

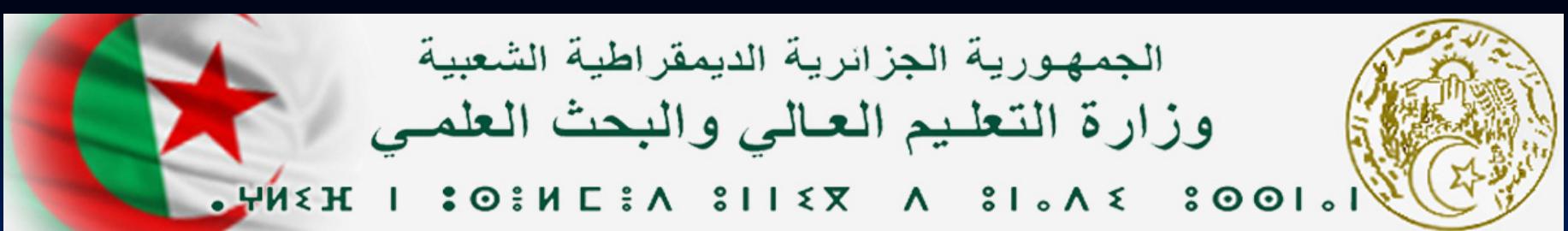


Week 12



ensia The National School of
Artificial Intelligence
المدرسة الوطنية العليا للذكاء الاصطناعي

December 12, 2023



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

٠٥٥١٠٨٤٠٩٦٤٢٨٠١٤٣٨٠٣٩٤٧



المدرسة الوطنية العليا للذكاء الاصطناعي

National High School of Artificial Intelligence

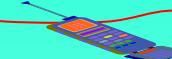
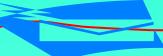
(ENSIA)

Academic Year
2023-2024
[Y2-S1]

YOUR MANAGEMENT COURSE

**Introduction to
BUSINESS**





PART 4: LEADING

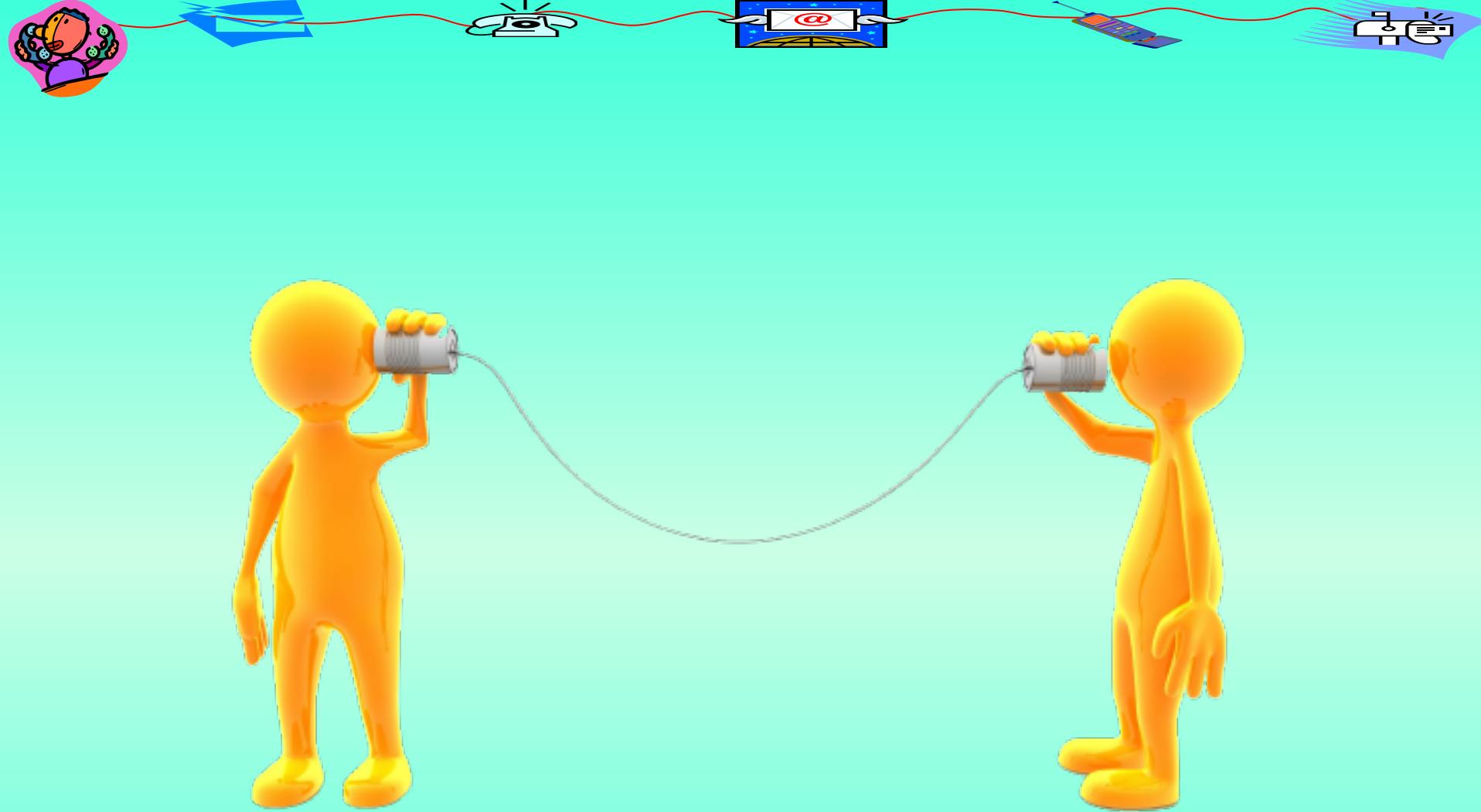
Chapter 13

COMMUNICATING EFFECTIVELY

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**.

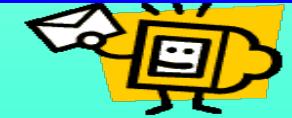


The Communication Process

❖ **Communication** is the transfer and exchange of information and understanding from one person to another through meaningful symbols.

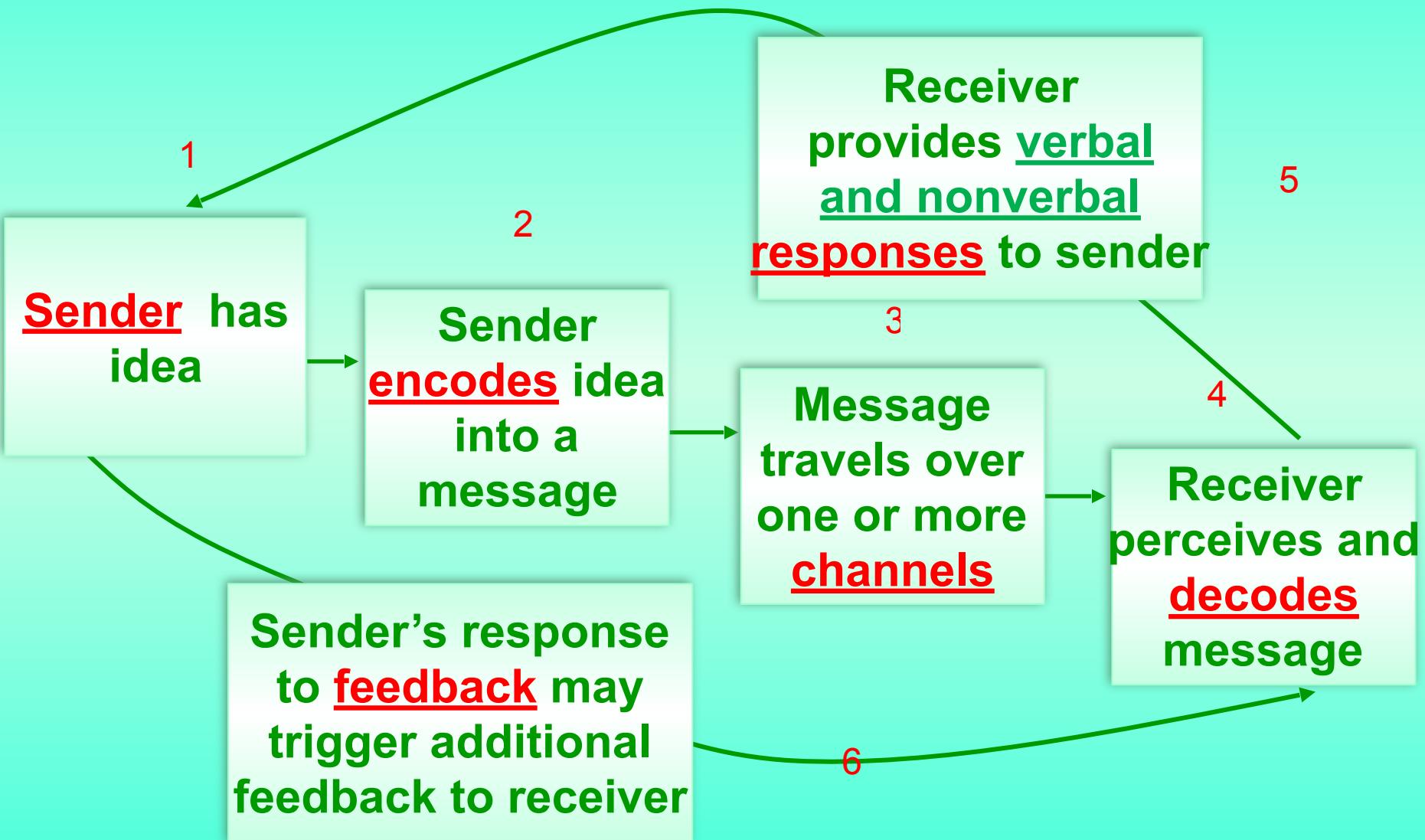
❖ **Communication** can be formal or informal, verbal or nonverbal and may take many forms.

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





The Communication Process





1-Sender (Encoder)

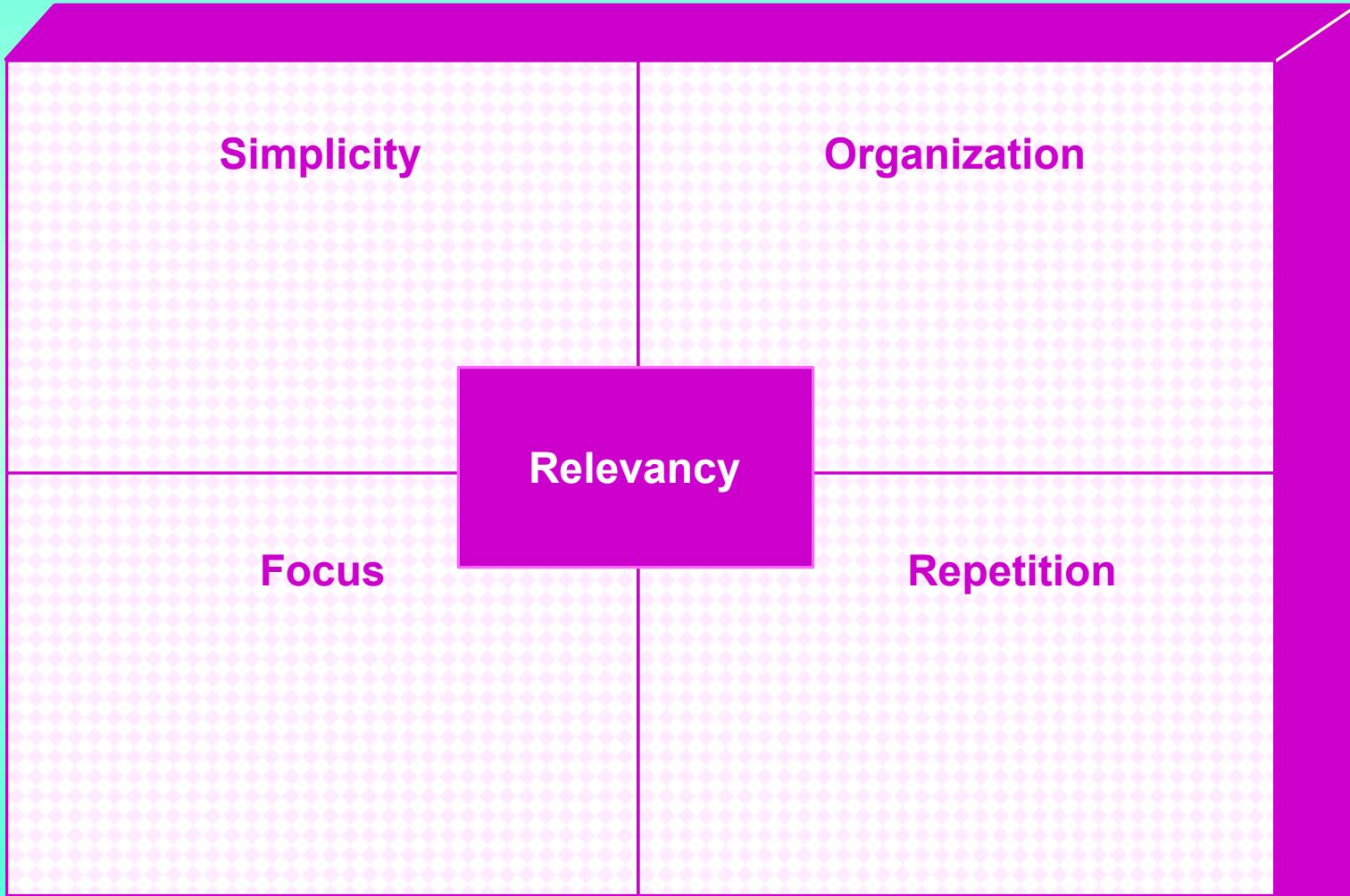


- **Sender:** source of information who starts the communication process.
- **Encoding:** process of translating thoughts or feeling into a medium—written, visual, or spoken—that conveys the meaning intended.





Interrelated Principles to Increase Encoding Accuracy





2-Receiver (Decoder)

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

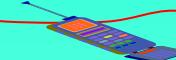


➤ **Decoding:** translating messages into a form that has meaning to the receiver.



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



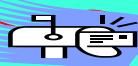
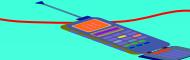


Communication Differences Between Men and Women



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;

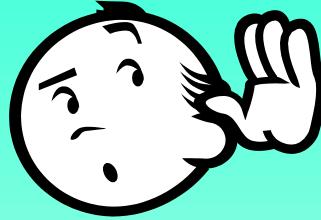
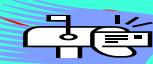
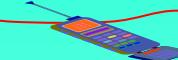


Communication Gender Differences



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.



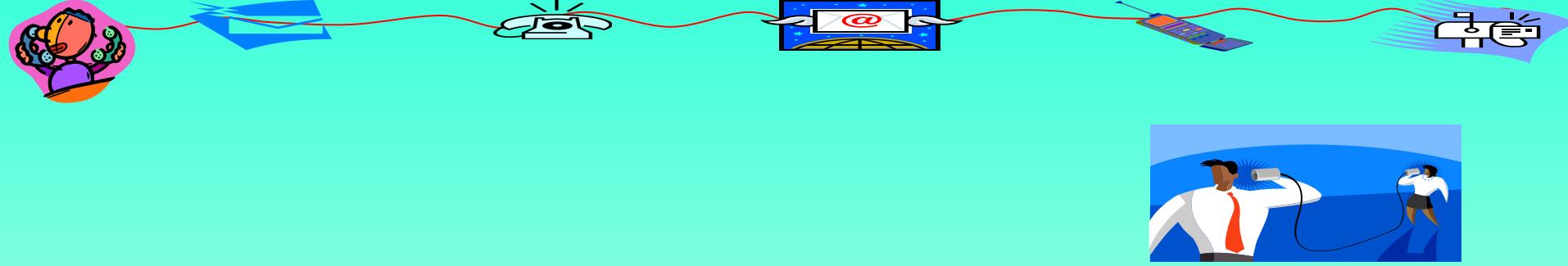
Listening:

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.

(continued)



- 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:



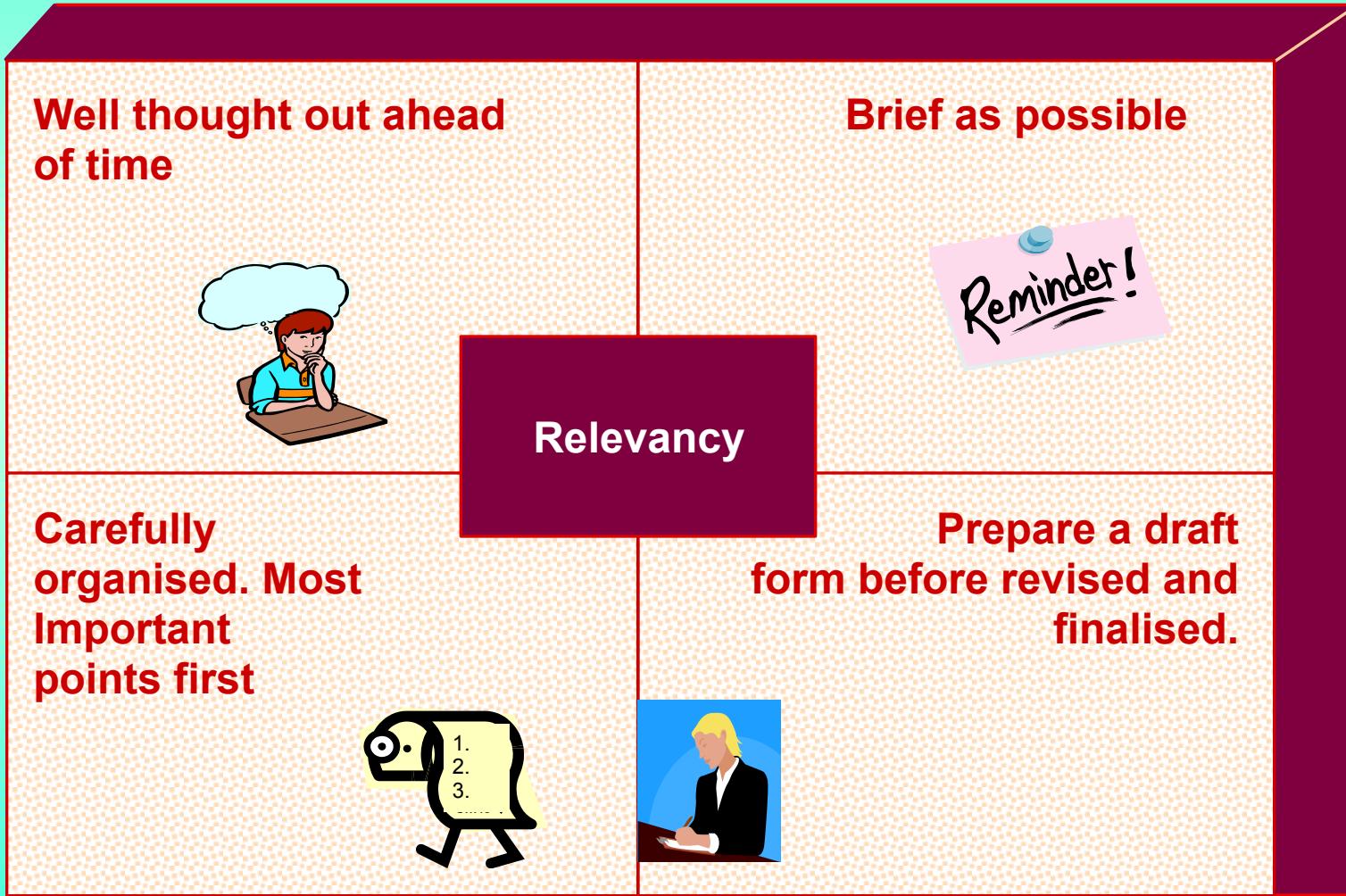
- Refers to the verbal (spoken and written) symbols and nonverbal cues representing the information that the sender wants to convey to the receiver;
- There are 3 main types of messages: a) written, b) verbal, and c) nonverbal;
- Nonverbal messages: facial expressions, eye contact, body movement, gestures,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





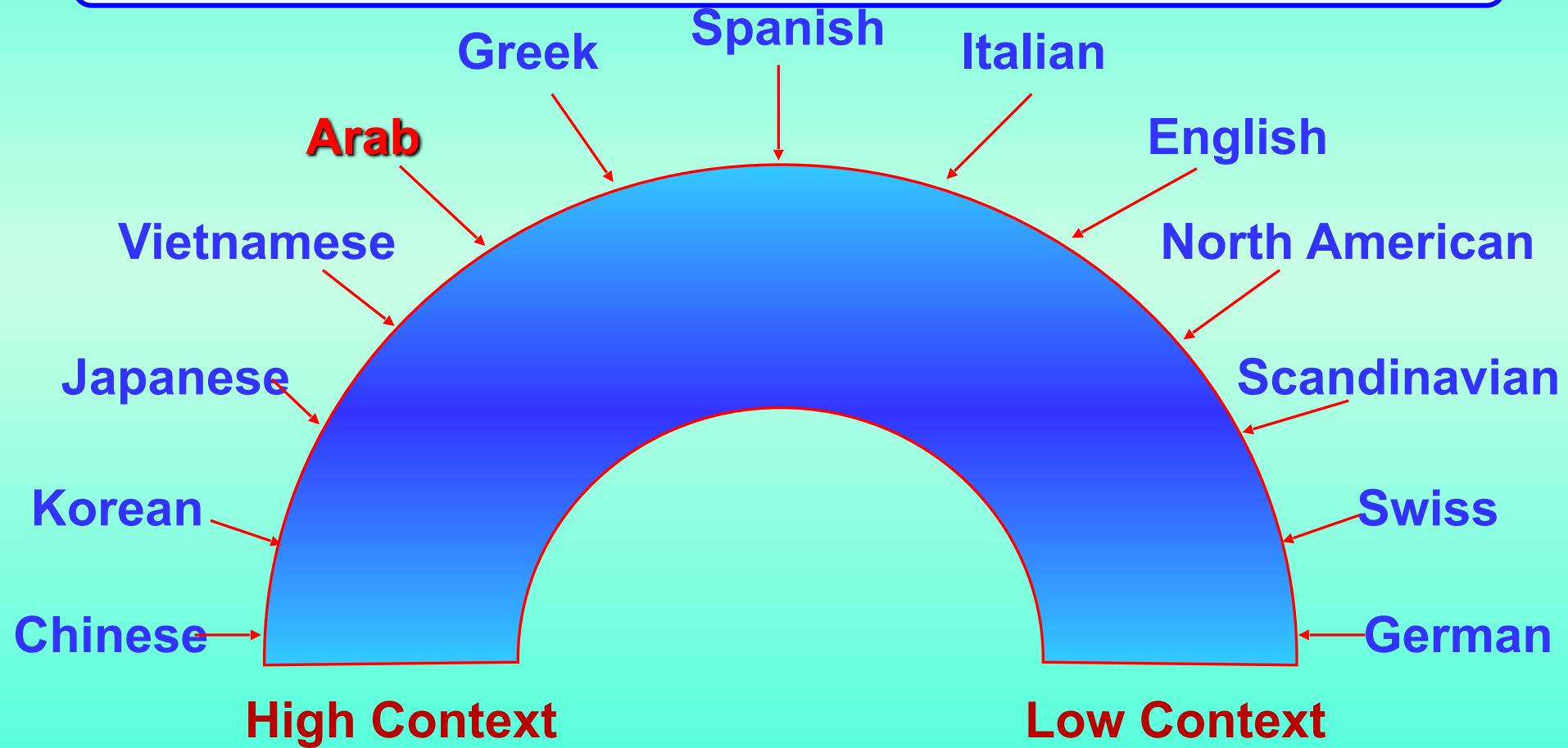
Characteristics of Effective Written Messages





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**.



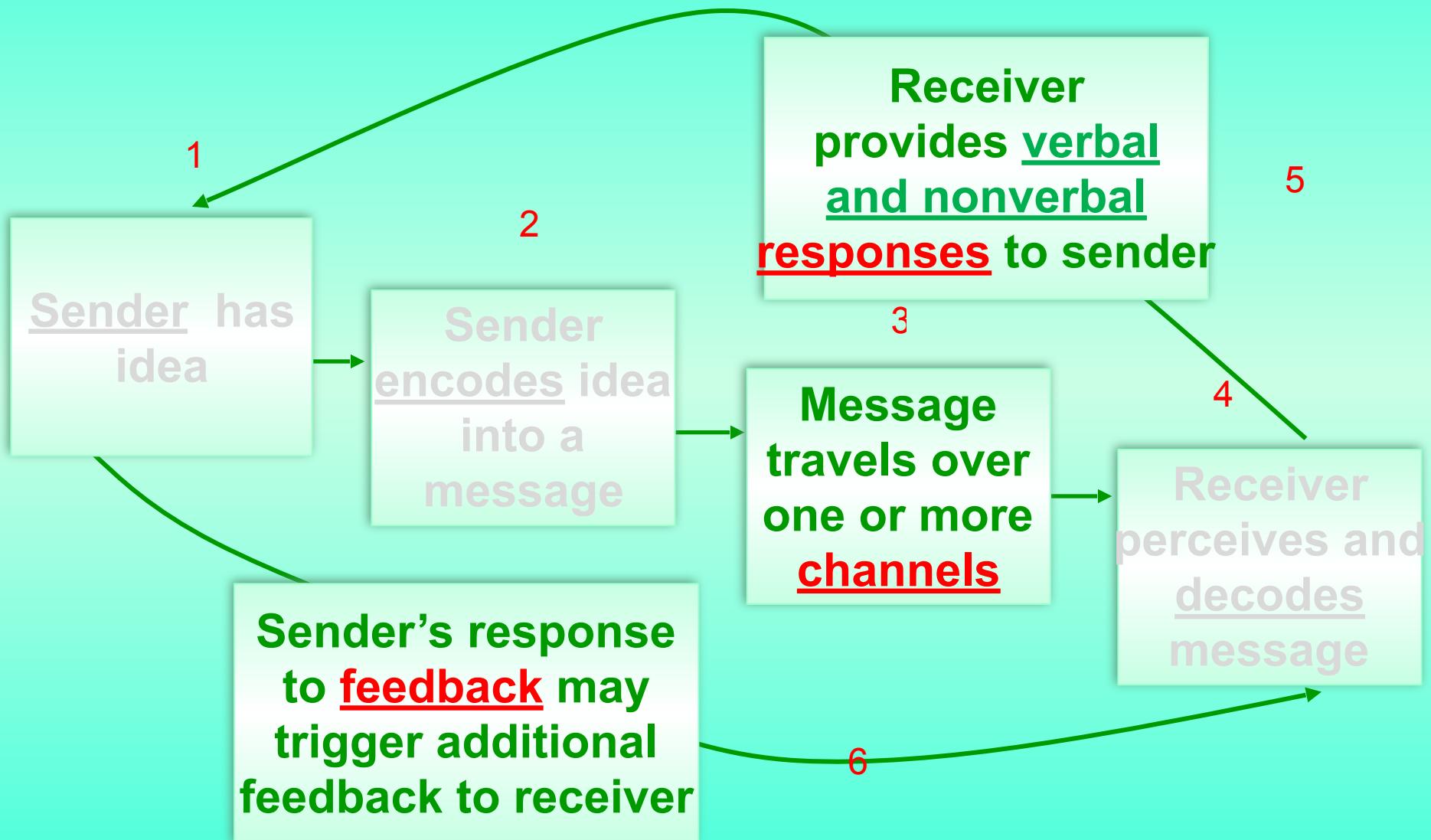


How territorial Are You?

<http://www.braintricks.com/quiz/territory-quiz2.html>



The Communication Process





Channels

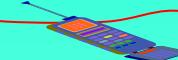
- ❑ A channel is the path a message follows from the sender to the receiver.



- ❑ **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

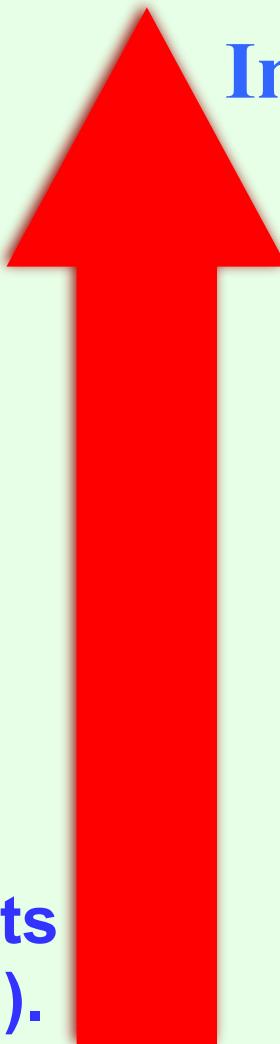
Highest

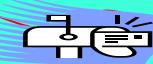
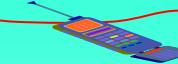
High

Moderate

Low

Lowest





Channels: Types

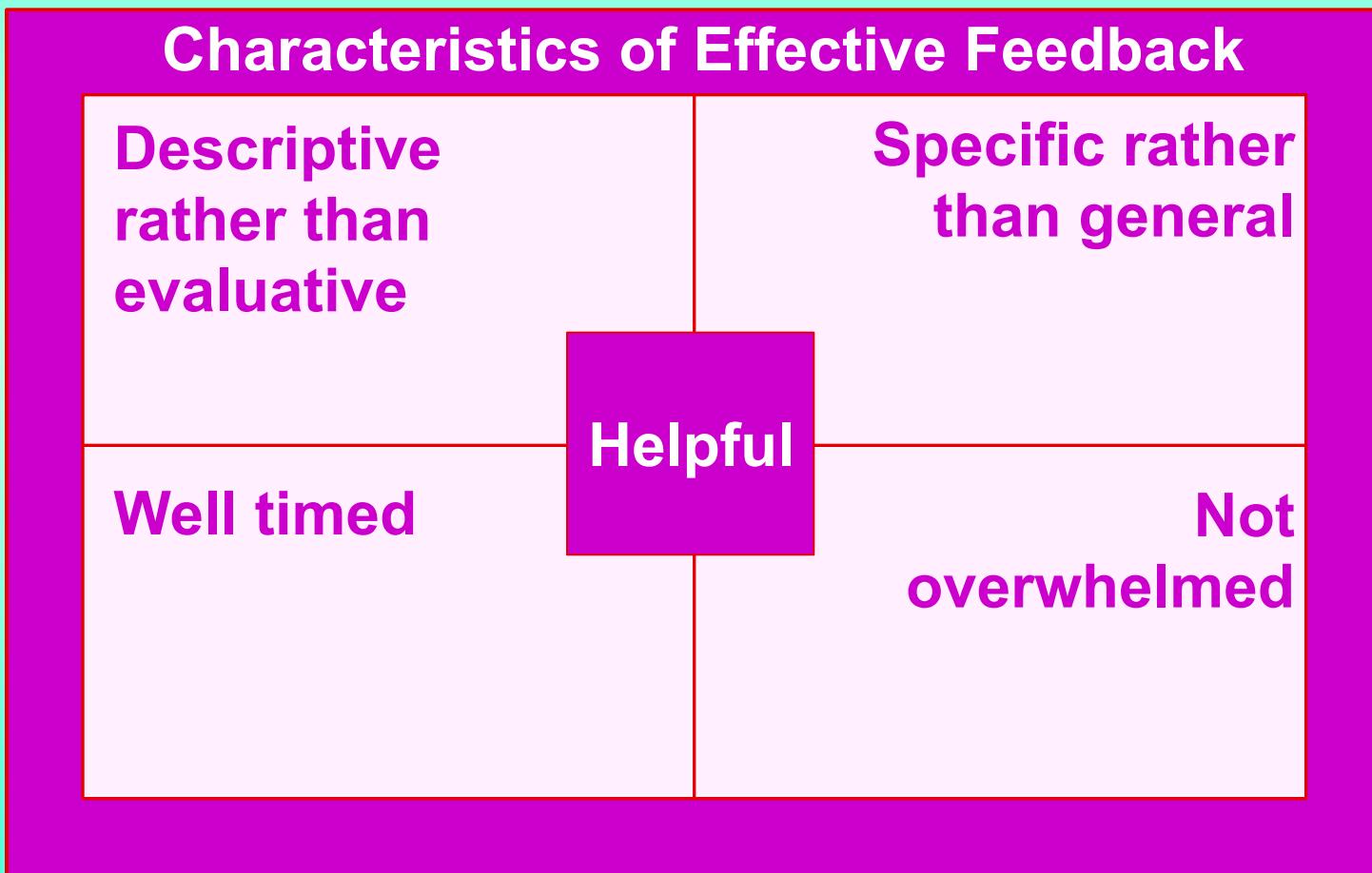
- **Downward channels:** all the means of sending messages from management to employees.
- **Upward channels:** all the means used by employees to send messages to management.
- **Horizontal channels:** all the means used to send and receive messages across departmental lines, with suppliers, or with 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.

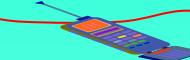


Feedback:



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





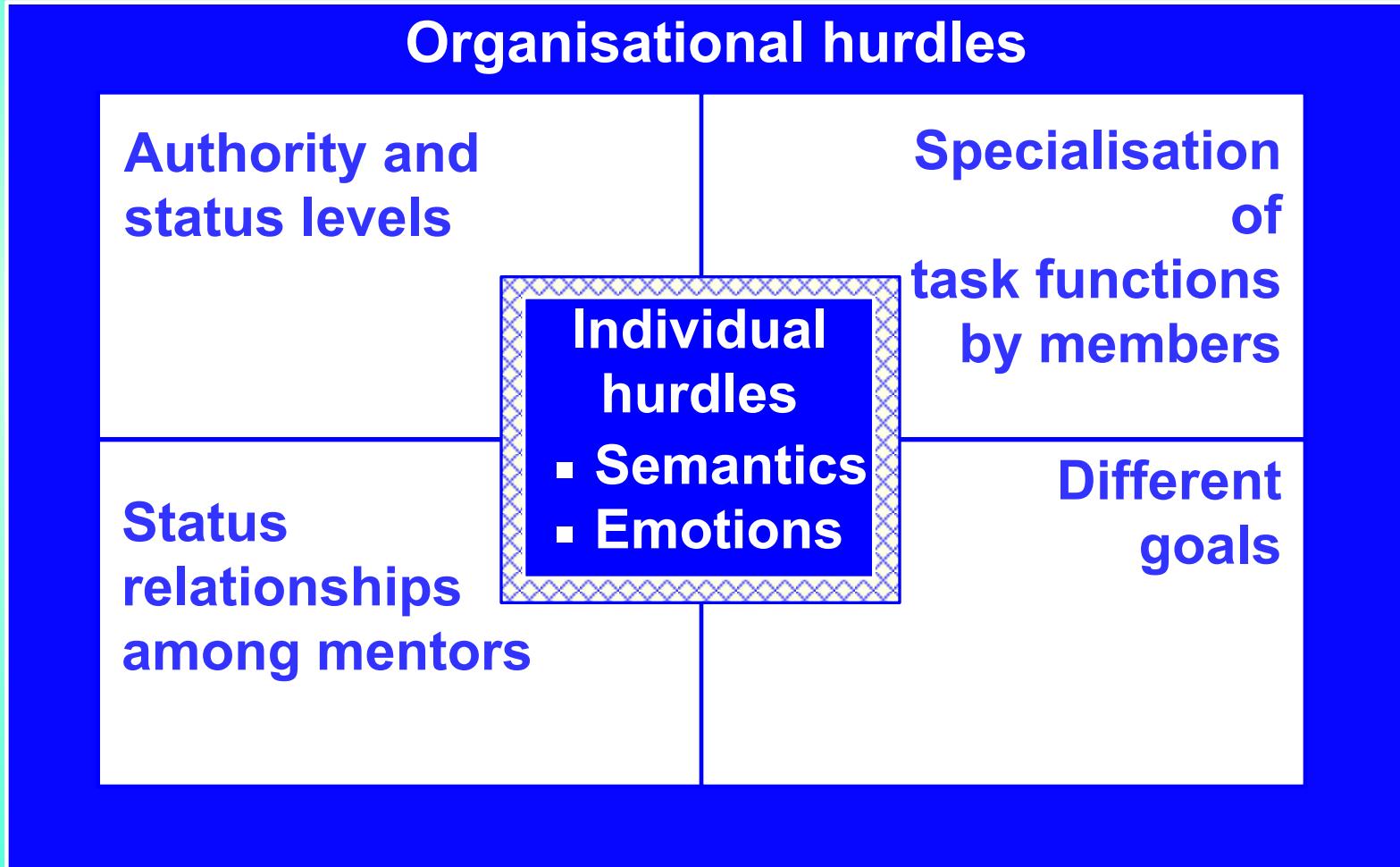
Perception:

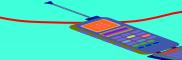


- ❑ Meaning given to a message by either sender or receiver.
- ❑ Selective perception: the process of screening out information that a person wants or needs to avoid.
- ❑ Stereotyping: the process of making assumptions about individuals on the basis of their belonging to a certain gender, race, age,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

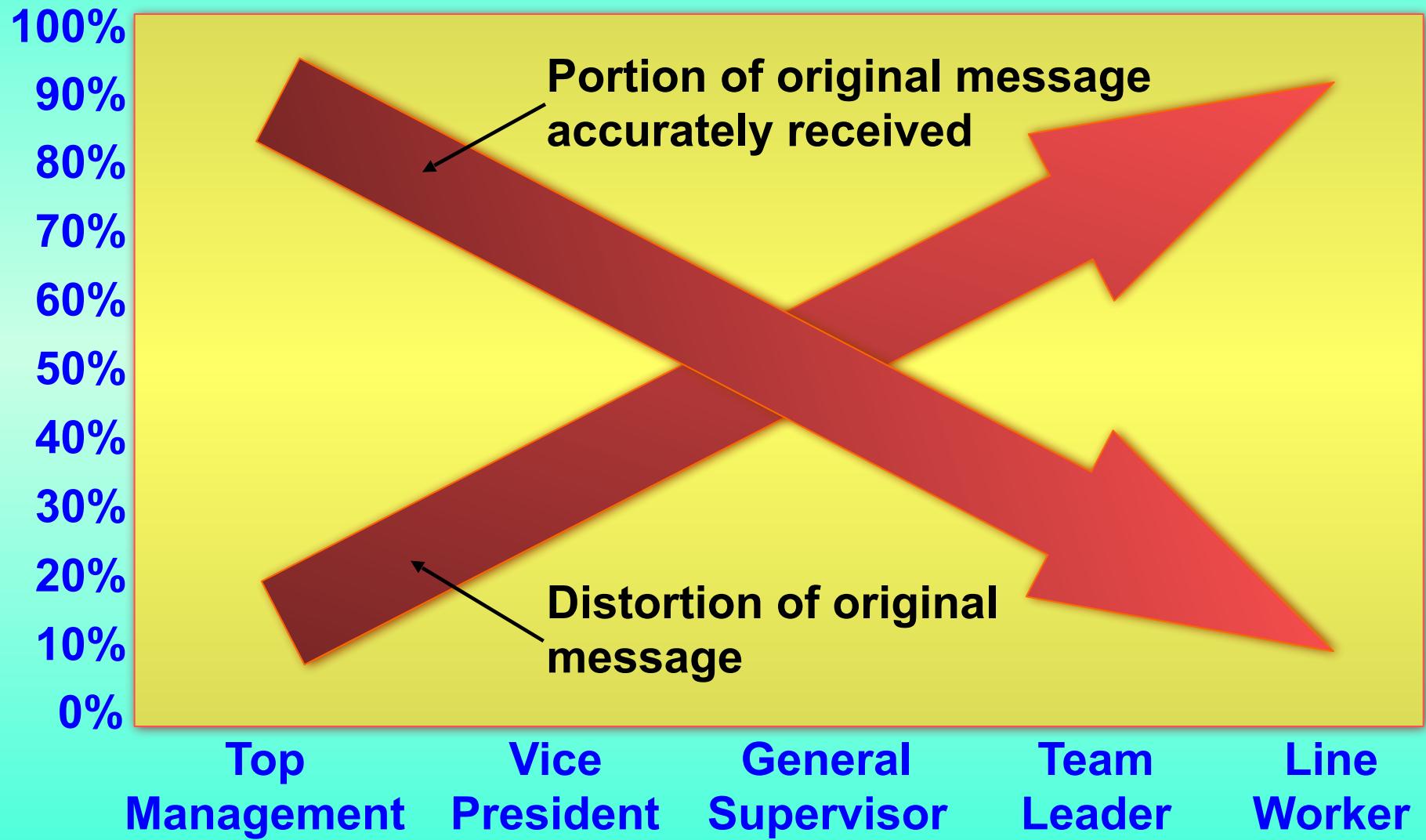


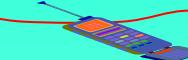
Hurdles to Effective Communication





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.





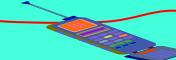
Ethical Issues in Communications

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

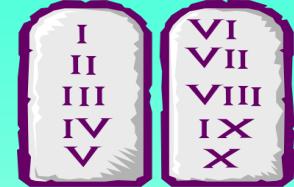


- ❖ Privacy issues concern the enormous amount of personal information available to various business or agencies.



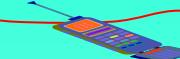


Commandments of Computer Ethics

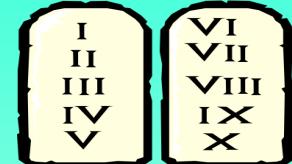


1. Thou shalt not use a computer to harm other people;
2. Thou shalt not interfere with other people's computer work;
3. Thou shalt not snoop around in other people's files;
4. Thou shalt not use a computer to steal;
5. Thou shalt not use a computer to bear false witness;





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



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