



الحمد لله رب العالمين



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

٠٥٥١٠٨٤٦٤٢٨ : ٠٩٦٣٤٧ : ٠٥٤٣٢٠٠١٠١



## المدرسة الوطنية العليا للذكاء الاصطناعي

### National High School of Artificial Intelligence

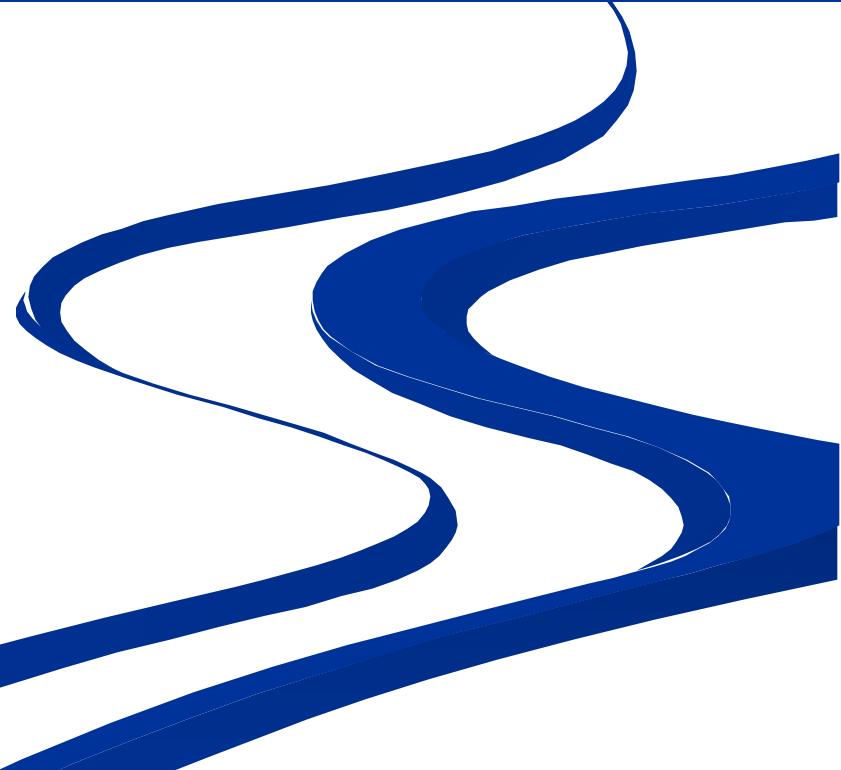
(ENSIA)

Academic Year / Semester  
2023 - 2024 - 1

MANAGEMENT COURSE

**Introduction to  
BUSINESS**

Prof. M-Said Oukil





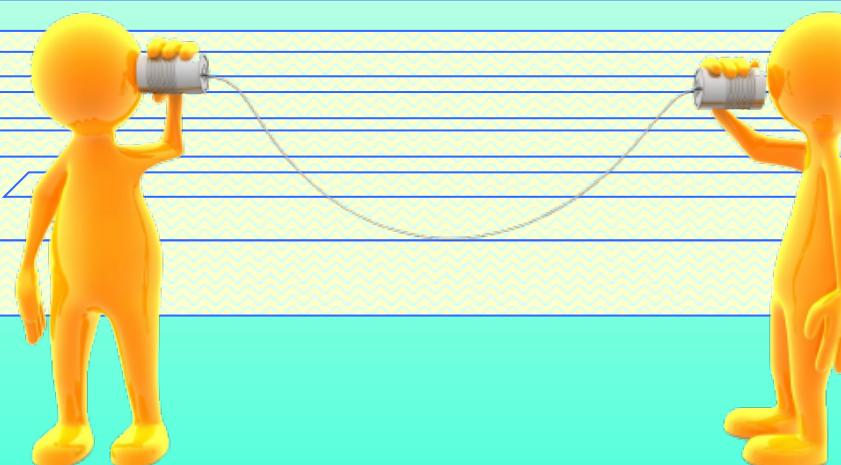
## PART 4: LEADING

# Chapter 13

## COMMUNICATING EFFECTIVELY

Dec.  
17,  
2024

Week  
8



Slides prepared by Argie Butler Texas A&M University



## 4 Learning Goals

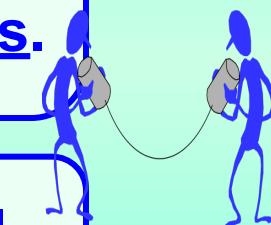


1. Explain the **communication process**;
2. Identify **hurdles to communication**;
3. State ways to eliminate communication hurdles and **improve communications**;
4. Discuss two **ethical issues in communications**.

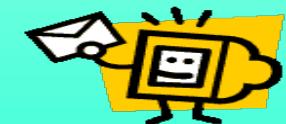


# The Communication Process

- ❖ **Communication** is the transfer and exchange of information and understanding from one person to another through meaningful symbols.
  
- ❖ **Communication** can be formal or informal, verbal or nonverbal and may take many forms.

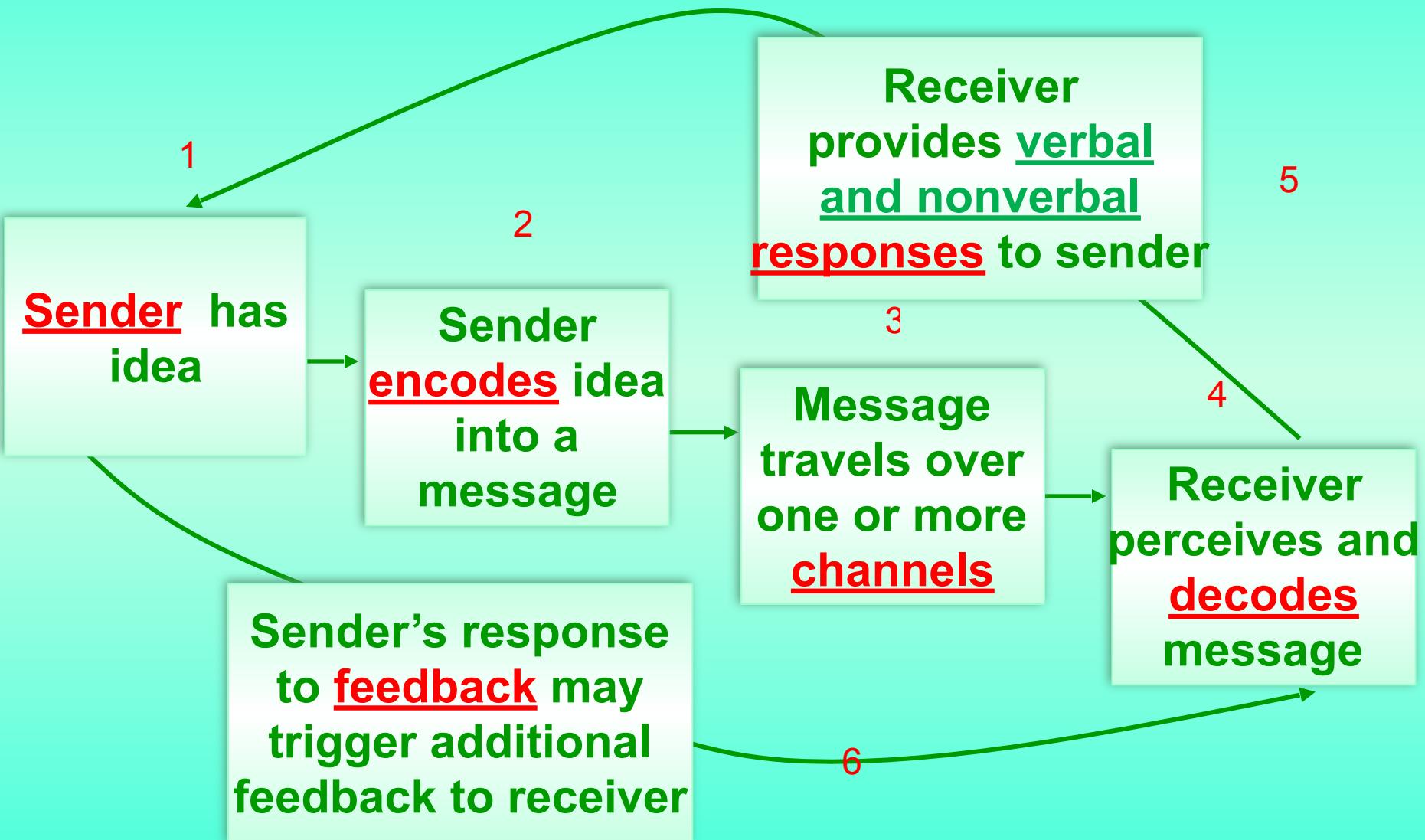


As a process, communication involves  
**6 basic interacting elements** as shown on the following fig..





# The Communication Process





## 1-Sender (Encoder)

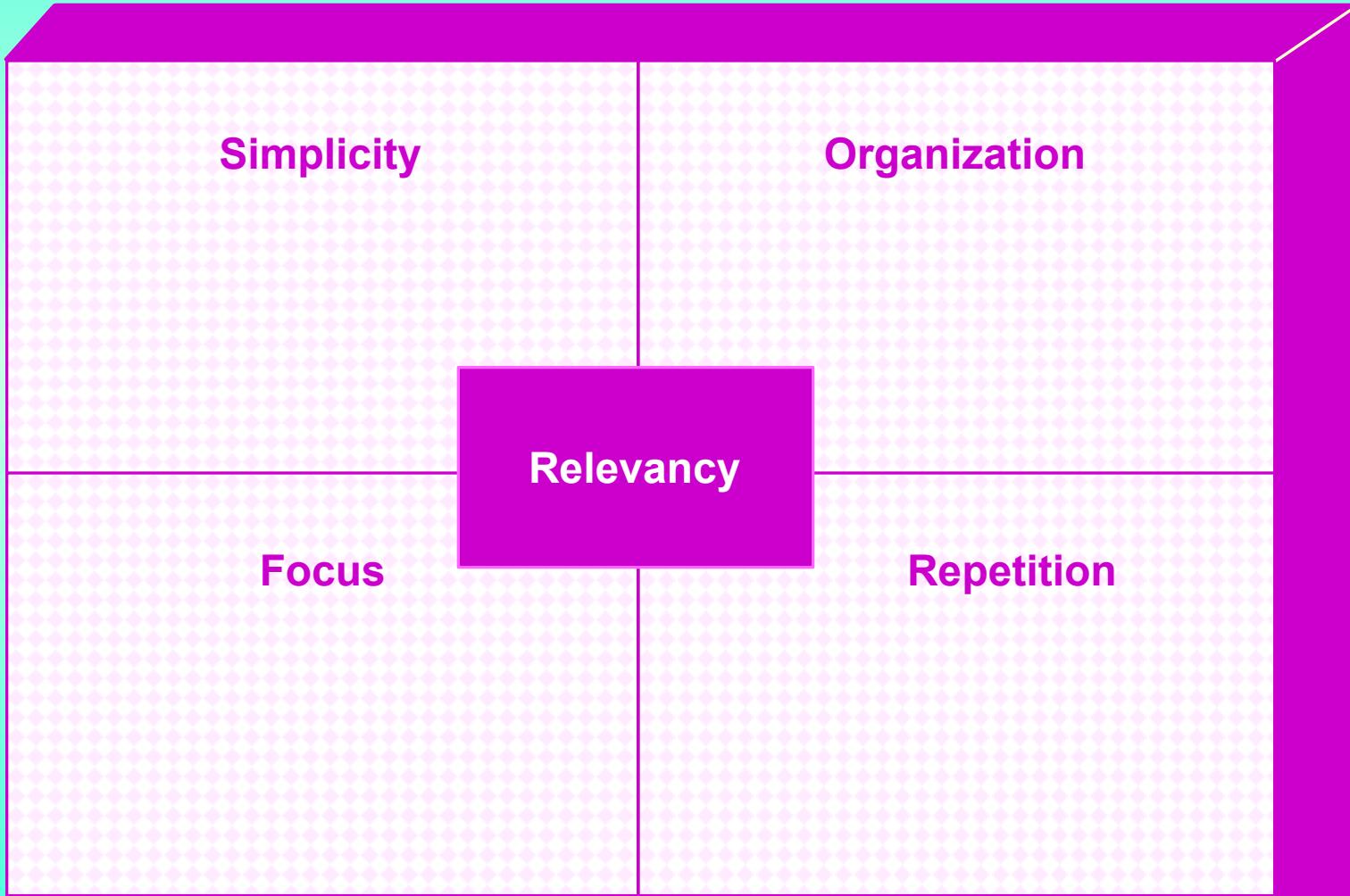


- **Sender:** source of information who starts the communication process.
- **Encoding:** process of translating thoughts or feeling into a medium—written, visual, or spoken—that conveys the meaning intended.





# Interrelated Principles to Increase Encoding Accuracy





## 2-Receiver (Decoder)

➤ **Receiver:** person who receives and decodes (or interprets) the sender's message.

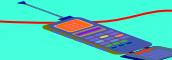


➤ **Decoding:** translating messages into a form that has meaning to the receiver.



➤ **Key requirement of receiver:** the ability to listen.



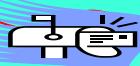
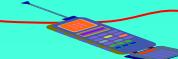


# Communication Differences Between Men and Women



Based on your experiences, do you **Agree**, **Disagree**, or are you **Undecided** with each of the following statements:

1. Men are less likely to ask for information or directions in a public situation that would reveal their lack of knowledge;
2. In decision making, women are more likely to downplay their certainty; men are more likely to downplay their doubts;
3. Women tend to apologize even when they have done nothing wrong; men tend to avoid apologies as signs of weakness or concession;
4. Women tend to accept blame as a way of smoothing awkward situations; men tend to ignore blame and place it elsewhere;

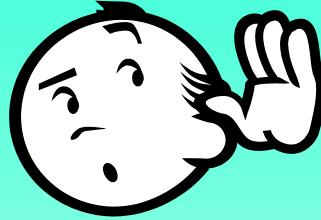
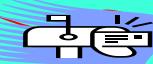
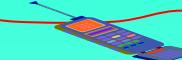


# Communication Gender Differences



Based on your experiences, do you **Agree**, **Disagree**, or are you **Undecided** with each of the following statements:

5. Women tend to temper criticism with positive buffers; men tend to give criticism directly;
6. Women tend to insert unnecessary and unwarranted thank-yous in conversations; men may avoid thanks altogether as a sign of weakness;
7. Men tend to usurp (take) ideas stated by women and claim them as their own; women tend to allow this process to take place without protest;
8. Women use softer voice volume to encourage persuasion and approval; men use louder voice volume to attract attention and maintain control.

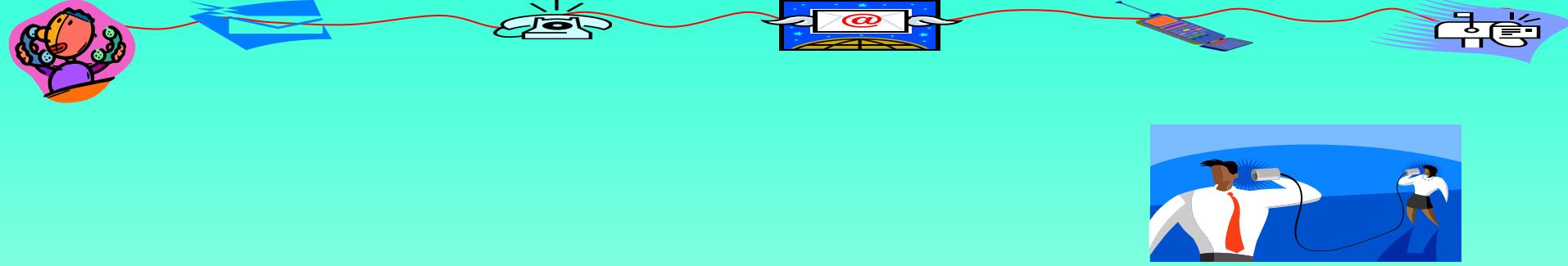


# Listening:

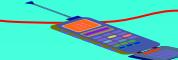
Paying attention to the message, not merely hearing it.

## 10 Guidelines for effective listening

1. Remember that listening is not just about receiving information—how you listen also sends a message back to the message sender;
2. Stop talking! You can't listen if you're talking;
3. Show a talker that you want to listen; Paraphrase what's been said to show that you understand;
4. Remove distractions.



- 5. Avoid prejudging what the person thinks or feels; Listen first, then make judgments later;**
- 6. Try to see the other person's point of view;**
- 7. Listen for total meaning; This includes both the content of the words and the feeling or attitude underlying the words;**
- 8. Attend to both verbal and nonverbal clues;**
- 9. Go easy on argument and criticism, which put people on the defensive and may make them "clam up" or become angry;**
- 10. Before each person leaves, confirm what has been said.**



# 3-Message:



- Refers to the verbal (spoken and written) symbols and nonverbal cues representing the information that the sender wants to convey to the receiver;
- There are 3 main types of messages: a) written, b) verbal, and c) nonverbal;
- Nonverbal messages: facial expressions, eye contact, body movement, gestures, and physical contact (collectively often called body language) that convey meaning;

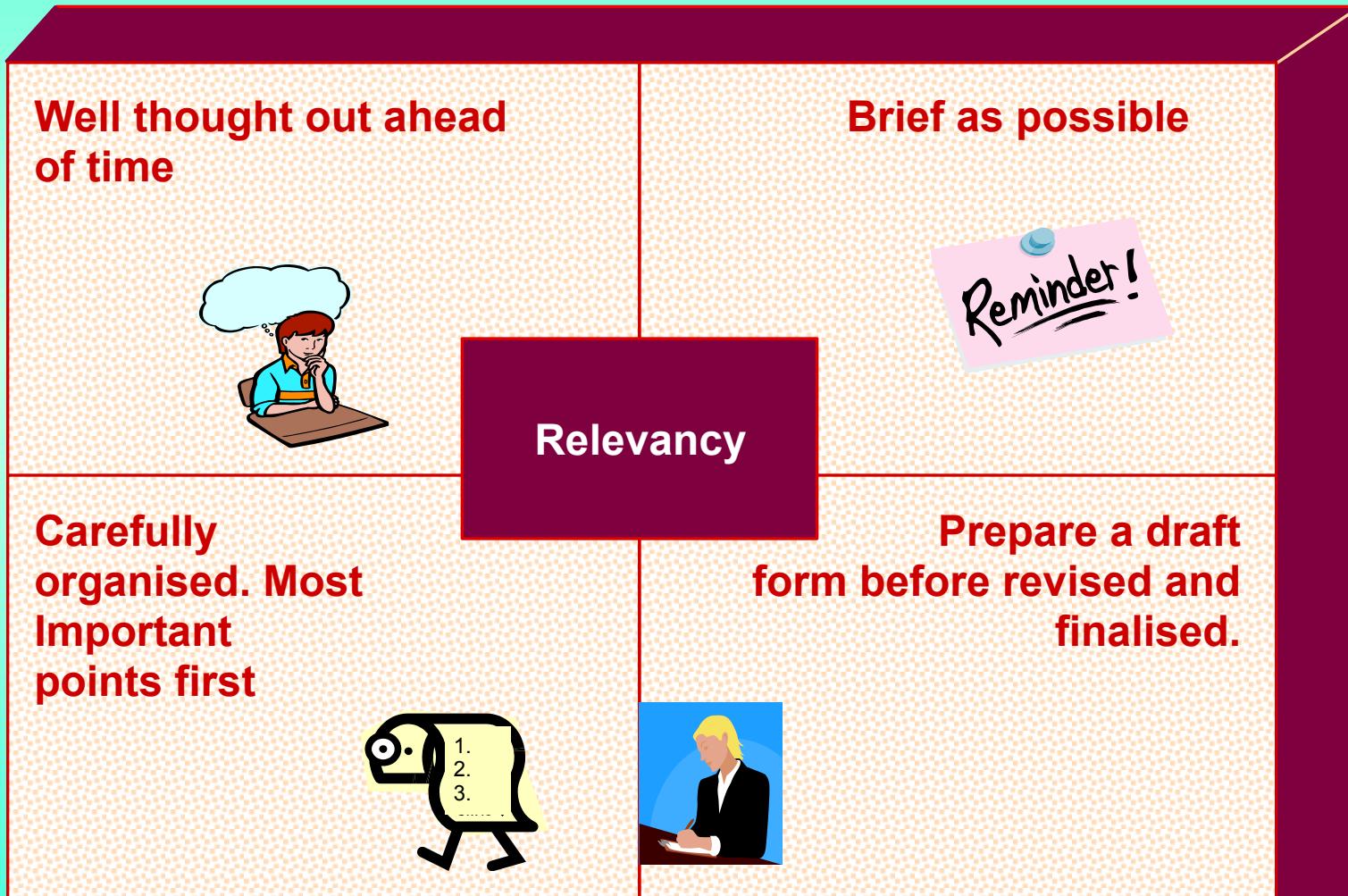


When people communicate in person, as much as 60 percent of the content of the message is transmitted through facial expressions and other methods of nonverbal communication.





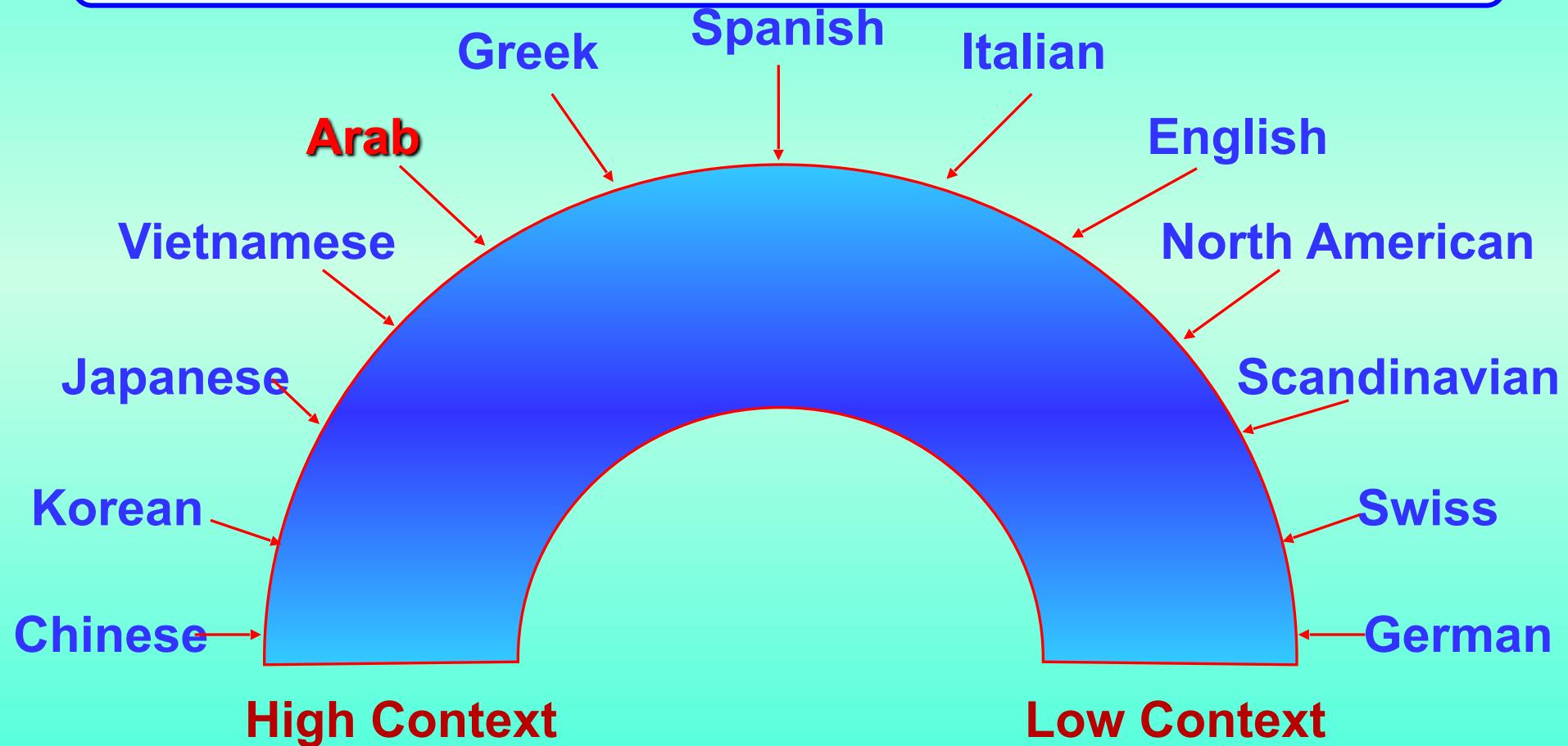
# Characteristics of Effective Written Messages





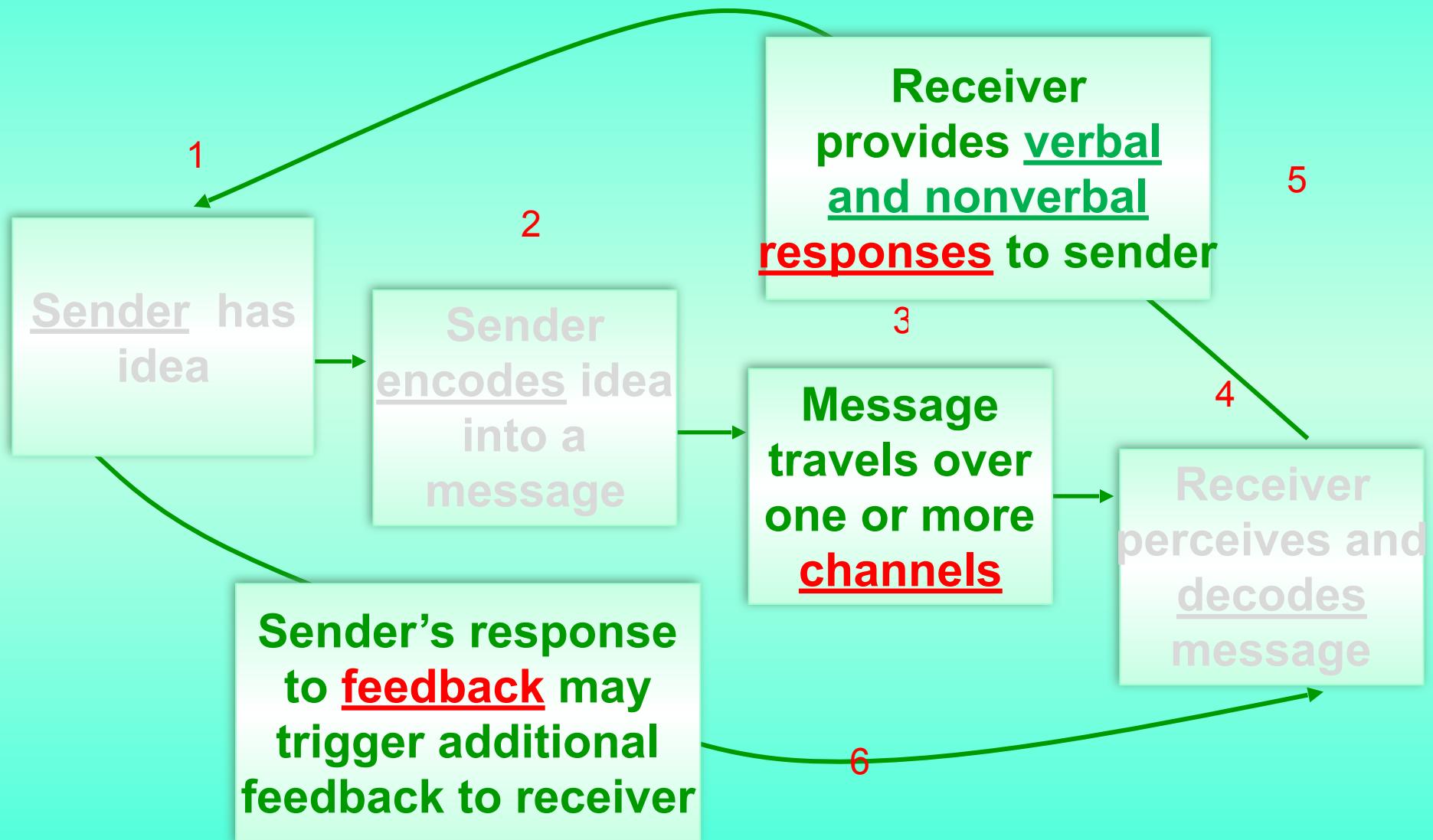
# Examples of Cultures on the Cultural Context Continuum

The following figure shows the approximate placement of a number of nationalities or countries along the **high to low-context culture continuum**.





# The Communication Process





# Channels

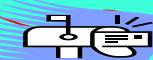
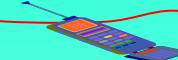
- ❑ A channel is the path a message follows from the sender to the receiver.



- ❑ **Information richness:** Is the information-carrying capacity of the channel.



- ✓ Not all channels carry the same richness of information.



# Channels: Information Richness

## Information Channel

- Face-to-face discussion.
- Telephone conversations.
- Written letters/memos  
(individually addressed).
- Formal written documents  
(unaddressed bulletins or  
e-mail).
- Formal numeric documents  
(printouts, budget reports).

## Information Richness

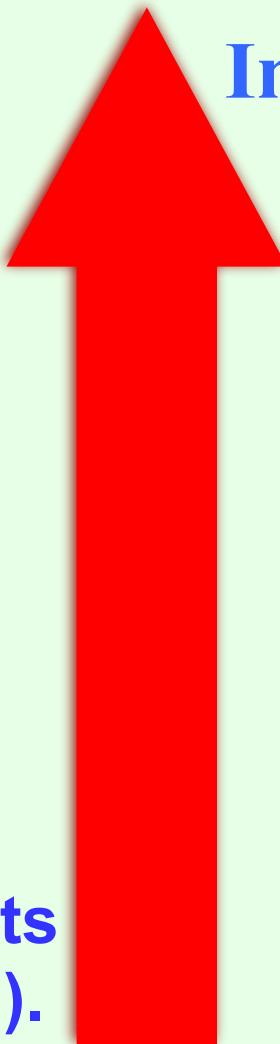
Highest

High

Moderate

Low

Lowest





# Channels: Types

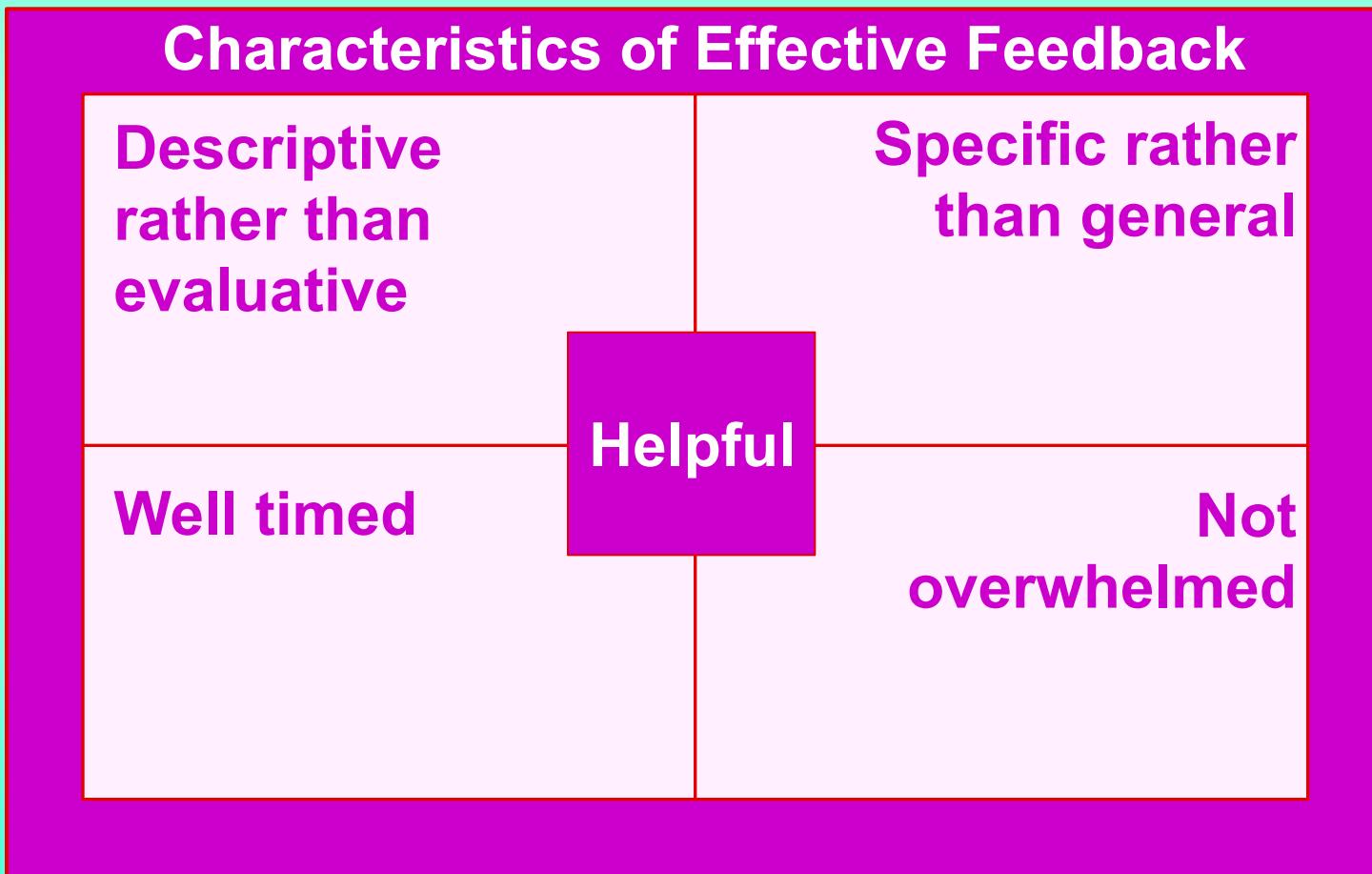
- **Downward channels:** all the means of sending messages from management to employees.
- **Upward channels:** all the means used by employees to send messages to management.
- **Horizontal channels:** all the means used to send and receive messages across departmental lines, with suppliers, or with customers.
- **Informal channels:** all of the informal means for sender and receiver to communicate downward, upward, and horizontally:
  - **Grapevine** > informal com. System along which info travel in any direction.
  - **Employee network groups:** organise regularly scheduled social activities to promote informal com. Among employees.

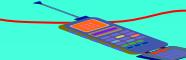


# Feedback:



- The receiver's response to the sender's message





# Perception:



- ❑ Meaning given to a message by either sender or receiver.
- ❑ Selective perception: the process of screening out information that a person wants or needs to avoid.
- ❑ Stereotyping: the process of making assumptions about individuals on the basis of their belonging to a certain gender, race, age, or other category.



# Hurdles to Effective Communication



## Organisational hurdles

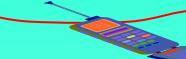
Authority and status levels

Specialization of task functions by members

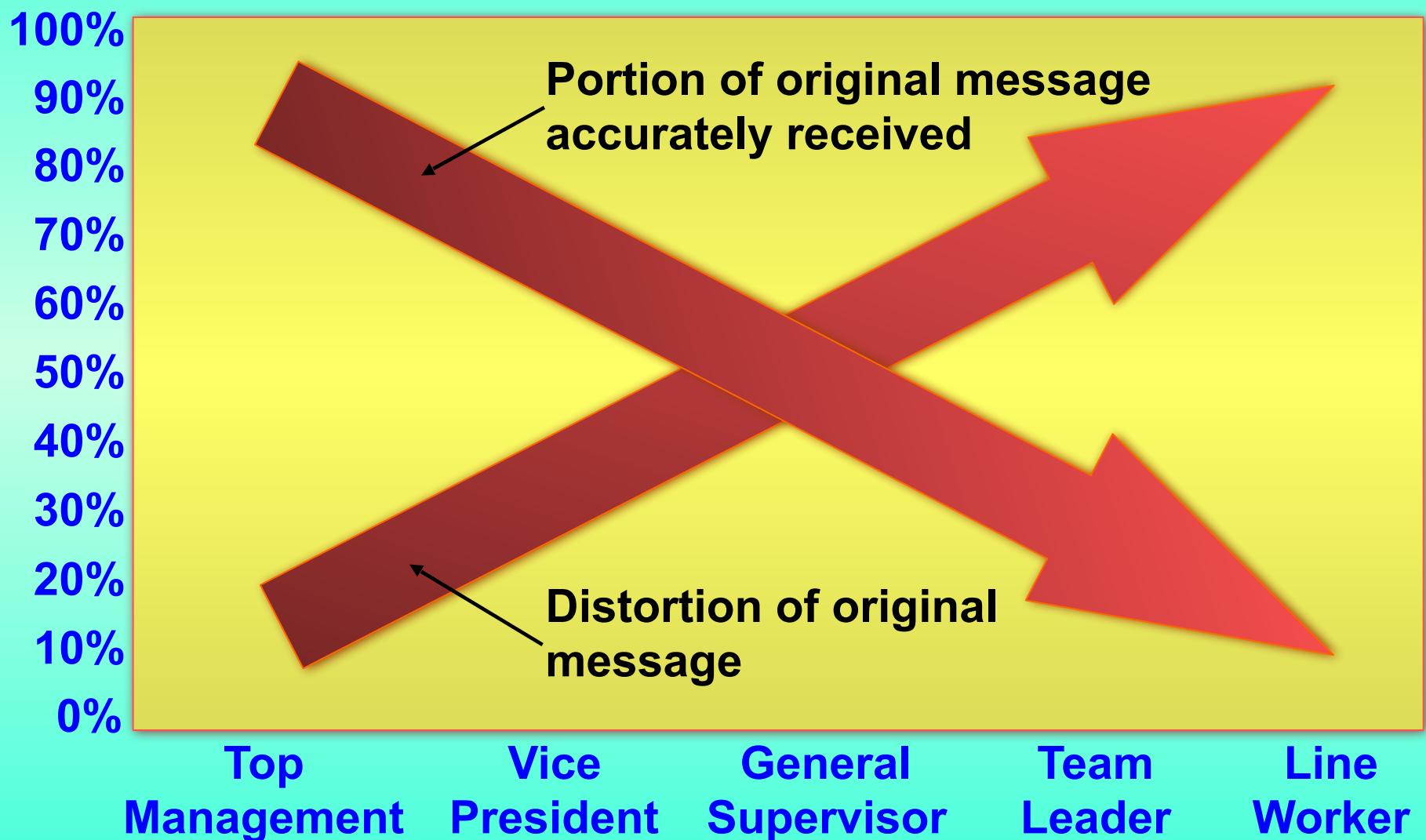
Status relationships among mentors

Different goals

Individual hurdles  
▪ Semantics  
▪ Emotions



# Levels of Understanding for a Message from the CEO





# Fostering Effective Communication and Eliminating Hurdles

**Regulate the flow of information**

**Encourage feedback**

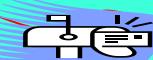
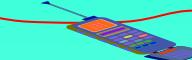
**Simplify the language**

**Restrain negative emotions**

**Use nonverbal cues**

**Use the grapevine**

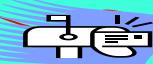
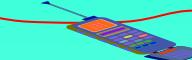
**Listen actively**



## A Few Suggestions for Overcoming Multicultural Hurdles



- Use softening words, e.g., maybe, perhaps;
- Start with a positive statement;
- Be patient and polite;
- Avoid western sayings;
- Do not tell jokes because they are likely to be misunderstood;
- Use oral rather than written communication;
- Try to avoid “yes” or “no” questions.



## In Review: Improving Your Personal Communications Competencies

- Clarify your ideas before communicating;
- Examine the true purpose of the communication;
- Consider the setting in which the communication will take place;
- Consult with others, when appropriate, planning communications;
- Be mindful of the nonverbal messages you send;
- Take the opportunity to convey something helpful to the receiver;
- Follow up the communication.





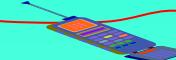
# Ethical Issues in Communications

- ❖ **Computer ethics:** concerned with the nature and social impact of information technologies and the formulation of policies for their appropriate use.



- ❖ Privacy issues concern the enormous amount of personal information available to various business or agencies.



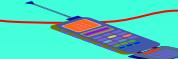


# Commandments of Computer Ethics

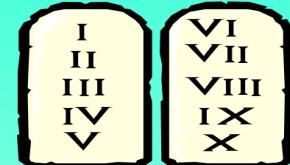


1. Thou shalt not use a computer to harm other people;
2. Thou shalt not interfere with other people's computer work;
3. Thou shalt not snoop around in other people's files;
4. Thou shalt not use a computer to steal;
5. Thou shalt not use a computer to bear false witness;





# Commandments of Computer Ethics



6. Thou shalt not copy or use proprietary software for which you have not paid;
7. Thou shalt not use other people's computer resources without authorisation or proper compensation;
8. Thou shalt not appropriate other people's intellectual output;
9. Thou shalt think about the social consequences of the program you are writing or the system you design;
10. Thou shalt use a computer in ways that show consideration and respect for your fellow humans.



<https://www.youtube.com/watch?v=8Ox5LhIJSBE>



THANK YOU



Downloaded from  
[creativecommons.org/licenses/by-nc-sa/4.0/](https://creativecommons.org/licenses/by-nc-sa/4.0/)



[creativecommons.org/licenses/by-nc-sa/4.0/](https://creativecommons.org/licenses/by-nc-sa/4.0/)  
<https://creativecommons.org/licenses/by-nc-sa/4.0/>