COMMUNICATION SKILLS

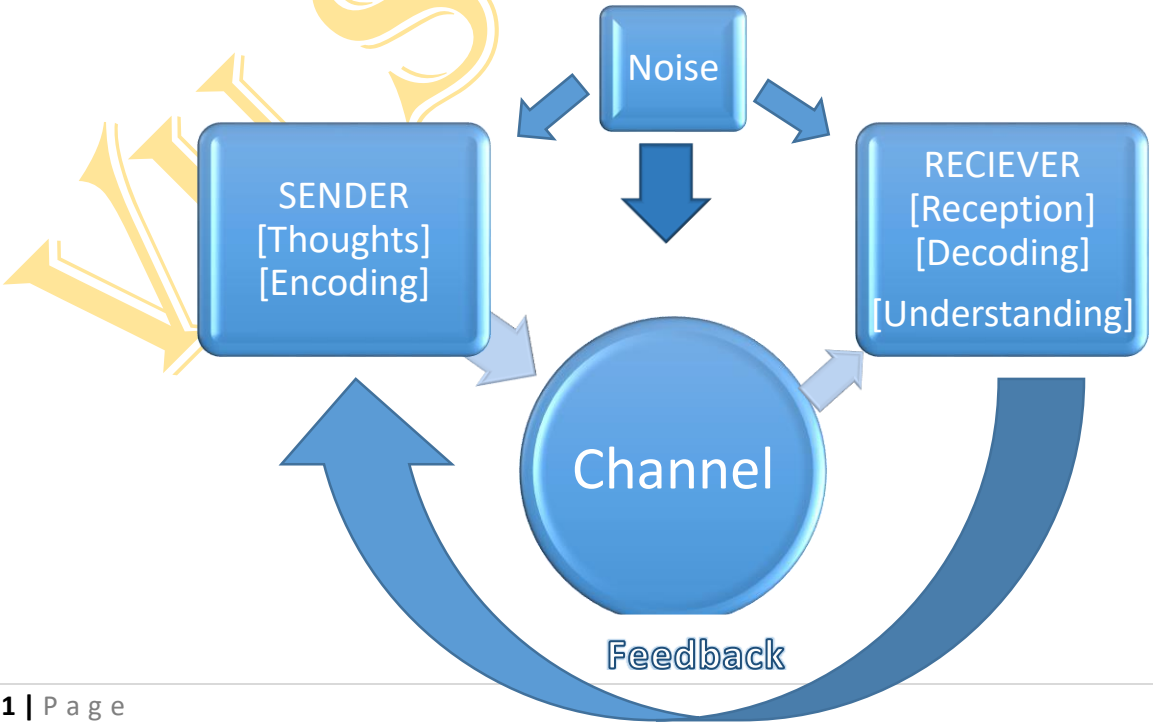
MCM301

Short Notes By

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Lecture#01:

- ✓ 'Communication' is derived from Latin word 'Communico' which means 'to share'. And 'Communication' means 'the process of sharing'.
- ✓ Definition: "Communication is a process, which involves sharing of information between people through a continuous activity of speaking, listening, and understanding."
- ✓ The Communication Process or Cycle:



✓ The steps involved in Communication Process are:

1. Idea | Information exists in mind of sender.
2. Encoding | Converts the idea in words, symbols or gestures and send it to receiver.
3. Channel | Medium i.e. through which data is send and received.
4. Decoding | The act of understanding message (words or symbols)
   - 4.1. Content | Actual words or symbols of message known as Language. [Words and gestures combined into phrases that makes grammatical and semantic sense.]
   - 4.2. Context | is the way the message is delivered known as Paralanguage. [Tone of voice, the look in the sender's eyes, body language and hand gestures, state of emotion (anger, fear, uncertainty, confidence, etc.]
5. Feedback | or Two-Way Communication is the check-on and it determines whether understanding has been achieved or not.
   - 5.1. Evaluation | Making a judgment about worth, goodness and appropriateness.
   - 5.2. Interpretation | Paraphrasing i.e. explaining sender's message in own words.
   - 5.3. Support | Trying to assist the sender
   - 5.4. Probing | Trying to clarify points by discussing additional information.
   - 5.5. Understanding | Trying to know the complete understanding of message.

➢ NOISE | Any disturbance in sender's, receiver's or channel's background that will not let the message understood clearly.



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Lecture#02:

✓ There are five levels of Communication:

1. Intrapersonal Communication | 'Intrapersonal' means 'within the person'. You initiate, receive, and process messages within yourself. You are playing both the roles of: sending & receiving. Through it you know yourself and develop your self-concept, self-determination, and self-motivation. It includes the way we think and the way we communicate with ourselves.

1.1. The Self | Role the self plays in communication is vital and complex. At the center of how you communicate, is how you see yourself, or your sense of who you are. This sense of self is central to how you communicate with others.

1.1.1. Self Concept | It is the total picture of how you see your whole self. It is your psychological, physical, spiritual, social and your intellectual self.
Self-concept also means knowing how others perceive you. And as a result of this feedback, you develop a sense of self over the course of your life. Until the day you die, you will constantly modify your self-concept. This is because we are always interacting with other people.
Self-concept is made up of two components, self-image, and self-esteem.

1.1.1.1. Self-Image | is literally a picture or image of who you are. We play so many roles in our daily life. Self-image is how you see yourself and how you describe the roles that you play in life. These roles can be described as:

1.1.1.1.1. Achieved Roles | Achieved roles are roles that you work to accomplish or to achieve, such as, professor, honor student, etc.

1.1.1.1.2. Ascribed Roles | Ascribed roles are roles that you are born into, son, brother, and sister.

1.1.1.2. Self-Esteem | is the process of self-evaluation. It is how you feel about yourself in each of those roles. It is certainly affected by how others evaluate your performance in a particular role. To be found lacking in the performance of a particular role results in hurt feelings and diminished self-esteem.

✓ Intrapersonal communication processes depend upon:-

1.2. Communicator's:

1.2.1. Frame of reference | Your frame of reference refers to the way you view your world. It is your structure for encoding and decoding messages. [It consist of your beliefs, attitudes, and values; your memory of experiences; your

cultural background; your stereotypes and expectations; your self-concept; your feelings and level of stress; your thinking patterns; and other psychological factors.]

1.2.2. Creativity | Creative thinking involves visualizing something in an innovative, new, or unique way. You can increase your creativity by learning to think in less traditional ways.

1.2.3. Self-talk | or in Imagined Communication, individuals talk to someone else or to themselves as if they were another person. However, the communication takes place in their minds (internally instead of externally).
This approach, can help most speakers to succeed in public communication situations by reducing their anxiety

1.2.4. Risk-taking behavior | At least a minimum amount of risk is necessary for growth and development. When we communicate, we risk rejection by others. Behaviors that threaten our self-concept or intrapersonal processes are "risky". Your intrapersonal processes about risk-taking are influenced by your past experiences and interaction with others.

2. Interpersonal Communication | Any
3. Mediated Communication | Any
4. Person-to-Group Communication | Any
5. Mass Communication | Any

Lecture#03:

2. Interpersonal Communication | when two (or a few) people talk face to face. Interpersonal relations are the interactions between two or more persons. An exchange with just two people involves at least three communication elements. The unique thinking done by each person and the overriding process created by the interpersonal exchange.

✓ Behavior and Interpersonal Communication | Our perception about each other is based on the displayed behavior. All behaviors are motivated. The motives however, may be known or unknown. Behaviors determine the quality of interpersonal relationships by directly influencing every transaction in interaction.
To communicate well, we need to know our frames of reference and ourselves and to be able to assess other people. Some of the reasons we do not assess other people well are given below:

- We assume that people would behave the same way in every situation.
- We try too hard to put everyone into consistent categories.
- We are too influenced by first impressions.
- We are positively influenced where we have common characteristics with other people, e.g. same school, same function.

- We are too influenced by apparent negative points, e.g. if someone is not very good at short-term decision making, we might assume that he/she is not going to be good at long-term planning either.
- We make constant errors because of our own limited frames of reference and self-concept.

The Contextual View | The interact-ants are in close physical proximity to each other, there are many sensory channels used, and feedback is immediate. It does not take into account the relationship between the interact-ants.

✓ Interpersonal communication is contextual | Communication does not happen in isolation. There is:

- **Psychological context**| Which is who you are and what you bring to the interaction. Your needs, desires, values, personality, etc.
- **Relational context**| Concerns your reactions to the other person--the "mix.
- **Situational context**| Deals with the psycho-social "where" you are communicating. i.e. classroom vs restaurant.
- **Environmental context**| Deals with the physical "where" you are communicating. Furniture, location, noise level, temperature, season, time of day, etc.
- **Cultural context**| Includes all the learned behaviors and rules that affect the interaction

The Developmental View | We have many different relationships with people. Interpersonal communication is defined as communication that occurs between people who have known each other for some time. Importantly, these people view each other as unique individuals, not as people who are simply acting out social situations. Interpersonal channels include:

- **Conversations**| involve **unstructured, informal, and slightly purposive** communication transactions.
- **Dialogues**| Dialogues introduce **purpose** in relatively structured and formal transactions.
- **Interviews**| In the **directive** interview, the interviewer commands the transaction. In the **nondirective** interview, both parties give direction to the interview. The **stres**s interviewer uses emotion-laden questions to determine how well the stress interviewer handles stress. The **depth** interview involves a directive probe into the topic.
- **Small groups**| include **four to ten people**, with location, time, topic, purpose, formality, designation, and cohesion having an impact on the transaction Methods for conducting group meetings include problem-solving, educating, brain storming, and role-playing.

Functions of Interpersonal Communication | We engage in communication with another person, we seek to gain information about them. We also give off information through a wide variety of verbal and nonverbal cues. The various functions of interpersonal communication are:

- **Gaining Information|** Social Penetration Theory says that we attempt to gain information about others so that we can interact with them more effectively. We can better predict how they will think, feel, and act. Self-disclosure is often used to get information.
- **Building a Context of Understanding |** The words we say can mean very different things depending on how they are said or in what context. Content Messages refer to the surface level meaning of a message. Relationship Messages refer to how a message is said.
- **Establishing Identity|** The roles we play in our relationships help us establish identity. Both roles and face are constructed based on how we interact with others.
- **Interpersonal Needs|** we need to express and receive interpersonal needs. The three identified needs are:
  - Inclusion | the need to establish identity with others.
  - Control | the need to exercise leadership and prove one's abilities.
  - Affection | the need to develop relationships with people

Lecture#04:

Communication in the Organization | Guiding Principles

- ✓ People are not mind readers. They judge you by their behavior & not by your intent.
- ✓ A word is like an arrow, once out of the bow never returns.
- ✓ We don't exchange ideas; we exchange symbols that stand for ideas.

3. Mediated communication | when two (or a few) people do not communicate face to face and thus do not have direct feedback. Mediated communication often uses a mechanical or electrical device to transmit or receive messages.
4. Person-to-Group Communication | The person-to-group level involves one speaker and audience. A small, private person-to-group situation often has some of the characteristics of interpersonal communication. The traditional speaker and audience setting may include microphones, projectors, and tape player.
5. Mass communication | Mass communication includes messages sent to large, public, dissimilar, anonymous, distant audiences using some intermediate instrument of transfer. The instruments include electronic and print. The restricted opportunity for feedback is the most serious barrier to effective mass communication.

Communication in the Organization

Communication is used extensively in the managerial functions of planning, organizing, staffing, directing and controlling. Communication in the modern organization flows downward, upward, and the horizontal, its destination can be either internal or external.

- ✓ Downward Communication | flows from people at higher levels to those at lower levels in the organizational hierarchy. The primary function of downward communication is to inform employees about things important to them such as:
  - Information about their jobs

- Organizational policies and procedures
- Feedback about their performance
- Organizational goals and objectives

The types of downwards communication may include instructions, speeches, meetings, announcements, memos, notifications, letters, hand-books, pamphlets, company newsletters and periodicals, bulletin boards (notice boards) policy statements, and procedures.

Why is this needed?

- Workers will better motivated and become more efficient.
- They need clear job directions and safety rules.
- They need to know facts about organizational strategy, products, and viewpoints on important controversial issues.
- Employees want to know about their benefits.
- In a way the employees, through their collective pressure, force their employers to be accountable for their decisions through effective downward communication.

✓ Upward Communication | travels from subordinates to superiors and continues up the organizational ladder. Unfortunately, this flow is often hindered by people in the communication link who filter the messages and do not transmit all the information, especially unfavorable news to their bosses.

Types of media used to direct information upward are reports, interoffice memos, supervisor subordinate conferences, suggestion systems, and grievance procedures.

✓ Lateral Communication | It includes horizontal flow of information, with people on the same or similar organizational levels, and diagonal flow, with people at different levels who have no direct reporting relationships. The lateral communication is used to speed up information flow, to improve understanding, and to coordinate efforts for the achievement of organizational objectives. Most lateral communication is of an oral nature, involving a conference between the participants.

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Lecture#05:

Communication Destination | The destination of communication is either internal or external.

- ✓ Internal Communication | Upward, downward, lateral flow falls in it. Interoffice memos, **informal reports**, and conferences are used to communicate internally. It helps increase job satisfaction, safety, productivity, and profits and decreases absenteeism, grievances, and turnover.
- ✓ External Communication | Examples of publics that organizations communicate with are consumers, stockholders, governmental agencies, foreign suppliers, wholesalers, and retailers. Letters, **formal reports**, stockholder reports, proposals, stockholder meetings, telephone conversations, and conferences are used to communicate externally.
  Organizations that have stockholders hold annual stockholder meetings to conduct official business— such as electing individuals to the board of directors.
  An increasing amount of organizational business is conducted over the telephone. The primary reason for using the phone in the first place—to save time—actually takes more time because of the duplicate effort involved in making the phone call and then preparing the written documentation.
- ✓ Benefits of Effective Communication | Specific communication skills that a person may require in any organization will vary from job to job.
  - Conflict resolution | Conflict is a normal part of doing business. Conflicts are inevitable; however anger, grudges, hurt and blame do not have to be. Organizations totally devoid of conflict would become apathetic, stagnant, and unresponsive to change. While unmanaged conflicts, disagreements and out-of-control emotions can harm important work and professional relationships. Effectively managed conflict can actually promote cooperation and build stronger relationships. An effective conflict resolution process leads to unity by addressing concerns or issues rather than suppressing them.
  - Motivation | Motivation is the process of satisfying internal needs through actions and behaviors. It affects individuals differently. It comes from within, from a person's own psyche, secret desires and deep-rooted needs which motivate us towards their satisfaction.
  - Problem Solving | People working together are bound to develop differences & have problems working together. An objective and practical way out to such a situation is to identify the real problem and find an amicable way to correct it. Regular communication, active feedback, and carefully monitoring of the results are all what constitutes creating such a consensus.
  - Public Relations | Every organization - government, business, labor, etc. depends on people. Their attitudes, attention, understanding, and motivation can be critical to the success or failure of an organization or idea. The public relations function takes many forms in different organizations, including public information, investor relations, public affairs, corporate communications, employee relations, marketing or product publicity, and consumer service or customer relations.

- ✓ Benefits of Effective Communication | **Organization**

  Effective communication benefits the organization by:

  - Positive Image | The image outsiders have of many organizations is negative because of ineffective communication by employees. An unfortunate situation arises when the listener or reader receives a totally incorrect perception of what the speaker/writer intended.
  - Cost Reduction | Effective communication skills make a significant contribution to organizational cost reduction. Let's take another example. Consider an organization with 10,000 employees. If each employee on the average wastes 10% of his/her daily working hours in inefficient communication, and if that 10% is equivalent to 100 rupees, then the total amount lost would be of around one million rupees per annum.
  - Increasing Employee Morale | Managers frequently underestimate the amount of communication employee's desire from them. As a result, information that employees would find useful simply does not get communicated. This lack of communication, in turn, creates an impression among the employees that their managers are not concerned about them or the positions they hold. When this impression is created, employee morale deteriorates.
  - Increasing Employee Productivity | In some organizations, employees are not as productive as they might be because management fails to communicate its expectations to them. Some employees have difficulty improving their productivity when they have not been made aware of what management expects of them or when they have not been fully informed how certain job tasks are to be performed.

- ✓ Misconceptions about Communication | **We need more communication**

  More often than not, these complaints are justified. But is the problem one of not enough communication or one of quality? The truth of the matter is that most of us are confronted by too much rather than too little communication. The problem is that we are not psychologically equipped to handle all of these messages. The point is that the quantity of communication that characterizes an environment has little to do with the quantity of communication in an environment. While there can be little doubt that we need to improve the quality of communication in our lives, we do not necessarily need more communication.

- ✓ Communication solves all problems |

  Communication is not a cure-all for the problems we experience. If we are properly skilled in communication, it can be a highly effective medium for the resolution of problems or conflicts.

- ✓ Communication breakdowns |

  The idea that communication can break down is widely accepted. Generally, people assume that communication has broken down when one person has failed to accurately interpret the communication behavior of another person. While this frequently happens, it does not mean communication has physically broken down. Rather, it means that we have been ineffective in communicating.

- ✓ Meanings are in words |

  The meanings we associate with words are a function of our individual backgrounds and experiences with other people "Words don't mean – people mean." This is to say, meaning can be subjective. The degree to which you and others share common meanings for words will depend on the extent to which you share common backgrounds and experiences.

Lecture#06:

Type of communication	Percent of time
Writing	11
Reading	15
Listening	32
Speaking	42

Listening | We spend more time listening than we spend at any other method of communicating. Most of us are unable to give close attention to what's being said for more than sixty seconds at a time. Listening goes beyond hearing. It involves making a conscious effort to hear, to give heed, take advice. Listening perceives sounds from the speaker, attaching meaning to the words, and designing an appropriate response. In listening, two people are thinking, sender and the receiver. Listening is the process by which spoken language is converted to meaning in the mind. Good listeners exert a positive effect on a speaker, helping to improve the speaker's effectiveness.

The Process of listening:

- ✓ Receiving/Hearing | The first element in the listening process is hearing, which is the automatic psychological process of receiving aural stimuli. Another factor in hearing is the speaker's rate. The average speaker's rate is between 100 to 150 words per minute. However most of us are able to comprehend rates up to 400 to 500 words per minute. Unlike listening, hearing begins and ends with this first stage of receiving. Listening begins (but does not end) with receiving the messages the speaker sends. The messages are both verbal and nonverbal. Hearing is the faculty of perceiving sounds. It is believed to be the first active sensory organ in human beings, even before birth: it has been established that babies in the womb hear external sounds as early as the fifth month. The fact that we are hearing does not necessarily imply that we are listening. By extending this awareness towards all auditory sources in our environments an authentic revelation may take place in our life. Our cities, fields, woods are an immense source of all possible kind of sounds, most of which we have never discerned before.
- ✓ Filtering | Filtering is the process of giving symbols meanings through the unique contents of each person's mind.
- ✓ Understanding | Understanding is the stage at which you learn what the speaker means.
- ✓ Remembering | What you remember is actually not what was said, but what you think (or remember) was said. Memory for speech is not reproductive. Rather, memory is reconstructive.
- ✓ Evaluating | Evaluating consists of judging the messages in some way. At times you may try to evaluate the speakers' underlying intent.
- ✓ Responding | Responding occurs in two phases:
  - ***i.*** Responses you make while the speaker is talking.
  - ***ii.*** Responses you make after the speaker has stopped talking. These responses are feedback. E.g. "I see", "yes", "uh-huh" etc. etc.

Levels of listening:

- ✓ Active listening | It is a process of sending back to the speaker what you as a listener think the speaker meant—both in content and in feelings.
  - ***Characteristics of Active Listeners:***
    - Active listeners are willing to give the speaker a chance to develop his or her ideas.
    - Active listeners are open-minded about people who look or sound different from themselves.
    - Active listeners can follow several methods of organization
    - Active listeners are likely to listen even more attentively when the material becomes difficult. It becomes a challenge to them.
- ✓ Protective listening | As a listener, you will sometimes hear negative and even hostile expressions aimed directly at you. While no one really likes to be subjected to hostile remarks, you have to control protective listening so verbal attacks are perceived without your having to defend or retaliate.
- ✓ Partial listening | A speaker's voice, mannerism, grammar, and pitch will increase or decrease the listener's tendency for partial listening. As a listener and a positive speaker, you should consciously control the urge for partial listening. This will help create an environment that produces greater understanding, and, in turn, more effective oral communication.
- ✓ Preferential listening | Listening that is directly affected by a person's beliefs, interests, or emotions is preferential listening. Just as people may see what they expect to see, listeners may listen for what they want to hear. Personal background, experiences, habits, and family tradition will many times change or distort the speaker's intended meaning into what the listener really wants to hear. Miscommunication is usually the result of preferential listening.

Types of listening:

- ✓ Critical listening | Critical listening is usually needed when we suspect that we may be listening to a biased source of information. Critical listening is also associated with being able to detect propaganda devices employed by a communicator. In adjusting your critical listening, focus on the following guidelines:
  - Keep an open mind.
  - Avoid filtering out difficult messages.
  - Recognize your own biases.
  - Avoid uncritical listening when you need to make evaluations and judgments.
  - Recognize and combat the normal tendency to sharpen.
  - Analyze the audience and adapt the message to the listeners.
  - Clearly organize the speech so that the listeners can follow the train of thought.
  - What is the speaker purpose? What does the speaker want from the audience? Is the overall, general purpose to inform or to persuade?
  - An intelligent, active listener is aware of the many possible meanings of words and attempts to place those words in the correct context.
  - Can the speech survive tests of evidence and reasoning? Are the main points supported by relevant facts and opinions? Has the speaker reasoned clearly and logically?
  - Does the speaker seem to know or care about what he or she is saying?
  - Are the speakers' verbal and nonverbal messages consistent? Do the nonverbal messages reinforce the speakers' thesis?
  - Does the speaker establish his or her credibility and behave in ways that enhance credibility?

- Is the material presented relevant? Is there a point to the speech? (Or do you, the critical listener, feel like saying "So what?" at the end?
- What is your overall impression of the speech?

✓ Empathic listening | As the term suggests, the listener tries to demonstrate empathy for the speaker. It can also be described as listening "between the lines". When we listen between the lines we heighten our awareness and interpersonal sensitivity to the entire message a person may be trying to communicate. Empathic listening serves as a reward or encouragement to the speaker. It communicates your caring and acceptance and reaffirms the person's sense of worth. Becoming an empathic requires focusing on the following guidelines:

- A greater emphasis on listening than on talking.
- Responding to that which is personal rather than abstract.
- Following the other in his exploration rather than leading him into areas we think he should be exploring.
- Clarifying what the other person has said about his own thoughts and feelings rather than asking questions or telling him what we believe he should be thinking, seeing, or feeling.
- Responding to the feelings implicit in what the other has said rather than the assumptions or "content" that he has talked about.
- Trying to get into the other person's inner frame of reference rather than listening and responding from our own frame of reference.
- The speaker is more apt to keep talking (vs. defending, blaming, shutting down, or withdrawing). This can build trust, intimacy, and relationships, over time.
- Listen respectfully
- Minimize misunderstandings.
- Recognize and identify emotions

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Lecture#07:

Listening Skills | we spend about 80 percent of our waking hours communicating, and at least 45 percent of that time listening. But although listening is so critical in our daily lives, it is taught and studied far less than the other three basic communications skills: reading, writing, and speaking.

Habits that can hinder our listening ability | Some of them are:

- Instead of listening, you think about what you're going to say next while the other person is still talking.
- You easily distracted by the speaker's mannerisms or by what is going on around you.
- You frequently interrupt people before they have finished talking.
- You drift off into daydreams because you are sure you know what the speaker is going to say.

How to become a better listener | The goal is to get more specific and better refined information The following tips can help you become a better listener:

- ✓ Don't talk… Listen | People want a chance to get their own ideas and opinions across. A good listener lets them do it. Be courteous and give the speaker your full attention.
- ✓ Keep an open mind | Don't just listen for statements that back up your own opinions and support your beliefs, or for certain parts that interest you.
- ✓ Don't jump to conclusions | Assumptions can be dangerous. Listen "between the lines." A lot of clues to meaning come from the speaker's tone of voice, facial expressions, and gestures. People don't always say what they mean, but their body language is usually an accurate indication of their attitude and emotional state.
- ✓ If you must speak, ask questions | Your questioning sequence will be moving from the broad to the narrow, and eventually you will have the information to make the best decision. Also it will help you uncover your counterpart's needs and wants.
- ✓ Don't let yourself be distracted by the environment | There can be too many distractions in the environment. If outside commotion is a problem, try to position yourself away from it. Make eye contact with the speaker, and force yourself to focus on the message, not the environment
- ✓ Take advantage of your brainpower | On the average, you can think four times faster than the listener can talk. So, when listening, use this extra brainpower to evaluate what has been said and summarize the central ideas in your own mind.
- ✓ Provide feedback | Make eye contact with the speaker. Show him you understand his talk by *nodding your head*, maintaining an *upright posture*, and, if appropriate, interjecting an occasional comment such as "*I see*" or "*that's interesting*" or "*really*?" The speaker will appreciate your interest and feel that you are really listening.
- ✓ Fight off distractions | Interruptions and distractions tend to prevent communication from proceeding smoothly or may even cause a setback. Employees, peers, children, animals, and phones can.

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Lecture#08:

Non-Verbal Communication | Nonverbal communication is interpersonal communication through nonlinguistic means, the nonverbal message typically expresses true feelings more accurately than does the verbal element. Non-verbal communication is everything except your words. The nonverbal element of the communication process is comprised of several factors including appearance, facial expressions, eye contrast, gestures, touch, posture, voice, silence, time, and space.

- ✓ Appearance | Elements such as clothing, hairstyle, overall cleanliness, jewelry, cosmetics, body size, and body shape transmit messages. A person's physical appearance can affect the impression others receive of his/her credibility, honesty, trustworthiness, competence, judgment or status.
- ✓ Facial Expressions | One's facial area (eyes, eye brows, forehead, mouth, and chin) is more capable of communicating nonverbally. The face sends messages about one's happiness, sadness, anger, frustration, disgust, fear, or surprise.
- ✓ Eye Contact | Establishing and/or maintaining eye contact signals that a person desires to communicate – that the communication channel is open. Breaking eye contact also sends several signals. Direct eye contact is a compliment to most people and builds trust. Watch eye movements when you ask someone a question. It is usual that if someone goes de-focused or looks up, they are going into a memory or into imagination. If they look down and to the right, they are going into a feeling. If their eyes move to the right or left, they are often talking to themselves or listening very carefully. Eyebrow muscle draws the eyebrows down and toward the center of the face if someone is annoyed.
- ✓ Gesture | some gestures (clenched fist, four stomping) indicate anger, others can indicate nervousness (foot tapping, finger tapping). Head nodding indicates agreement while head shaking indicates disagreement. Keeping one's arms closed tends to signal uncomfortable ness while open arms tend to reveal openness and acceptance.
- ✓ Touching | Touch can communicate many different things, such as affection, playfulness, hostility, decisiveness, solidarity, assurance and urgency, to name just a few. There are four universally recognized aspects of touching, all of which communicate varying emotions and intentions. The first is the professional touch, used, for example, by businesspeople, between a professor and his/her students and two people meeting for the first time. The second is the social/polite touch, used by acquaintances who wish to convey friendly but slightly detached appreciation and affection. The third is the friendly touch, which could be used by close friends or close businesspeople and colleagues congratulating one another on an accomplishment. The fourth and most intense touch is known as intimate touch, which is usually reserved for couples expressing love and affection through kissing, hugging, or caressing.
- ✓ Posture | Higher-stature people often stand more erect and hold their heads higher than do lower-status people. In a sitting position, however, higher-status people are likely to have a more relaxed posture than lower-status people who tend to sit in a rather rigid, erect position. Self-confident individuals usually stand more erect than those lacking confidence.
- ✓ Voice | Voice mannerism – pitch, rhythm, range, rate, non-words (such as "ah," "um," "uh"), and pauses – communicate more than the actual words. Excitement is communicated by a high-pitched voice and rapid rate of speaking. Messages communicated in anger are often accompanied by a loud speaking voice, while seriousness and sadness are communicated by a low-pitched voice. Pauses may indicate uncertainty on the part of the sender. There are eight attributes of speech that provide especially important vocal cues to the listener;

1. Loudness | Many times, lowering your voice almost to a whisper will help you make a point better than shouting.
2. Pitch | A monotone involves little or no change and may be perceived as indicating apathy or boredom.
3. Rate | A monotone involves little or no change and may be perceived as indicating apathy or boredom.
4. Quality | This is the characteristic that permits you to differentiate one voice from another.
5. Regularity | The regular or rhythmic voice will normally make you sound more confident or authoritative. Irregular speech might be perceived as more thoughtful or uncertain.
6. Articulation | Speaking each word clearly makes you easier to understand.
7. Pronunciation | Mispronouncing a word might be perceived as indicator of ignorance or incompetence.
8. Silence | Silence gives you an opportunity to listen.

- ✓ Silence | It can communicate that the receiver wishes the sender to continue talking. A receiver who outranks the sender in the organization might use silence to make the sender feel uncomfortable.
- ✓ Time | Arriving late for an appointment may diminish the importance that the visitor is perceived to attach to the appointment.
- ✓ Space | People in different cultures require different amounts of physical distance for communication. Too little or too much space between people can have a negative effect. • A space closer than 1.5 feet is normally considered to be for intimate communication. If you attempt to conduct any significant communication from any distance closer than 1.5 feet with somebody not very close could annoy or even make him/her nervous. • Allow a distance of 1.5 to 4.0 feet for close interpersonal contact only. • Allow a distance of 4.0 to 12.0 feet for most business transactions or consultations. Note that four feet is about the distance across the typical conference table. • Communicate only briefly or formally at a distance beyond 12.0 feet.

Lecture#09:

Barriers to Communication | These barriers hamper the growth of communication and relegate it to the status of a conversation where feedback is not expected. Some of the barriers to communication are discussed below:

- ✓ Over Communication | The quantum of the material to be communicated should be just right. This will not exhaust or close the mind of the receivers (excess of it can lead to information overload).
- ✓ Conflicting Information | The receiver already has some information, on the base of which he will discuss with speaker. If the two pieces of information are diametrically opposite, the receiver is left pondering over the reliability and validity of the original and current piece of information.
- ✓ Language Difference | Among the all problems in the use of language for communication are differences in interpretation of statements. This happens for various reasons:
  1. the result of misunderstanding
  2. an unconscious desire not to carry out someone's request
  3. the speaker has chosen a word that conveys a meaning different from that intended
  4. Sometimes semantic problems arise in the interpretation of words (because the meanings are not in the words but in the minds of the people who receive them).
  5. words that carry emotional overtones in a specific society are more likely to misunderstood.

6. Inadequate vocabulary
7. errors in speaking and writing
8. the proper level of language (To speak above their heads or down to them condescendingly is to invite misinterpretation, irritation, and confusion.)

- ✓ Interests and Attitudes | Transmission and reception of the message are contingent upon the mental frame of the sender and the receiver.
- ✓ Tendency to Evaluate | The time and energy which should have been utilized in assimilating the spoken contents of the sender is being used for evaluating the message and the manner of presentation. The listener should have total concentration and listening skills should be honed.

Lecture#10:

Barriers to Communication | Other barriers to communication are discussed below:

- ✓ Badly Expressed Massage | Improper formulation, lack of comprehension and presentation of message can prove to be detrimental to the growth of communication.
- ✓ Loss in Transmission | While speaking or delivering an important point, part of the message might be lost due to problems in the medium of transmitting the message.
- ✓ Poor Retention | If the receiver has poor retention power he would, more often than not, get confused and this would lead to misunderstanding of the message.
- ✓ Inattentive Listening | Partial or marginal listening can distort the intent of the message. Any kind of noise or distraction may make the receiver lose out on an important aspect of the spoken material.
- ✓ Differing Status, Position and Self-Expression | It is so easy to communicate when the mental faculties or the levels of experience of the speaker and the listener match. In other case, trying to incorporate ideas posited in course of the interaction within one's own frame of reference would lead to discrepancies in the understanding of the message.
- ✓ Prejudices | An unreasonable bias rejects ideas without consideration. Although we usually relate prejudice to race, religion, and color, most of us encounter it in a dozen other ways. a better way to overcome deep bias is to shoe people how they will benefit by following a specific course of action. People can adjust their prejudices fast when their self-interest is at stake.
- ✓ 'I' Attitude | Too much usage of "I" can lead to an "I-syndrome". . If the "I-attitude" is changed to a "You-attitude" or "We-attitude" issues are going to get relatively simplified.
- ✓ Resistance to Change | If fixed ideas are entrenched in the mind and the receiver refuses to accept the change, positing of new concepts will be ineffective.
- ✓ Refutations & Arguments | Gearing oneself for refutations and arguments merely to score victory over the speaker can divert the concentration of the receiver.

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Lecture#11:

Overcoming Communication Barriers | there are three kinds of communications barriers, which are: Sender-message, physical, and listener-receiver.

- ✓ Listener Barriers | Examples of listener barriers are:
  1. Listener jumps to conclusions.
  2. Listeners tend to see and hear what they want to see and hear.
  3. Listeners tend to reject any message that contradicts their beliefs and assumptions.
  4. Listeners may have emotional problems that cause their minds to be preoccupied.
  5. Listeners do not ask questions to clarify when they do not understand a point. They tend to fill in with their own ideas.

  Because the ownership of this barrier is with the listener, there tends to be reluctance by the sender and receiver (listener) to deal with (neutralize) this barrier.

  - Sender may not discover listener resistance.
  - Sender may be aware of listener resistance, but not know what to do about it.
  - Sender may dislike or be disliked by the receiver.
  - Sender may be aware of their resistance and not want to do anything about it.
  - Listener feels resistance and does not understand why.

- ✓ Sender Massage Barriers | These barriers generally relate to style and content of communication, both of which originate with the sender. Examples of sender barriers include:
  1. Sender has not decided or specified precisely what listener response is expected.
  2. Sender incorrectly assumes the listener has adequate knowledge to understand the message.
  3. Sender uses words and examples unfamiliar to the listener.
  4. Sender continues talking when the listener's attention has been distracted (i.e. noise, uncomfortably cold or hot, other people, dangerous objects, etc.).
  5. The sender may say the message in a way that turns of the listener or may even antagonize the listener to cause a totally different message to come through than the one intended.
  6. The 500 most commonly used words in the English language have 14,070 dictionary meanings. They mean different things to different people.
  7. More words are used than are necessary to convey the message, which forces the listener to make conclusions about which words carry the real meaning of the message.
  8. More than one issue is included in a single message, which confuses the listener.
  9. Illustrations or examples used may not be appropriate to get the point across to the listener.
  10. The sender may intentionally beat around the bush and never get to the point of the communication.

  There is a reluctance to deal with (overcome) this kind of barrier for the following reasons:
  - Sender may not be aware of the barrier's existence.
  - Sender, in a supervisory position, may feel that the receiver is responsible for understanding.
  - Senders may be aware of their existence, but not know what to do about it.
  - Senders may be aware of their existence, but feel that the sufficient time to overcome it.
  - Receivers may not be aware of their existence.
  - Receiver may realize that a message is unclear or that the method or style of presentation is causing the barrier, but hesitates to take a risk and mention it to the sender.

- ✓ Physical Barriers | These barriers usually relate to environmental factors that affect communication. Common examples include:
  1. Noise may make hearing difficult.
  2. Listener hearing loss.
  3. The temperature is uncomfortably cold or hot.
  4. The communication may be taking place where there is danger.
  5. Distracting activities may be going on nearby
- ✓ Barriers that stop you from communicating with people around you | Elements such as clothing, hairstyle,
  - ♣ Fear of appearing low in the listener's eyes.
  - ♣ Fear of exposing your feelings and weaknesses.
  - ♣ Fear of hurting others or getting hurt.
  - ♣ Fear of being rejected, blamed, or condemned.
  - ♣ Fear of not receiving a positive response.
  - ♣ Fear of a potential conflict.
  - ♣ Fear of risking self-disclosure.
  - ♣ Fear of appearing self-centre.
  - ♣ Fear of appearing stupid.
  - ♣ Fear of not being taken seriously.
  - ♣ Fear of not getting the help you think you need.
  - ♣ Fear of ruining a good situation.

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Lecture#12:

Speech | You must learn everything you can about your particular audience. Then make sure to keep the audience in mind in every decision you make in the speech development process. When you plan your speech this way, you engage in "audience-Centered" approach, which is vital for success. Using the word "A-U-D-I-E-N-C-E" as an acronym, we can get the survey done for the audience analysis.

A-udience | Who are the members? How many will be there at the event? Size of the meeting? Formal or informal meeting?

U-understanding | What is their (audience) knowledge about the topic? How much does the audience know about the topic?

D-demographic Factors| Some demographic factors are:

- ✓ Age
- ✓ Education Level
- ✓ Occupation
- ✓ Gender
- ✓ Marital Status
- ✓ Religion
- ✓ Racial/Cultural/ethnic Background
- ✓ Majority Membership
- ✓ Hobbies
- ✓ Interest
- ✓ Formal or Informal Setting
- ✓ Seating and Visibility
- ✓ Temperature
- ✓ Distraction

N-eeds | What are the listeners' needs? What are your needs? What are the needs of the person or the organization that hired you?

C-ustomized | How can I custom fit my message to the audience?

E-xpectations | What do the listeners expect to learn from me? What does the audience expect of you on the occasion?

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Lecture#13:

Selecting a topic | your topic is the first part of a speech with which the audience comes into contact. A good topic should:

- ✓ Be Appealing
- ✓ Be Intriguing
- ✓ Not tell too much about a speech
- ✓ Be an integral part of a speech
- ✓ not be too vague

Rules of Finding a Topic of Speech | In real life your topics will be determined by the situation or your boss. In other cases, such as an after-dinner speech, you may choose your own topic.

- ✓ Begin Early
- ✓ Choose a topic you're interested in
- ✓ Select a topic you know about or easily research

Researching Your Topic | When we take a topic, we need to gather additional information. A number of strategies and techniques can be used to gather and organize source materials for your speech.

Gathering Materials | When we take a topic, we need to gather additional information. You can conduct interviews, write or call for information from a clearinghouse or public relations office, and consult books, magazines, journals, newspapers, television and radio programs, and government documents. Sources of material research: Books, encyclopedias, yearbooks, Periodicals (journals, magazines, newspapers), government publications, computerized databases.

- ✓ Journals | Journals are often published by professional associations. Articles in journals usually include bibliographies.
- ✓ Magazines | publish articles written for a general audience. Articles in magazines rarely include bibliographies.
- ✓ Newspapers | like journals and magazines, are a type of periodical. Periodical indexes allow you to find articles from newspapers. A search of a periodical index results in citations. Citations identify the actual articles.
- ✓ In general, there are three kinds of newspaper indexes: Individual newspaper indexes; Newspaper indexes that include more than one newspaper; General periodical indexes that include one or more newspapers, and often include the full-text of newspaper articles
- ✓ Newspaper and Magazines Articles | Journals and magazines usually provide the most current information on a topic.
- ✓ Books | Books can provide a broad overview of a topic or in-depth information.
- ✓ Periodicals | Also called serials are publications printed in intervals that continue to be printed for an indefinite period of time. Journals, magazines, and newspapers are types of periodicals.
- ✓ Citation | A citation is a reference to a source used in an article, essay, book, etc. In most periodical indexes, citations include the following information:

- Author
- Article title
- Journal or magazine title
- Volume number of the journal or magazine
- Date of publication
- Page number of the beginning of the article

✓ Section or Column Number | (for newspaper citation) In some periodical indexes, citations include abstracts. Abstracts are brief summaries of articles.

✓ Periodical indexes | Also called research databases allow you to find articles from journals and magazines. A search of a periodical index results in citations. Citations identify the actual articles.

✓ Electronic Periodical Indexes | Electronic periodical indexes (also called research databases) are available via the World Wide Web, CD-ROM, and online systems.

✓ Important | Note for Ms. Saba: Pl. get the matter in the box changed as follows:

- Researching the Topic ….. as Article Title
- M. Nazim ……..as Author
- Journal of Speech Writing …as Journal Title
- 2.5 (2020 Apr/Jan) 105 ……..as Volume & Issue Number)
  - 2:5 = volume 2, issue 5
  - 2020 = year of publication
  - Apr/Jun = months of publication (This journal was published 6 times per year.)
  - 105 = first page of the article

✓ Reference librarians | Librarians in general are helpful, but helping you research is the specific job of the reference librarian.

✓ Keep organized notes | Keep your notes in an outline form, or any form that you'll be able to easily find later.

✓ Plan your time for the research | For most topics, you could go on and on, and research right up until the moment you have to give the speech.

✓ Stay organized & build your note files | Organize as you go. Build your note files as you go. To do this, have a separate folder for research. Then create sub-folders.

✓ Your notes should be a trail | that always leads inevitably to the information you need. Use logic. Take the broadest categories and break them down.

✓ Narrowing/refining your research topic | (Time period, geographic region or country, particular aspect).

Lecture#14:

Thesis Statement | A thesis statement is a declarative statement in sentence form. It is a complete thought; it is not a question. It is a simple sentence that makes a statement or expresses an attitude, opinion, condition, position, or feeling about the subject. For example:

Topic: Fast foods

Thesis: Fast foods are a serious problem for heart patients.

Purpose of Thesis Statement | A thesis statement is the focus of the speech, lecture, conversation, or discussion. It is the main idea or purpose of the entire message, expressed in a single sentence. For example:

Topic: Inflation

Thesis: Inflation has seriously affected the housing market.

The entire speech, then, should be spent developing the thesis. Every statement, fact, opinion and example expressed should be concerned with developing the concept.

Appropriateness of the Thesis Statement | The thesis must not only be a declarative sentence; it should also be appropriate for the audience. Ask yourself, Will the thesis be new and interesting to them? or are your going to "inform" the audience about something they already know? Is your thesis appropriate for the occasion and place?

Scope of the Thesis Statement | Ask yourself, have you limited the thesis adequately? Do you have the time and information necessary to discuss the thesis you have designed? Is your thesis too general and too broad to be of interest or to be informative to the audience?

Thesis Statement | Besides being limited in scope, a thesis must also be concrete in its wording. For example, the thesis "Preventive dentistry is good" is, not well designed. This thesis needs to be more concrete. "Good" is a vague term; it needs definition. A more effective thesis for our audience might be: Preventive dentistry is an effective means of controlling tooth decay:" This statement indicates why preventive dentistry is important.

Development of the Thesis | After you have formulated your thesis statement, the next step is to develop it by stating your main points. Your main points should always be:

- Clear | Are your main points clearly worded? Have you used simple terms? Are the words concrete and precise? Are you constructing simple sentences?
- Logical | Are your reasons logical? Will they make sense to the audience? Will they seem reasonable to them? Will it be apparent to the audience that your reasons follow logically from your thesis?
- Equal in value | Are your reasons of equal value, or is one statement significantly more important than the other? Main points should be of equal importance if at all possible.
- Distinct | Are your main points distinct from each other, or do some main points restate or overlap other statements?
- Central to the issue | Will the main point answer the central question for the audience?

In summary, your main points should be statements that are clear, logical, equal in value, distinct, and central to the issue.

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