Principles of Communication.
CAREER OPPORTUNITIES IN MEDIA WORLD

Mass communication and Journalism is institutionalized and source specific. It functions through well-organized professionals and has an ever increasing interlace. Mass media has a global availability and it has converted the whole world into a global village. A qualified journalism professional can take up a job of educating, entertaining, informing, persuading, interpreting, and guiding. Working in print media offers the opportunities to be a news reporter, news presenter, an editor, a feature writer, a photojournalist, etc. Electronic media offers great opportunities of being a news reporter, news editor, newsreader, programme host, interviewer, cameraman, producer, director, etc.

Other titles of Mass Communication and Journalism professionals are script writer, production assistant, technical director, floor manager, lighting director, scenic director, coordinator, creative director, advertiser, media planner, media consultant, public relation officer, counselor, front office executive, event manager and others.
INTRODUCTION

The book introduces the students to fundamentals of communication. Today communication is a part of our everyday life. It is all around us. Thus, the purpose and benefits of communication are also discussed in the book. The different types of communication like interpersonal, intrapersonal, mass communication are also discussed in the book.

The communication process has various elements like the sender, receiver, noise and coding and decoding which are also discussed in this book. Students will also learn reading and listening skills.
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UNIT 1. FUNDAMENTALS OF COMMUNICATION

Meaning of communication, features, importance, patterns, techniques of communication- formal/informal, verbal/written, downward & upward. Barriers of communication, Essential of communication, 7 C’s of communication, Factors affecting process of communication.

UNIT 2. PROCESS OF COMMUNICATION

Transmission of ideas, facts & figures from one person to another, elements of communication process (message, sender, encoding, channel, receiver, decoding, acting & feedback).

UNIT 3. FORMS OF COMMUNICATION

Intrapersonal communication, interpersonal communication, group communication (public, crowd, small group), mass communication, non-verbal communication, body language.

UNIT 4. ORAL OF COMMUNICATION

Planning and conducting interviews, selection interviews, reprimand interviews, clinical & psychological interviews, grievance interview, exit interviews, preparation with reference to welcome, introduction and thanks.

Listening Skills

Listening, types of listening, barriers to listening, effective listening skills.

Reading Skills

Model of reading to learning, reading tactics and strategies, reading purposes – kind of purposes and associated apprehensions, reading for meaning, reading outcomes.
1. FUNDAMENTALS OF COMMUNICATION

OBJECTIVES

- To understand the meaning of communication
- To know the importance communication
- To understand the techniques of communication
- To study the 7 Cs of communication
- To study the barriers of communication

INTRODUCTION

Communication is not just an act. It is a process. The process of communication includes transmission if 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 as communication.

The definition of communication is "sending, giving, or exchanging information and ideas," which is often expressed nonverbally and verbally. Non-verbal communication is the act of saying what's on your mind without speaking words. Examples of this include facial gestures (smiling, frowning), body language (arms crossed, legs shaking resembling nervousness, sitting upright giving someone their full attention), and the impression you give to others with your appearance (dress, body image, body odor). Also, the tone of your voice can be expressed non-verbally. For instance, if you are saying one thing, but your tone of voice is saying another, then that reflects how you are truly feeling without speaking a word about it.

Verbal communication is the act of saying what's on your mind with words. This form of communication is often taken for granted...such as saying regretful things and opening your mouth before thinking about what you are saying. Words can hurt or they can heal. So, it's very important to become aware of what words you choose to use when communicating to others as well as to yourself.

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 are the questions that come to our mind when we study this subject.

1.1 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 Mc Quail, 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 Mc Quail 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 interaction 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. (I.A. 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)

1.2. 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,
deprivation of it. When that happens we adapt ourselves to the environment so that we don’t 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.

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. is 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.

- **Cultural promotion** - Communication provides an opportunity for the promotion and 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.

### 1.3. FEATURES AND SCOPE OF COMMUNICATION

Scope, in this context, refers effectively to the sphere of operation (or influence) of the communication. There are two aspects to this: 'audience scope' and 'subject scope'.

**Audience scope**

First and foremost, it is essential for the communicator to clearly identify the target audience of the communication. This will allow the recipient to decide "Is this communication intended for me?" It will also allow the communicator to tailor the communication (especially the language used) to the particular needs of the audience.

Most technical communications are not aimed at specific people, but at groups of people, or more likely, at job functions or users of particular products. It may also be the case that the communication is aimed at 'the general public'. In each case, the communicator must ensure that the target audience is clearly identified.

Quite often the definition of the audience is left to the distribution list, but this is not sufficient. Communications may be forwarded, or copied without the distribution list, at which point the target audience definition is lost. Additionally, it is not always wise to assume that the target audience is implicit in the location of the communication.

For some communications, it is not possible for the audience to be identified within the communication itself. A good example is a factory siren, or a flashing light on a shop floor. In these cases, the audience is defined by informing the target
audience in advance that when (for example) a siren sounds, they have to take a particular action.

**Subject scope**

In order to allow readers to further ascertain whether a communication contains information that they need to know, or that they may be looking for, a communication should always clearly identify the subject scope of the communication. The subject scope is a specification of the information covered by the communication. For example, if a document provides instructions for changing a printer cartridge, it would be wise to specify the models to which the instructions apply.

In some circumstances, it may be more useful to specify the scope in terms of what is not covered by the communication. For example, in a general information manual for a network router, it may be worthwhile stating that the manual does not include information on installing or configuring a network. (Ideally, in these cases, the communication should then go on to specify where the reader can find the information that is not in the scope of this communication.)

Obviously, any specification of the scope of a communication should appear as near to the start of the communication as possible. The whole point in specifying the scope is to allow the reader to decide whether the communication is relevant to them - forcing them to read half the document before telling them, rather negates this point!

A communication will always have a purpose. A good technical communication will always have a purpose for the reader (some communications seem to be purely for the benefit of the communicator's ego). For most technical communications, the purpose of the communication must be clear to the recipient of the communication.

The following list highlights a number of different purposes for a communication, and describes the way in which the communication might need to differ based on this purpose.

- To inform
- To convey
- To persuade
- To request
- To warn
• To reassure

Key points (from the user's perspective)
• Is the message for me?
• Is it important?
• Why has it been sent?

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 audience s 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 deceive; 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.

1.5. TECHNIQUES OF COMMUNICATION

Importance of Communication for an Organization

Communication is easily overlooked, but the ability to communicate effectively is necessary to carry out the thoughts and visions of an organization to the people. The importance of speech and words whether through a paper or a voice is a communication medium to convey directions and provide synchronization. Without communication, there is no way to express thoughts, ideas and feelings. There are many ways to provide communication from the organization to the people of your community. Whether through a phone, fax, email, letter, website, instant message software, social networking websites (facebook, twitter, myspace) and etc… you are able to communicate your organization to the world. Things can be expressed, ideas can be shared, and thoughts can be joined.

The ability and the importance of communication become much more crucial when you are on a mission or need to fulfill a goal. Without a means to communicate, your organization will become isolated. The ability to effectively communicate is very important when it is usually underestimated and overlooked. Communication is a necessity as we use it to network, spread ideas, and promote. Communicate effectively through well known mediums and convey it simply and precisely. The importance of communication is crucial to the success of your organization because you need to reach out in order to fulfill your mission.

Benefits of Effective Communication in the Workplace are:-

If a manager is able to communicate their ideas clearly, so that employees definitely know what is asked of them, the subordinates will, consequently,
perform their jobs correspondingly. On contrast, an aggressive way of managing reports results in employees’ getting more and more frustrated, often guessing what their real faults were. A good style of management, as well as a positive approach to communication, ensures that an employee and a supervisor understand each other, and are more effective at the workplace.

Effective communication in the workplace provides employees with a clear understanding of what is demanded from them, with knowledge of what to do and what to expect. For organizations, such a communication style creates effective performance of the staff, and, consequently, increases customer loyalty and profit.

- A manager should make sure one’s communication style is positive and effective.
- The employees, if they understand the situation correctly, should communicate the problem to the supervisor, or to the higher management in order for the company to take certain measures for solving the problem.
- Any problems can and should be communicated both among the employees and up to supervisors.
- The atmosphere inside the company should be encouraging for effective communication so that employees, thanks to their management, clearly realize how important communication is for each staff member personally, and to the company in general.
- It is very important for communication to be ‘two ways’, as Business Performance outlines, – employees should not only listen, but always have a chance, and be encouraged to ask questions, discuss, express own ideas.
- Feedback mechanisms and sharing best practices internally should be an integral part of organizational performance, and performance management system in particular.

**Formal and Informal Communication**

Effective Communication plays one of the crucial roles of ensuring a company can achieve its goal and objectives. Just for a moment, imagine that due to bad ineffective communication, many of staff does not understand what the management is trying to convey to them! It will be disastrous. Communication is indeed one of the very important management and managerial behaviors that we should try to understand in order to be a better manager.
In an organization, there are basically two ways of communication namely:

- Formal and
- Informal communication

**Formal Communication**

- Communication takes place through the formal channels of the organization structure along the lines of authority established by the management.
- Such communications are generally in writing and may take any of the forms; policy; manuals: procedures and rule books; memoranda; official meetings; reports, etc.

**Advantages & Disadvantages** of Formal Communication:

The **advantages** of formal communication are:

- They help in the fixation of responsibility and
- Maintaining of the authority relationship in an organization.

The **disadvantages** of formal communication are:

- Generally time consuming, cumbersome and
- Leads to a good deal of distortion at times.

**Informal Communication**

- Communication arising out of all those channels of communication that fall outside the formal channels is known as informal communication.
• Built around the social relationships of members of the organization.
• Informal communication does not flow lines of authority as is the case of formal communication.
• It arises due to the personal needs of the members of an organization.

At times, in informal communication, it is difficult to fix responsibility about accuracy of information. Such communication is usually oral and may be covered even by simple glance, gesture or smile or silence.

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 nonverbal 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 on to 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 it. It can be easily found that a large portion of the communication in almost every business house is not formal or pre-planned. The employees communicate through informal channels as they do their jobs. It is neither pre-planned 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 pre-planned 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 if 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.

Consensus refers to a rigorous decision-making model with specific roles and vocabulary. Some groups use consensus in business meetings — figuring out the schedule, budgeting, planning, and dealing with issues— for anything that doesn’t fall under a person’s artistic purview. In a healthy consensus group, people seek the wisdom of the group instead of pushing their personal agendas, and decisions are made through mutual consent. The course of action is something that everyone can consent to, not that everyone loves, or even agrees with, but that everyone can live with. A decision can go forward even when people disagree with it, if they “stand aside.”

**Consensus Roles: Facilitator**

The facilitator plays a crucial role: the facilitator’s job is to try to guide to consensus, to see what the sense of the meeting is, to offer clarification. The facilitator makes sure everyone who wishes to speak gets a turn. The facilitator might say, “I think we should split up into small groups. I think you two should go off and work this out.” The facilitator does not speak for his or her own interest. If the facilitator gets “hooked” into having an opinion or feeling on an issue under consideration, he or she hands over the facilitation to someone else. It’s not a position of imposing views, which is why the facilitator does not speak to an issue without handing over the facilitation. The facilitator also:

- Balances people who talk a lot against quieter ones.
- Elicits input from quiet ones.
- Keeps the group on time and follows the agenda.
- Clarifies muddy statements.
- Identifies common threads.
- Summarizes agreements and disagreements.
- Makes sure all ideas are heard and understood.
- Tests for consensus, which means expressing what seems to be emerging from the group process.
Role Rotation
Many groups break down the facilitator’s job and assign roles to different members. A healthy consensus group rotates roles, so that everyone gets to practice all the parts of facilitation, and so that leadership can build within the group members.

Time-Keeper, Note-Taker, Gate-Keeper
Every meeting has an agenda with time allotments for each item. A time-keeper keeps the group moving forward through the agenda and suggests alterations to the time allotments. A note-taker takes notes of every meeting’s decisions and makes sure everyone has access to the notes in whatever form the group members wish. The gate-keeper takes care of who will speak and in what order, thus freeing the facilitator for enabling, monitoring and summarizing discussion.

If Agreement Doesn’t Happen
If the group fails to come to an agreement, four questions lead to the next step:

- Do you need more information?
- Do you need more time to think?
- Do you need more time to talk?
- Can those who disagree stand aside?

Consensus decision-making works for groups who are willing to attend to the skills it requires — listening, summarizing, attending to and validating emotions, creatively weaving varied points of view together, and working peacefully through conflict. Consensus groups take less time, reach better decisions and leave members happier with each other and with their decisions than voting groups. The reason for believing in using consensus as a decision-making process is that it does not marginalize the voices of dissent or of the minority; it includes them in the process, and creatively works their ideas into decisions.
Consensus Decision-Making Process

**INTRODUCTIONS**
- Facilitator introduces topic or proposal
- Facilitator clarifies process
- Group asks questions for clarification of topic and process

**OPEN DISCUSSION**
- Group discusses topic by offering opinions, suggestions, information, responses, developments and clarifications

Facilitator calls for consensus

**IDENTIFY CONCERNS**
- Group lists concerns, groups related concerns

**RESOLVE CONCERNS**
- Group resolves concerns with new information, amendments, clarifications, additional proposals, details

Facilitator calls for consensus

**GROUP REACHES CONSENSUS**

Group doesn’t reach consensus

- Group restates and clarifies remaining concerns
- Group resolves one concern at a time

Facilitator calls for consensus

**ALTERNATIVES TO CONSENSUS**

- Group doesn’t reach consensus
  - Send the proposal to committee for additional work
  - People with concerns agree to stand aside to allow the proposal to move forward
  - Group declines itself (blocked proposal dies)
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’s 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 Communications

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 that their subordinate. The subordinates are generally more cautious and less confident that 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 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 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 see 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 are engaged in different activates, 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 employees and 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 convenes 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 over burdened 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 the 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 the ways and procedures 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 subordinates, 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 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 spouse should become involved in events and conditions to give the entire family 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. (Supervisors also need to be trained to feed information back down to employees.)

- **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 and family 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.

**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.

**To sum it all up:-**

**Downward communication:** It is passing information to the subordinate. It increases efficiency by synchronizing organizational procedures and can ensure that all are working towards the same goal.

**Upward communication:** It originates from lower level of employment hierarchy. This communication focus that everybody is capable of generating thoughts and ideas resulting into organizational progress. It increases motivation and make employees feel valued.

**Comparison on the basis of type:**

Types of Downward communication include:

- Job description
- Appraisals or evaluation
- Organizational policy
- Organizational system

Types of upward communication include:

- Suggestion schemes
- Feedback forum or survey
Comparison on the basis of its flow of information:
Downward communication: It flows from the top level management to low level management through the middle level management.

Upward communication: It is the flow of communication which originates from low level management to high level management through middle level management.

Comparison on the basis of its Motive:
Downward communication: Downward Communication, the means by which goals are transmitted and influence is exerted on employees.

Upward communication: Upward Communication is the means by which managers collect from employees the data needed to make sound decisions.

Example:
Downward communication: When your boss shares information with you, it’s downward communication, because your boss, as your supervisor, is communicating with you as an employee.

Upward communication: Conversely, when you give your supervisor feedback about a new system or patron, it’s upward communication.

VERBAL & 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 nonverbal dimension to written communication also. Like printed materials are formal in nature while hand written letters have a personal touch.
Verbal and written communication deals 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**

**Meaning and importance of 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 worlds can dispirit 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 1) rising pitch, 2) falling pitch and 3) 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 favorably 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 requires being 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 medial 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 activates 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 particles. 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 if 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.

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

**Delayed feedback**

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

### 1.6. BARRIERS OF COMMUNICATION

![Image of two people communicating through a barrier]

**INTRODUCTION**

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**

**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.

**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 favorable as well
as unfavorable 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.

**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. If does not allow the receiver to understand the message clearly. If the receiver does not understand the words, he cannot properly comprehend the sentences.

**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.

**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. It is a long-winded way of saying the meaningless padding. 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

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.

_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 can't 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 doesn't 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.

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. Anyway, they tell the receiver something more than they are required to communicate. Their extraneous distracting signal can be the result of their wandering minds-it can be because they try to communicate something more about themselves.
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 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.

**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.

**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.

**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.

**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 ‘don’t 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**

**Status barrier**

Statue 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. statue 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 unfavorable 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.

**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 favorable 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 favorable 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.

**Different perception of reality**

Francis Bacon has said, ‘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 alter 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.

**Inference**

Our everyday life is full of various activities based on inference. When we get up from bed at 8.00 a.m. 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. When we travel in the state transport bus, we infer that we may reach safely at our destination, but this inference may not prove correct if the bus is caught in some accident. The inferences drawn by the specialist are many a time reliable because they are based on verified facts, but the inferences of the non-experts should be accepted after receiving more feedback from the concerned people.

**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.

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.

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.
Bad listening

Bad listening is one of the major communication problems. Misunderstanding and conflicts can be reduced if people would listen the message with enough attention. Most people do not listen very well due to various distractions, emotions, excitement, indifference, aggressiveness 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.

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.

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.

1.7. ESSENTIAL OF COMMUNICATION

Purpose
The purpose of communication is to get the message across to others clearly and unambiguously. It’s a process in which both sender and the receiver must put effort so that the messages are communicated without any misinterpretation to avoid confusion and missed opportunities. In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

Sender
To establish oneself as an effective communicator, one must first establish his credibility as well versed on the subject he wishes to communicate and the context in which the message is being delivered. He must also know his audience (individuals or groups to which he is delivering his message). Failure to understand who the message is being communicated

Message
Every message, be it. Written, oral or nonverbal communications is affected by the sender’s tone, sequence of delivering messages, validity of the argument, what is communicated and what is left out, as well as by the individual style of communicating. Messages also carry intellectual and emotional components, where intellect allows us the ability to reason the argument put and emotion allows us to motivational appeals, ultimately changing minds to result in actions in line with the message communicated.

Channel
It is important that appropriate channel is used to communicate different messages to successfully pass on our thoughts and ideas as different channels have different strengths and weakness too. However, a face to face communication is always useful to avoid confusion whereas a long list of directions cannot be delivered verbally. At the same time, writing an email to criticize someone will quickly cause problem. It is better avoid writing emails when one is in the aggressive frame of mind because it
is a one way communication and we really are not aware of the exact frame of mind in which the Receiver will go through the message. This might cause a tremendous damage in relationship and the very importance of the communication itself will be lost.

**Receiver**  
We must have in mind, the action or reaction that our message might generate into the minds of the different individuals who are being communicated. However, each of these individuals enters into the communication process with ideas and feelings that will influence their understanding of the message being communicated and their response. We must keep in mind this factor before communicating and act appropriately.

**Feedback**  
Feedback on message communicated is an important component to ascertain if the message communicated has been understood by the Receiver in the way the Sender wanted it to communicate.

**Context**  
In a communication both the sender and the receiver must be aware about the context in which the communication is being made and its repercussions as well. Unless the context depending upon the surroundings and environment is not taken into consideration, the communication may not be effective and may end up into a futile exercise.

**Emotions**  
Before initiating a communication process on one to one basis, particularly when the message to be conveyed may not be pleasant for the Receiver, and there might be a fear that his reaction may be volatile, one must evaluate the emotional status of the Receiver. Such messages should be conveyed with adequate supportive reasons to convince the Receiver so that he is able to understand the sanctity and consequence of the message communicated.

**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.

The 7 Cs

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 dullest 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 bring about clarity in the writing. Don’t 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 flavor 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 ideals 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 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; one, the individual sentences must be unified. Two, individual paragraphs must be unified and three 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 buts, 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, mis-read or mis-spell 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, strikeovers, 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 throughout writing, the desired effect from the reader is achieved.
UNIT 2. PROCESS OF COMMUNICATION

OBJECTIVES

- To understand the process of communication
- To understand the role of communicator
- To study the process of encoding the message
- To study the channels and feedback communication process

2.1 Act of Communication

Communication is a dynamic process involving a series of actions and reactions with a view to achieving 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.

Diagram: Act of Communication
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:

2.2. **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.

2.2.1. **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 favorable 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.

2.2.2. 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.

2.2.3. 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.

2.2.4. 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.

2.2.5. 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.

2.3. **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.
UNIT 3. FORMS OF COMMUNICATION

OBJECTIVES

- To understand the forms or levels of communication
- To understand Intra-personal communication
- To study the various aspects of Interpersonal communication
- To study group communication
- To understand mass communication
- To study body language as a means of communication

INTRODUCTION

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:

- Intrapersonal communication
- Interpersonal communication
- Group communication
- Mass communication
- Non-verbal communication

These levels are distinguished, basically by the number of persons involved in the process of communication. 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.

3.1. 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 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.

**Johari Window** - named for its creators, Joseph Luft and Harry Ingham - is a useful tool for understanding how therapy can help us live more effective lives. The four "panes" of the **Johari Window** represent four parts of our **Self**.
My Public Self is what I show others about me. My Hidden Self is what I choose to hide from others. My Blind Spots are parts of me others see but I do not. My Unconscious Self are parts of me I do not see nor do others. We all have these four parts of Self, as shown in the Johari Window diagram, but their respective sizes vary in each of us.

A more fully aware person has a large Public Self with the other three areas small in comparison. This person understands why she acts the way she does and is genuine and open with others because she has minimized her Hidden Self and Blind Spots while working to bring the Unconscious Self to greater awareness. She is in touch with her needs, feelings, and values - her True Self - the source of her wisdom and identity.

A generally unaware person has a small Public Self with the other three areas large in comparison. This person acts in ways he doesn't understand because outdated decisions and defense mechanisms have caused him to develop substantial Blind Spots. In addition, he is guarded and less genuine with others because he has developed a significant Hidden Self as a defense against his own deep-seated shame. In short, he has disconnected from his True Self, becoming more defended than genuine.

Let's review: Overwhelming emotional pain, particularly early in life, causes us to utilize whatever methods and defenses are necessary to survive. These methods offer short-term relief but can create long-term problems because they often require us to repress or disconnect from our painful emotions. Thus, our Blind Spots, Hidden Self, and Unconscious Self expand, and our Public Self shrinks as we distance ourselves from our feelings and needs. In essence, we lose touch with our True Self, which is our real compass and the source of our wisdom and identity.
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.

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.

3.1.1. 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 over looked.

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. The opposite is also a case of interference.

3.2. Interpersonal Communication

Interpersonal communication is the process of sending and receiving information or communication with another person. This process happens in an environment using different kinds of communication media. This communication could be verbal or nonverbal.

The process involves four basic elements:
- Sender- person who sends information
- Receiver- person who receives the information sent
- Message- content of information sent by sender
- Feedback- response from receiver

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 then 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 nonverbal messages increases the communicator’s self-concept. In fact, effective interpersonal communication helps both participants strengthen relationships through the sharing of meaning and emotions.

3.2.1. 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. Mentation function and
3. Regulatory function.

The linking function connects a person with his or her environment. The mentation 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.

3.2.2. Variables affecting interpersonal relationships

Many variables affect the interpersonal relationships. These are self-disclosure, feedback, nonverbal 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. Nonverbal 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 nonverbal 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’.

3.2.3. 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 nonverbally (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 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 nonverbal 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.
3.3. 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 of 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.

A group needs to have at least three members; otherwise it would simply be a dyad. 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.

3.3.1. 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.

### 3.3.2. 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

### 3.3.3. Development of a small group

Individual members forming a group are different from each other as they have different personalities. It takes time for the members to learn how to fit into the group and contribute in the best manner. In fact, researchers have identified the following stages of small group development.

- Grouping or trying to find out how to work with others
- Grasping or understanding other members and the situation
- Grouping or getting together and development of bonding
- Group action or increased participation with each member playing constructive roles.

3.4. Mass Communication

Outside the realm of interpersonal communication exists 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. An examination of these components will help in understanding the nature of mass communication itself.

3.4.1. 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.

3.4.2. 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 cumulative 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.

3.4.3. 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.

3.4.5. Functions of Mass Communication
Mass communication has three basic functions:
- To inform
- To educate
- To entertain and
- To persuade

Additionally it also educates and helps in transmission of culture.

To Inform

Dissemination of information is the primary function of the news media. Newspapers, radio and TV provide us news from around the world and keep us informed. Over the years the concept of news has changed. News media do not ‘tell it like it is’ anymore. From mere describing the events, news media have come to include human interest, analysis and factorized treatment to news.

Journalists are not just ‘reporters’ now. They have become news analysts who discuss the implications of important news stories. Also more ‘soft stories’ are filed these days. In addition to dissemination of information news media provide us information and also helps understand the news events, ideas, policy changes, etc.

To Entertain

The most common function of mass communication is entertainment. Radio, television and films are basically entertainment media. Even newspapers provide entertainment through comics, cartoons, features, cross word puzzles, word jumbles, etc. entertainment through radio consists of mainly music. Radio also provides entertainment through drama, talk shows, comedy, etc.

Television has become primarily an entertainment medium. Even highly specialized channels like news channels, nature and wildlife channels also have a lot of humorous and comic content. Among all media, films are perhaps the only medium concentrating on entertainment. Except documentaries, educational films and art
movies, all films are made to provide three hour of escape, fantasy and entertainment.

To Persuade

Most of mass media are used as vehicles of promotion and persuasion. Goods, services, ideas, persons, places, events—the range of things that are advertised through mass media is endless. Different media have different features and reach. Advertisers and advertising agencies analyze these features and depending upon the nature of the message and the target audience, choose where (in which media) and how (with what frequency) the message should be placed.

3.5. NON-VERBAL COMMUNICATION

Meaning and importance of Non-verbal Communication

Verbal media can be used to communication 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 following are the types of non-verbal communication:

- 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.
3.5.2. What constitutes nonverbal 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. Nonverbal components of communication also involve the use of space, of touch and smell and paralanguage.

3.6. 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 nonverbal 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.

3.6.1. Facial Expressions

Faces, it is said, is the mirror of the mind. It is the most obvious vehicle for nonverbal communication. It is a constant source of information 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 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.

3.6.2. Eye behavior

Eyes and their effect on human behavior are as important to poets and painters as to the students of nonverbal 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 or she is perceived as sincere, friendly and relaxed. Those who don’t 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.

3.6.3. Kinesics and Body Movement

Ray Birdwhistell, an expert in the field of nonverbal communication, coined the term ‘kinesics’ for the different body expressions. ‘Kinesics’ means study of body movements.
Five categories of specific body expressions are:

- Emblems
- Illustrators
- Regulators
- Affect displays and
- Body manipulators

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.

3.7. Posture and Gait

The way we stand or sit and the way we walk (gait) are strong indicators of our

Kinesics is the interpretation of body language such as facial expressions and gestures — or, 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.
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.

3.8. 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 aeroplanes. So we manipulate our personal appearance to look good. We try to accentuate or highlight our best features while hiding and underplaying the others.

3.8.1. 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’s said that ‘clothes make a person’.

3.8.2. 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.

3.8.3. Proxemics
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 6 inches (15 cm)
  - Far phase – 6 to 18 inches (15 to 46 cm)
- **Personal distance for interactions among good friends or family members**
  - Close phase – 1.5 to 2.5 feet (46 to 76 cm)
  - Far phase – 2.5 to 4 feet (76 to 120 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.
This is an addition 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 feet to 12 feet.

Diagram of Edward T. Hall's personal reaction bubbles (1966), showing radius in feet
3.8.4. 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, 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.

3.8.5. 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.

3.8.6. Environmental factors

Architectural arrangement of objects, interior decoration, colors, time, music, etc are the environmental factors that provide a lot of nonverbal 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.

3.9. Functions of Nonverbal communication

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

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

3.9.1. Body Language

Body language is an important part of communication, which, according to at least one study, constitutes around 55% of what we are communicating. If you wish to communicate well, then it makes sense to understand how you can (and can’t) use your body to say what you mean. A significant cluster of body movements is used to signal aggression.

This is actually quite useful as it is seldom a good idea to get into a fight, even for powerful people. Fighting can hurt you, even though you are pretty certain you will win. In addition, with adults, fighting is often socially unacceptable and aggression through words and body language is all that may ever happen.
3.9.2. Threat

Facial signals
Much aggression can be shown in the face, from disapproving frowns and pursed lips to sneers and full snarls. The eyes can be used to stare and hold the gaze for long period. They may also squint, preventing the other person seeing where you are looking.

Attack signals
When somebody is about to attack, they give visual signal such as clenching of fists ready to strike and lowering and spreading of the body for stability. They are also likely to give anger signs such as redness of the face.

Exposing oneself
Exposing oneself to attack is also a form of aggression. It is saying 'Go on - I dare you. I will still win.' It can include not looking at the other person, crotch displays, relaxing the body, turning away and so on.

Invasion
Invading the space of the other person in some way is an act of aggression that is equivalent to one country invading another.

False friendship
Invasion is often done under the cloak of familiarity, where you act as if you are being friendly and move into a space reserved for friends, but without being invited. This gives the other person a dilemma of whether to repel a 'friendly' advance or to accept dominance of the other.

Approach
When you go inside the comfort zone of others without permission, you are effectively invading their territory. The close you get, the greater your ability to have 'first strike', from which an opponent may not recover.

Touching
Touching the person is another form of invasion. Even touching social touch zones such as arm and back can be aggressive.
**Gestures**

**Insulting gestures**
There are many, many gestures that have the primary intent of insulting the other person and hence inciting them to anger and a perhaps unwise battle. Single and double fingers pointed up, arm thrusts; chin tilts and so on are used, although many of these do vary across cultures (which can make for hazardous accidental movements when you are overseas).

**Mock attacks**
Gestures may include symbolic action that mimics actual attacks, including waving fingers (the beating baton), shaking fists, and head-butts and so on. This is saying 'Here is what I will do to you!'
Physical items may be used as substitutes, for example banging of tables and doors or throwing. Again, this is saying 'This could be you!'

**Sudden movements**
All of these gestures may be done suddenly, signaling your level of aggression and testing the other person’s reactions.

**Large gestures**
The size of gestures may also be used to signal levels of aggression, from simple finger movements to whole arm sweeps, sometimes even with exaggerated movements of the entire body.

When a person is bored, they whole body is telling you. So if you are trying to persuade them, don't bother (unless you are trying to bore them into submission).

**Language of boredom**
A ready body is poised for action.
**Distraction**
A bored person looks anywhere but at the person who is talking to them. They find other things to do, from doodling to talking with others to staring around the room. They may also keep looking at their watch or a wall clock.

**Repetition**
Bored people often repeat actions such as tapping toes, swinging feet or drumming fingers. The repetition may escalate as they try to signal their boredom.

**Tiredness**
A person who feels that they are unable to act to relieve their boredom may show signs of tiredness. They may yawn and their whole body may sag as they slouch down in their seat, lean against a wall or just sag where they are standing. Their face may also show a distinct lack of interest and appear blank.

3.10. *Reasons for boredom*

**Disinterest**
If the person is not interested in their surroundings or what is going on, then they may become bored. The disinterest may also be feigned if they do not want you to see that they are interested. Watch for leaking signs of readiness in these cases.

**Readiness**
A bored person may actually be ready for the actions you want, such as closing a sale. Sales people are known to keep on the sales patter long after the customer is ready to sign on the dotted line.
When a person is seeking to trick or deceive you, they there are many different body signals they may use.

3.11. *Language of deception*
A deceptive body is concerned about being found out -- and this concern may show.

**Anxiety**
A deceptive person is typically anxious that they might be found out (unless they are psychopathic or good at acting), so they may send signals of tension. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), changes in voice tone and speed.
Many of us have hidden anxiety signals. For example: Biting the inside of the mouth (George W. Bush), patting head (Prince William), hands in pockets (Tony Blair). These signals are almost impossible to stop as we start them very young.

**Control**
In order to avoid being caught, there may be various signs of over-control. For example, there may be signs of attempted friendly body language, such as forced smiles (mouth smiles but eyes do not), jerky movements and clumsiness or oscillation between open body language and defensive body language.

**Distracted**
A person who is trying to deceive needs to think more about what they are doing, so they may drift off or pause as they think about what to say or hesitate during speech.

They may also be distracted by the need to cover up. Thus their natural timing may go astray and they may over- or under-react to events. Anxiety may be displaced into actions such as fidgeting, moving around the place or paying attention to unusual places.

**Reasons for deception**
There can be many good reasons for deception.

**Persuading**
Deception may be an act that is intended to get another person to say or do something.

**Avoiding detection**
Deception also may be more self-oriented, where the sole goal is to get away with something, perhaps by avoiding answering incriminating questions. When a person is feeling threatened in some ways, they will take defensive body postures.

**Defending from attack**
The basic defensive body language has a primitive basis and assumes that the other person will physically attack, even when this is highly unlikely.

**Covering vital organs and points of vulnerability**
In physical defense, the defensive person will automatically tend to cover those parts of the body that could damage by an attack.
The chin is held down, covering the neck. The groin is protected with knees together, crossed legs or covering with hands. The arms may be held across the chest or face.

**Fending off**
Arms may be held out to fend off attacker, possibly straight out or curved to deflect incoming attacks.

**Becoming small**
One way of defending against attack is to reduce the size of the target. People may thus huddle into a smaller position, keeping their arms and legs in.

**Rigidity**
Another primitive response is to tense up, making the muscles harder in order to withstand a physical attack. Rigidity also freezes the body, possibly avoiding movements being noticed or being interpreted as preparing for attack.

**Seeking escape**
Flicking the eyes from side to side shows that the person is looking for a way out.

**Pre-empting attack**
**Giving in**
Pre-empting the attack, the defensive person may reduce the, generally using submissive body language, avoiding looking at the other person, keeping the head down and possibly crouching into a lower body position.

**Attacking first**
Aggressive body language may also appear, as the person uses 'attack as the best form of defense'. The body may thus be erect, thrust forward and with attacking movements.

Where attack and defense both appear together, there may be conflicting signs appearing together. Thus the upper body may exhibit aggression whilst the legs are twisted together.

With careful observation, emotions may be detected from non-verbal signs. Remember that these are indicators and not certain guarantees. Contextual clues may also be used; in particular what is being said to the person or what else is happening around then.
Anger
Anger occurs when achievement of goals are frustrated.
- Neck and/or face are red or flushed.
- Baring of teeth and snarling.
- Clenched fists.
- Leaning forward and invasion of body space.
- Other aggressive body language.
- Use of power body language.

Fear, anxiety and nervousness
Fear occurs when basic needs are threatened. There are many levels of fear, from mild anxiety to blind terror. The many bodily changes caused by fear make it easy to detect.
- A 'cold sweat'.
- Pale face.
- Dry mouth, which may be indicated by licking lips, drinking water, rubbing throat.
- Not looking at the other person.
- Damp eyes.
- Trembling lip.
- Varying speech tone.
- Speech errors.
- Voice tremors.
- Visible high pulse (noticeable on the neck or movement of crossed leg.
- Sweating.
- Tension in muscles: clenched hands or arms, elbows drawn in to the side, jerky movements, and legs wrapped around things.
- Gasping and holding breath.
- Fidgeting.
- Defensive body language, including crossed arms and legs and generally drawing in of limbs.
- Ready body language (for fight-or-flight)
- Other symptoms of stress

Sadness
Sadness is the opposite of happiness and indicates a depressive state.
- Drooping of the body.
- Trembling lip.
- Flat speech tone.
- Tears.
Embarrassment
Embarrassment may be caused by guilt or transgression of values.
- Neck and/or face are red or flushed.
- Looking down or away from others. Not looking them in the eye.
- Grimacing, false smile, changing the topic or otherwise trying to cover up the embarrassment.

Surprise
Surprise occurs when things occur that were not expected.
- Raised eyebrows.
- Widening of eyes.
- Open mouth.
- Sudden backward movement.

Happiness
Happiness occurs when goals and needs are met.
- General relaxation of muscles.
- Smiling (including eyes).
- Open body language

A relaxed body generally lacks tension. Muscles are relaxed and loose. Movement is fluid and the person seems happy or unconcerned overall.

Relaxed body

Torso
The torso may sag slightly to one side (but not be held there by irregular tension). It may also be well balanced, with the shoulders balanced above the pelvis. It does not curl up with fear, though it may curl up in a restful pose. Shoulders are not tensed up and generally hang loosely down.

Breathing
Breathing is steady and slower. This may make the voice a little lower than usual.

Color
The color of the skin is generally normal, being neither reddened by anger or embarrassment, nor pale with fear. There are no unusual patches, for example on the neck or cheeks.
**Relaxed limbs**
Relaxed limbs hang loosely. They do not twitch and seldom cross one another, unless as a position of comfort.

**Arms**
Tense arms are rigid and may be held close to the body. They may move in suddenly, a staccato manner. Relaxed arms either hang loosely or move smoothly. If arms cross one another, they hang loosely. Any crossing, of course can indicate some tension. Folding arms may just be comfortable.

**Hands**
When we are anxious, we often use our hands to touch ourselves, hold ourselves or otherwise show tension. Relaxed hands hang loose or are used to enhance what we are saying. They are generally open and may shape ideas in the air. Gestures are open and gentle, not sudden nor tense.

**Legs**
Legs when sitting may sit gently on the floor or may be casually flung out. They may move in time to music, with tapping toes. They may be crossed, but are not wound around one another.

Note, that position of the legs can be a particular sign of hidden tension when the person is controlling the upper body and arms. When they are sitting at a table, what you see may be relaxed, but the legs may be held tense and wrapped.

**Relaxed head**
There are major signs of a relaxed person in their face.

**Mouth**
The person may smile gently or broadly without any signs of grimacing. Otherwise the mouth is relatively still. When talking, the mouth opens moderately, neither with small movements nor large movement. The voice sounds relaxed without unusually high pitch and without sudden changes in pitch or speed.

**Eyes**
The eyes smile with the mouth, particularly in the little creases at the side of the eyes. A relaxed gaze will look directly at another person without staring, and with little blinking. The eyes are generally dry. Eyebrows are stable or may move with speech. They do not frown.
Other areas
Other muscles in the face are generally relaxed. The forehead is a major indicator and lines only appear in gentle expression. The sides of the face are not drawn back. When the head moves, it is smoothly and in time with relaxed talk or other expression.

A significant cluster of body movements has to do with romance, signaling to a person of the opposite sex that you are interested in partnering with them.

From afar
From afar, the first task of body language is to signal interest (and then to watch for reciprocal body language).

Eyes
The eyes do much signaling. Initially and from a distance, a person may look at you for slightly longer than normal, then look away, and then look back up at you, again for a longer period.

Preening
There are many preening gestures. What you are basically saying with this is 'I am making myself look good for you'. This includes tossing of the head, brushing hair with hand, polishing spectacles and brushing or picking imaginary lint from clothes.

Self-caressing
Remote romantic language may also include caressing oneself, for example stroking arms, leg or face. This may either say 'I would like to stroke you like this' or 'I would like you to stroke me like this'.

Leaning
Leaning your body towards another person says 'I would like to be closer to you'. It also tests to see whether they lean towards you or away from you. It can start with the head with a simple tilt or may use the entire torso. This may be coupled with listening intently to what they say, again showing particular interest in them.

Pointing
A person who is interested in you may subtly point at you with a foot, knee, arm or head. It is effectively a signal that says 'I would like to go in this direction'.
Other displays
Other forms of more distant display that are intended to attract include:
- Sensual or dramatic dancing (too dramatic, and it can have the opposite effect).
- Crotch display, where (particularly male) legs are held apart to show off genitalia.
- Faked interest in others, to invoke envy or hurry a closer engagement.
- Nodding gently, as if to say 'Yes, I do like you.'

Up close
When you are close to the other person, the body language progressively gets more intimate until one-person signals 'enough'.

Close in and personal
In moving closer to the other person, you move from social space into their personal body space, showing how you would like to get even closer to them, perhaps holding them and more...

Standing square on to them also blocks anyone else from joining the conversation and signals to others to stay away.

Lovers' gaze
When you are standing close to them, you will be holding each other's gaze for longer and longer periods before looking away. You many also use what are called 'doe eyes' or 'bedroom eyes', which are often slightly moist and with the head inclined slightly down.

A very subtle signal that few realize is that the eyes will dilate such that the dark pupils get much bigger (this is one reason why dark-eyed people can seem attractive).

Touching
Touching signals even closer intimacy. It may start with 'accidental' brushing, followed by touching of 'safe' parts of the body such as arms or back. Caressing is gentle stroking that may start in the safer regions and then stray (especially when alone) to sexual regions. A significant cluster of body movements is used to signal fear and readiness to submit.

This is common in animals, where fighting (that could terminally harm each animal) is avoided by displays of aggression or submission.
Body positions
The body in fearful stances is generally closed, and may also include additional aspects.

Making the body small
Hunching inwards reduces the size of the body, limiting the potential of being hit and protecting vital areas. In a natural setting, being small may also reduce the chance of being seen. Arms are held in. A crouching position may be taken, even slightly with knees slightly bent. This is approaching the curled-up regressive fetal position.

Motionlessness
By staying still, the chance of being seen is, in a natural setting, reduced (which is why many animals freeze when they are fearful). When exposed, it also reduces the chance of accidentally sending signals, which may be interpreted as being aggressive. It also signals submission in that you are ready to be struck and will not fight back.

Head

Head down
Turning the chin and head down protects the vulnerable neck from attack. It also avoids looking the other person in the face (staring is a sign of aggression).

Eyes
Widening the eyes makes you look more like a baby and hence signals your vulnerability. Looking attentively at the other person shows that you are hanging on their every word.

Mouth
Submissive people smile more at dominant people, but they often smile with the mouth but not with the eyes.

Gestures

Submissive gestures
There are many gestures that have the primary intent of showing submission and that there is no intent to harm the other person. Hands out and palms up shows that no weapons are held and is a common pleading gesture.
Other gestures and actions that indicate tension may indicate the state of fear. This includes hair tugging, face touching and jerky movement. There may also be signs such as whiteness of the face and sweating.

**Small gestures**
When the submissive person must move, then small gestures are often made. These may be slow to avoid alarming the other person, although tension may make them jerky.

**3.12. Nonverbal Communication**- information that is communicated without using words.
- 93% of communication is nonverbal
- 55% through facial expression, posture, gesture
- 38% through tone of voice

Humans use nonverbal communication because:

1. **Words have limitations**: There are numerous areas where nonverbal communication is more effective than verbal (when explain the shape, directions, personalities are expressed nonverbally)

2. **Nonverbal signal are powerful**: Nonverbal cues primary express inner feelings (verbal messages deal basically with outside world).
3. **Nonverbal message are likely to be more genuine:** because nonverbal behaviors cannot be controlled as easily as spoken words.

4. **Nonverbal signals can express feelings inappropriate to state:** Social etiquette limits what can be said, but nonverbal cues can communicate thoughts.

5. **A separate communication channel is necessary to help send complex messages:** A speaker can add enormously to the complexity of the verbal message through simple nonverbal signals.

Researches in communication suggest that many more feelings and intentions are sent and received nonverbally than verbally.
UNIT4. ORAL COMMUNICATION

‘The greatest fool may ask more questions than the wisest man an answer’.

4.1. 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 bio-data 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 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 can. 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 in committee should be given a copy of the candidate’s bio-data.
10. The interviewer should know the kinds of certificates, documents and other papers which the can 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 is 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

1. The interviewee must remember the fact that his first impression is the most lasting.
2. His general appearance must be neat.
3. He should arrive in time.
4. He has to bring all the certificates, documents, essential papers and other material needed for the interview.
5. He should enter the interview room with a straightforward and confident attitude.
6. He should not be nervous and agitated.
7. He should keep himself calm, composed and confident.
8. His expression should be pleasant.
9. He should greet the interviewer with confidence and politeness.
10. He need not wear a stupid smile while entering.
11. He should take the indicated seat.
12. He should not take the seat until he is asked to sit down.
13. He should sit in a relaxed but alert manner.
14. He should not play with the pincushion or the paperweight on the table of the interviewer.
15. He should not bend or lean on the table.
16. He must pay careful attention to what the interviewer says.
17. He must not interrupt the interviewers.
18. His posture must be appropriate.
19. His body movements must not indicate his nervousness or evasiveness. He should not clasp and unclasp his hands.
20. 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.
21. His answers must be relevant to the questions asked by the interviewer.
22. He should not boast of his capabilities and vast knowledge.
23. He has to present his strengths to the interviewer, but he must not pretend to be something he is not.
24. He has to retain his dignity while answering even to the annoying and repelling questions.
25. He must always remember that he has to present the best qualities of his character.
26. He need not agree with all the views of the interviewer. He may express his individual views also.
27. He must not annoy or offend the interviewer.
28. He must try to avoid distractions such as chewing gum, smoking, etc.
29. He must express his keen interest and enthusiasms for the job and the organization.
30. All of his attitudes must be positive.
31. He need not criticize himself.
32. He should never become emotional and impatient. He should never lose his temper.
33. He should frankly answer the questions about his previous job.
34. He should not criticize his former employer and colleagues.
35. He should not try to look funny or serious-minded.
36. He should ask relevant questions to the interviewer in order to get essential information about the job and the organization.
37. 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.

4.2. 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 adjusts 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 are 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 don’t be late and dress appropriately. Nonverbal 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 don’t 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.

4.3. 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;
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.

4.4. 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 shouldn’t 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.

**4.5. Clinical & 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.

Following is an example of the form that should be obtained before interviewing a patient regarding his clinical and psychological progress in a particular hospital:

**Hospital Department of Psychology**

**Intake Diagnostic Assessment Form**

A. **Patient Summary:**
(Place here a brief description of the patient you, the interviewer will be interviewing)

B. **Multi-axial Diagnosis (adapted from DSM criteria):**
1. Primary Diagnosis: __________________________________
2. Personality Disorder: ________________________________
3. Physical Disorder: ________________________________
4. Severity of Psychosocial Stressors (check one):
   _____ Mild _____ moderate _____ severe
5. Highest level of functioning (check one):
   _____ Poor _____ fair _____ good

C. **Recommendations for Treatment** (select 3):
   ____ Medications
   ____ occupational counseling
   ____ psychoanalysis
   ____ encounter group therapy
   ____ supportive therapy
   ____ hypnosis
   ____ assertiveness training
   ____ prefrontal lobotomy

D. **Assessment of prognosis** (select 1):
   ____ Good ____ fair ____ poor
4.6. 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, etc.

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 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 etc.

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.

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 observes 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. Don't interfere while other candidates speak. After the interview send at least one thank you letter, to the head of the committee.

**Behavioral Interview**

A structured interview is a type of interview that is utilized by many larger organizations. This interview is especially popular when there is more than one of the same position available within the organization. In a structured interview every applicant for the position is asked the same questions as every other applicant applying for the position. A structured interview may contain standard interview questions, behavioral interview questions, or a combination of the two.

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 don't 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 obtain 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 don't have essential skills, knowledge, education etc. Candidates who are capable for the required position will attend the next level face to face interview.

Telephone interview is part of the selection criteria to select the consultant or contractor. Ninety percent of the time, clients or vendors short list the candidates based on the telephone interview. A successful telephone interview will usually lead to a personal interview. The telephone interview can be classified into two types.
4.7. **HR Interview:** The main objective of this interview is to get the technical interview or invited to an in-person interview. This interview is to determine the person’s personality and teamwork. Warm up your voice and vocal cords—it may help to make you sound more confident, firm and pleasant. Your voice tells many things about you.

**Dos:**
- Getting ready for the interview:
  - Go to the bathroom before the appointment time in case the interview lasts longer than you expect.
  - Drink just plain cold water
  - If you use a hand set phone, make sure you have charged it properly.
  - Have your resume, paper, pen, and a glass of water handy
- Take the call in a quiet area of the house—no kids, vehicles’ sound pollution, no dogs, or any other distractions.
- Be on time to show that you respect and value the interview appointment
- Make sure you do not have another appointment close to the interview—incase the interviewer needs more time.
- Read your resume thoroughly to explain your professional or projects’ experience
- Be prepared to give a positive two or three minute summary of your professional career.
- If you did not understand the question, ask him/her to repeat the question.
- Be sincere.
- Be enthusiastic. Speak confidently, clearly and slowly.
- Ask the interviewer about the client location, project duration, etc.
- Ask the interviewer at the end of the conversation where you stand and what the next step is.

**Don't:**
- When you are on the phone, if you don't understand the question, don’t pretend that you did. Ask them to repeat the question.
- Do not feel nervous.
- Don't sound phony.
• If you cannot answer certain questions, admit to the interviewer frankly and offer to do more research on the subject and that you think you can get an answer soon.
• If you don't know, simply say that you don't know. Be careful not to misrepresent the information or lie to the interviewer. Trying to cover up the truth only makes things worse.
• Try to avoid using cell phones. Your client may not hear you properly.

**Technical Interview:** The goal of technical interview is to know about your technical skill set.

**Dos:**
• Follow HR Interview Tips.
• Do your homework and practice answering some standard interview questions.
• Review your resume and work experience/history.
• Interviewer may ask more questions about their project requirements or your primary skill set. Be ready on these two things before the interview.
• If you don't know the answers, you can request the interviewer for answer.

Organizations opt for telephonic interview when there are lots of applications for a particular post and there is an urgency to fill a post or when a candidate resides far away from the position of interview. Candidates find telephonic interview comfortable because it's not face to face. You need not dress yourself up and can have all the information ready on your table while you talk. But you need to make sure that your tone depicts professionalism and zest. It all depends on your voice projection.

**4.8.Panel Interview**

When a group of interviewers (maybe from different departments) together interview a candidate, it's called panel interview. Panel interviews are quite common in various IT corporate and during the admission process of any management course. Interviewers ask random question one at a time and then evaluate their answers. This kind of interview helps the company to evaluate a
candidate based on his interaction, interpersonal skill and multi tasking. The results from panel interview are more dependable as compared to other types because a decision is taken collectively by group of interviewers.

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 for 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 believes 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.

**4.9. Exit Interview**

An exit interview is typically a meeting between at least one representative from a company's human resources (HR) department and a departing employee. The HR
representative might ask the employee questions while taking notes, asks the employee to complete a questionnaire, or both. Human resources departments conduct exit interviews (also called exit surveys) to gather data for improving working conditions and retaining employees. However, a hidden purpose is to help employers avoid costly litigation down the road, caused by "disgruntled" employees. In other words, comments and the notes an HR representative takes during exit interview might be used against an employee in court, should an employee decide to sue the former employer.

Naturally, the decision whether or not to participate in an exit interview is ultimately up to the employee. But there are varying opinions about whether or not you should participate. Some career experts think one should, because, although it doesn't help you much, it helps a sincere employer improve working conditions for remaining employees. But other career experts question the usefulness of an exit interview. Some things to consider before participating in an exit interview are listed below.

- As a departing employee, will you benefit from an exit interview?
- Is the exit interview anonymous or must you sign a questionnaire or the HR representative's notes?
- Is the reason you're leaving any of the company's business or an invasion of your privacy?
- Why did your employer wait until you're leaving to ask your opinion?
- Will the HR department really use your comments for improvements or are they just trying to find out the "real" reason you're leaving?
- Might an exit interview burn a bridge, ruin a reference or cause an adverse background check for you?

4.10. Preparation with reference to welcome, introduction and thanks

Stages of a Typical Interview

1. Introductory talk.
2. Discussion of your background: your education, work experience, activities, interests, and goals.
3. Discussion of the position and what you have to offer.
4. Explanation of the company and your questions about it.
5. Next steps in the interview process.
Successful interviewing requires preparation and practice. Good preparation includes these steps:

Step 1: Conduct a careful self-assessment, a review of your resume, and an objective evaluation of your qualifications, skills, interests, and abilities. Think about the skills you have developed both inside and outside of the classroom and how they could contribute to the position for which you are interviewing. Develop a list of personal accomplishments and skills that you can cite clearly and concisely during your interviews.

Step 2: Research the interview process. Read books and watch videotapes. Attend an interview workshop, set up a mock interview with a Center staff member, and practice with friends, family, and in a mirror.

Step 3: Research the field in general as well as prospective employers. Learn all you can about the company and the position for which you will be interviewing. Obtain specific company literature prior to an interview. If it is impossible for you to obtain information, you can still interview successfully if you have a realistic and confident knowledge of your strengths and a thorough knowledge of the field, attainable by reading generic career literature and acquiring information from similar organizations.

Step 4: Develop an interview strategy. Based on your research on the company, identify the qualifications and criteria it will look for in an "ideal" candidate. With these in mind, determine the five most important points about you that you want the interviewer to know by the end of the interview. These can be specific qualities, accomplishments, experiences, or career goals. They should be determined by your distinct set of qualifications and match the company's needs.

Step 5: Prepare a list of questions to ask the interviewer, avoiding those that could be answered by reading the company's information. Demonstrate that:

- you have done your homework on the company and the position;
- you want to acquire information that will facilitate your own decision-making;
- you can take control and ask relevant and thoughtful questions.
Step 6: Close the interview in a professional manner. Thank the interviewer for his or her time and consideration. Briefly reiterate your interest in the position and the company, and concisely summarize your skills and career objectives as they apply to the position. If the interviewer has not mentioned the next steps in the interview process, ask if there is anything else you should do, such as providing names of references, completing an application, or taking a test. Ask about the time frame for completing the search, when you might expect to hear from the company, and whether they would prefer to call you or be called by you. Confirm the interviewer's full name, title, and business address. Send a thank you note within 24 hours.
UNIT 5. LISTENING SKILLS

5.1 What is listening?

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.

5.1.1. 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 **non-active** 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 non-active 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.
5.2. 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!

5.3. 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:

1. Listener’s resistance to the new ideas in the message
2. Emotional excitement of the listener
3. Inattentiveness to the lengthy an untimely speech
4. Listener’s distrust in the speaker
5. Listener’s status consciousness, especially when the listener is superior and the speaker is subordinate
6. Closed-mindedness of the listener
7. Conflict of the attitudes and values of the listener with those of the speaker
8. Mental argument with the speaker before comprehending the total message
9. Prejudices against the speaker
10. Lack of empathy for the speaker
11. Slow, dull and bore some speech
12. Lack of interest in the subject of speech
13. Tiredness of the listener
14. Listener’s impatience to talk
15. Physical distractions or ‘noise’
16. Creative distractions like daydreaming or reading while listening
17. Listener’s responding to the dress and mannerisms of the speaker
18. Listener’s inadequate knowledge of the language used by the speaker
19. Wrong perception of the message
UNIT 6. 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.

6.1. 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 Discussion**
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 the students begin 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 students. Verbally quiz them 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.

**6.2. 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. As discussed in the previous chapter, 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 doesn't 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.

6.3. 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.
• Critical reading: it deals with 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

6.4. Reading to learning Stages

Stage 0 (up to Age 6): Stage 0 (up to age 6) is a pre-reading stage that is characterized by children's growth in knowledge and use of spoken language. Increasing control of words (vocabulary) and syntax is apparent. In addition, children acquire some beginning understandings of the sound structures of words. For example, they learn that some words sound the same at the beginning (alliteration) and/or the end (rhyme), that spoken words can be broken into parts, and that the parts can be put together to form whole words. Most children also acquire some knowledge of print at this stage. They may, for example, learn the names of the letters of the alphabet and learn to print their names and some letters not in their names. Although much of their reading may best be described as
"pretend reading," most children do learn to hold the book right-side up and turn the pages. Some may learn to point at a word on the page while saying the word. Reading to children provides them with opportunities to acquire this kind of pre-reading knowledge.

**Stage 1** (Grades 1–2): In Stage 1, children learn the letters of the alphabet and the correspondences between the letters and the sounds that they represent. By the end of this stage, they have acquired a general understanding of the spelling-sound system. Direct teaching of decoding accelerates development in Stage 1, particularly for those with limited readiness.

**Stage 2** (Grades 2–3): In Stage 2, confirmation of what was learned in Stage 1 takes place and children learn to apply the knowledge gained in Stage 1 to read words and stories. Children learn to recognize words composed of increasingly complex phonetic elements and read stories composed of increasingly complex words. Through practice, oral reading of stories and passages becomes more fluent and sounds more like talking.

**Stages 1 and 2 Together:** Stages 1 and 2 constitute a "learning to read stage," at the end of which children are no longer glued to the print on the page. They recognize most words automatically and read passages with ease and expression. Decoding the words on the page no longer consumes all of their cognitive attention; cognitive capacity is freed for processing meaning. At this point, children are ready to make the important transition from "learning to read" to "reading to learn."

**Stage 3** (Phase A, Grades 4–6; Phase B, Grades 7–8 and/or 9) In Stage 3, children begin to learn new knowledge, information, thoughts, and experiences by reading. Growth in word meanings (vocabulary) and background knowledge are primary goals. Children read selections from an increasingly broad range of materials (e.g., textbooks, magazines, encyclopedias) about an increasingly broad range of topics (e.g., history, geography, science). Most reading is for facts, concepts, or how to do things. In Phase A of Stage 3, when vocabulary and background knowledge are still rather limited, reading is best developed with materials and purposes that focus on one viewpoint. As students move through Phase B, they start to confront different viewpoints and begin to analyze and criticize what they read.

**Stage 4** (High School): In Stage 4, students must deal with more than one viewpoint. Topics in textbooks are treated in greater depth and from more than one
viewpoint. Dealing with more than one set of facts, competing theories, and multiple interpretations provides not only multiple viewpoints, but knowledge of how to acquire new points of view and how to acquire increasingly complex concepts. Study skills and practice in efficient reading are beneficial at this stage.

**Stage 5** (Age 18 and above): At this highest stage of reading development, readers can read materials in the degree of detail and completeness that is needed to serve their purposes. Readers select materials to serve their purposes; they know what not to read as well as what to read. They analyze, synthesize, and make judgments about what they read. They balance their own comprehension of the words with their analysis of the content and their own ideas about the topic. At this stage, reading is constructive. The reader constructs knowledge and understanding from reading what others have written.

Following points can be elaborated to prevent misunderstanding:

1. The ages or grades at which the stages occur are approximate.
2. Whether reading develops as described at any given stage depends, to a considerable extent, upon the instruction that is provided in the classroom and/or at home.
3. Development at each stage is dependent upon adequate development at the prior stages. For example, Stage 1 reading is dependent upon the development of language in Stage 0; rhyming, alliteration, and vocabulary are particularly important prerequisites to beginning reading instruction. Reading development in Stage 4 (i.e., critical reading) is dependent upon the acquisition of a rich base of information and vocabulary in Stage 3.
4. The reading stages are not discrete; they are continuous and overlapping. For example, although most spelling-sound correspondences are learned in Stage 1, other more complex correspondences are learned throughout Stages 3 and 4 and perhaps even Stage 5. And, even though fluent passage reading does not become a clear focus of reading development until Stage 2, the rudiments of fluency are developing in Stage 1. Also, although comprehension is not emphasized in Stages 1 and 2, literal comprehension of simple passages is inherent in the development of word recognition skills (Stage 1) and fluency (Stage 2). Although not discrete, each of the stages is associated with particular aspects of development that are of primary importance.

A stage model has important implications for individualization of instruction. Because development at each stage is dependent upon adequate development at the prior stages, it is necessary that educators conduct assessments to determine
students' levels of development. Assessments provide the information that will enable educators to provide children with instruction that starts where they are and then build on that base to help children advance to the higher levels. For example, the child who lacks knowledge of rhyming and alliteration (Stage 0) will need some instruction in those skills before moving on to the more formal phonics instruction that is associated with Stage 1. The child who lacks knowledge of most of the letter-sound correspondences will need some instruction in those basic phonics skills before fluency of passage reading is emphasized. The child who has not yet "learned to read" will need instruction in one or more aspects of decoding and fluency before moving on to the "reading to learn" stages. And, similarly, the child who has not acquired sufficient information and vocabulary in Stage 3 will likely have great difficulty when confronted with the need to deal with different viewpoints in Stage 5; explicit teaching of vocabulary and background knowledge will be necessary.

Children who begin school with little or no phonemic awareness have difficulty learning letter-sound correspondences and therefore have trouble with word recognition. When word recognition places too many demands on cognitive capacity, less cognitive attention is available for allocation to higher-level comprehension processes. Trying to read for meaning without the necessary cognitive resources is not a rewarding experience. Unrewarding early experiences squelch motivation and lead to less involvement in reading-related activities. This lack of involvement, and therefore lack of practice, further delays the development of automatic word recognition. The negative spiral of cumulative disadvantage continues and troublesome emotional side effects begin to be associated with school experiences. The emotional problems, in turn, present yet another hindrance to school achievement. In contrast, children who develop efficient decoding processes quickly and easily find reading enjoyable because they can concentrate on the meaning of the text. They read more; the additional exposure and practice further develops their reading abilities.

6.4.1. Model of Reading to Learning

In the last 40 years reading researchers have been studying the link between the reading process (what goes on in the brain) and how to teach reading. Depending on their interpretation of the reading process, they have developed a model of reading. A reading model is a graphic attempt "to depict how an individual perceives a word, processes a clause, and comprehends a text.” Although there are many models of reading, reading researchers tend to classify them into three kinds.
Top-down
- Emphasizes what the reader brings to the text, such as prior knowledge and experiences
- Says comprehension begins in the mind of the reader, who already has some ideas about the meaning of the text
- Proceeds from whole to part
  Example: Reader's prior knowledge to semantic cues to syntactic cues to other more specific information

Bottom-up
- Emphasizes the written or printed text
- Says comprehension begins by processing the smallest linguistic unit (phoneme), and working toward larger units (syllables, words, phrases, sentences)
- Proceeds from part to whole

Interactive
- Recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process.

QUESTIONS FOR PRACTICE
1. What is meant by the term communication?
2. Enumerate the barriers of communication.
3. Mention 7 C’s of communication
4. What are the essentials of communication?
5. Define downward communication.
6. State the elements of communication process.
7. Differentiate between interpersonal and interpersonal communication.
8. What is the role of body language in communication?
9. Explain the term feedback in a communication process.
10. How is an exit interview conducted?
11. Enumerate the barriers to listening?
12. What are the various types of listening?
13. Explain in brief group communication.
14. Differentiate between encoding and decoding of a message.
15. State the reading tactics and strategies involved for effective reading outcomes.

16. Explain the communication process with all elements involved in it. What factors affect the process of communication?

17. Discuss in detail the techniques of communication format and informal, verbal and written, downward and upward.

18. What are semantic and technical barriers in communication? What role does noise play in communication process?

19. Write a note on feature, importance and patterns of communication.

20. Define mass communication. How public, crowd and small group communication differ from each other?

21. What factors go into planning and conducting an interview? How would you conduct a selection interview?

22. What points are to be taken into consideration with reference to welcome, intersection and thanks during preparation of an interview?

23. How can effective listening skills be evolved? Discuss the barriers to listening in detail.

24. Explain the model of listening to learning.

25. What are various reading purposes and associated apprehensions?

26. Differentiate between reprimand interviews and grievance interviews.

27. Differentiate between verbal and non-verbal communication.

**SUGGESTED READING**

a) Business Communication - K.K. Sinha (Galgotia Publishing Company)

b) Communication – Asha Kaul (Prentice Hall India)

c) Communication – C.S. Rayadu (Himalaya Publication)