

The C *cerone*

Elevate Conversations, Foster Relations!



BUILDING EFFECTIVE COMMUNICATION

Your Learning Guide

I know that you believe that you understood what you think I said, but I am not sure you realize that what you heard is not what I meant.

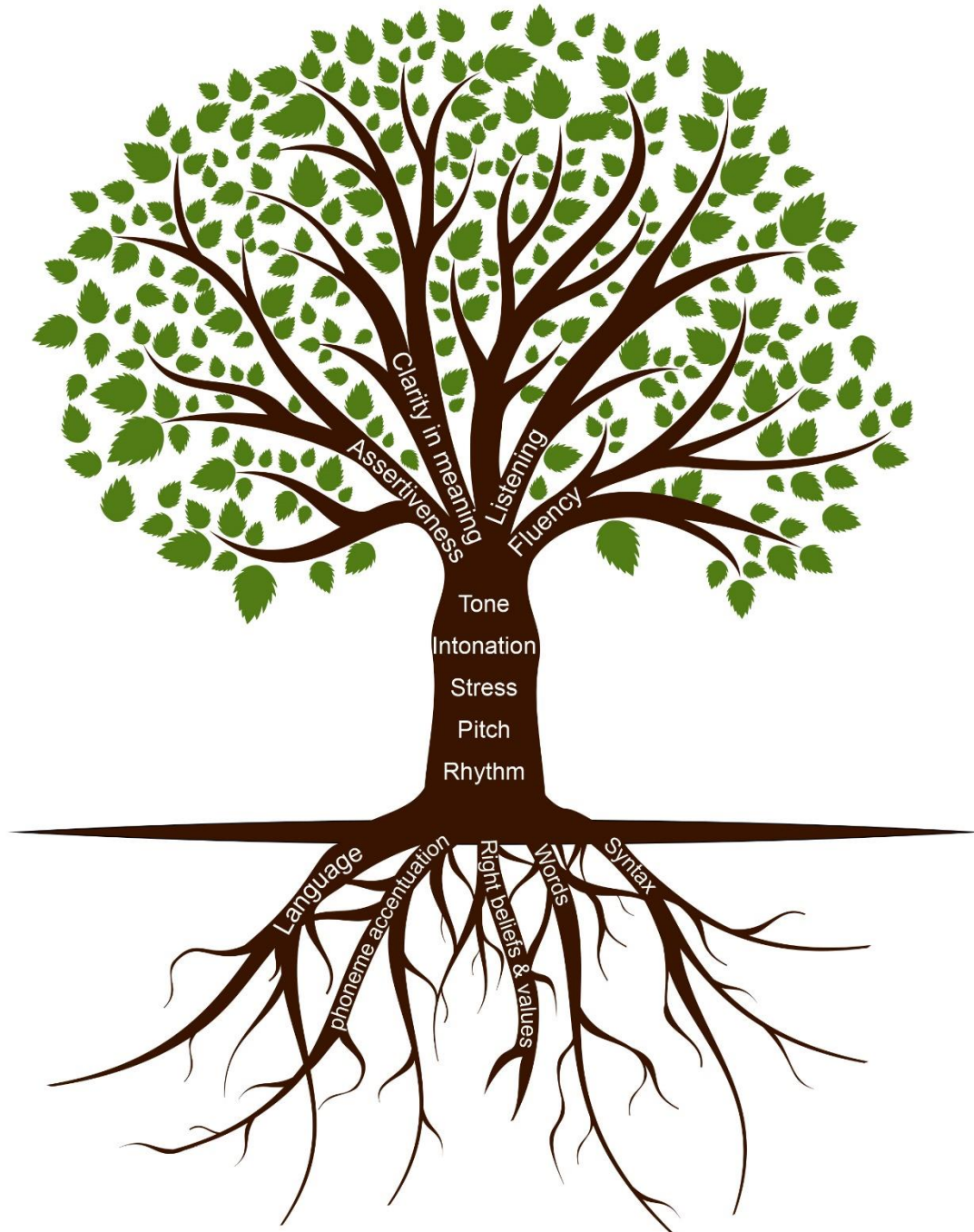
R Robert J. McCloskey, former State Department spokesman

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EFFECTIVE COMMUNICATION



COMMUNICATION FOR SUCCESS

Communication leads to community, that is, to understanding, intimacy and mutual valuing.

Rollo May

Getting Started

INTRODUCTORY EXERCISES

1. Write five words that express what you want to do and where you want to be a year from now.
2. Take those five words and write a paragraph that clearly articulates your responses to both “what” and “where.”
3. Think of five words that express what you want to do and where you want to be five years from now. Share your five words with your group and listen to their responses.
4. What patterns do you observe in the responses?
5. Write a paragraph that addresses at least one observation.

Communication is an activity, skill, and art that incorporates lessons learned across a wide spectrum of human knowledge.

THE SUCCESS SEQUENCE



Why Is It Important to Communicate Well?

LEARNING OBJECTIVES

1. Recognize the importance of communication in gaining a better understanding of yourself and others.
2. Explain how communication skills help you solve problems, learn new things, and build your career.

Communication is key to your success

Business communication can be thought of as a problem- solving activity in which individuals may address the following questions:

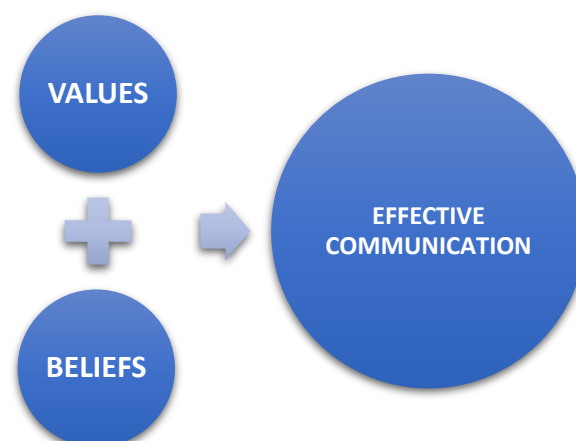
- What is the situation?
- What are some possible communication strategies?
- What is the best course of action?
- What is the best way to design the chosen message?
- What is the best way to deliver the message?

Communication Is Influenced by Your Thinking about Yourself and Others

Being unable to communicate might even mean losing a part of yourself, for you communicate

your self-concept—your sense of self and awareness of who you are—in many ways.

your ability to communicate is central to your self-concept.



How high is your self esteem

	5	4	3	2	1
Act with Confidence					Act with little confidence
Make your own decision					Let others make them for you
look for answers to problems					Let problems defeat you
take risks					Play it safe
Take actions					Give up
Control your moods and thoughts yourself					Let someone else's bad mood affect your mood
Feel exhilarated when you work hard					Feel exhausted as if you haven't accomplished anything when you work hard
Accept responsibility					Make excuses, find fault, lay blame
Measure yourself against your own standards					Measure yourself against others standard
Speak up, set limits and voice your thoughts, honestly					Swallow your opinions, your thoughts, your wishes
Walk straight and look people in the eye					Slouch, look sideways at people with downcast eyes
Respond Flexibly to changing circumstances					Hold on to what you've always done and thought because it's easy and comfortable
Act with integrity					Do whatever is expedient
Feel self-confident and self - assured					Feel shy, nervous and overconfident

WHAT DO YOU DO!!!

Pick your right choice to complete the below thoughts

CHOICES

- ➡ Focus on being the person you want to be
- ➡ Take responsibility
- ➡ Accept another's compliments
- ➡ Participate in activities you enjoy
- ➡ Take care of yourself...you deserve it!
- ➡ I can
- ➡ Associate with people who have high self esteem
- ➡ Think positive thoughts and feelings
- ➡ Acknowledge your achievements and successes
- ➡ Live in the present
- ➡ Look for something likeable

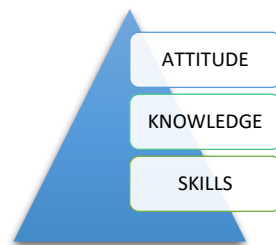
COMPLETE YOUR THOUGHTS....

1. Instead of blaming others _____ for being happy, achieving your goals and enjoying your life.
2. Instead of focusing on your faults _____ that build your confidence and make you feel good, competent and self-sufficient.
3. Instead of hanging out with losers _____ and who make you feel good about yourself.
4. Instead of sitting at home
5. Instead of being critical to yourself and others _____ in yourself and everyone else you meet.
6. Instead of trying to change others _____
7. Instead of living in the future or past _____
8. Instead of saying 'I can't do This' say _____
9. Instead of focusing on your failures _____
10. Instead of overthinking, overeating and under exercising _____
11. Instead of saying 'oh its nothing really' _____ and say Thank you and enjoy praise without embarrassment.

You want to make a good first impression on your friends and family, instructors, and employer?
Here are the top five personal qualities or skills you require:

1. Communication skills (verbal and written)
2. Strong work ethic
3. Teamwork skills (works well with others, group communication)
4. Initiative
5. Analytical skills

Communication Represents YOU! And Your Organization



KEY TAKEAWAY

Communication forms a part of your self-concept, and it helps you understand yourself and others, solve problems and learn new things, and build your career.

EXERCISES

1. Imagine that you have been hired to make “cold calls” to ask people whether they are familiar with a new restaurant that has just opened in your neighbourhood. Write a script for the phone call. Ask a group member to co present as you deliver the script orally in class, as if you were making a phone call to the member. Discuss your experience with the rest of the class.
2. Imagine you have been assigned the task of creating a job description. Identify a job, locate at least two sample job descriptions, and create one. Please present the job description to the class

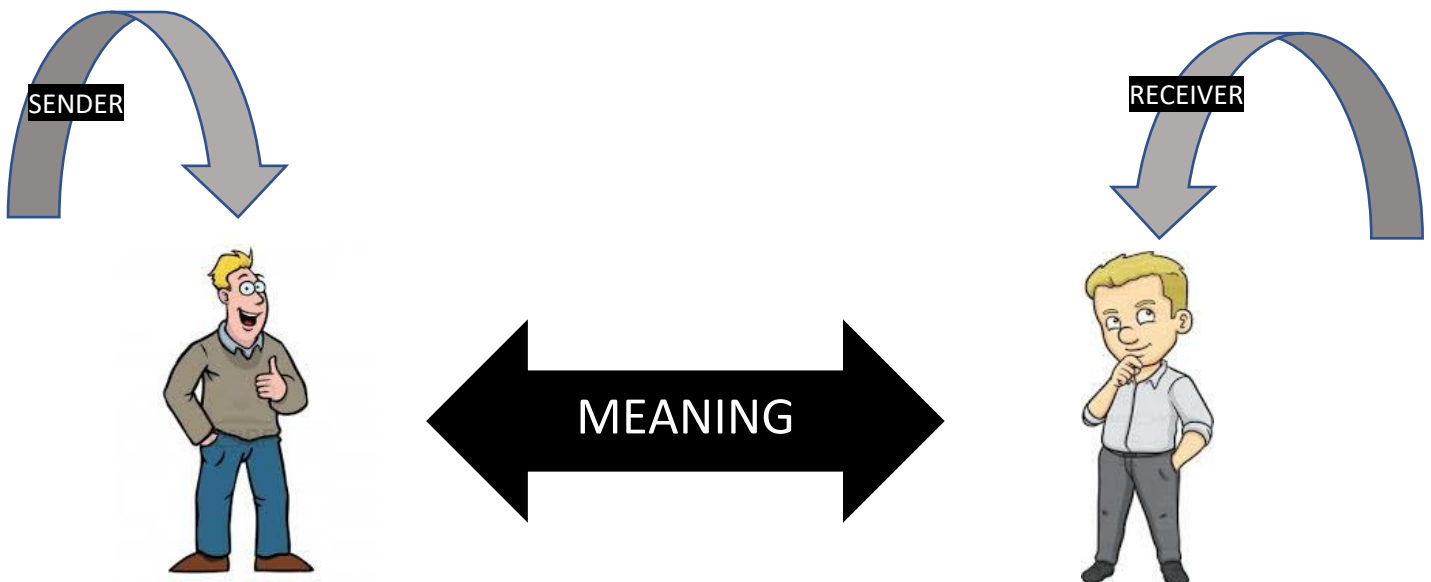
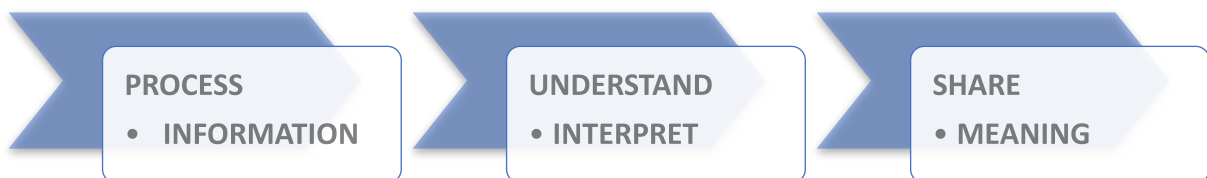
What Is Communication?

LEARNING OBJECTIVES

1. Define communication and describe communication as a process.
2. Identify and describe the eight essential components of communication.
3. Identify and describe two models of communication.

Defining Communication

The root of the word “communication” in Latin is *communicare*, which means to share, or to make common. Communication is defined as the process of understanding and sharing meaning.

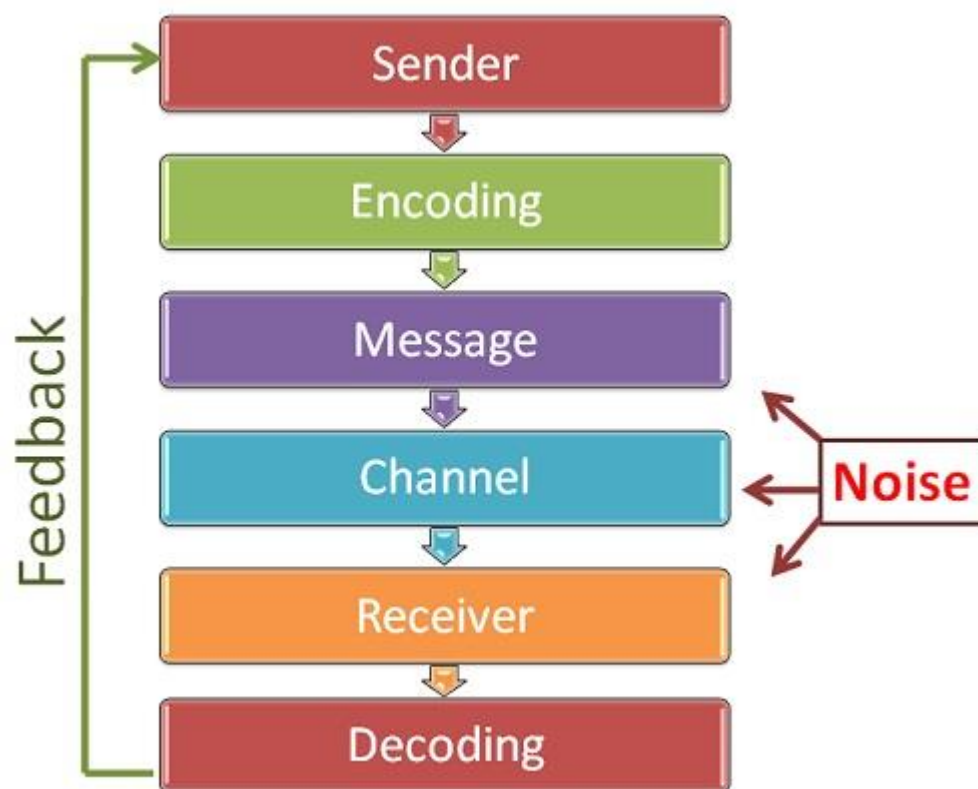


Eight Essential Components of Communication

In order to better understand the communication process, we can break it down into a series of eight essential components:

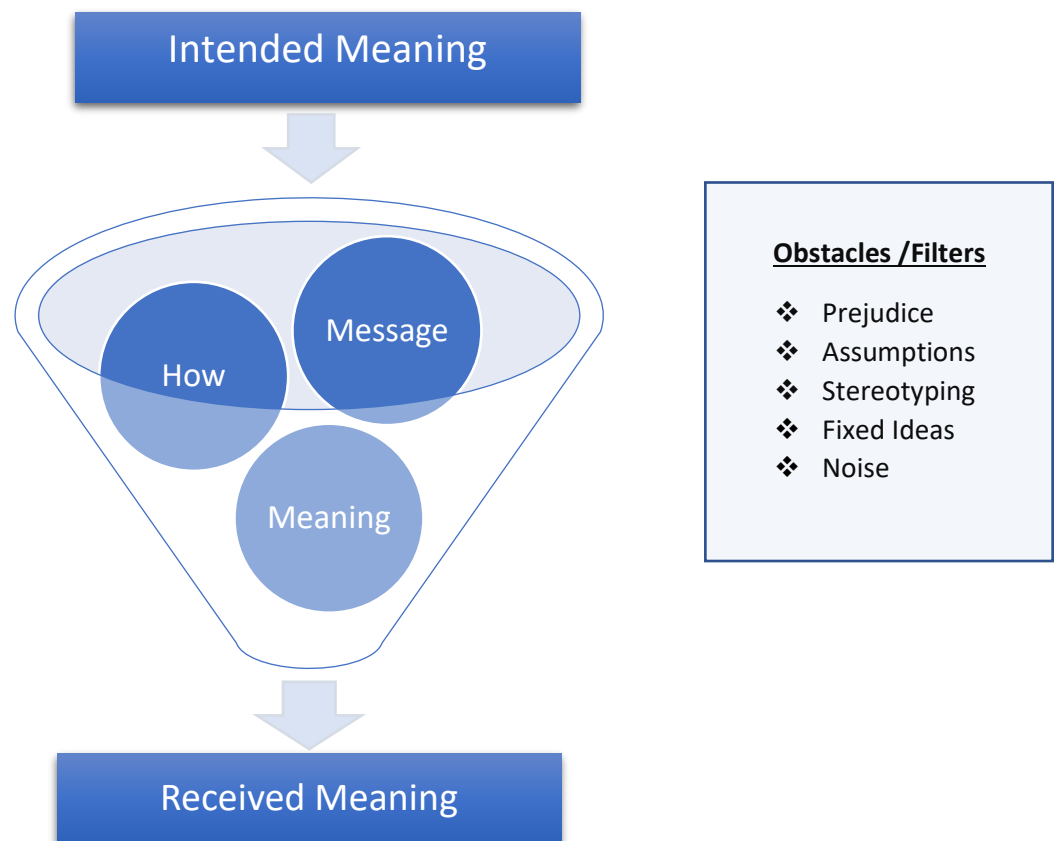
1. **Source** – Imagines, creates and sends the message (Intended Meaning)
2. **Message** – It is the stimulus or meaning produced by the source for the receiver
3. **Channel** – The way in which the message travels between source and receiver
4. **Receiver** – Receives the message from the source (Received Meaning)
5. **Feedback** – Responding to the source
6. **Environment** – It is the atmosphere, physical or psychological
7. **Context** – Involves the setting scene and expectations of the individuals
8. **Interference** – ‘Noise’ anything that blocks or changes the sources intended meaning

Each of these eight components serves an integral function in the overall process.



Intended Meaning and Received Meaning

Effectiveness of any communication is measured as the difference between the Intended Meaning and the Received Meaning.

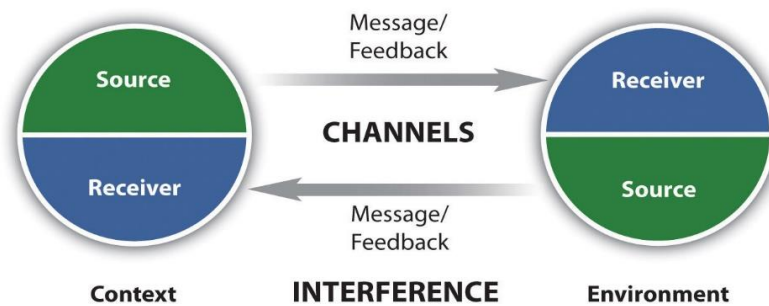


The smaller the difference between your intended meaning and received meaning, higher is the effectiveness of the communication.

Two Models of Communication

Transactional Model of Communication

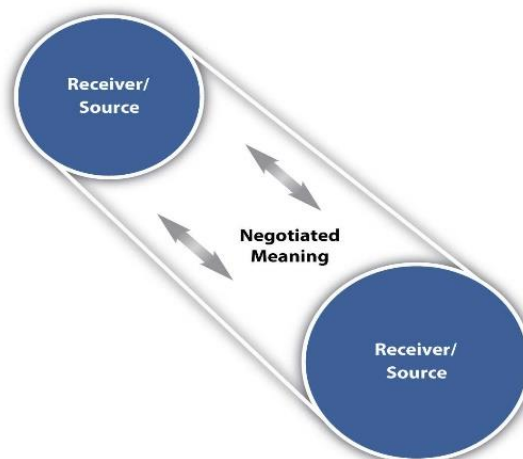
This model of communication is the exchange of message between sender and receiver where each takes turns to receive and send messages



Transactional Model of Communication

The Constructive Model of Communication

This model focuses on negotiated meaning or common ground of understanding.



The Constructive Model of Communication

KEY TAKEAWAY

The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference. Among the models of communication are the transactional process, in which actions happen simultaneously, and the constructivist model, which focuses on shared meaning.

EXERCISES

1. Draw what you think communication looks like. Share your drawing with your group. List three environmental cues and indicate how they influence your expectations for communication. Please share your results with your group.
2. How does context influence your communication? Consider the language and culture people grew up with, and the role these play in communication styles.
3. If you could design the perfect date, what activities, places, and/or environmental cues would you include to set the mood? Please share your results with your group.
4. Observe two people talking. Describe their communication. See if you can find all eight components and provide an example for each one.

Communication in Context

LEARNING OBJECTIVE

1. Identify and describe five types of communication contexts.

Now that we have examined the eight components of communication, let's examine this in context. Is a quiet dinner conversation with someone you care about the same experience as a discussion in class or giving a speech? Is sending a text message to a friend the same experience as writing a professional project proposal or a purchase order? Each context has an influence on the communication process. Contexts can overlap, creating an even more dynamic process. You have been communicating in many of these contexts across your lifetime, and you'll be able to apply what you've learned through experience in each context to business communication.

Intrapersonal Communication

When you "talk with yourself" you are engaged in intrapersonal communication.

Intrapersonal communication involves one person; it is often called "self-talk"

Your intrapersonal communication can

be positive or negative, and directly influences how you perceive and react to situations and communication with others.

What you perceive in communication with others is also influenced by your culture, native language, and your world view. As the German philosopher Jürgen Habermas said, *"Every process of reaching understanding takes place against the background of a culturally ingrained preunderstanding."*

For example, you may have certain expectations of time and punctuality. You weren't born with them, so where did you learn them? From those around you as you grew up. What was normal for them became normal for you, but not everyone's idea of normal is the same.

Interpersonal Communication

The second major context within the field of communication is interpersonal

communication. Interpersonal communication normally involves two people, and can range from intimate and very personal to formal and impersonal. You may carry on a conversation with a loved one, sharing a serious concern. Later, at work, you may have a brief conversation about plans for the weekend with the security guard on your way home. What's the difference? Both

scenarios involve interpersonal communication, but are different in levels of intimacy. The first example implies a trusting relationship established over time between two caring individuals. The second example level implies some previous familiarity, and is really more about acknowledging each other than any actual exchange of information, much like saying hello or goodbye.

Group Communication

Have you ever noticed how a small group of people in class sit near each other? Perhaps they are members of the same sports program, or just friends, but no doubt they often engage in group communication.

“Group communication is a dynamic process where a small number of people engage in a conversation.” Group communication is generally defined as involving three to eight people. The larger the group, the more likely it is to break down into smaller groups.

Public Communication

In public communication, one person speaks to a group of people; the same is true of public written communication, where one person writes a message to be read by a small or large group. The speaker or writer may ask questions, and engage the audience in a discussion (in writing, examples are an e-mail discussion or a point-counter-point series of letters to the editor), but the dynamics of the conversation are distinct from group communication, where different rules apply. In a public speaking situation, the group normally defers to the speaker. For example, the boss speaks to everyone, and the sales team quietly listens without interruption.

Mass Communication

Mass communication involves sending a single message to a group. It allows us to communicate our message to a large number of people, but we are limited in our ability to tailor our message to specific audiences, groups, or individuals. As a business communicator, you can use multimedia as a visual aid or reference common programs, films, or other images that your audience finds familiar yet engaging. You can tweet a picture that is worth far more than 140 characters, and you are just as likely to elicit a significant response. By choosing messages or references that many audience members will recognize or can identify with, you can develop common ground and increase the appeal of your message.

KEY TAKEAWAY

Communication contexts include intrapersonal, interpersonal, group, public, and mass communication. Each context has its advantages and disadvantages, and its appropriate and inappropriate uses.

EXERCISES

1. Please recall a time when you gave a speech in front of a group. How did you feel? What was your experience? What did you learn from your experience?
2. If you were asked to get the attention of your peers, what image or word would you choose and why?
3. If you were asked to get the attention of someone like yourself, what image or word would you choose and why?

Your Responsibilities as a Communicator

LEARNING OBJECTIVE

1. Discuss and provide several examples of each of the two main responsibilities of a business communicator

Whenever you speak or write in a business environment, you have certain responsibilities to your audience, your employer, and your profession. Your audience comes to you with an inherent set of expectations that you will fulfil these responsibilities. The specific expectations may change given the context or environment, but two central ideas will remain: be prepared, and be ethical.

Communicator Is Prepared

As the business communicator's first responsibility, preparation includes several facets which we will examine: organization, clarity, and being concise and punctual.

Being prepared means that you have selected a topic appropriate to your audience, gathered enough information to cover the topic well, put your information into a logical sequence, and considered how best to present it. If your communication is a written one, you have written an outline and at least one rough draft, read it over to improve your writing and correct errors, and sought feedback where appropriate. If your communication is oral, you have practiced several times before your actual performance.

- **The Prepared Communicator Is Organized**
- **The Prepared Communicator Is Clear**
- **The Prepared Communicator Is Concise and Punctual**

Communicator Is Ethical

The business communicator's second fundamental responsibility is to be ethical. Ethics refers to a set of principles or rules for correct conduct. It echoes what Aristotle called *ethos*, the communicator's good character and reputation for doing what is right. Communicating ethically involves being egalitarian, respectful, and trustworthy—overall, practicing the “golden rule” of ***treating your audience the way you would want to be treated.***

- **The Ethical Communicator Is Egalitarian**
- **The Ethical Communicator Is Respectful**
- **The Ethical Communicator Is Trustworthy**

KEY TAKEAWAY

As a communicator, you are responsible for being prepared and being ethical. Being prepared includes being organized, clear, concise, and punctual. Being ethical includes being egalitarian, respectful, and trustworthy and overall, practicing the “golden rule.”

EXERCISES

1. Recall one time you felt offended or insulted in a conversation. What contributed to your perception? Please share your comments with group.
2. When someone lost your trust, were they able earn it back? Please share your comments with group?
3. Does the communicator have a responsibility to the audience? Does the audience have a responsibility to the speaker? Why or why not? Please share your comments with group.

DELIVERING YOUR MESSAGE

“Good communication is as stimulating as black coffee and just as hard to sleep after.”- Anne Morrow Lindbergh

“The meanings of words are not in the words; they are in us.”- S. I. Hayakawa

Getting Started

INTRODUCTORY EXERCISE

1. Can you match the words to their meaning?

_____ 1. Phat	A. Weird, strange, unfair, or not acceptable
_____ 2. Dis	B. Something stupid or thoughtless, deserving correction
_____ 3. Wack	C. Excellent, together, cool
_____ 4. smack	D. Old car, generally in poor but serviceable condition
_____ 5. down	E. Insult, put down, to dishonour, to display disrespect
_____ 6. hooptie	F. Get out or leave quickly
_____ 7. my bad	G. Cool, very interesting, fantastic or amazing
_____ 8. player	H. To be in agreement
_____ 9. tight	I. Personal mistake
_____ 10. jet	J. Person dating with multiple partners, often unaware of each other

2. Do people use the same language in all settings and contexts? Your first answer might be “sure,” but try this test. For a couple of hours, or even a day, pay attention to how you speak, and how others speak: the words you say, how you say them, the pacing and timing used in each context. For example, at home in the morning, in the coffee shop before work or class, during a break at work with peers or a break between classes with friends all count as contexts. Observe how and what language is used in each context and to what degree they are the same or different.

Answers

1. 1-C, 2-E, 3-A, 4-B, 5-H, 6-D, 7-I, 8-J, 9-G, 10-F

How do you communicate?

How do you think?

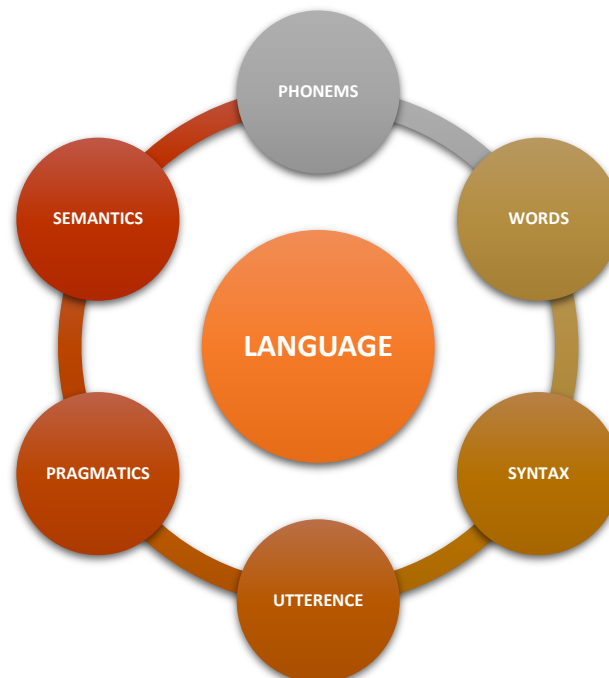
What Language do you think in?

What Is Language?

LEARNING OBJECTIVES

1. Describe and define “language.”
2. Describe the role of language in perception and the communication process.

- ☐ Words alone are Perception
- ☐ Language adds to meaning
- ☐ Language is a skill of self-expression
- ☐ “Language”: a system of symbols, words, and/or gestures used to communicate meaning.
- ☐ Variation in our use of language is a creative way to form relationships and communities, but can also lead to miscommunication.
- ☐ Language can be manipulated intentionally to convey meaning and also influences the other persons understanding of our words.
- ☐ Language needs to be POSITIVE
- ☐ Languages are living exchange systems of meaning, and are bound by context



Messages

LEARNING OBJECTIVES

1. Describe three different types of messages and their functions.
2. Describe five different parts of a message and their functions.

Primary Message Is Not the Whole Message

When considering how to effectively use verbal communication, keep in mind there are three distinct types of messages you will be communicating:

- Primary
- Secondary
- Auxiliary

Primary messages refer to the intentional content, both verbal and nonverbal. These are the words or ways you choose to express yourself and communicate your message. For example, if you are sitting at your desk and a co-worker stops by to ask you a question, you may say, "Here, have a seat." These words are your primary message.

Secondary messages refer to the unintentional content, both verbal and nonverbal. Your audience will form impressions of your intentional messages, both negative and positive, over which you have no control. Perceptions of physical attractiveness, age, gender, or ethnicity or even simple mannerisms and patterns of speech may unintentionally influence the message.

Auxiliary messages refer to the intentional and unintentional ways a primary message is communicated. This may include vocal inflection, gestures and posture, or rate of speech that influence the interpretation or perception of your message.

Parts of a Message

When you create a message, it is often helpful to think of it as having five parts:

1. Attention statement
2. Introduction
3. Body
4. Conclusion
5. Residual message

Each of these parts has its own function.

The Attention Statements

- Captures audience attention
- While it may be used anywhere in your message, it is especially useful at the outset
- The most effective strategy is the “what’s in it for me” strategy: telling them how your message can benefit them.

Introduction.

- Will make a clear statement of the topic
- Helps to establish a relationship with the audience.
- Create common ground with the audience, drawing on familiar or shared experiences
- Refer to the person who introduced you.
- Explain why you chose to convey this message at this time, why the topic is important to you, what kind of expertise you have, or how your personal experience has led you to share this message.

Body of the message

- Present your message in detail, using any of a variety of organizational structures.
- Make the main points clear, provide support for each point, and use transitions to guide readers or listeners from one point to the next.

Conclusion

- At the end of the message, the conclusion should provide the audience with a sense of closure by summarizing the main points and relating them to the overall topic.

In one sense, it is important to focus on your organizational structure again and incorporate the main elements into your summary, reminding the audience of what you have covered. In another sense, it is important not to merely state your list of main points again, but to convey a sense that you have accomplished what you stated you would do in your introduction, allowing the audience to have psychological closure.

The residual message

A message or thought that stays with your audience well after the communication is finished, is an important part of your message. Ask yourself of the following:

- What do I want my listeners or readers to remember?
- What information do I want to have the audience retain or act upon?
- What do I want the audience to do?

TRANSITION WORDS IN ENGLISH			
EMPHASIS	ADDITION	CONTRAST	ORDER
Undoubtedly	Along with	Unlike	Following
Unquestionably	Apart from this	Nevertheless	At this time
Obviously	Moreover	On the other hand	Previously
Particularly/In particular	Furthermore	Nonetheless	First / Firstly
Especially	Also	Despite/In spite of	Second/ Secondly
Clearly	Too	In contrast to	Third / Thirdly
Importantly	As well as that	Contrary	Finally
Absolutely	Besides	Whereas	Subsequently
Definitely	In addition	Alternatively	Above all
Without a doubt	Not only...But also	Conversely	Before
Indeed	In addition to this	Differing from	Last but not the least
It should be noted	Additionally	Even so	First and foremost

EUPHAMISMS	
You're Fired	We got to let you go
Poor	Economically Disadvantaged
Slum	Culturally deprived neighbourhood
Broke	Temporary negative cash flow
Used	Pre-owned
Blind	Visually challenged
Died	Passed away / grew wings
Fat	metabolically challenged
Crippled	Physically challenged

OXYMORONS
Jumbo shrimp
Cruel to be Kind
Pretty ugly
Beautifully Painful
Clearly confused
Act Naturally
Definitely maybe
Walking Dead
Deafening Silence
Only Choice
Amazingly awful
Alone together
Virtual reality
Pretty fierce
Beautiful Break

Redundancies	Tautology
Freezing cold	completely devoid
green coloured hat	free gift
fitting and proper	safe haven
added bonus	Completely unanimous
live band	shout it out loud
fell down	put your hands together and clap
very many	new innovation
important essentials	evening sunset
tiny little	hot water heater
serious crisis	he made the handmade scarf himself
final outcome	over exaggerates
past history	Unexpected Surprise
workable and feasible	short summary
total elapsed time	in my opinion I think
new addition	take turn one after the other
azure blue	necessary requirement
total and utter	prediction about the future
period of time	autobiography of his own life
accurate and correct	adequate enough
desirable benefits	hiked the summit at the top of the mountain
advance warning	
revert back	
time schedule	
hazardous and unsafe	
basic fundamentals	
alternative choices	

CUT THE EXTRA	
Unnecessary Phrases	Possible Substitute
after this is accomplished	then
assuming	if
be of assistance	help
come to an end	conclude, finish
during this time	while
due to the fact that	because, since
except in a very few instances	usually
for the purpose of	for, to
for the reason that	since, because
face up to	face, accept
gave an indication	indicated
gave the impression that	implied
has a preference for	favours, prefers
has the same appearance	resembles
in order to	to
in the vent that	if
in close proximity to	near
in the first place	first
in short supply	scarce, rare
is conducive to	helps
make the acquaintance of	meet
often do not	seldom
on the grounds that	because, since
on account of the fact that	because
renders assistance to	help, assist
shows a disregard for	ignores
subsequent to	after
the only difference being	except
the question as to whether or not	if, whether
there are not many who	few
with reference to	about
within the realm of possibility	possible

KEY TAKEAWAY

Messages are primary, secondary, and auxiliary. A message can be divided into a five-part structure composed of an attention statement, introduction, body, conclusion,

EXERCISES

1. **Using** a dictionary that gives word origins, such as the American Heritage College Dictionary, Merriam-Webster's Collegiate Dictionary, or the New Oxford American Dictionary, find at least ten English words borrowed from other languages. Share your findings with your group.
2. **Visit** several English-language Web sites from different countries—for example, Australia, Canada, and the United States. What differences in spelling and word usage do you find? Discuss your results with your group.
3. **From** your viewpoint, how do you think thought influences the use of language? Write a one- to two-page explanation.
4. **What** is meant by conditioned in this statement: "people in Western cultures do not realize the extent to which their racial attitudes have been conditioned since early childhood by the power of words to ennoble or condemn, augment or detract, glorify or demean?" Discuss your thoughts.
5. **Translations** gone wrong can teach us much about words and meaning. Can you think of a word or phrase that just doesn't sound right when it was translated from English into another language, or vice versa? Share it with the class and discuss what a better translation would be.

Principles of Verbal Communication

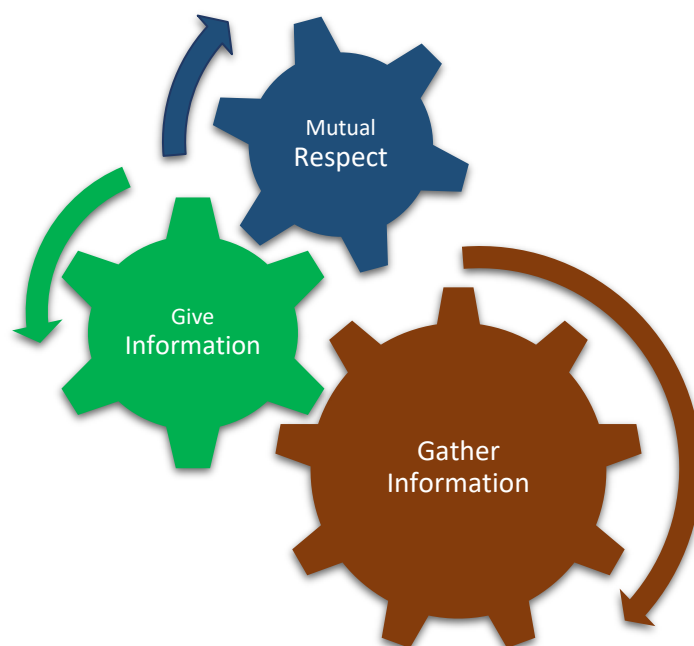
LEARNING OBJECTIVE

1. Identify and describe six key principles of verbal communication.
2. Explain how the rules of syntax, semantics, and context govern language.
3. Describe how language serves to shape our experience of reality.

Principles of COMMUNICATION

- Everything we do is communication.
- The way we begin our message often determines the outcome of the communication.
- The way a message is delivered always effects the way the message is received.
- The real communication is the message received, not the message intended.
- Communication is two - way street – we have to give as well as gather.
- It takes two to tango

The Communication Trilogy



Verbal communication is based on several basic principles.

Language Has Rules

Syntactic rules govern the order of words in a sentence

Semantic rules govern the meaning of words and how to interpret them

What does the sender or receiver need to know in order to understand its meaning? These are questions addressed by semantic rules.

Contextual rules govern meaning and word choice according to context and social custom.

Even when we follow these linguistic rules, miscommunication is possible, for our cultural context

Our Reality Is Shaped by Our Language – Our Paradigms

Language Is Arbitrary and Symbolic – Connotative and Denotative Meaning

Language Is Abstract – Environment lead ideas and concepts

Language Organizes and Classifies Reality

KEY TAKEAWAY

Language is a system governed by rules of syntax, semantics, and context; we use paradigms to understand the world and frame our communications.

EXERCISES

1. Think of at least five words whose denotative meaning differs from their connotative meaning.
2. Use each word in two sentences, one employing the denotative meaning and the other employing the connotative. Compare your results with those of your group.
3. Do you associate meaning with the car someone drives? Does it say something about them? List five cars you observe people you know driving and discuss each one, noting whether you perceive that the car says something about them or not. Discuss

Language Can be an Obstacle to Communication

LEARNING OBJECTIVES

1. Demonstrate six ways in which language can be an obstacle or barrier to communication.
2. Explain the differences between clichés, jargon, and slang.
3. Explain the difference between sexist or racist language and legitimate references to gender or race in business communication.

As you use language to make sense of your experiences, as part of our discussion, you no doubt came to see that language and verbal communication can work both for you and against you.

Language allows you to communicate, but it also allows you to miscommunicate and misunderstand. The same system we use to express our most intimate thoughts can be frustrating when it fails to capture our thoughts, to represent what we want to express, and to reach our audience. For all its faults, though, it is the best system we have, and part of improving the communication process is the clear identification of where it breaks down. Anticipate where a word or expression may need more clarification and you will be on your way to reducing errors and improving verbal communication.

In an article titled “The Miscommunication Gap,” Susan Washburn lists several undesirable results of poor communication in business: [1]

- Damaged relationships
- Loss of productivity
- Inefficiency and rework
- Conflict
- Missed opportunities
- Schedule slippage (delays, missed deadlines)
- Scope creep...or leap (gradual or sudden changes in an assignment that make it more complex

and difficult than it was originally understood to be)

- Wasted resources
- Unclear or unmet requirements

In this section we discuss how words can serve either as a bridge, or a barrier, to understanding and communication of meaning. Our goals of effective and efficient business communication mean an inherent value of words and terms that keeps the bridge clear and free of obstacles.

Cliché

Stereotyped Expressions. Thoughts or ideas that have lost their originality due to over use.

Jargon

Jargon is an occupation-specific language used by people in a given profession. Jargon does not necessarily imply formal education, but instead focuses on the language people in a profession use to communicate with each other.

Slang

A special form of language, which in some ways resembles jargon, is slang. Slang is the use of existing or newly invented words to take the place of standard or traditional words with the intent of adding an unconventional, nonstandard, humorous, or rebellious effect

Sexist and Racist Language

Some forms of slang involve put-downs of people belonging to various groups. This type of slang often crosses the line and becomes offensive, not only to the groups that are being put down, but also to others who may hear it. In today's workplace there is no place where sexist or racist

Sexist language uses gender as a discriminating factor.

Racist language discriminates against members of a given race or ethnic group

Euphemisms

In seeking to avoid offensive slang, it is important not to assume that a euphemism is the solution.

Doublespeak

Doublespeak is the deliberate use of words to disguise, obscure, or change meaning.

Doublespeak can be quite dangerous when it is used deliberately to obscure meaning and the listener cannot anticipate or predict consequences based on the (in)effective communication.

Example – Genocide- “ethnic cleansing,” is it any less deadly than when called by its true name?

KEY TAKEAWAY

To avoid obstacles to communication, avoid clichés, jargon, slang, sexist and racist language, euphemisms, and doublespeak.

EXERCISES

1. Identify at least five common clichés and look up their origins. Try to understand how and when each phrase became a cliché. Share your findings with your group.
2. Identify one slang term and one euphemism you know is used in your community, among your friends, or where you work. Share and compare with the group.
3. How does language change over time? Interview someone older than you and someone younger than you and identify words that have changed. Pay special attention to jargon and slang words.
4. Is there ever a justifiable use for doublespeak? Why or why not? Explain your response and give some examples.

Emphasis Strategies

LEARNING OBJECTIVES

1. Describe and define four strategies that can give emphasis to your message.
2. Demonstrate the effective use of visuals in an oral or written presentation.
3. Demonstrate the effective use of signposts, internal summaries and foreshadowing, and repetition in an oral or written presentation.

One key to communication is capturing and holding the audience's attention. No one likes to be bored, and no communicator likes to send boring messages. To keep your communications dynamic and interesting, it often helps to use specific strategies for emphasis. Let's examine some of these strategies and how to use them to strengthen your message.

Visual Communication

Adding the visual dimension to a document or speech can be an excellent way to hold your audience's interest and make your meaning clear. But be careful not to get carried away.

Signposts

Signposts (or indicators), are key words that alert the audience to a change in topic, a tangential explanation, an example, or a conclusion.

Common signposts include "on the one hand," "on the other hand," "the solution to this problem is," "the reason for this is," "for example," "to illustrate," and "in conclusion" or "in summary."

Internal Summaries and Foreshadowing

Like signposts, internal summaries and foreshadowing help the audience to keep track of where they are in the message. These strategies work by reviewing what has been covered and by

highlighting what is coming next. As a simple example, suppose you are writing or presenting information on how to assemble a home emergency preparedness kit. If you begin by stating that there are four main items needed for the kit, you are foreshadowing your message and helping your audience to watch or listen for four items. As you cover each of the items, you can say, "The first item," "The second item," "Now we've got X and Y in our kit; what else do we need? Our third item is," and so forth. These internal summaries help your audience keep track of progress as your message continues. (The four items, by the way, are water, non-perishable food, first aid supplies, and a dust mask.)

With this strategy, you reinforce relationships between points, examples, and ideas in your message. This can be an effective strategy to encourage selective retention of your content.

Repetition

Saying the same word over and over may not seem like an effective strategy, but when used artfully, repetition can be an effective way to drive home your meaning and help your audience retain it in their memory. Many of history's greatest speakers have used repetition in speeches that have stood the test of time. For example, British Prime Minister Winston Churchill gave a speech in 1940 that is remembered as his "We Shall Fight" speech; in it he repeats the phrase "we shall fight" no fewer than six times. Similarly, in his famous "I Have a Dream" speech, Martin Luther King Jr. repeated the phrases "I have a dream" and "let freedom ring" with unforgettable effect.

KEY TAKEAWAY

Emphasize your message by using visuals, signposts, internal summaries and foreshadowing, and repetition.

EXERCISES

1. Find a news article online or in a newspaper or magazine that uses several visuals. What do the visuals illustrate? Would the article be equally effective without them? Why or why not? Share your findings with your group
2. Find an article or listen to a presentation that uses signposts. Identify the signposts and explain how they help the audience follow the article or presentation. Share your findings with your group.

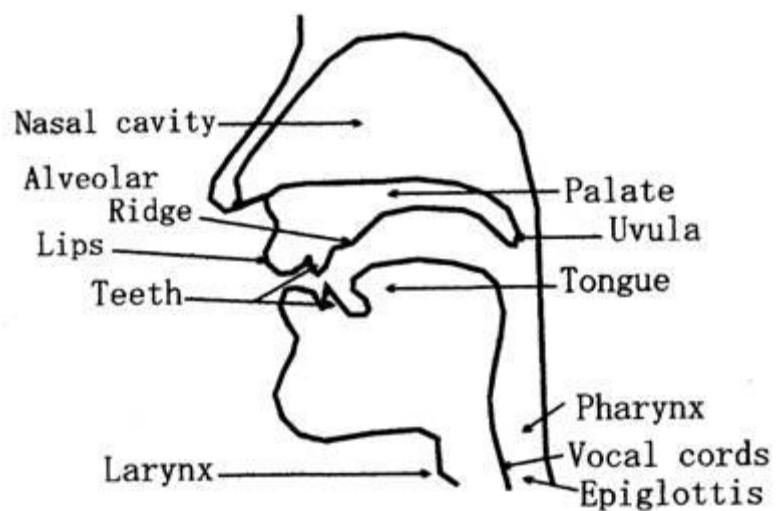
Articulators and Supra Segmental Features of Language

LEARNING OBJECTIVES

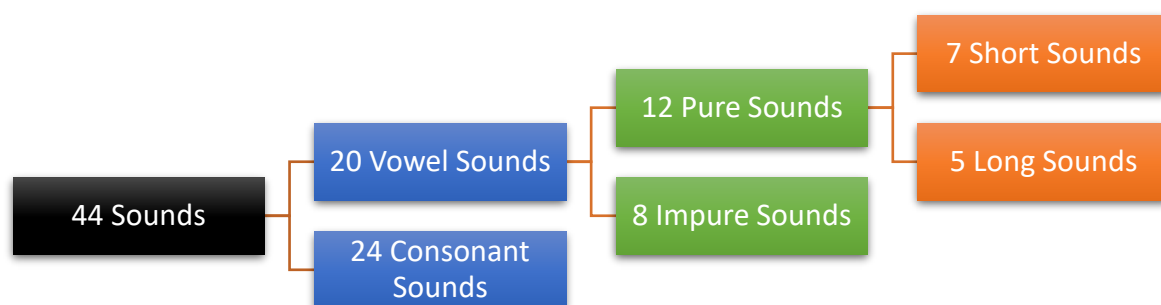
1. To understand how articulators (speech organs) work.
2. Understand sound for speech clarity.
3. Demonstrate how tone and voice modulation impact clarity in meaning

How Speech Organs work in English

SPEECH ORGANS



SOUNDS OF ENGLISH



Iː READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

A LITTLE ENCYCLOPAEDIA OF SUPRA SEGMENTAL FEATURES

Intonation - is said to convey emotions and attitudes. In its more restricted sense, 'intonation' refers simply to the variations in the pitch of a speaker's voice used to convey or alter meaning.

Examples

- She didn't go because of her time table.
- The car that had bad brakes crashed.
- You Didn't say anything about rates.
- You may be right

Inflection – is the change in one's tone or pitch as one speaks

Modulation - is the way to alter and adapt to a given situation. It is the highest degree of purpose against intonation.

Pitch – Pitch is the mental phenomenon and accentuates meaning.

Syllable – Basic unit of sound is a Syllable

Stress – is Loudness

Rhythm – It's a noticeable event happening at regular intervals of time. English speech is rhythmical.

Stress timed rhythm – it implies that stressed syllables will tend to occur at relatively regular intervals.

Tone – it is the configuration of Pitch

KEY TAKEAWAY

Language comprises of both segmental and supra segmental features. Using both appropriately determines the impact a speaker has on the audience.

EXERCISES

1. Listen to your favourite orator and try to imitate a few sentences in their style of speech.
2. Watch a movie (English) and note down dialogues where you feel voice modulation was used to convey meaning.

Improving Verbal Communication

LEARNING OBJECTIVES

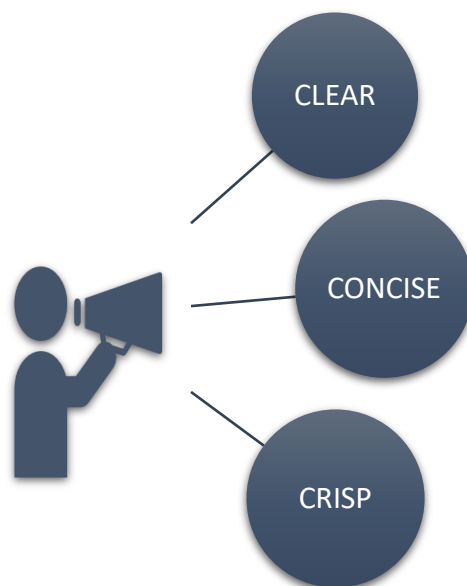
1. List and explain the use of six strategies for improving verbal communication.
2. Demonstrate the appropriate use of definitions in an oral or written presentation.
3. Understand how to assess the audience, choose an appropriate tone, and check for understanding and results in an oral or written presentation.

Throughout the chapter we have visited examples and stories that highlight the importance of verbal communication. To end the chapter, we need to consider how language can be used to enlighten or deceive, encourage or discourage, empower or destroy.

Below are the six strategies for improving verbal communication

- **Define Your Terms**
- **Choose Precise Words**
- **Consider Your Audience**
- **Take control of your tone**
- **Check for understanding**
- **Be result oriented**

REMEMBER!



Activity - "Precisely What Are You Saying?" lists some examples of phrases that are imprecise and precise. Which one evokes a more dynamic image in your imagination?

The famous writer William Safire died in 2009; he was over seventy.	The former Nixon speech writer, language authority, and New York Times columnist William Safire died of pancreatic cancer in 2009; he was seventy-nine.
Clumber spaniels are large dogs.	The Clumber Spaniel Club of America describes the breed as a “long, low, substantial dog,” standing 17 to 20 inches high and weighing 55 to 80 pounds.
We are making good progress on the project.	In the two weeks since inception, our four-member team has achieved three of the six objectives we identified for project completion; we are on track to complete the project in another three to four weeks.
For the same amount spent, we expected more value added.	We have examined several proposals in the \$10,000 range, and they all offer more features than what we see in the \$12,500 system ABC Corp. is offering.
Several different colorways are available.	The silk jacquard fabric is available in ivory, moss, cinnamon, and topaz colorways.
Officers were called to the scene.	Responding to a 911 call, State Police Officers Arellano and Chavez sped to the intersection of County Route 53 and State Highway 21.
This smartphone has more applications than customers can imagine.	
A woman was heckled when she spoke at a health care event.	

KEY TAKEAWAY

To improve communication, define your terms, choose precise words, consider your audience,

control your tone, check for understanding, and aim for results.

EXERCISES

1. Describe a simple process like brushing your teeth or opening the cap of a bottle as precisely as possible.

PERCEPTION

Understanding Your Audience

Your mind is like a parachute. It works best when it's open.

Anonymous

Getting Started

INTRODUCTORY EXERCISES

1. In order to communicate with others, you need to know yourself. Please complete a personal inventory, a simple list of what comes to mind in these five areas:

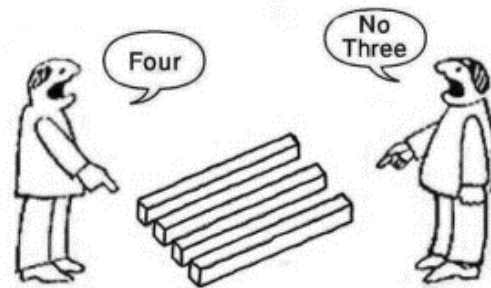
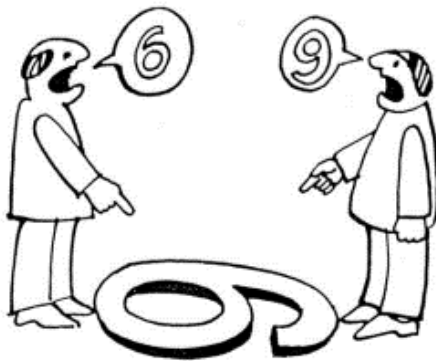
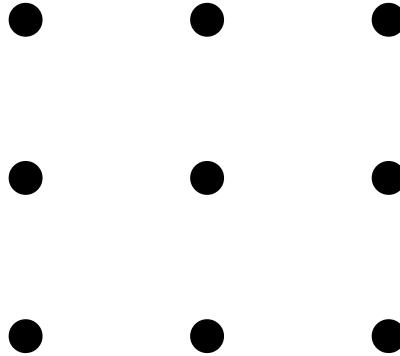
- Your knowledge: What is your favourite subject?
- Your skills: What can you do?
- Your experience: What has been your experience writing to date?
- Your interests: What do you enjoy?
- Your relationships: Who is important to you?

Now check your answers with the group – What do they think about you?

2. Please find the hidden message:

D	U	E	O	E	F	T	E
L	O	C	Y	C	N	C	P
R	Y	R	W	N	I	E	R
O	E	E	O	E	E	P	U
W	V	P	H	U	V	S	O
R	I	U	S	L	I	R	Y

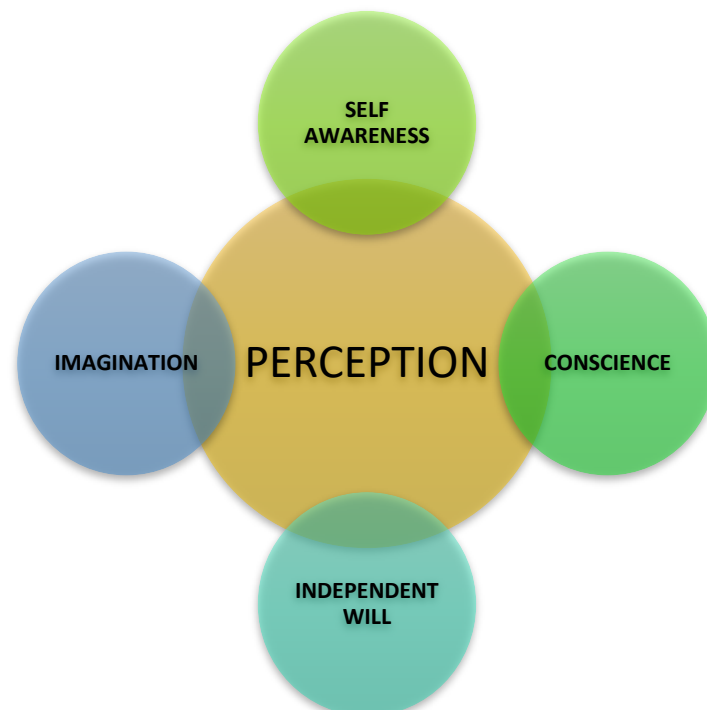
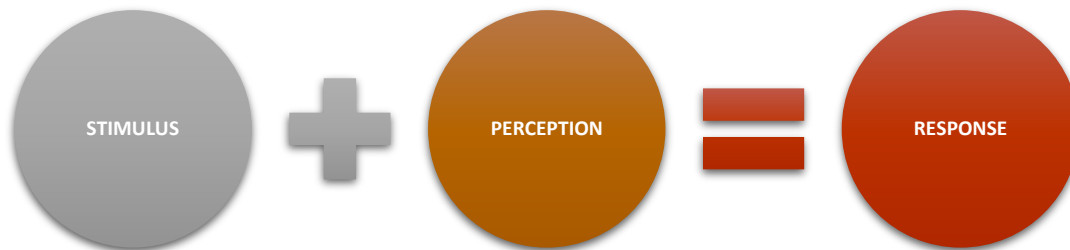
3. Connect the dots by drawing four straight lines, making sure not to lift your pen from the paper or retrace lines.



What do you see?
By shifting perspective you might see an
old woman or a young woman.



Communicating involves the translation of your thoughts and ideas to words. Speaking or writing involves sharing your perspective with others. If you talk to yourself, the action is a reflection of the communication process, but you play the role of audience. In your head, you may make sense of your words and their meaning, but when I hear what you said, what you meant may escape me.



Perception Defined

LEARNING OBJECTIVES

1. Describe the concept of perception.
2. Describe the process of selection and the factors that influence it.
3. Describe several principles of organization.
4. Explain how interpretation influences our perceptions.

Perception- is a process by which people translate sensory impressions into a coherent and unified view of the world around them

The audience has a mental road map that includes values, experiences, beliefs, strategies to deal with challenges, even scripts for behavioural expectations. You need to read the maps as closely as possibly in order to be able to communicate from common ground.

This discussion illustrates what the German philosopher Jürgen Habermas calls preunderstanding, a set of expectations and assumptions from previous experience that we apply to a new problem or situation. We draw from our experiences to help guide us to our goal, even when the situations may be completely different. We “understand” before we experience because we predict or apply our mental template to what we think is coming.

Expectations affect our perceptions.

People use conventions to guide them every day.

In business communication, conventions are always in place.

The audience will have a set of expectations

You need to achieve your goal of informing, persuading, or motivating

We often make assumptions about what others are communicating and connect the dots in ways that were not intended by the speaker.

As a business communicator, our goal is to help the audience connect the dots in the way you intend while limiting alternative solutions that may confuse and divide the audience.

THE THREE STEP PROCESS TO PERCEPTION

- **Selection**
- **Organization**
- **Interpretation**

Selection

Why we choose to pay attention to one thing over another.

Since we cannot pay attention to everything at once, we choose to pay attention to what appears to be the most relevant for us.

This action of sorting competing messages, or choosing stimuli, is called selection. Selection is one very important part of perception and awareness. You select what to pay attention to, based on what is important to you, or what you value, and that is different for each person.

Organization

Organization is the process of sorting information into logical categories or series. We often take things we perceive and organize them into categories based on what we have perceived previously.

When you write a document or give a presentation, you may not be able to anticipate all the ways an audience might organize the information you present or how they might use it, but by investing time in seeing it from their perspective, you can improve your organization and be a more effective communicator.

Gestalt Principles of Organization

In the early twentieth century, some psychologists thought we could examine parts of things, much as a scientist would examine an atom, and make a whole and complete picture regardless of context. Their theory was that the setting and scene would not influence the picture or perspective. In response to this view, other psychologists developed what they called Gestalt principles—the German word “Gestalt” referring to the unified whole. According to Gestalt theory, context matters, and the whole is greater than the sum of the parts. What you see and how you see it matters, and you yourself play a role in that perception of organization.

Gestalt principles apply not only to images or objects, but also to ideas and concepts. You can associate two or more bits of information in predictable ways, but your perspective can influence your view of the overall idea. We don't always have all the information we need to draw a conclusion, literally drawing a series of relationships to form a whole picture in our minds, so we often fill in the gaps. We guess and make logical leaps, even suspend disbelief, all in an effort to make sense of our experiences.

Interpretation is the third step in the perception process.

Sample model of Gestalt principle of organisation

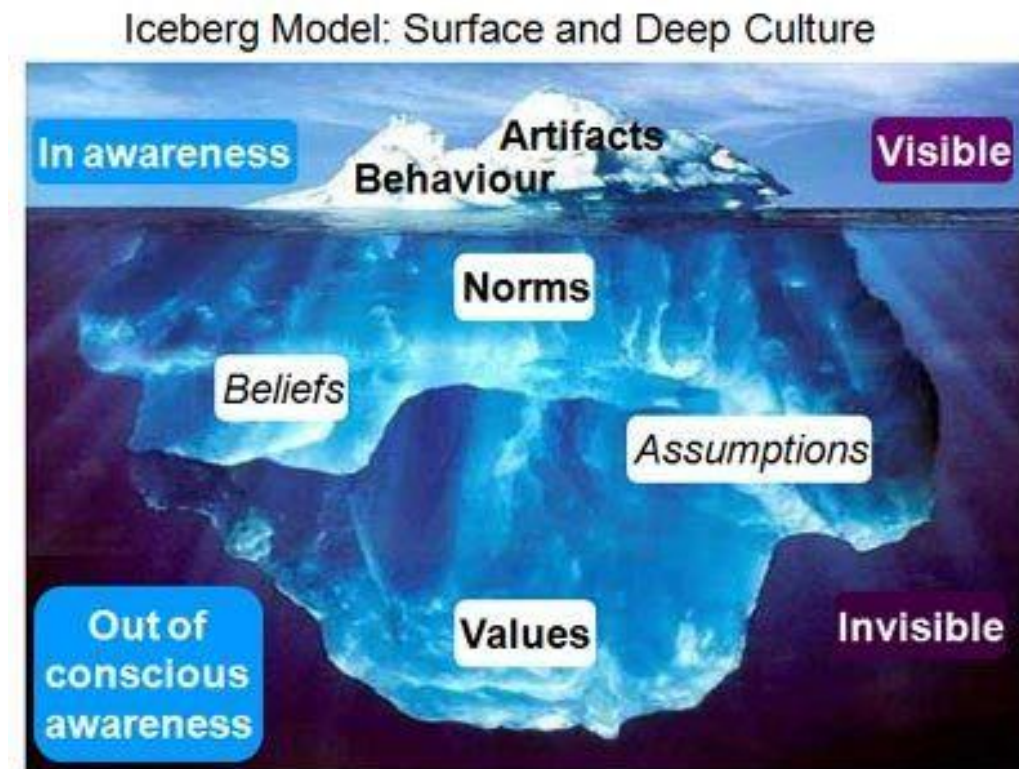
PRINCIPLE	DEFINITION	EXAMPLE
Proximity	Organization based on relationship of space to objects	Next to me on the beach, I see my daughter playing with her pail and shovel; in the middle distance, a trio of kayakers paddle by; farther away, I see several power boats, and in the far distance, the green shore of Long Island.
Continuity	Drawing connections between things that occur in sequence	I am beginning to notice a pattern in the absentee rate in our department. For the past year, more workers have been absent on the first Friday of the month than on other days. I expect we will again have many absences next Friday, as it is the first Friday of the month.
Similarity	Grouping things or concepts by properties they share	To make appliquéed candles, you will need the following: 1. Decorative material to appliqué: floral (fresh flowers, pine needles, or leaves), homey (dried beans or grains) or folksy (small nuts and bolts) 2. Candle body: fat candles (at least 4" diameter to keep dried flowers away from flame), natural coloured wax (sheets or chunks of beeswax or paraffin)

		3. Tools: a microwave flower press, a 1/2-inch paintbrush, a tin pie plate, a chip carving knife or v-tool
Uniformity	Noting ways in which concepts or objects are alike	Armored personnel carriers include the Stryker, LAV, Pandur, M113 Armored Personnel Carrier, Amphibious Assault Vehicle, Expeditionary Fighting Vehicle, Grizzly APC, Rhino Runner, Bison (armored personnel carrier), and Mamba APC.
Figure and ground	Emphasis on a single item that stands out from its surroundings	On a rock in Copenhagen Harbor stands the small statue of The Little Mermaid, a memorial to one of Denmark's most beloved citizens, Hans Christian Andersen.
Symmetry	Balancing objects or ideas equally from one side to the other	Representing the conservative viewpoint was Wall Street Journal correspondent John Emshwiller; the liberal viewpoint was argued by New York Times columnist Paul Krugman.
Closure	Tendency to use previous knowledge to fill in the gaps in an incomplete idea or Picture	The wording of the memo was, "It is important for all employees to submit their health insurance enrolment selections no than November 1," but everyone understood that it should have said, "no later than November 1."

Perceptual Strategies for success

PERCEPTUAL STRATEGY	EXPLANATION
Become an active Perceiver	We need to actively seek out as much information as possible. Placing yourself in the new culture, group, or co-culture can often expand your understanding.
Recognize each person's unique frame of reference	We all perceive the world differently. Recognize that even though you may interact with two people from the Same culture, they are individuals with their own set of experiences, values, and interests.
Recognize that people, objects, and situations change	The world is changing and so are we. Recognizing that people and cultures, like communication process itself, are dynamic and ever changing can improve your intercultural communication.
Become aware of the role perceptions play in communication	perception is an important aspect of the communication process. By understanding that our perceptions are not the only ones possible can limit ethnocentrism and improve intercultural communication.
Keep an open mind	The adage "A mind is like a parachute—it works best when open" holds true. Being open to differences can improve intercultural communication.
Check your perceptions	By learning to observe, and acknowledging our own perceptions, we can avoid assumptions, expand our understanding, and improve our ability to communicate across cultures.

THE ICEBERG MODEL FOR COMMUNICATIVE COMPETENCE



The Iceberg principle or the Principle of Omission is an observation that in many (if not most) cases only a very small amount (the 'tip') of information is available or visible about a situation or phenomenon, whereas the 'real' information or bulk of data is either unavailable or hidden.

KEY TAKEAWAY

Perceptions are influenced by how we select, organize, and interpret words and ideas.

EXERCISES

1. Do a search on “M. C. Escher” or “tessellation art.” How does Escher’s work manipulate your perception? Share your opinions with your group.
2. Think of ways to describe something you know, such as what your home looks like. Organize the information using one of the Gestalt principles (e.g., proximity, similarity, continuity, or closure).
3. Present the organized information to the group. Can your group tell which Gestalt principle you have used?
4. How does the process of perception limit our view, or expand it? Can we choose how to perceive things? Prepare a speech for discussion
5. Think of a time when you jumped to a conclusion and later learned that it was incorrect. Write a brief summary of the experience. Share and compare with Group.

LISTENING- THE LOST COMMUNICATION

The first communication skill we engage in the moment we are born is Listening.

LEARNING OBJECTIVES

1. To understand the definition of listening and how is it different from hearing.
2. Identify the characteristics of effective and ineffective listening.
3. To understand the different types of listening and how to apply strategies to improve listening skills

Of all the communication skills we use regularly, listening ranks at the top in importance.

Words of the speaker aren't meaningful until they have been attended to, interpreted and understood by the listener. Without listeners there would be no need for speakers.

The listening perspective in a communication situation can be seen as a mirror of the speaking perspective.

We LISTEN to RESPOND but never to UNDERSTAND!

Listening is not just about the content but also the context.

We listen!! Mostly not to the person, but against the person

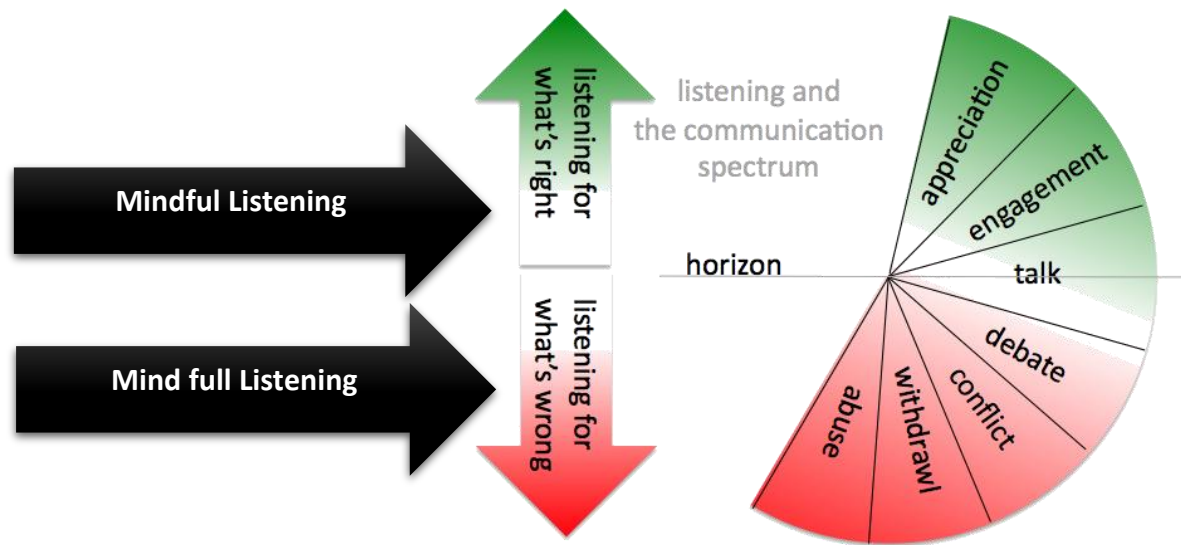
Without Listening, communication is just noise.

Listening is Mindfulness where there is no judgement not thinking but wholly present in the moment

Defining Listening

The first communication skill we engage in the moment we are born is listening. It is how we learn and acquire language. Speaking and listening, then, are always interrelated. However, although it is our first communicative behaviour, listening is usually our most underdeveloped communication skill. ***The International Listening Association (www.listen.org) defines listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (1996).***

LISTENING AND THE COMMUNICATION SPECTRUM



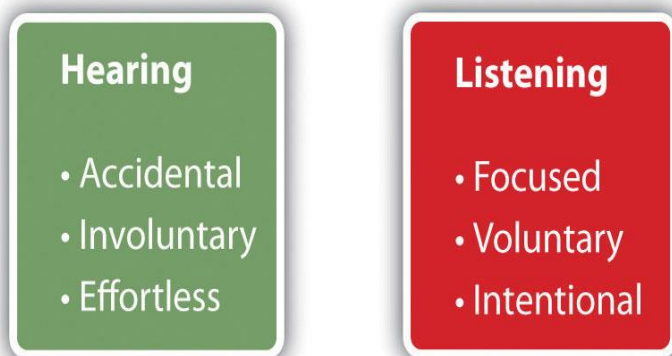
Mind Full, or Mindful?

Listening vs. Hearing

LEARNING OBJECTIVES

1. Understand the differences between listening and hearing.
2. Explain the benefits of listening.
3. Listening or Hearing

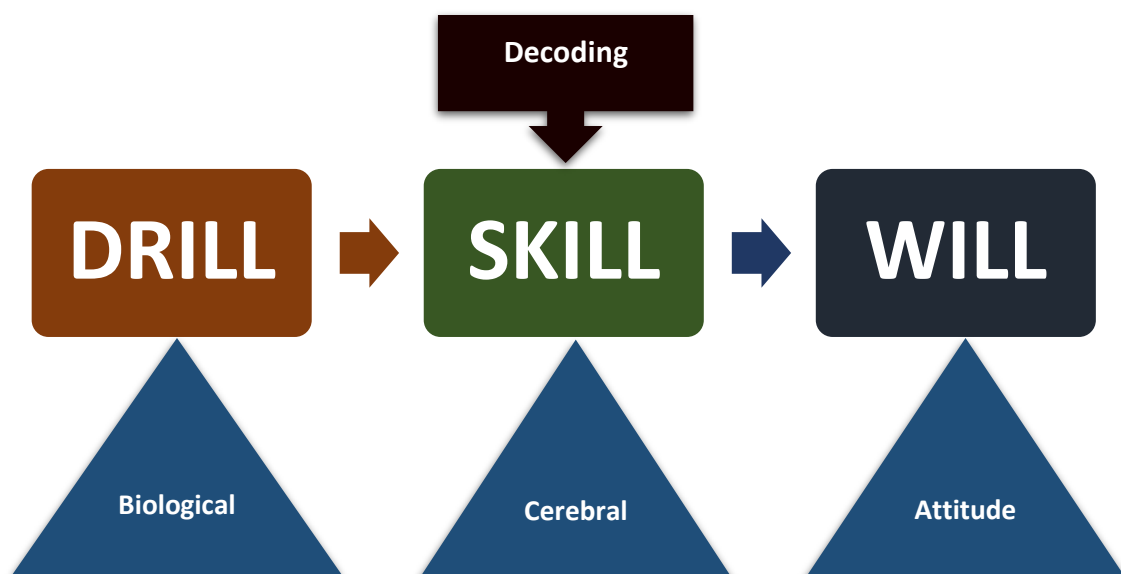
Figure 4.1 *Hearing vs. Listening*



Hearing is an accidental and automatic brain response to sound that requires no effort. Listening, on the other hand, is purposeful and focused rather than accidental. As a result, it requires motivation and effort.

Listening, at its best, is active, focused, concentrated attention for the purpose of understanding the meanings expressed by a speaker.

THE PROCESS OF LISTENING AND HEARING



In *Effective Listening: Key to Your Success* (1983), Lyman Steil, Larry Barker and Kittie Watson identify four interconnected activities as essential to the process of listening:

1. Sensing, the first step, is the actual reception of verbal and nonverbal messages.
2. Interpreting is the practice of understanding the message.
3. Evaluating refers to the process of sorting facts, information that can be verified, from opinion. Evaluating also involves concurring or rejecting the speaker's message.
4. Responding is the process of reacting with verbal and nonverbal cues to the message.

KEY TAKEAWAYS

- Hearing is the physiological process of attending to sound within one's environment; listening, however, is a focused, concentrated approach to understanding the message, a source is sending.
- Learning how to be an effective listener has numerous advantages.
 - Effective listening can help you become more effective in your interpersonal relationships.
 - Effective listening can lead others to perceive you as more intelligent.
 - Lastly, effective listening can help you become a stronger public speaker.

EXERCISE

1. With a partner, discuss how you find out when you haven't been listening carefully. What are some of the consequences of poor listening?

Different Types of Listening

LEARNING OBJECTIVE

1. To understand the different ways in which people usually listen and to understand the best method to be an effective listener

1. *Discriminative listening* allows individuals to separate fact, which is provable information, from opinion, which is more subjective and ambiguous.
2. *Comprehensive listening* is necessary for individuals to understand the message. This includes differentiating between vocal sounds in order to comprehend the emotional content of the message.
3. *Critical or evaluative listening* is used to evaluate a message before accepting or rejecting it.
4. *Therapeutic listening* allows the individual to listen without judging. The purpose of therapeutic listening is to help the speaker change or progress in some way.
5. *Appreciative listening* allows individuals to listen for entertainment or enjoyment, such as when we listen to poetry or music.

Not all types of listening are equally effective. Active listening, also known as **Reflective listening**, is the skill of listening closely and reflecting back the information to the speaker. In *Developing the Fine Art of Listening*, Hal Ritter Jr. and Patricia Wilson (2006) explain that when engaged in active listening, the listener mirrors or reflects the information by re-stating or **paraphrasing** what the speaker has said, followed by a **question** to check for the accuracy of what we thought we heard. Such listening behaviour greatly reduces miscommunication and errors in perception by clarifying the message and creating common ground.

Relational or dialogic listening, also a type of active listening, takes into account the whole listening environment and seeks to enhance personal relationships. Relationships are built through conversations, and relational or dialogic listening seeks to learn about and from the other individual in the relationship in order to further enhance mutual understanding and communication.

EXERCISE

Within your group create a scenario/Role play and collect as much information as possible. Share the information with the group and check on their listening.

Barriers to Effective Listening

LEARNING OBJECTIVE

In the listening process there are things that interfere with or get in the way of effective listening. To Understand those barriers and how to deal with

We call these situational thoughts and actions barriers to listening. In any situation, barriers prevent effective communication.

The most salient listening barriers for most people are psychological, intra-personal, or situational.

- *Intrapersonal distractions* such as interior “noise,”
- **Information overload**
- **Perceptions** of the speaker, or self- perceptions
- **Semantic noise** is the reaction we have to certain words, labels (or stereotypes) a speaker might use. These are sometimes called trigger words that distract us from hearing the factual message of the speaker.
- **Situational noise** is distraction that arises from the physical speaking
- **Ethnocentrism** is akin to egocentrism, but rather than being limited to our own personal interests we limit ourselves to the interests of our ethnic or cultural group.
- **Personal biases** are egocentric, but like self- interest they are not necessarily problematic. A bias, or prejudice is simply a preformed opinion based on our own life experience—what we have lived, what we have learned, what we have listened to.
- **Dogmatism**, opinions we hold without questioning, is a problematic personal bias.

EXERCISE

Discuss any situation when you’ve been a part of any of the barriers to listening as a speaker or a listener.

Competent vs. Ineffective Listeners

LEARNING OBJECTIVE

To distinguish between a Competent Listener and an ineffective listener

Listening scholars have also researched the traits and characteristics of competent or effective listeners. Michael Purdy, author of *Listening in Everyday Life*, has found that effective listening skills increase individual power, as after all, “speakers have little power without listeners.” Purdy conducted a study of 900 college students ages 17 to 70 in the late 1990s. Through one of his studies Purdy highlighted the twelve characteristics of competent and ineffective listeners. These are,

in order of importance:

A competent listener:

1. Uses eye contact appropriately.
2. Is attentive and alert to a speaker’s verbal and nonverbal behaviour.
3. Is patient and does not interrupt, waiting for the speaker to finish.
4. Is responsive, using verbal and nonverbal expressions.
5. Asks questions in a nonthreatening tone.
6. Paraphrases, restates or summarizes what the speaker says.
7. Provides constructive verbal and nonverbal feedback.
8. Is empathic, makes an effort to understand the speaker.
9. Demonstrates interest in the speaker as a person.
10. Demonstrates a caring attitude and is willing to listen.
11. Does not criticize, is non-judgmental.
12. Is open-minded.

An ineffective listener:

1. Interrupts the speaker, demonstrates impatience.
2. Does not make eye contact, allows his or her eyes to wander.
3. Is distracted and/or fidgety, does not pay attention to the speaker.
4. Is not interested in the speaker.
5. Gives the speaker little or no verbal and/or nonverbal feedback.
6. Changes the subject.
7. Is judgmental.
8. Is close-minded.
9. Talks too much.
10. Is self-preoccupied.
11. Gives unwanted advice.
12. Is too busy to listen.

STRATEGIES FOR BECOMING AN EFFECTIVE LISTENER

1. Defining Listening Goals - Defining a listening goal means being an active listener and taking responsibility for the outcome of a communication situation.

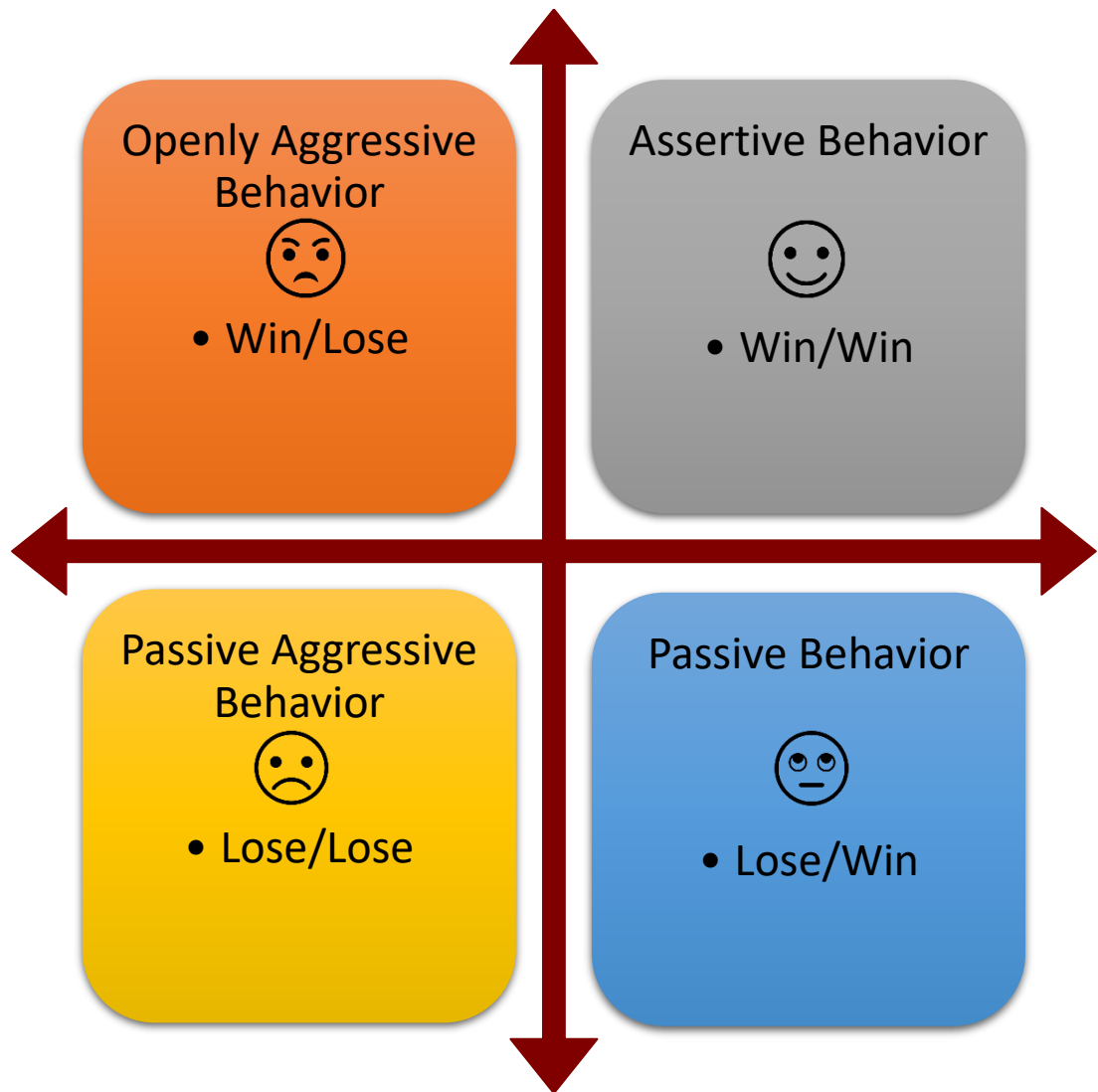
We can apply listening goals with three sets of skills that build upon each other:

- i. *Self-monitoring* (awareness) skills,
 - ii. *Skills for appreciation and informational listening* (learning), and
 - iii. *Skills for critical listening* (thinking).
-
2. Outlining and note taking
 3. Asking Probing questions
 4. Paraphrasing Information
 5. Check for Response

THE LISTENING MIND MAP



ASSERTIVENESS AND FOUR STYLES OF COMMUNICATION



The Four Basic Styles of Communication

- Passive
- Aggressive
- Passive-Aggressive
- Assertive

1. **PASSIVE COMMUNICATION** is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs.

Passive communication is usually born of low self-esteem. These individuals believe: "I'm not worth taking care of."

As a result, passive individuals do not respond overtly to hurtful or anger-inducing situations. Instead, they allow grievances and annoyances to mount, usually unaware of the build-up. But once they have reached their high tolerance threshold for unacceptable behaviour, they are prone to explosive outbursts, which are usually out of proportion to the triggering incident. After the outburst, however, they feel shame, guilt, and confusion, so they return to being passive.

Passive communicators will often:

- fail to assert for themselves
- allow others to deliberately or inadvertently infringe on their rights
- fail to express their feelings, needs, or opinions
- tend to speak softly or apologetically
- exhibit poor eye contact and slumped body posture

The impact of a pattern of passive communication is that these individuals:

- often feel anxious because life seems out of their control
- often feel depressed because they feel stuck and hopeless
- often feel resentful (but are unaware of it) because their needs are not being met - often feel confused because they ignore their own feelings
- are unable to mature because real issues are never addressed

A passive communicator will say, believe, or behave like:

- "I'm unable to stand up for my rights."
- "I don't know what my rights are."
- "I get stepped on by everyone."
- "I'm weak and unable to take care of myself."
- "People never consider my feelings."

2. AGGRESSIVE COMMUNICATION is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. Aggressive communication is born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness.

Aggressive communicators will often:

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive
- have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely
- not listen well
- interrupt frequently
- use “you” statements
- have piercing eye contact and an overbearing posture

The impact of a pattern of aggressive communication is that these individuals:

- become alienated from others
- alienate others
- generate fear and hatred in others
- always blame others instead of owning their issues, and thus are unable to mature

The aggressive communicator will say, believe, or behave like:

- “I’m superior and right and you’re inferior and wrong.”
- “I’m loud, bossy and pushy.”
- “I can dominate and intimidate you.”
- “I can violate your rights.”
- “I’ll get my way no matter what.”
- “You’re not worth anything.”
- “It’s all your fault.”
- “I react instantly.”
- “I’m entitled.”
- “You owe me.”
- “I own you.”

3. PASSIVE-AGGRESSIVE COMMUNICATION is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. Prisoners of War (POWs) often act in passive-aggressive ways to deal with an overwhelming lack of power. POWs may try to secretly sabotage the prison, make fun of the enemy, or quietly disrupt the system while smiling and appearing cooperative. People who develop a pattern of passive-aggressive communication usually feel powerless, stuck, and resentful – in other words, they feel incapable of dealing directly with the object of their resentments. Instead, they express their anger by subtly undermining the object (real or imagined) of their resentments. They smile at you while setting booby traps all around you.

Passive-Aggressive communicators will often:

- mutter to themselves rather than confront the person or issue
- have difficulty acknowledging their anger
- use facial expressions that don't match how they feel - i.e., smiling when angry
- use sarcasm
- deny there is a problem
- appear cooperative while purposely doing things to annoy and disrupt
- use subtle sabotage to get even

The impact of a pattern of passive-aggressive communication is that these individuals:

- become alienated from those around them
- remain stuck in a position of powerlessness (like POWs)
- discharge resentment while real issues are never addressed so they can't mature

The passive-aggressive communicator will say, believe, or behave like:

- "I'm weak and resentful, so I sabotage, frustrate, and disrupt."
- "I'm powerless to deal with you head on so I must use guerrilla warfare."
- "I will appear cooperative but I'm not."

4. ASSERTIVE COMMUNICATION is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others.

Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communicators will:

- state needs and wants clearly, appropriately, and respectfully
- express feelings clearly, appropriately, and respectfully
- use “I” statements
- communicate respect for others
- listen well without interrupting
- feel in control of self
- have good eye contact
- speak in a calm and clear tone of voice
- have a relaxed body posture
- feel connected to others
- feel competent and in control
- not allow others to abuse or manipulate them
- stand up for their rights

The impact of a pattern of assertive communication is that these individuals:

- feel connected to others
- feel in control of their lives
- are able to mature because they address issues and problems as they arise
- create a respectful environment for others to grow and mature

The assertive communicator will say, believe, or behave in a way that says:

- “We are equally entitled to express ourselves respectfully to one another.”
- “I am confident about who I am.”
- “I realize I have choices in my life and I consider my options.”
- “I speak clearly, honestly, and to the point.”

- “I can’t control others but I can control myself.”
- “I place a high priority on having my rights respected.”
- “I am responsible for getting my needs met in a respectful manner.”
- “I respect the rights of others.”
- “Nobody owes me anything unless they’ve agreed to give it to me.”
- “I’m 100% responsible for my own happiness.”

Benefits of being ASSERTIVE

- ❖ Makes you feel better about yourself
- ❖ Minimizes any unpleasantness
- ❖ Helps have better relations with others
- ❖ Reduces Stress
- ❖ Propels your career
- ❖ Vaults you into leadership Position
- ❖ Able to adapt to changing social and professional environment
- ❖ You know you are right

KEY LEARNING

Assertiveness allows us to take care of ourselves, and is fundamental for good mental health and healthy relationships.

Sharing Assertive Feedback

LEARNING OBJECTIVE

To understand how to share effective feedback by being assertive

Too little positive feedback.

Negative feedback has its place. To be effective it needs to be specific and non-Judgmental. Compare these two comments on a written report:

1. “I can’t believe you turned in such shoddy work. Don’t you know any better?”
2. “One of your conclusions was faulty and you had 3 typos on the report.”

Too much positive feedback.

Positive reinforcement certainly has its place, and to be effective it also needs to be specific and clear. Consider these two examples:

1. “Good job. Keep it up.”
2. “Your report was clear, your conclusions were on target, and the writing was crisp and accurate.”

Balanced feedback.

Balanced feedback provides feedback on what is being done well as well as what could be improved. The positive feedback builds confidence and reinforces the “good” behaviour you want to see more of. It clarifies expectations. It feels good. The negative feedback is given factually and preferably with suggestions for improvement.

Consider this example of balanced feedback:

1. Your report was clear, your conclusions were on target, and the writing was crisp and accurate. There were several typos, and for that I suggest more careful proofing. And one of your conclusions wasn’t clear to me. Let’s talk it over this afternoon and compare notes. Overall, great job!”

How to Share Useful – and Respectful – Feedback

1. Be clear about what you want to say before you say it
2. Share your feedback in a concise and specific manner, then you can embellish
3. Avoid generalizations
4. Be descriptive rather than evaluative.
5. 5.Own the feedback.
6. Be careful about giving advice
7. Offer Solutions
8. Share feedback at regular intervals and be sure to follow up

KEY TAKEAWAY

When done in the right way and with the right intentions, feedback can lead to outstanding performance. Employees have to know what they are doing well and not so well. For them to hear your thoughts and suggestions on ways to improve, your feedback has to be delivered carefully and frequently

EFFECTIVE BUSINESS WRITING

However great...natural talent maybe, the art of writing cannot be learned all at once.

Jean-Jacques Rousseau

Oral versus Written Communication

LEARNING OBJECTIVE

1. Explain how written communication is similar to oral communication, and how it is different.

The written word often stands in place of the spoken word. People often say “it was good to hear from you” when they receive an e-mail or a letter, when in fact they didn’t hear the message, they read it. Still, if they know you well, they may mentally “hear” your voice in your written words.

"Eight Essential Elements of Communication" summarizes the elements and provides examples of how each element might be applied in oral and written communication.

Table 4.1 Eight Essential Elements of Communication

Elements of communication	Definition	Oral Application	Written Application
Source	A source creates and communicates a message.	Jay makes a telephone call to Heather.	Jay writes an e-mail to Heather.
Receiver	A receiver receives the message from the source.	Heather listens to Jay.	Heather reads Jay’s e-mail.
Message	The message is the stimulus or meaning produced by the source for the receiver.	Jay asks Heather to participate in a conference call at 3:15.	Jay’s e-mail asks Heather to participate in a conference call at 3:15.

Channel	A channel is the way a message travels between source and receiver.	The channel is the telephone.	The channel is e-mail.
Feedback	Feedback is the message the receiver sends in response to the source	Heather says yes	Heather replies with an e-mail saying yes.
Environment	The environment is the physical atmosphere where the communication occurs.	Heather is traveling by train on a business trip when she receives Jay's phone call.	Heather is at her desk when she receives Jay's e-mail.
Context	The context involves the psychological expectations of the source and receiver.	Heather expects Jay to send an e-mail with the call-in information for the call. Jay expects to do so, and does.	Heather expects Jay to dial and connect the call. Jay expects Heather to check her e-mail for the call-in information so that she can join the call.
Interference	Also known as noise, interference is anything that blocks or distorts the communication process.	Heather calls in at 3:15, but she has missed the call because she forgot that she is in a different time zone from Jay.	Heather waits for a phone call from Jay at 3:15, but he doesn't call.

Qualities of Good Writing

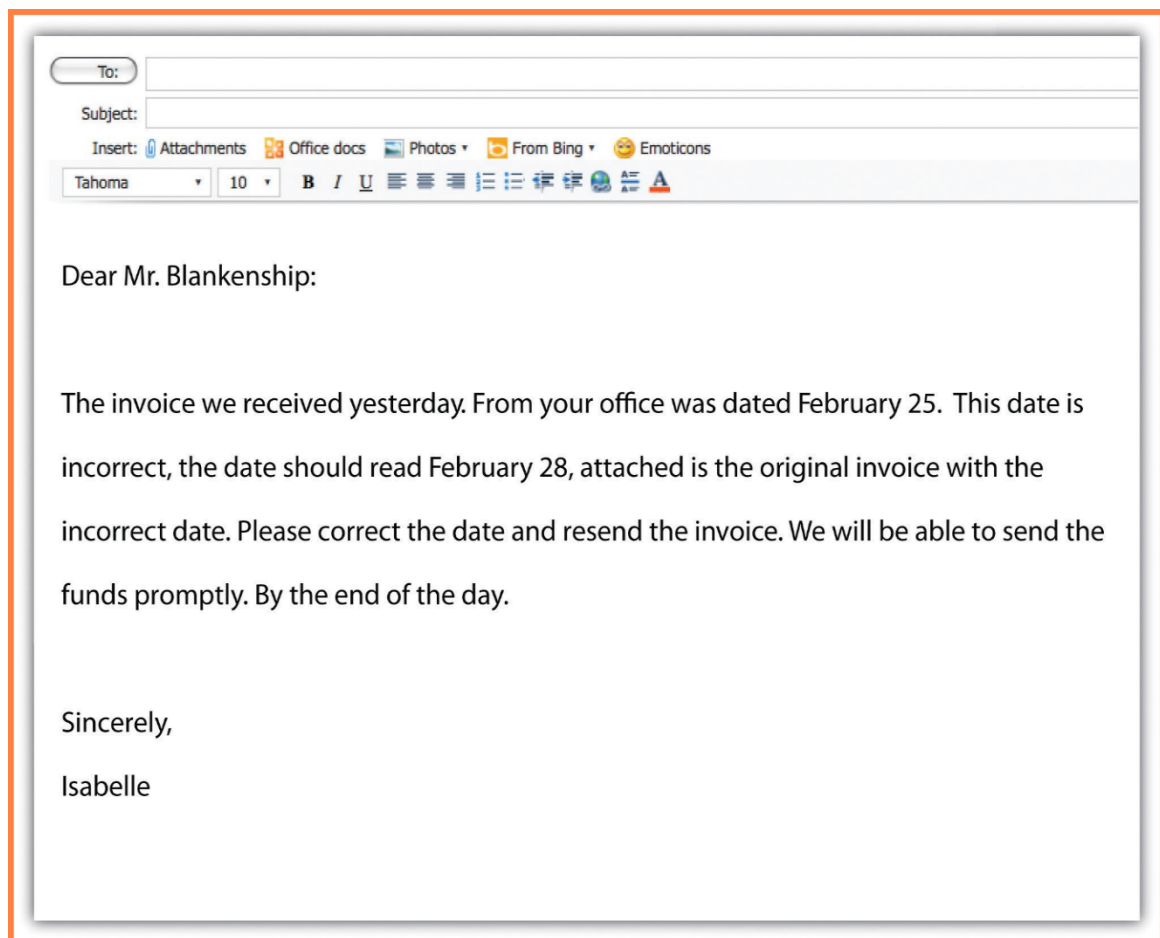
LEARNING OBJECTIVE

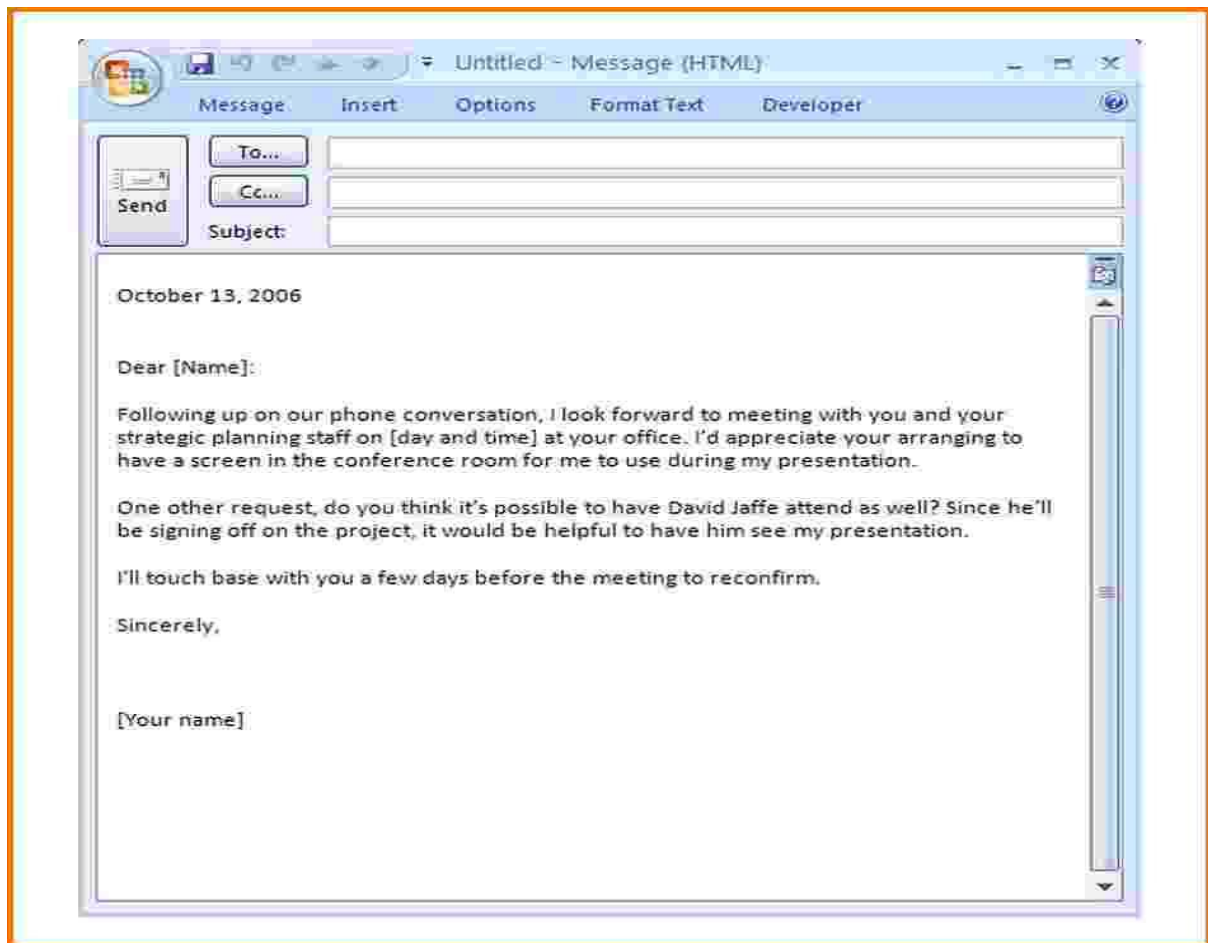
Identify the basic qualities that characterise good business writing

Any good business writing should have the following key points

- Follows the rules
- Is easy to read
- Attracts the reader
- Is clear crisp and concise
- Is Efficient and Effective
- Meets the reader's expectations
- Has the correct tone and expression?

Read before you send!





EXERCISE

Read the above emails and write your observations below

Styles in Writing

LEARNING OBJECTIVE

1. Describe and identify three styles of writing.
2. Demonstrate the appropriate use of colloquial, casual, and formal writing in at least one document of each style.

Colloquial, **casual**, and **formal** writing are three common styles that carry their own particular sets of expectations. Which style you use will depend on your audience, and often whether your communication is going to be read only by those in your company (internal communications) or by those outside the organization, such as vendors, customers or clients-

As a general rule, external communications tend to be more formal

Colloquial

Colloquial language is an informal, conversational style of writing. It differs from standard business English in that it often makes use of colourful expressions, slang, and regional phrases. As a result, it can be difficult to understand for an English learner or a person from a different region of the country.

Casual

Casual language involves everyday words and expressions in a familiar group context, such as conversations with family or close friends. The emphasis is on the communication interaction itself, and less about the hierarchy, power, control, or social rank of the individuals communicating.

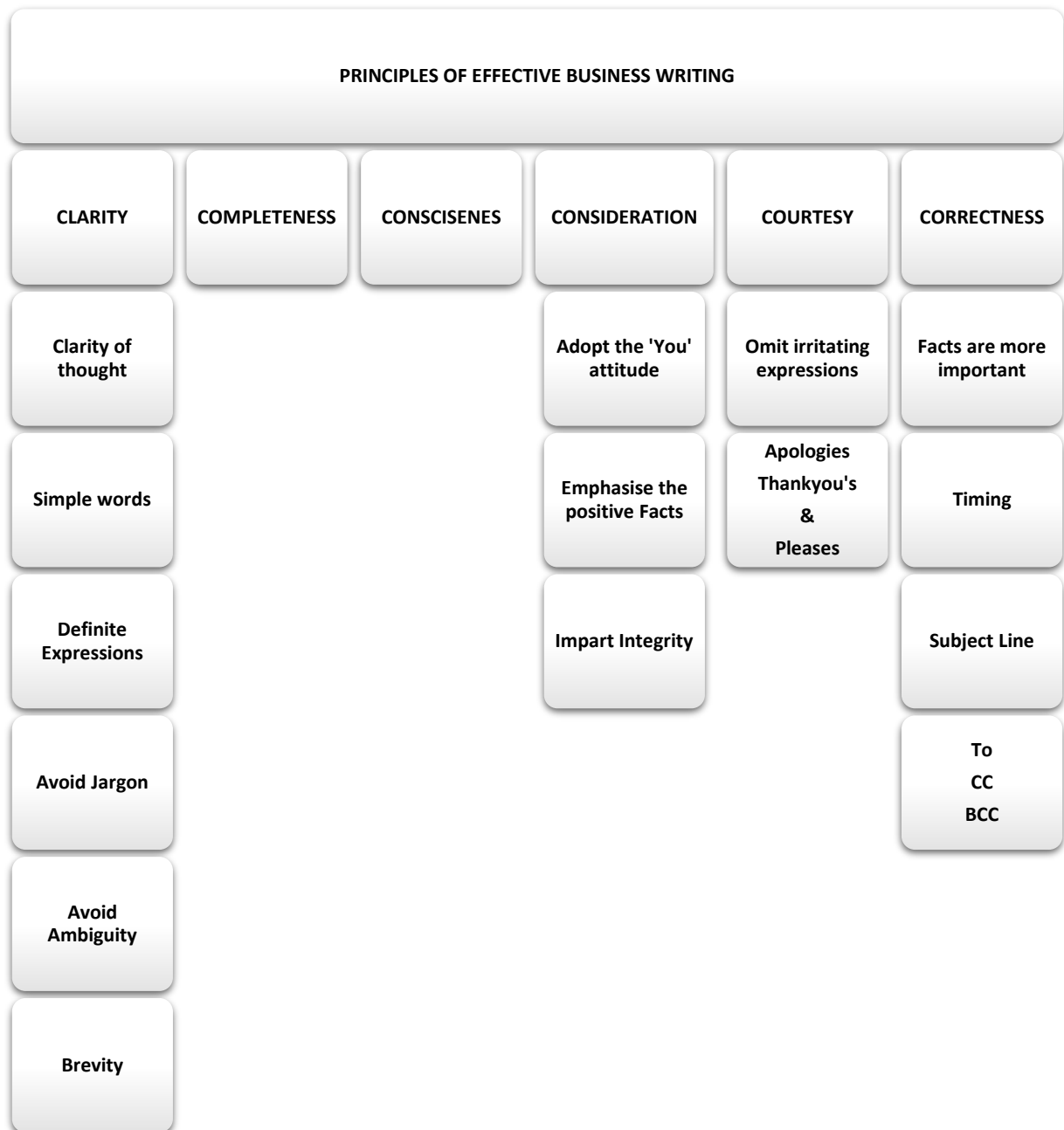
Formal

In business writing, the appropriate style will have a degree of formality. Formal language is communication that focuses on professional expression with attention to roles, protocol, and appearance. It is characterized by its vocabulary and syntax, or the grammatical arrangement of words in a sentence. That is, writers using a formal style tend to use a more sophisticated vocabulary—a greater variety of words.

Principles of Written Communication

LEARNING OBJECTIVE

1. Understand the rules that govern written language



Creating an Informative Presentation

LEARNING OBJECTIVE

1. Discuss the parts of an informational presentation
2. Understand the five parts of any presentation

An informational presentation is common request in business and industry. It's the verbal and visual equivalent of a written report. Information sharing is part of any business or organization.

- Informative presentations serve to present specific information for specific audiences for specific goals or functions.
- The type of presentation is often identified by its primary purpose or function.
- Informative presentations are often analytical or involve the rational analysis of information.
- Sometimes they simply "report the facts" with no analysis at all, but still need to communicate the information in a clear and concise format.

Any informative presentation emphasises on clear and concise communication. Hence the key questions need to be addressed.

- What is the topic?
- Who are you?
- Who is the target audience?
- What is the revenue model?
- What are the specifications?
- How was the information gathered?
- How does the unit work?
- How is the current information compared to the previous information?

Presentation Components and their functions

COMPONENT	FUNCTION
Attention Statement	Raise interest and motivate the listener
Introduction	Communicate a point and common ground
Body	Address key points
Conclusion	Summarize key points
Residual Message	Communicate central theme, moral of story, or main point

Sample Speech Guidelines

1. Topic	Choose a product or service that interests you, research it, and report your findings in your speech.
2. Purpose	Your general purpose, of course, is to inform. But you need to formulate a more specific purpose statement that expresses a point you have to make about your topic—what you hope to accomplish in your speech.
3. Audience	Think about what your audience might already know about your topic and what they may not know, and perhaps any attitudes toward or concerns about it. Consider how this may affect the way that you will present your information.
4. Supporting Material	Using the information gathered in your search for information, determine what is most worthwhile, interesting, and important to include in your speech. Time limits will require that you be selective about what you use. Use visual aids!
5. Organization	<ol style="list-style-type: none"> Write a central idea statement that expresses the message, or point, that you hope to get across to your listeners in the speech. Determine the two to three main points that will be needed to support your central idea. Finally, prepare a complete sentence outline of the body of the speech.
6. Introduction	<p>Develop an opening that will</p> <ol style="list-style-type: none"> get the attention and interest of your listeners express your central idea or message, lead into the body of your speech.
7. Conclusion	The conclusion should review and/or summarize the important ideas in your speech and bring it to a smooth close.
8. Delivery	The speech should be delivered extemporaneously (not reading but speaking), using speaking notes and not reading from the manuscript. Work on maximum eye contact with your listeners. Use any visual aids or handouts that may be helpful.

NEGATIVE NEWS AND CRISIS MANAGEMENT

Delivering a Negative News Message

LEARNING OBJECTIVES

1. List and discuss seven goals of a negative news message.
2. Write an effective negative news message.

The negative news message delivers news that the audience does not want to hear, read, or receive. Delivering negative news is never easy. Whether you are informing someone they are being laid off or providing constructive criticism on their job performance, how you choose to deliver the message can influence its response. Some people prefer their bad news to be direct and concise. Others may prefer a less direct approach. Regardless whether you determine a direct or indirect approach is warranted, your job is to deliver news that you anticipate will be unwelcome, unwanted, and possibly dismissed.

Communication is constantly present, and our ability to manage, clarify, and guide understanding is key to addressing challenges while maintaining trust and integrity with employees, stakeholders, and the public.

There are seven goals to keep in mind when delivering negative news, in person or in written form:

1. Be clear and concise in order not to require additional clarification.
2. Help the receiver understand and accept the news.
3. Maintain trust and respect for the business or organization and for the receiver.
4. Avoid legal liability or erroneous admission of guilt or culpability.
5. Maintain the relationship, even if a formal association is being terminated.
6. Reduce the anxiety associated with the negative news to increase comprehension.
7. Achieve the designated business outcome.

Four Essential Parts of a Negative Message

Below is the *Sample Script* outline to your approach to deliver a negative message.

Parts of the negative news message	Examples
Buffer or Cushion	Thanks for the feedback. We appreciate your oversight to make sure this engagement is successful.
Explanation	We want to let you know that we are experiencing infrastructure issues and also some of the frameworks used in the upgrade aren't stable.
Negative News	This unexpected delay has caused a loss of 2 productive work weeks. Hence this will result in a 2 week delay for the final delivery of the project.
Redirect	We expect that all the delivery will happen within the next 2 weeks and also to help mitigate the extra cost we will take care of the bug fixing at no extra cost. We want you to know that we value your relationship and the current engagement as the highest priority and regular updates including Sr.management oversight.

A word of counsel!!

You cannot always predict how others are going to respond to your negative news, but you can prepare for and deliver your response in ways that lower the risk of litigation in four ways:

1. Avoid abusive language or behaviour.
2. Avoid contradictions and absolutes.
3. Avoid confusion or misinterpretation.
4. Maintain respect and privacy.

Sarcasm, profanity, shouting, or abusive or derogatory language is an obstacle to clear communication.

Direct vs. Indirect Delivery

The direct and indirect delivery contrasts the elements of the two approaches.

Direct Delivery	Direct Example	Indirect Delivery	Indirect Example
		Positive introduction	Thank you for your request for leave.
Negative news message as introduction	Your request for leave has been denied.	Negative news message	We regret to inform you that your request has been denied.
Conclusion	Please contact your supervisor if you need more information.	Conclusion	Please contact your supervisor if you need more information.

The direct approach places the negative news at the beginning of the message, while the indirect approach packages the negative news between a positive introduction, sometimes called a “buffer” or cushion, and a conclusion. Your negative message may include the rationale or reasons for the decision.

The direct approach is often associated with a message where the audience values brevity and the message needs to be concise. A positive introduction often introduces the topic but not the outcome. An effective negative news statement clearly states the message while limiting the possibility of misinterpretation. An effective closing statement may provide reasons, reference a policy, or indicate a procedure to follow for more information.

KEY TAKEAWAY

Delivering negative news involves a buffer or cushion statement, an explanation, the negative news itself, and a redirecting statement. Whether you choose a direct or an indirect approach, the message should be delivered clearly and concisely, with respect for the receiver and the organization.

Eliciting Negative News

LEARNING OBJECTIVES

1. Understand the importance of feedback, even if it is negative.
2. Describe and demonstrate the effective use of open- and closed-ended questions.

- How do you know when you are doing a good job?
- How do you know when, where, and how you could do a better job?
- What makes the difference between business or organization that is stagnant and one that is dynamic?

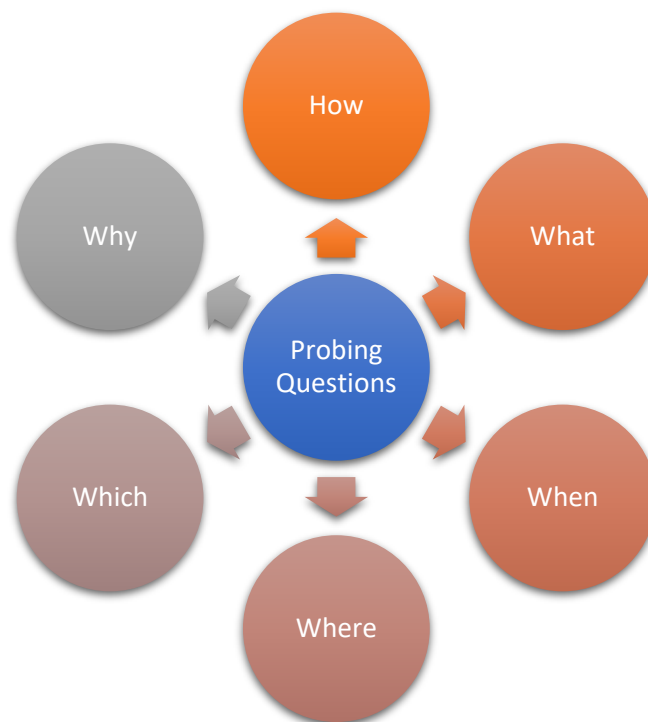
1. **A FEEDBACK**... lets you know the areas of improvement.
2. **PROBING**...you ask questions for a better understanding and obtain more specific in-depth information.

In order to gather information, we often ask questions. For this application there are two types of questions: open and closed.

Open-ended questions allow for interpretation and a range of responses in the respondent's own words.

Closed-ended questions limit the responses to a preselected range of options or choices. Your choice of open or closed questions depends on what type of information you plan to gather.

Ask questions with the *5 Wives and 1 Husband!*



KEY TAKEAWAY

Eliciting negative news through feedback is an important way to avert problems, safeguard valuable relationships, and achieve paradigm shifts. Feedback may be qualitative or quantitative and may be requested through open-ended or closed-ended

Get Prepared – Crisis Communication Plan

Certain situations when conversations are critical, a proper plan always comes in handy.

Examples

- a) Talking to a co-worker who behaves offensively.
- b) Giving the boss a feedback about his behaviour
- c) Critiquing a colleague's work
- d) Talking to a team member who is not keeping commitments
- e) Sharing an unfavourable performance review
- f) Talking to a co-worker about personal hygiene problem

Checklist before you start –

- Be prepared
- Prepare your story carefully
- Work on shared meaning
- Create a Mutual Purpose
- Maintain Mutual Respect

EXERCISES

Step Off the right foot – FRAME YOUR CONVERSATION

C-R-I-B

Create mutual purpose

Recognize the purpose behind the strategy

Invent a mutual purpose

Brainstorm new strategies

1. Ashish, a member of a committee that you chair, has a habit of whispering to anyone sitting beside him throughout most of the meetings. It really bugs you, because you need everyone's attention and input, and you think it annoys people, trying to hear the others' contributions over Ashish's whisperings. You open a discussion (in private) with Ashish by saying-

2. Sonia is a very talented co-worker. Unfortunately, some of your work hinges on Sonia completing her work and passing it on to you. She is often late with it, and this means you either have to rush and risk making mistakes, or miss your deadlines to your manager. You approach Sonia and say-

3. Senior management has recently begun talking about achieving more work in less time. Mohan is the manager of another department on your floor. His work team and yours work on different aspects of the same process and you have arranged a meeting with him to discuss how your two teams could work together more smoothly to reduce some of the backlog and move work more quickly. You begin the meeting by saying -

4. Nikhil is your manager. You've put forward a moderate capital expenditure proposal for your section for him to approve, and you had several meetings with him to go through the details- you know he is quite a slow decision maker and you would like to speed up his decision if you can. You've asked for a meeting about it which you intend to open by saying-

5. You supervise the management accounting section. Lately, your customers, that is, managers of other sections, have been suggesting that they would like the figures to come out more quickly. You've called a team meeting to explore how this might be done. You open the meeting by saying

6. Ellen is your assistant and, on the whole, is very able; however, you are concerned that she sometimes fails to meet routine deadlines. When you have discussed this on two occasions (three months ago at the performance appraisal, and again last month), she indicated that she was aware of this and felt that an effort to be more organized would help. She has not shown any improvement and has missed several routine deadlines over the last few weeks. You begin this meeting by saying-

Some Flagging statements

- If I've understood this correctly
- Let me ask you a question
- Let me go over that again
- I'd like to return to something we've discussed earlier
- I really want...
- I would like to spend a few minutes on this....
- It's a missed-deadline discussion time again...

SOME WORK ON FLUENCY & 3 C's of communication

I am not really convinced that the jury's ideas were entirely fair. I think maybe he should have gotten off easier and maybe he didn't do it anyway because it's possible he was innocent.

Is this movie similar or different to the movie you last saw?

At this point in time I really think that I need to start getting more of some kind of physical exercise.

The reason why I left the door unlocked is because I was of the opinion that in the event that dad got home during the time that I was out, he would be mad due to the fact that the door was locked

There are times in this day and age when I really feel really very strongly that we should give more assistance to those who are currently homeless and have no place to live

The mountains of Colorado are taller than Utah.

Because the report was weak and poorly written, the boss who wanted to impress the company president, is showing her how efficient his division was, to gain more prestige in the company, decided, despite the fact that he was under pressure of an imminent deadline that he would write the report all over again over the weekend.

I got up early, and I finished studying. I went to school, and I took the algebra quiz. I did well, and I felt relieved. I told my dad and he was very very proud of me.

We drove our new car in the hard rain through an open field over an old bridge to the house in the country where my grandmother lives.

The pirates sailed all seven continents seeking treasure.

It was a dark and stormy night. During the night I had a nightmare about storms. I saw dark thunderclouds and lightening all night in my dreams. When I woke my emotions were dark. It had been a very stormy night for me.

One thing that I would like to do would be to maybe be a pilot

I wanted to go to the store. My mom took me to the store. I saw a new video game there and I very much wanted to buy that video game and my mom let me buy it and I was very very happy to get the video game.

This document was referred from Business Communication For Success, V.1.0 by Scott McLean

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