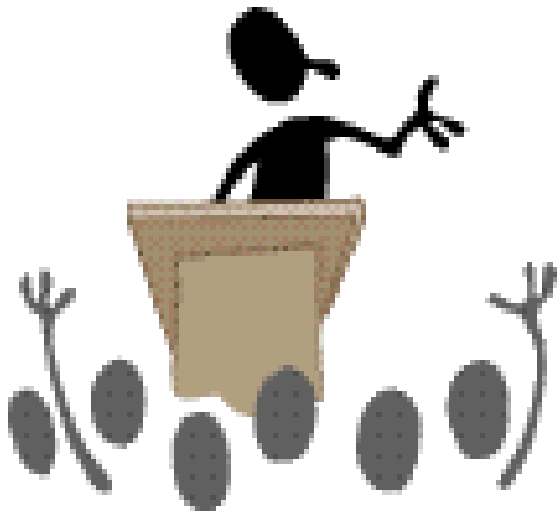


Foundations of Communication

Communication is the process through which people express, interpret and coordinate messages with others



Nature of Communication

- **Messages:** The **verbal** utterances, visual images and non verbal behavior used to convey thoughts and feelings
- Encoding: Putting thoughts and feelings into words and non verbal behavior
- Decoding: Interpreting another's message
- Feedback: Responses to message
- Canned plan: A “mental library” of **scripts**, people draw from to create messages based on what worked in the past.
- Script: An actual text of what to say and **do** in a specific situation
- [message production, message interpretation and interaction coordination is discussed in slide 9].

Nature of COMMUNICATION

The communication context is made up of the physical, social, historical, psychological and cultural situations that surround a communication event.

1. The physical situation includes the location, environmental conditions (temperature, lighting, noise level) distance between communicators seating arrangement and time of the day. Social presence refers to a sense being there with another person virtually.
2. The social situation is the nature of relationship that exists between participants
3. The historic situation is the background by previous communication by the participants
4. The psychological situation includes the moods and feelings each person brings to the conversation.

Nature of Communication

5. Cultural situation includes the beliefs, values, orientations, underlying assumptions and rituals that belong to a specific culture.

Nature of Communication

2. Communication Settings: The different communication environments within which people interact.

1. Intrapersonal communication

While we may occasionally think out loud, we usually don't verbalize our internal dialog.

- Sitting in class and thinking about what you'll do later that day
- Sending yourself a reminder note as an e-mail or text message

2. Interpersonal communication

- Talking to a friend between classes
- Talking on the phone with your mother
- Texting or chatting online with your brother
- Comforting someone who has suffered a loss

Communication Settings

3.Small Group communication

There are many kinds of small groups:

- Involves 3 to 20 people
- a family, a group of friends, a group of classmates working on a project
- a management team in the workplace

Small group communication can occur in face-to-face settings, as well as online through electronic mailing lists, discussion boards, and blogs.

4. Public communication

- One participant, the speaker delivers a message to group of more than 20 people

President Barack Obama delivered his farewell address some people were there, others watched on TV or the Internet at the time he spoke, and still others have experienced his speech after Inaugural Day by viewing it in the form of televised snippets or via a Web site such as YouTube

5. **Mass Communication** is delivered through mass media to large segment of population at the same time.

The Communication Process

- 3. Communication Process** is a complex set of three different and interrelated activities intended to result in **shared** meaning.
- Message production is when we encode a message.
 - Message interpretation is when we decode a message
 - Interaction coordination consists of the behavioral adjustments each participant takes to adjust their behavior to that of their partner.

The Communication Process

- Communication process is affected by channels used and interference/noise
- Channels: It is the route travelled by the message. Face to face communication has three basic channels: verbal symbols, non verbal cues and visual images. Refer to pg.10
- Interference is also referred to as noise, is any stimulus that interferes with the process of shared meaning. It can be physical and psychological. Refer to pg 10.
- Model of Communication Process refer to fig. 1.2 pg 11

Communication Ethics

- Ethics are moral principles held by a society, group or individual that differentiates right from wrong.
- Ethical communicators are honest.
- Ethical communicators act with integrity.
- Ethical communicators demonstrates respect
- Ethical communicators behave fairly.
- Ethical communicators are responsible.

Mimi and Marcus finished talking with the fifth car salesperson.

“From what I could understand, most of the basic features we need are about the same,” said Mimi. “So, for me, it comes down to who we feel most comfortable with.”

“Yeah, that’s pretty much the way I see it. And from that standpoint, I’d pick Carrie,” Marcus responded.

“She really seemed nice, didn’t she?” asked Mimi. *“She seemed friendly and— unlike Paul — she talked to both of us, not just you.”*

Marcus replied, “She talked about features, price, and financing options that were tailored to our specific needs—unlike Dempsey, *who spent most of his time talking about luxury features that cost more than we can afford.*”

Mimi added, “Yeah, and Gloria was so **disorganized . . .**”

“And she was so focused on getting through her presentation that she didn’t even notice when you tried to ask a question!” Marcus interjected.

“I sort of liked Steve,” Mimi continued, “but when we suggested that the price range he was quoting was out of our budget, he wasn’t much help. Once he got off his ‘script,’ he seemed lost.”

“Well,” Marcus replied, “not only did Carrie offer a car with features we can use and a financing plan we can afford, she also led me to believe that we could call her with questions later about when and where to service our vehicle.”

“OK,” Mimi said as she nodded. “So we agree; we’re buying our car from Carrie!”

Why was Carrie successful?

Was it the car she was promoting or her specialized expertise in the automobile business? Not necessarily.

From this conversation, it appears that Carrie’s success was due to her ability to communicate with Mimi and Marcus. Carrie’s success is not unusual.

Communication skill "is an important tool
in pursuit of your goals,
whether it is with your family, your co-workers
or your clients and customers." — *Les Brown*

How effectively you communicate with others is important not only to your career, but also to your personal relationships. **Your ability:**

- to make and keep friends,
- to be a good family member,
- to participate in or lead groups, and
- to prepare and present speeches

...depends on your communication skills.

Studies have concluded that, for almost any job, employers seek:

- oral communication skills,
- teamwork skills, and
- interpersonal abilities

An article on the role of communication in the workplace reported that in engineering, a highly technical field, speaking skills were very important for **72 percent** of the employers surveyed.

A survey by the National Association of Colleges and Employers (Koncz, 2008) reported **the top 10 personal qualities and skills** that employers seek from college graduates. The number one skill was communication, including

- face-to-face speaking,
- presentational speaking,
- and writing.

Other skills ranked in the top 10 include:

- teamwork skills (number three),
- analytical skills (number five),
- interpersonal skills (number eight), and
- problem-solving skills (number nine)

what RESEARCH shows

TASK 1

You will give a short 2-minute speech introducing your partner to the rest of the class. [individual work]

Questions to Ask

1. What is your background? (Where were you born and raised? What is the makeup of your family? What else do you want to share about your personal background?)
2. What are you majoring in and why?
3. What are some of your personal and professional goals after college?
4. What are two personal goals you have for this class and why?
5. What is something unique about you that most people probably don't know?

We suggest you organize your speech as follows:

1. **The introduction:** Start with an attention catcher—a statement, story, or question tied to something about the speaker that will pique audience curiosity. Then offer a thesis and a preview of main points, which can be as simple as “I’m here today to introduce [name of person] to you by sharing something about his personal background, personal and professional goals, and something unique about him.”
2. **The body:** Group the information you plan to share under two to four main points. For example, your first main point might be “personal background,” your second main point “personal and professional goals,” and your third main point “something unique.” Then offer two or three examples or stories to illustrate what you learned regarding each main point. Create a transition statement to lead from the first main point to the second main point, as well as from the second main point to the third main point. These statements should remind listeners of the main point you are concluding and introduce the upcoming main point. For example, “Now that you know a little bit about [name of person]’s personal background, let’s talk about his personal and professional goals.”
3. **The conclusion:** Ideally, in your conclusion, you’ll remind listeners of the name of the classmate you introduced and the two to four main points you discussed about him or her. Then, end with a clincher—a short sentence that wraps the speech up by referring to something you said in the speech (usually in the introduction) that will encourage listeners to want to know him or her better.

Further Instructions

COMMUNICATION APPREHENSION

“The fear or anxiety associated with real or anticipated communication with others.”

4 types:

- *Traitlike*: Anxious in most speaking situations
- *Audience-based*: Only to certain people or group
- *Situational*: Short-lived during specific encounter (e.g. job interview)
- *Context-based*: Anxiety in a particular situation

Task 2: Identifying Elements of the Communication Process

Identifying Elements of the Communication Process:

Maria and Damien are meandering through the park, talking and drinking bottled water. Damien finishes his bottle, replaces the lid, and tosses the bottle into the bushes at the side of the path. Maria, who has been listening to Damien talk, comes to a stop, puts her hands on her hips, stares at Damien, and says angrily, “I can’t believe what you just did!” Damien blushes, averts his gaze, and mumbles, “Sorry, I’ll get it—I just wasn’t thinking.” As the tension drains from Maria’s face, she gives her head a playful toss, smiles, and says, “Well, just see that it doesn’t happen again.”

Activity

1. Contexts [physical, social, historical psychological]
2. Settings
3. Participants
4. Channels
5. Message
6. Interference/Noise
7. Feedback