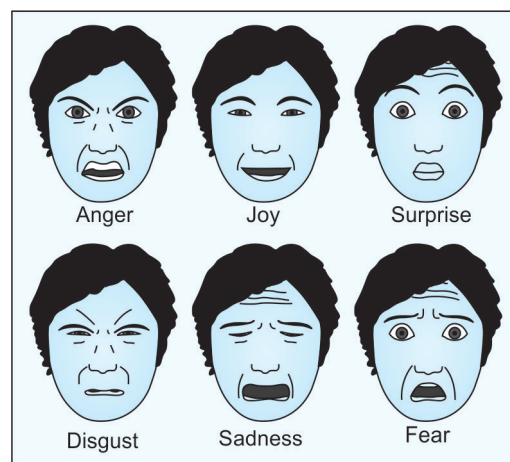


Fig. 1.5: Facial expressions

to the people around us. Our faces reveal how we are feeling inside while we might be trying to present a different emotion. For example, while telling a lie, a child tries to cover his or her mouth with both the hands. A teenager tries to cover her/his mouth with one hand. These gestures are called the 'mouth guard' gestures.

Also, the colors of one's face, the wrinkles, presence or absence of facial hair, etc. reveal a lot about a person's personality. For example, people with dark tans supposedly spend a lot of time outdoors. Hairstyles and make up provide insight into one's economic status, interest in fashion, etc.

Eye Behavior

Eyes and their effect on human behavior are as important to poets and painters as to the students of non-verbal communication. This is because one can communicate a lot just with the help of the eyes. From winking, seeing, glaring, staring eyes can perform many functions. The size of the eye, particularly the size of the pupil, is indicative of a person's mood when one is happy, the pupil dilates or grows larger. When we are angry, our pupils constrict or grow smaller.

Eye contact is another important facet of eye behavior. When one maintains eye contact with the audience, he/she is perceived as sincere, friendly, and relaxed. Those who do not maintain eye contact while talking to others are perceived as nervous. In fact, effective orators and communicators use periodic eye checks to find out if the audience members are being attentive or not. Another important function of eyes is expressing intimacy. Eyes help us create 'connections' with others. In fact, eyes have been described as 'windows to the soul'. We communicate important information and feelings through the eyes in addition to oral communication. Eyes also help us encourage or discourage others. For example, a simple glare may stop students from talking, while a warm glance and an encouraging smile often win many friends.

Kinesics and Body Movement

Ray Birdwhistell, an expert in the field of non-verbal communication, coined the term 'kinesics'



Kinesics is the interpretation of body language such as facial expressions and gestures—more formally, non-verbal behavior related to movement, either of any part of the body or the body as a whole. The term was first used (in 1952) by Ray Birdwhistell, an anthropologist who wished to study how people communicate through posture, gesture, stance, and movement. Part of Birdwhistell's work involved making film of people in social situations and analyzing them to show different levels of communication not clearly seen otherwise. Drawing heavily on descriptive linguistics, Birdwhistell argued that all movements of the body have meaning (i.e. are not accidental), and that these non-verbal forms of language (or paralanguage) have a grammar that can be analyzed in similar terms to spoken language. Birdwhistell estimated that "no more than 30 to 35 percent of the social meaning of a conversation or an interaction is carried by the words." Kinesics is an important part of non-verbal communication behavior. The movement of the body, or separate parts, conveys many specific meanings and the interpretations may be culture bound. As many movements are carried out at a subconscious or at least a low-awareness level, kinesics movements carry a significant risk of being misinterpreted in an intercultural communications situation.

for the different body expressions. 'Kinesics' means study of body movements. The specific body expressions are:

- Emblems
- Illustrators
- Regulators

Emblems are commonly recognized signs that are used very frequently. These include the OK ring, touching the temple, putting a finger to the lips (asking for silence), the V-sign, the thumbs up sign, etc.

Illustrators are signs that are directly related to the verbal messages. For example, spreading the palms often illustrates the size or length while we talk about something. Illustrators help emphasize the verbal message. Regulators include signs like gazes, nods, raised eyebrows, etc. These signs help us regulate or control verbal communication. Facial expression like angry stares, wide eyes (fear), trembling hard or

knocking knees, indicate one's internal emotional states. These are called affect displays.

Human communication thrives in all the parts of the world—business or non-business. Kinesics is but one element of human communication. It is quite different from mediated communication. There are four types of human communication—rumours, gossip, grapevine and body language. There are no media vehicles for indulging in this type of communication. However, the entire body of a person, his verbal rhetoric, facial expressions, silence, and even personal belongings can be deemed the media vehicles in the context of human communication. This type of communication exchange is highly personal. Human emotions are almost always involved.

The modern tools of telecommunications, apps in smartphones and internet technologies have given us many options today. We can use these to communicate. Hence, if we do not communicate despite these several tools, it means that we are not keen to deal with the other person. During meetings, people yawn, sleep or even walk out of the meeting chambers. This shows their indifference towards the speaker. Even if they are forced to sit, they may not show any interest in the jibe of the speaker. Their body language may also show that they are not keen to buy the ideas of that speaker, looking out of the window, shaking a leg, avoiding asking questions relevant to the topic, frowning at the speaker or simply ignoring the speaker are some of the human communication tools that fall under the gamut of human communication.

Posture and Gait

The way we stand or sit and the way we walk (gait) are strong indicators of our physical and emotional states. When we are aggressive we sit or stand straight and in an alert manner. When we are defensive we usually sink into our chair or stand with our head, shoulders hanging. When confident we walk with our chin raised, chest puffed, and arms swinging freely. Our legs are often little stiff and our walk has a 'bounce' when we are confident. A standing posture with 'hands on hips' indicate an aggressive frame of mind.

Personal Appearance

Physical appearance is one of the most important factors that influence the effectiveness of our interpersonal and group communication. In fact, one's personal appearance is very crucial as it makes the all-important 'first impression'. This is particularly important as advertisements shape our minds day in and day out through all those beautiful people who endorse everything from hairpins to aero planes. So we manipulate our personal appearance to look good. We try to accentuate or highlight our best features while hiding and underplaying the others.

Clothing

Our clothes provide the visual clue to our personality. Clothes also indicate about one's age, interests, and attitudes. Information about one's status can be judged from the clothes' age, condition, and fashion. Clothes are used as means of keeping up with the latest social changes. Also clothes are means of decoration and self-expression. Clothing also indicates about a person's confidence, character, and sociability. These are the reasons why it is said that 'clothes make a person'.

Touching

It is the most common form of physical contact between human and animals. In fact animals use touching much more frequently and to great effects. Human beings use touching to emphasize a point, interrupt, as a calming gesture, to reassure. Also, touching is very important to healthy development of children.

Proxemics

This is an additional way of communicating by use of 'space'. Often we place ourselves in certain special relationships with other people and objects. The study of these special factors is called 'proxemics'. Intimate distance ranges from actual contact to about 18 inches. We allow only intimate persons within this range. Of course, there is forced closeness as in the case of a crowded lift. Social distance is maintained with people with whom we are meeting for the first time. This distance ranges from 4 to 12 feet.

The term **proxemics** was introduced by anthropologist Edward T. Hall in 1966. Proxemics is the study of set measurable distances between people as they interact. The effects of proxemics, according to Hall, can be summarized by the following loose rule: Body spacing and posture, according to Hall, are unintentional reactions to sensory fluctuations or shifts, such as subtle changes in the sound and pitch of a person's voice. Social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations:

- Intimate distance for embracing, touching or whispering
 - Close phase — less than one inch (one to two cm)
 - Far phase — 6 to 18 inches (15 to 46 cm)
- Personal distance for interactions among good friends or family
 - Close phase — 1.5 to 2.5 feet (46 to 76 cm)
 - Far phase — 2.5 to 4 feet (76 to 122 cm)
- Social distance for interactions among acquaintances
 - Close phase — 4 to 7 feet (1.2 to 2.1 m)
 - Far phase — 7 to 12 feet (2.1 to 3.7 m)
- Public distance used for public speaking
 - Close phase — 12 to 25 feet (3.7 to 7.6 m)
 - Far phase — 25 feet (7.6 m) or more.

Hall notes that different cultures maintain different standards of personal space. In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordic cultures the opposite is true. Realizing and recognizing these cultural differences improves cross-cultural understanding, and helps eliminate discomfort people may feel if the interpersonal distance is too large or too small. Comfortable personal distances also depend on the culture, social situation, gender, and individual preference.

Para Language

Oral communication does not just occur through words uttered. The words are supplemented by a lot of other factors, particularly related to the voice. The pitch, tempo, range, resonance, and quality of voice add a lot of flesh and blood to the words. These vocal characteristics and vocal sounds constitute 'paralanguage'. Speaking without pitch variation makes the speech monotonous. 'Pitch' is the raising or lowering of our voice. 'Resonance' on the other hand is the variation of volume from a quiet and thin voice to loud,

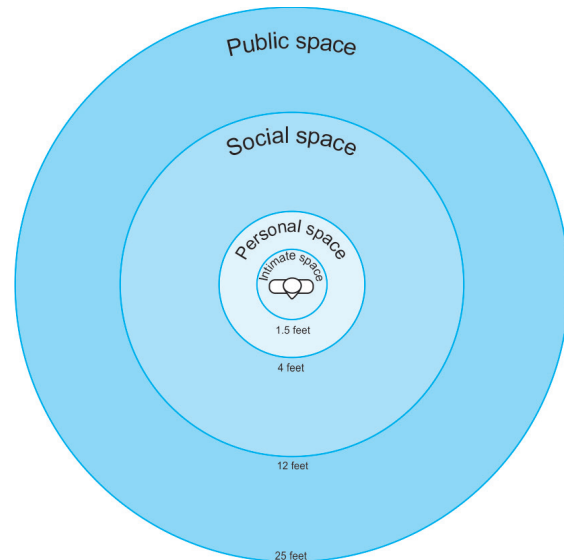


Fig. 1.6: Diagram of Edward T. Hall's personal reaction bubbles (1966), showing radius in feet

booming voice. Speaking too fast or too slow is a variation of 'tempo'. Para language gives us clues about age, sex, emotional states, personality, etc.

Smell and Taste

We receive a lot of information about our environment through the sense of smell. Like a particular fragrance announces the arrival of a particular person. Body odors also provide clues about a person's hygienic state. We also send out a lot of information through smell. We use deodorants, body sprays, hanky sprays, etc. To hide smell of onion or garlic we brush our teeth and gargle with mouthwash. Like smell, taste is also a silent sense that receives and sends messages.

Environmental Factors

Architectural arrangement of objects, interior decoration, colors, time, music, etc. are the environmental factors that provide a lot of non-verbal cues and clues. Dim lighting, quite atmosphere, and soft music leads to greater intimacy and has a soothing affect. Similarly, colors also have wide-ranging associations. For example, one turns pink when embarrassed and one sees red when angry.

Functions of Non-verbal Communication

Non-verbal communication plays an important role in any communication situation. It often plays a supplementary role to the verbal content delivered orally. Some other times, non-verbal symbols communicate on their own. More specifically, non-verbal communication serves the following functions:

- Repeating verbal messages,
- Substituting verbal messages,
- Complementing verbal messages,
- Regulating or accenting verbal message, and
- Deception.

Verbal and Written Communication

Verbal communication refers to spoken messages that we transmit by producing sounds. Oral communication generally involves both verbal and non-verbal symbols. Mostly we spend a great deal of time participating in verbal communication both as speakers and listeners.

Written communication obviously means communication through written or printed words. This is primarily verbal in nature. However, there is a non-verbal dimension to written communication also. Like printed materials are formal in nature, while hand written letters, have a personal touch. Both verbal and written communication, deal with the creation and sending of messages. They, however, differ in the ways in which they are processed. Oral messages are continuous, with words and sounds spoken and uttered in connected way. These are processed collectively with no emphasis or focus on individual words. But in written communication, words are distinct from each other, being surrounded by white space from all sides. Written or printed words are processed as individual units. Verbal and written communication also differs in form and style. While oral communication is personal, spontaneous and flexible, written communication is more formal and literate and follows rules of grammar strictly.

Verbal Communication

Our spoken words have greater impact than that of the sword taken out of the scabbard. The

speeches of famous leaders and revolutionaries have had the greatest impact on people resulting in movements and revolutions. The words can encourage the people to take over and complete the tasks beyond their ability. On the other hand, the words can de-spirit and discourage the people from doing even their routine jobs. Oral communication is vital to human relationships in every business organization as well as social gatherings.

We talk to people for many purposes. We may talk in order to escape boredom, to get acquainted with a newcomer, to warn the person about his or her misbehavior, to suggest novel ideas to other people who work with us, to instruct others, and for a number of other purposes. Much of the professional and business communication through oral media takes places between two people.

Effective Verbal Communication

Pronunciation

All the language units must be pronounced properly and clearly. The message cannot be intelligible without proper articulation of sounds. Sometimes, it happens that a person who is able to articulate a sound properly is unable to pronounce the words correctly. The words in English language must be stressed on the exact syllables.

Clarity, conciseness and completeness

It is essential that the message should be brief and concise, but complete in every aspect. The brevity should not be achieved at the cost of clarity and completeness. Too much talking may lead to misunderstanding and over communication, but too little talking can lead to partial understanding and under communication.

Vocabulary

The communicator must have a good vocabulary. He should use choicest words to convey correct meaning. If the person who communicates orally has inadequate vocabulary; the listener will receive incorrect and confused meaning.

Self-confidence

If the communicator lacks self-confidence, it is likely that he will not be able to impress

the message on the listener. He must have a sufficient knowledge of the subject on which he has to talk. Secondly, he must plan his message carefully before imparting it to the receiver. The logical sequence of various ideas in the message is an outcome of organizing and planning the message. Adequate planning, preparation and organization of the message help the speaker to raise his morale and self-confidence.

Pitch

There are three patterns (i) rising pitch, (ii) falling pitch and (iii) dividing pitch. It is essential to use the correct pitch of sound. The variations in the pitch sounds can help the speaker to create interest and hold the attention of the listeners.

Tone and style

The message must make appeal not only to the intellect but also to the heart of the listener. The words impart the intended meaning when they are spoken with the tone and style that suit the occasion. The tone of the voice gives the listener an idea about the feeling associated with the words.

Advantage of Verbal Communication

Adjustment of message

The speaker gets immediate feedback from the receiver, which helps him to find out how he receives the message and how he reacts to it. The immediate feedback not only lets the communicator to know the kind of response from the receiver but it also helps him to modify his message in such a way that it becomes readily and favourably acceptable to the receiver.

Immediate clarifications

The communicator can clarify certain ideals in his message which are not properly understood by the receiver or which might leave some doubts in his mind. These doubts or the queries of the receiver arise from the defective message and these are communicated to the receiver in the form of feedback.

Time

Verbal messages can be transmitted through telephone almost immediately whereas the written message take more time to reach up to

the receiver by post. The written message takes comparatively longer time because it may require consulting, dictating, drafting, typing, posting, etc. which the oral transmission does not require. When immediate action is required, the oral communication is the best media.

Persuasion and control

The speaker can judge the replies of the other party and can change his arguments in such a way that thereby he can influence the attitudes, feelings, opinions and beliefs of the receivers. The verbal directives and instructions are effective in controlling the employees and the situations in order to ensure the fulfillment of the objectives.

Formality

Verbal communication is less formal than the written communication. Informal talks can help in building friendships and personal relations between the communicator and the receiver.

Cost

Verbal communication is not as costly a process as that of the written correspondence, especially when the message is to be communicated within the organization.

Group communication

Verbal communication is a convenient and reliable media for communicating in committees, conferences and meetings where a number of people come together for discussion.

Disadvantages of Verbal Communication

Future reference

The oral message cannot be referred back in future if they are not tape-recorded. As compared to written messages, oral messages do not constitute permanent record. Therefore, it has little or no value for legal procedures. It cannot become legal evidence in case if future disputes or lawsuits.

Speaker's preparedness

Verbal communication cannot be good and effective if the communicator is not a good speaker. He is required to be lively, enthusiastic, vital, earnest and keenly interested in the subject.

Lengthy message

Oral communication is not a suitable media for any lengthy official message that constitutes minute details.

Distortion

The verbal message is more likely to be received in a distorted meaning by the receiver due to his misunderstanding and misinterpretation of it. It is found that people tend to have trouble in recalling correctly the main ideas and factual details, which are communicated to them orally.

Retaining the message

It is found, that people tend to have trouble in recalling properly the main ideas of the factual details, which are communicated to them orally. Due to imbalanced mental state of the listener or due to the listening barriers, the receiver may not understand the message completely and he may even forget the major part of the message after a long time.

WRITTEN COMMUNICATION**Need for Written Media of Communication**

The old style of communication did not have public relation, advertising, technology and many aspects of modern day communication. They would converse almost daily and instruction was given verbally to people who worked together in an organization. Also the number of people working together in any organization was less and so they could easily inspect, direct and judge the work of the employees. But today, organizations have a team of qualified person to carry out assignments. These specialists and experts have to communicate their ideas to one another and also to the management. This flow of information is necessary to be maintained through written media because of the complexity of all these activities.

The written media is like the human sensory organs and memory power, which receives analyses and records the information for the purpose of decision making in the future. Written media helps to coordinate the knowledge and work of the staff specialists and the research specialists. There is need for accurate written

information to carry our management and other professional duties.

The Art of Written Communication

A person, who aspires to get mastery over the techniques of written communication, must keep his writing tools in enough practice. The action-oriented people may have the ability to get the things done, but they may find it difficult to put their thoughts in written words, because they occupy themselves in their selected activities rather than in practicing writing skills. Such a person may have the ability to think logically and clearly and he may express his thinking through oral communication. He may organize, analyze and evaluate the ideas of his own and those of others too, and he may really deserve to acquire the mastery of written media, but he would certainly require some of his devotion, time and practice to acquire writing skills. Everybody possesses the tools of the written media, but they have to learn to make effective use of their priceless possession. All the individuals in the field of business, industry, science, and education use the tools of written media. These tools of written media are as follows:

- Memory
- Imaginative power
- Power of observation and study
- Units of language like words, phrases, sentences, etc.
- Ability of thinking
- Ability of collecting and analyzing information
- Ability of writing

A good writer is an artist who knows how to write a specific message effectively by making use of the above tools. He must keep his tools in good working order. It usually takes years of struggle and hard work to learn and master the art of writing. Besides reading, a good writer should try to find a world of information with an inquiring mind and discerning eye. He can learn a great deal by putting up question on the subject he wishes to write.

The main purpose of written communication is to move, motivate and mould the minds and behavior of the people. So it is necessity for the communicator to study the minds of people he

wishes to target through his writing. It must be remembered that the art and skill of writing depends on the competence and knowledge of the communicator. Besides all this, the communicator should prevent his feelings from dictating his thinking and should organize his thoughts, which are based on factual information.

Advantage of Written Communication

Permanent record

Written message can be kept in files as a permanent record of the general, like the affairs, transactions and agreements of the business organization. It remains as an evidence of the company's performance, which is useful for future reference. It forms a basis for new policy decisions and also for the fresh measures for the development and expansion of the business.

Legal evidence

Written message provides tangible evidence of the agreements signed between the two parties. It also gives a proof of the stages in which the transaction was carried out. It can show how the mistakes were committed in carrying out the transactions by either of the parties involved in it.

Accuracy

Usually, the written messages are organized more carefully than the spoken messages. The communicator uses standard languages and tries to avoid colloquial words and expressions. As compared to oral messages, the written messages are more accurate in grammatical structures. Accuracy in languages helps to prevent any misunderstanding or misinterpretation of the message.

Lengthy messages

Written media is especially more suited for lengthy and complicated messages. The receiver can read it repeatedly till he properly understands it. Secondly, it assures retaining every vital detail of the lengthy and complicated message.

Correspondence

Postal correspondence has given a really wide access to written media. This facility is available to almost all the communicators and receivers in the nooks and corners of the world.

Color communication

In all types of communication, colors play important roles in informing the level of formality and the seriousness of the situation to the receiver. The print media use bewitching colors to attract the readers; so, does the TV, and also the advertising world. Senior executives wear suits grey and black colors, thus indicating that they are graceful, powerful, in a sober mood. They may wear light cream or white suits during parties and social gatherings to woo their clients. Young boys wear maroon or red shirts with jeans to convey romantic feelings. Women often wear clothes of red and magenta hues to indicate that they are ready to indulge in romance. Light grey signifies official environments. Politicians use white khadi dress to show that they are Gandhians or social workers. The colors of flags of various political parties also inform us about their respective ideologies. Thus, colors can make the communication situation formal and informal, sober or lively, official or unofficial, casual or formal.

Communication by time (chronemics)

Chronemics can be defined as "the interrelated observations and theories of man's use of time"—the way in which one perceives and values time, structures time, and reacts to time frames communication. Time perception plays a large role in the non-verbal communication process. Time perceptions include punctuality, willingness to wait, and interactions. The use of time can affect lifestyle, daily agendas, speed of speech, movements, and how long people are willing to listen.

Time can be used as an indicator of status. For example, in most companies the boss can interrupt progress to hold an impromptu meeting in the middle of the work day, yet the average worker would have to make an appointment to see the boss. The way in which different cultures perceive time can influence communication as well.

Limitations of Written Communication

Access to literates

The access of the written media is limited to the literates only. There are millions of illiterate people who cannot use this media.

Costly and time-consuming process

A number of people get involved in the process of collecting information, consulting, drafting, typing and posting the messages. It takes the total cost of a business letter to not less than twenty rupees. Secondly, the oral message reaches almost instantaneously on the tele-

phone, whereas a letter may reach to the receiver after 2 to 3 days.

Delayed feedback

The communicator has to wait for the reply from the receiver. In oral communication, the feedback is almost immediate.

BARRIERS TO COMMUNICATION

Planning, preparation and practice of communication will be incomplete and unsuccessful unless one identifies and understands the barriers of communication. These barriers are physical, sociological and psychological obstacles that interfere with the planning, organization, transmission and understanding of the message. There are a number of such obstacles that can occur in the process of communication. The natural result of such obstacles or interfering factors is the misunderstanding of the message.

These factors interfere with the self-confidence, self-disclosure and self-consciousness of the communication senders and receivers. The barriers of communication are dangers to any organization if they are not removed on time. When the communicator transmits the idea in an unchanged and undistorted form to the receiver and the receiver responds to it, then, the process of the communication is supposed to have been perfect. But this process of 'perfect' communication can never exist due to the number of factors, which stand in its way as the barriers. The communicator has to identify and understand the reasons for poor communication in order to communicate effectively. Understanding the process of communication is the first step towards improving the abilities and skills of communication, but understanding the factors

that prevent us in transmitting the exact meaning is very essential for effective communication.

LANGUAGE BARRIER

i. Lack of Common Language

Language uses oral or written symbols to transmit meanings from one person to another. Every human language has its own vocal symbol system and its own grammatical structures. If the communicator and the receiver belong to different language groups, their ignorance of each other's language or the lack of common language will be a barrier to communication between them. It is not possible for them to communicate with each other unless they know some common language, which is properly understood by both of them. An English speaking boy and a Tamil speaking boy will not be able to communicate without a good knowledge of each other's language. If both of them know a common language, say Hindi their knowledge of Hindi word, phrases, clauses and sentence-structure should be adequate to express their thoughts and feelings.

ii. Semantic Barrier

Words are said to have no meaning but they represent arbitrary meaning associated with it. A word may have a variety of meanings

and the meaning attributed to a word by the communicator may not be the same as that of the receiver's attributed meanings of that word. A word can have different meaning to different people at different occasions. It is found by the experts that people attributes 14,000 different meanings to 500 commonly used English words. Therefore, the sender and receiver are many a time likely to attribute different meaning to the same word. Sometimes, they may use different words to communicate the same meaning. There are many words in English such as light, cheap, etc. which can be used with favourable as well as unfavourable connotations. A word can stand for its positive or negative connotations. Sometimes, the receiver wrongly enters the intended meaning of the sender's word by attributing negative meaning to it.

iii. Poor Vocabulary

Poor vocabulary makes our message more difficult and less effective. Our pen falters and tongue fumbles when we probe into our brain for a suitable word or phrase. The words have different connotative and denotative meanings. The communicator needs to know them clearly in order to use them with clarity and precision. Words stand not only for their meanings but they are also charged with action and emotions. When the communicator and the receiver understand these word-associations, they are capable of using them as living entities. Poor vocabulary does not allow the communicator to write or speak effectively. It does not allow the receiver to understand the message clearly. If the receiver does not understand the words, he cannot properly comprehend the sentences.

iv. Poor Grammar and Punctuation

Poor knowledge of grammar and punctuation is a barrier to verbal communication. A good vocabulary is useless, unless the communicator acquires the knowledge of how to use it in a sentence. More than ever before, the people involved in written and oral communication today must have superior grammar skills because an understanding of grammatical structures provide excellent basis for effective writing, speaking, listening and reading skills. If the

communicator is not able to choose the correct verb form that agrees with a given noun or pronoun, if he is not able to select exact adjective or adverb, or to join the words properly, he will not be able to communicate his ideas, thoughts and feelings fully and correctly. In addition to a good grammar, knowledge of punctuation is essential for effective communication. Many of us do not pay adequate attention to it. But it must be remembered that the faulty and improper punctuation can change the intended meaning of the sentence. The absence or misplacement of a 'comma' can prove to be misleading to the reader.

v. Roundabout Verbiage

Roundabout Verbiage consists of the usage of overworked, troublesome and exhausted words and phrases, which usually cause a considerable amount of misunderstanding and confusion. By avoiding such roundabout verbiage, we can add a good deal of liveliness and simplicity of expression to our written as well as our oral communication. For example, instead of saying 'in the majority of cases' or 'in a number of instances', we can say 'some' or 'usually' instead of saying 'commence' we can use 'start' or 'begin'. By omitting such words and phrases, we can save the message from hollow pomposity.

PHYSICAL BARRIERS

i. Noise

It interferes with the transmission of the signals. It also refers to the 'unwanted' signals of messages, which interferes and disturb the reception of the wanted signals. This disturbance is usually in the form of sounds, but it need not be always the sounds. It can be in visual, audio-visual, written, physical or psychological form also. There are many people who communicate with a little signal and much noise. In fact, they communicate extraneous matters, which may diminish the interest in the receivers or may even annoy them.

Technical or physical noise refers to loud noise of the machines or blaring noise of the stereo and such other noises, which makes it difficult



Samuel Hoffenstein in his poem, "The Wind in the Trees," illustrates quite beautifully the distraction that noise may cause.

He says: When the wind is in the tree, it makes a noise just like the sea, as if there were not noise enough to bother one, without that stuff.

Noise is any random or persistent disturbance that obscures, reduces, or confuses the clarity or quality of the message being transmitted. In other words, it is any interference that takes place between the sender and the receiver. This is why we generally identify any communication problem that cannot be fully explained as noise. The biggest single cause of noise in the communication process may be the assumption that the act of communicating is a simple process—that it does not require much thought or practice and all effective managers were born with this skill. This is not true. Effective communication comes with study and practice. The effectiveness of the communication process is dependent upon the capabilities of the senders and receivers.

for any listener to receive the 'wanted' message. Visual noise can be experienced when a committee member arrives late at the meeting hall and all the committee members are distracted by his arrival. Poor telephone connection which interrupts conversations, smudged typescripts and bad handwriting are some examples of the technical noise.

ii. Time

The frequency of communication encounters affects the human relationships and the intensity of human relations is affected by the amount of time that passes between these encounters. If the employee does not communicate with their superiors for a long time, or if husband and wife stay away from each other for a long time, it may create a communication gap between them, which may affect their relationship. Time can act as a barrier to communication in some other ways also. A guest who arrives at midnight will not be able to communicate well with the host who might feel embarrassed or disturbed in his sleep. Time will not allow two communicators to talk to each other if they work in different shifts. A phone call at midnight can irritate or embarrass the receiver. A husband who keeps

his wife waiting for a long time will not find it easy to communicate with her.

iii. Distance

The distance between the communicator and the receiver can be a strong barrier to communication, if the technical devices of communication such as telephone, telefax, etc. are not available to link them. Faulty sitting arrangement in the office can create a kind of communication gap, which can be eliminated by adjusting the distance. Distance between the workbenches in the offices or in the modern production departments and half partitions between them are the distance barriers, which severely limit the communication among the employees. By minimizing the physical distance down to the personal distance that ranges from 1.5 to 4 feet, the boss can minimize the status difference between himself and his employees. A friend or a colleague who ceases to maintain the personal distance, i.e. 1.5 to 4 feet, and keeps himself always beyond the distances of 12 to 25 feet is a friend who keeps communication gap.

iv. Age

The age, maturity, educational background and the eras in which a person grows up make a generation, which inevitably comes in the way of human communication. The generation gap becomes obvious in their use of vocabulary and style of speeches and the values of life to which they stick or adhere. Considering his age and maturity, we tend to apply different standards of judgment to judge the statements of the speaker. For example, in an organization older workers gradually form their social group, which often remains apart from the younger workers. Their likings and interests are different and they take less interest in sports, cocktail parties and movies. Gradually, the older workers feel socially isolated and insecure because of the widening gap of communication between the older workers and the younger workers.

v. Sex

Men and women communicate with one another according to their sex. When they work together in a group, men tend to be more assertive,

acquisitive, self-confidence and aggressive than the women. This may be because a five-year boy is encouraged to hit back by his father, but the boy's sister is told that girls do not fight. Thus, sex stands as a barrier to a direct, honest and appropriate expression of a female's thoughts, opinions and beliefs. On the other hand, man is more assertive of his thoughts and opinions. It is found that women are more likely than men to express their emotions and feelings about a situation. But, it must be remembered that these are general tendencies of sex-typed communication behavior and not the rules. The girls tend to be less aggressive because they receive negative results such as rejection, criticism for such behavior. They are brought up with the feeling that aggressiveness is unfeminine. A girl, who is brought up with such feminine conceptions about her, may try to avoid a frank eye contact with the interviewer and may even speak in a voice that is almost inaudible.

SOCIAL-PSYCHOLOGICAL BARRIERS

i. Status Barrier

Status is a position or social rank of a person in a group. It depends on the person's abilities, amount of pay, job-skills, seniority, type of work assigned, age, etc. Status reflects the degree of power, authority, importance and responsibility placed on an individual by the other people in the society. The people at the lower status are usually afraid of communication unpleasant and unfavourable information to the high-status people. They get scared of entering into the air-conditioned cabins with runs on the floor and a number of telephones on the table. They become conspicuous of their own status in relationship with the status of their superiors.

This status consciousness is harmful in the process of upward communication. People fear that the unpleasant facts communicated to their superior might bring adverse effects on them, if the information displeases the superiors. They are reluctant to communicate their problems, shortcomings, mistakes and other unfavorable information to the higher-ups because of their fear that the superior might consider them incompetent and unworthy to do their jobs. They

do not show courage of offering suggestions and plans of improving the organization and its procedures for the fear of being called arrogant by their superiors. The high-ups too are strongly conscious of their status. In order to safeguard the dignity of their status, they avoid accepting suggestions from the subordinates and presume that their higher status stands for better knowledge and competence than any of their subordinates. These assumptions prove serious barriers to communication between them.

ii. Attitudes and Values

The attitudes serve the personal needs of the people. They provide need satisfaction to the individuals. When the message is unfavorable to the receiver, he cannot be easily persuaded by it. The people in terms of their attitudes and values interpret the message. Their attitudes and values are different not merely because they are physically different but also because they have different backgrounds. They deal with the individuals and events according to their attitudes and assumptions. Their personal attitudes, values and opinions are the barriers to an effective communication.

The most agreeable information for anybody of us is the one, which is favourable and palatable to our opinions, values, norms and attitudes. The message, which runs contrary to our views and beliefs, is not easily acceptable to us even when it is factual and true. We promptly accept the government policy if it is favourable to our business, but we express our strong resentment towards it if it adversely affect our business. Even the process of interpreting the message is consistent with the existing attitudes and values. It is due to the fact that our thinking is colored and characterized by our attitudes and values. Sometimes, these attitudes and values can have emotional basis. Such attitudes are extremely difficult to change.

iii. Different Perception of Reality

Man prefers to believe what he prefers to be true. The individual experiences and their interpretations are never identical because their perceptions are different. If two friends see a

movie together, their interpretation, of the events and the characters in it will certainly be different.

The communication barrier arises as a result of different selective perceptions of the same object or idea by two or more people. Our physical senses like hearing, sight, taste, touch and smell are our contacts with the physical world. Some people have limited range and power of their senses, whereas some people have very acute and strong senses. These physical differences are also responsible for different perceptions of the existing things. Human needs are strong motivating factors, which can very easily change his perceptions. Poor children tend to estimate a coin of 50 paisa to be physically larger than the children coming from the rich families. We create our own reality through selective perception, which hides certain things that are there and see certain more things than which are present there.

iv. Inference

Our everyday life is full of various activities based on inference. When we get up from bed at 8.00 am we infer that mummy might have already started her housework. When we sit down at a table to write, we infer that the chair will support our weight and ink will flow from the pen. Thus, the statements, which are based on the facts and go beyond the facts, are inferences.

We may have good reason to expect that our inferences will be correct, but they may prove incorrect due to some unpredicted probability. As inferences go beyond the facts in making certain statements, they can give wrong signals too. We are to interpret symbols on the basis of assumptions, which usually prove correct, but we must be aware of the probability that they may sometimes prove incorrect.

v. Abstracting

We use language to communicate our experiences and feelings, but we cannot communicate every detail of it. We cannot communicate every detail of our experience to others. Also, we focus our attention on some details and do not bother about the rest. We prepare a business report on our observations of the various events in the market. While preparing it, we abstract the reality and

report only the valuable characteristics of the market. We observe partially and communicate partially because our experience of the event is also partial. When we try to convert our experiences and observations into words, we further abstract it by using selected words, which involve leaving out the details. If we try to completely describe a simple object like a 'shoe' we would require several volumes for it, which would still be insufficient to describe the object.

vi. Closed-mindedness

A person may close his mind to communicate receptions, if he considers himself to be a person who knows 'all' about a particular subject. It is very difficult to communicate with a man who has deeply rooted prejudiced mind. Such a man is not prepared to receive any message on a subject about which he assumes to know everything. His mind is closed to new ideas, facts and suggestions. If an employee approaches his closes-minded boss with some suggestions to improve the work of a business unit, the boss would retort the employee by saying that he knows better than the latter regarding what should be done for the betterment of the organization. Perhaps, he may further warn the employee that the latter should never try to teach him again. Thus, he completely rejects the information and recommendations of the communicator even before he knows the real facts. The reason behind his closed-mindedness is his deeply rooted prejudices.

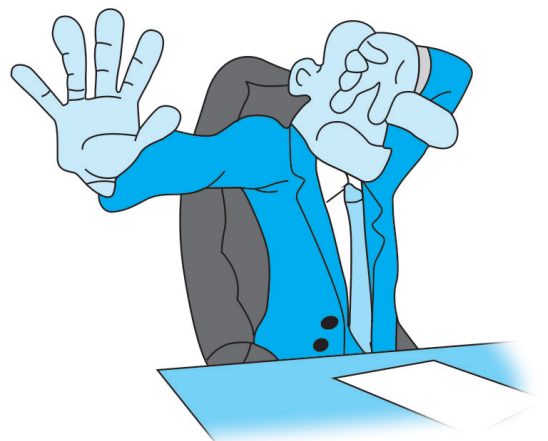


Fig. 1.7: Close mindedness

vii. Distortion, Filtering and Editing

When a message is transmitted through translations, interpretations, explanations and simplifications, some part of it gets distorted or lost. The accuracy of the message is lost and the transmission becomes imperfect as the message goes through the filters of translations and simplifications. The upward communication also tends to be distorted and filtered. The negative effects of the informal channel like grapevine are due to distortions and filtering. The message in grapevine receives fresh additions with every repetition until it gets worst. Thus, often the original information communicated through formal and informal channels gets lost or distorted to a large extent and very little of it is retained.

viii. Bad Listening

Bad listening is one of the major communication problems. Misunderstanding and conflicts can be reduced if people would listen to the message with enough attention. Most people do not listen very well due to various distractions, emotions, excitement, indifference, aggressive ness and wandering attention. One of the major reasons for bad listening is an individual's continual thinking about his own problems and worries. The poor listeners always feel that the thought in his mind is more interesting than what the speaker is saying. A college student involves himself in thinking about his girl friend rather than listening to the lecture of his professor.

Bad listening can also be due to some strong reason for worrying. An employee may get engrossed in worrying about the sickness of his daughter rather than listening to the instructions given by his manager. Some listeners mentally argue with the speaker before comprehending the complete message. This usually leads to misunderstanding and conflict. Their impatience to talk out their thoughts and their lack of interest in the message contents are strong barriers to communication.

ix. Emotions

Negative emotions are obstacles in the communication. Emotions are our feelings about the world around us. Usually, the positive emotions such as joy, love or affection do not interfere with communication, but the negative emotions act as strong barriers to effective communication. Emotionally excited communicator is unable to organize his message properly. His excited or nervous state of mind does not allow him to think clearly. He expresses his blurred thoughts with gesticulations and keeps on repeating the same words. He cannot even grasp the message sent by the communicator in its true sense. This is especially true when one's negative emotion is uncontrolled and misdirected. It makes him blind for reason. Almost anybody who comes across such an irritated person becomes a victim of his unfocused negative emotions. The perplexed, nervous and excited state of mind never allows smooth flow of communication.

x. Resistance to Change

If we receive a message, which proposes a new idea, we tend to be inattentive to it. The new idea is rejected consciously or sometimes unconsciously if it conflicts with our beliefs, morals, values, attitudes and opinions of the receiver. The average adult human mind ignores the new idea, especially when he feels insecurity and uncertainty about its aftermath. He feels that the things go along just fine with him and he would be insecure if the changes are introduced. He is also suspicious about its success in future. Because of its uncertainty, he hastily concludes in his mind that the proposal would not be successful. He even further feels that the proposal would make things worse for him. The new idea is considered as a drastic proposal, which is not needed. Thus, the average human mind, which resists change, does not accept the new ideas from the communicator.

ESSENTIALS OF COMMUNICATION

7 Cs OF COMMUNICATION

Written communication occupies an important position in the communication sphere, so written communication has to pay adequate attention on certain principles of necessity. The essentials of every written communication are principles of unity, coherence and emphasis. These principles along with other essentials of effective communication, like language, planning and organization make the written communication effective.

Clarity

The writing should be correctly planned and expressed in a logical way, and the writer should make sure that the ideas flow smoothly from beginning to end. The message must be so clear that even the dumbest man in the world should readily understand it. The communicator must be very clear about all the aspects of the idea in his mind and about the purpose for which it is to be communicated. Next to it, he must be clear about the selection, suitability and usage of the medium. The signals of the encoded message must be carefully composed of and transmitted well.

Clarity of written language is the first and foremost emphasis one should seek in writing. So clarity of language is a form of courtesy. Clarity, therefore, can be achieved in writing by taking pains by writing to serve the purpose rather than to impress readers. Understanding the subject brings about clarity in the writing. Do not jump about from one part of the writing to another and then back to the first aspect. This is confusing for you and the reader. Deal with each aspect separately and clearly. Clear description brings about the script alive, takes readers to where you have been and evokes atmosphere. It can bring flavour in the most arid and dry news

story and make the difference between a report that satisfies and one that does not.

Completeness

It is an essential factor for effective communication. A message must be organized appropriately in the sense that it must include all the important ideas and its details. The contents of the message must be checked in order to verify that there is no omission of the relevant details. An incomplete message can do little to convey the information and to persuade the receiver. All the aspects of the message must be grouped and brought together in logical sequence to prepare meaningful thought units. The communicator's effort can be more fruitful and effective if the receiver easily reacts to the sender's message. The incomplete messages may create doubts in the receiver's mind. The receiver of the incomplete message feels angry, confused and irritated by it.

Effective writing communication implies a condition of being complete and clear. The principles of unity or completeness apply at three levels; (1) the individual sentences must be unified, (2) individual paragraphs must be unified and (3) the totality of the script must be unified. The first principle states that each simple sentence must contain a single idea clearly expressed. All sentences relating to a particular matter constitute a unified individual paragraph. Each paragraph in a section forms a unit of thought. All units of thoughts structurally constitute the message of entire communication or a unified message. Each unified individual sentence conveys only one central idea. It must be direct, simple, brief, clear and vigorous. Too much use of but, ands, pomposity and technical jargon must be avoided. Prompt and adequate attention of the reader is the essence of purposeful communication.

Completeness in writing is achieved through orderly arrangement of ideas flowing into other ideas and progressing into conclusion. An incomplete writing leads to side tracking, misunderstanding, seeking clarifications and explanation, etc. Thus, the writer must consider the receiver's capabilities to understand.

Coherence

Coherency is equally essential for good written communication. Clear communication in simple sentences helps the reader to understand. Facts and figures must be stated plainly and in an intelligent manner. Relation and clarity are the two important aspects of coherence. Coherence means, tying together of several ideas, under one main topic in any paragraph. Smooth flow, lucidity and transition aspects should be given effect to and there should not be any scope for the reader to misinterpret, misread or misspell the message. Coherence is given to a larger paragraph or section of a message and leads to purposeful communication where the writer is well received, read, understood and acted upon by the reader.

Conciseness

Conciseness is an important factor in effective communication. It means saying all that needs to be said and no more. The aimless verbiage, unnecessary details and heavy paragraphs make our communication ridiculous and ineffective. We must omit those words and sentences from our message, which are not likely to bring about results. The message, which can be expressed in fewer words, is more impressive and effective than the same message expressed in a number of words. The communicator must organize his message in such a way that every word in it is meaningful and of interest to the receiver. Even a single word or a sentence, which does not contribute to accomplish the purpose of the communication, should be carefully omitted.

Conciseness refers to thoughts expressed in the fewest words consistent with writing. It is achieved in writing in definite style and use of precise words. Unnecessary superlatives, exaggeration and indirect beginning should be avoided. Care should be taken to use adjectives judiciously, avoiding irrelevant

details, unnecessary expression and mumbling sentences. Avoid vague judgmental descriptions and be precise and clear.

Credibility

A good writing is always forceful and direct and has the power and capacity to produce a reaction or desired effect. Clarity in writing brings about credibility because it ensures that others understand the message easily and quickly. A clear and direct approach in writing makes it possible to achieve the principle of credibility in your writing. Other essentials of writing like correctness and completeness add to the strength of credibility in the writing.

Correctness

Without correctness, readers may refuse your write up. Communication must be correct in tone and style of expression, spelling, grammar, format, contents, statistical information; stress-unstressed, etc. There should not be any inaccurate statements in the message. Efforts must be made to avoid errors in spellings, punctuations, etc. The incorrect written documents lower the readers' confidence in the writer.

In the same way, the incorrect statements and other miscellaneous errors of the speaker lower the listeners' confidence in him and it may tarnish his image and reliability too. When communication receiver finds one error he suspects that there can also be other errors in the message. Therefore, he starts searching for other mistakes automatically.

The subject matter of communication must be correct or accurate. The manner in which the message is transmitted must be absolutely correct. Accuracy in writing can be achieved by careful checking and editing. Correctness demands accurate figures, because decisions may go wrong if wrong figures are given. Over writings, erasures, strikeouts, wrong spellings, faulty grammar, poor sentence construction, etc. may distract the readers and lead to misunderstanding. Written communication clearly means making others to understand.

Therefore, it is essential that the sender should verify the correctness of the information before transmitting it to the receiver. And before accepting the information for important decision-making, the receiver should clarify his doubts

regarding the accuracy and correctness of the message.

Continuity

As far as possible the writer should avoid jargon. Jargon is a language that is special to science, commerce, technology, trade and profession. In writing, the jargon should not be incorporated as this could make the writing confusing and unclear. Brevity or use of fewer words brings about continuity and grace in your writing. The effect of good writing depends on its style and continuity of subject till the conclusion. If one takes care to be precise, correct and clear in writing and if the continuity is maintained

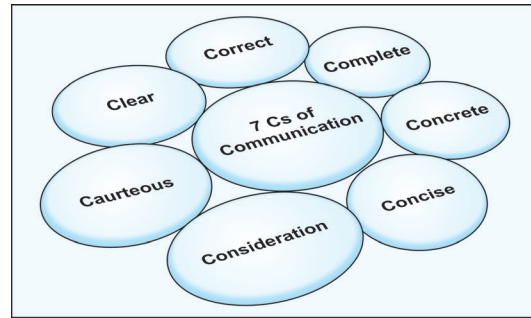


Fig. 1.8: 7 Cs of communication

throughout writing, the desired effect from the reader is achieved.

PROCESS OF COMMUNICATION

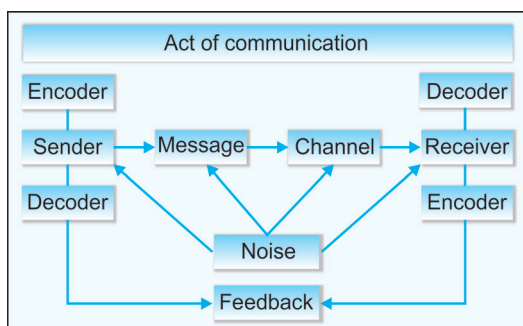
The various elements of the communication process are:

- **Input:** The sender has an intention to communicate with another person. This intention makes up the content of the message.
- **Sender:** The sender encodes the message, e.g. the idea of “piece of furniture to sit on”. Thus he gives expression to the content.
- **Channel:** The message is sent via a channel, which can be made of a variety of materials. In acoustic communication it consists of air, in written communication of paper or other writing materials.
- **Noise:** The channel is subjected to various sources of noise. One example is telephone communication, where numerous secondary sounds are audible. Even a solid channel such as paper can be crushed or stained. Such phenomena are also noise in the communicative sense.

- **Receiver:** The receiver decodes the incoming message, or expression. He “translates” it and thus receives the message.
- **Output:** This is the content decoded by the receiver.
- **Code:** In the process, the relevance of a code becomes obvious. The codes of the sender and receiver must have at least a certain set in common in order to make communication work.

Communication is a dynamic process involving a series of actions and reactions with a view to achieve a goal. How does it work? Think that you are in conversation with your friend. You are a sender or communicator, formulate (encode) an idea or message as best as you can, and pass on the message to your friend, who to the best of his ability receives or acts on the message (decode). He responds by formulating his own message and communicates to you (feedback). If you think

your message is understood or well received by your friend, then you go ahead with the next idea that you have in mind and the conversation goes on and on. Communication is, therefore, a two way process, that is, the ability to receive is as important as the ability to send. For successful communication, feedback is crucial because it tells how your message is being interpreted. It can make or break the communication process.



In the above diagram, the communicator is the encoder, the message is symbol (verbal or non-verbal), the channel is one of the transmission medium, the receiver is the decoder, feedback is the response to the message, and noise is any interruption that breaks down the communication.

These, in fact, are the essential elements or ingredients, which facilitate the communication process. Each element plays an important role in making the communication effective:

Communicator (sender or encoder) is the one who initiates the communication process. He may be an editor, a reporter, a filmmaker, a teacher, a writer, a speaker, a leader or anybody who takes the initiative to start a dialogue. Before one speaks or writes, the message is conceptualized first and then encoded. An effective communication depends on the communication skill, knowledge level, and attitude of the communicator and how he desires to affect his receiver. An ability to think, to organize thoughts quickly and express himself effectively are some of the attributes of a good communicator.

Somebody who uses appropriate words, sentences, tone, etc. may be called a good communicator. He does not fumble, does not look for words and all that he says is accompanied by appropriate gestures and delivered at an

acceptable pace. Another element, which is mentioned here, is knowledge level. We must be able to find out the knowledge level of the persons on a particular topic before we start the dialogue. Also, a person must never look down upon the people with whom he communicates. He must never think that the receivers are inferior to him. The attitudes of a person should be mature and the minimum respect due to the other person must be extended to him.

Encoding is the formulation of messages in the communicator's mind, that is, the communicator not only translates his purpose (ideas, thoughts or information) into a message but also decides on the medium to communicate his planned message. He must choose the media (speaking, writing, signaling or gesturing) that the receiver can comprehend well. For instance, an illiterate receiver will fail to understand a written message, but can understand it well if told orally.

A message is what a communicator actually produces for transmission using spoken or written words, photographs, paintings, films, posters, etc. A great deal of skill and effort is required to formulate a message, the meaning of which should be understandable to the receiver. Actually the purpose of communication is to influence the receiver and get favourable responses so that appropriate decisions can be taken. The success of communication, therefore, depends on what we say and how we say it. A message can enhance or distort effective communication. For instance, in an interview your intention is to impress interviewer, but if you give answers whose meaning is not clear, the interviewer may perceive that you are incompetent for the job.

A channel is the vehicle through which a message is carried from the communicator to the receiver. The channels of communication are many-written, spoken, verbal, non-verbal, mass media like TV, radio, newspapers, books, etc. Choosing the appropriate channel, one most suitable for the message as well as the receiver, is a complicated task.

Success and failure of communication depends on the selection of the right channel. For example, if you have prepared a campaign on 'National Integration' what media would you choose to

reach the intended audience? And even after selecting the media you have to decide if it is feasible cost wise, taking into account the number of people and the kind of people who will be exposed to your message, and certain other factors. Actually your intention or desire would be to reach out to the maximum number of people but for efficient communication your attempt should be to minimize time and cost in the total information exchange effort.

The receiver, at the other end of the communication, is the recipient of the message and must possess the same orientation as the communicator. If the receiver does not have the ability to listen, to read, to think, he will not be able to receive and decode the messages in the manner the communicator want him to. For effective communication, the receiver is the most important link in the communication process.

Decoding is the interpretation of the message by the receiver. Actually, the receiver looks for the meaning in the message, which is common to both the receiver and the communicator.

Feedback is the response or acknowledgement of receiver to the communicator's message. The exchange is possible only if the receiver responds. Even through fluttering eyelids, raising an eyebrow, making a face, organizing a point and asking for explanation, the message is shaped and reshaped by the communicator and the receiver until the meaning becomes clear. In this way both participants in communication interact and constantly exchange roles. In face-to-face communication the receiver responds naturally, directly and immediately. This provides the communicator an opportunity to improve and make his communication effective. Feedback, thus, provides an opportunity to evaluate what is right or wrong about a particular communication. It helps to regulate the conversation among two or more individuals and also stimulates and reinforces an idea that is desired to be communicated.

Noise is an interruption that can creep in at any point of the communication process and make it ineffective. Environment is one major cause that interferes with message reception: Like noises from the roadside, constant chattering of individuals outside the communication act, blaring loudspeaker, faulty transmission,

etc. Noise can occur in other forms also; poor handwriting, heavy accent or soft speech, communication in a poorly lit room, etc. In fact, these are barriers to effective communication. For smooth and effective communication, it is necessary to eliminate or reduce noise as far as possible.

Shannon breaks the process of communication down into eight discrete components:

1. An information **source**, presumably a person who creates a message.
2. The **message**, which is both sent by the information source and received by the destination.
3. A **transmitter**. For Shannon's immediate purpose a telephone instrument that captures an audio signal, converts it into an electronic signal, and amplifies it for transmission through the telephone network. Transmission is readily generalized within Shannon's information theory to encompass a wide range of transmitters. The simplest transmission system that is associated with face-to-face communication has at least two layers of transmission. The first, the mouth (sound) and body (gesture) create and modulate a signal. The second layer, which might also be described as a channel, is built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. A television broadcast would obviously include many more layers, with the addition of cameras and microphones, editing and filtering systems, a national signal distribution network (often satellite), and a local radio wave broadcast antenna.
4. The **signal**, which flows through a channel. There may be multiple parallel signals, as is the case in face-to-face interaction where sound and gesture involve different signal systems that depend on different channels and modes of transmission. There may be multiple serial signals, with sound and/or gesture turned into electronic signals, radio waves, or words and pictures in a book.
5. A carrier or **channel**, which is represented by the small-unlabeled box in the middle of the model. The most commonly used channels include air, light, electricity, radio waves, paper, and postal systems. Note that there

may be multiple channels associated with the multiple layers of transmission, as described above.

6. **Noise**, in the form of secondary signals that obscure or confuse the signal carried. Given Shannon's focus on telephone transmission, carriers, and reception, it should not be surprising that noise is restricted to noise that obscures or obliterates some portion of the signal within the channel. This is a fairly restrictive notion of noise, by current standards, and a somewhat misleading one. Today we have at least some media, which are so noise free that compressed signals are constructed with an absolutely minimal amount information and little likelihood of signal loss. In the process, Shannon's solution to noise, redundancy, has been largely replaced by a minimally redundant solution: error detection and correction. Today we use noise more as a metaphor for problems associated with effective listening.
7. A **receiver**. In Shannon's conception, the receiving telephone instrument. In face-to-face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.
8. A **destination**. Presumably a person who consumes and processes the message.

EFFECTIVE COMMUNICATION



The essentials of effective communication are:

- Positive and pleasant approach
- Appropriate tone, pitch, quality, force and intensity of voice
- Clarity of purpose and objective of communication
- Clarity of thought and expression
- Adequate knowledge of the subject
- Adequate knowledge of the communication receiver
- Objective and realistic approach
- Self-confidence and conviction
- Organization of message
- Proper selection and use of the media
- Proper selection and use of the channel
- Appropriate formality
- Patience in listening
- Adaptability
- Attentiveness

- 'You' attitude
- Courtesy
- Time consciousness
- Conciseness and relevance
- Correctness.

ORAL COMMUNICATION

Planning and Conducting Interviews

Before meeting for an interview, both the interviewer and the interviewee have to make planning and preparation. Many job interviews are failures because either the applicants or the interviewer lack the skills of planning for them. The interviewer must have clear and detailed information about the post for which the candidates are to be interviewed. He should be in a position to tell the candidate the working conditions, details of job operations and other responsibilities. He has to make proper seating arrangement for the candidates in such a way

that they may feel relaxed in the waiting room before facing the interviewer. He should know what type of candidate is required for the job. He must have the biodata of all the candidates who might attend the interview.

Similarly, the applicants too must prepare themselves for the interview situation. He has to know his own abilities in carrying out the responsibilities of the post for which he applies. He has to ask himself whether he really desires to do that work and if it is suitable for his talents. Secondly, he has to know the organization in which he seeks the job. He has also to prepare himself for the probable questions, which would be asked in the interview.

Some specific instructions for the pre-preparation of the interviewer and the interviewees are given below:

1. The interview call letter must be sent well in advance to the candidate. It gives sufficient time to the interviewees for adequate preparation.
2. If several applicants are to be interviewed on the same day, the time schedule must be prepared and the candidates should be informed about it well in advance so that all of them do not come at the same time and nobody will have to wait for a long time to be interviewed.
3. Considering the requirements of the post, the interviewer must know what kind of qualifications, training and experience of the candidates is essential.
4. In order to gather facts, opinions and attitudes of the candidates, the interviewer must prepare a set of questions to be asked in the interview.
5. The interviewer must decide the best order in which he may ask the questions or take up the main topics for discussion.
6. The interviewer can gather information about the candidate's references and associates by way of correspondence, telephone conversation or face-to-face meetings.
7. The interviewer must know the duties and responsibilities of the post.
8. The interviewer has to make proper seating arrangements for the candidates. If possible, the provision should be made for the newspapers, magazines, tea and light refreshments, so that the candidates who sit in the waiting room till the interview, may feel relaxed and comfortable.
9. All the members of the committee should be given a copy of the candidate's biodata.
10. The interviewer should know the kinds of certificates, documents and other papers which the candidates have to produce at the time of interview.
11. The interviewer should take care that there would be no interruption, disturbances or intrusions in the interview hall in which the interview is in progress.
12. There must be proper seating arrangements in the interview hall. The interview can be conducted across the desk or while sitting on the adjoining sofa set.
13. If the candidate is to be interviewed by the committees, each member of the interview committee should prepare questions in his specific areas. They should decide among themselves the type of question which each of them would ask the candidate. They should decide their turns of asking the questions.
14. The interviewer must not allow himself to talk more than the interviewee.
15. The interviewer should talk with the interviewee in such a way that it will create an atmosphere of friendliness and mutual understanding. It will put the applicant at ease and he will be able to express his thoughts and feelings freely and naturally.
16. The interviewer has to initiate the dialogue between himself and the interviewee. He should begin the meeting with report and sympathy for the applicant.
17. The interviewer has to make full enquiry about the interviewee's knowledge, expertise, motives, interests and habits.
18. The interviewer has to give his full attention to the verbal and non-verbal expressions of the interviewee. He must remember that the facial expressions, gestures, postures, eye contact, tone of the voice and body movements of the interviewee are as important as his verbal expressions.
19. The interviewer can acquire a variety of information from the interviewee, but he must decide which information he really

needs to get from the applicant during the interview, because in an attempt to secure a variety of details, the interviewer may not be able to spare sufficient time for the major issues.

20. The interviewer should encourage the interviewee by using brief verbal responses while the latter speaks. The brief verbal responses like 'good' while the latter speaks. The brief verbal responses like 'good', 'then'? 'Tell me more', etc, will keep the applicant talking.
21. The interviewer has to anticipate the interviewee's resistance on certain issues.
22. The interviewer must keep his patience. He should never argue with the interviewee.
23. The interview's voice should be clearly audible to the interviewee.
24. The interviewer should use simple language, which will be easily understood by the applicant.
25. The interviewer should not allow himself to snap the speech of the interviewee.
26. The interviewer must be receptive to what the interviewee says. He should never express his disapproval.
27. The interviewer must learn to respect the feelings of the applicant.

Guidelines for the Interviewee's Conduct at the Interview

- The interviewee must remember the fact that his first impression is the most lasting.
- His general appearance must be neat.
- He should arrive in time.
- He has to bring all the certificates, documents, essential papers and other material needed for the interview.
- He should enter the interview room with a straightforward and confident attitude.
- He should not be nervous and agitated.
- He should keep himself calm, composed and confident.
- His expression should be pleasant.
- He should greet the interviewer with confidence and politeness.
- He need not wear a stupid smile while entering.
- He should take the indicated seat.
- He should not take the seat until he is asked to sit down.
- He should sit in a relaxed but alert manner.
- He should not play with the pincushion or the paperweight on the table of the interviewer.
- He should not bend or lean on the table.
- He must pay careful attention to what the interviewer says.
- He must not interrupt the interviewers.
- His posture must be appropriate.
- His body movements must not indicate his nervousness or evasiveness. He should not clasp and unclasp his hands.
- He must tell the truths, because his non-verbal statement will conflict with his verbal statements and it may reveal the fact to the interviewer.
- His answers must be relevant to the questions asked by the interviewer.
- He should not boast of his capabilities and vast knowledge.
- He has to present his strengths to the interviewer, but he must not pretend to be something he is not.
- He has to retain his dignity while answering even to the annoying and repelling questions.
- He must always remember that he has to present the best qualities of his character.
- He need not agree with all the views of the interviewer. He may express his individual views also.
- He must not annoy or offend the interviewer.
- He must try to avoid distractions such as chewing gum, smoking, etc.
- He must express his keen interest and enthusiasms for the job and the organization.
- All of his attitudes must be positive.
- He need not criticize himself.
- He should never become emotional and impatient. He should never lose his temper.
- He should frankly answer the questions about his previous job.
- He should not criticize his former employer and colleagues.
- He should not try to look funny or serious-minded.
- He should ask relevant questions to the interviewer in order to get essential information about the job and the organization.

- He must not emphasize the issue of what the organization will do for him, but, on the other hand, he should tell about his potentials service to the organization.

The Winning Grace of Interviewing

The precise nature of the questions you ask will be determined initially by the purpose and the research you have done, but it is important that you listen to people's answers and adjust your line of questioning. Though, there is plenty of, often quite prescriptive advice available on interviewing techniques, but trial and error is the way most trainee journalists feel their way through their first interviews. Experiment with different approaches and see what works for you in different circumstances. Journalists have to be comfortable speaking to all sorts of people from millionaires to the homeless. So the main asset of a journalist during interviews is being curious about people and allowing enough time.

Conversation is the key to good interviewing. Even the briefest interview should involve the techniques of conversation: listening as well as talking, engaging with what is being said rather than just waiting for a gap to fill with your next question, making eye contact in face to face interviews, and encouraging the interviewee through sounds and gestures.

Interviewing celebrities and famous personalities require much tactics and careful preparations. Unless you are accusing the interviewee of wrongdoing, you need to establish a rapport between him and yourself. First impressions are important so do not be late and dress appropriately. Non-verbal communication is important, so show interest by making eye contact without staring or nodding. Give verbal reassurance that the interviewee is not speaking into a vacuum—laugh at their jokes, sympathies with their troubles and use phrases like 'really'? But do not overdo it.

Learn to listen; interrupting their flow only if they are digressing too much and you are on deadline. Keep your eyes as well as your ears open because you might discover a visual clue to the interviewee's character or a visual prompt for an unusual question. Clothes, hair, tattoos,

pictures on the wall, books on the shelves, an unusual plant, and the view from the window—all might spark off a question and lead to the discovery of a different angle.

Kinds of Interviews

Reprimand Interviews

When an employee in an organization is found to be violating rules, reprimand interviews are conducted so as to ask the employee for explanations and issue warnings.

1. **Oral reprimand:** Unless the employee's misconduct is very serious, after the investigation the supervisor will usually decide that the first disciplinary action given an employee should be an oral reprimand. This reprimand should be given in a private interview and the supervisor should note the details of the discussion. The supervisor and the employee should agree on an action plan, preferably in writing, to ensure the poor performance is corrected or the misconduct is not repeated. The supervisor should arrange to meet with the employee to follow-up on the action plan.

2. **Written reprimand**

- a. The next step of progressive discipline is the written reprimand. This is a letter, which describes the misconduct and the performance, or behavior, which is expected of the employee. It usually contains a warning that further misconduct will lead to more severe disciplinary action. The supervisor should give two copies of the letter to the employee with instructions to read and initial one copy and return it to the supervisor for the employee file. Should the employee not return the copy to the supervisor within a reasonable length of time, the supervisor should note this on another copy of the letter and forward that copy to Human Resources.
- b. The supervisor and the employee should agree on an action plan to ensure the poor performance or behavior is corrected. Again, the supervisor should arrange to meet with the employee to follow-up on the action plan.

- c. The supervisor should review any written reprimand with the staff relations section of Human Resources before giving it to the employee.

Corrective Disciplinary Actions

For repeated but relatively minor incidents of substandard performance, misconduct, or rule violations, corrective counseling and discipline should be progressive. The normal sequence of action is:

1. Initial discussion,
2. Oral warning,
3. Written reprimand,
4. Suspension, and
5. Discharge.

Depending on the severity of the case, the action may begin at any of these steps. Any action involving suspension or discharge requires prior review by the Director of Human Resources or his/her designated representative.

1. **Initial discussion:** Normally, initial disciplinary action should be in the form of an oral discussion, especially for minor rule violations. If it appears that an employee has failed to perform his/her work or conduct him/herself according to requirements, the supervisor should first talk to the employee about the matter and informally inquire further into the situation. If facts indicate that the employee may have been at fault, the supervisor should discuss the matter with him/her and the expectations of the supervisor or steps needed for improvement.
2. **Oral warning:** If the initial discussion fails to produce the desired results, an oral warning is normally the next step. With an oral warning, the supervisor should again discuss the matter with the employee. If the supervisor wishes, he/she may call on another person to be present as a witness, preferably another supervisor. The employee should understand the gravity of the situation. With an oral warning,

the employee is put on notice that disciplinary action will be forthcoming if there is a repeated violation or if the situation does not improve. Supervisors should maintain a complete and accurate written notation of the warning.

3. **Written reprimand:** A Written Reprimand involves both a formal interview with the employee by the supervisor and an official memorandum to the employee emphasizing the negative effect of the employee's conduct or work performance on his/her record. If the immediate supervisor does not have the authority to discharge, then such an interview should be conducted by or with the permission of the department official who does have discharge authority.

A written reprimand should include: names of everyone involved, dates, description of incident or unsatisfactory performance, witnesses (if any), and action taken. Also included should be action that will be taken if satisfactory improvement does not occur. The reprimanding official should sign it. It should also bear or request the employee's comments, if any, and his/her signature. The employee should be informed that his/her signature indicates receipt of a copy of the reprimand letter, but not necessarily mean that he/she agrees with its contents. If the employee refuses to or is unable to sign the reprimand, a witness, preferably another supervisor should verify that the employee has received a copy of the reprimand.

Written reprimands will be removed from an employee's permanent file and placed in a confidential file in the Human Resources Department if the employee has performed satisfactorily for a twelve-month period from the date of the last reprimand letter. In unusual circumstances, the department official may request, in writing, that the reprimand be removed from the file prior to the end of the twelve-month period. The reprimand will remain a part of the employee's record.

Grievance Interview

The victim is a familiar character in journalism. Most information on victims comes from

interviews with victims themselves if they are still alive or from interviews with the bereaved. Thoughtful journalists may pause from time to time to consider why reporters and, probably, readers are so fascinated with the details. The interviewer needs always to remember that victims of crime or tragedy are not there by choice and rarely through any fault of their own. The interviewer should not make things worse for the victim and handles everything carefully and delicately. Some people genuinely welcome the chance to talk about the death of somebody close to them, even to a stranger with a notebook, while others may answer questions vaguely, to avoid inaccurate information appearing in the media, or simply refuse.

To the non-journalist it might sound callous, even manipulative. But when we hear there has been a murder or a terrible accident, we expect the media to tell us about the victim-their name, how old they were and something about their character and interests. This information does not appear in the media by magic and the police or other third parties rarely supply full details. Journalists knocking on the doors of relatives, neighbors and friends will usually obtain such stories.

Clinical and Psychological Interviews

Clinical interviewing is the most frequently used assessment technique by practitioners in the field, yet it is also one of the most under-researched areas of psychological assessment. The complexities and dynamics common to conducting interviews with children, parents, and teachers should be discussed in a clear and comprehensive manner. Researches relating to the contribution and resource that will help practitioners address the social and emotional barriers of the people suffering should be done before the interview. The process of clinical interviewing must take note of showing how to use assessment data in planning informative clinical interviews.

Selection Interview

Interviewing is really an effective but highly complicated tool of selection. The process of

interviewing is an oral examination with all its variations. The written examinations cannot trace the personal qualities, behavior, habits and character traits of the candidate. So in order to find out a suitable candidate, the interviewer has to seek more information about the candidate through interview techniques.

Also, the other objective is to impart complete and accurate information about the job and its terms and conditions. The employment interview is usually observed in terms of its long-range effects on the employer, employee and the organization. The major source of information regarding the personality and background of the applicant is the observation of the candidate's non-verbal reactions and his general behavior during the interview. The information sources of secondary importance would be to get all the essential information about the applicant's performance and competence from his previous employer or from his associates. The information collected from other sources before the interview must be checked face-to-face with the applicant himself.

The applicant may appear well qualified and eligible on the papers of application, but it needs to be verified during the interview. The non-verbal reactions of the interviewee to the variety of questions asked by the interviewer may give clue to the applicant's personality features such as loyalty, honesty, self-confidence, maturity, hard work.

Various Types of Selection Interviews

Employing a new candidate for a company is very difficult for the interviewer. Because in this job market competitors are increased and new interview methods are introduced. There are many types of interviews. If you attended any interview you can realize that you had faced the given below interview types.

- Face to face interview
- Group interview
- Behavioral interview
- Telephone interview
- Panel interview
- Stress interview.

Face to Face Interview

Most of the interviews are face to face interviews. This is also known as traditional interview in which job seekers meet the employers in face to face. Whether you are fresher or experienced you are in need to attend the interview. The advantage of the traditional interview is that the employer and job seekers can get to know each other about their environment. In face to face interview, they may ask questions like the strengths and weakness of the candidates, expecting salary. Before interview the candidates should have knowledge about the company, their products and financial positions. Also the candidates must be prepared with their resumes. Most employers will ask questions from the resumes. So be prepared and dress neatly while going for interview.



Fig. 1.9: Face to face interview

Group Interview

Group interviews are conducted by some large companies for graduates who are all interviewed at one time. They may give some exercises to solve in a group and observe how the candidates react with other people. The group interview will show the candidates

- Knowledge level
- Leadership qualities
- Communication skill
- Team work
- Listening capacity
- Reaction under stress

In group interview express your opinion confidently and allow others to speak. Do not interfere while other candidates speak. After the



Fig. 1.10: Group interview

interview send at least one thank you letter, to the head of the committee.

Behavioral Interview

In behavioral interviews, candidates are asked to explain their skills, experience, activities, hobbies, school projects, family life—anything really—as examples of your past behavior. The purpose of this type of interview is to predict future based on past experiences. This interview shows the candidates willingness in learning, willingness to travel, self-confidence and creativity. Listen each question carefully, and give an example that provides an appropriate description of how you demonstrated the desired behavior.

Telephone Interview

Telephone interview is a technique used to recruit the candidates for employment through phone. The main purpose of conducting telephone interview is to reduce the expenses of the out of state or out of town candidates. Telephone interview is also conducted in professional manner as like other interviews. During telephone interview you have to sell yourself only through your voice and confidence in speech. At the last, if you do not have confirm information, be sure to ask for the interviewer's exact title and name spelling, along with a street or email address, so that you can send a thank you note. This method is used to obtain additional information about a candidate's skills and experience than can be obtained from the application or resume.

In this method, you never know when a company is going to call and you may not be prepared for the interview at that time. This will

become one of the advantages for the company to know your capability and this situation makes them to judge you. Most of the companies use this method to eliminate the candidates who do not have essential skills, knowledge, education, etc. Candidates who are capable for the required position will attend the next level face to face interview.

Panel Interview

In panel interviews or committee interviews, candidates will meet several higher authorities and this method is used to hire for advanced positions. Questions may be asked by all panel members and you can expect any type of critical questions from them. Try to answer all questions and be sure to impress all of the interviewers.

The panel members may be:

- The supervisor
- The manager
- The human resource officer
- The union representative
- Employees who are in recruiting team.

Make eye contact with each member of the panel while you answering the question. Preparing best before the interview will succeed you in this type of interview.

Stress Interview

Stress interview creates discomfort in you and the main purpose of stress interview is to give you stress and difficult situation. This type of interview is to test the candidate's ability in stress situations. The interviewer's may try to introduce stress by asking continuous questions without giving time to think and answer the questions. Starting you might be asked to wait in the waiting room for an hour before the interview. The interviewer might openly challenge your beliefs or judgment. You might be called upon to perform an impossible task on convincing the interviewer to exchange. Answer each question in calm as it comes.

Listening Skills

Listening is a process of receiving, interpreting and reacting to the messages received from the communication sender. Effective listening is an art of communication, which is often taken

for granted and ignored. Like any other art, listening require to be cultivated consciously and carefully. Unfortunately, our education systems beginning from kindergarten up to college level do not pay attention to the teaching of effective listening. Poor listening can be considered, as a mighty barrier to communication as listening is fundamental to all communication. It often results in losing messages due to improper functioning of communication. Listening require conscious efforts of interpreting the sounds, grasping the meanings of the words and reacting to the message. Interpreting the sound signals is a cognitive act, which depends on the listener's knowledge of the code signals and on its attitude towards the communication sender.

Active listening process begins when the listener pays attention to some audible sound signals and permits himself to interpret those sounds cognitively. It is a conscious process. Every human being possesses the ability to select from the sounds around him. But the selective listening is not an automatic process like that of hearing. An individual may hear many sounds but he may listen to none of them.

Types of Listening

We may 'sit back' and listen to a song sung by a little girl or to the music on a radio broadcast, but when we are to take part in communication, it is necessary to 'sit up' and listen carefully. It would be improper to think about how we get other people to listen to us, but it would be certainly advisable to think about how we can get ourselves to listen to others patiently and carefully because half-listening is likely to result in misunderstanding and loss of time. This is called **active listening**. The listener, who asked questions and comments on the views of the speaker, encourages the speaker to express his ideas fully and enthusiastically.

While listening, it is essential to concentrate on what a person is saying, but it would be wrong to neglect his 'looks' because his 'looks' can supply us with physical and non-verbal signs. Though non-verbal signs give us reliable information, the listener should not be carried away with the thoughts on the physical appearance of the speaker. The listener must understand properly

the feelings and sentiments of the speaker. Usually we listen with interest the message, which is to our advantage, but we should take equal interest in the speeches, which consist of a message to the advantage of the speaker.

When it is possible to hear a message clearly without any physical distraction, the listener must become active in attending the message. If noises interfere with the physical reception of the message, the listener has to prepare his mind to concentrate on the selected signals and should not allow himself to be distracted by the noises. In such situation, a good listener has to exercise a good deal of mental discipline over himself in order to concentrate properly on the message being transmitted by the speaker. A careful listener never jumps to conclusions about what the speaker says till the latter completes his message.

The **nonactive** listeners are poor listeners who remember the specific facts presented by the speaker and tend to forget the central idea. The tired, bored and lazy listeners may pretend to be attentive by their postures as they usually rest their chin on hand or bend forward in the chair or show that they really pay attention to the talk, but in fact, they may get occupied with some other thoughts. They may drift away in pondering over their personal problems and worries.

Some of the listeners pretend to listen as they make notes, read mail and do other petty routine activities. But, effective listening should not be considered as an easy and passive encounter. The nonactive listener sometimes avoids the message if he feels it difficult to be understood or too hard to be followed. The listener requires mental preparedness and energy to concentrate on the message and on the non-verbal communication like body movement, postures, gestures, etc.

Effective Listening Skills

The receiver should carefully listen to the message to feel the pulse of the sender, to understand the mood and reactions and to create a congenial atmosphere for listening, which allows freedom of expression the speaker. Lack of good listening can create the embarrassing situations, which result in the lack of co-ordination and mutual understanding. A manager, who listens to the

employees, gives them an opportunity to vent out their emotions. Effective listening also helps the managers to get the constructive suggestions from the employees. There is greater harmony and cohesion if the sender and the receiver listen to each other messages effectively. It can raise their morale and create togetherness.

Some Do's for the Listeners

- Keep quiet while listening.
- Focus on what the speaker says rather than on his/her looks.
- Control and screen out the distractions.
- Show interest in the speaker.
- Be friendly and patient towards the speaker
- Listen first and take notes afterwards.
- Look for the main theme and main ideas.
- Let the speaker finish whatever he has to say without interrupting him.
- Find an area of interest in the speech; look interested in the speech and act interested in listening.
- Try to repeat the key-ideas during the slow and long speeches.
- Avoid pondering on a single point.
- Keep your mind open to every subject and speaker.
- Choose a quiet place to listen, if possible.
- Arrive early at the place of a seminar, lecture, and meeting.
- Empathize with the speaker and try to understand his opinions, views and values.
- Try to probe the emotions and feelings of the speaker.
- Seek out difficult speech presentations to challenge your listening skills.
- Observe the non-verbal signals, the body movements, facial expressions and gestures.
- Try to look into the eyes of the speaker.
- Try to relate the speaker's message with your personal experience
- Try to evaluate the speaker's message objectively.
- Try to enrich your vocabulary so that you may understand the exact shade of meaning conveyed by the words of the speaker
- Accept criticism without losing your temper.
- Communicate feedback to the speaker. Ask questions which may encourage the speaker.
- Remember that God has given you two ears and one tongue!

Barriers to Listening

As listening is an art of communication, the communicator has to learn and acquire the skills of listening. While improving his listening, he must identify and overcome the following obstacles:

- Listener's resistance to the new ideas in the message
- Emotional excitement of the listener
- Inattentiveness to the lengthy and untimely speech
- Listener's distrust in the speaker
- Listener's status consciousness, especially when the listener is superior and the speaker is subordinate
- Closed-mindedness of the listener
- Conflict of the attitudes and values of the listener with those of the speaker
- Mental argument with the speaker before comprehending the total message
- Prejudices against the speaker
- Lack of empathy for the speaker
- Slow and dull speech
- Lack of interest in the subject of speech
- Tiredness of the listener
- Listener's impatience to talk
- Physical distractions or 'noise'
- Creative distractions like daydreaming or reading while listening
- Listener's responding to the dress and mannerisms of the speaker
- Listener's inadequate knowledge of the language used by the speaker
- Wrong perception of the message.

Reading Skills

The underlying principle of reading is this: *'Reading is to the mind what exercise is to the body'*

When we read anything, our objective is not to look at every word and picture as fast as we can. Rather, it is to identify and understand useful ideas as efficiently as possible, and then to either transfer this information to long-term memory or note it for future reference.

Imagine arriving at a large lake and being told that somewhere in the water there is a buried treasure. To find that treasure, you could either put on your trunks and go for a swim, or jump

in a high-speed boat with radar programmed to detect the presence of anything resembling the treasure. This would allow you to do a fairly quick pass over the entire lake, noting areas that look promising, and then go back to each promising location, drop anchor, and go for a dive. You are much more likely to find the treasure because you will have eliminated huge portions of the lake very quickly.

When it comes to reading, your subconscious mind is your radar, and it is programmed when you invest time self-communicating the outcome you are trying to create. Of course, when it comes to reading selectively, the most important thing is to make sure you are swimming in the right lake! When presented with an information rich environment, such as a bookstore or a trade convention, invest time for getting clear on your goals, and then do some high speed scans over the entire terrain before diving into a single book or booth. It often takes discipline to finish the complete scan before stopping at an extremely promising location.

Strategies to Activate Your Prior Knowledge

Brainstorming

Examine the title of the selection you are about to read. List all the information that comes to mind about this title. Use these pieces of information to recall and understand the material. Use this knowledge to reframe or reorder what you know, or to note what you disagree with, for further research.

Group discussions

Group discussions in and out of class will help you to discover what you bring to your reading, what your fellow students bring, as well as shared experiences. If you find they have new background information, ask for more information from them.

Overviews

Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Spend enough time before beginning the assignment to insure understanding of it.

Vocabulary Previews

Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together. List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown. Share information with others. Verbally quiz each other on the information before assigned reading begins.

Structural Organizers

Before reading an assignment, basic frameworks, which are included in the text, should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.

A Purpose for Reading

When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but also helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student. Along with the question, it is a good idea to pose predictions of the outcome and problems, which need to be solved. The student or the teacher may generate these, but the teacher should use these to guide students in the needed direction for the assigned selection.

Author Consideration

Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?

Layered Reading

In addition to using your subconscious mental radar, you can read books more selectively by

using a layered reading approach. Here are four phases that commonly show up in layered reading strategies:

- **Overview:** Look over the entire book at the rate of 1 second per page to determine its organization, structure and tone. Try to finish the overview in 5 minutes.
- **Preview:** Should you decide to read further, preview the first chapter at the rate of 4 seconds per page. Pay particular attention to beginnings and endings such as the introduction and conclusion, and the first sentences of paragraphs and sections. Mark key sections with Post-it tabs or a yellow marker.
- **Read:** If any part of the chapter warrants closer attention, go back and read it at whatever speed seems appropriate.
- **Review:** As discussed in the following section on memory, doing short reviews periodically after reading new ideas can significantly increase the amount of detailed information that makes it into long-term memory.

There are several advantages to having seen every page of a document. It partially eliminates the intimidation of the unknown. It is also much easier to comprehend material at rapid speeds when your eyes have already seen the material twice, even if only briefly. And lastly, your right brain is a lot happier about the whole situation because it has at least some idea of the context or overall picture in which the material is being presented. Saying that someone has one reading speed is like having a car that only goes one speed. Different material calls for different speeds. Layered reading is about being flexible in the strategy you use to extract useful ideas from written material.

Here are some additional suggestions for reading more selectively:

- Focus on key words and ignore filler words. Most of the meaning in sentences is transferred by a few key words. Many times it is unnecessary to read all the "is's" and "the's".
- Skip what you already know. As you transfer more and more knowledge from an area

into long-term memory, the sections you can skip will become larger and thus accelerate your journey along the compound learning curve.

- Skip material that does not apply to you.
- Skip material that seems particularly confusing and come back to it if necessary after reading other sections. Books are linear while their subject matter is often multi-dimensional. **“Nothing we use or hear or touch can be expressed in words that equal what we are given by the senses.”** It may be far easier to understand the material in light of information that follows. Giving your subconscious time to incubate the material might help as well.

Purpose

Reading is purposeful. The way you read something will depend on your purpose. You read different texts in different ways. In everyday life, you usually know why you are reading, you have a question and you read to find the answer. You usually know your way around your favorite newspaper, so if you want to know the sports results, you go straight to the correct page, or if you want to know what is on television tonight, you go straight to the television page. You do not start on the first page.

When you read a novel, it is different. You start at the beginning and slowly move towards the end. In academic reading, you need to be flexible when you read—you may need to read quickly to find relevant sections, then read carefully when you have found what you want. General efficient reading strategies such as scanning to find the book or chapter, skimming to get the gist and careful reading of important passages are necessary as well as learning about how texts are structured in your subject.

Reading Outcomes

Reading is an interactive process—it is a two-way process. As a reader you are not passive but active. This means you have to work at constructing the meaning from the marks on the paper, which you use as necessary. You construct the meaning using your knowledge

of the language, your subject and the world, continually predicting and assessing.

The four types of framing are:

- Extra-textual framing—using your background knowledge and experience to understand texts.
- Intra-textual framing—making use of cues from the text, such as headings and sub-headings and referential words such as “this” and “that” to understand texts.
- Circum-textual framing—using information from the cover of the book, title, abstract, etc. to understand the text.
- Inter-textual framing—making connections with other texts you are reading to help to understand your text.

You need to be active all the time when you are reading and use all the information that is available. It is useful, therefore, before you start reading to try to actively remember what you know, and do not know, about the subject and as you are reading to formulate questions based on the information you have. All the information given above can be used to help you formulate question to keep you interacting.

Useful Skills are

- Understanding text structure/organization. Understanding the text organization will help you understand the writer’s purpose and where to find other information.
- Understanding conceptual meaning, e.g. comparison, purpose, cause, effect.
- Understanding reference in the text, e.g. it, he, this, that, these, those.
- Dealing with difficult words and sentences.
- Reading critically—evaluating arguments, weighing evidence, recognizing implications, and assumptions, the author’s point of view.

Taking Notes

First: Read a section of your textbook chapter

- Read just enough to keep an understanding of the material. Do not take notes, but rather focus on understanding the material.
- It is tempting to take notes as you are reading the first time, but this is not an efficient technique—you are likely to take down too

much information and simply copy without understanding.

Second: Review the material

- Locate the main ideas, as well as important sub-points
- Set the book aside. Paraphrase this information: Putting the textbook information in

your own words forces you to become actively involved with the material

Third: Write the paraphrased ideas as your notes

- Do not copy information directly from the textbook
- Add only enough details to understand.

TECHNIQUES OF BUSINESS COMMUNICATION

We should distinguish a group from an organization. A group is a collection of individuals who may be temporarily associated with one another. An organization invariably is a permanent entity. A group may or may not have an objective to achieve but an organization always has an objective for which, its members incessantly strive. A group may not have a long life but an organization has a long-life span. A business organization is also a group; it is a group with a purpose and its members are supposed to think, act and behave according to the norms defined by the leaders of the group. These leaders are collectively called the Top Brass.

FORMAL AND INFORMAL COMMUNICATION

This differentiation of communication is mainly on the basis of situations. In situations like public speaking, mass communication, official communication, etc. formal communication is used. Here, language is used more precisely, and more attention is paid to grammar. Also we pay attention to our dress, posture, etc. Formal communication occurs in the context of status differences. Informal communication takes place in case of informal and personal situations. Less attention is paid to structure of language and grammar. Also less attention is paid to non-verbal behavior like clothing, gait, posture, etc.

To communicate effectively in your workplace, you need to be able to identify and use both formal and informal communication channels. The channels of communication are the formal and informal ways of communicating with other people.

Formal communication channels relate to the structure of the organization.

They include:

- Reporting relationships and policies
- Committee meetings
- Bulletin boards
- Participation in group events
- Internal newsletters.

The Benefits of Reporting Relationships

Reporting relationships help to address issues quickly and clearly, and to spread the communication workload. For instance, in most organizations your supervisor or manager will be your first point of contact, rather than the managing director or the head of another department.

This is useful because:

- Your manager may meet with the other departments regularly and be able to answer the query.
- If you have a query, the answer may be helpful for your colleagues too—your manager can make sure it is passed onto everybody.

- If most people in your department have the same question it is better that another department only has to answer the query once.

Policies and Procedures

Communication is the flow of information within an organization. It includes:

- Internal newsletters
- Notice boards
- Memos
- The intranet
- Internal customer service.

A policy is a statement that outlines how the organization will act on a particular issue. Who can access information? What information can be released internally and externally? When information can be released? What the organization aims to achieve by communicating?

A procedure is a step-by-step guide on how to carry out an activity in the workplace. Communication procedures provide guidelines on how to share certain types of information. A procedure on writing internal memos, for example, may include: A style guide, design template or the instructions for distribution.

Committee Meetings

The meeting with the employees is found to be very useful in building formal communication the higher-ups are to encourage the employees to talk about their constructive suggestions, job problems and needs. They are also to be encouraged to express their views on whether the management practices help the job performance or interfere with it. The meetings enable the management to ascertain the worth of their directives imparted to the workers. The activities and discussions in the meeting can be well directed if the purpose of meeting is specific and the agenda is strictly followed. The meetings help to heighten the team spirit and assure the necessary information flow by encouraging two-way communication. The useful knowledge and experience of the employees is mutually shared during the meetings.

Internal Newsletters

The employees are encouraged to write letters. First the management sends enquiry letters to the

employees and the replied are encouraged. This is a direct and personal way for the employees to transmit the information to the management.

The employees are encouraged to drop their suggestions and new ideas in the suggestion boxes. The management, which is aware of the fact that the small problems and complaints of the employees that go unnoticed have way of mushrooming into major problems, encourages the employees to drop their complaints in the suggestion boxes. These boxes are placed at some convenient places in the firm and are opened at regular intervals.

Participation in-group Events

Some casual events provide opportunities for arranging social gatherings in different departments of the firm. The informal atmosphere during the sport events, picnics and parties offer spontaneous information from the employees to the firm.

Informal communication channels are those that develop through social interaction.

They include:

- Conversations at break times
- Grapevines
- Consensus.

Conversations at break times

The telephone conversation and face-face conversation are the primary means of horizontal communication, which facilitate the coordinating activities of the organization. Today, the modern business houses on telephone services spend thousands of rupees. The telephonic communication cannot be as effective as the face-to-face communication because people cannot use facial expressions and gestures in telephone conversations. But it is possible to make it effective through modulations of voice.

Grapevine

Grapevine is an informal communication network, which ignores formal channels of communication and spreads rumors and gossips at all levels of the organization. Although every business-organization has its formal channels of communication, the informal channel of communication called grapevine also operates in



Fig. 1.11: Grapevine

it. It can be easily found that a large portion of the communication in almost every business house is not formal or preplanned. The employees communicate through informal channels as they do their jobs. It is neither preplanned nor deliberately motivated by the management. It is neither written nor documented or recorded. Therefore, it refers to any communication that takes place outside the prescribed and preplanned channels of formal communication. It is not set with the lines of organizational hierarchy. As it has no set rules and regulations, it is not confined to a particular direction. It just spreads like a grapevine.

Importance of Grapevine

Though the structure of the grapevine is not so well defined, as that of the formal channels, it should not be taken for its weakness. The messages flowing through grapevine have greater speed than that of the messages flowing through the formal channels. The grapevine may carry equally vital message through it for the achievement and success of the organization. It is not correct to underestimate the grapevine by saying that the vital messages pass only through the authorized, formal channels. On the other hand, though the formal channels are systematic, pre-planned and documented, it is authority-laden. It can never be as speedy and spontaneous as the grapevine. The employees communicate through grapevine, not because they are compelled to communicate but because they earnestly want to communicate with their associates.

The method of formal written communication is slow and expensive method of information transmission. The grapevine, on the other hand,

is non-expensive method and most-rapid oral method of transmitting the information to the maximum number of the communication receivers. The grapevine can flow wherever the participants wish it to flow; therefore, the manager can use the properly cultivated grapevine in dealing with the problems that require crossing the boundaries between the departments.

Grapevine originates from the psychological need of the employees to talk about their jobs and their associates as the subject of their main interest. The absence of grapevine surely creates the dull, sick and unfriendly atmosphere in the organization. Grapevine is also described as the barometer of public opinion in the organization. If the manager is sensitive to it, he can gather information about the ideas, opinions, attitudes and interests of the employees.

The grapevine gives an opportunity to the employees to let off the suppressed air of anxiety, worries and frustration. When they talk about their associates, they get emotional relief. The fact that the employees talk about their associates or that they have the interest in their associates is a proof of the high morale. Thus, the grapevine not only promotes unity, integrity and solidarity of the organization but it also helps to raise the morale of the employees.

Limitations of Grapevine

1. The grapevine may carry some degree of error in it.
2. The baseless, imaginary and non-factual messages may prove harmful to the organization.
3. Often the employees feed the grapevine with self-serving information. They add to the facts rather than simply report.
4. The grapevine often carries incomplete information, which leads to misunderstanding of the receiver.
5. The communicator does not take the responsibility of the message.
6. Sometimes the grapevine spreads the message so swiftly that it causes damage to the organization.

How to use the Grapevine

The management can use grapevine to supplement the formal channels of communication. Though it carries some degree of error and distortion, efforts can be made to correct it. Ignoring the grapevine is nothing but to ignore a valuable source of communication. The management can eliminate its negative consequences and, at the same time, it can nourish its positive benefits. The managers have to learn to manage and control it.

1. The management can open up all the channels of organizational communication to present the facts positively before the employees and thereby can fight the negative messages with the positive weapons of facts and figures.
2. Better job design and better quality of work life can easily bring the grapevine under the control of the management.
3. It also prevents the boredom, idleness and suspicions among the employees.
4. The negative consequences of the grapevine can be easily eliminated if the management is successful in creating trust-relationship with the employees.
5. The rumors flourish beyond limits when the employees are not well informed by the management regarding the policies, objectives and the work procedure of the organization. The inadequate access to information and the feeling of insecurity is the reasons behind the negative outcomes of the grapevines. The managers must give their employees an adequate access to information and the feeling of security.
6. The rumors spread when the situations are unpredictable, unstructured, unplanned and are beyond the control of a person or the persons who are involved in them. Therefore, the best way to manage and control it is to provide accurate and substantial information of the situations to the employees. The managers should pick up the false rumors and dispel them by providing correct information.
7. Before taking any decision or action, the managers must consider its possible effects

on the informal groups and systems in the organization.

8. The management can use the grapevine as a barometer of the public opinions in the organization or to feel the pulse of the employees in a particular situation. This will surely help them to take right policy decisions.
9. In the formal activities of the organization, the management should avoid threatening the informal groups, which are responsible in spreading the grapevine effectively.
10. The management should find out the people in the informal groups who are more active on grapevine. These people should be accurately and adequately informed so that the false rumors causing excitement and insecurity do not spread among the employees.
11. The management should remember that the workplace community is maintained not only by the work itself but also by the informal human relationships. Therefore, the manager should honestly try to integrate their interests with those of the informal groups.

Consensus

The concept of consensus has become quite familiar and desirable means of informal communication not only in the political fields but also in the commercial spheres as well. It is a common agreement of opinion on a given problem among the majority of people in a group or community. The board meeting of commercial organizations takes certain decisions through consensus. Sometimes, merely a copy of resolution is circulated among the members of a particular group to get their approval. When the decisions are taken unanimously, the unity of the group is recognized. It projects a good image of the business house and the status of the organization is raised. It also suggests high morale of the management to the employees, customers, shareholders, and other people.

Consensus does not mean that there exist no opposite views among the members of the group. Of course, perfect unanimity should not

be expected because it cannot exist. As consensus does not imply perfect unanimity, it implies that the majority of people express a particular view, which is accepted as the consensus by all the members including those who actually oppose it. The dissent of the opposition is sacrificed in the interests of the harmony among the members or in the larger interests of the organization.

The consensus is sought through consultation. The problem is presented before the board meeting by the chief of the management in the form of the proposal or resolution. The problem is analyzed and some additional information regarding it is also collected.

Significance of Consensus

1. The consensus communication projects a good image of the management.
2. The essential image of the management presented through consensus strengthens the confidence of the employees in their superiors.
3. There can be little or no chance for conflict among the employees because the instructions issued by the directors never conflicts with each other.
4. The consensus is always based on the attitude of mutual respect, which enables the members to accept and support the views of each other.
5. The members promptly accept the decisions of consensus because they are derived after mutual consultations.
6. The process of consensus ultimately leads to an unquestioning acceptance of the authority of the chief.
7. The trust of the members in their chief helps to avoid the splits and conflicts between the majority and the oppositions.

Downward and Upward Communication

The importance of free-flowing forthright communications, both downward from management to employees and upward from employees to management, can hardly be overemphasized. Whether it is to support morale and productivity among the workforce or to assure that management takes advantage of employee input, good communications are essential. Where downward communication is poor, rumors and misinformation will fill

the vacuum. Where upward communication is poor, employee grievances will fester driving down morale and productivity and increasing vulnerability to union organizing.

Upward Communication

Communication is a process where a message sender intentionally stimulates a desired message in the mind of a receiver. Sometime the speaker's purpose is to inform, to entertain, and to persuade or is a combination of all three. Understanding from the outset that the intent is to persuade, the communicator will entertain and inform while influencing the receiver to select a specific course of action. Traditional administrators always understood the importance of communication skills. To be successful, they sent messages that clearly outlined what they wanted and how it should be done. They practiced their communication skills daily by sending messages upward, downward and horizontally in the organization. Administrators generally transmitted information upward in the organization relating to job assignment, performance, problems, organization practices or policies and the methodology for accomplishing tasks. They understood that positive upward communication was more likely to be used by those above them than negative communication. They further understood that upward communication should be timely and was more likely to be accepted if supportive or current policy. They understood that upward communication was more likely to be effective if it went directly to a receiver who could act on it.

What is Upward channel of Communication?

The behavioral scientists have shown the relationship between the communication and performance. The findings related with it have a tremendous effect on the management practices of today. The business management has become concerned more than ever before about what is going on at several levels below them. They have employed some fairly new techniques like open-door policy, suggestion schemes, etc. and they are still anxious to know any new or revolutionary method to get information from the lower ranks. It is generally found that the superiors are better communication-senders because they are better

talkers and writers than their subordinate. The subordinates are generally more cautious and less confident than their superiors when they are to pass some information through upward channel of communication.

The two-way flow of communication in any business organization is supported by efficient and effective upward communication. The management can keep itself in touch with the needs, requirements, difficulties and grievances of the employees when it receives messages from the employees. The management is also helped to make sound decisions on the basis of the sufficient information secured from the subordinates. In order to improve the productivity, it is not necessary to put pressure on the employees or try to motivate the employees towards more loyalty and hard work by merely putting articles in the company magazines. But, on the other hand, it is necessary for the management to develop the procedure for encouraging upward communication to receive the information regarding production, quality-control, absenteeism, inventory control, profits, costs, new schemes and programmes, inventions, advertising, sales, complaints, research, etc. and constructive suggestions regarding various other matters that promote the welfare of the organization.

When the management receives information and suggestions from the subordinates regarding the matters given above and many others, it is able to issue the fresh directives to the employees regarding their works and procedures. The management can also get an idea of how the subordinates receive the directives and how the directives are followed. When the management realizes the problems, difficulties and grievances of the employees, they can try to find out the solutions. The upward communication gives an opportunity to an employee to express his frustrations of the work situation and helps him to relieve the pressures of the pent-up emotions, which are associated with their daily problems.

Methods of Upward Communication

Meetings

The meetings with the employees are found to be very useful in building upward commu-

nication. The higher-ups are to encourage the employees to talk about their constructive suggestions, job problems and needs. They are also to be encouraged to express their views on whether the management practices help their job performance or interfere with it. The meetings enable the management to ascertain the worth of their objectives imparted to the workers.

Counseling

The workers can be encouraged to seek the counsel of their superiors. When the employee comes to his superior with the personal or official problems and difficulties which adversely affect his working in the organization, the superior has to earn the trust and confidence of the employee by encouraging him to talk freely and by taking firm steps to solve his problems. The managers get valuable information by the method of counseling, if they can successfully encourage the employees to talk freely about themselves and also about the organization.

An Open-Door Policy

The purpose of open-door policy is to remove the blocks in the way of upward communication. The employees are encouraged to walk into the manager's cabin without any hesitation for having a problem and without being afraid that they would invite disfavor of their manager. Though the open-door policy has good purpose, it is very difficult to implement because of the socio-psychological barriers that come between the managers and the employees.

Correspondence

The employees are encouraged to write letters. First the management sends enquiry letters to the employees and the replies are encouraged. This is a direct and personal way for the employees to transmit the information to the management.

Reports

The management may ask the subordinates to present the reports. The reports are the basic tools used by the management in decision-making. In the large business organization, where a large number of employees is engaged in different activities, the reports from the subordinates are extremely important and indispensable for

the success of management functioning. As the senior managers cannot keep a personal watch over all the business activities, he requires reports about the progress of the work done by the employees.

Problems of Upward Communication

Positive Encouragement

The upward communication goes to minimum, if the management does not positively encourage it. What goes unrewarded does not thrive in the organization. Lack of rewards for employee feedback, stands as a problem in upward communication. The management must stake positive action to initiate the employees to communicate upward. Simply waiting for the employees to come in with some information is of no use.

Concealing Unfavorable facts

The employees tend to conceal their difficulties and the on-the-job problems from their superiors. Especially, they conceal the ignorance and inability from the boss. They feel the risk in imparting unfavorable information to the boss because of the belief that the surest way to get ahead is to agree with the boss.

Delay, Distortion and Filtering

Usually, the upward communication is subject to delay, distortion and filtering, especially when the lines of communication are long. Each level in the hierarchy is reluctant to take a problem to the higher authority, because in doing so, he is afraid that he may lose the favor of his superior. At each level, an effort is made to solve the problem. All this will result in delay, distortion and filtering.

Bypassing and Suspicion

Some workers become so bold in the process of upward communication that they by-pass their immediate—superior authority, which results in the bypassed authority's getting suspicious about the intentions of the subordinates.

Poor Listening

Poor listening skills of the superior often discourage the speaker to communicate the message listening. Listening does not mean just hearing a message. It requires careful attention and exact decoding of the signals received from

the speaker. If the superior goes on shuffling the papers while listening to his subordinates, he pays divided attention to the speaker's message. This divided attention is usually interpreted as his lack of interest in the message. The superior's divided attention can adversely affect the superior-subordinate relationship. Poor listening skills of the superior do not allow him to attend and interpret the message accurately. If the superior does not develop his listening skills, it will surely minimize the opportunity for both the superior and subordinate to benefit from the upward communication.

Communicating Criticism

The subordinates carefully screen or filter the information before transmitting it to the high status persons. It is very difficult for any subordinate to communicate criticisms on the superiors and management policies.

Effective Upward Communication

1. The lines of communication should be kept as short as possible to avoid the distortion by filtering, screening and editing.
2. To find out how the employees feel about their jobs, it is always convenient to conduct the employee attitude surveys.
3. There should be a formal system to handle the suggestion objectively and seriously.
4. Positive efforts must be taken by the superiors to eliminate the fear and awe of the authority from the minds of the workers.
5. Constructive suggestions for the improvement of the organization must be suitably rewarded. If the information transmitted by the employees is ignored, they will quickly abandon this channel. Therefore, the upward communication must be reinforced and rewarded with adequate attention.
6. The management must ensure the workers that they feel genuinely concerned for the problems and grievances of the subordinates.
7. It is essential to build a corporate atmosphere of trust. There must be mutual trust in the relationship between the superiors

and the subordinates. If the workers think that they are going to be rewarded with punishment for their feedback, they will never provide it.

Downward Communication

On the other hand, downward communication usually dealt with job instructions, rationale, information and feedback. Downward communication is a supervisory communication, which is initiated by the upper management. It flows downward through the hierarchy of command. The effective downward communication is crucial to the success of the organization. The management or the supervisory staff has to communicate with the subordinates in order to organize, coordinate and direct the operational aspects of the organization. It is a very suitable channel to the organization in which the 'chain of command' is arranged in the ranks that are distinctly one below the other.

Media of Downward Communication

Oral media dominates the downward flow of communication. It is convenient for a departmental head to give oral instructions and orders to the supervisor. Instead of issuing lengthy written instructions, the Managing Director usually organizes a meeting of the departmental managers in order to impart the essential directives or to gather their suggestions on various issues. Yet, the management may use both oral and written media of downward communication. There are various alternatives of communication media at the disposal of every management. Some typical alternative devices of communication are letters, circulars, memos, company journals, video and audio recordings, telephone calls, meetings, face-to-face conversations, speeches to the employees and the posters.

Redundancy of Message

It is found that using a combination of media tends to give best results because it increases the effectiveness of communication. When the same message is sent through more than one media, it creates redundancy. Redundancy is helpful in receiving and memorizing the message. The busy

people in the organization require more message redundancy in order to act on the direction they receive from their superiors. On the other hand, the law of diminishing returns is also applicable to the organization in which the employees are overburdened with the overflowing downward communication. The increasing number of phone calls, memos, letters and meetings may make each employee much busier but as it requires adequate time to attend each of these messages, the employee will not be able to give proper justice to every piece of work in his hand. Therefore, the management must remember the proverb 'more is better, up to a point'.

The Objective of Downward Communication

The superiors communicate with their subordinates with the objective that the employees may do their work with accuracy, neatness, sincerity, steadiness, thoroughness, honesty and punctuality. They give specific directives or instructions to the employees that clarity is the way and procedure of job performance. They expect that the employees should maintain the standards of work quality. The employee is instructed with the view that he does not commit mistakes in his operative or supervisory works. It is like an electric circuit in a house, which operates normally with the appropriate amperage demand. When the amperage demand overloads the circuit, a fuse blows. When the superiors over communicate with the subordinates, the balance of handling the messages is disturbed. The major cause of message overload is the increasing complexity of business life.

Incomplete Information

If an employee does not receive enough information to do the job, the possible outcomes are dysfunctional. The incomplete information or the lack of sufficient instructions to the subordinate, result in errors and unsatisfactory performance. The management then has to use up the additional time for correcting the errors and also for assessing them.

The following checklists of suggested vehicles for upward and downward communication can help to gauge an organization in performing well with respect to internal communication.

- **General manager's routine staff meeting with supervisors:** In addition to production issues, these staff meetings should also include topics of interest to employees with respect to business developments, company affairs, and any other topics that should be communicated by supervisors to rank and file.
- **General Manager's routine meeting with non-supervisory employees:** In addition to production issues, these meetings should emphasize issues that involve pay and benefits, problems, complaints, rumors, and questions.
- **Supervisor's routine meeting with employees:** Upper management should ensure that supervisors have routine meetings that cover topics beyond production that are of interest to employees. In many environments, there is a tendency for supervisors to overlook these important communications vehicles while under pressure to produce.
- **Employee newsletter for home delivery:** The boss should become involved in events and conditions to give the organization people a stake in and appreciation of the employee's job.
- **Newsletters for supervisors:** Subscriptions to appropriate newsletters that provide supervisors with information on how to do their jobs better and how to handling employees and job problems. Or create a regular supervisor newsletter internally.
- **Bulletin board program:** Every attempt should be made to make the bulletin board a viable source of information—in most cases bulletin boards fall into disuse.
- **Employee handbook:** Handbooks should be published in an attractive, easy-to-use format, so that they are readily usable by employees as a source of information.
- **Supervisor's handbook:** This document can serve as a training aid as well as communication tool.
- **Routine discussion meetings between employees and their supervisors:** Supervisors should be trained in techniques for generating discussion among employees and in how to feed the information "up the line" on a routine basis.
- **Supervisor's appraisal of individual employees:** Periodic appraisal by each supervisor on each employee under his or her supervision, including specific and focused questions which the supervisor must answer about each employee with a method for passing this information "up the line" in order to fix a "status appraisal" on each employee.
- **Manager's appraisal of individual supervisors:** Again, use focused, specific questions, recognizing that weak, arbitrary, unfair, or excessively harsh supervisors are a prime cause of employee discontent and acting out; be sure this information goes "up the line" in order to correct supervisory problems.
- **Attitude surveys:** Annual, anonymous questionnaires given to employees; use customized, specific questions that will alert management to trouble spots.
- **Employee suggestion program:** For employees members, give monetary awards or other forms of recognition for accepted suggestions.
- **Grievance procedure:** Have a non-adversary system where employees feel uninhibited in bringing their complaints and grievances past their immediate supervisors.
- **Open door policy:** Encourage employees to ask questions and take their concerns to anyone in the company.
- **Exit interviews:** Every employee who leaves the company should be interviewed and their comments on working conditions and morale recorded.

Horizontal and Diagonal Communication

Information can flow in four directions in an organization:

- Downward
- Upward
- Horizontally, and
- Diagonally.

The size, nature, and structure of the organization dictate which direction most of the information flows. In more established and traditional organizations, much of the communication flows in a vertical—downward and upward—direction. In informal firms, such as tech start-ups, information tends to flow horizontally and diagonally. This, of course,

is a function of the almost flat organizational hierarchy and the need for collaboration. Unofficial communications, such as those carried in the company grapevine, appear in both types of organizations.

Horizontal communication involves the exchange of information across departments at the same level in an organization. The purpose of most horizontal communication is to request support or coordinate activities. People at the same level in the organization can work together to work on problems or issues in an informal and as-needed basis. The manager of the production department can work with the purchasing manager to accelerate or delay the shipment of materials. The finance manager and inventory managers can be looped in so that the organization can achieve the maximum benefit from the coordination. Communications between two employees who report to the same manager is also an example of horizontal communication. Some problems with horizontal communication can arise if one manager is unwilling or unmotivated to share information, or sees efforts to work communally as threatening his position (territorial behavior). In a case like that, the manager at the next level up will need to communicate downward to reinforce the company's values of cooperation.

Diagonal communication is cross-functional communication between employees at different levels of the organization. For example, if the vice president of sales sends an e-mail to the vice president of manufacturing asking when a product will be available for shipping, this is an example of horizontal communication. But if a sales representative e-mails the vice president of marketing, then diagonal communication has occurred. Whenever communication goes from one department to another department, the sender's manager should be made part of the loop. A manager may be put in an embarrassing position and appear incompetent if he is not aware of everything happening in his department. Trust may be lost and careers damaged by not paying attention to key communication protocols.

Examples of channels that carry external communication include press briefings, fact sheets, press kits, newsletters, magazines,

brochures, news releases, annual reports, invoices and purchase orders.

Diagonal communication is becoming more common in organizations with a flattened, matrix, or product-based structure.

Advantages include:

- Building relationships between senior-level and lower-level employees from different parts of the organization.
- Encouraging an informal flow of information in the organization.
- Reducing the chance of a message being distorted by going through additional filters.
- Reducing the workloads of senior-level managers.

COMMUNICATION SKILLS FOR BUSINESS

Written Communication

As the business environment grows in its complexity, the importance of skillful communication becomes essential in the pursuit of institutional goals. In addition to the need to develop adequate statistical skills, you will find it necessary to effectively communicate to others the results of your statistical studies. It is of little use to formulate solutions to business problems without transmitting this information to others involved in the problem-solving process.

Meaning of Business Report

The purpose of a report is to inform someone about a particular subject. Reports are made up of facts and arguments on a specific subject. Reports allow information to be presented in an ordered way. You can write reports for business, psychology, health and safety. **A report is defined as a communication from someone who has to inform to someone who wants to use that information.** A report will describe the events or individuals to someone who requires it. The business reports are written by the individuals or by the committees as a part of their regular duties. Many of them are objective, factual and impartial in nature and they do not require interpretations or comments. But, some reports can be prepared only after careful investigations, experiments, research, surveys and logical thinking. Such reports will often need expert advice, suggestions and recommendations. Reports present findings

and make recommendations rather than to present a critique of a subject.

Thus, a business report presents an account of something, finds solution to some problem and submits information in an organized manner to the authorized person. The business report will describe the source of information and also the procedure and significance of the collected data.

Essentials of Ideal Reports

The complexity of modern business set up is growing rapidly due to continuous flow of scientific and technological innovations, increasing professionalism, departmentalization in industries, specialization of knowledge and skills, government policies of intra-national and international trade and commerce and a number of other such factors. The managements of small as well as large business houses and multinational corporations are involved in numerous and wide spread activities. A large number of important decisions regarding these activities are taken on the basis of information, analysis, interpretation, recommendations and suggestions made in the business reports. Whenever the management comes across a problem and feels necessity of analyzing the situation, they appoint an individual or a committee or a panel to present the findings and to make the recommendations.

The report helps the management for evaluation, assessment and appraisal of the employees and their organizational activities. It forms a basis for their future planning and development. It helps the executives to secure efficient control over the situations and to improve the organizational structure. The large industries, which employ thousands of workers in their various departments, have to rely on reports furnished by different departmental heads and committees to bring coordination among them. A critical evaluation of their performances is essential for the progress, growth and expansion of the organization. It depends on the detail and accurate reports, which provide analysis and interpretations of the facts regarding the processes of purchase, production and sales. The progress reports of these processes are also compared with those of other similar organizations.

The Essentials of an Ideal Business Report

Organization of Reports

Though there is no hard and fast rule as to the formatting of a report, it is essential to present all the facts in a logical sequence. Sometime the authority for which the report is to be written prescribes a particular form for the report, but if there is no such obligation, then the report should be in a particular format where the report writer will have to organize his report in a systematic manner to meet its purpose.

A report can be organized in three ways:

1. **Letterform:** The brief and informal reports are usually written in letterform. It is written in first person 'I' or 'We'. It consists of the following parts:
 - Heading or the Title
 - Date line
 - Inside address
 - Salutation
 - Body of the report (it has the introduction, findings, conclusions and recommendations)
 - Complimentary close
 - Signature and designation.
2. **Letter-text combination form**—the letter-text combination form is suitable for the lengthy and complex reports. Though it is normally divided in three parts, each of the three parts is further sub-divided into smaller units.
 - Introductory material
 - a. Letter of transmittal
 - b. Title page
 - c. Preface
 - d. Acknowledgements
 - e. Contents
 - f. List of illustrations
 - g. Summary or synopsis
 - Body of the report
 - a. Introduction (definition of problem and methodology)
 - b. Findings
 - c. Conclusions
 - d. Recommendations

- Supplementary material
 - a. Appendix
 - b. List of references
 - c. Bibliography
 - d. Glossary
 - e. Index
 - f. Signature and designation.

3. **Memorandum form:** The memorandum form is the simplest way of report organization. In it the report writer does not follow the formalities of the letterform. The printed memorandum report forms of various types are used in the business houses, which ensure uniformity, clarity and simplicity in the presentation of the reported information.

The memorandum can be divided in the following parts:

- Title
- Name of the report writer
- Date line
- Actual text of report under various headings and sub-headings
- Conclusions.

Parts of the Reports

Title/Title Page: It gives the title or the heading of the report. It also contains the name of the author, name of the authority to whom the report is submitted, the number of the report and the date of submission.

Letter of transmittal: The letter of transmittal is also called 'forwarding', 'introductory' or 'covering letter'. It is a routine letter for the transmittal of the report from the writer to the recipient. It simply serves as a permanent written record of the transmission of report to its primary recipient. It also contains the date of submission, the name and designation of the writer and the name of the authority. Sometimes, it invites the reader comments on the report.

Preface: Preface is the author's explanatory remarks about the report. It introduces the report and offers it to the readers. It may contain almost all the information of the covering letter.

Acknowledgements: Here, the author mentions the names of the individuals and the organizations that have helped him in report

writing. If the report includes published material, he gives the list of the sources.

Contents page: Contents page is essential for the lengthy reports. It gives the titles, sub-titles and page numbers of each chapter. It not only helps the reader to locate a particular chapter but also gives him an overall view of the report at a glance.

List of Illustrations: If the report consists of a large number of pictures, diagrams, tables, and other figures, a list of illustrations is given after the contents page. It gives the titles and page numbers of all the illustrations.

Summary/Synopsis: The summary of the report is also called as the 'synopsis' and the 'abstract' of the report. It gives substance of the report in brief. It describes the methodology, findings, conclusions and the recommendations in nutshell. The summary or synopsis is unnecessary for a short report of three-four pages but it is extremely useful to the reader if the report is lengthy.

Introduction: The introduction includes a brief historical background of the subject, scope of study, methods of data collection, definition of problem and definitions of special terms and concepts.

Findings: Findings are the main part of the report and it is also called the **text proper**. All the facts are presented in chronological or logical sequence. The writer analyses the facts and pass comments on them. It may include diagram, charts, graphs, tables, pictures and other essential figures.

Conclusions: The report writer analyses the data and draws conclusions on the basis of his findings. The conclusions are supported by the findings and their explanations and analysis. The report writer may derive a number of conclusions based on the analysis of different facts. They should be grouped suitably and should be presented in the descending order so that the important conclusions are mentioned in the beginning.

Recommendations: They logically follow the conclusions of the findings. But, all the reports do not include the recommendations or suggestions. In some reports the conclusions

and the recommendations are combined. This combination may suit the short reports up to five-six pages, but for lengthy reports the recommendations should be written separately to suggest the future course of action. The recommendations in committee report are put in the form of resolutions.

Appendix: The appendix contains diagrams, charts, maps, pictures, statistical data and other material, which supports the main body of the report. The details, which are separated from the body of the report, are included in the appendix. The reader can understand the contents of the reports without it but if he desires to go through the details of the related evidences, supporting material and documents, he can find them in the appendix.

List of references: The list of references helps the reader to locate a piece of information on the original source. Some reports are based on exclusive research. It is a customary that the writer of such a report should give the list of published or unpublished work references in the report. If the list is lengthy, it should be arranged in alphabetical order and should be given at the end of the report. If the number of references is small, they can be mentioned in the footnotes.

Bibliography: It is a list of published and unpublished works to which the report writer is indebted for certain ideas. It may also contain names of works for further study. The list of works in bibliography is arranged in alphabetical order. Bibliography of the works to be consulted is often prepared before writing the report.

Glossary: The technical or jargon words are usually explained in the footnotes. If the number of such words is large, a list of those words is prepared in an alphabetical order. This list is called glossary. If the reader's field of expertise is different from the subject dealt in the report and if the technical words used in the report are likely to be unknown to him, the glossary becomes an essential part of the report.

Index: In case of lengthy reports, an index is helpful to the reader to locate easily and quickly any topic or sub-topic of the contents. Index is included in the report if the table of contents cannot help the reader to point out all the

aspects of the contents. It is always needed in bulky reports. The entries in the index are made in alphabetical order and page numbers are mentioned before each entry.

Signature: A person who submits it to the authority signs a report. If a committee prepares it, the chairman of the committee signs it. Sometimes, all the members of the committee are required to sign it. The members who disagree with certain matters in the report usually sign it with a note of dissent. Signature of the other members indicates their assent to the subject matter of the report.

Types of Reports

Most of the business reports are presented in written form, but some are also presented orally. The oral reports may save the reporter's time but they cannot be preserved for future references unless they are tape-recorded and secondly they are likely to be less accurate than the written reports. Also the oral reports are less formal than the written reports. The formal written reports are either informational or interpretative. The informational reports present the facts and data collected by the reporter in a systematic manner, whereas the interpretive reports include both the facts and their interpretation.

I. On the basis of the nature or methodology of report, they are classified as:

- **Periodic or routine reports:** These reports record the routine business activities. These reports are submitted annually, quarterly, monthly, weekly or at any other prescribed intervals in the routine of business. Usually these reports are informational. They present the collected data and the facts without evaluating them. They do not include any suggestions, opinions and recommendations of the report writer. Reports of companies to the shareholders, administrative reports of the government departments, universities, trade associations, etc. are some examples of periodic reports.
- **Progress report:** The progress reports describe the progress made by the organization in a particular period. It gives an account of the work in

chronological order. It covers the details of the work already done, work in progress and the work yet to be completed. It refers to past achievements and future prospects. It also gives an account of the special problems and obstructions that might have come in the way of work in progress. The progress reports include the reports concerning the construction works of factory building, dams, water supply schemes, etc.

- **Examination reports:** The examination reports are interpretative in the sense that they are compiled only after thorough investigation and study of the given subject. The report writer goes through various sources of information. He conducts surveys, circulates questionnaires, studies the relevant literature and old files, analyses the collected data and finally arrives to some conclusions. Such reports often end with useful suggestions or recommendations. The reports concerned with the problems of increasing cost of production, decline of sales, etc. and the reports regarding the inventions and technological innovations are some of the examples of examination reports. These reports cover the details regarding its aims and objectives, methodology, findings conclusions and finally with the recommendations, if asked.
- **Statistical reports:** These reports are made up of statistical details including financial data, tabular columns of figures, mathematical charts, etc. The statistical data are also used in other kinds of reports as supporting evidences to various statements, but the statistical reports mainly consist of the statistical data. The reports submitted by the costing departments in business houses are the examples of statistical reports.
- **Recommendation reports:** The recommendation report is a kind of examination report because its main purpose is to analyze, interpret and evaluate the facts. But, it specifically differs from the

examination reports due to the fact that it invariably ends with some suggestions or recommendations. The report writer analyses and interprets the data in such a way that it naturally lead to some recommendations. The tone of such a report is always argumentative and persuasive.

The recommendation reports are useful to the business houses in policy-making and in making important decisions regarding setting up of a new business unit, expanding the business, opening a new branch, etc. These reports include the information regarding the objectives and scope of the report, methods of data collection, analysis and interpretation of data, conclusions and recommendations with some programme of action.

II. On the basis of the number of persons entrusted to draft the reports:

- **Reports by individuals:** The reports submitted by the individuals are related to their own work and to the work of their departments. The reports submitted by the departmental heads, company secretary, auditor, cost accountant, solicitor, etc. are the reports by individuals. The executive head of the sales department produces his report on the marketing strategy of the company rivals or on the causes of declining sales. The executive of production department submits report on the performance of his department. While drafting the report, the individual should make systematic arrangement of all the items to be embodied in the report.
- **Reports by committees or sub-committees:** Some business reports are concerned with more than one department or individual and some subjects are too important and expensive to be entrusted to one person for its research finding and recommendations. Such a subject matter requires careful and complete investigation by the committees and sub-committees in

which a number of people are involved in the process of report writing. There is a cautious deliberation over all the issues of the subject matter. The views and opinions of all the committee members are given serious consideration before they arrive to certain conclusions. It is usually written with impersonal and formal style.

These reports should invariably mention the objectives of the investigation, methods of data collection, explanation or interpretation of collected data, details of evidences gathered, the conclusions of the deliberations and recommendations or suggestion given by the committee or the sub-committee. They should also mention the names of a person or body to whom the report is addressed. Such a report is usually signed by all the members or by the chairman of the committee.

III. On the basis of Legal formalities:

- **Formal reports:** The formal reports are prepared and presented according to some established statutes or procedures. The formal reports are classified under two heads: (a) Statutory reports (b) non-statutory reports. The statutory reports are prepared and presented according to laws. The non-statutory reports are not required under laws but they are required to be submitted by the individuals or the committees to their respective managements in order to help later to take important decisions and to frame the business policies. The reports, which Directors and the Secretary of the company submit to the shareholders, and the Auditor's reports are some of the examples of statutory reports.
- **Informal reports:** Informal report is a person-to-person informal communication. It neither abides any formal procedure of communication nor any statutory obligation. It can be written like a personal letter to someone who does not bring any statutory or formal obligation on the writer. Its purpose is to

fulfill the informal requirements. It can be written in a form of a short letter or memorandum.

Presentation Skills

Along with computer literacy, professional presentation skills are becoming new survival skill in the workplace. People enjoy presenters who are inviting, engaging and informative. In creating your presentation, think like a reporter and answer the "who, what, why, how, and where" questions. Who will attend and how many? Aim the content of presentation to your audience, and the choice of visuals to meet the needs of your group. Visuals need to be visible to everyone.

What is the purpose of the presentation? Is it to explain a plan or project; to tell people what to do and how; report on what's been done; get support for an idea; define or solve a problem; gain consensus for a decision; provide training; or encourage motivation. Why are they there? Is attendance mandatory? Any time anyone attends a meeting, they will always be asking themselves, "What's in it for me?" Be sure you answer that question for them. Keep your points short, concise and understandable to your audience. Use visuals like charts and diagrams to clarify and reinforce your message. The room that the presentation is in will have an impact on how you present. Will you need a projector or can you use flip charts?

A typical presentation format will have an opening, which will capture audience attention and lead into the presentation topic. Then, a body which has a series of points with each point beginning with a statement of fact followed by supporting material. The presentation then ends with a closing, which contains a review (or summary), and a call to action (or a memorable statement).

Make sure that each point you make be clearly stated, illustrated and supported. Act as though your audience is not at all familiar with your topic; do not assume they know anything. Avoid jargon. Devote a similar amount of time to each main point; otherwise the audience may consider it less important. Arrange your points in logical order. Nervousness is healthy. It shows that the presentation is important to you and that

you care about doing well. Knowing as much as you can ahead of time will give you confidence. Rehearse until you are comfortable with your material.

Relax, take a deep breath: When we get nervous, we breathe shallowly. If you concentrate on breathing deeply, you will get enough air to speak and ease your panic.

Use good posture: We have more power and energy when we stand erect with weight balanced equally on our feet.

Concentrate on the message, not on how you are coming across.

Use eye contact: This will help your audience know that you are speaking to them, not at them. Find a few supportive faces and hold their eyes as you make a point.

- Turn nervousness into positive energy.
- Do not apologize.
- Forget perfection.

Learn to laugh at yourself: The problems that occur during presentations are funny (equipment does not work, you trip, etc.).

Build in appropriate humor (not jokes), those funny things that happened on the way to the meeting room.

Use anecdotes to bring the statistics, facts, and figures that you need to deliver to drive them home.

Going from Good to Great: The next time you deliver a presentation, ask a trusted colleague in the audience give you feedback afterward. Use your presentation skills to make an impact and to elevate your stature. Be willing to break your current corporate model and dare to be different.

Writing Application, Personal Resumes, Business Letters, and Memos

A business organization has to write a number of letters every day. Almost every business involves a wide range of activities, which require frequent communication links between the concerned parties. Many of these links are established and maintained through correspondence. It can also happen that a letter-writer who lacks knowledge and tact of writing good business letter may not achieve his purpose, but also make thing difficult for the organization.

Business letters not only help the businessmen to build new relations and maintain the established ones, but they also help him to plan, manage and organize the business activities which are more diversified and specialized today than ever before.

Business Letters

Good business letter writing is almost lost art in our society today. With the speed of electronic mail, voice mail, and faxes, good letter writing has held less importance in daily business operations.

A well-written letter that is personalized can do wonders for your key business relationships. Business correspondence does not have to be dry and tedious. In fact, the most effective business letters often touch on very personal matters, not just on money or the bottom line. In this day of information overload it is still important to be short and to the point in most of your correspondence. However, this does not preclude the fact that a personal reference and warm tone can open doors that otherwise might have remained closed.

Along these same lines, it is important to note that when you write a well-prepared business letter, it can exert tremendous influence over its reader. Good writers are like good speakers; they are able to build strong relationships using words. Therefore, it is in your best interest to spend time developing your business letter writing skills. There are basically two types of business letters: **Formal business letters and informal business letters**. Often times, there is a fine line between the two.

Formal Business Letter Writing

Formal business letters do not have to be all business. Business letters may include one or two personal sentences or even touch on a personal subject. There are several rules of etiquette that you should follow in your business letter writing.

- **Use company letterhead when appropriate:** Make sure that you only use company letterhead for business, not for personal matters.
- **Use the proper salutation to open your letter:** If you have just met someone who is more or less your peer, then the proper salutation would be "Dear Jane". If you have just met

an executive level person and do not feel comfortable using their first name, use both names to show that you do not want to be too stiff or formal (i.e. "Dear Jane Doe"). If you are a young executive who has just been introduced to a senior executive, do not use their first name in correspondence since it may come across as too aggressive and lacking in respect. Instead use the more formal introduction, "Dear Ms. Doe."

- **Use a complimentary closing:** For any formal business correspondence, using either "Sincerely" or "Sincerely yours" to close your letter is an appropriate way.
- **Always sign your letter:** Many letters include a typed signature block followed by a handwritten signature. The primary reason for this is that many people's handwriting is illegible. However, it is a serious error in judgment to only include the typed signature. Make sure you include your written signature underneath the typed signature block.

Informal Business Letter Writing

Business executives on a regular basis exchange informal letters these days. These letters are most commonly used to please the recipient in some manner.

Examples of informal letters include congratulatory letters, complimentary letters, and requests for favors, thank you letters, and letters of encouragement.

Good business writing letters:

- Should be brief.
- Is thoughtful, honest, simple and prompt.
- Includes an informal and personal statement immediately following the opening salutation.
- Has a trace of humor as well as a trace of praise in it in regard to the recipient of the letter.
- Refrains from foul or offensive language.
- States the purpose of the letter in the first paragraph.
- Includes everything that you feel it is important for the recipient to know.
- Does not include any exaggerations.
- Is interesting in style.
- Is carefully edited.

Overall, both formal and informal business letters are professional letters of the heart meant to build bridges and grow relationships. By practicing your business letter writing skills, you will find what is most effective for you.

Transactional letters

These letters are in response to advertisements, notes, invitations, etc. and can either be formal or informal, depending on whom the letter is written to. Transactional letters should include all the relevant information and each paragraph should deal with only one topic. These letters can be of any type like the complaints, applications, invitations, or information giving.

Significance of Business Letters

1. The legal implications of manifold business transactions add to the significance of drafting a correct, complete and effective business letter. The concerned parties get legally bound to the written commitments in the business letters. The responsible persons sign the business letters. The written commitments in it become an authentic legal proof of the transaction signed between two parties.
2. The most personal way of introducing a new product in market is writing business letter. It is more useful and less expensive than sending a salesman to the prospective buyers. Also, it is more direct and less costly than advertising. Besides introducing new products or services in the market, the manufacturer can use the business letter for widening his area of business operations. Business correspondence for the promotion of sales requires special kind of drafting which results in expanding the sales of the existing product.
3. Persuasive sales letters can promote the sales, quicken the pace of turnover and thereby help the businessmen to gain the profits. Sales letters provide essential information about the quality and quantity of the products available with them.
4. The business letters play an important role in selling the good reputation and goodwill of the company. It builds friendly relationships between the company and the concerned parties such as the customers, suppliers, creditors, expert advisors, government

officials, etc. Business correspondence is naturally dominated by the profit motives, but it also has the social motive of building friendly and cordial relationships with the other concerns and the customers. It aims towards holding the present customer and gaining the new ones.

5. Nowadays the buyers and the sellers cannot meet actually at the marketplace to discuss terms, to fix prices and to do the business as it should be done, because the markets are no longer localized. They are spread over long distances, sometimes across oceans and continents. It has increased the complexity of the modern business world and it has made it necessary for businessman to use letters to exchange information of various types with different parties. There are various purposes served by writing the business letters. Placing order for goods, making enquires, acknowledging orders, executing orders, applying for credit, complaining about delay, correspondence with government departments such as sales tax, income tax, local tax, etc. and a lot of such matters require communication by letters.
6. Business correspondence is preserved for future references. In business communication, past references help the proceedings of the future transactions. The letters of transactions and agreements with the suppliers, customers, etc. are frequently referred for future business transactions. All the points of innumerable transactions with a large number of persons cannot be stored in memory by any businessman. The letter provides valid written records for ready references in routine administration and also in planning for future.

Writing Memos

Memos have one purpose: Memos solve problems.

Memos solve problems either by informing the reader about new information, like policy changes, price increases, etc. or by persuading the reader to take an action, such as attend a meeting, use less paper, or change a current production procedure. Regardless of the specific goal, memos are most effective when they connect the purpose

of the writer with the interests and needs of the reader.

When you think of a memo, what do you think of? Is it a little piece of paper with a cute letterhead that says something like: "From the desk of ..." or "Don't forget ..." or "Reminders ..."

The message itself may be very simple something like:

"Buy more paper clips" or "Meet with President at 2:30" or "Mom, we're out of corn flakes."

While these memos are informative or persuasive, and may serve their simple purposes, more complex memos are often needed in an office setting. Even though business memos may be more formal and complicated the intention in writing one is still the same. You want to achieve your purpose with your reader effectively. Standard office memos can be approached in different ways to fit your purpose. Here are three basic plans:

1. The direct plan, which is the most common, starts out by stating the most important points first and then moves to supporting details. This plan is useful for routine information and for relaying news.
2. The indirect plan makes an appeal or gives out evidence first and arrives at a conclusion based on these facts. This plan is best used when you need to arouse your reader's interest before describing some action that you want taken.
3. A combination approach can be used for the balanced plan. This plan is particularly useful when relaying bad news, as it combines information and persuasion.

The purpose of a memo is usually found in the opening paragraphs and is presented in three parts:

The context and problem, the specific assignment or task, and the purpose of the memo!

1. The context is the event, circumstance, or background of the problem you are solving. You may use a paragraph to establish the background and state the problem or simply the opening of a sentence, such as "In our effort to reduce bad taste in our product..." Include only what your reader needs, but be sure it is clear.
2. In the task statement you should describe what you are doing to help solve the problem. If the action was requested, your task may be

indicated by a sentence opening like, “You asked that I look at...” If you want to explain your intentions, you might say, “To determine the best method of controlling the percentage of pest extremities, I will...”

3. Finally, the purpose statement of a memo gives your reason for writing it and forecasts what is in the rest of the memo. This is not the time to be shy. You want to come right out and tell your reader the kind of information that's in store. For example, you might say: “This memo presents a description of the current situation, some proposed alternatives, and my recommendations.” If you plan to use headings for your memo segments, you can refer to your major headings in this forecast statement to provide a better guide for your reader.

- Include only as much information as is needed by the decision-makers in the context, but be convincing that a real problem exists. Do no ramble on with insignificant details.
- If you are having trouble putting the task into words, consider whether you have clarified the situation. You may need to do more planning before you are ready to write your memo.
- Make sure your purpose-statement forecast divides your subject into the most important topics that the decision-maker needs.

If your memo is longer than a page, you may want to include a separate summary segment. This segment provides a brief statement of the key recommendations you have reached. These will help your reader understand the key points of the memo immediately. This segment may also include references to methods and sources you have used in your research, but remember to keep it brief.

You can help your reader understand your memo better by using headings for the summary and the discussion segments that follow it.

Keep these two things in mind:

1. Begin with the information that is most important. This may mean that you will start with key findings or recommendations.
2. Here you want to think of an inverted pyramid. Start with your most general information and move to your specific or supporting facts.

- For easy reading, put important points or details into lists rather than paragraphs when possible.
- Be careful to make lists parallel in grammatical form.

After the reader has absorbed all of your information, you want to close with a courteous ending that states what action you want your reader to take. Make sure you consider how the reader will benefit from the desired actions and how you can make those actions easier. For example, you might say, “I will be glad to discuss this recommendation with you during our Tuesday trip and follow through on any decisions you make.” Make sure you document your findings or provide detailed information whenever necessary. You can do this by attaching lists, graphs, tables, etc. at the end of your memo.

Resume Writing

The resume is a tool with one specific purpose: to win an interview. If it does what the fantasy resume did, it works. If it does not, it is not an effective resume. **A resume is an advertisement, nothing more, nothing less.** A great resume does not just tell them what you have done but makes the same assertion that all good advertisements do: If you buy this product, you will get these specific, direct benefits. **It presents you in the best light. It convinces the employer that you have what it takes to be successful in this new position or career.**

A resume serves the following purposes:

- To pass the employer's screening process (requisite educational level, number years' experience, etc.), to give basic facts, which might favorably influence the employer (companies worked for, political affiliations, racial minority, etc). To provide contact information: an up-to-date address and a telephone number (a telephone number which will always be answered during business hours).
- To establish you as a professional person with high standards and excellent writing skills, based on the fact that the resume is so well done (clear, well-organized, well-written, well-designed, of the highest professional grades of printing and paper). For persons

in the art, advertising, marketing, or writing professions, the resume can serve as a sample of their skills.

- To have something to give to potential employers, your job-hunting contacts and professional references, to provide background information, to give out in “informational interviews” with the request for a critique (a concrete creative way to cultivate the support of this new person), to send a contact as an excuse for follow-up contact, and to keep in your briefcase to give to people you meet casually—as another form of “business card.”
- To use as a covering piece to another form of job application, as part of a grant or contract proposal, as an accompaniment to graduate school or other application.
- To put in an employer’s personnel files.
- To help you clarify your direction, qualifications, and strengths, boost your confidence, or to start the process of committing to a job or career change.

To write an effective resume, you have to learn how to write powerful but subtle advertising copy. Not only that, but you must sell a product in which you have a large personal investment: you. What’s worse, given the fact that most of us do not think in a marketing-oriented way naturally, you are probably not looking forward to selling anything, let alone yourself? You do not need to hard sell or make any claims that are not absolutely true. You do need to get over your modesty and unwillingness as people more often buy the best advertised product than the best product.

Focus on the Employer’s needs, not yours

Imagine that you are the person doing the hiring. Usually, the person who makes the hiring decision is also the person who is responsible for the bottom line productivity of the project or group you hope to join. This is a person who cares deeply how well the job will be done. You need to write your resume to appeal directly to them.

Ask yourself: What would make someone the perfect candidate? What does the employer really want? What special abilities would this person have? What would set a truly exceptional candidate apart from a merely good one? If

you are seeking a job in a field you know well, you probably already know what would make someone a superior candidate. If you are not sure, you can gather hints from the help-wanted ad you are answering, from asking other people who work in the same company or the same field. You could even call the prospective employer and ask them what they want.

Putting yourself in the place of the person doing the hiring is the first, and most important, step in writing a resume that markets you rather than describes your history or story. Every step in producing a finished document should be part of your overall intention to convey to the prospective employer that you are a truly exceptional candidate. Focus your writing efforts. Get clear what the employer is looking for and what you have to offer before you begin your resume. Write your answers to the above mentioned question, “What would make someone the perfect candidate?” on notebook paper, one answer per page. Prioritize the sheets of paper, based on which qualities or abilities you think would be most important to the person doing the hiring.

Then, starting with the top priority page, fill the rest of that page, or as much of it as you can, with brainstorming about why you are the person who best fulfills the employer’s needs. Write down everything you have ever done that demonstrates that you fit perfectly with what is wanted and needed by the prospective employer. The whole idea is to loosen up your thinking enough so that you will be able to see some new connections between what you have done and what the employer is looking for.

If you are making a career change or are a young person and new to the job market, you are going to have to be especially creative in getting across what makes you stand out. These brainstorming pages will be the raw material from which you craft your resume. One important part of the planning process is to decide which resume format fits your needs best. Do not automatically assume that a traditional format will work best for you.

In the first section of your resume, you make assertions about your abilities, qualities and achievements. You write powerful, but

honest, advertising copy that makes the reader immediately perk up and realize that you are someone special. The second section, the evidence section, is where you back up your assertions with evidence that you actually did what you said you did. This is where you list and describe the jobs you have held, your education, etc. This is all the stuff you are obliged to include.

Most resumes are just the evidence section, with no assertions. If you have trouble getting to sleep, just read a few resumes each night before going to bed. Nothing puts people to sleep better than the average resume. The juice is in the assertions section. When a prospective employer finishes reading your resume, you want them to immediately reach for the phone to invite you in to interview. The resumes you have written in the past have probably been a gallant effort to inform the reader. You do not want them informed. You want them interested and excited.

In fact, it is best to only hint at some things. Leave the reader wanting more. Leave them with a bit of mystery. That way, they have even more reason to reach for the phone. The assertions section usually has two or three sections. In all of them, your job is to communicate, assert and declare that you are the best possible candidate for the job. You start by naming your intended job. This may be in a separate 'Objective' section, or may be folded into the second section, the 'Summary'. If you are making a change to a new field, or are a young person not fully established in a career, start with a separate 'Objective' section.

Ideally, your resume should be pointed toward conveying why you are the perfect candidate for one specific job or job title. Good advertising is directed toward a very specific target audience. Targeting your resume requires that you be absolutely clear about your career direction or at least that you appear to be clear. If you are not clear where you are going, you wind up wherever the winds of chance blow you. You would be wise to use this time of change to design your future career so you have a clear target that will meet your goals and be personally fulfilling. Even if you are a little vague about what you are looking for, you cannot let your uncertainty show.

The way to demonstrate your clarity of direction or apparent clarity is to have the first major topic of your resume be your Objective. Be sure the objective is to the point. Do not use fluffy phrases that are obvious or do not mean anything, such as: "allowing the ability to enhance potential and utilize experience in new challenges." An objective may be broad and still somewhat undefined in some cases, such as a mid-level management position in the hospitality or entertainment industry.

Remember, your resume will only get a few seconds attention, at best! You have to generate interest right away, in the first sentence they lay their eyes on. Having an objective statement that really sizzles is highly effective. And it is simple to do. If you are making a career change or have a limited work history, you want the employer to immediately focus on where you are going, rather than where you have been. If you are looking for another job in your present field, it is more important to stress your qualities, achievements and abilities first.

The 'Summary' or 'Summary of Qualifications' consists of several concise statements that focus the reader's attention on the most important qualities, achievements and abilities you have to offer. Those qualities should be the most compelling demonstrations of why they should hire you instead of the other candidates. It gives you a brief opportunity to telegraph a few of your most sterling qualities. It is your one and only chance to attract and hold their attention, to get across what is most important, and to entice the employer to keep reading.

This is the spiciest part of the resume. This may be the only section fully read by the employer, so it should be very strong and convincing. The 'Summary' is the one place to include professional characteristics (extremely energetic, a gift for solving complex problems in a fast-paced environment, a natural salesman, exceptional interpersonal skills, committed to excellence, etc.), which may be helpful in winning the interview. Gear every word in the 'Summary' to your targeted goal.

The most common ingredients of a well-written 'Summary' are as follows:

- A short phrase describing your profession

- Followed by a statement of broad or specialized expertise
- Followed by two or three additional statements related to any of the following:
 - Breadth or depth of skills
 - Unique mix of skills
 - Range of environments in which you have experience
 - A special or well-documented accomplishment
 - A history of awards, promotions, or superior performance commendations
- One or more professional or appropriate personal characteristics
- A sentence describing professional objective or interest.

In this final part of the assertions section of your resume, you go into more detail. You are still writing to sell yourself to the reader, not to inform them. Basically, you do exactly what you did in the previous section, except that you go into more detail. In the summary, you focused on your most special highlights. Now you tell the rest of the best of your story. Let them know what results you produced, what happened as a result of your efforts, what you are especially gifted or experienced at doing. Flesh out the most important highlights in your summary.

You are still writing to do what every good advertisement does, communicating the following: If you buy this product, you will get these direct benefits. If it does not contribute to furthering this communication, do not bother to say it. Remember, not too much detail. Preserve a bit of mystery. Do not tell them everything. In a chronological resume, it can have several possible titles, depending on your situation:

- Skills and accomplishments
- Accomplishments
- Summary of accomplishments
- Selected accomplishments
- Recent accomplishments
- Areas of accomplishment and experience
- Areas of expertise
- Career highlights
- Professional highlights
- Additional skills and accomplishments.

There are a number of different ways to structure 'Skills and Accomplishments' sections.

In all of these styles, put your skills and accomplishments in order of importance for the desired career goal. If you have many skills, the last skill paragraph might be called 'Additional Skills'. There are three basic types of resumes: Chronological, functional, and 'combined' chronological-functional.

Chronological: The chronological resume is the more traditional structure for a resume. The Experience section is the focus of the resume; each job (or the last several jobs) is described in some detail, and there is no major section of skills or accomplishments at the beginning of the resume. This structure is primarily used when you are staying in the same profession, in the same type of work, particularly in very conservative fields. It is also used in certain fields such as law and academics. It is recommended that the chronological resume always have an 'Objective' or 'Summary,' to focus the reader.

The advantages: May appeal to older, more traditional readers and be best in very conservative fields. Makes it easier to understand what you did in what job. May help the name of the employer stand out more, if this is impressive. The disadvantage is that it is much more difficult to highlight what you do best. This format is rarely appropriate for someone making a career change.

Functional: The functional resume highlights your major skills and accomplishments from the very beginning. It helps the reader see clearly what you can do for them, rather than having to read through the job descriptions to find out. It helps target the resume into a new direction or field, by lifting up from all past jobs the key skills and qualifications to help prove you will be successful in this new direction or field. Actual company names and positions are in a subordinate position, with no description under each.

There are many different types of formats for functional resumes. The functional resume is a must for career changers, but is very appropriate for generalists, for those with spotty or divergent careers, for those with a wide range of skills in their given profession, for students, for military officers, for homemakers returning to the job

market, and for those who want to make slight shifts in their career direction.

Advantages: It will help you most in reaching for a new goal or direction. It is a very effective type of resume, and is highly recommended. The disadvantage is that it is hard for the employer to know exactly what you did in which job, which may be a problem for some conservative interviewers.

Combined: A combined resume includes elements of both the chronological and functional formats. It may be a shorter chronology of job descriptions preceded by a short 'Skills and Accomplishments' section (or with a longer Summary including a skills list or a list of 'qualifications'); or, it may be a standard functional resume with the accomplishments under headings of different jobs held.

There are obvious advantages to this combined approach: It maximizes the advantages of both kinds of resumes, avoiding potential negative effects of either type. One disadvantage is that it tends to be a longer resume. Another is that it can be repetitious: Accomplishments and skills may have to be repeated in both the 'functional' section and the 'chronological' job descriptions.

Resume Presentation

The resume is visually enticing, a work of art. Simple clean structure works best. It should be balanced and un-crowded. As much white space between sections of writing as possible; sections of writing that are no longer than six lines and shorter if possible.

There is uniformity and consistency in the use of italics, capital letters, bullets, boldface, and underlining: Absolute parallelism is needed in design decisions. The resume's first impression is most important and thus it should be exceptionally visually appealing.

There should be absolutely no errors: No typographical errors. No spelling errors. No grammar, syntax, or punctuation errors. No errors of fact.

All the basic, expected information is included: A resume must have the following key information: Your name, address, phone number, and your email address at the top of the first page, a

listing of jobs held, in reverse chronological order, educational degrees including the highest degree received, in reverse chronological order. Additional, targeted information will of course accompany this. Much of the information people commonly put on a resume can be omitted, but these basics are mandatory.

Jobs listed include a title, the name of the firm, the city and state of the firm, and the years: Jobs earlier in a career can be summarized, or omitted if prior to the highest degree, and extra part-time jobs can be omitted. If no educational degrees have been completed, it is still expected to include some mention of education (professional study or training, partial study toward a degree, etc.) acquired after high school.

It is targeted: A resume should be targeted to your goal, to the ideal next step in your career. First you should get clear what your job goal is, what the ideal position or positions would be. Then you should figure out what key skills, areas of expertise or body of experience the employer will be looking for in the candidate. Gear the resume structure and content around this target, proving these key qualifications. If you have no clear goal, take the skills (or knowledge) you most enjoy or would like to use or develop in your next career step and build the resume around those.

Strengths are highlighted/weaknesses deemphasized: Focus on whatever is strongest and most impressive. Make careful and strategic choices as to how to organize, order, and convey your skills and background. Consider, whether to include the information at all, placement in overall structure of the resume, location on the page itself or within a section, ordering of information, more impressive ways of phrasing the information, use of design elements (such as boldface to highlight, italics to minimize, ample surrounding space to draw the eye to certain things).

It has focus: A resume needs an initial focus to help the reader understand immediately. Do not make the reader go through the whole resume to figure out what your profession is and what you can do. Think of the resume as an essay with a title and a summative opening sentence.

Use power words: For every skill, accomplishment, or job described, use the most active impressive verb you can think of (which is also accurate). Begin the sentence with this verb, except when you must vary the sentence structure to avoid repetitious writing.

Show you are results-oriented: Wherever possible, prove that you have the desired qualifications through clear strong statement of accomplishments, rather than a statement of potentials, talents, or responsibilities. Indicate results of work done, and quantify these accomplishments whenever appropriate.

Writing is concise and to the point: Keep sentences as short and direct as possible. Eliminate any extraneous information and any repetitions. Do not use three examples when one will suffice. Say what you want to say in the most direct way possible, rather than trying to impress with bigger words or more complex sentences.

Vary long sentences (if these are really necessary) with short punchy sentences: Use phrases rather than full sentences when phrases are possible, and start sentences with verbs, eliminating pronouns ('I', 'he' or 'she'). Vary words: Do not repeat a 'power' verb or adjective in the same paragraph. Use commas to clarify meaning and make reading easier. Remain consistent in writing decisions such as use of abbreviations and capitalization.

Make it look great: Use a laser printer or an ink jet printer that produces high-quality results. A laser is best because the ink will not run if it gets wet. It should look typeset. Do not compromise. If you do, your resume will look pathetic next to ones that have a perfect appearance. Use a standard conservative typeface (font) in 11 or 12 point. Do not make them squint to read it. Use off-white, ivory or bright white 8½ × 11-inch paper, in the highest quality affordable. Do not have your resume look like you squeezed too much on the page.

Shorter is usually better: Everyone freely gives advice on resume length. Most of these self-declared experts say a resume should always be one page. That makes no more sense than it does to say an ad or a poem should automatically be one page. Your resume can be 500 pages long, if

you can keep the reader's undivided attention and interest that long, and at the same time create a psychological excitement that leads prospective employers to pick up the phone and call you.

Watch your verb tense: Use either the first person ('I') or the third person ('he', 'she') point of view, but use whichever you choose consistently. Verb tenses are based on accurate reporting: If the accomplishment is completed, it should be past tense. If the task is still underway, it should be present tense.

Break it up: A good rule is to have no more than six lines of writing in one paragraph (summary, skill section, accomplishment statement, job description, etc.). If any more than this is necessary, start a new section or a new paragraph.

Experience comes before education, usually: Experience sections should come first, before education, in almost every case. This is because you have more qualifications developed from your experience than from your education. The exceptions would be:

1. If you have just received or are completing a degree in a new professional field, if this new degree study proves stronger qualifications than does your work experience,
2. If you are a lawyer, with the peculiar professional tradition of listing your law degrees first,
3. If you are an undergraduate student, or
4. If you have just completed a particularly impressive degree from a particularly impressive school.

Give telephone numbers that will be answered: Be sure a person or an answering machine will without exception; answer the phone number on the resume Monday through Friday 8–5 pm. You do not want to lose the prize interview merely because there was no answer to your phone, and the caller gave up. Include the area code of the telephone number. Include e-mail and fax numbers, if you have them. Try not to include anything on the resume that could turn the employer off, anything that is controversial (political, etc.) or could be taken in a negative light. Put the most important information on the first line of writing 'block' or paragraph. The first line is read the most.

Use bold caps for your name on page one. Put your name at the top of page two on a two-page resume. Put section headings, skill headings, titles or companies (if impressive), degrees, and school name (if impressive), in boldface. Spell out numbers under and including ten; use the numerical form for numbers over and including 11, unless they are the first words in a sentence. Spell out abbreviations unless they are unquestionably obvious. If you are not sure what sort of job you are looking for, you will most likely wind up in something that turns out to be just a job. In a job you exchange your life for money. It is possible to choose a career that will fit you so well that you do it because you like to go to work.

What not to put on a resume

- The word 'Resume' at the top of the resume
- Fluffy rambling 'objective' statements
- Salary information
- Full addresses of former employers
- Reasons for leaving jobs
- A 'Personal' section, or personal statistics (except in special cases)
- Names of supervisors
- References

Telephone Handling Manners

Your work may require you to talk on the phone everyday and chances are you have had a successful interaction on the phone. Especially those whose work requires them to interact with customers on the phone need to learn some basic phone manners. Phone etiquette now constitutes a major part of the training that companies impart to their people. The need to learn these rules arise especially in sales executives, telemarketing executives, customer service agents and office staff like secretaries or operators. Many of them go through training that teaches them how to grab the attention of the receiver on the phone, be precise and also be polite. The learning of phone manners, has the planning of outgoing call, asking the correct questions, active listening, managing difficult callers, assertive techniques, how to say 'no', elements of developing a good voice and tips on telemarketing. Sales training in companies often contain tips on conducting effective telephone conversation.

The skill of grabbing attention on the phone comes only with time. You should always smile when you pick the phone. It tells in your voice. Secondly, however irritating the person on the other end is, you should keep your cool. Thirdly, your voice should be very convincing. And lastly, because you represent your company you should have all the information that somebody requires at your fingertip.

The props to support your telephone image include the pens and paper at the circulation desk. There should be a list of library telephone numbers taped to the desktop in the well. Answer the telephone, at latest by the third ring, preferably on the first ring. The quality of your voice should reflect a smile. Imagine a mirror in the well and smile at your reflection as you answer the call.

That telephone call justifies your presence at the desk and the caller is your job and deserves the best you can give. Many of the calls you receive at your desk will need to be transferred to the correct department. All transfers entail the same series of steps. The first is to ask permission to be transfer the caller. On the affirmative, press the Transfer button, then either press the programmed button, or key the numbers of the extension. At this point you can wait for the pick-up and announce the call. Then press the transfer button to complete the transaction. Alternatively, simply press the transfer button again, without announcing the call. The advantage of the first method is that you can screen the call and announce the caller (always politely). The advantage of the second is that if you are very busy at the desk you can direct the call and in the worse case, they still will be able to leave a message on voice mail. If you know the person is unavailable, offer the option of taking a message, or transferring to that person's voice mail, or offer assistance yourself. If you cannot help, interrupt, politely, and say so; then suggest a message, or voice mail.

No matter what, one needs to behave professionally on the telephone and maintain your composure. Ask for information, use the caller's name, and provide courtesies. Above all else listen to the person you can think faster than they can talk. So answer the questions who,

what, where, why, when and how, by listening to them. Also, direct the conversation, as you must in order to help the caller identify their problem and then get them to the correct place to get their problem solved.

There are many ways to handle incoming calls: *Voice mail, call waiting and caller ID.*

It is important to change your message every day and more often if necessary. Use the same simple message every day, but always mention the day and date, so callers know check the messages every day at a minimum. Call waiting/caller ID: If you are on the phone, and another call comes in, you may be able to decide if you need to interrupt your current call. One may not really mind being put on hold for a moment, as long as, is not abruptly cut off during a critical discussion. Do not try to avoid clients: they know you are the only one in the office, and they understand that sometimes you need to take another call. Just do not do it too often, or let them hang for long. Caller ID also lets you return a call if someone does not leave a message; you may contact a few wrong numbers, but you may also impress a potential client.

Another important consideration is additional lines. You should definitely have one for phone and one for fax/on-line access; if you spend lots of time on-line and receive lots of faxes, get three lines. Busy signals get very annoying quickly. These services add to your overhead, but they are well worth it in reassuring your clients of your professionalism and attention to their needs.

Preparation of Matters of Meetings

Business Meetings

Meetings come in all shapes and sizes. There are the everyday office meetings, board meetings, and seminars—all the way up to major conferences. And meetings can now be face-to-face, tele-conference, video-conference, or online via the Internet. Meetings are more important than ever as modern workplaces are built on teams, sharing of ideas, and effective project coordination.

If communication is the lifeblood of any organization, then meetings are the heart and mind. The place where we communicate our ideas, hash them out, share our passion for better or worse, develop new understandings and

new directions. It is where deals can happen or fall apart, where strategies are articulated and debated, in short, where we engage with others. That is what it is all about, people meeting with people.

Survey results published show that executives on average spend 40–50% of their working hours in business meetings.

Most of us have been to seminars or conferences where we have left feeling inspired and rejuvenated. But how many of us have ever left everyday meetings feeling the same way. The reason is that good seminars and conferences are organized precisely to engage us. Sadly, most office meetings are not. Meetings can and should be the most interesting and productive part of your day. And if you have ever been to a great conference or seminar, you already have seen some of the basic principles at work.

These can be summarized as:

1. Preparation
2. Facilitation
3. Inspiration
4. Results

Preparation means making sure your meeting has a clear, stated purpose, and an agenda. Participants are chosen carefully, invited in professional way and given sufficient prior information. Preparation also means attention to details including: Room bookings, catering, a/v equipment, and reminders.

Facilitation means that someone or a team is responsible for guiding the meeting, a plan for the meeting is reflected in the agenda and the facilitator (or chair) keeps things on time and on track.

Inspiration is probably the most overlooked aspect of everyday meetings. All the attention to detail and process can push the opportunity for spontaneity and enthusiasm aside. Build in activities that engage participants, use strategies to generate discussion, or visual aids to grab attention.

Results mean that every meeting should be directed toward one or more outcomes. Participants must feel that something has been accomplished, and they must see all of their meetings as part of the bigger strategy to involve them in the future of

the organization. Achievements at one meeting should be recapped in the next, and so on.

Preparation of Matters of Meetings

Suitable subject: The subject of a committee meeting must be suitable for discussion. Care should be taken, as some subjects are only suitable for individual discussions only.

Authority and scope of the meeting: The chairman has to control and guide the members of the committee. He has to allow the members to express their thoughts without fear or terror. He must not be authoritarian, give proper direction to the discussion. He has to control the dominating members. He must motivate the silent members to express themselves.

Competent and appropriate membership: The committee members must be selected carefully. They must be competent, positive and experienced. They should have adequate knowledge of the subject in which they have to contribute to decision-making. They must not be submissive or aggressive. In business, appropriated representation must be given to various groups, departments, employees and other people who are connected with it.

Correct size: The size of a committee must be adequate. It should neither be too small nor too large. It is found that the committee, in which the membership is limited from five to eleven, gives best results. Too many members cause delay in decisions, whereas too small committee may not provide necessary deliberation.

Procedure: A committee meeting must follow the prescribed procedure. The agenda of the meeting must be prepared properly before the given date of the meeting. The date, time and venue of the meeting must be suitable to the members. The agenda must be circulated well in advance to every member of the committee. There should be provision for writing minutes of the committee meeting.

Effective Business Meetings

While effective meetings are essential to any organization and to getting work done, most meetings leave us still looking for a decision and tired. A good meeting, like a football team's huddle, should bring people together,

facilitate decision making, assist people in taking responsibility, energize the participants, and contribute to building team effort within the organization. Successful meetings are ones where **attention is paid to three areas:**

- Content
- Design
- Process

Selection of content is crucial: All too often meetings are called to discuss issues which would be better resolved with a couple of phone calls while at the same time core issues remain unmentioned. The key is to focus meetings around key issues, the ones that motivate employees and to let the meeting participants identify the priority of items to be addressed.

Secondly, the design of the meeting can hinder or support the decision-making, problem solving or the informational task at hand. In designing attention needs to be given to idea generation methods, decision processes, agenda, time frames, problem-solving steps, etc.

Third, and most often ignored, is making sure the individual and group needs of the participants are met. Are people participating, included, feel that there is room for their ideas? Are dysfunctional behaviors openly dealt with, is there positive energy in the group, are people committed to the task at hand and enthused about the way the group is working to complete the task? Meetings are too often seen as an end unto themselves. Once there, we dutifully filled the time allotted while producing only a minimum of new ideas, plans and action.

Using meetings effectively starts with the understanding that meetings are not the destination but a vehicle for reaching strategic objectives or organizational destinations. With this in mind we can move meetings forward.

Thinking of meetings as vehicles, as the means to an end, clarifies objectives. It enables us to get in the driver's seat and focus our attention on the results we want to achieve and the means of achieving them. This requires selecting the appropriate type and structure of meeting, picking a competent meeting leader and facilitator, determining the key participants, and identifying critical steps in order to make the best use of peoples' time and energy.

With a clear destination in mind and key waypoints noted, it is possible to map possible routes and determine when a bike, a bus, a plane, chariot or truck is the appropriate vehicle to get you there quickly. With clear objectives, we can determine how each part of the meeting should be structured and managed to achieve the desired results.

The success of meetings is limited only by our understanding of their purpose and our ability to plan and manage them.

Creating a Meeting Agenda

The meeting agenda is a roadmap for the meeting. It lets participants know where they are headed so they do not get off track. Most importantly, the meeting agenda gives a sense of purpose and direction to the meeting.

All agendas should list the following:

- Meeting start time
- Meeting end time
- Meeting location
- Topic headings
- Include some topic detail for each heading
- Indicate the time each topic is expected to last
- Indicate which meeting participants are expected to be the main topic participants.

Minutes of Meetings

These days, many of us find ourselves in the position of taking minutes of meetings without a clue of how to go about it. The following is a guide for making this task easier:

- Make sure that all of the essential elements are noted, such as type of meeting, name of the organization, date and time, name of the chair or facilitator, main topics and the time of adjournment. For formal and corporate meetings include approval of previous minutes, and all resolutions.
- Prepare an outline based on the agenda ahead of time, and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.
- Prepare a list of expected attendees and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.

- To be sure about who said what, make a map of the seating arrangement, and make sure to ask for introductions of unfamiliar people.
- Do not make the mistake of recording every single comment, but concentrate on getting the gist of the discussion and taking enough notes to summarize it later. **Minutes are the official record of what happened, not what was said, at a meeting.**
- Use whatever device is comfortable for you, a notepad, a laptop computer, a tape recorder, a steno pad, shorthand. Many people routinely record important meetings as a backup to their notes.
- Be prepared and study the issues to be discussed and ask a lot of questions ahead of time. If you have to fumble for understanding while you are making your notes, they won't make any sense to you later.
- Do not wait too long to type up the minutes, and be sure to have them approved by the chair or facilitator before distributing them to the attendees.
- Do not be intimidated, you may be called upon many times to take minutes of meetings, and the ability to produce concise, coherent minutes is widely admired and valued.

Managing a Meeting

Choosing the right participants is the key to the success of any meeting. Make sure all participants can contribute and choose good decision-makers and problem-solvers. Try to keep the number of participants to a maximum of 12, preferably fewer. Make sure the people with the necessary information for the items listed in the meeting agenda are the ones that are invited.

If you are the leader, work diligently to ensure everyone's thoughts and ideas are heard by guiding the meeting so that there is a free flow of debate with no individual dominating and no extensive discussions between two people. As time dwindles for each item on the distributed agenda, you may find it useful to stop the discussion, then quickly summarize the debate on that agenda item and move on the next item on the agenda.

When an agenda item is resolved or action is agreed upon, make it clear who in the meeting

will be responsible for this. In an effort to bypass confusion and misunderstandings, summarize the action to be taken and include this in the meeting's minutes.

Time Keeping

Meetings are notorious for eating up people's time. Here are some ways of ensuring that time is not wasted in meetings:

- Start on time.
- Do not recap what you have covered if someone comes in late: doing so sends the message that it is OK to be late for meetings, and it wastes everyone else's valuable time.
- State a finish time for the meeting and do not over-run.
- To help stick to the stated finish time, arrange your agenda in order of importance so that if you have to omit or rush items at the end to make the finish time, you do not omit or skimp on important items.
- Finish the meeting before the stated finish time if you have achieved everything you need to.

Issuing Minutes

Minutes record the decisions of the meeting and the actions agreed. They provide a record of the meeting and, importantly, they provide a review document for use at the next meeting so that progress can be measured and this makes them a useful disciplining technique as individuals' performance and non-performance of agreed actions is given high visibility.

The style of the minutes issued depends on the circumstances—in situations of critical importance and where the record is important, and then you may need to take detailed minutes. Where this is not the case, then minutes can be simple lists of decisions made and of actions to be taken (with the responsible person identified). Generally, they should be as short as possible as long as all key information is shown and this makes them quick and easy to prepare and digest.

It is always impressive if the leader of meeting issues minutes within 24 hours of the end of the meeting and it is even better, if they are issued on the same day. People spend so much time in meetings that turning meeting time into sustained results is a priority for successful

organizations. Actions that make meetings successful require management before, during, and after the meeting. If you neglect any one of these meeting management opportunities, your meetings will not bear the fruit you desire from the time you invest in meeting.

Take these **meeting management actions to guide meeting attendees** to achieve expected, positive, and constructive outcomes.

Before the Meeting

Actions before the meeting establish the groundwork for accomplishing meeting results. You can do all of the needed follow-up, but without an effective meeting plan to start, your results will disappoint you.

Plan the Meeting

First, identify whether other employees are needed to help you plan the meeting. Then, decide what you hope to accomplish by holding the meeting. Establish double goals for your meeting. The goals you set will establish the framework for an effective meeting plan. Your meeting purpose will determine the meeting focus, the meeting agenda, and the meeting participants.

Make Sure You Need a Meeting

Once you have developed your meeting plan, ensure that a meeting is the appropriate vehicle for accomplishing the set goals. To schedule and hold a meeting is expensive when you account for the time of the people attending. So, make efforts to determine that a meeting is the best opportunity to solve the problem, improve the process, or make an ongoing plan.

You may find that you can accomplish the meeting goals with an email discussion or by distributing and requesting information through the company newsletter. Make sure the meeting is needed and not just convenient for you—you will get better results from attendees.

Ensure Appropriate Participation at the Meeting

If a meeting is the appropriate means to accomplish your goals, check with the participants who must attend for the meeting to succeed. The needed attendees must be available to attend the meeting. Postpone the meeting rather than

holding a meeting without critical staff members. If a delegate attends in the place of a crucial decision maker, make sure the designated staff member has the authority to make decisions – or postpone the meeting.

Distribute and Review Pre-work Prior to the Meeting

You can make meetings most productive and ensure results by providing necessary pre-work in advance of the actual meeting. Providing pre-work, charts, graphs, and reading material 48 hours before a meeting affects meeting success. The more preparation time you allot, the better prepared people will be for your meeting.

Documentation that will help you achieve the meeting goals can include reports: Diagrams and flowcharts, data and charts such as competitive information, sales month-to-date, and production plans; Microsoft PowerPoint slides that illustrate key discussion points; and minutes, notes and follow-up from earlier or related meetings and projects. Pre-work distributed in a timely manner, with the serious expectation that attendees will read the pre-work before the meeting, helps ensure meeting success.

During the Meeting to Ensure Effective Meetings

Effective use of meeting time builds enthusiasm for the topic. It generates commitment and a feeling of accomplishment from the participants. People feel part of something bigger than their day-to-day challenges. Therefore, a well-facilitated, active meeting, that sets the stage for follow-up, will produce meeting results.

Effective Meeting Facilitation

The meeting leader sets a positive, productive tone for interaction among the meeting participants. Effective meeting facilitation starts with a review of the goals, or anticipated outcomes, and the agenda. The facilitator helps group members stay focused and productive. Meeting design and the agenda set the framework for the meeting. An effective facilitator, who keeps participants on track, ensures the accomplishment of expected, desired results from the meeting.

Involve Each Participant in Actions

Every work group has various personalities that show up for meetings. You have quiet coworkers and people who try to dominate every platform. Whether facilitating or attending the meeting, you need to involve each attendee in the accomplishment of the meeting goals. This ensures that each participant is invested in the topic of the meeting and in the follow-up. You will accomplish more results with the whole team pulling than with one dominant staff person trying to push everyone else up the hill.

Create an Effective Meeting Follow-up Plan

During the meeting, make a follow-up plan with action items.

Effective plans include:

- The specific action item,
- The name of the person who committed to 'owning' the accomplishment of the action item,
- The due date of the action item,
- An agreement about what constitutes completion of the action item.

Discuss real life scenarios and barriers to success that team members may experience as they try to accomplish the items that will produce the required results. Set a time for your next meeting, if needed, while participants are in attendance.

After the Meeting

Actions and planning before and during the meeting play a big role in helping you achieve expected, positive, and constructive outcomes. Your actions following the meeting are just as crucial. Follow-up at the next scheduled meeting is never enough of an investment to ensure results.

Publish Meeting Minutes

Begin by publishing your minutes and action plan within 24 hours. People will most effectively contribute to results if they get started on action items right away. They still have a fresh memory of the meeting, the discussion and the rationale for the chosen direction. They remain enthusiastic and ready to get started. A delay in the distribution of minutes will hurt your results.

since most people wait for the minutes to arrive before they begin to tackle their commitments.

Effective Meeting Follow-up

Respecting and observing deadlines and follow-up will help you achieve results from your meetings. The deadline was established during the meeting. Following the meeting, each person with an action item should also make a plan for their personal accomplishment of their commitment. Whether they write the steps in their planner, delegate the tasks to another staff person, or just complete the task, the individual is responsible for follow-up.

You can improve meeting results by following up with each person who has an action item mid-way between meetings. Your goal is to check progress and ensure that tasks are underway. Remember that what you ask about gets accomplished.

Follow-up for Next Meeting

Follow-up by the facilitator mid-way between meetings helps, but the group must make failure to keep commitments unacceptable. Report on progress and outcomes at the next meeting and expect that all will have been accomplished. Alternatively, check progress at the next meeting and if there is a real roadblock to progress, determine how to proceed.

Debrief the Meeting

The practice of debriefing each meeting is a powerful tool for continuous improvement. Participants take turns discussing what was effective or ineffective about the current meeting process. They also discuss the progress they feel the group is making on the topic of the meeting. Taking continuous improvement to another level, successful teams debrief their entire project as well as the process to determine how effectively they managed to create results. Future meetings reflect the evaluation. Meetings evolve as an even more effective tool for creating organization results.

Conclusion

Results are achievable and predictable from well-planned and implemented meetings. Follow these twelve recommendations to ensure that

meeting attendees achieve expected, positive, and constructive outcomes from the time invested in meetings.

Using Charts and Diagrams

It depends on the type of meeting, as to how many graphs or charts should one use. To begin, the key point to consider in developing your business plan is the time restraints of your audience. If your audience has enough time, he may have few obligations and can spend an hour reviewing your business plan. However, the more likely scenario is that a venture capitalist, corporate investor or loan officer will review your plan while sitting at a desk topped with fifty other businesses meeting ahead. As such, it is critical that your meeting plan conveys its key points quickly and easily—this is where diagrams or charts come in.

In determining whether to use a diagram or chart, consider the old adage, “a picture is worth a thousand words.” The point here is that the picture should save a thousand words. That is, the graph, diagram or chart should supplement the text and not defeat its purpose. Likewise, the diagram or chart must be relevant and support the text, rather than detract from it.

In addition to respecting the time constraints of the audience, the business-meeting plan must respect the audience’s energy level. That is, after reading seven businesses plans and reports, an investor is likely to skip a page with 400 words of straight text. Even if no charts are applicable to support the page, it is suggested to use appropriate spacing and/or callout boxes (e.g. key text phrases highlighted in boxes) to make the page more readable.

Finally, if the business plan in a meeting is only being presented to a single or a small number of investors, the amount of diagrams and charts should reflect the wants, needs and sophistication of those few readers. For instance, if the plan is being presented only to strategic investors who understand the market, graphs can be used to convey information for which these investors may already have background knowledge.

Conversely, always keep in mind that the plan is not a slide presentation, and too many

diagrams and charts may position the business organization as one that is too lazy to complete the process of developing a formal business plan. To summarize, the amount of charts and graphs/diagrams used in the business plan must reflect the audience for the plan; an audience that is usually time and energy constrained. The charts and graphs/diagrams must complement the text, enable the audience to quickly and easily digest the information, and as always, interest the audience in taking the next step (e.g. scheduling of in-person meeting) in the investment process.

Verbal Communication

Our spoken words have greater power than that of the sword: The words can encourage the people to take over and complete the tasks beyond their ability. We talk with other people for many purposes like to escape boredom, to get acquainted with a newcomer, to warn or order, to suggest or instruct and various other such purposes.

There are various advantages of verbal communication like:

1. The speaker gets immediate feedback from the receiver, which helps him to find out how he receives the message and how he reacts to it. The immediate feedback not only lets the communicator to know the kind of response from the receiver but it also helps him to modify his message in such a way that it becomes readily and favorably acceptable to the receiver.
2. The communicator can clarify certain ideals in his message which are not properly understood by the receiver or which might leave some doubts in his mind. These doubts or the queries of the receiver arise from the defective message and these are communicated to the receiver in form of feedback.
3. Verbal messages can be transmitted through telephone almost immediately whereas the written message take more time to reach up to the receiver by post. The written message takes comparatively longer time because it may require consulting, dictating, drafting, typing, posting, etc. which the oral transmission does not require. When immediate action is required, the oral communication is the best media.
4. The speaker can judge the replies of the other party and can change his arguments in such a way that thereby he can influence the attitudes, feelings, opinion and beliefs of the receivers. The oral directive and instructions are effective in controlling the employees and the situation in order to ensure the fulfillment of the objectives.
5. Verbal communication is less formal than the written communication. Informal talks can help in building friendships and personal relations between the communicator and the receiver.
6. Verbal communication is convenient and reliable media for communicating in committees, conferences and meetings where a number of people come together for discussion.

Communication is best achieved through simple planning and control; here we look at approaches, which might help you to do this, and specifically at meetings, where conversations need particular care.

- In order to be effective, approach any conversation situation that is important to you with a definitely formulated purpose. Know why you are entering into a conversation. Is it to be social? Make an impression, be polite, etc. Be genuine, as the listener will know if you are trying too hard or being false.
- If you become bored with the conversation it will show, so make sure you find interest in what is being said and have ideas of your own.
- Adapt your material and your manner to the person (or persons) with whom you are talking. Find out what interests the person you are talking to, possibly before you meet him. A quick chat to someone before a meeting can often result in some information that you can use in the conversation. Prepare well for formal occasions.
- Perhaps, have ready, some interesting material for conversation. If there is a lull you can relax everyone by telling them about an experience you had, e.g. the latest film and how it related to something you were involved with at work or home, etc.

- Have some definite comments to make. A particular view about a subject will always lead to further discussion. You can add to other people's points and make that discussion part of a learning process as everyone exchanges views.
- Have lots of interests and usually you will be an interesting person!
- Remembering someone's name makes them feel happy. It is often difficult but it does help, especially if you have to introduce them to someone else in the future.
- Try to sense the mood of a person or group, body language, expressions and tone of voice. 90% of any verbal act involves non-verbal action!
- Be an active listener. An alert face and good body posture tell the other person that you are interested. Eye contact is essential.
- Hand movements often help a description, but one should be careful for those nervous fiddly movements that cause distraction. They may be a habit or just caused by the situation.
- The speed of your speech may fluctuate. Nervousness often causes speech rate to increase and hesitations can occur as the thoughts become disorganized. The problem is compounded when you are asked to repeat what you have just said.
- There is no harm in a pause, relax, take a breath and compose yourself. If you have stumbled, smile and give a genuine apology, it will allow you time to think about the rest of your conversation.
- In a crowded room shouting may be the only way to be heard, but often clarity of speech helps the listener to understand you more effectively.

Most verbal communication sort of drift along; in business, this is wasteful; as a manager, you seek communication rather than chatter. To ensure an efficient and effective conversation, there are three considerations:

- You must make your message understood
- You must receive/understand the intended message sent to you
- You should exert some control over the flow of the communication.

Thus, *you must learn to listen as well as to speak*. Those who dismiss this as a mere platitude are already demonstrating an indisposition to listening: The phrase may be stale, but the message is hugely significant to your effectiveness as a manager. If you do not explicitly develop the skill of listening, you may not hear the suggestion/information, which should launch you to fame and fortune.

As a manager (concerned with getting things done) your view of words should be pragmatic rather than philosophical. Thus, words mean not what the dictionary says they do but rather what the speaker intended. Suppose your manager gives to you an instruction, which contains an ambiguity, which neither of you notice nor which results in you producing entirely the wrong product? Who is at fault? The answer must be: who cares? Your time has been wasted, the needed product is delayed (or dead); attributing blame may be a satisfying (or defensive) exercise but it does not address the problem. In everything you say or hear, you must look out for possible misunderstanding and clarify the ambiguity.

The greatest source of difficulty is that words often have different meanings depending upon context and/or culture. Thus, a 'dry' country lacks either water or alcohol; 'suspenders' keep up either stockings or trousers (pants); a 'funny' meeting is either humorous or disconcerting; a 'couple' is either a few or exactly two. If you recognize that there is a potential misunderstanding, you must stop the conversation and ask for the valid interpretation.

Barriers to Verbal Business Communication

Language

- **Vocabulary:** The vocabulary and its extent must be limited to the range that the listeners can understand. Otherwise you might as well be talking in a foreign language!
- **Jargon:** It is so easy to pick up the jargon of the organization or the discipline, but if the listeners do not come from the same environment, the jargon is not understood and can be annoying.
- **Ambiguity:** Be careful what you say what you mean, not simply what you mean to say. Extra care is essential when multi-cultures form the

audience in view of differing meanings to some words and sayings.

- *Rambling*: Keep KISS (Keep it Simple) in mind, and avoid the long, vague rambling speech. Otherwise there is the danger of the audience stop listening or even falling asleep.
- *Unusual words*: If the words are unfamiliar to you, ensure that you are using the best word, the right word, pronounced correctly. Are you using it because it is the best, only, correct, or most appropriate word, or are you simply using it for effect? Is the audience likely to understand it?

Psychological (On the Part of the Listeners)

- *Pressures*: All sorts of pressures are working on members of an audience, and these can detract and distract from listening fully to what is said. Work, health, domestic, money, learning, social, and other pressures can all have an effect.
- *Mood*: Listeners, who are easily affected by the mood they are in, may be in such a mood that listening to you may not be a priority.
- *Enforced attendance*: Not every learner attends a training program voluntarily. If they are attending because they were told to, they are unlikely to be in a receptive mood and will, perhaps, even actively resist learning.
- *Fear*: Fear can be a strong motivator for listening and learning, but, if it is too strong, it becomes a barrier to listening and learning, the fear being uppermost in the person's mind.
- *Shyness*: The learner has overcome the first shyness barrier by actually attending. If something is not understood, however, the shyness may prevent a question with the result that what follows is lost.
- *Aggression*: This may be linked with enforced attendance, or an on-the-spot dislike of you, the learning environment, or the other learners. It usually exhibits itself by an aggressive expression that is developed rather than listening to what you are saying.
- *Resistance to learning*: The reasons for this attitude can be many: enforced attendance, failure to see the reason for the training, various dislikes, and so on. "I do not intend to learn" can sometimes be broken down by involvement or an interesting presentation or activity, but often it stays throughout the session.
- *Know-it-all*: It is one of the common types of resistance to learning, particularly by long-serving employees who have been sent on the training against their wishes. If this is indeed the case, it is more effective to try to use their experience within the group than to try to react to the attitude.
- *Too old to learn*: This is usually an attitude developed by those who are frightened to learn or otherwise do not want to learn. Research has shown that, unless older people have allowed their minds to degenerate, they are often, because of a wealth of experience, better learners than many younger people.
- *Status differences*: Sometimes the learners are at different status levels within the organization. Unless the group is well established, the higher level members may resist to avoid making fools of themselves in front of their juniors, who themselves do not want to take the risk of showing themselves up in front of their bosses.
- *Mind not on the learning*: If the learner's mind is still on what has been left at work or on other worries-responsibility for making arrangements for a variety of events, interview coming up, and so on-full attention is not paid to the learning.

Environmental

- *Noise, heat, cold, ventilation, space available*: All these aspects of the environment can get in the way of listening and learning. Sometimes they can be resolved and the barrier is broken; at other times nothing can be done and they may remain as barriers.
- *Interruptions/work intrusion*: Interruptions of whatever nature, but particularly if they bring work into the learning environment, affect listening and learning. Most can be avoided by preliminary precautions.
- *Restricted time*: Learning requires a variable length of time to be effective-time to fit in the material of the event, time for different learners to assimilate material, time for the trainer to put over the material effectively,

and so on. If there is a time restriction, this has a detrimental effect on both the trainer and the learner.

Speech

Unskilled speaker: An unskilled speaker uses methods and techniques that are not the most effective with which to make impact on the listeners. Too many hesitations, verbal noises, mannerisms, and so on are noted by the listeners, who may take more notice of these than of what is being said. There may be an element of sympathy for the inexperienced speaker, but lack of skill is unlikely to be approved.

- **Accent:** At one time regional accents were not acceptable for many areas of public speaking. This has now been discounted, but if the accent is too strong, it may not be understandable. The use of dialect words, however, should be avoided since these may not be widely understood.
- **Manner:** Speakers may not be able to completely control their overall manner, but usually this can be modified somewhat for the period required. A patronizing manner is soon recognized and rejected by the listeners. Aggression from the speaker results in either withdrawal or returned aggression, neither of which is conducive to good communication. An abrasive manner has a similar effect. Speakers can usually modify the first two; the last one is more difficult since speakers may not even be aware of this aspect of their natural manner.
- **Attitude:** This aspect of the speaker is often not self-recognized, but nevertheless may have an effect on the extent of listening and acceptance. The speaker's prejudices may emerge unconsciously—racism, sexism, and so on and even personal views that ignore or reject the views of others without reason or argument. The speaker may be judgmental, making decisions or forcing opinions without seeking other options, and, perhaps because of these two aspects and other internal motivation, may be over directive. Trainers have to be aware of these possible attitudes in themselves and, if present, modify their approaches accordingly. The latter aspect is

particularly important in the training field in which the emphasis is more and more on learner-centered rather than trainer-centered control.

- **Lack of knowledge:** The converse of knowing it all and letting everybody be aware of this is demonstrating that the speaker's knowledge of the subject is limited or incomplete. The listener, particularly in a learning situation, has every justification in rejecting someone who has obviously not undertaken sufficient care in preparation in order to know the subject. Naturally nobody knows everything and at times the trainer will admit some lack of knowledge, making a firm promise to find out. But if this becomes an over frequent admission, credibility is soon lost.

Barriers to listening

- Hearing difficulties and seating position
- Speed of thought, being ahead of the speaker
- Prejudice against speaker's apparent background, culture
- Speaker's apparent experience (or lack of it)
- Different views from speaker's
- Difficulties of language and jargon
- Undefined reaction against speaker
- Wanting to speak yourself
- Internal environmental distractions
- External distractions
- Incongruent verbal and non-verbal behavior
- Heard it all before
- Not interested in subject (and determined not to be)
- Only present because of being sent
- Wanting to hear only what you want to hear
- Assuming what is being said
- Emotive words and phrases ("with respect," etc.)
- Daydreaming
- Other things on your mind
- Tiredness.

Non-verbal Communication

Non-verbal communication is usually understood as the process of communication through sending and receiving wordless messages. Such messages can be communicated through gesture; body language or posture; facial expression and eye

contact; object communication such as clothing, hairstyles or even architecture; symbols and info graphics; prosodic features of speech such as intonation and stress and other paralinguistic features of speech such as voice quality, emotion and speaking style.

Scholars in this field usually use a strict sense of the term 'verbal', meaning 'of or concerned with words,' and do not use 'verbal communication' as a synonym for oral or spoken communication. Thus, sign languages and writing are generally understood as forms of verbal communication, as both make use of words—although like speech, both may contain paralinguistic elements and often occur alongside non-verbal messages. Non-verbal communication can occur through any sensory channel—sight, sound, smell, touch or taste. Non-verbal communication is also distinguished from unconscious communication, which may be verbal or non-verbal. Also, non-verbal communication comes in many forms at the same time. For example, a person's dress, tone of voice, attitude, and movement all contribute to the communication going on in a certain situation.

Non-verbal communication has a very limited range as it communicates feelings of likings and disliking and reinforces the feelings expressed through verbal media. Only occasionally, it contradicts those feeling which the communicator expresses verbally. **The non-verbal media is the most suitable means for the expression of the emotional messages.**

We communicate non-verbal messages in three languages: sign language, action language and objective language. Sign language is deliberately used to replace words, numbers or punctuation marks by the gestures. Action language includes all the movements, which we do not use exclusively as signal, i.e. walking, running, eating, etc. Most of these actions are intentional non-verbal stimuli. Object language can be either intention or non-intentional display of material things, i.e. clothing, jewellery, art objects. All these non-verbal languages help the communicator to talk without words. They give us the cue for interpreting human behavior, cue for transmitting messages and the clue about

intentions, emotions, views, social status and personalities of the people.

Often we spend a great deal of time in organizing verbal messages. It indicates that effective oral or written communication requires conscious efforts. We spend years together in learning how to read, write, and speak. Non-verbal communication does not require that much of conscious effort. It is usually learnt by imitation. Even silence is a form of non-verbal communication, which usually goes unnoticed. It is observed that: **93% of communication is non-verbal.**

Body Communication

Body language is a broad term for forms of communication using body movements or gestures instead of, or in addition to, sounds, verbal language, or other forms of communication. It forms part of the category of paralinguage, which describes all forms of human communication that are not verbal language. This includes the most subtle of movements that many people are not aware of, including winking and slight movement of the eyebrows. In addition body language can also incorporate the use of facial expressions, posture, and gestures.

Facial expression: Facial expressions are an important channel of non-verbal communication. Many animal species display facial expressions, but expressions are highly developed particularly in the primates, and perhaps most of all, in humans. Even though the human species has acquired the powerful capabilities of a verbal language, the role of facial expressions in person-to-person interactions remains substantial. Messages of the face that provide commentary and illustration about verbal communications are significant in themselves.

Other types of expressions provide another, different mode for understanding the private, hidden side of the inner person, a side which may not be accessible in the form of verbalizations. For example, the facial behaviors related to emotion can reveal part of the feeling side of a person's private life. Such emotion indicators range from stereotyped, full-face expressions that are obvious to fleeting, partial-face movements that are hard to see. The study of human facial expressions has

many aspects and many questions about facial expressions remain unanswered and some areas are relatively unexplored. Facial expressions and the ability to understand them are important for successful interpersonal relations, so improving these skills is often sought.

Face can be divided into four parts: (i) Upper face, which includes eyebrows and forehead; (ii) middle face, which includes the eyes, eyelids and foot of the nose; (iii) the lower face, which includes mouth and chin; and (iv) the sides of the face including cheeks. Facial expressions can communicate happiness, anger, surprise, embarrassment, boredom, fear, sadness, disgust, apology, favor, liking or disliking. Sometimes different facial features require coordination in order to convey some messages.

Human face is so mobile that we unconsciously and effortlessly convey love, affection, sympathy, anger, boredom, disapproval or surprise. All this is so possible because of the proper coordination of the facial features. Smiling eyes reinforces a smile at the lips, half-raised eyebrows indicate worry, half-closed eyes indicate boredom, an up-curved mouth indicates happiness and a down-curved mouth indicates unhappiness.

Posture: Posture gives us an idea about the attitude of the person towards others who are involved in the process of communication. A good deal of relaxation in posture indicates disrespect, dislike and disinterest in the other person. A less relaxed posture indicates respect and liking. Postures also indicate superiority, fear, aggressiveness, confidence, rejection and anxiety. Anxiety, fear and lack of confidence in indicated by the total lack of relaxation in the postures. Superiority, high status, confidence and even aggressiveness are generally indicated by a relaxed posture.

There are many postures like looking down, slouching, bending head or biting one's nails, etc, which reveal anxiety, nervousness and the feeling of insecurity in the person. There are postures like forward leaning of the body or possible touching the other person, which usually indicate nearness, intimacy, affection and other positive feelings, towards the other person. We can also communicate moods through the posture. The effect of impressive clothing, good grooming

and other items of dressing are lost when one is not careful enough about proper posture. The traits of character or personality are also revealed by the posture. One is supposed to be lazy if he sprawls when he sits, resting all your weight on one leg indicates that one is tired.

Body movements: An individual will increase his body movements as the intensity of his emotions increases. One of the most basic and powerful body-language signals is when a person crosses his or her arms across the chest. This can indicate that a person is putting up an unconscious barrier between themselves and others. It can also indicate that the person's arms are cold. But in a serious or confrontational situation, it can mean that a person is expressing opposition. When you see such body signals, you need to adjust your presentation to fit a hostile situation. If, for instance, you are negotiating salary with your boss or supervisor when you notice these signals, realize that he or she is not thinking favorably.

Consistent eye contact can indicate that a person is thinking positively of what the speaker is saying. It can also mean that the other person does not trust the speaker enough to "take his eyes off" the speaker. Lack of eye contact can indicate negativity. Disbelief is often indicated by averted gaze, or by touching the ear or scratching the chin. So is eyestrain, or itchiness. When a person is not being convinced by what someone is saying, the attention invariably wanders, and the eyes will stare away for an extended period.

Gestures: Gestures are communications like facial expressions, hand signals, eye gazing, and body postures. Examples include smiles, handshakes, waving, and raising certain fingers to say something. For instance, if you saw a friend at a noisy carnival, you might smile and wave at your friend. You might also point at the car if you wanted to meet your friend there. You could do all of these things without saying a word.

The hand gestures play a significant role in supplementing the verbal communication. Hand signals are as arbitrary and conventional as those used in our verbal languages. The words, which are used as the linguistic signal, are culturally determined and they do not have meanings but they represent the culturally accepted meanings. The movements of the entire body like stepping

forward, pulling backward, crouching, hunching shoulders, turning on one side or another, etc. are the body gestures, which suggest non-verbal message of certain mood or feeling.

Eye contact: The area around the eyes is one of the most expressive part of the face. The eyes hold the place of most significance among all the body expressions. Eye contact gives us the cues to reveal a good deal of truth about the traits of someone's personality. We nearly spend 45 percent of the time in eye contact with others during discussions though it may be only for duration of seconds.

Repeated mutual eye contact indicates friendship, love and intimacy. Embarrassed or nervous people avoid eye contact. It is easier to maintain eye contact at public distance than at closer range. A teacher may assume that those students who maintain an eye contact are more sincere.

Space Communication

The term '**proxemics**' refers to the study of how we use space to communicate messages.

Body spacing and posture, are unintentional reactions to sensory fluctuations or shifts, such as subtle changes in the sound and pitch of a person's voice. Social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations.

- **Intimate distance** for embracing, touching or whispering
- **Personal distance** for interactions among good friends
- **Social distance** for interactions among acquaintances
- **Public distance** used for public speaking.

It is noted that different cultures maintain different standards of personal space. In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordic cultures the opposite is true. Realizing and recognizing these cultural differences improves cross-cultural understanding, and helps eliminate discomfort people may feel if the interpersonal distance is too large or too small. Comfortable personal distances also depend on the culture, social situation, gender, and individual preference.

Intimate distance of six inches or less lends itself to non-verbal communication and the subject discussed between the two persons involved in communication is usually some secret. The intimate distance is used to discuss confidential matters. Personal distance, ranging from 1.5 to 4 feet is a distance for close relationship and friendship. Social distance ranges from four to twelve feet and is suitable for business discussions or meetings in business offices. Public distance ranging from 12 feet to more is suitable for public meetings.

The way people communicate with one another depends upon the proxemics of where the people are in relation to one another. The distance maintained between people during communication in houses offices and elsewhere throw light on their relationships. The appropriate distance between a communicator and a receiver depends upon the communication situation. The appropriate distance between colleagues need not be the same as the appropriate distance for talking with the superior. The structure and use of space conveys a non-verbal message for itself. The authority, powers, position and status can be indicated by the location of the office and its furnishings. The space speaks also when individuals come physically closer or maintain distance between them. They move closer with those whom they like and maintain distance from those whom they dislike. A greater distance is usually maintained from the people with high status.

Paralanguage

Paralanguage refers to the non-verbal elements of communication used to modify meaning and convey emotion. Paralanguage may be expressed consciously or unconsciously, and it includes the pitch, volume, and, in some cases, intonation of speech. Sometimes the definition is restricted to vocally-produced sounds. The study of paralanguage is known as **Paralinguistics**.

In text, only communication such as email, chat rooms and instant messaging, paralinguistic elements can be displayed by emotions, font and color choices, capitalization and the use of non-alphabetic or abstract characters. Nonetheless, paralanguage in written communication is limited in comparison with face-to-face conversation, sometimes leading to misunderstandings.

Paralanguage, including body language, has been extensively studied in social psychology. In everyday speech and popular psychology, the term is most often applied to body language that is considered involuntary, even though the distinction between voluntary and involuntary body language is often controversial. For example, a smile may be produced either consciously or unconsciously.

‘Voluntary body language’ refers to movement, gestures and poses intentionally made by a person (e.g. conscious smiling, hand movements and imitation). It can apply to many types of soundless communication. Generally, movement made with full or partial intention and an understanding of what it communicates can be considered voluntary. ‘Involuntary body language’ quite often takes the form of facial expression, and has therefore been suggested as a means to identify the emotions of a person with whom one is communicating.

Paralanguage refers to something in addition to language itself. It distinguishes the verbal message from the vocal message. It makes distinction between what is said and how it is said. But it is concerned with how something is said rather than what is verbally said. Paralinguist studies the voice qualities such as intonation pattern, pitch stress, intensity, range, rhythm, tempo, articulation control, resonance and some vocalizations such as sighing, yelling, yawning, laughing, grunting, crying, giggling, etc. The study of vocalizations and voice qualities gives us the vocal cues which differentiate emotions and gives us an idea of the speaker’s social standing and personality traits.

Every human being possesses a distinctive and unique contribution of voice qualities. A combination of paralinguistic vocal characteristics help many people to make some judgment about the personality of another person, which, in some cases, turns out to be accurate and reliable. Deep throaty voice of men indicates sophisticated and mature personality, but deep throaty voice in women indicates boring and ugly personality. Nasal voice indicates nagging and unpleasant personality while breathy and high-pitched voice indicates pretty

and feminine qualities. Flat monotonous voice indicates the personality of the man who lacks interest in life.

Temporal Communication

Temporal communication refers to the use of time as an important non-verbal element. This communication is also called ‘chronemics’. Time can be considered as a commodity that can be saved, wasted, earned or spent.

‘Chronemics’ or ‘temporal communication’ is concerned with the study of how human beings communicate through their use of time. Almost everyone is usually sensitive and concerned about his use of time. In business world, time is money for everybody and every successful business man seems to be very time conscious.

Delay in replying to a personal or business letter, a phone call, later entrance at a committee meeting, meeting a friend after a long interval of time, and various other examples of this kind communicate certain non-verbal messages. Use of the watches or time clocks throughout the working hours, agendas setting completion dates for projects and other works, time scheduling, etc, show the importance of time in business organization. Completing the work within a specific recommended time communicates sincerity, hard work, loyalty and reliability, whereas frequent late coming and absenteeism may communicate unreliability.

Some varieties of time on the way social groups and societies organize time

1. Technical time: The precise forms of time associated with scientific inquiry.
2. Formal time: The institutionalized division of time into units.
3. Informal time: The loose organization of time associated with phrases.

Conclusion

All the above vehicles are effective. But more important than any specific vehicle for upward or downward communication is the commitment by top management—and the supervisory staff—to the ongoing importance of communication to the success of the business mission. This must be implemented through regular, consistent effort by management at all levels.



QUESTIONS FOR PRACTICE

1. What is the meaning of communication? Define communication.
2. What is the importance of communication in human life?
3. Discuss the various elements of communication.
4. What are the different barriers in the process of communication?
5. What is the importance of feedback in communication?
6. Discuss the 7 Cs of communication.
7. According to you, which is the best type of communication and why?
8. How is interpersonal communication different from group communication?
9. What are the characteristics of intrapersonal communication?
10. Write a note on the emergence and significance of mass communication.
11. How would you plan and conduct an interview?
12. Why is listening important in communication? Discuss various types of listening.
13. What are the reading purposes?
14. What do you understand by 'paralanguage'?
15. Give the advantages and disadvantages of verbal communication.
16. Enlist the various types of non-verbal communication.

SUGGESTED READING

1. Communication systems: An Introduction to Signals and Noise in by Bruce Carlson A, Paul B Crilly, Janet C Rutledge (McGraw Hills Education, Asia)
2. Essentials of Business Communication by Jain NC (All India Traveler Bookseller, New Delhi).
3. Principles of Communication by Charles Nandi (Reference Press)
4. Principles of Communication by Vijaya Somasundaram (Authors Press, Delhi)
5. Principles of Communication Systems by Herbert Taub, Donald L Schilling, Goutam Saha
6. Signal systems & Communication by Lathi BP (BS Publication)