

FIRST TERM EXAMINATION

FIFTH SEMESTER [B.Tech.], December, 2016
Communication Skills for Professional (ETHS-301)

Maximum Marks : 30

Time : 1.30 hours

Note: Attempt any three question including Q.No. 1 which is compulsory.

Question 1.

- (a) *Describe the elements of communication cycle.*
- (b) *Explain Terminal and Instrumental values.*
- (c) *Explain Grapevine as a channel of communication.*
- (d) *Describe active and passive articulators in speech mechanism.*
- (e) *Define Emotional Intelligence.*

Solution:

- (a) Seven major elements of communication process are:

(1) sender (2) ideas (3) encoding (4) communication channel (5) receiver (6) decoding and (7) feedback.

Communication may be defined as a process concerning exchange of facts or ideas between persons holding different positions in an organisation to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon.

Communication process as such must be considered a continuous and dynamic interaction, both affecting and being affected by many variables.

- (1) **Sender :** The person who intends to convey the message with the intention of passing information and ideas to others is known as sender or communicator.
- (2) **Ideas :** This is the subject matter of the communication. This may be an opinion, attitude, feelings, views, orders, or suggestions.
- (3) **Encoding :** Since the subject matter of communication is theoretical and intangible, its further passing requires use of certain symbols such as words, actions or pictures etc. Conversion of subject matter into these symbols is the process of encoding.
- (4) **Communication Channel :** The person who is interested in communicating has to choose the channel for sending the required information, ideas etc. This information is transmitted to the receiver through certain channels which may be either formal or informal.
- (5) **Receiver :** Receiver is the person who receives the message or for whom the message is meant for. It is the receiver who tries to understand the message in the best possible manner in achieving the desired objectives.
- (6) **Decoding :** The person who receives the message or symbol from the communicator tries to convert the same in such a way so that he may extract its meaning to his complete understanding.
- (7) **Feedback :** Feedback is the process of ensuring that the receiver has received the message and understood in the same sense as sender meant it.

- (b) Instrumental Values are core values, permanent in nature, comprise personal characteristics and character traits.

Instrumental Values refer to preferable modes of behaviour and include values like honesty, sincerity, ambition, independence, obedience, imaginativeness, courageousness, competitiveness, and also some negative traits too. Organisations also have Instrumental Values (which can be ascertained from the organizational culture) and these are permanent in nature and difficult to change. For example, the instrumental values of a PSU will differ from that of an MNC though both may be in the same business.

Instrumental Values are difficult to change.

TERMINAL VALUES

In our personal lives, Terminal Values are those things that we can work towards or we think are most important and we feel are most desirable - terminal values are desirable states of existence.

Terminal Values include things like happiness, self respect, family security, recognition, freedom, inner harmony, comfortable life, professional excellence, etc

In a nutshell, Terminal Values signify the objectives of the life of a person - the ultimate things the person wants to achieve through his or her behaviour (the destination he wants to reach in life) whereas Instrumental Values indicate the methods an individual would like to adopt for achieving his life's aim (the path he would like to take to reach his destination).

This applies to organisations as well, and organizations too exhibit Terminal Values. However, Terminal Values can be changed and this can be seen when there is a change of top management or CEO.

- (c) Grapevine is an informal channel of business communication. It is called so because it stretches throughout the organization in all directions irrespective of the authority levels. Man as we know is a social animal. Despite existence of formal channels in an organization, the informal channels tend to develop when he interacts with other people in organization. It exists more at lower levels of organization.

Grapevine generally develops due to various reasons. One of them is that when an organization is facing recession, the employees sense uncertainty. Also, at times employees do not have self-confidence due to which they form unions. Sometimes the managers show preferential treatment and favour some employees giving a segregated feeling to other employees. Thus, when employees sense a need to exchange their views, they go for grapevine network as they cannot use the formal channel of communication in that case. Generally during breaks in cafeteria, the subordinates talk about their superior's attitude and behaviour and exchange views with their peers. They discuss rumours about promotion and transfer of other employees. Thus, grapevine spreads like fire and it is not easy to trace the cause of such communication at times.

- (d) In articulatory phonetics, articulators are the speech or vocal organs (above the larynx) that take part in articulation or production of sound. Articulators are divided into two types:

1. Active articulators
2. Passive articulators

Consonant sounds are produced when there is an obstruction of the airflow somewhere in the vocal tract. This obstruction is the point of contact between an active articulator and a passive articulator.

As the name suggests, active articulator is that organ which "moves" and passive articulator is that organ which remains "stationary" or passive during articulation. Hence, during articulation, the active articulator moves towards the passive articulator and causes complete or partial obstruction of the flow of air in the vocal tract.

The tongue can be called as the main active articulator because the tip, the front, the back and the root of the tongue act as active articulators in the production of most of the sounds. For example, the tip of the tongue touches the alveolar ridge during the production of alveolar sounds like /t/, /d/, etc. Lower lip can also act as an active articulator during the production of bilabial sounds like /p/, /b/, /m/, etc. and labio-dental sounds like /f/, /v/, etc. Passive articulators occur in continuum in the vocal tract. Examples of passive articulators are alveolar ridge, soft palate, hard palate, etc.

The speech sounds are mainly named after the passive articulators.

- (e) When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success-IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.

Emotional intelligence is the "something" in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

- **Self-Awareness** is your ability to accurately perceive your emotions and stay aware of them as they happen.
- **Self-Management** is your ability to use awareness of your emotions to stay flexible and positively direct your behavior.

Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships.

- **Social Awareness** is your ability to accurately pick up on emotions in other people and understand what is really going on.
- **Relationship Management** is your ability to use awareness of your emotions and the others emotions to manage interactions successfully.

Question 2.

- (a) *Describe the objectives of downward communication.*

- (b) *Self Awareness is one of the most important skills for career success. Elaborate.*

Solution:

(a) Downward communication mainly aims at providing subordinates with the goals, policies and procedures of the company along with the instructions, orders and directions of the superiors. In the following the main objective or purposes of downward communication are discussed:

1. **To inform the subordinates :** The prime objective of downward communication is to communicate organizational goals, plans, programmers', policies and procedures to the employees. Downward communication also helps the employees to understand their duties and to relate their duties to those of others in the organization.
2. **To give task directives :** Another main objective of downward communication is to give directive to the subordinates. Though downward communication, manager's issue various task directives to their subordinates and them well informed of their duties.
3. **To explain organization policies and procedures :** Subordinates may not always correctly understand the inner meanings of organizational policies and procedures. In such a situation, managers provide necessary explanations of organizational polices, and procedures to the subordinates through downward communication.
4. **To provide performance feedback :** Downward communication is a means to provide performance feedback to the employees. Based on such information, employees can take steps to improve their performance.
5. **To delegate authority :** Delegating authority is necessary for smooth functioning of the organization. Downward communication is the vehicle through which superiors delegate authority to their subordinates.
6. **To Motivate and inspire employees :** Another objective of downward communication is to motive and inspire employees. Through downward communication, managers communicate various motivational programmers' to the subordinates. Moreover, employees also feel inspired when superiors talk with them.
7. **To establish discipline :** In performing organizational activities, proper discipline should be maintained. Through downward communication, manager's issue task related rules and regulations time to time in order to maintain discipline.
8. **To explain the changed environment :** In order to cope with the environmental changes, mangers require to change organizational plans, polices, procedures and programmers. Those changes are communicated to the subordinates through downward communication.

(b) Awareness is a central concept in career development. It has been defined as a relatively complete and accurate perception of individuals' own qualities and the characteristics of their environment. The two types of awareness identified in the literature are self-awareness and environment awareness. Self-awareness refers to the realistic and accurate perception of one's interests, values, skills, limitations, and lifestyle preferences. In its most basic form, self-awareness requires individuals to take the time to develop insights into themselves and assess what is meaningful to them in their lives. Both self-awareness and environment awareness are inarguably important for successful career decision making and career management. Different theorists have used different constructs to refer to self-awareness such as self-concept, self-image, vocational identity, and self-observation generalization.

Role of Self-Awareness in Career Development: All major career development models have attempted to explain how individuals obtain and utilize self-knowledge to make career choices and shape their career development. A fundamental assumption that has guided most, if not all, major theories of career development is that self-knowledge is essential for making career progress and developing satisfying careers. Similarly, most of the models of career management subscribe to the notion that career success and satisfaction will most likely be achieved by individuals who develop insights into themselves and their work environments. Self-awareness also plays a critical role in self-management models. Simply put, self-management has been described as a process of influencing oneself. It encompasses self-assessment, self-monitoring, self-evaluation, and other related processes.

Self-awareness is important for career development for reasons other than the ones identified above. Self-awareness, conceptualized as both a personality trait and a skill, has been argued to be critical in regulating individual performance and achieving managerial excellence. A thorough awareness of one's interests, values, talents, and lifestyle preferences enables individuals to set appropriate career goals, develop appropriate career strategies, and regulate their behavior successfully.

Support for the notion that realistic career goals are likely based on accurate self-assessments and self-awareness comes from several studies on students and working professionals. Researchers have found that students who reported extensive self-awareness were more likely to develop satisfying and appropriate occupational goals than those who were relatively unaware of themselves. Similarly, self-awareness has been found to be an important factor that enabled individuals to develop realistic job expectations, attain higher levels of job satisfaction, and a greater degree of fit with their chosen work environments.

Research suggests that individuals can develop self-awareness by engaging in self-assessments and self-exploration. Employees at all organizational levels frequently make such self-assessments. For example, when individuals enter organizations, are transferred, or cope with organizational change, there is a pressing need to appraise, evaluate, and/or assess oneself.

Question 3.

- (a) Transcribe the following words.
- (b) Explain the role of non-verbal communication in making verbal communication effective.

Solution:

- (a) Quite-/'kwaʊt/

Academics-/ækə'mɛmɪks/

Foundation-/faʊn'deɪʃn/

Cheer-/tʃɪər/

Comfortable-/kʌmfətəbl/

- (b) THE IMPORTANCE OF NON-VERBAL COMMUNICATION

"The most important thing in communication is hearing what isn't said." - Peter F. Drucker

Nonverbal communication describes the process of shared cues between people, which goes hand-in-hand with public speaking. This can include eye contact, frequency of

glances, blink rate, gestures, facial expressions, postures, and more. The presentation is, perhaps, the one mode of communication that has proved relevant through every technological innovation. Our decks get more glamorous, but it's still just you on stage, in front of an audience. Nonverbal signals can increase trust, clarity, and add interest to your presentation when yielded properly. Learning how to become more sensitive to body language and nonverbal cues will make you the best presenter you can be.

The Five Nonverbal Abilities

How is it that non-verbal communication is the element of the in-person presentation that has caused it to be the default response when responses matter most: inaugural addresses, States of the Union, getting big accounts, keeping big accounts-the list goes on and on. Perhaps because this form of communication shares so much more than dialogue. According to Edward G. Wertheim, author of *The Importance of Effective Communication*, there are five main effects that nonverbal communication can have:

1. **Repetition** - They can reinforce what is already being said
2. **Contradiction** - They can contradict the message and make the speaker seem untruthful
3. **Substitution** - They can take the place of words
4. **Complementing** - They can compliment a verbal message, for instance, a pat on the back
5. **Accenting** - They can underline a certain point in the message

Question 4.

Explain the importance of effective leadership in group communication.

OR

Suggest some appropriate steps to overcome socio-psychological barriers.

Solution:

(a) Leadership is an interpersonal dynamics, is about the process of influence. How leadership influences others and brings diverse people together to do purposeful things. This brings out three concerns, what is the influence for, how the influence happens and what is the experience of people who are part of such influence.

Leadership Effectiveness must result in enabling and empowering the team of people to do what they ought to do. Effective Leadership is not about coercive and manipulative tactics that force people to act according to the wishes of the one who influences.

Effective leadership accomplishes common goals but also helps people to connect with their immense potentials and enable them to accomplish purposeful things collectively that give the individual contributors sense of personal accomplishment and fulfillment. That's when business and organizations have the power of people working for and with others in an organization, rather than organizations trying hard to find ways to get what they want from people.

What difference effective leaders make?

Different individuals play different key leadership roles at the different levels of the organization. They all combined together create the leadership synergy that results in visioning, strategy building, and effective implementations, individually and collectively they contribute to business /organization survival and success.

A greatest contribution a leader can make is to enable others to contribute effectively. Effective leadership brings together diverse people and helps them find common purpose and work towards to achieve purposeful common goals. Effective Leadership inspires and empowers people to realize their fullest potential and harness their potentials to achieve common goals.

What is the best way to learn leadership?

Leadership is the highest level of interpersonal dynamics. Leadership inspires and influences people positively to get the job done through people. This sound more exciting and easy, but in practice it comes with challenge of its own. Perhaps that's the reason leadership must be learned in groups. One can read as many books as possible, they learn something from it, but for the real transformational learning, leadership must be learned in groups.

OR

Communication to be effective should be free of barriers which obstruct the free flow of communication. Social and psychological factors are the most difficult barriers to communication. These consist of the following:

1. **Attitude and opinions :** The personal attitude and opinions of the receiver often interfere with communication. If the message is consistent with the receiver's attitude and opinion they receive it favourably. When the message is inconsistent with the receiver's attitude and opinions, they are not likely to be received favourably.
2. **Emotions :** Emotions like fear, anger, worry, nervousness block the mind. It also blurs the thinking power and one fails to organise the message properly. When the message is not organised properly it cannot be conveyed effectively.
3. **Status difference:** Status consciousness is a very serious barrier. Subordinates fail to communicate to with their superiors because either they are too conscious of their low status or too afraid of being snubbed off.
Similarly many executives keep distance from their subordinates thinking it too degrading to consult them.
4. **In attention :** Inattention arises due to mental preoccupations or distractions. These causes barriers to communication.
5. **Closed mind :** A person with closed mind is not willing to listen and is not prepared to reconsider his opinion. As such it is very difficult to communicate with such person.
6. **Distrust :** Distrust after fails to deliver the right message. When the receiver is biased or hostile towards the sender the message is - either ignored or misinterpreted.
7. **Poor retention :** Successive transmission of the message are decreasingly accurate. In the process of transmission a part of the message is lost at every stage. This is because of poor retention on the part of the receiver. Thus incomplete message is conveyed.
8. **Premature evaluation :** Premature evaluation prevents effective communication. Some people form a judgement even before receiving the complete message. And once judgement is already formed the mind is closed to the rest of the message.

