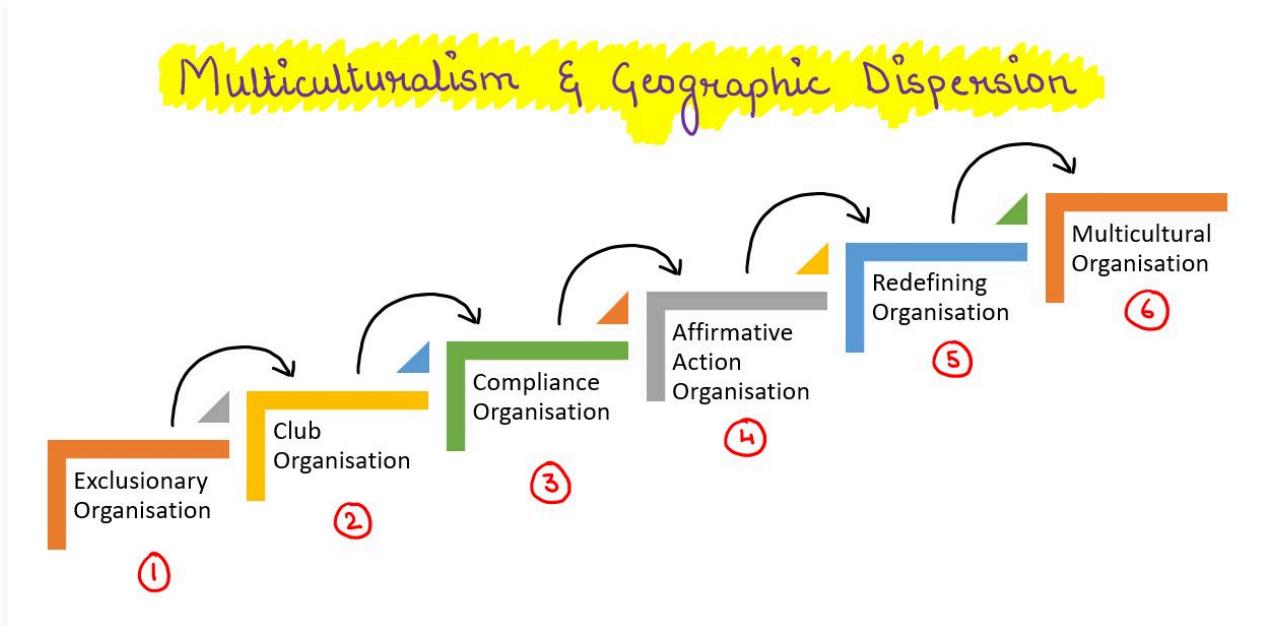


# **Auditing Course Material**

Part 10 of 61 (Chapters 901-1000)

## 6. Multi-Cultural Management

Nancy J Adler (1983) tried to identify the major differences between cultures of domestic and multinational firms by asking a selected group of experts in this field.



Two factors were considered to be of primary importance in differentiating between domestic and multinational firms: multiculturalism and geographic dispersion.

Multiculturalism is defined as 'the presence of people from two or more cultural backgrounds within an organization'. Geographic dispersion is defined as 'the location of various subunits of the parent firm in different countries'.

According to Adler the combination of both multiculturalism and geographic dispersion is of fundamental importance. So far, most international business studies have focused on the consequences of geographic dispersion and tended to give little attention to the consequences of multiculturalism. Most comparative management studies reversed the emphasis. They tended to focus on cultural differences, while more or less neglecting the geographic dispersion aspect of multinational firms. To get a complete picture of multinational firms, both perspectives are equally important.

Several stages have been identified in leading up to the creation of a multicultural organisation and these are presented below:

### 1. Exclusionary Organisation

This type of organisation is almost the opposite of a multicultural organisation. In an exclusionary organisation, the dominance of one group (usually the majority) is clearly seen. The organisation also follows exclusionary hiring practices and other forms of discrimination.

### 2. Club Organisation

In this type of organisation, the few who have traditionally held power, retain most of the privileges. They may put up an appearance of hiring women and minorities, but they only hire people who are deemed to have the 'right' kind of credentials.

### 3. Compliance Organisation

A compliance organisation is better than the exclusionary and club organisations as it hires people from diverse backgrounds. However, the commitment to diversity is not proactive. In other words, diversity exists in these organisations only because it is required by law to hire people without discriminating on the basis of background.

### 4. Affirmative Action Organisation

This type of organisation is proactively committed to eliminating discriminatory practices and promoting diversity. The organisation actively supports and is committed to hiring women, minorities, older employees and those challenged by a disability. However, there is a perception that employees who benefit from affirmative action are less competent in some way. This can lead to a form of discrimination against affirmative action hires within the organisation. Thus, this organisation falls short of the ideal of a multicultural organisation.

## **5. Redefining Organisation**

A redefining organisation is characterised by an examination of all activities for the purpose of evaluating their impact on all employees' opportunities for growth and success within the organisation. This organisation goes beyond being just anti-racist and anti-sexist. It questions the core values that form the culture of the organisation. It not only deals effectively with diversity, but understands the value of diversity and takes steps to tap the potential advantages accruing from having a diverse workforce.

## **6. Multicultural Organisation**

A true multicultural organisation is one which has core cultural values committed to diversity and where there is an ongoing commitment to eliminate all forms of discrimination throughout the organisation. All members of the organisation, regardless of their background, are involved in the decisions that shape the mission, structure and culture of the organisation and are fully committed to organisational goals.

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## 6. Multi-Cultural Management

### Creating a multicultural organization

Diversity Training and Education

Recruitment and Hiring Practices

Diversity in Leadership

Employee Resource Groups

Inclusive Policies and Procedures

Create an Inclusive Environment

Language and Communication

Feedback Mechanisms

Creating a multicultural organization requires deliberate and proactive efforts from HR managers. Here are several steps they can take:

- 1. Diversity Training and Education:** Initiate diversity training programs for all employees to promote understanding, respect, and appreciation of different cultures, backgrounds, and perspectives. This can include workshops, seminars, and resources to educate employees on cultural sensitivity and unconscious bias.
- 2. Recruitment and Hiring Practices:** Implement inclusive hiring practices by actively seeking diverse candidates, using diverse recruitment channels, and ensuring that job descriptions are free from biased language. Encourage diversity in interview panels to reduce unconscious bias in the selection process.
- 3. Diversity in Leadership:** Encourage diversity in leadership positions. Ensure that individuals from different cultural backgrounds have equal opportunities for advancement and representation in higher management levels.
- 4. Employee Resource Groups (ERGs):** Establish and support ERGs that represent various cultural, ethnic, or other diversity dimensions within the organization. These groups can provide support, networking opportunities, and valuable insights to both employees and management.
- 5. Inclusive Policies and Procedures:** Review and update HR policies and procedures to ensure they are inclusive and don't inadvertently disadvantage any cultural group. This includes policies related to hiring, promotion, training, and conflict resolution.
- 6. Create an Inclusive Environment:** Foster an inclusive workplace culture where all employees feel valued, respected, and included. Encourage open communication, collaboration, and teamwork among employees from diverse backgrounds.
- 7. Language and Communication:** Encourage the use of inclusive language in all official communications. Provide language support or translation services as needed to ensure effective communication among a diverse workforce.
- 8. Feedback Mechanisms:** Establish feedback mechanisms such as surveys, focus groups, or suggestion boxes to allow employees to share their experiences and suggest improvements regarding diversity and inclusion within the organization.

## 7. Organizational Climate



To understand organizational climate, we need to study 5 important characteristics of organizational climate.

- (i) Organizational climate emerges through numerous mechanisms including leadership, communication, training, and so forth.
- (ii) It is not the mechanisms that are considered as organizational climate but rather the experiences those produce and the meaning attached to them.
- (iii) Organizational climate is a property not of individuals but of units/organizations; it is based on shared experiences and shared meaning.
- (iv) Shared experiences and the meaning attached to them emerge from natural interaction in units/organizations; climate is shared in the natural course of work and the interactions happening at and surrounding work.
- (v) Organizational climate is not an effective evaluation of the work environment—it is not satisfaction—but rather a descriptive abstraction of people's experiences at work and the meaning attached to them.

Based on these characteristics, we can define organizational climate as below.

**Organizational climate** is the shared meaning organizational members attach to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected.

## 7. Organizational Climate

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Though organisational culture and organisational climate are sometimes used interchangeably, some important differences between these two concepts have been recognized. Organizational culture is the nature of beliefs and expectations about organizational life, while climate is an indicator of whether those beliefs and expectations are being fulfilled.

Denison (1996), in his analysis, believed that culture refers to the deep structure of organizations, which is rooted in the values, beliefs and assumptions held by organizational members. In contrast, climate refers to those aspects of the environment that are consciously perceived by organizational members.

Rousseau (1988) stated that climate is a perception and is descriptive. Perceptions are sensations or realizations experienced by an individual. Descriptions are what a person reports of these sensations.

It is easiest to regard organizational climate as how people perceive (see and feel about) the culture existing in their organization. As defined by French et al (1985), it is 'the relatively persistent set of perceptions held by organization members concerning the characteristics and quality of organizational culture'. They distinguish between the actual situations (i.e. culture) and the perception of it (climate).

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## 7. Organizational Climate

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The organizational climate is affected by almost, everything that takes place within organization, like:

- (i) Organizational Context: Mission, goals and objectives, functions etc.
- (ii) Organizational Structure: Size, degree of centralization and operating procedures.
- (iii) Leadership Process: Leadership styles, communication, decision making and related processes.
- (iv) Physical Environment: Employee safety, environmental stresses and physical space characteristics.
- (v) Organizational Values and Norms: Conformity, loyalty, impersonality and reciprocity.

Likert has proposed 6 dimensions of organisational climate:

- (i) Leadership,
- (ii) Motivation,
- (iii) Communication,
- (iv) Decisions,
- (v) Goals, and
- (vi) Control.

On the basis of review of various studies and discussions with managers, Pareek has identified 12 processes of organisational climate, which are as follows:

- (i) Orientation: Priority of members may range between concern to adhere to established rules, to concern for excellence and achievement.
  - (ii) Interpersonal Relationships: Depending on the pattern of relationship it may lead to climate of clique formation, or climate of control, or a climate of dependency etc.
  - (iii) Supervision: Depending on supervisory style, the climate may be of extension or it may be of affiliation, or even manage alienation.
  - (iv) Problems: Problems may be taken as an opportunity or irritants; manager may solve problems alone or jointly by the superior and the subordinates.
  - (v) Management of Mistakes: Attitudes towards mistakes may be of tolerance or of annoyance; such attitudes contribute to organisational climate.
  - (vi) Conflict Management: Conflict may be perceived as opportunity or as threat; such perceptions influence organisational climate.
  - (vii) Communication: Direction, mode and type of communication influence climate of an organisation.
  - (viii) Decision Making: Levels at which decisions are taken, degree of participation in decision making are the issues, which influence organisational climate.
  - (ix) Trust: Degree of trust or its absence influence organisational climate.
  - (x) Management of Rewards: Perception about what is rewarded in the organisation influences the organisational climate.
  - (xi) Risk Taking: The tendency to take risks determines the organizational climate to a great extent.
  - (xii) Innovation and Change: Styles of managing change and innovations are critical in establishing climate.
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## 7. Organizational Climate

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An enabling, supportive and inspirational work climate creates experiences that impact on engagement by influencing how people regard their roles and carry them out. An enabling climate will create the conditions that encourage high performance and effective discretionary behaviour. These include work processes, equipment and facilities, and the physical conditions in which people work.

A supportive climate will be one in which proper attention is paid to achieving a satisfactory work-life balance, emotional demands are not excessive, attention is paid to providing healthy and safe working conditions, job security is a major consideration and personal growth needs are taken into consideration. An inspirational environment will be where what John Purcell and his colleagues refer to as 'the big idea' is present – the organization has a clear vision and a set of integrated values that are 'embedded, collective, measured and managed'.

A healthy organisational climate might be expected to exhibit such characteristic features as:

- the integration of organisational goal and personal goals;
- a flexible structure with a network of authority, control and communications, and with autonomy for individual members;
- styles of leadership appropriate to particular work situations;
- mutual trust, consideration and support among different levels of the organisation;
- recognition of individual differences and attributes, and of people's needs and expectations at work;
- attention to job design and the quality of working life;
- challenging and responsible jobs with high performance standards;
- equitable systems of rewards based on positive reinforcement;
- opportunities for personal development, career progression and advancement;
- justice in treatment, and fair personnel and industrial relations policies and practices;
- the open discussion of conflict with emphasis on the settlement of differences without delay or confrontation;
- democratic functioning of the organisation with full opportunities for genuine consultation and participation;
- a sense of identity with, and loyalty to, the organisation and a feeling of being a needed and important member of the organisation.

A healthy climate will not by itself guarantee improved organisational effectiveness. However, an organisation is unlikely to attain optimal operational performance unless the climate evokes a spirit of cooperation throughout the organisation, and is conducive to motivate members to work willingly and effectively.

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## 8. Workforce Diversity

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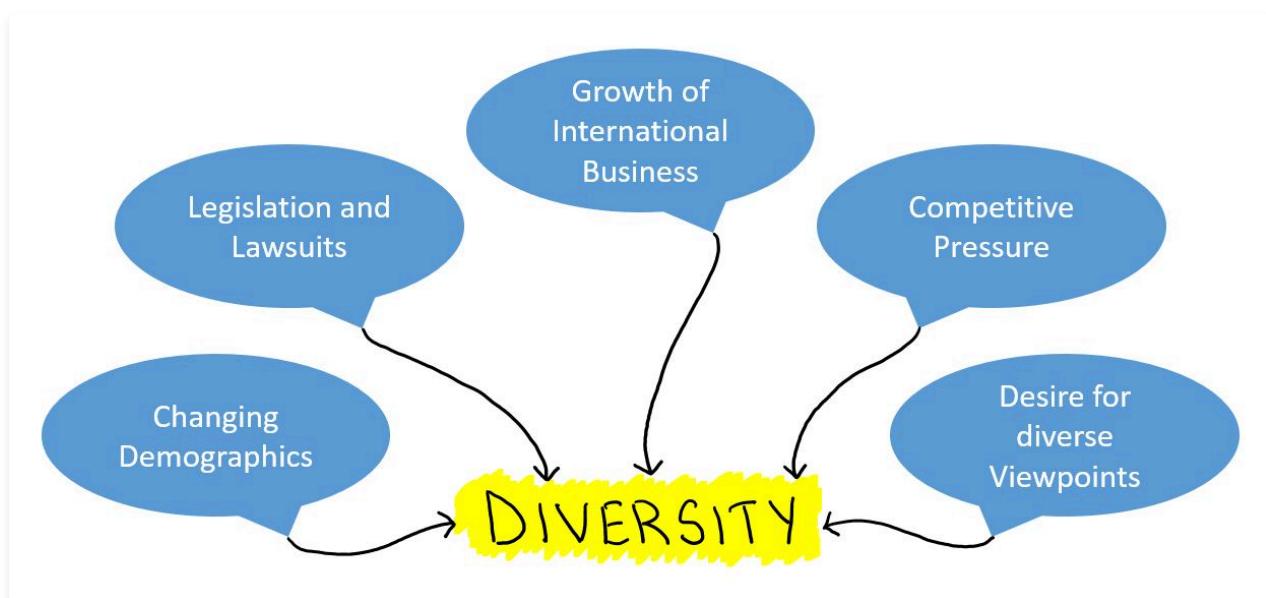
Workforce diversity is a concept that includes differences in a variety of factors including but not limited to physical appearance, backgrounds, gender, age, qualification, taste, preference, experience, origin, caste, religion, designation, and culture among others. The concept is based on acceptance and respect for individuals' unique qualities and the recognition of differences among individuals.

Diversity is multidimensional and can be measured through both visible and invisible dimensions of human beings. It includes both differences and similarities among people, and if handled properly, can prove to be a competitive advantage for an organization. On the other hand, if diversity is mismanaged, it can result in the destruction of the organization. The responsibility of the management is to deal with the increasingly diverse workforce and develop ways to manage the issues that come with it.

Workforce diversity is also known as "cultural diversity" and "cultural variety". Diversity influences employees' conceptions of work, expectations of rewards from the organization and practices in relation to others in the organization. One of the key challenges for managers in the 21st century is to manage the opportunities and difficulties that form a part of multicultural organizations. For an organization to be successful, managers need to understand not only the cultural background of the employees but also the degree of diversity they carry with them.

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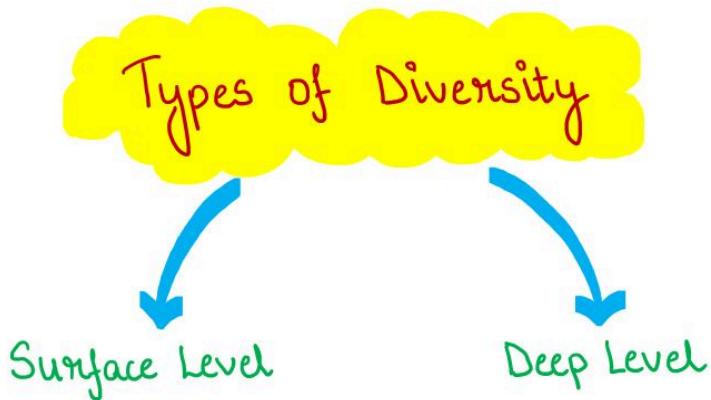
## 8. Workforce Diversity



There are broadly 5 main reasons for the emergence of organizational diversity in recent years:

1. **Changing Demographics:** Over the years, the composition of the workforce has changed in the business world. Older workers, women and ethnic minorities have entered the workforce.
2. **Legislation and Lawsuits:** Several laws have been passed in different countries to prevent discrimination between employees, and to provide equal opportunities to all without differentiating on the basis of age, gender or ethnicity. Therefore, organizations are legally required to accommodate a diverse workforce.
3. **Growth of International Business:** More and more organizations are entering the international business arena. This results in greater cultural diversity because as companies expand, they have to become accustomed to work with different cultures, customs and social norms.
4. **Competitive Pressures:** Diversity plays an important role in giving companies competitive advantage in the market. Companies that hire and work with a diverse workforce have a greater chance of understanding their markets better because of the availability of diverse view points and therefore, are able to develop products and services that meet market requirements.
5. **Desire for Diverse Viewpoints:** As described in the previous point, companies that actively try to develop a diverse work force gain a competitive advantage in terms of being able to develop better products and services for the market.

## 8. Workforce Diversity



Two major types of diversities are notable in an organizational setting, which every manager should take into consideration:

1. **Surface level diversities** are those differences that are easily noticeable such as age, gender, ethnicity/race, culture, language, disability etc. Surface level diversity is easy to be measured and managers/recruiters can fall into the wrong practice of discrimination based on these factors. For example, thinking that performance degrades with age, they might prefer younger workforce. Surface level diversity is often difficult to change. For example, racial differences cannot be scaled down to zero.
2. **Deep level diversities** on the other hand, are not easily noticeable and measurable since they are communicated through verbal and non-verbal behaviors. Examples are personal differences in attitudes, values, beliefs and personality. Deep level diversity usually starts with identifying surface level differences and when people get to know each other, they start noticing the deep level personal differences and tend to accept or dislike it. For example, a person belonging to a minority ethnic group may be treated differently by the others since his culture and language might be different. But as everyone interacts with him more, they seem to forget the surface level differences and then they begin to notice his differing values and beliefs and later on, his personality differences.

## 8. Workforce Diversity

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HR managers are responsible for promoting and maintaining workforce diversity within an organization. They are tasked with developing and implementing policies and practices that attract a diverse pool of talent, and ensuring that all employees are treated equitably and with respect. This involves creating a culture that values and embraces individual differences, as well as providing training and support to employees to enhance their awareness and understanding of diversity issues. HR managers must also monitor and evaluate the effectiveness of their diversity initiatives to ensure they are achieving their desired goals and outcomes. By taking an active role in promoting workforce diversity, HR managers can help to create a more inclusive and productive workplace that benefits both employees and the organization as a whole.

Here are few points on how HR managers should manage workforce diversity in any firm:

1. **Develop a Diversity and Inclusion Strategy:** HR managers should develop a strategy that outlines the organization's commitment to diversity and inclusion. The strategy should be communicated to all employees and should highlight the benefits of having a diverse workforce. This strategy should include specific goals and objectives that will help the organization achieve a more diverse and inclusive workplace.
  2. **Provide Diversity and Inclusion Training:** HR managers should provide diversity and inclusion training to all employees. This training should help employees understand the benefits of diversity and inclusion, and should provide them with the tools and skills they need to work effectively with people from diverse backgrounds.
  3. **Address Unconscious Bias:** HR managers should work to address unconscious bias in the workplace. This can be done through training and awareness campaigns, as well as through the implementation of policies and procedures that promote fairness and equality.
  4. **Foster an Inclusive Culture:** HR managers should work to foster an inclusive culture within the organization. This can be done by promoting diversity in leadership positions, encouraging open communication, and providing opportunities for employees to get involved in diversity and inclusion initiatives.
  5. **Implement Diversity Recruitment Practices:** HR managers should implement recruitment practices that promote diversity. This can include posting job openings in diverse communities, developing relationships with organizations that serve diverse populations, and ensuring that the selection process is free from bias.
  6. **Monitor Progress:** HR managers should monitor progress towards achieving diversity and inclusion goals. This can be done through the use of metrics and data analysis, as well as through feedback from employees. HR managers should use this information to adjust their strategies and initiatives as needed to ensure continued progress towards a more diverse and inclusive workplace.
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# 1. Stress Management

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Stress has become a major concern of the modern times as it can cause harm to employee's health and performance. Stress is a natural and unavoidable feature of human life. However, stress beyond a particular level can cause psychological and physiological problems, which in turn would affect the individual's performance in the organisation. Thus, management of stress has become a challenging job for the modern organisations.

The conditions which cause stress are called **Stressors**. A stressor leads the body to have a physiological reaction which can strain a person physically as well as mentally. A variety of factors contribute to occupational stress such as negative workload, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among co-workers and management, management bullying, harassment and lack of opportunities or motivation to advancement in one's skill level. Workplace stress arises when there is an imbalance in the demands and pressures of the work environment and an individual is unable to cope.

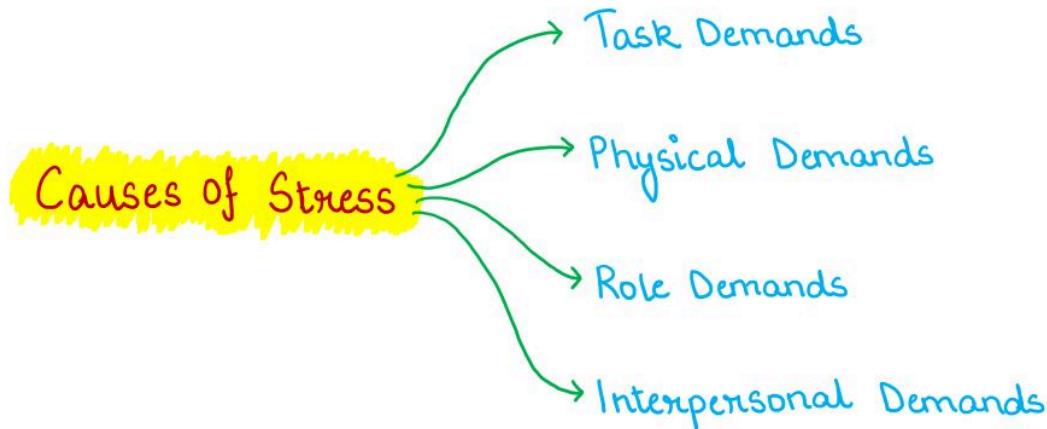
Stress can be short term (acute) or longer term (chronic).

**Acute stress** is the reaction to an immediate threat commonly known as the fight/flight response. The threat can be real or imaginary. Common acute stressor includes noise, crowding, isolation, hunger, danger, and imaginary threat.

**Chronic stress** is caused by some ongoing stressful situations that are not short lived. Common chronic stressors include continuous job strain, long term strained relationship with one or more family, persistent financial problems and loneliness etc.

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## 2. Causes of stress



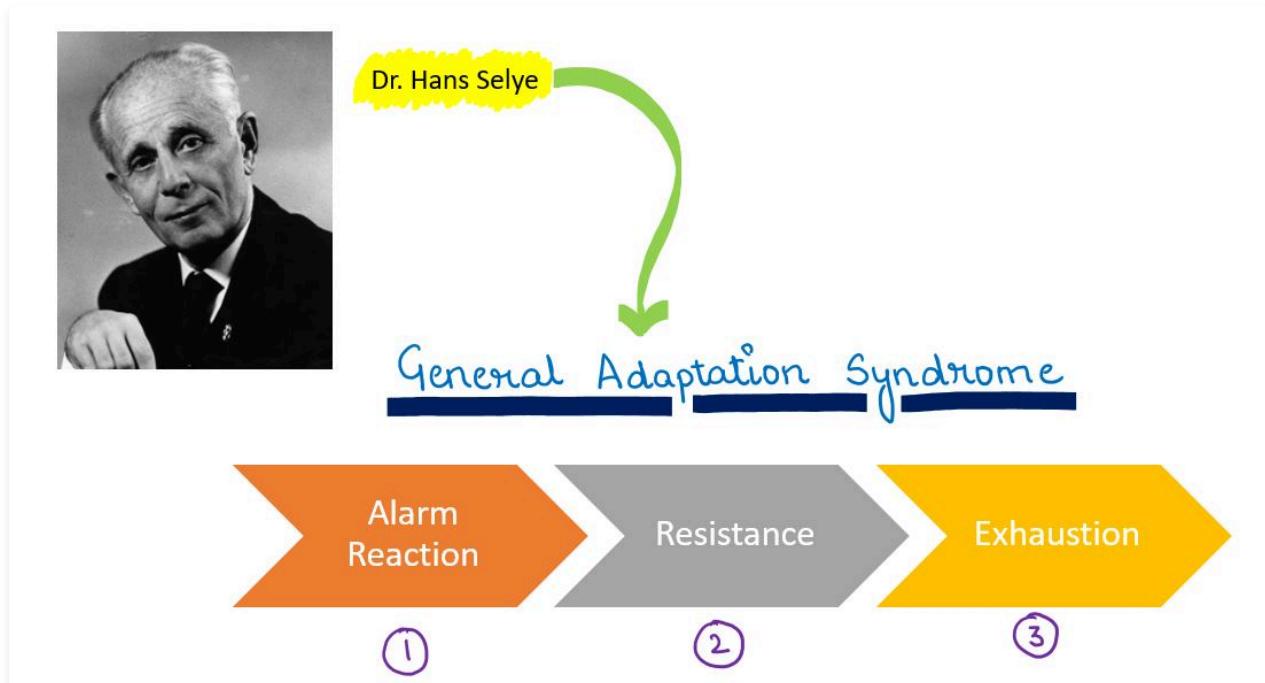
Work-related stress can be categorized into four sets of organizational stressors:

1. **Task demands** refer to the stress associated with the job itself, such as the need to make quick decisions, decisions with incomplete information, or critical decisions. Occupations such as surgeons, airline pilots, and stockbrokers are inherently more stressful than jobs like general practitioners, baggage handlers, and office receptionists.
2. **Physical demands** are stressors associated with the job setting, such as working outdoors in extreme temperatures, rotating work shifts, poorly designed offices, poor lighting, and inadequate work surfaces. Some jobs like coal mining, poultry processing, and toxic waste handling may also pose a threat to health, while other jobs like law enforcement officers, taxi drivers, and convenience store clerks may carry risks associated with higher incident rates of violence.
3. **Role demands** refer to the stress caused by the expectations associated with a position in a group or organization. Role conflict or role ambiguity may cause stress, such as when an employee is pressured to work longer hours or to travel more by their boss, while also being asked by their family for more time at home. Poor orientation and training practices may also cause stress, as well as excessive meetings.
4. **Interpersonal demands** are stressors associated with relationships in organizations. Group pressures regarding restriction of output and norm conformity can lead to stress, as well as certain leadership styles that may not allow for employee participation in decision-making. Conflicting personalities may also cause stress when required to work too closely together.

In summary, work-related stress can arise from various sources, including the nature of the job, the job setting, role expectations, and interpersonal relationships. Understanding and managing these organizational stressors can help reduce employee stress and improve their well-being in the workplace.

### 3. General Adaptation Syndrome

Dr. Hans Selye, a pioneer in stress research, first documented the stress experience 50 years ago. Selye discovered that people have a physiological response to stressful situations, which he called the General Adaptation Syndrome. This response provides an automatic defense system that helps individuals cope with environmental demands.



The General Adaptation Syndrome is composed of three stages: Alarm, Resistance, and Exhaustion.

The first stage, **Alarm Reaction**, occurs when an individual is faced with a stressor. This stage prepares the body for a fight-or-flight response, allowing it to react quickly in either fleeing or confronting the threat. For instance, imagine that you are walking down a dark alley and you hear footsteps behind you. Your body will immediately respond to the potential threat by increasing your heart rate and breathing rate, releasing adrenaline, and tensing your muscles. These physiological changes will help you react quickly in either fleeing or fighting the danger.

The second stage of the General Adaptation Syndrome is **Resistance**. During this stage, the body tries to adapt to the new situation by increasing its resistance to the stressor. For example, if you are experiencing work-related stress, your body will begin to adapt to the pressure by increasing your tolerance to stress. Selye found that this stage typically occurs 48 hours after the stressful event.

The final stage of the General Adaptation Syndrome is **Exhaustion**. If the body has been unable to recover from the stressor, it will enter the exhaustion stage. During this stage, the body has depleted its resources, and it will not be able to maintain the adaptations it made during the resistance stage. For instance, if you experience long-term work-related stress, your body may not be able to recover from the prolonged exposure, and you may experience burnout, which is a common manifestation of the exhaustion stage.

## 4. Burnout

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Similar to electricity powering a light bulb, stress can either illuminate and enhance performance or, if it exceeds manageable levels, lead to burnout. **Burnout** emerges as the detrimental outcome of unmanaged stress, causing a decline in effectiveness. It manifests as exhaustion, irritability, reduced productivity, self-neglect, and health issues due to inadequate coping mechanisms.

Burnout isn't an abrupt occurrence but rather a gradual decline marked by different stages unique to each person's experience:

Stage 1: Diminished Enthusiasm

Stage 2: Confusion

Stage 3: Frustration

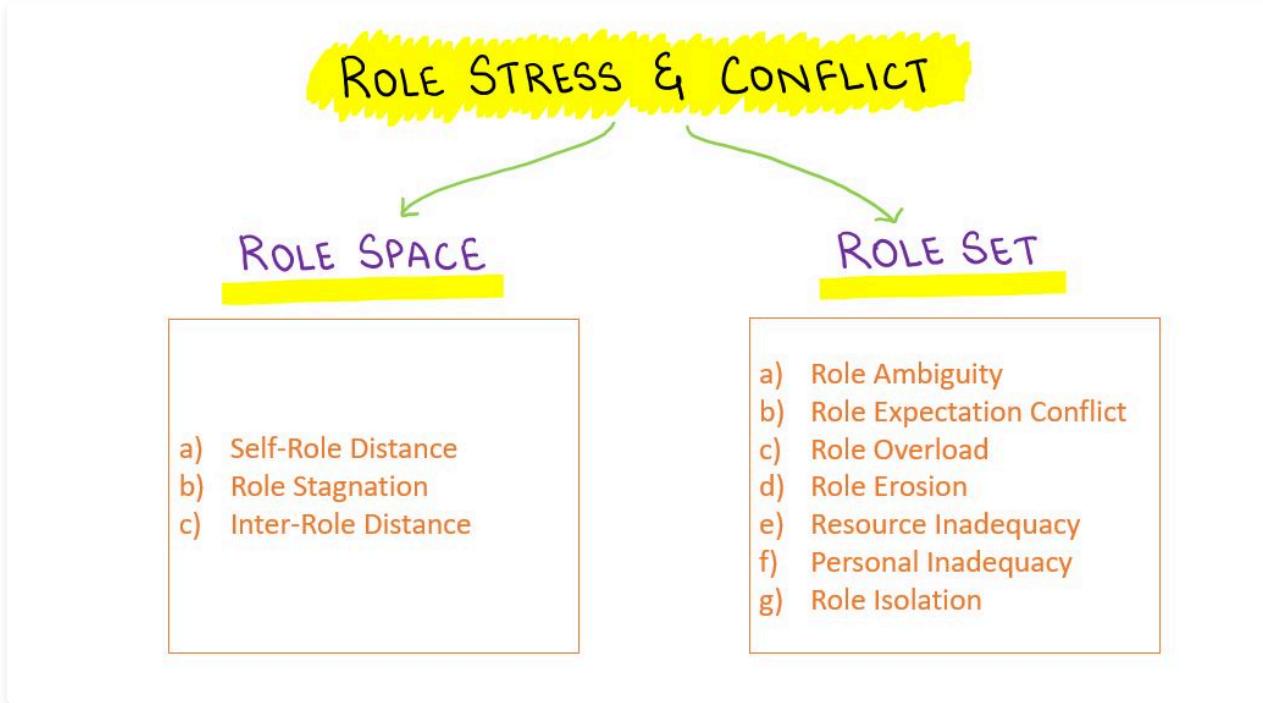
Stage 4: Despair

Conversely, **Glow Up** describes the positive redirection of stress. When stress is appropriately handled, it can foster a sense of challenge, job satisfaction, creativity, increased efficiency, and better adaptation to work conditions.

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## 5. Role Stress and Conflict

In various social structures like families, clubs, religious communities, and workplaces, individuals hold a specific place in the hierarchy. They possess certain powers, enjoy privileges, and carry out specific functions aligned with their position, meeting both personal and collective expectations. Here, the former denotes the official title or position, while the latter refers to the Role.



A **Role** represents an individual's position within a social framework and is characterized by the actions and responsibilities they undertake in response to the expectations of significant members within that system. It also encompasses the expectations individuals hold for themselves in that particular position or role.

Each individual occupies and plays several roles. A person can be a daughter, a mother, a sales person and so on. All these roles constitute **Role Space** of that person. At the centre of the role space is the self.

An Institution can be defined as a system of roles. However, role itself is a system. From the individual's point of view, there are two role systems: the system of various roles that the individual carries and performs, and the system of various roles of which his role is a part. The first, we will call Role Space and the second, a **Role Set**.

Let's consider the example of a person named Priya:

1. Role: Priya assumes various roles within different social contexts. In her family, Priya plays the roles of a daughter, a sister, and maybe a caregiver. At her workplace, Priya is a marketing executive. Each of these positions entails specific responsibilities, behaviors, and expectations, constituting different roles within different social settings.

2. Role Space: Priya's Role Space encompasses all the roles she embodies across various social contexts. Within this Role Space, Priya might occupy roles such as a family member (daughter, sister), a professional (marketing executive), and perhaps roles within other social circles like a friend, a mentor, or a member of a community group.

3. Role Set: Focusing on one of Priya's roles, let's say her role as a marketing executive. The Role Set consists of all the other roles that directly influence or interact with Priya's role as a marketing executive. These could include roles such as her manager, colleagues, clients, and even the roles of family members that might indirectly impact her performance in the marketing role. This Role Set represents the interconnected network of roles that relate to or affect Priya's specific role as a marketing professional.

Let us now understand various conflicts associated with role space and role set, which lead to stress.

## 5. Role Stress and Conflict

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Role space (the dynamic relationship amongst the various roles an individual occupies and his self) has three main variables: self, the role under question, and the other roles he occupies. Any conflicts amongst these are referred to as role space conflicts or stress. These conflicts may take the forms mentioned below.

(a) **Self-Role Distance:** This stress arises out of the conflict between the self-concept and the expectations from the role, as perceived by the role occupant. If a person occupies a role which he may subsequently find as conflicting with the self-concept, he feels stressed. For example, an introvert who is fond of studying and writing may develop a self-role distance if he accepts the role a salesman in an organization, and comes to realize that the expectations from the role would include his meeting people and being social. Such conflicts are fairly common, although they may not be so severe.

(b) **Role Stagnation:** As the individual grows older, he also grows in the role that he occupies in an organization. With the advancement of the individual the role changes, and with this change in role, the need for taking up a new role becomes crucial. This problem of role growth becomes acute especially when an individual who has occupied a role for a longer time enters another role in which he may feel less secure. However, the new role demands that an individual outgrow the previous one and take charge of the new role effectively. This is bound to produce some stress. In organizations which are fast expanding, and which do not have any systematic strategy of manpower development, managers are likely to experience this stress of role stagnation when they are promoted.

(c) **Inter-Role Distance:** Where an individual occupies more than one role there is bound to be conflicts between the different roles that he occupies. For example, a lady executive often faces the conflict between her organizational role as an executive and her familial role as a wife and a mother. The demands of her husband and children for sharing her time may be incompatible with the organizational demands. Such inter-role conflicts are quite frequent in a modern society, where an individual is increasingly occupying multiple roles in various organizations and groups.

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## 5. Role Stress and Conflict

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The other field which is important vis-a-vis an individual's role, is the role set which consists of important persons who have varying expectations from the role that he occupies. The conflicts which arise as a result of incompatibility amongst these expectations by the 'significant' others (and by the individual himself) are referred to as role set conflicts. These conflicts take the forms mentioned below.

(a) **Role Ambiguity:** When the individual is not clear about the various expectations that people have from his role, the conflict that he faces is called role ambiguity. Role ambiguity may be due to lack of information available to the role occupant, or due to lack of understanding of the 'clues' available to him. Role ambiguity may be in relation to the activities, responsibilities, priorities, norms, or general expectations. Generally role ambiguity may be experienced by persons occupying roles which are newly created in the organization, roles in organizations which are undergoing change, or process roles (with less clear and concrete activities).

(b) **Role Expectation Conflict:** When there are conflicting expectations or demands by different role senders (persons having expectations from the role), role occupant may experience this stress. There may be conflicting expectations from the boss, subordinates, peers or clients.

(c) **Role Overload:** When the role occupant feels that there are too many expectations from the 'significant' others in his role set, he experiences role overload. Role overload has been measured by asking questions about people's feelings on whether they could possibly finish work given to them during a modified work day and whether they felt that the amount of work they do might interfere with how well it was done. Most of the executive role occupants experience role overload. Role overload is more likely to occur where role occupants lack power, where there are large variations in the expected output, and when delegation or assistance cannot procure more time.

(d) **Role Erosion:** A role occupant may feel that the functions which he would like to perform are being performed by some other role. The stress felt may be called role erosion. Role erosion is the subjective feeling of an individual that some important role expectations he has from the role are shared by other roles within the role set. Role erosion is likely to be experienced in an organization which is redefining its role and creating new roles. Studies indicate that in several organizations which were redefining their structure, the stress of role erosion was abolished and in its place two roles were created to cater to the executive and planning needs. This led to great erosion, and a feeling that the new roles were less important as compared to the previous role.

(e) **Resource Inadequacy:** Resource inadequacy stress is experienced when the resources required by the role occupant for performing the role effectively are not available; these may be information, people, material, finance, or facilities.

(f) **Personal Inadequacy:** When a role occupant feels that he is not prepared to undertake the role effectively, he may experience this stress. Role occupant may feel that he does not have enough knowledge, skills or training, or he/she not had time to prepare for the assigned role. Persons who are assigned new roles without enough preparation or orientation are likely to experience this type of stress.

(g) **Role Isolation:** In a role set, the role occupant may feel that certain roles are psychologically closer to him, while others are at a much greater distance. The main criterion of distance is the frequency and ease of interaction. When linkages are strong, the role isolation will be low and in the absence of strong linkages, the role isolation will be high. Role isolation can therefore be terms of the existing and the desired linkages. The gap between the desired and the existing linkages will indicate the amount of role isolation.

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## 6. Role Efficacy

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It is important to understand that the performance of people working in a programme or in an organization, depends on their technical competence, managerial skills, and their potential effectiveness in the roles they perform. It is the merging of the two (the person and the role) that ensures the individual's effectiveness in an organization. Role efficacy means the potential effectiveness of an individual occupying a particular position in an organization. People with high role efficacy seem to experience less role stress and work-related tension.

Dr. Udai Pareek (1980) stated that there are 10 underlying factors that contribute towards the effectiveness of the role and developed 3 dimensions of role efficacy (by classifying 10 factors).

These are:

**Role Making:** (1) self-role integration, (2) creativity, (3) pro-activity (4) confrontation

**Role Centring:** (5) influence, (6) centrality (7) personal growth

**Role Linking:** (8) inter role linking, (9) super ordination (10) helping relationship

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## 7. Coping with Stress

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People can be classified into two types on the basis of strategies employed to deal with stress.

The first category consists of persons who decide to suffer, deny experienced or avoidance strategies are termed **dysfunctional styles** of coping with stress. The second category consists of persons who face realities of stress consciously and take some action to solve problems either by themselves or with the help of other people. These active approaches are termed **functional styles** of dealing with stressful situations.

Folkman et al (1986) have proposed eight coping strategies based on factor analysis of an instrument:

- (i) confrontive coping, (ii) distancing, (iii) self-control, (iv) seeking social support, (v) accepting responsibility, (vi) escape avoidance, (vii) painful problem solving and (viii) positive reappraisal.

### **Ways of Coping Checklist**

An instrument that measures coping strategies, and one that deserves special attention, is the Ways of Coping Checklist (WCCL) by Folkman and Lazarus (1985). It identifies stressful events and then the extent of use of the 8 coping strategies. Coping strategies can be conceptualised as a product of a combination of externality, internality and mode of coping.

**Externality** is feeling that external factors are responsible for role stress, resulting in aggression towards these external factors. It may also indicate the tendency to expect and get a solution for stress from external sources. Externality may be high or low.

**Internality** is quite opposite. Respondent may perceive himself as responsible for stress and therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low.

Coping may take the form of avoiding the situation (reactive strategies) or confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, we have eight possible strategies for coping with stress.

<b>Mode</b>	<b>Internality</b>	<b>Externality</b>	<b>Coping Styles</b>
Avoidance	Low	Low	Impunitive (M)
Avoidance	High	Low	Intra-punitive (I)
Avoidance	Low	High	Extra-punitive (E)
Avoidance	High	High	Defensive (D)
Approach	Low	Low	Impersistent (m)
Approach	High	Low	Intropersistent (i)
Approach	Low	High	Extrapersistent (e)
Approach	High	High	Interpersistent (n)

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## 8. Frustration

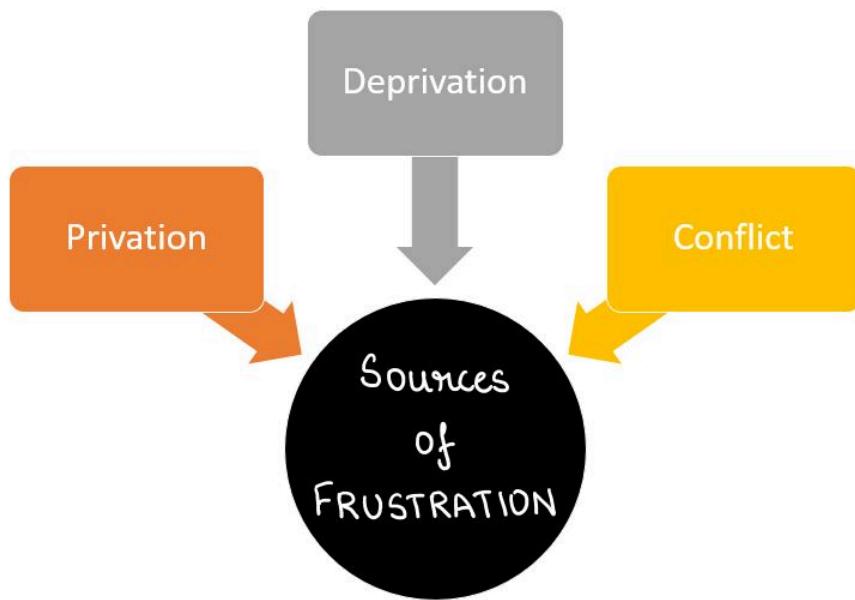
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Frustration, in the realm of human behavior, arises when an individual, typically goal-oriented, encounters obstacles or challenges that impede their progress toward achieving a specific objective. It stems from the discrepancy between an individual's desired or intended outcome and the actual realization of that goal.

When someone invests effort, time, and resources into pursuing a goal and faces hindrances or fails to attain it, a sense of deprivation or dissatisfaction emerges within their behavioral pattern. Frustration encapsulates this feeling of disappointment, discontentment, or tension resulting from the obstacles, limitations, or conflicts encountered while striving to accomplish a particular aim or target.

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## 8. Frustration



There can be 3 sources from which frustration comes:

1. **Privation:** When an individual experiences lack of something relevant to a desired goal, it may produce frustration for him. If for example, a student is preparing hard to seek admission into the IIM he may not pursue this goal if there is a lack of financial resources. This kind of frustration is caused by privation.
2. **Deprivation:** Blocking or interfering with one's goal directed activities may also produce frustration. If an employee prepares hard for a career promotion and falls ill during the course of this process he may be forced to take rest. This leads to frustration due to deprivation factor.
3. **Conflict:** Frustration may also be caused by conflict between two goals.

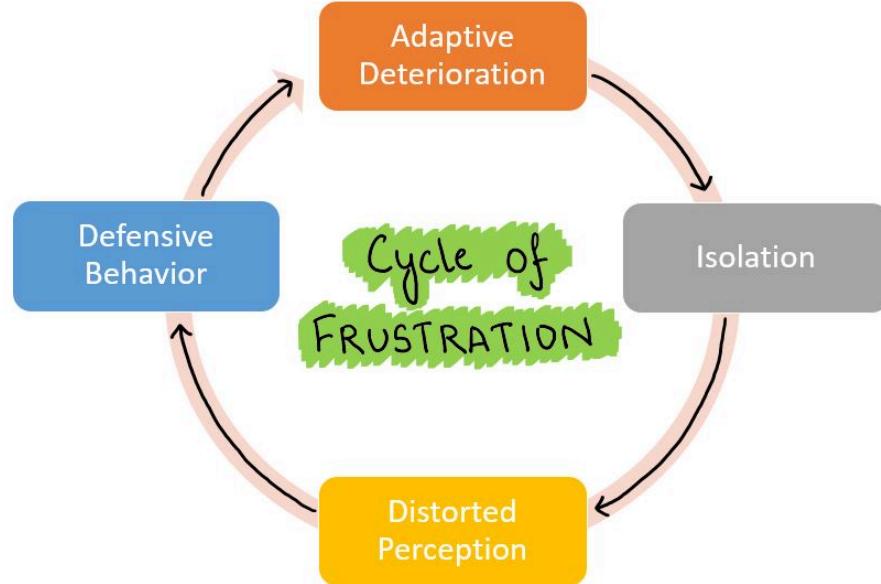
Take an example of a professor working in a college in Chennai who wants to take up the professorship in a central university in Delhi, but is unable to take his family and hence decides to continue in the Chennai based college. This would lead to conflict-based frustration. This is known as *approach- approach conflict*.

The conflict between two unattractive goals is called *avoidance- avoidance conflict*. A bank employee's option to choose between a higher position in New Delhi and giving up chances of promotion by staying in his hometown is called avoidance-avoidance conflict.

When an attractive goal also has some unattractive aspects, it produces *approach-avoidance conflict*. Getting a very attractive offer of employment in a highly disturbed region is an example of such conflict.

## 8. Frustration

The Cycle of Frustration is a series of steps that a person goes through when they are feeling frustrated or disappointed. The Frustration cycle is as follows: adaptive deterioration >> isolation >> distorted perception >> defensive behavior.



This cycle begins with **adaptive deterioration**, where the person's ability to adapt to the situation decreases. For example, an employee who has been passed over for a promotion may become less motivated, make more mistakes, or take longer to complete tasks.

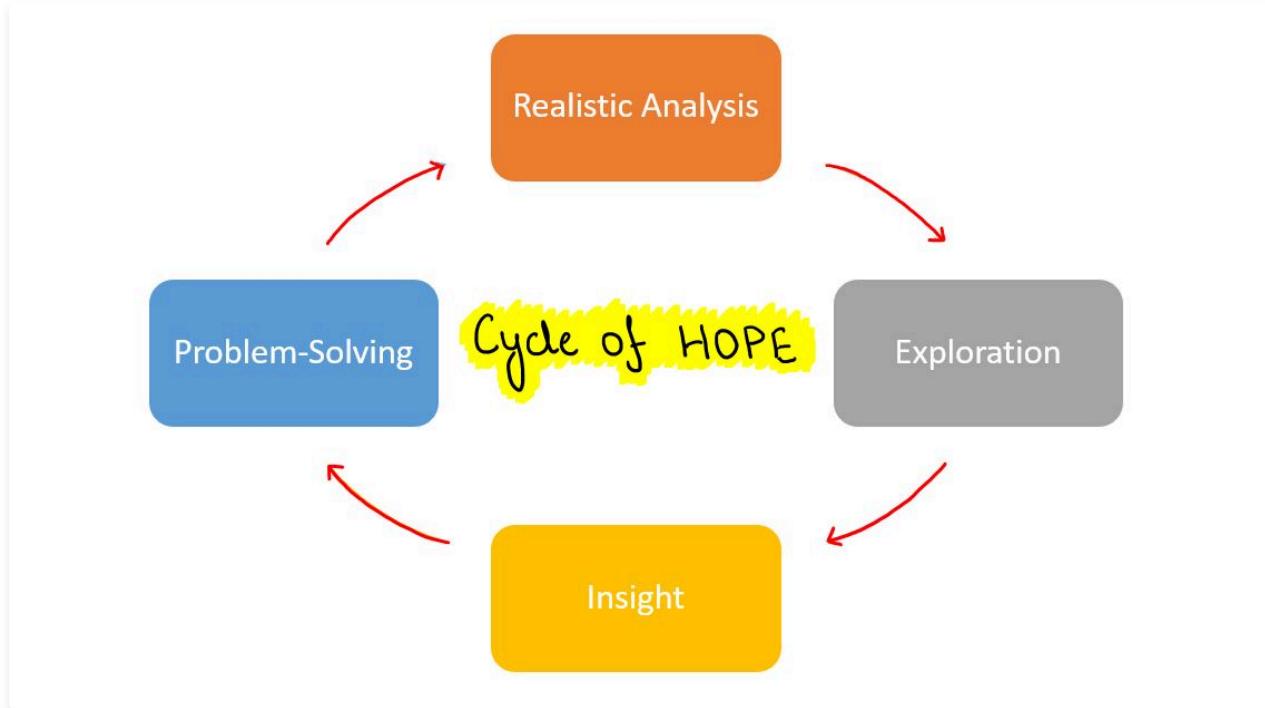
The next step is **isolation**, where the person becomes more withdrawn and disconnected from others. This can make the situation worse, as the person may start to feel like nobody understands what they are going through. For instance, the employee who was passed over for a promotion may begin to avoid their colleagues or feel like they don't belong at work.

**Distorted perception** is the third step of the cycle, where the person's view of the situation becomes skewed. They may start to see things that aren't really there or interpret events in a negative way. In the case of the employee who was passed over for a promotion, they might begin to believe that their boss is deliberately trying to hold them back.

The final step of the cycle is **defensive behavior**, where the person tries to protect themselves from the negative feelings caused by frustration. This can take the form of denying that there is a problem, blaming others for the situation, or withdrawing completely from the situation. For example, the employee who was passed over for a promotion might start to make excuses for their lack of progress, blame their colleagues for sabotaging them, or simply stop trying altogether. Defensive behavior can make the situation worse and prevent the person from finding a constructive solution to their frustration.

## 8. Frustration

Hope refers to the belief that positive change and progress is possible through collective effort and action. It involves having confidence in the organization's ability to overcome challenges and achieve its goals, and a sense of optimism about the future. For example, an employee who believes that their organization can successfully implement a new project and improve its market position in the future, despite facing some initial setbacks, is exhibiting hope.



The cycle of hope involves 4 stages:

1. **Realistic analysis** - A person who experiences disappointment begins by objectively analyzing the situation, identifying the causes of the setback or failure, and acknowledging any shortcomings or mistakes that may have contributed to the situation.
2. **Exploration** - With a clear understanding of the situation, the individual engages in exploration, seeking out new information and perspectives from others to gain a more comprehensive view of the situation.
3. **Insight** - With new knowledge and perspectives, the individual gains insight into the situation, identifying potential solutions and courses of action that can address the underlying problems and move towards a resolution.
4. **Problem-solving** - Armed with insight and a plan of action, the individual engages in problem-solving behavior, taking steps to implement the chosen solution and address the problem at hand.

The cycle of hope is self-reinforcing, as each stage builds on the one before it, leading to greater confidence, motivation, and progress towards a positive outcome.

## 9. Coping Behaviour

### COPING BEHAVIOUR

Aggression	Regression	Flight	Exploration
<ul style="list-style-type: none"><li>• General</li><li>• Target Directed</li><li>• Self-Directed</li><li>• Displaced</li></ul>	<ul style="list-style-type: none"><li>• Retrogression</li><li>• Primitivities</li><li>• Stereotype</li></ul>	<ul style="list-style-type: none"><li>• Apathy</li><li>• Withdrawal</li><li>• Denial</li><li>• Fantasy</li><li>• Rationalization</li></ul>	<ul style="list-style-type: none"><li>• Alternative Generation</li><li>• Self-Action</li><li>• Action by Others</li><li>• Joint Action</li></ul>

In our everyday life, we face disappointment or frustration quite often. An individual does not get his or her breakfast on time to be able to work on time, misses the bus home, does not get the expected rewards, finds a son or daughter scoring low in an examination, finds important papers missing and so on. We can recount hundreds of such everyday frustrations. The critical question is how we deal with such situations. This type of behaviour is known as "Coping Behaviour".

A general manager, promoted from a production position and faced with the frustrating experience of a fall in productivity, may behave in a variety of ways.

These are discussed below:

#### 1. Aggression

Aggression is the most common & most frequent reaction to frustration. It may take any one of the following forms:

- **General Aggression:** General irritation, restlessness & violent / destructive expressions of aggression (kicking, knocking, breaking things, etc.) are the general forms of aggression.
- **Target Directed Aggression:** Anger, blaming others & hostility expressed towards people seen as causing disappointment (such as anger towards the boss or subordinate) whether expressed in person or in absentia are quite common.
- **Self-Directed Aggression:** Sometimes the frustrated person may blame himself or herself for the situation. This is self-directed aggression.
- **Displaced Aggression:** When aggression is directed to a person other than the people seen as causing disappointment, it is called "Displaced Aggression". A manager may express anger or resentment to a subordinate because he cannot express anger towards his or her own boss.

#### 2. Regression

Regression is characterized by primitive or previously used modes of behavior. Under emotional pressure, a person may revert to earlier behavioral modes which make him or her feel more secure. Regression may take 3 forms:

- **Retrogression:** An individual reverts to old behavior. For e.g., a general manager (promoted from the position of production manager) may behave like a production manager & straighten out production problems under the emotional pressure of frustration.
- **Primitivation:** Sometimes an individual does something he or she did not do in the past but which nevertheless shows primitive or immature behavior. An employee may thus behave like a recalcitrant adolescent when tense or frustrated.
- **Stereotype:** Frustration may make a person lose all flexibility & revert to fixated, receptive behavior. A manager feeling frustrated may deal with a situation in a known way, repeating the same behavior even if it is seen as dysfunctional. This is best demonstrated in a gambler's behavior in a series of moves in which he or she loses. The person may thus repeat an approach (gambling) lose everything he or she has.

#### 3. Flight

One reaction to frustration is flight or escape from the frustrating situation. This may take several forms:

- **Apathy:** A manager may not pay any attention to the frustrating situation & may neglect it.
- **Withdrawal:** A frustrated employee in an organization may leave it or avoid attending meetings. In a conflict situation, one party may thus withdraw from the situation.
- **Denial:** A person may deny feeling any frustration. In order to escape the pain of frustration, one may repress the feeling of pain & deny experiencing any frustration in the situation.
- **Fantasy:** One way to escape unpleasant feelings is to daydream pleasant things & create fantasies of doing something one cannot do in real life.
- **Rationalization:** Even if one acknowledges frustration, one can explain it away, giving a 'reason' for it. An employee failing to get a coveted reward may see the reward as not worthwhile (sour grapes) or may justify not getting the reward on some other basis.

#### 4. Exploration

All the 3 behavioral modes mentioned above are dysfunctional. They may reduce anxiety and tension in an individual but do not help in solving a problem. The exploration mode, however, is a problem solving mode. An individual explores the issues with others, takes steps to analyze the situation & prepares alternative strategies of action. Exploration may take the following forms:

- **Alternative Generation:** A frustrated individual may search for alternative avenues. An employee excelling in another area rather than pursuing one in which he or she has failed several times shows a special mode which is called "Compensation".
  - **Self-Action:** All explorations are action oriented. A frustrated person may search for solutions, working alone.
  - **Action By Others:** An employee may alternatively expect others to solve the problem or request others for help.
  - **Joint Action:** Often, a better coping mode is joint exploration, collaborating with others in analyzing the problem & working out alternative action plans.
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## 9. Coping Behaviour

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Type A and Type B are two personality types that were first introduced in the 1950s by cardiologists Meyer Friedman and Ray Rosenman.

In terms of stress management, the behavior of Type A and Type B personalities can be quite different.

**Type A individuals** are more prone to experiencing stress due to their high levels of competitiveness, sense of urgency, and tendency to take on multiple activities at once. They often feel overwhelmed and can become easily frustrated when things do not go as planned. When faced with stress, Type A individuals may experience physical symptoms such as headaches, muscle tension, and high blood pressure.

On the other hand, **Type B individuals** are less likely to experience stress due to their more relaxed and laid-back nature. They are able to manage stress better and are less likely to become overwhelmed. When faced with stress, Type B individuals may be more likely to engage in activities that help them relax and reduce their stress levels, such as meditation or taking a break from work.

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## 9. Coping Behaviour

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Individuals with **low hardiness personalities** approach stress by perceiving stressful events as disruptions they can't change. These events are often seen as disturbances to their normal routine, leading to a sense of detachment or alienation. Feeling little control over these stressors, they tend to avoid them rather than taking action to address or modify the situations they encounter.

On the contrary, those with **high hardiness personalities** view stress as challenges to conquer. They perceive these events as opportunities for personal growth rather than disturbances. With a strong sense of control, they believe they can influence or manage stressful situations. Their approach involves proactive and decisive action; instead of avoiding stressors, they actively engage with challenges, seeking to overcome them and achieve their goals.

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# 10. Managing Stress

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Managing stress in organizations is important for maintaining employee health and performance. While low to moderate levels of stress can be beneficial, employees often perceive even low levels of stress as undesirable. Hence, employees and management may have different perceptions of what constitutes an acceptable level of stress at work. Individual and organizational approaches to managing stress are given next.

## **Individual Approaches of Managing Stress**

**Individual approaches** are actions that individuals can take to improve their own well-being and productivity. Some examples of individual approaches include:

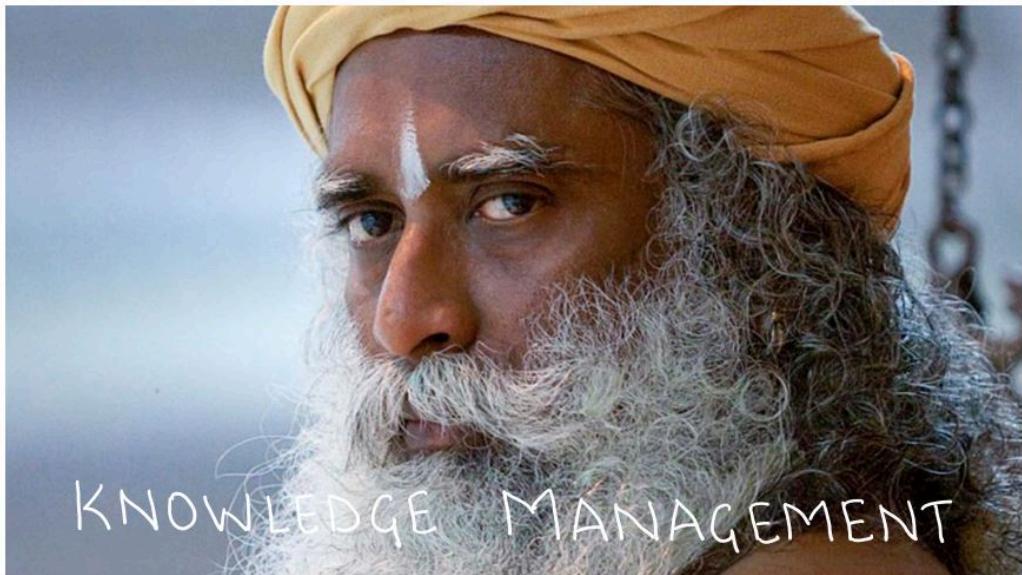
- **Time-management techniques** can help individuals manage their time more effectively and reduce stress. Increased physical exercise can help individuals improve their physical and mental health.
- **Relaxation training** can help individuals reduce stress and improve their overall well-being. For example, individuals can practice techniques like deep breathing, meditation, or yoga to relax and clear their minds.
- **Expanded social support networks** can help individuals build strong relationships with others and improve their sense of community.

## **Organizational Approaches of Managing Stress**

**Organizational approaches**, on the other hand, are actions that organizations can take to improve employee well-being and productivity. Some examples of organizational approaches include:

- **Improved employee selection and job placement** can help organizations hire the right people for the right roles, which can improve job satisfaction and reduce turnover. For example, an organization might use personality tests or behavioral interviews to ensure that a candidate is a good fit for a specific role.
- **Training** can help employees acquire the necessary skills and knowledge to perform their jobs, which can reduce stress and improve job satisfaction. For example, an organization might provide training on new software or processes to help employees feel more confident and capable in their work.
- **Realistic goal setting** can help employees feel a sense of accomplishment and job satisfaction. For example, an organization might set achievable goals for its employees, rather than setting unrealistic goals that could lead to frustration or burnout.
- **Redesign of jobs** can help organizations improve job design, reduce stress, and improve job satisfaction. For example, an organization might restructure a job to provide more autonomy, reduce workload, or increase the variety of tasks.
- **Increased employee involvement** can help organizations improve job satisfaction and employee morale. For example, an organization might involve employees in decision-making processes or encourage employees to share feedback and ideas.
- **Improved organizational communication** can help employees understand their roles and responsibilities better, which can reduce stress and improve job satisfaction. For example, an organization might improve communication channels by providing regular updates or using technology to facilitate communication.
- **Employee sabbaticals and corporate wellness programs** can help organizations improve employee well-being and productivity.
- **Sabbaticals** can provide employees with an opportunity to rest, recharge, and pursue personal interests. Corporate wellness programs can provide employees with access to resources such as fitness classes, health screenings, and mental health support. Both of these approaches can have a positive impact on employee well-being and productivity.

# 1. Knowledge Management



Knowledge Management (KM) refers to the process of creating, sharing, using, and managing the knowledge and information within an organization. KM encompasses data and information management, as well as the management of employees' knowledge. It's a multidisciplinary approach aimed at maximizing the use of knowledge to achieve organizational goals. The knowledge possessed by employees is referred to as corporate knowledge and is comprised of the policies, visions, procedures, traditions, and strategies of the organization.

Knowledge Management (KM) is crucial for organizations as it involves systematically creating, sharing, using, and managing knowledge to achieve strategic objectives. KM enhances decision-making by providing access to relevant information, fosters innovation and creativity through a culture of knowledge sharing, and ensures efficient problem-solving by tapping into existing knowledge resources.

It boosts employee productivity, contributes to organizational learning by documenting experiences, improves customer service by understanding needs better, and provides a competitive advantage by leveraging knowledge for adaptation and innovation. KM also aids in risk management, facilitates knowledge transfer as employees transition, and promotes adaptability to change in dynamic environments.

## NEED FOR KNOWLEDGE MANAGEMENT



## 2. Data, information, and knowledge



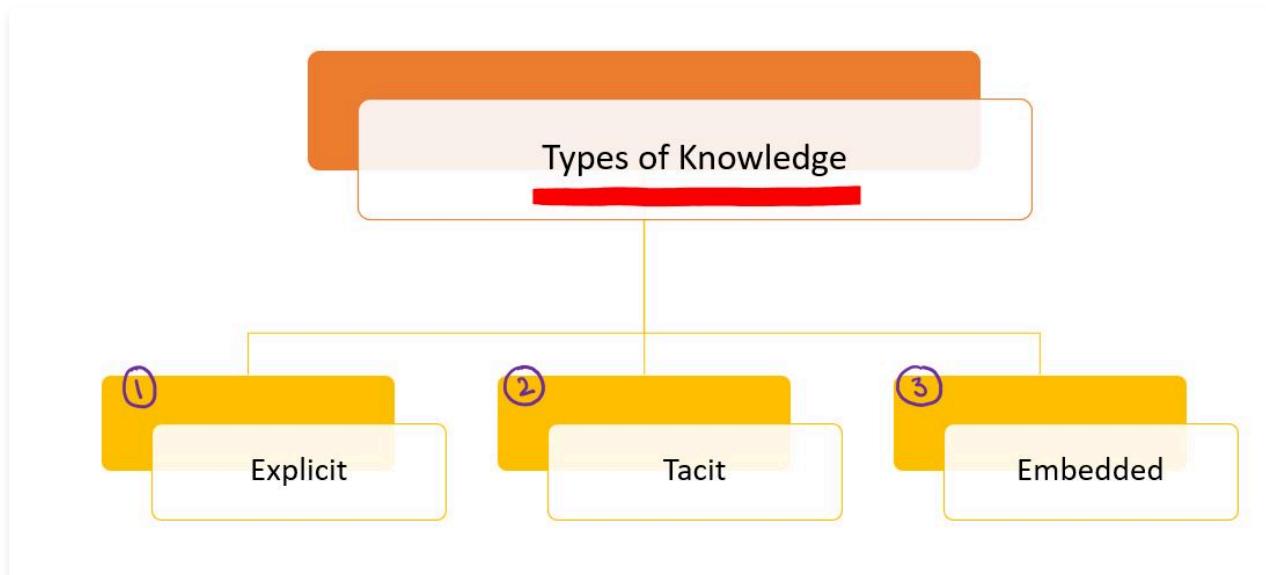
Before delving into Knowledge Management (KM), it is crucial to establish a clear definition of the term "knowledge." Understanding what distinguishes knowledge from information or data is paramount.

At the foundational level, **data** represents an unstructured collection of facts and figures.

Moving up the hierarchy, **information** is considered structured data.

The pinnacle is **knowledge**, characterized as "information about information." Knowledge is intricately connected to action, implying practical know-how and comprehension. Each individual's knowledge is shaped by their experiences and includes the criteria by which they assess new inputs from their environment.

### 3. Types of Knowledge



Knowledge manifests in three distinct forms:

#### 1. Explicit Knowledge

This category encompasses knowledge that has been articulated and, in most instances, documented. It can take various forms such as print, written text, images, tables, audio, video, digital content, or any other medium. Everyday mediums like newspapers, radios, and TVs disseminate explicit knowledge. Teachers delivering lessons, doctors prescribing medications, and political leaders giving speeches all rely on explicit knowledge.

#### 2. Tacit Knowledge

Coined by Polanyi in 1966, tacit knowledge is acquired through understanding, experience, experimentation, and observation. This type of knowledge is often context-dependent and personal, deeply rooted in action, commitment, and involvement. For instance, a tea taster grading tea quality into six categories (excellent, very good, good, fair, bad, and worst) relies on tacit knowledge that is challenging to communicate or articulate.

#### 3. Embedded Knowledge

This knowledge resides in rules, processes, products, manuals, codes of conduct, ethics, culture, routines, artifacts, or structures. Embedded knowledge can be formal, established through management initiatives to codify beneficial practices, or informal, as organizations apply explicit and tacit knowledge. It's crucial to understand that while embedded knowledge may exist in explicit sources (e.g., a rule documented in a manual), the knowledge itself is not immediately apparent, requiring a deeper understanding of its organizational benefits.

### 3. Types of Knowledge

Zack (1999) introduces a hierarchical taxonomy of knowledge within organizations essential for effective operation. Explicit knowledge is further divided into declarative, procedural, causal knowledge, and relational knowledge.

Proficiency	Declarative Knowledge <b>Knowing "that"</b>	Procedural Knowledge <b>Knowing "how"</b>	Causal Knowledge <b>Knowing "why"</b>	Relational Knowledge <b>Knowing "when, where &amp; how"</b>
<b>Extent (How much?)</b>	Domain-specific content: <ul style="list-style-type: none"><li>• Facts</li><li>• Definitions</li><li>• Descriptions</li></ul>	Production Rules/Sequences	Principles/ Schemes/ Mental Models	Strategies/ Domain-specific heuristics
<b>Structure (How is it organized?)</b>				
<b>Others (How efficient? How precise? How automatic?)</b>				

(i) **Declarative Knowledge:** Known as "knowledge about" or "know that," it pertains to labels, concepts, categories, and vital organizational elements. This type involves recognizing and categorizing concepts, objects, and states of the world. It represents routine knowledge within the expert's consciousness, residing in short-term memory, making it easily recallable.

(ii) **Procedural Knowledge:** Referred to as "knowledge how," this category involves understanding how to execute specific procedures. It encompasses organizational routines and rituals, indicating the ability to perform a particular set of actions.

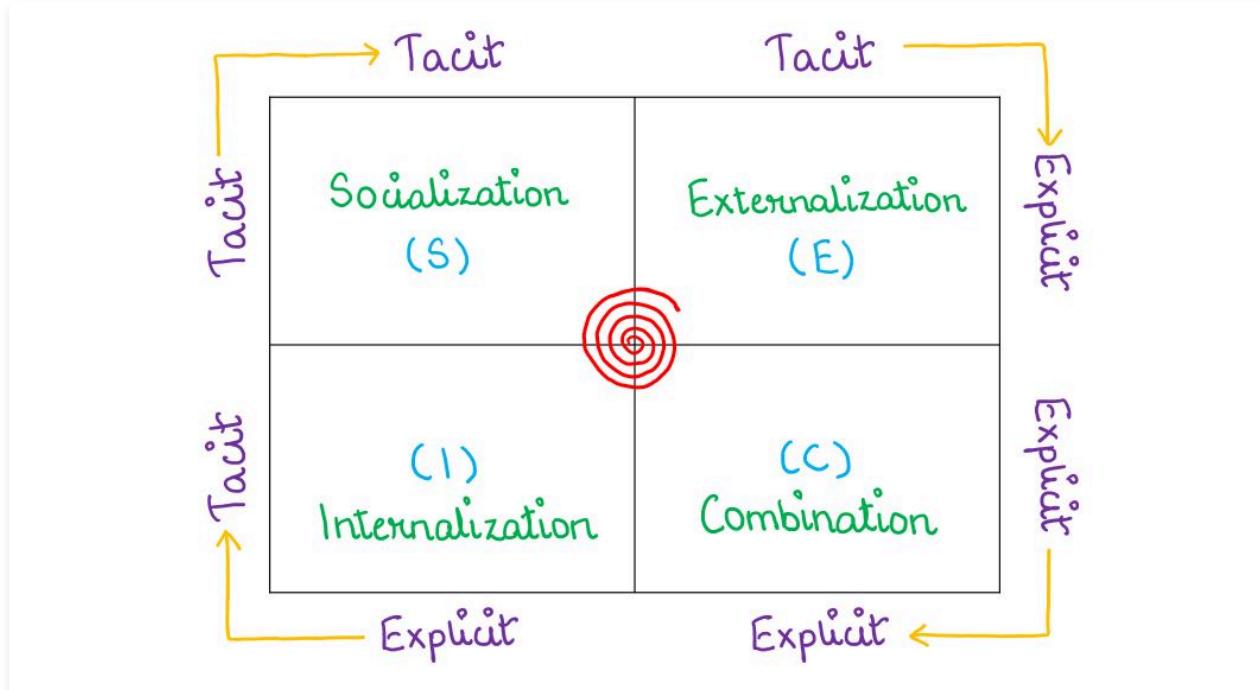
(iii) **Causal Knowledge:** Identified as "knowledge why," this type revolves around understanding why certain events occur. It includes describing causal links among various factors, such as organizational stories that help establish consensus on the rationale behind specific actions or the optimal approach to achieving goals.

(iv) **Relational Knowledge:** Identify "knowing when, where and how", it focused on comprehending the relationships among different types of knowledge, this category recognizes that learning and innovation often stem from creating or modifying connections among existing and seemingly disparate concepts and ideas.

## 4. SECI Model

The SECI model of knowledge management was introduced by Ikujiro Nonaka and Takeuchi, and has become a key concept in understanding knowledge creation and transfer in organizations. The model is based on the distinction between explicit and tacit knowledge, and how these two forms of knowledge can be combined and transformed.

The SECI model posits that knowledge is continually created and transformed through a process of practice, collaboration, interaction, and learning. It views this process as a continuous, dynamic cycle, rather than a static model. The four steps of the SECI model are as follows:



1. **Socialization:** (Tacit to Tacit) This step involves the transfer of tacit knowledge from one person to another through practice, guidance, imitation, and observation.
2. **Externalization:** (Tacit to Explicit) In this step, tacit knowledge is converted into explicit knowledge through codification in documents, manuals, etc. This can be a difficult and crucial process, as tacit knowledge can often be difficult to codify.
3. **Combination:** (Explicit to Explicit) In this step, explicit knowledge is combined to create new knowledge. This is the simplest form of knowledge transformation.
4. **Internalization:** (Explicit to Tacit) In this step, explicit knowledge is internalized, modifying the user's existing tacit knowledge. This happens as explicit knowledge is used and learned.

## 5. Knowledge Based Enterprises

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Creating a knowledge-based enterprise requires a well-thought-out and comprehensive approach to Knowledge Management (KM).

The following are some key steps that companies can take to create a knowledge-based enterprise:

1. **Define the purpose of KM:** Companies need to define the purpose of KM, understand the benefits it brings, and communicate the same to all employees. This helps create a shared understanding of the value of KM and the importance of its implementation.
2. **Develop a KM strategy:** Companies should develop a KM strategy that is aligned with their business objectives and goals. This strategy should include a plan for capturing, organizing, sharing, and utilizing knowledge within the organization.
3. **Foster a culture of knowledge sharing:** Companies should encourage and facilitate the sharing of knowledge and information between employees. This can be done by creating a supportive environment, promoting open communication, and recognizing the contributions of employees.
4. **Invest in technology:** Companies should invest in technology and tools that support the capture, organization, and sharing of knowledge. This can include document management systems, collaboration tools, and artificial intelligence-based solutions.
5. **Encourage continuous learning:** Companies should foster a culture of continuous learning, by providing employees with opportunities for professional development, training, and knowledge sharing. This helps employees stay up-to-date with the latest developments in their field and enables them to make meaningful contributions to the organization.
6. **Measure and evaluate the impact of KM:** Companies should regularly measure and evaluate the impact of KM initiatives, including the ROI, employee satisfaction, and overall productivity. This helps companies identify areas for improvement and make changes as needed.
7. **Foster cross-functional collaboration:** Companies should encourage cross-functional collaboration and knowledge sharing across departments. This helps employees understand the perspectives of others, foster collaboration, and build a more connected organization.
8. **Encourage employee participation:** Companies should actively engage employees in KM initiatives, by providing them with opportunities to contribute to the development of knowledge-based products and services. This helps employees feel valued and invested in the success of the organization.

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In conclusion, companies can create knowledge-based enterprises by taking a strategic and comprehensive approach to KM, fostering a culture of knowledge sharing, investing in technology, encouraging continuous learning, and measuring and evaluating the impact of KM initiatives. By doing so, companies can create an environment where knowledge is shared, utilized, and continuously created, resulting in a more competitive, innovative, and productive organization.

# 1. Power

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Power refers to the control and influence a person or entity holds over others. It is based on the concept of dependence, where the greater the dependency of one person on another, the greater the power the latter holds. Power can be obtained by controlling scarce, important, and non-substitutable resources, such as information. It can result in both positive and negative consequences, depending on how it is used.

In office dynamics and the business world, power plays a crucial role in shaping relationships, decision-making processes, and overall organizational functioning. Here are some key aspects of the role of power in these contexts:

**Leadership and Authority:** Power is often associated with leadership roles within an organization. Leaders, such as managers or executives, wield authority and decision-making power. The ability to influence others and make critical decisions is central to effective leadership.

**Decision-Making:** In business, decisions ranging from strategic planning to day-to-day operations involve the exercise of power. Those with decision-making power can shape the direction of the company, allocate resources, and set priorities.

**Influence and Persuasion:** Power allows individuals to influence and persuade others. This can be crucial in negotiations, collaborations, and team dynamics. The ability to convince others of a particular idea or course of action is a manifestation of power.

**Resource Allocation:** Controlling important resources, whether financial, technological, or human, grants power in the business world. Those who control resources can direct their allocation, impacting the success and efficiency of various projects and initiatives.

**Conflict Resolution:** Power dynamics often come into play during conflicts or disagreements. The ability to resolve conflicts may be influenced by the power one party holds. Skilled negotiators understand how to leverage power dynamics for effective conflict resolution.

**Organizational Culture:** Power influences the culture within an organization. The distribution of power, whether centralized or decentralized, can shape the working environment, communication patterns, and employee morale.

## 2. Sources of Power



In 1959, sociologists John French and Bertram Raven laid the groundwork for understanding power in organizations with their influential article "The Bases of Power." They identified five primary sources of power, each playing a crucial role in organizational dynamics:

### 1. Legitimate Power (Positional Power)

Derived from an individual's position in the organizational hierarchy.

*Example:* The CEO of a company exercises legitimate power, directing subordinates based on the hierarchical structure.

### 2. Expert Power

Rooted in possessing specialized knowledge or expertise.

*Example:* An IT specialist with expert power influences decisions and strategies related to technology within the organization.

### 3. Referent Power

Arises from interpersonal relationships and admiration from others.

*Example:* A manager with strong referent power fosters a positive work environment, where colleagues respect and value their leadership style.

### 4. Coercive Power

Derives from the ability to influence through threats, punishments, or sanctions.

*Example:* A supervisor wielding coercive power may enforce adherence to deadlines by implementing disciplinary measures.

### 5. Reward Power

Arises from the control over incentives, such as promotions and salary increments.

*Example:* An HR manager utilizing reward power strategically motivates employees by recognizing and rewarding exceptional performance.

Additionally, Information Power can also be considered a source of power.

**6. Information Power** refers to the ability to control and access information, which can be a valuable resource in the business or office world. For example, a person who holds information power may have access to confidential data that gives them a strategic advantage over others.

### 3. Power Tactics

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People use various tactics to turn their sources of power into specific actions. These tactics can be used to influence their bosses, coworkers, and employees.

The following are some common tactics used in the business or office world, and the conditions that can make each one more effective than others.

1. **Legitimacy:** This involves relying on one's authority position, or stating that a request is in line with organizational policies or rules. This can be particularly effective when the target has respect for the position of authority held by the person making the request.
  2. **Rational Persuasion:** This involves presenting logical arguments and factual evidence to show that a request is reasonable. This tactic is best used when the target is open to logical arguments and has a clear understanding of the situation.
  3. **Inspirational Appeals:** This involves appealing to the target's values, needs, hopes, and aspirations to build emotional commitment. This tactic is most effective when the target is motivated by emotional factors and has a personal stake in the outcome.
  4. **Consultation:** This involves involving the target in the decision-making process, which can increase support for the request. This tactic is most effective when the target is looking to have a say in the outcome and wants to feel involved in the process.
  5. **Exchange:** This involves offering rewards or favors in exchange for following a request. This tactic can be effective when the target is motivated by tangible benefits or personal gain.
  6. **Personal Appeals:** This involves asking for compliance based on friendship or loyalty. This tactic can be particularly effective when the target has a strong personal relationship with the person making the request.
  7. **Ingratiation:** This involves using flattery, praise, or friendly behavior prior to making a request. This tactic can be effective when the target is looking to be appreciated and valued.
  8. **Pressure:** This involves using warnings, repeated demands, and threats. This tactic can be effective when the target is looking to avoid negative consequences and is more concerned with avoiding problems than securing benefits.
  9. **Coalitions.** This involves enlisting the support of others to persuade the target to agree. This tactic can be effective when the target is more likely to be influenced by the opinions and actions of others. An example of this tactic in the business world might be when a team of employees band together to persuade a manager to implement a new project.
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## 4. Abuse of Power

### ABUSE OF POWER



Abuse of power refers to the improper or unethical use of authority, influence, or control within a given context, often to the detriment of others or the organization as a whole. This misuse can manifest in various forms and can negatively impact individuals, relationships, and the overall work environment.

Here are some examples of abuses of power in the workplace:

**Workplace Bullying:** Repeated mistreatment of an employee, such as verbal abuse, intimidation, or exclusion, constitutes workplace bullying. This abuse of power can create a hostile and toxic work environment.

**Sexual Harassment:** Unwanted sexual attention or behavior that creates an uncomfortable or hostile work environment is a form of power abuse. It can include unwelcome advances, inappropriate comments, or any form of sexual coercion.

**Favoritism in Performance Reviews:** When performance evaluations are influenced by factors other than job performance, such as personal relationships, favoritism, or nepotism, it represents an abuse of power. This can undermine fairness and meritocracy.

**Nepotism:** Favouring family members or friends in hiring, promotions, or decision-making processes over more qualified candidates is a misuse of power. It can erode trust and fairness within the workplace.

**Misuse of Company Resources:** Using company funds, equipment, or time for personal gain rather than for the benefit of the organization is an abuse of power. This can lead to financial losses and compromised integrity.

**Discrimination:** Treating employees unfairly based on characteristics such as race, gender, religion, or other protected attributes is a clear abuse of power. Discrimination undermines diversity, equity, and inclusion in the workplace.

**Retaliation:** Retaliating against employees who report workplace issues, participate in protected activities (like reporting harassment), or voice concerns is an abuse of power. It can create a culture of fear and discourage reporting of problems.

**Micromanagement:** Excessive control and intervention in employees' tasks beyond what is necessary for effective management can be considered an abuse of power. Micromanagement can stifle creativity and demoralize employees.

**Selective Information Sharing:** Withholding or selectively sharing information to manipulate situations or gain an advantage is an abuse of power. Transparent communication is essential for trust and collaboration.

**Unfair Resource Allocation:** Unequal distribution of resources, opportunities, or benefits based on personal preferences rather than meritocracy is an abuse of power. It can lead to dissatisfaction and resentment among employees.

These forms of power misuse can result in a hostile and unproductive work environment, leading to high turnover rates, decreased morale, and decreased productivity. It is important for employers to have policies in place to address power misuse and to take steps to prevent and address these issues when they arise. By promoting a positive and respectful workplace culture, employers can help create a safe and productive environment for all employees.

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## 5. Politics

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The concept of politics in the workplace refers to actions and activities that are not part of an individual's official duties, but that aim to sway the allocation of benefits and drawbacks within the organization.

In the workplace, there are several political behaviors that employees can engage in, such as:

1. Blaming or attacking others to escape responsibility for failure.
  2. Controlling information by hiding or twisting negative data.
  3. Creating a positive image for oneself or taking credit for the success of others.
  4. Securing support for ideas before they are introduced.
  5. Complimenting important individuals to make them feel valued.
  6. Forming alliances with others to form a potent group.
  7. Connecting with influential individuals and establishing support networks.
  8. Doing favors for others to establish future obligations.
-

## 5. Politics

The influence of politics in the office environment can have both positive and negative impacts, depending on various factors such as organizational culture, leadership, and the nature of political behaviors. Here are some considerations:



### Positive Aspects

**Diversity of Perspectives:** Political discussions and diverse viewpoints can enrich decision-making processes by bringing different perspectives to the table. This can lead to more creative solutions and better-informed choices.

**Employee Engagement:** When employees feel they have a voice in decision-making processes, it can enhance their engagement and sense of ownership in the organization. Inclusive political dynamics may foster a culture of collaboration and involvement.

**Innovation and Change:** Healthy political discussions can drive innovation and positive change within the organization. Employees may challenge the status quo, propose new ideas, and contribute to continuous improvement.

**Leadership Development:** Political dynamics can provide opportunities for leadership development. Individuals who navigate political challenges effectively may develop strong interpersonal and negotiation skills, valuable for leadership roles.

### Negative Aspects

**Conflict and Division:** Excessive political behaviors can lead to conflicts and divisions within the workplace. Power struggles, favoritism, and competing agendas may create a toxic environment, hindering teamwork and collaboration.

**Erosion of Trust:** Manipulative political behaviors, such as gossip, backstabbing, or hidden agendas, can erode trust among employees. A lack of trust can lead to a breakdown in communication and cooperation.

**Stagnation and Resistance:** Unhealthy political climates may discourage employees from sharing innovative ideas or challenging established norms. Fear of reprisal or negative consequences can lead to stagnation and resistance to change.

**High Turnover:** A toxic political environment can contribute to high employee turnover. Individuals may seek opportunities in organizations with healthier workplace cultures, impacting talent retention.

**Focus on Personal Gain:** When political maneuvering prioritizes individual gain over organizational goals, it can hinder overall performance and hinder the achievement of strategic objectives.

**Decreased Morale:** Continuous political games and power struggles can lead to decreased morale among employees. This can result in lower job satisfaction, reduced motivation, and an overall negative impact on well-being.

### Balancing Act

While some level of organizational politics is inevitable, organizations should strive to strike a balance that encourages healthy debate and diverse perspectives while minimizing negative political behaviors. Establishing clear communication channels,

promoting transparency, and fostering a culture of respect and collaboration are key to managing the impact of politics in the workplace. Leadership plays a crucial role in setting the tone and modeling positive behaviors.

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## 5. Politics

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Organizational politics includes protection of self-interest as well as its promotion. Individuals often engage in reactive and protective "defensive" behaviors to avoid action, blame, or change. These are discussed below one by one.

### Avoiding action

Sometimes the best political strategy is to avoid action. That is, the best action is no action (by giving the impression of doing something). Some of the ways for avoiding action are:

- **Overconforming:** by rigid adherence to rules, policies, and precedents.
- **Passing the buck:** transfer responsibility for the execution of a task or decision to someone else.
- **Playing dumb:** by avoiding an unwanted task by falsely pleading ignorance or inability.
- **Depersonalization:** by treating other people as objects or numbers (like patients in a hospital recognized with bed numbers), distancing yourself from problems.
- **Stretching and smoothing:** prolonging a task so that you appear to be occupied (stretching); covering up fluctuations in effort or output (smoothing).
- **Stalling:** by appearing more or less supportive publicly while doing little or nothing privately.

### Avoiding blame

To avoid blame for actual or anticipated negative outcomes, the ways involved are:

- **Buffing:** This is the practice of rigorously documenting activity to project an image of competence and thoroughness. "I can't provide that information unless I get a formal written requisition from you," is an example.
- **Playing safe:** This encompasses tactics designed to evade situations that may reflect unfavorably on you. It includes taking on only projects with a high probability of success, having risky decisions approved by superiors, qualifying expressions of judgment, and taking neutral positions in conflicts.
- **Justifying:** This tactic includes developing explanations that lessen your responsibility for a negative outcome and/or apologizing to demonstrate remorse.
- **Scapegoating:** This is the classic effort to place the blame for a negative outcome on external factors that are not entirely blameworthy. "I would have had the paper in on time but my computer went down—and I lost everything—the day before the deadline."
- **Misrepresenting:** This tactic involves the manipulation of information by distortion, embellishment, deception, selective presentation, or obfuscation (clouding).
- **Escalation of commitment:** One way to vindicate an initially poor decision and a failing course of action is to escalate support for the decision. By further increasing the commitment of resources to a previous course of action, you indicate that the previous decision was not wrong. When you "throw good money after bad," you demonstrate confidence in past actions and consistency over time.

### Avoiding Change

Finally, there are two forms of defensiveness frequently used by people who feel personally threatened by change:

- **Resisting change:** This is a catch-all name for a variety of behaviors, including some forms of overconforming, stalling, playing safe, and misrepresenting.
- **Protecting turf:** This is defending your territory from encroachment by others. For example, a purchasing executive commented, "Tell the people in production that it's our job to talk with vendors, not theirs."

People who constantly rely on defensiveness find that, eventually, it is the only way they know how to behave. At that point, they lose the trust and support of their peers, bosses, subordinates, and clients. In the short run, defensiveness delays decisions, increases interpersonal and intergroup tensions, reduces risk taking, makes attributions and evaluations unreliable, and restricts change efforts. In the long term, defensiveness leads to organizational rigidity and stagnation, detachment from the organization's environment, an organizational culture that is highly politicized, and low employee morale.

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## 6. Impression Management

Impression Management refers to the actions people take to influence others' perception of them. This is a strategic approach used to create a favorable image in the eyes of others.



Some techniques used in impression management are listed below:

1. **Conformity:** Agreeing with someone else's opinion to gain their approval is known as ingratiation.
2. **Favours:** Doing something nice for someone to win their approval is a form of ingratiation.
3. **Excuses:** Making explanations to minimize the severity of a predicament is a defensive impression management technique.
4. **Apologies:** Admitting responsibility and seeking forgiveness for an undesired event is a defensive impression management technique.
5. **Self-Promotion:** Highlighting one's best qualities, achievements and minimizing their weaknesses is a self-focused impression management technique.
6. **Enhancement:** Claiming that what one did is more valuable than others think it is a self-focused impression management technique.

## 7. Authority

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Authority is synonymous with accepted power – a form of influence that individuals willingly adhere to. People are inclined to follow authority figures because they view these individuals as deserving of respect. Generally, individuals perceive the goals and directives of an authority figure as rational, beneficial, or genuine.

In the view of Weber, authority represents power whose application is deemed just and fitting by those subjected to it. In essence, if a society endorses a specific manner of exercising power, that power attains the status of legitimate authority.

Weber, being a sociologist, directed his focus towards understanding the reasons behind people complying with the directives of those positioned hierarchically above them.

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## 8. Types of Authority

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### TYPES OF AUTHORITY



Weber delineated three distinct types of authority existing within organizations:

#### 1. Traditional Authority

Weber posited that the legitimacy of traditional authority stems from its historical acceptance. This form of authority is accepted due to longstanding traditions. An example of traditional authority is observed in Britain's monarchy, where Queen Elizabeth occupies a position based on the traditional rules of succession.

#### 2. Charismatic Authority

Charismatic authority gains acceptance because followers are attracted to the leader's personal qualities. Charismatic leaders emerge in times of crisis, inspiring followers with their extraordinary appeal. These leaders often offer innovative solutions or present a vision of a new world order. Hitler's ascent to power during Germany's postwar economic depression exemplifies charismatic authority.

#### 3. Legal-Rational Authority

Weber described power legitimized by laws, written rules, and regulations as rational-legal authority. In this type, power is vested in a specific rationale, system, or ideology rather than the individual implementing it. Nations following a constitution operate under rational-legal authority. In a more localized context, workplaces apply rational-legal authority through the standards outlined in the employee handbook, distinct from the authority held by a supervisor.

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## 9. Theories of Authority

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There are four theories of authority, which are discussed next.

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## 9. Theories of Authority

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The Formal or Classical Theory of Authority, often referred to as top-down authority, is a framework that follows the scalar chain or organizational hierarchy principle within an organization. This theory outlines the structured flow of authority from the highest level of management down to the lower levels through various hierarchical layers.

In this model, the authority originates at the apex of the organizational hierarchy, usually held by top executives or leaders. As it trickles down through successive levels, each layer has a designated level of authority that is derived from the higher-ups. Subordinates within the organization are expected to accept and adhere to the authority vested in their superiors.

The principle behind the classical theory is that a clear, well-defined chain of command enhances organizational efficiency and effectiveness. It provides a structured framework for decision-making, communication, and control. Subordinates are expected to follow the directives, guidelines, and instructions issued by their superiors without questioning the legitimacy of the authority.

Max Weber, a prominent sociologist and one of the founding figures in organizational theory, shared a similar perspective with the classical theory of authority. Weber emphasized the importance of a formal organizational structure with a clear hierarchy to achieve rational and efficient organizational functioning. The formalization of authority, according to Weber, contributes to the stability and predictability of organizational operations.

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## 9. Theories of Authority

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Popularized by Chester I. Barnard, this theory, also known as bottom-up authority, posits that authority does not flow from top to bottom but from bottom to top. It asserts that superiors can exercise authority only if it is accepted by subordinates. Subordinates decide whether to accept or reject this authority.

The acceptance theory of authority depends on 4 conditions:

- (i) Employees should understand what manager wants them to do.
- (ii) Employees should be able to comply with the directive of manager
- (iii) Employee should think that the directive is in line with the objectives of organization
- (iv) Employee should think that the directive is not against personal goals of employees.

Barnard theorized that each individual has a **zone of indifference**, which he defined as a range in which they are willing to accept orders without consciously questioning the authority of the person giving the orders. This zone of indifference can be manipulated or broadened by the organization by offering inducements or motivators. By broadening the zone of indifference of some workers, it will ensure a smoother running organization.

Every person has a different zone of indifference. Same directives may or may not be acceptable to different subordinates. The size of this zone depends upon how much a person benefits from acceptance of the authority and how much he loses by not accepting the authority. People at lower levels usually have a small zone of indifference as they are induced to accept most of the directions coming from the superiors. This zone is, however, wide for those at higher levels as they are more into policy making than implementation. Thus, the zone of indifference widens as one moves from lower levels to higher levels.

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## 9. Theories of Authority

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The Situation Theory of Authority is a concept that comes into play in situations of crisis or emergency where immediate action is required. In such scenarios, this theory allows the person present at the scene to take charge and exercise authority, even if the authority is not formally delegated through the usual chain of command.

The key characteristic of the Situation Theory is its flexibility and adaptability to urgent circumstances. In moments of crisis, waiting for formal authorization through the regular organizational hierarchy may not be practical. Therefore, individuals who find themselves in the midst of an emergent situation are empowered to exercise authority to address and manage the crisis effectively.

For example, consider a factory where a fire breaks out. According to the Situation Theory, the workers present at the site have the authority to take immediate action, such as using an alarm bell to alert the organization of the emergency or calling fire and ambulance services. In this context, the authority is not formally delegated through the standard chain of command but is assumed by those present at the scene due to the urgency and nature of the situation.

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## 9. Theories of Authority

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The Competence Theory of Authority is based on the idea that authority can be derived from an individual's competence, skill, and knowledge, rather than being solely tied to their official position in the organizational hierarchy. According to this theory, individuals who possess expertise and competence in a particular area may exercise authority, even if it goes beyond their formal position within the organizational structure.

Key characteristics of the Competence Theory include:

**Skill-Based Authority:** Authority in this theory is granted based on the skills and expertise that an individual possesses. It recognizes that individuals with specific competencies may be better equipped to make decisions or provide guidance in their respective domains.

**Informal Decision-Making:** The theory acknowledges that competent individuals may issue orders or directives informally, without strictly adhering to the official chain of command. This informal exercise of authority is driven by the person's competence rather than their formal role within the organization.

**Cross-Departmental Influence:** Competence-based authority is not confined to a specific department or level within the organization. Competent individuals from various departments and hierarchical levels may wield influence and exercise authority based on their expertise, contributing to a more flexible and dynamic organizational structure.

**Recognition of Informal Relations:** The theory recognizes the importance of informal relations within the organization. While formal authority is based on designated roles and positions, competence-based authority may arise from informal networks and relationships that form based on individuals' recognized skills.

For example, imagine a software developer who possesses exceptional coding skills. In a project team, this developer may not have a formal leadership role, but their competence in coding might lead team members to seek their guidance and follow their recommendations. In this scenario, the Competence Theory of Authority suggests that the individual's authority stems from their expertise rather than their designated position in the team.

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# 1. Introduction

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Communication means sharing messages, ideas, or attitudes that produce a degree of understanding between a sender and the receiver. In everyday usage, "Communication" implies an attempt to share meaning by transmitting messages among people. Thus, communication involves at least two people - a sender and a receiver. Effective communication depends on the ability to listen as well as to speak. The end result of communication is understanding and to elicit a response.

Some of the prominent definitions for Communication are listed below.

Communication is a process of passing information and understanding from one person to another.  
Keith Devis

Communication is essentially the ability of one person to make contact with another and make himself or herself understood.  
John Adair

Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.  
Louis Allen

Communication is a process by which information is transmitted between individuals and / or organizations so that an understanding response results.

Peter Little

Communication is the exchange of information and the transmission of meaning. It is the very essence of a social system of an organization.

Katz and Kahn

In the exhaustive theory of organization, communication would occupy a central place because the structure, extensiveness and scope of organizations are almost entirely determined by communication techniques  
Chester Barnard

Communication is the process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication; writing and graphical representations (such as infographics, maps, and charts); and signs, signals, and behaviour. More simply, communication is said to be "the creation and exchange of meaning."

1. Given below are two statements: (**UGC NET 21<sup>st</sup> Mar 2023 Morning**)

Statement I: Communicative language is the means of transmission of our values and social norms.

Statement II: Language defines and communicates the world around us.

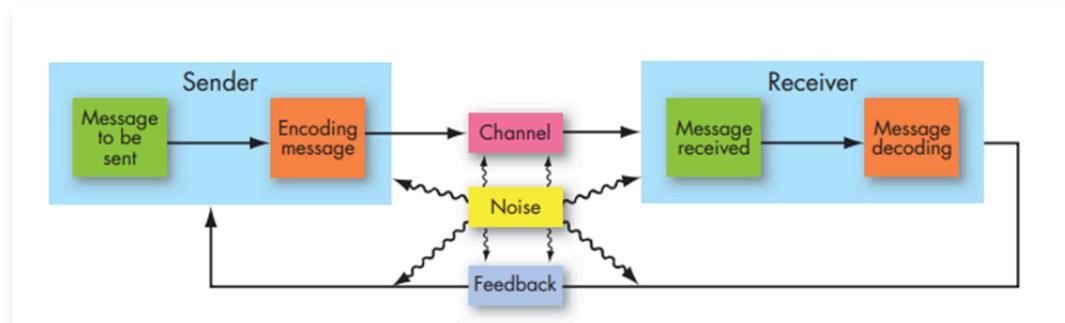
- Statement I is false but Statement II is true
- Statement I is true but Statement II is false
- Both Statement I and Statement II are true
- Both Statement I and Statement II are false

Check

Question: 1 of 3 questions

## 2. Process of Communication

The communication process is comprised of several key parts that work together to convey a message from one party to another. The following are the components of the communication model:



1. **Sender:** The sender is the party who initiates the message. They encode a thought into a message, which can take on various forms such as speech, writing, gestures, or expressions.
2. **Encoding:** Encoding refers to the process of putting thought into symbolic form. In other words, the sender converts their ideas into a message.
3. **Message:** The message is the actual physical product of the sender's encoding. It could be a speech, writing, or any other form of expression.
4. **Channel:** The channel refers to the medium through which the message travels. The sender decides which channel to use, whether it be a formal or informal one. Formal channels are established by the organization and transmit messages related to professional activities, while informal channels are spontaneous and determined by individual choice.
5. **Decoding:** The receiver is the party who receives the message, and must first translate the symbols into a form they can understand. This step is known as decoding.
6. **Receiver:** The receiver is the person or party to whom the message is directed.
7. **Noise/Barriers:** Noise refers to communication barriers that distort the clarity of the message, such as perceptual problems, information overload, semantic difficulties, or cultural differences.
8. **Feedback:** The final link in the communication process is feedback, which determines the success of the message transfer and whether understanding has been achieved.

For example, a manager wants to send a message to their team regarding an upcoming project. The manager is the sender, who encodes their thoughts into a message. The message is then transmitted through a formal channel, such as an email or meeting, to the team members who are the receivers. The team members must then decode the message to understand the manager's instructions. Feedback from the team members on their understanding of the message provides the manager with an understanding of the success of the communication process.

### 1. Identify the correct sequence for successful communication. (**UGC NET 4th Jan 2022- Morning Shift**)

- Sender → Encode message → Audience → Channel → Decode message → Feedback
- Sender → Encode message → Channel → Decode message → Audience → Feedback
- Sender → Encode message → Channel → Decode message → Feedback → Audience
- Sender → Encode message → Decode message → Channel → Audience → Feedback

Check

Question: 1 of 4 questions

### 3. Characteristics of Communication

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The principles of communication encompass essential aspects to consider when conveying any message. These principles serve as guidelines for shaping the content and style of presentation according to the message's purpose and intended audience. These principles are commonly referred to as the **7 C's of Effective Communication**.



These are discussed below.

1. **Clarity:** Clarity refers to the clear expression of thoughts and ideas. Communicators should have a clear understanding of the concept they want to convey and the intended purpose of their communication. The goal is to accurately transfer the intended meaning from the sender's mind to the receiver's mind. Using precise, concrete, and familiar words helps ensure better understanding by the audience.
2. **Completeness:** Completeness emphasizes the inclusion of all necessary and relevant details in the message. It is important to organize the message appropriately and ensure that no important information is omitted. Checking the content for completeness helps guarantee that all essential facts are covered.
3. **Conciseness:** Conciseness involves expressing thoughts and ideas using the fewest words possible while maintaining clarity. Being concise grabs the reader's attention effectively. However, it is crucial to balance conciseness with appropriateness, clarity, correctness, completeness, and courtesy.
4. **Consideration:** Consideration emphasizes preparing messages with the receiver in mind. It involves putting oneself in the receiver's position and considering their needs, interests, and perspective. Tailoring the message to the receiver helps enhance understanding and engagement.
5. **Correctness:** Correctness relates to the proper tone, style, grammar, spelling, format, and factual accuracy in communication. Messages should be grammatically and mechanically accurate. Additionally, using the right level of language, ensuring the accuracy of figures and facts, and maintaining acceptable writing mechanics contribute to correctness.
6. **Courtesy:** Courtesy emphasizes politeness and decency in communication. Understanding the audience allows the use of courteous statements and respectful language that aligns with the receiver's expectations and cultural norms.
7. **Concreteness:** Concreteness focuses on conveying factual and specific information rather than using vague or general terms. Concrete communication involves providing research data, figures, and specific details to enhance clarity and avoid ambiguity.

By adhering to these principles, communicators can enhance the effectiveness and impact of their messages, ensuring they are clear, complete, concise, considerate, correct, courteous, and concrete.

1. Given below are two statements: (**UGC NET 11<sup>th</sup> July 2022 Morning shift**)

Statement I: More communication means better communication

Statement II: Closely related persons do not have communication needs

Both statement I and II are true

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Both statement I and II are false

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Statement I is false but II is true

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Statement I is true but II is false

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 Check

Question: 1 of 2 questions

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## 4. Message

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Communication messages come in diverse forms and are perceived through various sensory organs or a combination of them. They include both verbal and nonverbal elements, transmitting meanings and intentions. Your expressions involve not only spoken language but also nonverbal cues such as clothing, posture, and facial expressions, all of which collectively convey a message.

### 1. Feedforward Messages

Feedforward constitutes information shared before delivering primary messages. It serves as an introduction or a preview, preparing the recipient for what's to follow. Examples of feedforward include a book's preface, a chapter's opening paragraph, movie trailers, magazine covers, or introductions in public speeches. It can be both verbal ("You won't believe what's coming up") or nonverbal (a deliberate pause before speaking). *Phatic communication*, like small talk, is another form of feedforward that initiates significant conversations by maintaining rapport and friendliness.

### 2. Feedback Messages

When you communicate, you not only convey messages but also receive feedback. This feedback can take various forms, such as facial expressions, verbal responses, or even physical actions. It helps you gauge the impact of your message on the recipient. Positive feedback, like laughter in response to a joke, often encourages the communicator, while negative feedback, like blank stares, may lead to adjustments in the message or delivery.

### 3. Metamessages

Metamessages refer to communication about the communication itself. They highlight messages that relate to or comment on other messages. Verbal examples are statements like "Do you understand?" or "This statement is false," which reflect communication awareness. Nonverbal behavior, such as crossing fingers while speaking or sending conflicting cues like saying one thing but displaying different nonverbal signals, also serves as metacommunication, revealing insights beyond the verbal content.

1. Select the advantage of feedback in the process of communication, from the following: (**UGC NET 4th Dec 201 Paper**)

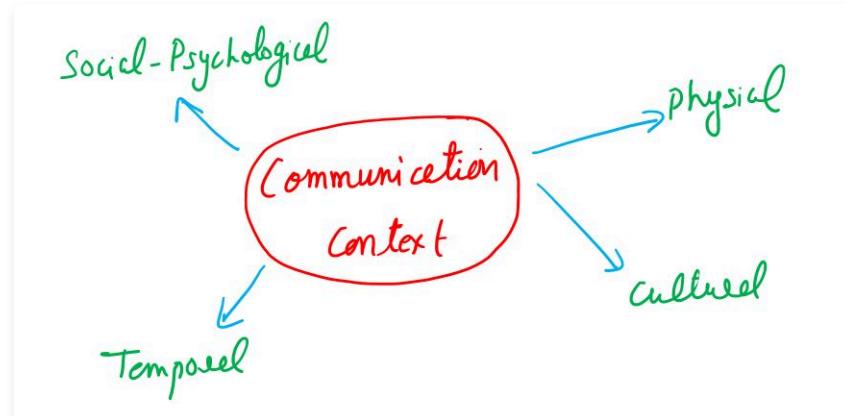
- It explores the defects in receiver
- It clarifies the communication
- It diagnoses the defects in receiver
- It is beneficial in understanding of the subject matter

Check

## 5. Context

Communication is heavily influenced by the context in which it occurs, significantly shaping the meaning of both verbal and nonverbal messages. The same words or actions can hold vastly different meanings based on the context in which they are used.

For instance, the simple greeting "How are you?" holds distinct interpretations – a casual hello when passing someone on the street regularly, but a deeper inquiry about health when directed towards a friend in the hospital. Disconnected from the context, these signals alone cannot distinctly convey the intended meaning.



Context plays a crucial role in shaping not just what is said but how it is expressed. There are 4 key aspects to consider:

### 1. Physical Context

This involves the immediate physical environment, such as a room, park, or auditorium. Communication varies in different settings – the way one talks at a noisy football game contrasts sharply with how they communicate at a solemn funeral.

### 2. Cultural Context

This refers to the beliefs, values, and customs of a particular group. It encompasses the rules and norms that dictate what is considered acceptable or not within a society. What is appropriate or acceptable in one culture may not be so in another.

### 3. Social-Psychological Context

This aspect relates to the social dynamics and status relationships among speakers, the formality of the setting, and the norms of a group or organization. Conversations differ significantly, for instance, between casual interactions in a cafeteria versus formal settings like a dinner hosted by one's boss.

### 4. Temporal Context

The timing and sequence of events greatly impact communication. How one communicates after learning about a tragic event differs from the tone used after receiving exciting news.

These four contexts are interconnected, influencing and being influenced by each other. For instance, being late for a date (temporal context) might alter the level of comfort (social-psychological context), shaped by cultural norms (cultural context), and subsequently affect the choice of location for the date (physical context). The interplay of these contexts intricately shapes the nuances of communication.

1. The golden rules that communicators should follow are: (UGC NET 5th Jan 2022 Evening paper)

- A. They should be aloof
- B. They should take sides
- C. They must be heard
- D. They must be understood
- E. They must be appreciated

A, B, C only

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B, C, D only

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D, E, A only

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C, D, E only

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Check

Question: 1 of 3 questions

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## 6. Noise

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Noise, in communication, refers to any factor that disrupts the reception of a message. It can range from completely preventing a message from reaching the recipient to slightly distorting parts of the communication. Just as messages can be auditory or visual, noise exists in various forms.

There are four main types of noise that significantly impact communication:

### 1. Physical Noise

This interference is external to both the speaker and listener, affecting the physical transmission of the message. Examples include external sounds like passing vehicles, computer hums, unclear visual elements such as blurred text, small fonts, misspellings, and distracting elements like popup ads.

### 2. Physiological Noise

It is caused by barriers within the sender or receiver. This includes visual or hearing impairments, speech difficulties, or memory issues that hinder the clear reception or transmission of a message.

### 3. Psychological Noise

This type refers to mental interferences in the speaker or listener, such as preconceived ideas, biases, wandering thoughts, close-mindedness, and extreme emotional states. Conversations with someone who is closed-minded or extremely biased often encounter this form of noise.

### 4. Semantic Noise

Interference arises when the sender and receiver possess different meaning systems. Language or dialect differences, jargon, overly complex terms, and ambiguous expressions can cause misinterpretation. For instance, a medical professional using technical terms without clarification or an insurance salesperson using industry-specific jargon could create semantic noise.

Understanding the concept of signal-to-noise ratio is helpful. Here, 'signal' represents valuable information, while 'noise' signifies useless information. A post or feed abundant in useful information has high signal and low noise, while one with excessive irrelevant information has high noise and low signal.

Although it's impossible to completely eliminate noise from communication, its effects can be lessened. Techniques such as using precise language, improving nonverbal communication, ensuring clear visual or auditory elements, and enhancing listening and feedback skills can help mitigate the impact of noise, making the communication process more effective.

#### 1. Communication begins usually with: (**UGC NET 12th Nov 2020 Evening paper**)

- Confused ideas
- Pictures in the mind
- Semantic noise
- Apprehension

Check

Question: 1 of 1 questions

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# 7. Principles of Communication

Several principles are essential to an understanding of the Communication in all its forms.

## 1. Communication has specific purposes

Communication serves five general purposes, which are common across various forms of communication. These include learning (acquiring knowledge about others and the world), relating (forming relationships with others), helping (assisting others through listening and offering solutions), influencing (changing or reinforcing attitudes and behaviors in others), and playing (enjoying the experience of the moment).

*Example:* Engaging in a conversation to learn about a different culture, seeking advice from a friend, persuading someone to support a cause, or having casual banter to enjoy a moment together.

## 2. Choices determine communication effectiveness

Communication involves making choices at different points in the process. The choice-making process involves five steps: identifying the problem, setting communication goals, considering communication choices, analyzing the pros and cons of each choice, and selecting and executing the best choice to resolve the problem or achieve the desired outcome.

*Example:* Deciding whether to express feelings openly or hold back in a conversation, choosing the appropriate language and tone in an email to convey professionalism, or selecting the best approach to resolve a conflict.

Principles	Basic Ideas	Skill Implications
<i>Communication is purposeful.</i>	Communication may serve a variety of purposes—for example, to learn, to relate, to help, to influence, to play.	Use your purposes to guide your verbal and nonverbal messages. Identify the purposes in the messages of others.
<i>Communication involves choices.</i>	In all communication situations you're confronted with choices as to what to say and how you say it. Communication training enlarges the number of choices.	Realize that you have choices in your communications and you don't have to say the first thing that comes into your head.
<i>Communication is ambiguous.</i>	All messages and all relationships are potentially ambiguous.	Use clear and specific terms, ask if you're being understood, and paraphrase complex ideas.
<i>Communication involves content and relationship dimensions.</i>	Messages may refer to the real world, to something external to both speaker and listener (the content) <i>and</i> to the relationships between the parties.	Distinguish between content and relationship messages and deal with relationship issues as relationship issues.
<i>Communication has a power dimension.</i>	Through verbal and nonverbal communication, you establish your power.	Follow the guidelines for effective ethical communication.
<i>Communication is punctuated.</i>	Communication events are continuous transactions, punctuated into causes and effects for convenience.	See alternative punctuations when trying to understand another's point of view.
<i>Communication is inevitable, irreversible, and unrepeatable.</i>	Messages are (almost) always being sent, can't be uncommunicated, and are always unique, one-time occurrences.	Be careful of what you say; you won't be able to take it back.

## 3. Communication is inherently ambiguous

Ambiguity is a common characteristic of communication and relationships. It comes in two main forms. The first is language ambiguity, where words can be interpreted in multiple ways. The second is grammatical ambiguity, which occurs when a sentence or phrase can be understood differently based on its structure.

*Example:* Ambiguity in phrases like "I never said she stole my money" where emphasis on different words alters the meaning, or interpreting ambiguous instructions that can have multiple interpretations.

## 4. Communication has Content and relationship dimensions

Communication involves two dimensions: content, which refers to the message's external subject matter, and the relationship, which pertains to the dynamics between the speaker and listener. Both dimensions play a role in shaping the communication process.

*Example:* A straightforward exchange about factual information (content) may also convey respect or disrespect within the relationship (relationship dimension).

## **5. Communication and relationships involve power dynamics**

Power plays a significant role in communication and relationships. It influences how individuals communicate and is influenced by their communication. Six types of power are recognized: legitimate, referent, reward, coercive, expert, and information or persuasion.

*Example:* A manager using their legitimate power to instruct employees, individuals leveraging expert power in technical discussions, or the influence of reward power in negotiations.

## **6. Communication sequences are punctuated for processing**

Communication sequences are broken down into stimuli and responses based on individual perception. Events in communication are continuous, but individuals segment them into causes and effects or stimuli and responses to make sense of the process.

*Example:* In a feedback loop, a speaker's message triggers a listener's response, and this response, in turn, shapes the subsequent communication.

## **7. Communication is Inevitable, Irreversible, and Unrepeatable**

Communication is inevitable, meaning it always occurs in interactional situations, even if unintentional. It is irreversible, as once a message is sent, it cannot be taken back, only mitigated. Communication is also unrepeatable because the same conditions, mindset, and dynamics can never be replicated, making each communication act unique. Examples are given below:

Inevitability of Communication:

- A prolonged silence between a couple during an argument often communicates tension and unresolved issues, even without spoken words.
- A person's eye roll or sigh in response to a suggestion subtly conveys disapproval or disagreement without verbalizing it.

Irreversibility of Communication:

- Hurtful words spoken during a heated debate cannot be unsaid, even with subsequent apologies or regrets.
- A controversial tweet by a public figure, once posted and shared, remains accessible despite attempts to clarify or delete it.

Unrepeatability of Communication:

- The emotional depth and timing of comforting a grieving friend in one conversation can't be fully replicated in subsequent discussions.
- The initial impression made during a first meeting is unique and can't be exactly recreated in future encounters due to changing circumstances and perceptions.

## **1. Communication is a dynamic process across (**UGC NET 23<sup>rd</sup> Mar 2023 Evening**)**

The meta universe

Varied situation

Specific populations only

Inanimate phenomena

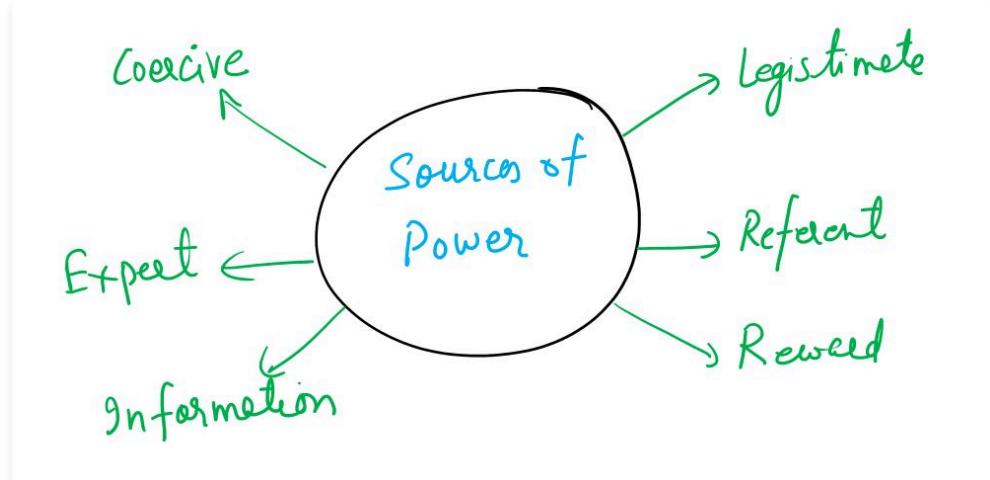
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Question: 1 of 4 questions

## 8. Power Dimensions

Power refers to your capacity to affect or manage the actions of another individual. Your power shapes how you communicate, and your communication style, in turn, influences the power you possess.

Research has classified power into 6 distinct types: legitimate, referent, reward, coercive, expert, and information or persuasion (French & Raven, 1968; Raven, Centers, & Rodrigues, 1975).



1. **Legitimate power** is held when others perceive you as having the authority, based on your role, to influence or direct the actions of others. For example, in roles such as employer, judge, manager, or police officer, your legitimate power is inherent due to your position.
2. **Referent power** is wielded when others aspire to emulate you. Referent power holders are often admired, possess significant prestige, and are both liked and respected. For instance, you might have referent power over a younger sibling because they want to emulate you.
3. **Reward power** is exercised when you control the rewards that others desire, which can be material (e.g., money, promotion, jewelry) or social (e.g., love, friendship, respect). For instance, teachers possess reward power over students since they control grades, letters of recommendation, and social approval.
4. **Coercive power** is possessed when you have the ability to impose penalties or withdraw rewards from others if they do not comply with your wishes. Typically, individuals who have reward power also possess coercive power. For example, teachers may issue low grades or withhold recommendations. However, exercise caution, as coercive power may diminish your other power bases and have adverse consequences, especially when used by supervisors on subordinates in the business context.
5. **Expert power** is granted when others perceive you as possessing expertise or specialized knowledge. Your expert power escalates when you are seen as impartial and having nothing to gain personally from exerting this power. For instance, judges wield expert power in legal matters, and doctors possess expert power in medical contexts.
6. **Information power**, also known as "persuasion power," is yours when others recognize your capacity to communicate logically and convincingly. For example, researchers and scientists can acquire information power because people perceive them as well-informed and critical thinkers.

Your power is not static; it can be amplified or diminished based on your actions. For instance, you can enhance your reward power by accumulating wealth and using it to exert influence, or boost your persuasive power by mastering the art of public speaking. Conversely, you can diminish or forfeit power. One common way to lose power is by attempting to control another person's behavior unsuccessfully. If, for instance, you issue a threat of punishment and fail to follow through, you are likely to lose power. Another way to lose power is by allowing others to manipulate or take unfair advantage of you. Failing to address these power dynamics results in a loss of power.

1. Given below are two statements: (**UGC NET 21<sup>st</sup> Mar 2023 Morning**)

Statement I: Communication can create a 'feel good' factor among receivers.

Statement II: Communication can be used as an instrument to divide and alienate the receivers.

Statement I is false but Statement II is true

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Both Statement I and Statement II are true

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Statement I is true but Statement II is false

---

Both Statement I and Statement II are false

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Check

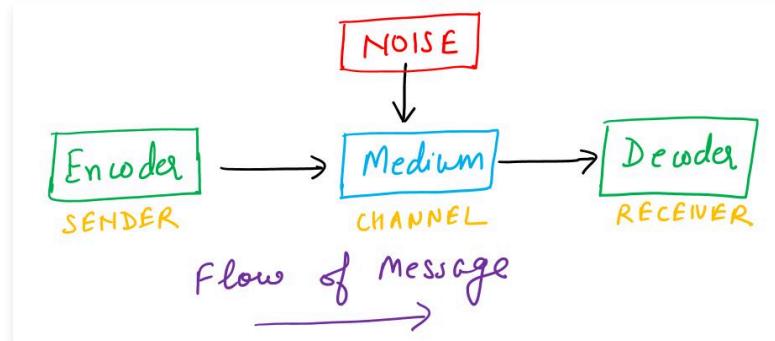
Question: 1 of 5 questions

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# 1. Linear Model of Communication

Linear communication, also known as the transmission model of communication, is a one-way process where a sender intentionally transmits a message to a receiver. It is commonly used in mass communication platforms like television, radio, and newspapers, where messages are disseminated to a large audience. In this model, immediate feedback is absent, and the focus is primarily on the sender's intent and message delivery, with less emphasis on the receiver's involvement.



Major characteristics of the linear model of communication include:

- *One-Way Communication*: Information flows in a single direction, from the sender to the receiver, without immediate feedback.
- *Used for Mass Communication*: Linear communication is predominantly employed in mass media channels to reach a wide audience.
- *Sender-Centric Communication*: The model emphasizes the sender's intent and message delivery, with less focus on the receiver's active participation.

The sequence of elements in the linear model of communication is as follows:

1. *Encoder*: The sender encodes the message into a suitable format for transmission.
2. *Message*: The encoded information or content intended to be communicated.
3. *Medium*: The channel or means through which the message is transmitted.
4. *Noise*: Potential interference or noise that can disrupt the transmission or reception of the message.
5. *Decoder*: The receiver decodes and interprets the message to extract its meaning.

Also note that the introduction of noise as a significant variable in the linear model of communication is crucial, as it can hinder the accurate transmission and reception of the message.

Some notable models of linear communication are discussed next.

1. The linear model of communication can be described as (**UGC NET 24<sup>th</sup> Mar 2023 Evening**)

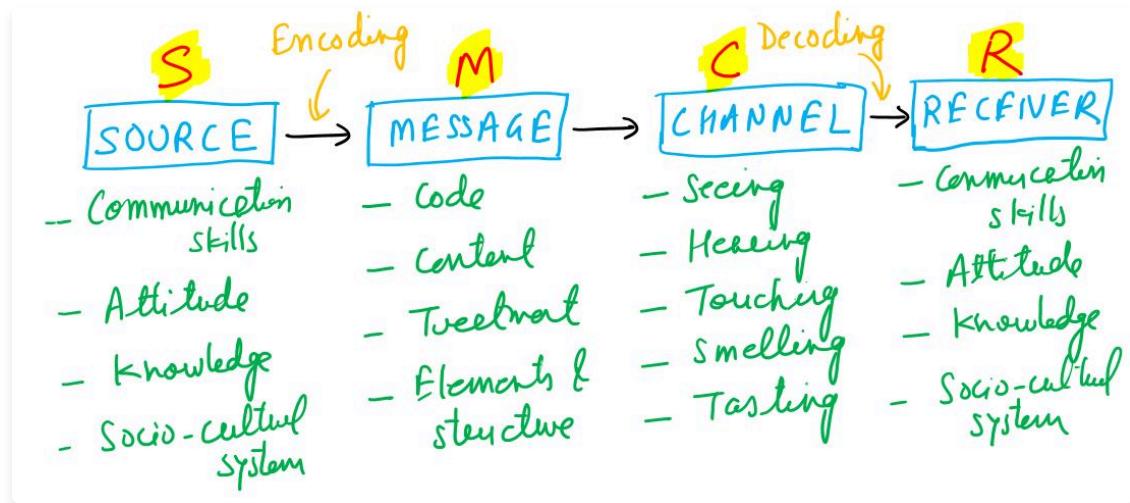
- Liberal
- Confessional
- Authoritarian
- Participatory

Check

Question: 1 of 3 questions

# 1. Linear Model of Communication

David Berlo devised the SMCR Communication Model, comprising 4 key elements: the Sender, Message, Channel, and Receiver. This model perceives communication as the conveyance of information. The sender takes a concept and converts it into a message, a process known as message encoding.

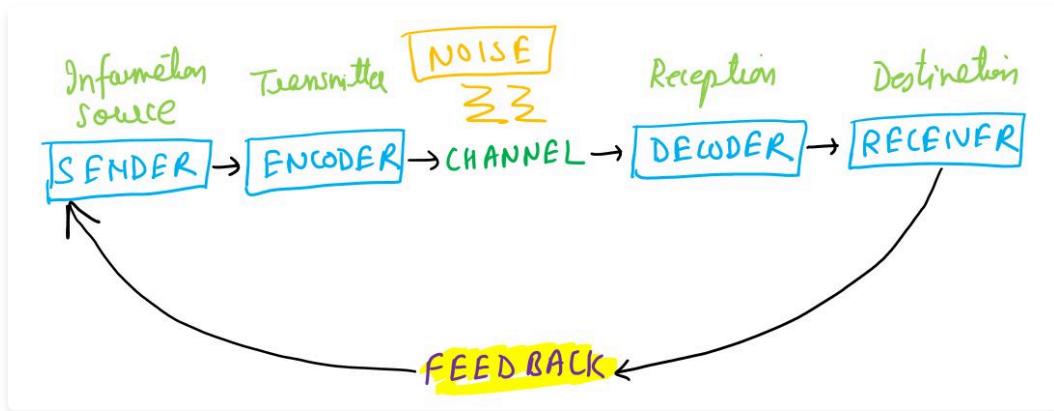


These elements are discussed below.

1. **Source**: The elements included in the source are the sender's communication skills, attitude, and culture.
2. **Message**: The elements included in the message are the content, structure, and code of the message.
3. **Channel**: The elements included in the channel are the senses of hearing, seeing, touching, smelling, etc.
4. **Receiver**: The elements of the receiver are their attitude, knowledge, and culture.

# 1. Linear Model of Communication

The Model was developed by Claude Shannon and Warren Weaver in 1949. This model is primarily focused on the transmission of information in the context of telecommunications and engineering but has also been adapted for use in the field of communication studies. This model is also referred as a Mathematical Theory of Communication.



The Model proposes that a message actually originates from the person who gets the thought or has the information. The sender is also called the Source of information or the Information Source. The information then gets transmitted from the brain to the mouth and comes out as a signal which then reaches the recipient after joining hands with several noises and other disturbances. The recipient then further passes on the message to its final destination or other minds of other individuals.

Note that this was the first model to acknowledge the existence of noise in communication that could disrupt or alter a message. This noise could refer to something like the static on a radio broadcast, but it could include spelling errors in written communication or the receiver mishearing the message.

1. Shannon and Weaver's communication model was not focused on: (**UGC NET 13th Mar 2023 Evening**)

- A. Message transmission
- B. Contents of messages
- C. Meanings of messages
- D. Intention behind messages
- E. Medium of transmission

B, C, D only

C, D, E only

A, B, C only

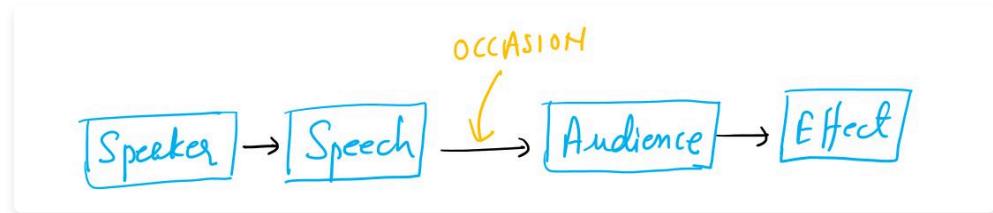
A, D, E only

Check

Question: 1 of 2 questions

# 1. Linear Model of Communication

Aristotle's Model of Communication, developed by the Greek Philosopher Aristotle, focuses on the persuasive aspect of communication. It outlines the elements and principles necessary for effective and persuasive communication.



According to this model, the elements of communication are structured in the following sequence:

1. **Speaker:** The individual who conveys the message is the central figure in communication. The speaker's credibility, knowledge, and expertise play a significant role in influencing the audience.
2. **Speech:** The message itself, which is the content conveyed by the speaker. The speech should be well-crafted, logical, and persuasive to effectively communicate the intended message.
3. **Occasion:** The context in which the communication takes place, including the time, place, and purpose of the message.  
Understanding the occasion helps tailor the speech to the specific circumstances and audience.
4. **Target Audience:** The intended recipients of the message. The speaker must consider the characteristics, needs, and interests of the audience to effectively engage and persuade them.
5. **Effect:** The impact or outcome of the communication. This refers to how the audience responds, whether they are convinced, persuaded, or influenced by the message. The effectiveness of the communication is measured by the desired effect it has on the audience.

Aristotle's model does not emphasize the role of feedback in communication, as it primarily focuses on the speaker's persuasive abilities. However, Aristotle identified 3 elements that have the power to enhance communication. These are:

1. **Ethos:** Credibility and trustworthiness of the speaker. Building and maintaining a positive ethos helps establish the speaker's authority and influence.
2. **Pathos:** The ability to connect with the audience on an emotional level. By appealing to the emotions, the speaker can evoke empathy, sympathy, or other emotional responses from the audience.
3. **Logos:** Logical argument and reasoning. Presenting a well-structured and reasoned argument strengthens the speaker's position and enhances their persuasive abilities.

1. The disadvantages of Aristotle's model of communication are: (**UGC NET 20th Oct 2022 Morning shift**)

- A. Weak encoding
- B. Audience created content
- C. One-way communication
- D. Stress on the speaker
- E. Ignorance of noise

A, D and E only

A and B only

B and C only

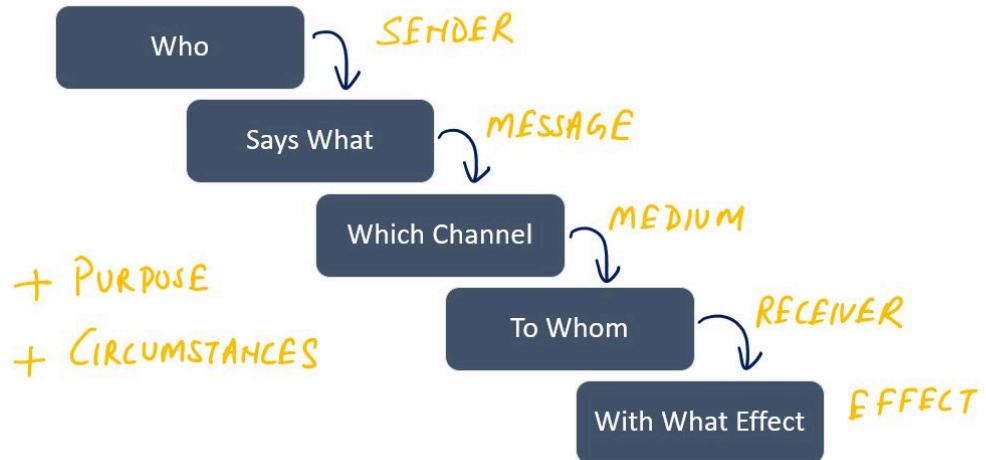
C, D and E only

Check

Question: 1 of 2 questions

# 1. Linear Model of Communication

Harold Lasswell's communication model, introduced in 1948, stands as one of the earliest and most influential models in the field of communication.



This model examines communication through five key questions:

1. Who? refers to the sender.
2. Says What? represents the message being communicated.
3. To Whom? addresses the receiver.
4. In What Channel? pertains to the medium or method of communication.
5. With What Effect? considers the impact or result of the communication.

Initially conceived for mass media like newspapers, television, and radio, this model was originally known as 'Lasswell's definition' or 'Lasswell's formula.' However, over time, it has transformed into a more comprehensive and general model for communication.

Presently, theorists have expanded this model by adding new questions like For What Purpose? and Under What Circumstances? These additions further enrich and broaden the understanding of the communication process.

1. The Lasswellian model of mass communication is the foundation of media: (**UGC NET 13<sup>th</sup> Mar 2023 Evening**)

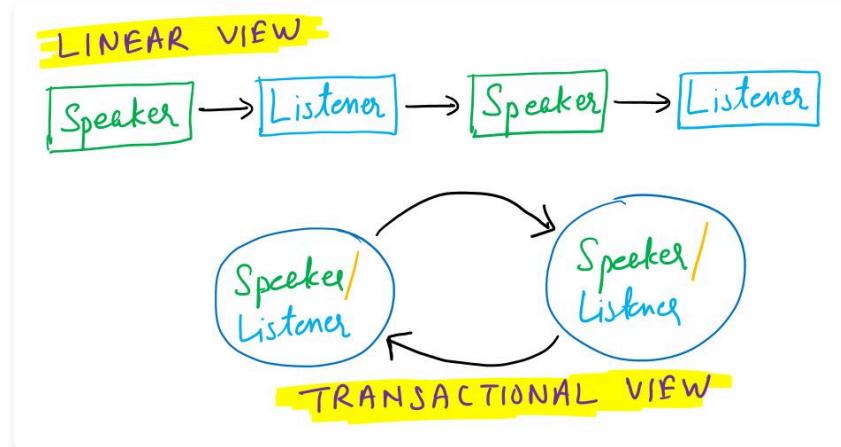
- Ethical studies
- Causal theory
- Culture analysis
- Effects theory

Check

Question: 1 of 1 questions

## 2. Transactional Model of Communication

The Transactional Model of Communication characterizes our everyday conversations. In this model, communication occurs simultaneously between the sender and receiver, with an overlap in the encoding and decoding of information. As the sender completes a sentence, the receiver is already contemplating their response. This model also encompasses intrapersonal communication and feedback, with individuals engaging in a dynamic process of exchanging information. The key aspect of this model is the simultaneous nature of communication, with both parties actively participating.



For example, in a classroom setting, a teacher might organize a group discussion to find a solution to a problem. This scenario aligns with the transactional model of communication. The teacher divides the students into groups, and assigns each group a sub-theme for discussion and reporting, thereby facilitating a transactional communication process. Determinants such as social context, cultural context, and relational context play a crucial role in transactional communication, as these elements are interdependent.

Key features of the transactional model include:

- extensive use in interpersonal communication,
- feedback being conveyed as a new message, and
- the exchange of roles between the encoder and decoder.

The Transactional Model of communication characterizes communication as a process in which individuals create social realities while operating within social, relational, and cultural settings. In this model, communication is not merely a means to exchange messages; it serves to:

- Foster relationships,
- Establish intercultural connections,
- Influence one's self-concept,
- Facilitate dialogues for the formation of communities.

In essence, communication isn't just a discussion about your realities; it actively contributes to the construction of those realities.

1. In a classroom situation, a teacher organizes group discussion to help arrive at a solution of a problem. In term model of communication used, it will be called (**UGC NET 24th June 2019 Morning Paper**)

- A transactional model
- A linear mode
- A horizontal model
- An interaction model

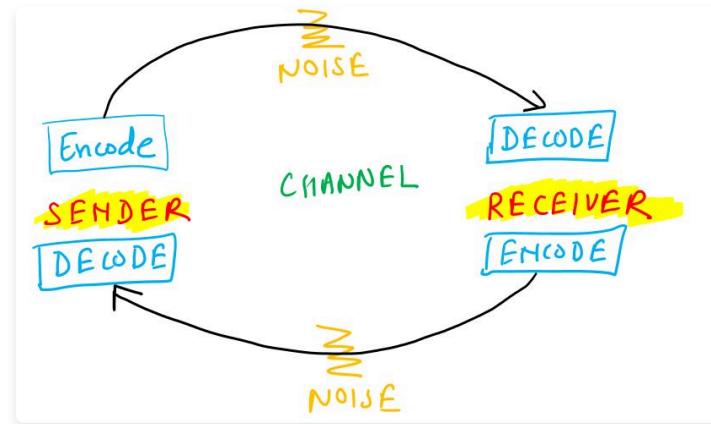
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Question: 1 of 3 questions

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### 3. Interactional Model of Communication

The Interactional Model of Communication emphasizes a conversational exchange where individuals await the completion of a feedback loop before responding. This model portrays communication as an interactive process involving the sender and receiver, with messages being encoded and sent back and forth, resulting in a two-way conversation. In this model, there is no significant time lag in communication.



For example, a question-and-answer session exemplifies the interactional model of communication. When a question is asked, a response is provided, and the exchange continues with feedback and context shaping the interactive nature of the communication process. Participants seamlessly alternate between the roles of sender and receiver, allowing the communication encounter to progress fluidly, often without conscious thought.

1. The key features of the interaction model of communication are: (**UGC NET 11th Oct 2022- Evening shift**)

- A. It is a two way process
- B. The physical context of communication is unimportant
- C. The psychological context of communication
- D. Feedback is not a response to the message received
- E. It is less message focused

- A, B, C
- C, D, E
- A, C, E
- B, C, D

Check

Question: 1 of 2 questions

## 4. Interpersonal and Intrapersonal Communication

### Interpersonal communication

Interpersonal communication refers to the exchange of information and ideas between individuals. It occurs when you interact with a person with whom you have some kind of relationship; it can take place face-to-face as well as through electronic channels (e-mail or instant messaging, for example) or even in traditional letter writing.

It plays a crucial role in the relational approach to classroom communication. Interpersonal communication can be both focused and unfocused, allowing individuals to engage in meaningful conversations or informal corridor discussions. For instance, when two teachers engage in a debate about the curriculum for the 21st century, they are involved in interpersonal communication. Similarly, communication through letters between two individuals is an example of interpersonal verbal communication. It serves as a means to connect, share thoughts, and maintain relationships, such as when writing a letter to a friend.



Interpersonal Communication

Intrapersonal Communication

### Intrapersonal communication

Intrapersonal communication, on the other hand, is the communication you have with yourself—when you talk with, learn about, and judge yourself. You persuade yourself of this or that, reason about possible decisions to make, and rehearse messages that you plan to send to others. In intrapersonal communication you might, for example, wonder how you did in an interview and what you could have done differently. You might conclude you did a pretty good job but tell yourself you need to be more assertive when discussing salary.

1. Communication with oneself is known as **(UGC NET Jun 2008)**

- Interpersonal Communication
- Organizational Communication
- Grapevine Communication
- Intrapersonal Communication

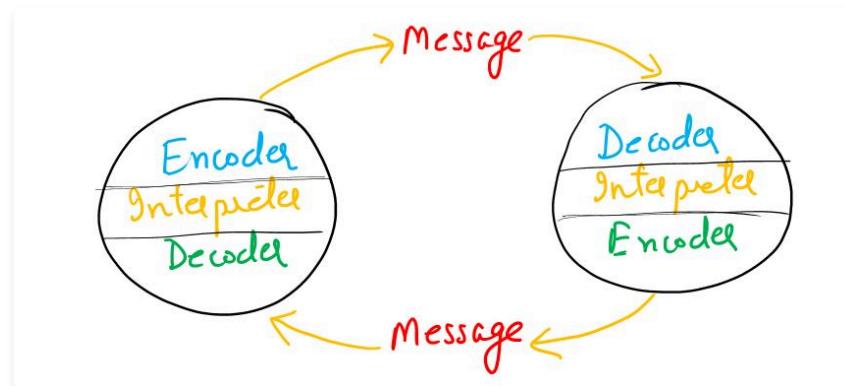
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Question: 1 of 3 questions

## 4. Interpersonal and Intrapersonal Communication

In 1954 Charles E. Osgood presented the theory of meaning. Wilbur Schramm changed this theory of meaning into a model and after this model became the Circular Model of communication. It was published in 1954.

Osgood-Schramm's model of communication is known as a circular model because it indicates that messages can go in two directions. Hence, once a person decodes a message, then they can encode it and send a message back to the sender. They could continue encoding and decoding into a continuous cycle.



This revised model indicates that:

- Communication is not linear, but circular.
- Communication is reciprocal and equal
- Messages are based on interpretation
- Communication involves encoding, decoding, and interpreting.

The benefit of this model is that the model illustrates that feedback is cyclical. It also shows that communication is complex because it accounts for interpretation. This model also showcases the fact that we are active communicators, and we are active in interpreting the messages that we receive.

1. The simplified communication model created by Wilbur Schramm initially had the elements of: (**UGC NET 24th Morning**)

- A. An encoding source
- B. A noise breaker
- C. A noise marker
- D. A message for transmission
- E. A decoder to decode the message.

A, D, E only

A, B, C only

C, D, E only

B, C, D only

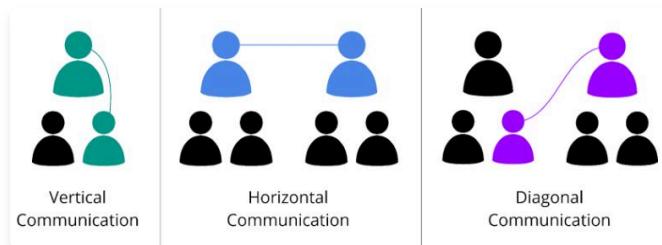
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Question: 1 of 1 questions

## 5. Communication types based on Levels

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Communication within an organization takes on various forms and directions, each serving a distinct purpose in facilitating the flow of information, ideas, and decisions. These communication pathways can be broadly categorized as horizontal, vertical, and diagonal. Understanding these dimensions of communication is essential for the smooth functioning and coordination of any group or organization.



Let's explore each of these communication orientations in more detail.

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## 5. Communication types based on Levels

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Horizontal communication refers to the exchange of information, ideas, and messages between individuals or departments at the same hierarchical level within an organization. It involves communication among peers, colleagues, or co-workers who work in the same department or are at the same level. This type of communication facilitates collaboration, coordination, and problem-solving within teams or across different units of an organization. It helps in sharing information, seeking feedback, and fostering a sense of unity and cooperation among employees.

Horizontal Communication is also known as *Lateral Communication* or *Sideward Communication* or *Intra-Scalar Communication*.

Given below are a few examples:

- Two marketing managers from different regions discussing marketing strategies and sharing best practices.
- Team members within a project group collaborating and coordinating their efforts to complete a task.
- Employees from different departments, such as finance and operations, exchanging information and coordinating activities to ensure smooth workflow.

1. Peer-to-peer communication is: (**UGC NET 28<sup>th</sup> Nov 2021 Morning paper**)

- Non-transactional
- Authoritarian
- Horizontal
- Convoluted

Check

Question: 1 of 3 questions

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## 5. Communication types based on Levels

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Vertical Communication refers to the flow of information, ideas, and messages between individuals at different hierarchical levels within an organization. It involves communication between superiors and subordinates, such as managers and employees, or higher-level executives and lower-level staff members. It is also known as *Inter-Scalar Communication*.

Vertical communication can be further divided into downward communication and upward communication.

### 1. Downward Communication

Downward Communication refers to the flow of information from higher-level authorities or managers to lower-level employees within an organization. It involves conveying instructions, providing feedback, sharing organizational goals and policies, and assigning tasks or responsibilities.

Given below are a few examples to understand downward communication:

- A manager providing instructions and guidelines to their team members regarding a new project.
- Senior executives communicating company-wide goals and strategies during a town hall meeting.
- The CEO announcing changes in company policies or procedures through an official email to all employees.

### 2. Upward Communication

Upward Communication refers to the flow of information from lower-level employees to higher-level authorities or managers within an organization. It involves sharing feedback, suggestions, concerns, and progress reports. Upward communication enables employees to voice their ideas, provide input, and seek support or guidance from their superiors.

Given below are a few examples to understand downward communication:

- Employees submitting a progress report to their supervisor, highlighting achievements, challenges, and proposed solutions.
- Team members providing feedback and suggestions to their manager during a performance review meeting.
- Staff members sharing concerns or ideas through an employee suggestion box or a designated communication channel.

1. A leave application from a clerk to the principal of the institution, is an example of: (**UGC NET 4<sup>th</sup> Jan 2022 Exam paper**)

- Downward communication
- Horizontal communication
- General communication
- Upward communication

Check

Question: 1 of 2 questions

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## 5. Communication types based on Levels

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Diagonal communication refers to the exchange of information and messages between individuals or departments at different hierarchical levels within an organization. In other words, the transfer of information between people who are neither in the same department nor on the same level of organisation hierarchy is called diagonal communication. This form of communication can help bridge gaps and promote a more well-rounded flow of information.

For example, when the Assistant Marketing Manager communicates with the accounts clerk directly, it is the case of diagonal communication. This type of communication increases organizational efficiency by speeding up information and cutting across departmental barriers.

1. The advantages of diagonal communication are: (**UGC NET 26th Dec 2021 Evening paper**)

- A. Resistance
- B. Side-tracking
- C. Anomie
- D. Morale boosting
- E. Co-ordination

C, D and E only

A, B and C only

B, D and E only

B, C and D only

Check

Question: 1 of 2 questions

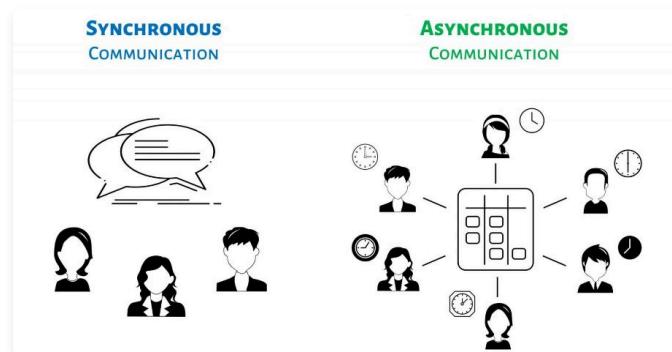
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## 6. Asynchronous and Synchronous Communication

**Asynchronous Communication** refers to a type of communication where the exchange of information and messages does not occur in real-time. It involves a time delay between sending and receiving messages, allowing participants to communicate at their own convenience. Asynchronous communication is commonly used in online platforms for teaching and learning, as well as in various other contexts.

Examples of asynchronous communication include:

- Blogs, Discussion Boards, and Vlogs
- Video Conferencing and Email
- Forums



**Synchronous Communication** refers to communication that occurs in real-time, where participants engage in immediate back-and-forth interaction. It enables instant communication and provides a sense of immediate connection and responsiveness.

Examples of synchronous communication include:

- Video Chat and Virtual Classrooms
- Audio Conferencing
- Wikis and Electronic Mail (Email)
- Chatting on WhatsApp

1. Chatting on WhatsApp is an example of: (**UGC NET 29<sup>th</sup> Nov 2021 Evening paper**)

- Friendly communication
- Asynchronous communication
- Non-verbal communication
- Synchronous communication

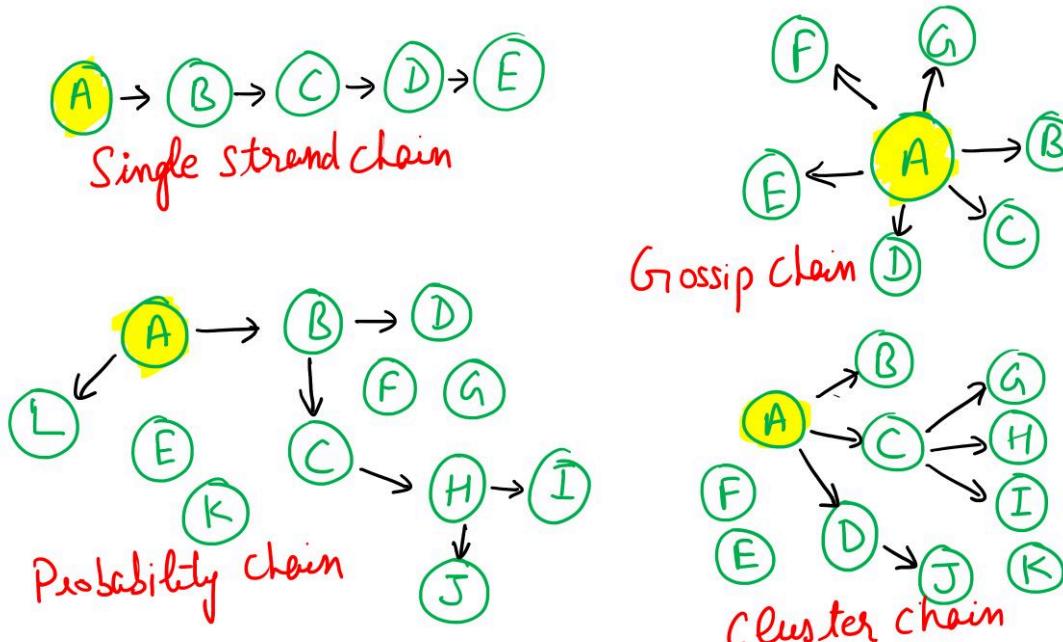
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Question: 1 of 3 questions

## 7. Grapevine Communication

Grapevine Communication refers to the informal and unofficial communication network that exists within an organization. It is characterized by the transmission of information, rumors, gossip, and unofficial news through unofficial channels, rather than through formal channels of communication. The grapevine network typically spreads information rapidly, reaching individuals or groups within the organization.

Informal communication is implicit, spontaneous multidimensional and varied. It operates with much greater speed than formal communication. It often works in clusters of people, i.e. when one person has some information of interest he passes it on to his informal group and some members of the group may pass it on to another informal group and so on. This is why some researchers prefer to call it an 'organization', 'bush telegraph' or 'jungle telegraph'.



Grapevine communication has been classified into 4 types:

### 1. Single Strand Chain

In this type of grapevine communication the information passes through a number of persons like a chain. A tells something to B, who tells it to C, who tells it to D and so on.

It is generally a long chain. The longer the chain the greater is the possibility of distortion of the information.

### 2. Gossip Chain

In Gossip Chain one person actively conveys information to other persons around him. A circle or wheel-like figure is formed in this communication. Here, in this picture. A is at the centre and transmits messages to 'B', 'C', 'D', 'E', 'F', 'G', and 'H' around him/her. Gossip Chain is generally used when information to be communicated is non-job oriented in nature.

### 3. Probability Chain

It is a random process in which information may move from one person to any other person or persons according to law of probability. Naturally, in this type of communication, some people of the organisation will be informed and some others will remain outside the arena of communication.

Here, in the illustration, E, F, G and K are outside the communication chain. This chain is used when information is interesting but less important.

### 4. Cluster Chain

Cluster chain is mostly used and the dominant pattern of grapevine communication. In this type one person tells something to some selected trust worthy persons. Some of these persons may inform a few selected other individuals. Here in the picture, A

tells some selected and trustworthy persons, B, C and D. C again relays it to his selected persons, G, H and I. D tells J, a person of his choice. E and F remain outside the cluster.

1. The main challenges of grapevine communication are: (**UGC NET 28th Nov 2021 Morning paper**)

- a. Its formal nature
- b. Distortion
- c. Misunderstanding
- d. Source anonymity
- e. Conformity

c, d and e only

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a, c and d only

---

a, b and c only

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b, c and d only

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Check

Question: 1 of 3 questions

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## 1. Verbal and non-Verbal Communication

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Verbal communication and non-verbal communication are two essential forms of human interaction. While verbal communication involves the use of spoken or written words, non-verbal communication relies on other cues and behaviors to convey messages and information.

Both Verbal and Non-Verbal Communication are discussed next.

1. In describing elements of communication, a person or an event which provides verbal or non-verbal cues to whom someone can respond is known as: (**UGC NET 3<sup>rd</sup> Dec 2021 Morning paper**)

- Communication context
  - Message
  - Source
  - Channel
- 

Check

Question: 1 of 1 questions

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## 2. Verbal Communication

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Verbal communication is the transmission of messages using words, encompassing both oral and written forms. It specifically involves the use of linguistic expressions, spoken or written, to convey information, ideas, or emotions.

This mode of communication excludes non-linguistic vocal sounds such as laughter, vocalized pauses ('er,' 'um,' 'ah'), and other oral responses that lack words. Verbal communication distinctively focuses on language-based expressions, excluding non-word-based vocal sounds or nonverbal cues like facial expressions, gestures, and eye movements.

Examples of Verbal Communication:

- *Spoken Conversations:* When people talk to each other, sharing information, discussing ideas, or having a casual conversation.
- *Written Messages:* Emails, letters, reports, texts, or any form of written communication that uses words to convey a message.
- *Public Speaking:* Delivering a speech or presentation where words are used to inform, persuade, or entertain.
- *Scripted Dialogue:* Lines spoken by actors in a play, movie, or television show to convey the storyline.
- *Verbal Instructions:* Giving someone directions, explaining a process, or providing guidance using spoken words.

Examples NOT Considered Verbal Communication:

- *Laughter:* Laughing is a nonverbal form of expressing emotions and is not considered part of verbal communication.
- *Vocalized Pauses:* Sounds like "um," "ah," or "uh" made during speech that indicate hesitation or pauses; these are not considered part of verbal communication.
- *Non-Word Responses:* Utterances like "ha-ha," "aha," or "ugh!" that convey emotions or reactions but don't involve meaningful words.

1. Which of the following are identified as verbal communication skills? (**UGC NET 28th Nov 2021 Evening paper**)

- A. Use of aggressive language  
B. Assertiveness  
C. Opening feedback channels  
D. Taking credit for oneself  
E. Use of affirmative words

C, D and E only

A, B and C only

B, C and E only

B, C and D only

Check

Question: 1 of 3 questions

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### **3. Principles of Verbal Communication**

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The principles of verbal messages that define how verbal messages work in interpersonal communication, are discussed below:

#### **1. Interplay of Verbal and Nonverbal Messages**

Verbal and nonverbal cues collaborate to convey a unified message. These signals often work together, reinforcing the intended message. For instance, when saying "I'm so excited," a wide smile and enthusiastic tone accentuate the excitement.

#### **2. Message Meaning Is Constructed**

Message meaning isn't simply received but constructed by the interaction of messages and the receiver's thoughts and feelings. It depends on one's personal and cultural perspectives. For example, the phrase "I'm fine" can have different meanings depending on the context and the person's tone.

#### **3. Denotation and Connotation**

Messages possess denotative (dictionary) and connotative (emotional) meanings. Denotation is the objective definition, while connotation is the subjective, emotional meaning. Take the word "home" as an example; denotatively, it's a physical dwelling, but connotatively, it carries emotions and memories.

#### **4. Variation in Abstraction**

Messages range from specific and concrete to abstract and general. Effective communication involves choosing the right level of abstraction. Specific terms guide listeners' thoughts more effectively. For instance, saying "sports car" is more specific than "vehicle" and paints a clearer mental image.

#### **5. Variation in Politeness**

Messages can vary in politeness, from impolite to extremely polite, with consideration for maintaining positive and negative "face." Politeness in communication is about balancing the need to be viewed favorably by others (positive face) and the need to maintain one's autonomy (negative face). Cultural variations in politeness are significant. For instance, addressing someone as "sir" or "ma'am" demonstrates politeness and respect for positive face, while phrasing a request politely preserves negative face by allowing the person the option to refuse.

#### **6. Sender Identification in Messages**

Messages can be categorized as onymous, where the sender is clearly stated, like in news articles or personal conversations, or anonymous, where the sender remains unidentified, such as in online reviews on platforms like RateMyProfessor.com.

#### **7. Truthfulness and Deception**

Some messages convey truth, while others deceive. For instance, a factual news report is truthful, while a misleading advertisement might be deceptive.

#### **8. Variation in Assertiveness**

Communication styles vary in assertiveness, aiming to express one's opinions respectfully without suppressing others. For example, in group discussions, an assertive person respectfully expresses their disagreement without dominating the conversation.

#### **9. Confirmation and Disconfirmation**

Messages can confirm or disconfirm individuals. Disconfirmation might ignore or contradict someone's self-perception, while confirmation validates and accepts others. An example of disconfirmation is dismissing someone's ideas in a meeting, while acknowledgment and respect represent confirmation.

#### **10. Cultural Sensitivity in Messages**

Messages can vary in their level of cultural sensitivity. Being culturally sensitive means using language and behavior that respect diverse cultures. For example, avoiding language or jokes that may offend specific cultural groups demonstrates cultural sensitivity.

1. In verbal communication, words act as: (**UGC NET 20th Dec 2018 Morning**)

- Symbols
- Passive barriers
- Decorative
- Fillers

Check

Question: 1 of 2 questions

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## 4. Non-Verbal Communication

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Nonverbal communication is the exchange of messages without the use of words. It encompasses actions like gestures, facial expressions, eye movements, physical proximity adjustments, clothing and accessories choices, physical touch, vocal tone variations, and even silence. What's essential in nonverbal communication is that the message conveyed is perceived by one or more individuals.

For instance, if you make a gesture while alone in a room with no observers, most experts would argue that communication did not occur. The same principle applies to verbal messages; if you deliver a speech that goes unheard, it also lacks communication.

Proficiency in utilizing nonverbal communication offers two significant advantages.

*Firstly*, a heightened ability to transmit and interpret nonverbal cues tends to enhance one's attractiveness, popularity, and overall psychosocial well-being.

*Secondly*, enhanced nonverbal communication skills often lead to success in various interpersonal communication scenarios, spanning from intimate relationships and workplace interactions to cross-cultural exchanges, legal proceedings, political engagements, and healthcare settings.

1. The means of non-verbal communication are: (**UGC NET 24th December 2021**)

- A. Spoken language
- B. Time language
- C. Sign language
- D. Space language
- E. Written language

- B, C and D only
- A, B and C only
- A, D and E only
- D, C and E only

Check

Question: 1 of 3 questions

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## 5. Principles of non-Verbal Communication

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Principles of Nonverbal Communication are discussed below:

### 1. Nonverbal messages interact with verbal messages

Nonverbal messages intersect with verbal messages in six primary ways: they can accentuate, complement, contradict, control, repeat, or substitute for each other. For instance, when verbally expressing excitement about a topic, nodding your head enthusiastically accents your words, reinforcing your enthusiasm nonverbally.

### 2. Nonverbal messages help manage impressions

Nonverbal messages play a pivotal role in impression management. It is primarily through observing others' nonverbal cues that you form impressions of them, while your own nonverbal behavior shapes the impressions they develop about you. For instance, a firm handshake may convey confidence and reliability in a job interview.

### 3. Nonverbal messages help form relationships

Nonverbal messages are instrumental in forming relationships. They convey a spectrum of emotions, from affection and support to displeasure and anger. For example, offering a comforting hug communicates support and empathy during a difficult time.

### 4. Nonverbal messages structure conversations

Nonverbal messages structure conversations by signaling readiness to speak, listen, or respond. For instance, maintaining eye contact and nodding affirmatively can indicate active listening during a discussion.

### 5. Nonverbal messages can influence and deceive

Nonverbal messages hold influence and can deceive. Beyond spoken words, nonverbal signals also have the power to persuade or mislead others. An individual might use a convincing tone and maintain direct eye contact to deceive someone about their true intentions.

### 6. Nonverbal messages are crucial for expressing emotions

Nonverbal messages play a vital role in emotional expression. While emotions are often communicated verbally, nonverbal cues, such as facial expressions or body language, convey a substantial part of an individual's emotional experience. For instance, a beaming smile can convey happiness more effectively than words in certain situations.

1. Which of the following influence non-verbal communication? (**UGC NET 24th Nov 2021 Evening paper**)

- A. Avoidance of signals
- B. Invisible incongruence
- C. Culture
- D. Geographical location
- E. Contextuality

C, D and E only

A, D and E only

B, C and D only

A, B and C only

Check

Question: 1 of 4 questions

# 6. Channels of non-Verbal Communication

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Nonverbal communication involves a variety of channels, which are discussed below:

## 1. Body Messages

In much interpersonal interaction, it's the person's body that communicates most immediately. *Kinesics* refers to the study of body movements and posture, including various components such as gestures, head movements, posture, eye contact, and facial expressions.

The body gestures are of 5 types:

- *Emblems* are symbolic movements that substitute for words, like the universally recognized "peace" sign or culturally specific gestures. Example: "Okay" sign, "Come here" wave, hitchhiker's sign.
- *Illustrators* complement verbal messages by making communication more vivid and engaging, enhancing comprehension. Example: Circular hand movements when talking of a circle, hands far apart when talking of something large
- *Affect displays* are the facial expressions that convey emotional states, whether intentionally or inadvertently. Example: Expressions of happiness, surprise, fear, anger, sadness, disgust, contempt, and interest
- *Regulators* are the subtle cues that guide and manage the flow of conversation, signaling expectations and preferences. Example: Facial expressions and hand gestures indicating "Keep going," "Slow down," or "What else happened?"
- *Adaptors* are often unconscious movements satisfying underlying needs, occurring without deliberate awareness. Example: Scratching head, chewing on pencil, adjusting glasses

## 2. Facial Communication

During interpersonal interactions, facial expressions mainly convey emotions, particularly indicating feelings of pleasantness, agreement, and sympathy. In contrast, the body's movements generally don't add extra emotional information. However, both facial and bodily cues come into play when assessing the intensity of emotions experienced in these interactions.

## 3. Eye Communication

*Occulesis* is the study of the messages communicated by the eyes, which vary depending on the duration, direction, and quality of the eye behavior.

Eye contact in communication serves several vital functions, including monitoring feedback, securing attention, regulating conversations, signaling relationship dynamics, indicating status, and compensating for physical distance. It helps speakers gauge the listeners' reactions, maintaining conversation flow and conveying emotions, relationships, and social status, thus playing a significant role in effective communication.

## 4. Touch Communication

Tactile communication, or communication by touch, also referred to as *haptics*, is perhaps the most primitive form of communication.

Touch serves various purposes in nonverbal communication. It conveys emotions like support, appreciation, and affection, while also facilitating self-disclosure and fostering positive perceptions of sincerity and friendliness. Touch can signify playfulness, control, or serve ritualistic functions such as greetings or departures. Task-related touch, linked to performing functions like assisting someone, is generally perceived positively, resulting in enhanced attitudes and behaviors, such as increased tipping in restaurants and improved customer satisfaction.

## 5. Paralanguage

Paralanguage is the vocal but nonverbal dimension of speech. It has to do with the manner in which you say something rather than with what you say. *Stress* (on one or more words) is one of the main aspects of paralanguage. In addition to stress, paralanguage includes vocal characteristics such as *rate* and *volume*. Paralanguage also includes the vocalizations that we make when laughing, yelling, moaning, whining, and belching; vocal segregates—sound combinations that aren't words—such as "uh-uh" and "shh"; and *pitch*, the highness or lowness of vocal tone.

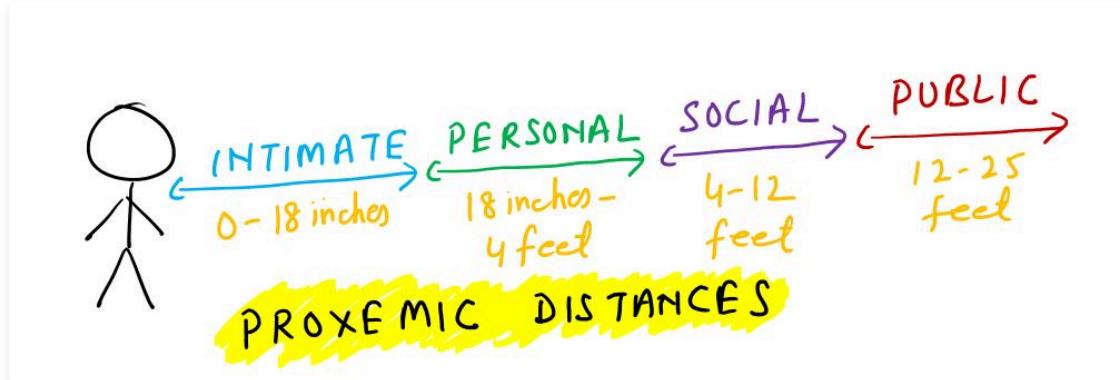
## 6. Silence

Silence, much like words and gestures, plays various roles in communication. It offers a space for thought and organization of verbal messages, can be employed to hurt or punish others through the silent treatment, may act as a response to personal anxiety, and can be used to prevent certain messages from being communicated in conflict situations. Silence also serves to

convey emotions and can be strategically positioned to achieve specific effects, such as emphasizing the importance of a comment or indicating greater concern.

## 7. Spatial Messages

Space is an especially important factor in interpersonal communication, although we seldom think about it. Edward T. Hall, who pioneered the study of spatial communication, called this area *Proxemics*.



Four proxemic distances, the distances we maintain between each other in our interactions, correspond closely to the major types of relationships:

- *Intimate Distance* (0 to 18 inches) constitutes the closest personal space, fostering close and confidential interactions. In this intimate zone, privacy is upheld, enabling hushed conversations and physical proximity typically reserved for those with strong emotional ties or affectionate relationships.
- *Personal Distance* (18 inches to approximately 4 feet) serves as a protective zone, enabling limited touch within the close phase, extending to personal control boundaries in the far phase. It facilitates interaction with specific individuals and demands etiquette for breath control.
- *Social Distance* (4 to 12 feet) blurs close visual details, signifying a shift to more formal interactions in the far phase, often used in professional settings. Eye contact becomes crucial at this level, where vocal volume also elevates.
- *Public Distance* (12 to over 25 feet) provides a safety zone for defensive actions, where limited facial details can be observed, suitable for public scenarios such as transport, keeping individuals at a considerable distance to ensure safety.

## 8. Artifactual communication

Artifactual communication consists of messages conveyed by objects that are made by human hands. Thus, aesthetics, color, clothing, jewelry, and hairstyle, as well as scents such as perfume, cologne, or incense, all are considered artifactual.

## 9. Olfactory messages

Smell plays a vital role in nonverbal communication and can be categorized under artifactual communication, encompassing both scents like perfumes and body odors. The intriguing aspect is that smell not only affects how others perceive you but also influences your own emotional state. Olfactory communication, or olfactics, is highly significant in various contexts, allowing people to identify relatives, sense fear, and even perceive illness.

## 10. Temporal communication

The study of temporal communication, known technically as *Chronemics*, concerns the use of time—how you organize it, react to it, and communicate messages through it.

Psychological time orientation includes past, present, and future perspectives, with implications for personal and professional aspects. Socioeconomic class and cultural influences shape these orientations. Interpersonal time elements like punctuality, duration, and talk time impact interactions. Cultural time encompasses formal and informal divisions, influencing communication with different perspectives on time units like seconds, minutes, and unique informal terms.

1. Which of the following constitute the paralanguage in communication? (UGC NET 18th Dec 2018 Evening)

- (a) Pitch of the voice
- (b) Internal noise
- (c) External noise
- (d) Use of pause
- (e) Rate and volume of speech

(a), (d) and (e)

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(a), (b) and (c)

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(b), (c) and (d)

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(a), (c) and (e)

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 Check

Question: 1 of 4 questions

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# 1. Introduction

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Culture represents the unique way of life, encompassing values, beliefs, behaviors, and shared items, that a group of people passes down through communication across generations, rather than through genetics.

*Enculturation* refers to the process of acquiring and internalizing the culture in which one is born. Ethnic identity reflects a person's dedication to their cultural values and practices.

*Acculturation*, on the other hand, pertains to the process of learning and adapting to the customs and norms of a culture different from one's native culture, which may lead to changes in their original cultural background.

An individual's cultural beliefs and values play a pivotal role in shaping all facets of interpersonal communication. Thus, it is vital to consider these cultural influences in a comprehensive analysis of communication.

In today's world, culture holds great significance due to demographic shifts, heightened awareness of cultural diversity, global economic interconnectedness, technological advances that facilitate intercultural communication, and the realization that what works effectively in one culture may not yield the same results in another. For example, hand gestures and expressions that convey respect in one culture may be seen as offensive in another. Therefore, understanding and respecting cultural differences are essential for successful communication in an increasingly interconnected world.

1. Which of the following contributes for effective cross-cultural communication? (**UGC NET 1st Oct 2020 Evenin**

- a. Quick flow of words
- b. Use of foreign words
- c. Selection of simple words
- d. Taking turns to speak
- e. Maintenance of etiquette

c, d and e only

b, c and d only

a, d and e only

a, b and c only

Check

Question: 1 of 3 questions

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## 2. Intercultural Communication

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Intercultural communication refers to the exchange of information and ideas between individuals from distinct cultural backgrounds, characterized by variations in beliefs, values, customs, and behaviors. This type of communication often occurs when people from diverse cultures interact with one another.

Studying intercultural communication is crucial for several reasons:

- *Globalization*: In today's interconnected world, people frequently interact with individuals from different cultural backgrounds, whether in business, education, or daily life. Understanding how to effectively communicate with these diverse groups is essential for success and harmony.
- *Cultural Sensitivity*: Learning about other cultures fosters cultural sensitivity and respect. It helps individuals avoid unintentionally offending or misunderstanding people from different cultural backgrounds.
- *Conflict Resolution*: Miscommunications and misunderstandings stemming from cultural differences can lead to conflicts. Knowledge of intercultural communication can help mitigate these issues and promote conflict resolution.
- *Business and Diplomacy*: In international business and diplomacy, understanding the communication styles, customs, and etiquette of different cultures is imperative for building successful relationships and partnerships.
- *Education*: In multicultural educational settings, teachers and students must navigate cultural diversity effectively. Knowledge of intercultural communication aids educators in creating inclusive and effective learning environments.
- *Social Integration*: In diverse societies, individuals with various cultural backgrounds need to interact and cooperate. Effective intercultural communication promotes social cohesion and integration.

1. Which of the following are important in intercultural communication? (**UGC NET 26th Dec 2021 Morning paper**)

- A. Valuelessness  
B. Absence of respect  
C. Power distance  
D. Individualism  
E. Gender roles

B, C and D only

A, B and E only

C, D and E only

A, B and C only

Check

Question: 1 of 3 questions

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### 3. Cultural Differences

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For effective interpersonal communication to take place in a global world, you need to know how cultures differ and how these differences influence communication. Research supports several major cultural distinctions that have an impact on communication:

#### 1. Uncertainty Avoidance

Some cultures prefer predictability, with high-uncertainty-avoidance cultures valuing order. Meanwhile, low-uncertainty-avoidance cultures tolerate risk and ambiguity. High-ambiguity-tolerant cultures comfortably accept uncertainty, while low-ambiguity-tolerant cultures feel uncomfortable and try to avoid it.

#### 2. Masculinity–Femininity

Cultures either value traditionally masculine or feminine traits. Masculine cultures emphasize assertiveness and competition, while feminine cultures stress compromise and negotiation.

#### 3. Power Distance

This relates to power distribution in a society. High-power-distance cultures exhibit significant power gaps, whereas low-power-distance cultures have more balanced power distribution.

#### 4. Individualism–Collectivism

It's about the importance given to individuals versus groups. Individualist cultures prioritize personal values like power and achievement, while collectivist cultures focus on group values like cooperation and responsibility.

#### 5. High and Low Context

High-context cultures rely on implicit information, whereas low-context cultures expect explicit communication.

#### 6. Indulgence and Restraint

Cultures high in indulgence seek pleasure and fun, while cultures high in restraint emphasize control and regulation of pleasures.

#### 7. Long- and Short-Term Orientation

Long-term-oriented cultures prioritize future rewards, while short-term-oriented cultures focus more on immediate gratification and the present.

#### 1. Given below are two statements (**UGC NET 1st Oct 2020 Evening paper**)

Statement I: Cross communication promotes teamwork in the classroom

Statement II: Exactness of communication in a cross-cultural setting is flexible and responsive.

- Both Statement I and Statement II are true
- Statement I is correct but Statement II is false
- Both Statement I and Statement II are false
- Statement I is incorrect but Statement II is true

Check

Question: 1 of 2 questions

# 1. Process of Classroom Communication

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Classroom Communication is a dynamic process that involves the exchange of ideas, information, and knowledge between teachers and students. It follows a structured sequence of elements to ensure effective delivery and understanding.

The process of classroom communication is based on the given steps:

1. *Introduction:* During this stage, the teacher sets the tone and captures the attention of the students. The introduction provides an overview of the topic, establishes relevance, and may include an engaging anecdote or a thought-provoking question. It serves to create a connection between the teacher and students generating interest and anticipation.
2. *Description:* At this stage, the main content of the lecture is presented. The teacher provides detailed explanations, examples, and supporting evidence to enhance understanding. This stage encourages active listening and critical thinking as students process and absorb the information being shared. Visual aids, such as slides or diagrams, can be utilized to enhance comprehension.
3. *Conclusion:* At this stage, the teacher summarizes the main points covered, reinforces the key message, and provides closure to the presentation. The conclusion allows students to consolidate their understanding of the topic and reinforces the main takeaways.
4. *Feedback:* This stage provides an opportunity for students to ask questions, share their thoughts, and engage in discussion. This interactive component encourages active participation, fosters critical thinking, and allows students to seek clarification on any unclear aspects of the speech.
5. *Clarification:* This stage addresses any doubts or uncertainties that may have arisen during the feedback phase. The teacher responds to students' questions, provides further explanations, and offers additional examples if needed. This stage ensures that students have a clear understanding of the content and promotes effective knowledge transfer.

1. The sequence of elements in a classroom speech is: (**UGC NET 5th Jan 2022 Evening paper**)

- A. Introduction
- B. Description
- C. Feedback
- D. Clarification
- E. Conclusion

B, A, C, E, D

A, B, C, D, E

A, B, E, C, D

C, D, A, B, E

Check

Question: 1 of 4 questions

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## 2. Factors for effective Classroom Communication

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Effective classroom communication is characterized by clear and concise instructions, active listening, and engaging two-way discussions. It fosters a positive learning environment where students feel valued, understood, and encouraged to ask questions. Teachers play a vital role in facilitating this communication through their teaching methods and interpersonal skills.

To enhance the effectiveness of classroom communication, the following elements can be incorporated:

- *Being organized:* Preparedness and organization on the part of the teacher contribute to a smoother flow of communication and a well-structured learning environment.
- *Creating a conducive atmosphere in class:* Fostering a positive and inclusive classroom atmosphere encourages open communication, active participation, and a sense of belonging among students.
- *Immersive listening:* Actively listening to students' responses and providing them with undivided attention shows respect and fosters a deeper understanding of their perspectives.
- *Natural flow of information:* Presenting information in a logical and sequential manner allows for easier comprehension and retention of knowledge.
- *Immediate and regular feedback:* Providing timely feedback to students helps them track their progress, identify areas for improvement, and reinforce effective communication habits.
- *Focus on student-learning outcomes:* Aligning classroom communication efforts with specific learning objectives ensures that students grasp the intended knowledge and skills.
- *Peer group interaction:* Encouraging collaboration and interaction among students allows for the exchange of ideas, diverse perspectives, and the development of effective communication skills.
- *Participation from students:* Creating a safe and supportive environment where students feel comfortable asking questions promotes active engagement and critical thinking.
- *Balancing interactive and static elements:* Incorporating a mix of interactive activities, discussions, and traditional teaching methods maintains student interest and engagement.
- *Brainstorming approach:* Engaging students in brainstorming sessions encourages creativity, critical thinking, and effective communication among peers.
- *Understanding learners' sociometry:* Being aware of students' social dynamics and preferences for communication styles allows for tailored approaches that accommodate their individual needs.
- *Use of persuasive words and phrases:* Employing persuasive language techniques can enhance engagement, motivation, and student participation.
- *Clarity in explanations offered:* Ensuring that instructions and explanations are clear, concise, and easily understandable helps students grasp concepts more effectively.
- *Frequent repetition of the meaning in different ways:* Reinforcing key concepts through repetition in various formats supports better retention and understanding.
- *Recognizing cultural and linguistic differences among students:* Valuing and acknowledging students' diverse cultural and linguistic backgrounds fosters inclusivity and effective communication.
- *Repeated rehearsals:* Teachers can practice their delivery and fine-tune their communication skills through repeated rehearsals, resulting in more confident and effective communication.

1. Which of the following make classroom communication interesting? (**UGC NET 04th Mar 2023 Morning**)

- A. Many asides while speaking
- B. Fruitful discussions
- C. Use of relevant transitions
- D. Finding out the correct context
- E. Pressurising the students with authoritarian commands.

B, C and D only

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C, D and E only

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A, B and C only

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A, D and E only

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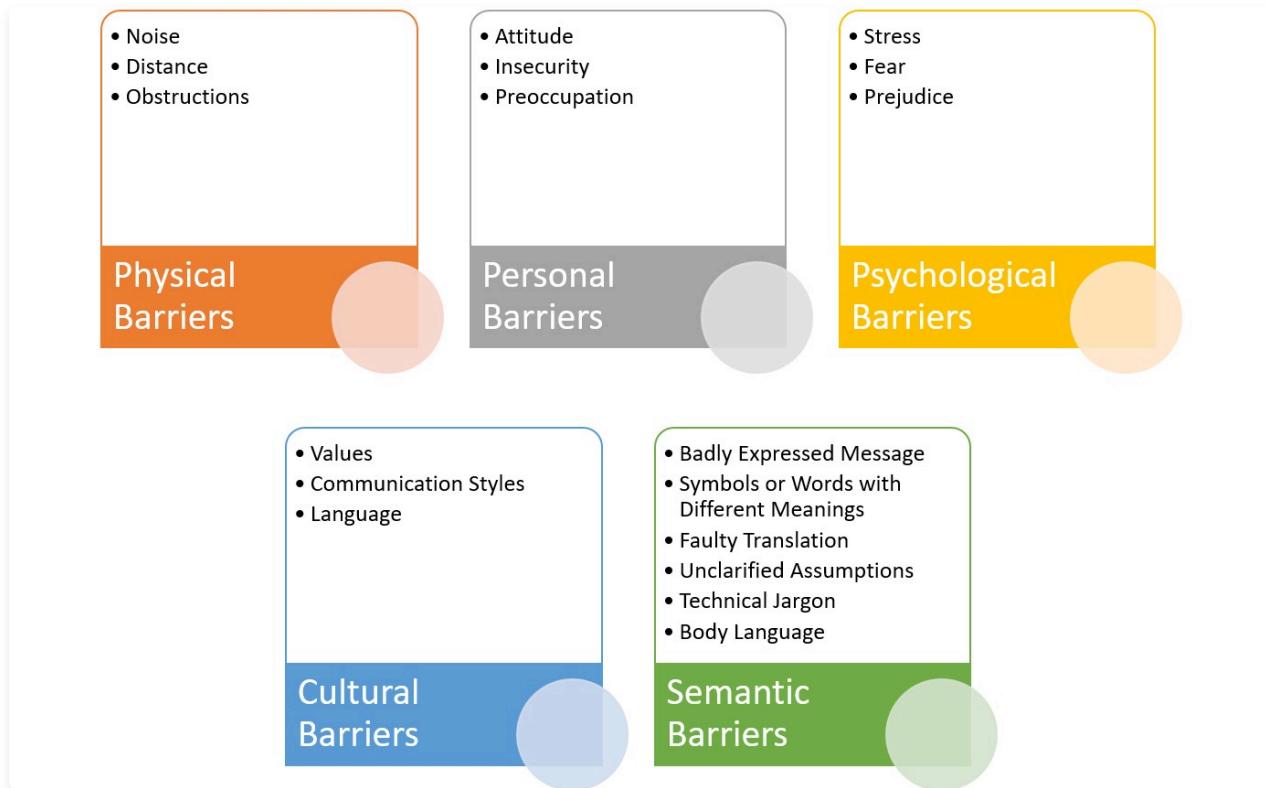
Check

Question: 1 of 4 questions

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# 1. Barriers to Communication

Communication will be effective only when employees understand, accept and act upon the information that has been transmitted to them. The sender of message must know the various barriers that can impede not only transmission of information but also affect understanding and acceptance of it. Communication barriers cause the breakdown of the communication process leading to many managerial problems.



Different Categories of barriers are discussed next.

1. Identify the barriers to communication from the list given below : (UGC NET 20th November 2021 Evening paper)

- A. Time and distance
- B. By-passed instructions
- C. Encoding of thoughts and ideas
- D. Decoding of thoughts and ideas
- E. Logical sequence

- D and E only
- A and B only
- C and D only
- B and C only

Check

Question: 1 of 2 questions

# 1. Barriers to Communication

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Physical obstacles that impede the transmission of messages are called physical barriers. Examples of physical barriers include:

- *Noise*: High levels of noise in the environment can make it difficult for people to hear and understand messages.
- *Distance*: When people are physically far apart, it can be challenging to communicate effectively, especially when relying on face-to-face communication.
- *Physical Obstructions*: Objects or structures that physically block or interfere with communication, such as walls or partitions, can be physical barriers.

1. Which of the following is an example of physical barrier to communication? (**UGC NET 22<sup>nd</sup> November 2021 E paper**)

Verbalism

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Inattention

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Cultural disparity

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Ill health

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Check

Question: 1 of 1 questions

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# 1. Barriers to Communication

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Personal barriers to communication refer to individual factors that can impact the transmission and understanding of messages. Examples of personal barriers include:

- *Attitude*: Negative attitudes or perceptions can prevent people from actively listening or engaging with messages.
- *Insecurity*: People who are insecure may have difficulty communicating effectively, as they may be too nervous or self-conscious to express themselves clearly.
- *Preoccupation*: People who are preoccupied with their own thoughts or activities may not be fully present or attentive to messages.

1. Which of the following can be considered as personal barriers in communication? (**UGC NET 21st Oct 2022 M shift**)

- a. Regular message assessment
- b. Immediate feedback
- c. Poor retention
- d. Failure to respond
- e. Trust deficit in encoder

c, d, e

b, c, d

a, b, c

a, c, d

Check

Question: 1 of 1 questions

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## 1. Barriers to Communication

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Psychological barriers to communication refer to mental or emotional factors that can impact the transmission and understanding of messages. Examples of psychological barriers include:

- *Stress*: High levels of stress can make it difficult for people to think clearly or communicate effectively.
- *Fear*: People who are afraid or anxious may have difficulty expressing themselves or engaging with messages.
- *Prejudice*: Prejudices or biases can impact how people perceive and interpret messages, leading to misunderstandings or misinterpretations.

1. Which of the following can be considered as psychological barriers to effective communication? (**UGC NET 29t 2020 Morning paper**)

- a. Descriptive message
- b. Inattentiveness
- c. Too much reliance on the written word
- d. Limited retention
- e. Logical organization
- f. Flow of thought

b, c and d only

c, d and e only

d, e and f only

a, b and c only

Check

Question: 1 of 5 questions

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# 1. Barriers to Communication

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Cultural differences can impact how messages are perceived and understood. Examples of cultural barriers include:

- *Differences in Values:* Different cultures may have differing values, beliefs, and norms, which can impact how messages are perceived and understood.
- *Differences in Communication Styles:* Different cultures may have distinct styles of communication, such as the use of body language, tone of voice, or gestures, which can lead to misunderstandings.
- *Differences in Language:* Language differences can create barriers to communication, especially when people are not fluent in the same language or when technical terms are used.

1. In communication, cross-cultural barrier refers to: **(UGC NET 29<sup>th</sup> Nov 2021 Evening paper)**

- Perceptions of people
- Sincerity of speaker
- General human values
- Physical entities

Check

Question: 1 of 2 questions

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# 1. Barriers to Communication

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Semantic barriers to communication refer to difficulties with language, including the use of jargon or technical terms that may not be understood by the recipient. Some examples are:

- Badly Expressed Message
- Symbols or Words with Different Meanings
- Faulty Translation
- Unclarified Assumptions
- Technical Jargon
- Body Language and Gesture Decoding

1. Semantic barrier of communication is implied when the: **(UGC NET 24th June 2019 Evening Paper)**

- signal is lost before reaching the receiver
- message transmitted by the source is unclear
- receiver's attention is diverted
- receiver does not understand the meaning of the message

Check

Question: 1 of 3 questions

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# 1. Barriers to Communication

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Few other barriers of communication are filtering, selective perception, information overload, emotional disconnects, lack of source familiarity or credibility, workplace gossip, semantics, gender differences, differences in meaning between Sender and Receiver, and biased language.

- *Filtering* is the distortion or withholding of information to manage a person's reactions. Example of filtering include a manager who keeps his division's poor sales figures from his boss, the vice president, fearing that the bad news will make him angry. A gatekeeper who doesn't pass along a complete message is also filtering.
- *Information overload* can be defined as "occurring when the information processing demands on an individual's time to perform interactions and internal calculations exceed the supply or capacity of time available for such processing." Messages reach us in countless ways every day. Some are societal—advertisements that we may hear or see in the course of our day. Others are professional—e-mails, and memos, voice mails, and conversations from our colleagues. Others are personal—messages and conversations from our loved ones and friends. Add these together and it's easy to see how we may be receiving more information than we can take in. This state of imbalance is known as information overload.
- *Emotional disconnects* happen when the Sender or the Receiver is upset, whether about the subject at hand or about some unrelated incident that may have happened earlier. An effective communication requires a Sender and a Receiver to be open to speaking and listening to one another. Both parties may have to put their emotions aside to achieve the goal of communicating clearly. A Receiver who is emotionally upset tends to ignore or distort what the Sender is saying. A Sender who is emotionally upset may not present ideas effectively.
- *Gender* refers to the social and cultural characteristics associated with being male or female, including norms, behaviors, values, and attitudes. Gender can influence communication style, expectations, and power dynamics.
- *Defensiveness* refers to the tendency of individuals to protect themselves and their position in a conflict or challenge by denying responsibility, making excuses, or attacking others. This can create a barrier to effective communication and problem-solving.

1. Which of the following are barriers to effective communication? (**UGC NET 21st June 2019 Morning Paper**)

- (a) Physical noise  
(b) Semantic noise  
(c) Psychological noise  
(d) Non-semantic noise

(a), (b) and (c)

(a), (c) and (d)

(a) and (d) only

(a), (b) and (d)

 Check

Question: 1 of 4 questions

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## 2. Selectivity in Communication

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Selectivity in communication refers to the deliberate and sub-unconscious process of choosing what information to pay attention to and what to filter out. It is influenced by factors such as personal interests, beliefs, and cognitive limitations, and it plays a significant role in shaping how individuals perceive and interpret the world around them. Selectivity can lead to a narrowing of focus, as people tend to prioritize information that aligns with their existing biases, preferences, and goals, while ignoring or discounting information that contradicts or challenges their existing views.

Different kinds of selectivity in Communication are: (1) selective exposure (2) selective attention (3) selective perception (4) selective retention.

### 1. Selective Exposure

Selective exposure refers to the fact that individuals tend to accept communication messages consistent with their existing attitudes and beliefs.

4 parts of Selective Exposure are:

1. *Involvement*: when we are a part of something, we are most interested in it and want to know more about it.
2. *Proximity*: a less popular TV show will air after a popular TV show in hopes that people won't change the channel.
3. *Utility*: we expose ourselves to people we feel will be useful.
4. *Reinforcement*: We don't expose ourselves to things that make us feel bad.

### 2. Selective Attention

Selective attention is the cognitive process where individuals filter and prioritize specific incoming stimuli while ignoring others, allowing only chosen information to enter their conscious awareness.

5 parts of Selective Attention are:

1. *Novelty*: New things get your attention, Old things don't get your attention.
2. *Concreteness*: we like to see what is actually going on.
3. *Less Competing Stimuli*: we pay more attention where there is less competition.
4. *Momentum*: once you start paying attention, you keep paying attention, and vice versa
5. *Utility*: we expose ourselves to people we feel will be useful.

### 3. Selective Perception

It refers to the fact that individuals tend to interpret stimuli in terms of their existing attitudes or beliefs. Four parts of Selective Perception are:

1. *Understand Biases*: Our self-interests shape what we see and hear.
2. *Reduce Ambiguity*: create all sorts of misunderstandings.
3. *Use Redundancy*: use of additional or repetitive information to enhance understanding.
4. *Focus on the Listener's Needs*: such as need for control; need for inclusion; need for affection; and need for efficacy.

### 4. Selective Retention

It refers to an individual's tendency to recall only information pertinent to their own needs and dispositions. Four parts of Selective Retention are:

1. *Redundancy & Repetition*: individuals tend to remember information that is reinforced through repetition or redundancy.
2. *Utility*: we expose ourselves to people we feel will be useful.
3. *Primacy/Recency*: often remember the first and the last, but the middle fades out
4. *Salience*: might not be as interesting/useful, but you remember it because you've never thought about that before.

1. We listen attentively to and favorably interpret messages which boost our self-image, and reject or misinterpret which threaten that image. This is called: (**UGC NET 25th June 2020 Evening paper**)

- communication selectivity
- image rationalization
- communication distortion
- change resistance

 Check

Question: 1 of 2 questions

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### 3. Effective Communication Skills

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Effective communication skills encompass the ability to convey messages clearly and concisely, actively listen to others, and adapt communication to suit the audience and context. These skills involve not only speaking and writing but also non-verbal cues like body language, and they play a vital role in building strong relationships, resolving conflicts, and achieving successful outcomes in both personal and professional interactions.

By employing the following strategies, individuals can enhance their communication abilities:

- *Enhance Clarity:* Use clear and concise language, organize thoughts coherently, and avoid ambiguity. Clear communication ensures that the message is easily understood by others.
- *Active Listening:* Give full attention to the speaker, focus on understanding their message, and provide appropriate responses. Active listening demonstrates respect, empathy, and a genuine interest in understanding others.
- *Non-Verbal Communication:* Pay attention to body language, facial expressions, gestures, and tone of voice. These non-verbal cues can significantly impact the message being conveyed and help establish rapport and connection.
- *Adaptability and Flexibility:* Tailor communication style, tone, and approach to suit the specific context and needs of the audience. Adapting to different situations and individuals enables effective communication and fosters understanding.
- *Cultural Sensitivity:* Recognize and respect cultural differences in communication styles, values, norms, and language. Cultural sensitivity promotes inclusivity and helps avoid misunderstandings and conflicts.
- *Empathy:* Seek to understand others' perspectives, feelings, and experiences. Demonstrating empathy allows for more meaningful and compassionate communication.
- *Feedback:* Encourage open and honest feedback, both giving and receiving it constructively. Feedback helps clarify understanding, address misconceptions, and improve future communication.
- *Emotional Intelligence:* Be aware of your emotions and those of others, and manage them effectively. Emotional intelligence enables better self-expression, understanding, and relationship-building.
- *Conflict Resolution:* Develop skills in resolving conflicts and disagreements peacefully and constructively. Effective communication during conflicts promotes understanding, collaboration, and mutually beneficial outcomes.
- *Continuous Learning:* Cultivate a mindset of continuous learning and improvement in communication skills. Seek feedback, reflect on experiences, and actively seek opportunities to develop and refine communication abilities.

#### 1. What are the barriers to effective communication? (UGC NET Jul 2016)

- Moralizing, being judgmental and comments of consolation
- Personal statements, eye contact and simple narration
- Dialogue, summary and self-review
- Use of simple words, cool reaction and defensive attitude

Check

Question: 1 of 4 questions

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## 4. Types of Listeners

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Listening is a fundamental component of effective communication, and individuals can exhibit various listening styles or types. These listening styles reflect how people approach and engage with information when they are on the receiving end of a conversation or message. By recognizing and adapting to different listening styles, communicators can enhance the clarity and impact of their messages, ultimately leading to more successful and productive interactions.

Listeners can be categorized into 4 general types based on their level of engagement and understanding:

### 1. Non-listeners

These individuals show little to no effort in hearing and understanding what is being said. They may appear disinterested, have a blank stare, and exhibit nervous mannerisms or gestures. Non-listeners often have their minds elsewhere and may not actively engage in the conversation.

### 2. Marginal listeners

Marginal listeners listen superficially, focusing more on formulating their own responses rather than fully understanding the message. They can be easily distracted by environmental factors, such as noises or their own thoughts. Marginal listeners may miss important details or nuances in the conversation.

### 3. Evaluative listeners

Evaluative listeners actively try to hear the speaker's words but tend to focus solely on the content without considering the speaker's intent or non-verbal cues. They are often logical and unemotional, evaluating the message based on its logical merits rather than considering the speaker's emotions or underlying meaning.

### 4. Active listeners

Active listening represents the highest level of engagement and understanding. Active listeners suspend their own thoughts and judgments, focusing their attention on understanding the speaker's perspective. They aim to comprehend not only the words spoken but also the emotions, thoughts, and intentions behind them. Active listeners pay attention to non-verbal cues, such as body language and facial expressions, to gain a comprehensive understanding of the speaker's message.

Drag the words into the correct boxes

- is engaged in information other than the one need
- pays heed to the communicated information occasionally
- receives information without processing the significance in the context of communication
- looks into the relevance of the information for understanding its implication

Non-listeners  
Marginal listeners  
Evaluative listeners  
Active listeners

Check

Question: 1 of 1 questions

# 1. Mass Media

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Mass media refers to various forms of communication that reach a large audience simultaneously. It includes platforms such as television, radio, newspapers, magazines, and the internet. Mass media plays a crucial role in shaping public opinion, disseminating information, and facilitating the exchange of ideas on a global scale.

Examples of traditional mass media include major television networks like AajTak and Zee News, popular radio stations, widely circulated newspapers such as The Times of India and The Hindu, and widely read magazines like India Today, Time, and National Geographic.

In recent times, new forms of mass media have emerged with the rise of digital platforms. Social media platforms like Facebook, Instagram, and Twitter have become powerful channels for mass communication. Online news portals, video-sharing platforms like YouTube, and streaming services like Netflix and Amazon Prime Video have also become prominent examples of mass media in the modern era. Moreover, podcast platforms such as Spotify and Apple Podcasts have gained popularity as mass media platforms for audio content, while online forums and blogs contribute to mass communication and information dissemination.

1. In mass communication the audience is: **(UGC NET 22<sup>nd</sup> Mar 2023 Morning)**

- Relatively small
- Identifiable
- Heterogeneous
- Homogeneous

Check

Question: 1 of 4 questions

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## 2. Characteristics of Mass Media

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Mass media possesses several characteristics that distinguish it as a powerful communication medium.

Some of the key characteristics of mass media are given below:

- *Wide reach:* Mass media has the ability to reach a vast audience simultaneously, spanning across regions, countries, and even continents. It has the potential to influence and communicate with millions or even billions of people.
- *Mass dissemination of information:* Mass media facilitates the rapid and widespread distribution of news, information, and entertainment. It plays a crucial role in keeping the public informed about current events, social issues, and cultural developments.
- *Visual and auditory impact:* Mass media employs a combination of visuals, audio, and written content to capture attention and convey messages effectively. Television, films, and online videos use visual and auditory elements to engage and connect with the audience.
- *Persuasive influence:* Mass media holds persuasive power and the ability to shape public opinion and influence attitudes and behaviors. Advertisements, political campaigns, and social campaigns utilize mass media to sway public perception and promote certain ideas or products.
- *Interactive engagement:* With the advent of digital media, mass media has become more interactive, allowing for audience participation and engagement. Social media platforms, online forums, and live streaming enable users to share their thoughts, comments, and reactions in real-time.
- *Rapid dissemination of information:* Mass media has the capacity to rapidly disseminate breaking news and information, allowing for immediate access to critical updates and events.
- *Influence on cultural norms:* Mass media plays a significant role in shaping cultural norms, values, and trends. It introduces new ideas, promotes societal change, and reflects the cultural landscape.
- *Gatekeeping:* Mass media acts as a gatekeeper by selecting, filtering, and presenting information to the audience. Editors, journalists, and content creators make decisions about what information to publish or broadcast, influencing the public's access to news and other content.
- *Commercialization:* Mass media is often driven by commercial interests, relying on advertising and sponsorships for revenue generation. Commercialization can influence content choices, formats, and distribution strategies.
- *Technological Dependence:* Mass media is heavily reliant on technology for production, distribution, and consumption. Advancements in technology have revolutionized the mass media landscape, expanding the reach and impact of various media platforms.

1. The Internet based communication for learning is: (**UGC NET 14th Oct 2022 Morning shift**)

- a. Isolated
- b. Inter dependent
- c. Interactive
- d. Automatic
- e. Wide ranging

c, d, e

a, b, c

b, c, d

a, d, e

Check

Question: 1 of 4 questions

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### 3. Mass media and Society

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Mass media has a profound impact on society, influencing various aspects of individuals' lives, shaping public opinion, and driving cultural and social change. Here are several ways in which mass media impacts society:

- *Information Dissemination:* Mass media serves as a primary source of information, keeping the public informed about current events, news, and developments worldwide. It plays a vital role in educating and creating awareness among the masses.
- *Shaping Public Opinion:* Mass media has the power to shape public opinion by influencing attitudes, beliefs, and perceptions. Through news reporting, editorial content, and persuasive messaging, mass media plays a crucial role in agenda-setting and framing issues for public discourse.
- *Cultural Influence:* Mass media contributes to the dissemination and transmission of cultural values, norms, and trends. It showcases and popularizes different cultural practices, entertainment forms, and lifestyle choices, thus influencing societal behavior and cultural identity.
- *Socialization and Identity Formation:* Mass media plays a significant role in the socialization process, shaping individuals' values, beliefs, and behaviors. Media representations, including in television shows, movies, and advertisements, can impact individuals' perceptions of themselves and others, contributing to identity formation.
- *Political Influence:* Mass media plays a crucial role in political processes, shaping public opinion about political leaders, parties, and policies. It can influence electoral outcomes, drive political debates, and mobilize public participation.
- *Consumerism and Advertising:* Mass media serves as a powerful platform for advertising and consumerism. Advertisements shape consumer preferences, influence purchasing decisions, and contribute to the growth of the economy. Mass media perpetuates consumer culture by promoting materialistic values and lifestyle aspirations.
- *Social Activism and Awareness:* Mass media can mobilize public support for social causes, promote awareness about social issues, and facilitate social change. It provides a platform for marginalized voices, fostering social activism and advocacy.
- *Entertainment and Escapism:* Mass media offers entertainment and escapism through various mediums such as movies, television shows, and online content. It provides an avenue for relaxation, recreation, and diversion from daily routines.
- *Education and Lifelong Learning:* Mass media plays a vital role in providing educational content, expanding access to information, and facilitating lifelong learning. It offers educational programs, documentaries, online courses, and resources that contribute to personal and professional development.
- *Globalization and Cultural Exchange:* Mass media transcends geographical boundaries, enabling the exchange of ideas, information, and cultural practices across different regions. It fosters global interconnectedness and understanding, facilitating cross-cultural communication.
- *Agenda-Setting:* Mass media determines the issues and topics that receive attention, setting the public agenda. By choosing what to cover and how to frame it, the media influences the public's focus and understanding of important societal matters.
- *Social Activism and Awareness:* Mass media has the potential to raise awareness about social issues, spark public debates, and mobilize social movements. It plays a vital role in advocating for social change, human rights, and equality.

#### 1. Given below are two statements: (**UGC NET 24<sup>th</sup> Mar 2023 Evening**)

Statement I: In the earlier days of mass communication, content creators played an important role in the society.

Statement II: They represented and defined reality by authoring narratives to explain to the audience.

- Statement I is true but Statement II is false.
- 
- Both Statement I and Statement II are false.
- 
- Statement I is false but Statement II is true.
- 
- Both Statement I and Statement II are true.
- 

 Check

Question: 1 of 2 questions

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## 4. Mass Communication Agencies

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### **Prasar Bharati**

it is India's largest public broadcaster. It is an autonomous body set up by an Act of Parliament and comprises the Doordarshan television network and All India Radio which were earlier media units of the Ministry of Information and Broadcasting. It was formed in 1997.

### **All India Radio**

All India Radio (AIR), officially known since 1956 as Akashvani, is the radio broadcaster of India and a division of Prasar Bharati. Established in 1936, it is the sister service of Prasar Bharati's Doordarshan, the national television broadcaster. All India Radio is one of the largest radio networks in the world. Its headquarters is at the Akashvani Bhavan in New Delhi.

### **Doordarshan**

It is an autonomous public service broadcaster owned by the Ministry of Information & Broadcasting and is one of two divisions of Prasar Bharati. It was established on 15 September 1959.

### **Press Council of India**

The Press Council of India is a statutory body in India that governs the conduct of the print media. The Press Council of India was first set in July 1966 by the Parliament on the recommendations of the First Press Commission (1952, Chairman - Justice G. S. Rajadhyaksha) with the object of preserving the freedom of the Press and of maintaining and improving the standards of press in India. The present Council functions under the Press Council Act 1978. It is a statutory, quasi-judicial body that acts as a watchdog of the press. Every year National Press Day in India is celebrated on 16<sup>th</sup> November i.e. a symbol of a free and responsible press in India.

### **Television Broadcasting Standards**

*Target Rating Points (TRP)* is a measure of the purchased points representing an estimate of the component of the target audience within the gross audience. Similar to the gross rating point, it is measured as the sum of ratings achieved by a specific media vehicle (e.g. TV channel or program) of the target audience reached by an advertisement.

Similarly, NTSC (National Television Standards Committee) is a standard used in North America and Japan. SECAM (Sequential Color Memory) is used sparingly around the world and can be found in France, parts of Greece, Eastern Europe, Russia, Africa and a few other parts of the world.

### **DAVP**

The Directorate of Advertising and Visual Publicity (DAVP) is the nodal agency of the Government of India for advertising by various Ministries and organisations of Government of India including public sector undertakings and autonomous bodies. It came into being in 1955. It has its headquarters and regional offices in DELHI and Regional offices in Bangalore and Guwahati. Its work is further facilitated by two regional distribution centres at Kolkata and Chennai.

### **Press Trust of India (PTI)**

It is the largest news agency in India. It is headquartered in Delhi and is a nonprofit cooperative among more than 450 Indian newspapers. It took over the Indian operations of the Associated Press and Reuters soon after India's independence on August 15, 1947 . It provides news coverage and information of the region in both English and Hindi. Press Trust of India is the only news agency in South Asia which operates its own communication satellite, an INSAT, to broadcast news and information.

### **Hindusthan Samachar**

It was a multilingual news agency in India. It was set up in 1948 by S. S. Apte, offering its services in 10 languages: Bengali, Oriya, Assamese, Telugu, Malayalam, Urdu, Punjabi, Gujarati, Hindi and Marathi. In 1951 the Government of Bihar subscribed to the Hindusthan Samachar, followed by many states in India. All India Radio and Radio Nepal were once subscribers. A year after a state of emergency was declared in India in 1975, Hindusthan Samachar was merged with Press Trust of India, United News of India and Bharati Samachar to form the media monopoly Samachar.

### **Journalism Institutes in India**

The Indian Institute of Mass Communication (IIMC) is an Indian media school funded and promoted by the Government of India. IIMC is an autonomous society under the Ministry of Information and Broadcasting. It is one of India's premier institutes for training, teaching and research in mass communication. It was set up by the Government of India in 1965 on the

recommendation of a team of internationally known mass communication specialists from UNESCO and the Ford Foundation. IIMC with its headquarter at Delhi also has five Regional Centres in Aizawl (Mizoram), Amravati (Maharashtra), Dhenkanal (Orissa), Jammu&Kashmir and Kottayam (Kerala).

The Indian Institute of Journalism & New Media (IIJNM) is a post-graduate school of journalism located in Bangalore, India.

Makhanlal Chaturvedi National University of Journalism and Communication, officially Makhanlal Chaturvedi Rashtriya Patrakarita Avam Sanchar Vishwavidyalaya, also known simply as Makhanlal University, is a public university located in Bhopal, Madhya Pradesh, India. Named after Makhan Lal Chaturvedi, a freedom fighter, poet and journalist, the university was inaugurated in 1991.

1. Every year Press Council of India celebrates the National Press-Day on: (**UGC NET 20<sup>th</sup> November 2021 Mo paper**)

October 15

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November 16

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May 30

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January 30

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Check

Question: 1 of 3 questions

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## 5. Other Important Concepts

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Few more concepts in Communication Process are

**Meta-Communication:** Communication about the act or process of communicating rather than focusing on the content of communication. For example, a couple that argues about how to spend their money is communicating. A couple that discusses how they argue is engaging in metacommunication.

**Narrowcasting:** Producing and designing media content in order to target a highly specific segment of the audience. Narrowcasting is often practiced by magazines, radio stations and cablecasters. It is opposite of broadcasting.

**Personal Broadcasting:** The act of individuals producing and designing content and making it available to others via digital media. Examples can include blogs and video clips available on YouTube.

**Podcasting:** A method for delivering audio or video files to users who subscribe to them.

**Really Simple Syndication (RSS):** A web feed that delivers frequently updated content to users who have subscribed to it, for example, headlines from a website that specializes in news content.

**Third person effect:** The belief that media affects other people more than yourself.

**Vanity press:** A publisher that requires its authors to pay the full cost of producing their own books.

**Blurb:** Brief laudatory comments that can be placed on the cover of a book/publication.

**Inverted pyramid:** News style that packs the most important information into the first paragraph.

**Tabloids:** Newspapers characterized by a smaller size than a standard newspaper, a single fold, and abundant photographs.

**Yellow journalism:** A style of reporting characterized by unprecedented sensationalism; it reached its peak in the Hearst-Pulitzer circulation wars of the 1890s.

**Alternative press:** Publications that provide a different viewpoint on the news, usually one that is politically radical or otherwise out of the mainstream.

**Muckraking:** Investigative journalism conducted with the goal of bringing about social reform.

**Dramatistic pentad:** Means of analyzing rhetoric in context through looking at the five factors (pentad) of act (what was done), agent (by whom it was done), scene (where it was done), agency (by what means it was done), and purpose (the goal that guided the action)

**Two-step flow:** Theory which asserts that information from media is processed first by opinion leaders who then pass it along via interpersonal channels.

**Cultivation:** Cumulative process by which television fosters beliefs about social reality including the belief that the world is more dangerous and violent than it actually is.

**Hot media:** McLuhan's term for relatively complete media that do not require significant human participation.

**Magic bullet theory:** Influential early perspective on media effects; held that media caused direct and measurable effects on individuals in the mass audience.

**MUM effect:** The reluctance to transmit bad news, shown either by not transmitting the message at all, or by delegating the task to someone else.

**Primary public:** The group of people an organization ultimately hopes to influence or gain approval from.

**Slog:** It is a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context, culture, or group of people.

1. The term 'Yellow Journalism' refers to: (UGC NET Dec 2014)

- Sensationalism and exaggeration to attract readers / viewers
- Sensational news about terrorism and violence
- Sensational news about arts and culture
- Sensational news prints in yellow paper

 Check

Question: 1 of 2 questions

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# 1. Origin of Managerial Accounting



The origin of managerial accounting can be traced back to the early stages of the Industrial Revolution and the rise of factories. Before factories, goods such as clothing were produced by independent artisans, each working in their own space. These artisans were skilled in specific crafts and were paid based on the items they produced.

However, with the advent of factories, these artisans were brought together under one roof as employees, earning a wage. This shift from independent production to mass production within factories created a new challenge: how to accurately calculate the cost per unit of production, such as the cost of producing one square foot of wool.

The need to calculate the cost per unit led to the development of early managerial accounting principles, specifically in the area of cost accounting. These principles were essential for determining not only the cost per unit but also for calculating the cost of ending inventory for the Balance Sheet and the cost of goods sold for the Income Statement. This marked the beginning of a more structured approach to internal financial management.

As the 19th century progressed, the massive scale of railroad companies necessitated further advancements in managerial accounting. The size and complexity of these companies led to the division of organizations into smaller, manageable divisions, each requiring performance evaluation. This division of labour within companies also led to the development of transfer pricing methods, which coordinated the use of resources between different divisions within the same firm.

In addition to organizational changes, railroad managers developed new metrics such as the cost per ton-mile—a measure of the cost to move one ton of freight one mile. These metrics provided crucial information for managing the vast operations of the railroads and are still in use today.

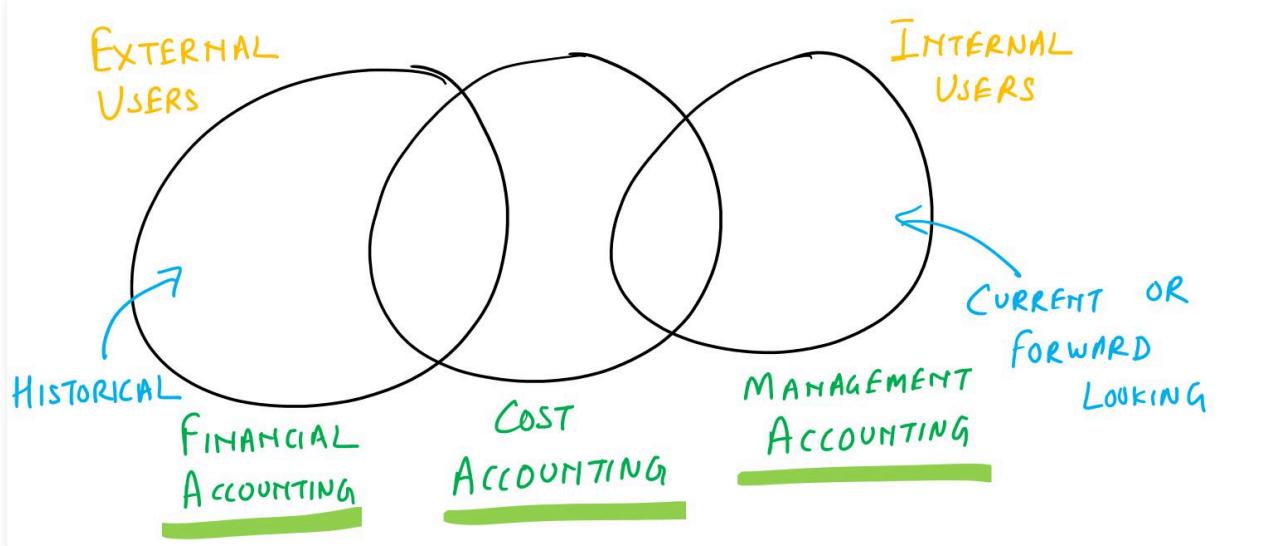
The late 19th and early 20th centuries saw the formalization of managerial accounting as businesses continued to grow and diversify. Large corporations like General Motors and DuPont were among the first to implement systematic managerial accounting practices. Techniques such as budgeting, standard costing, and variance analysis were introduced to help managers plan, control, and make informed decisions. These methods allowed companies to compare actual performance against set standards or budgets, thereby identifying inefficiencies and areas needing improvement.

Today, the rise of information technology has significantly enhanced managerial accounting by enabling real-time data collection and analysis, making it possible to provide timely and accurate information for decision-making. Enterprise Resource Planning (ERP) systems, for example, integrate various business processes, offering a comprehensive view of a company's operations and finances.

Additionally, there is an increasing focus on sustainability and corporate social responsibility (CSR), with modern managerial accounting incorporating environmental and social factors into financial analysis.

## 2. Introduction

Let us start with understanding of the meaning of Financial Accounting, Cost Accounting, and Management Accounting, as well as how they are related.



### 1. Financial Accounting

Financial Accounting is primarily concerned with providing useful financial information to external parties such as investors, creditors, and regulatory bodies. The primary focus is on preparing financial statements, including the balance sheet, income statement, cash flow statement, and statement of changes in stockholders' equity. These financial statements must comply with accounting standards and are primarily historical, quantitative, monetary, and verifiable. Financial accounting information reflects the activities of the whole organization and is usually audited by independent auditors to ensure accuracy and compliance.

### 2. Management Accounting

Management Accounting is concerned with providing relevant financial and non-financial information to internal management to aid in planning, controlling operations, making decisions, and evaluating performance. Unlike Financial Accounting, which is bound by strict standards, Management Accounting is more flexible and forward-looking, providing both historical and predictive information. It is used to address specific management needs, focusing on individual segments or divisions rather than the organization as a whole. Management Accounting often includes budgeting, forecasting, variance analysis, and performance measurement.

### 3. Cost Accounting

Cost Accounting acts as a bridge between Financial Accounting and Management Accounting. It focuses on capturing, analyzing, and controlling costs associated with producing goods or services. Cost Accounting provides detailed cost information that is used by both internal management and external parties. It involves the collection, allocation, and control of costs to determine the cost of products, services, or processes. This information is critical for financial reporting, inventory valuation, and making internal decisions about budgeting, pricing, and performance evaluation.

#### Relationship Between 3 Accounting Types

*Overlap and Integration:* Cost Accounting is closely related to both Financial and Management Accounting. It provides the necessary cost information for external financial reports (Financial Accounting) and internal decision-making processes (Management Accounting).

*Purpose and Audience:* Financial Accounting serves external stakeholders and must adhere to strict standards, whereas Management Accounting is tailored to the needs of internal management without such regulatory constraints. Cost Accounting serves both purposes by supplying detailed cost information that feeds into both Financial and Management Accounting.

*Focus Areas:* Financial Accounting is concerned with the overall financial health and reporting of the entire organization, Management Accounting focuses on the detailed performance of specific segments or processes, and Cost Accounting ensures accurate and relevant cost data are available for both these areas.



## 2. Introduction



According to CIMA (London), *Cost Accounting* is defined as:

The establishment of budgets, standard costs and actual costs of operations, processes, activities or products, and the analysis of variances, profitability or the social use of funds.

According to CIMA (London), *Management Accounting* is defined as:

An integral part of management concerned with identifying, presenting and interpreting information used for: (a) formulating strategy; (b) planning and controlling activities; (c) decision taking; (d) optimising the use of resources; (e) disclosure to shareholders and others external to the entity; (f) disclosure to employees; (g) safeguarding assets.

Management accounting involves the application of principles of accounting and financial management for determination of costs and decision-making purposes. Cost accounting supports management accounting and in turn management accounting pushes cost accounting further according to the needs of the management. Because of this strong bondage between cost accounting and management accounting, they are often seen as one and the same nowadays.

However, the scope of Management Accounting is broader than the scope of Cost Accounting. In Cost Accounting, primary emphasis is on cost and it deals with its collection, analysis, relevance interpretation and presentation for various problems of management. Management Accounting utilizes the principles and practices of Financial Accounting and Cost Accounting in addition to other management techniques for efficient operations of a company. It widely uses different techniques from various branches of knowledge like Statistics, Mathematics, Economics, Laws and Psychology to assist the management in its task of maximizing profits or minimizing losses. The main thrust in Management Accounting is towards determining policy and formulating plans to achieve desired objective of management. Management Accounting makes corporate planning and strategy effective.

The differences between Cost Accounting and Management Accountin are as follows:

### Focus and Scope

- *Cost Accounting*: Primarily concerned with the ascertainment, allocation, distribution, and accounting aspects of costs. It focuses on determining the cost of products, processes, or services and is largely historical in nature.
- *Management Accounting*: Goes beyond the scope of cost accounting by analyzing the impact and effect of costs. It provides relevant information for planning, decision-making, and controlling operations, and is more future-oriented.

### Data Source

- *Cost Accounting*: Data is mainly derived from cost accounts and focuses on capturing detailed cost information.
- *Management Accounting*: Utilizes data from both cost accounts and financial accounts. It integrates this data to provide a broader perspective for management.

### Objective

- *Cost Accounting*: Aims to determine and control costs and assist in managerial decisions related to cost efficiency.
- *Management Accounting*: Aims to assist in overall managerial decision-making, including aspects like financial planning, performance evaluation, and resource allocation.

### Techniques and Tools

- *Cost Accounting*: Relies on techniques such as standard costing, budgetary control, and marginal costing.
- *Management Accounting*: In addition to cost accounting tools, it employs techniques like cash flow analysis, ratio analysis, and sensitivity analysis, which are not typically within the scope of cost accounting.

### Application in Organization

- *Cost Accounting*: Can operate independently within an organization without requiring management accounting.
- *Management Accounting*: Requires a proper cost accounting system as a foundation for its broader analytical purposes.

### Perspective

- *Cost Accounting*: Typically focuses on short-term planning and historical data.
- *Management Accounting*: Involves both short-term and long-term planning, and its approach is often predictive and forward-looking

**Cost Management** is another important term used in cost and management accounting. Cost management is an application of management accounting concepts, methods of collection, analysis and presentation of data to provide the information needed to plan, monitor and control costs.

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