



Effective Communication

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Aims for Today's Session

- To understand what communication is
- To understand how one should develop effective communication skills
- To learn how SWOT can be used to assess communication skills one possesses
- To learn learning styles and strategies
- To learn what the barriers to effective communication are

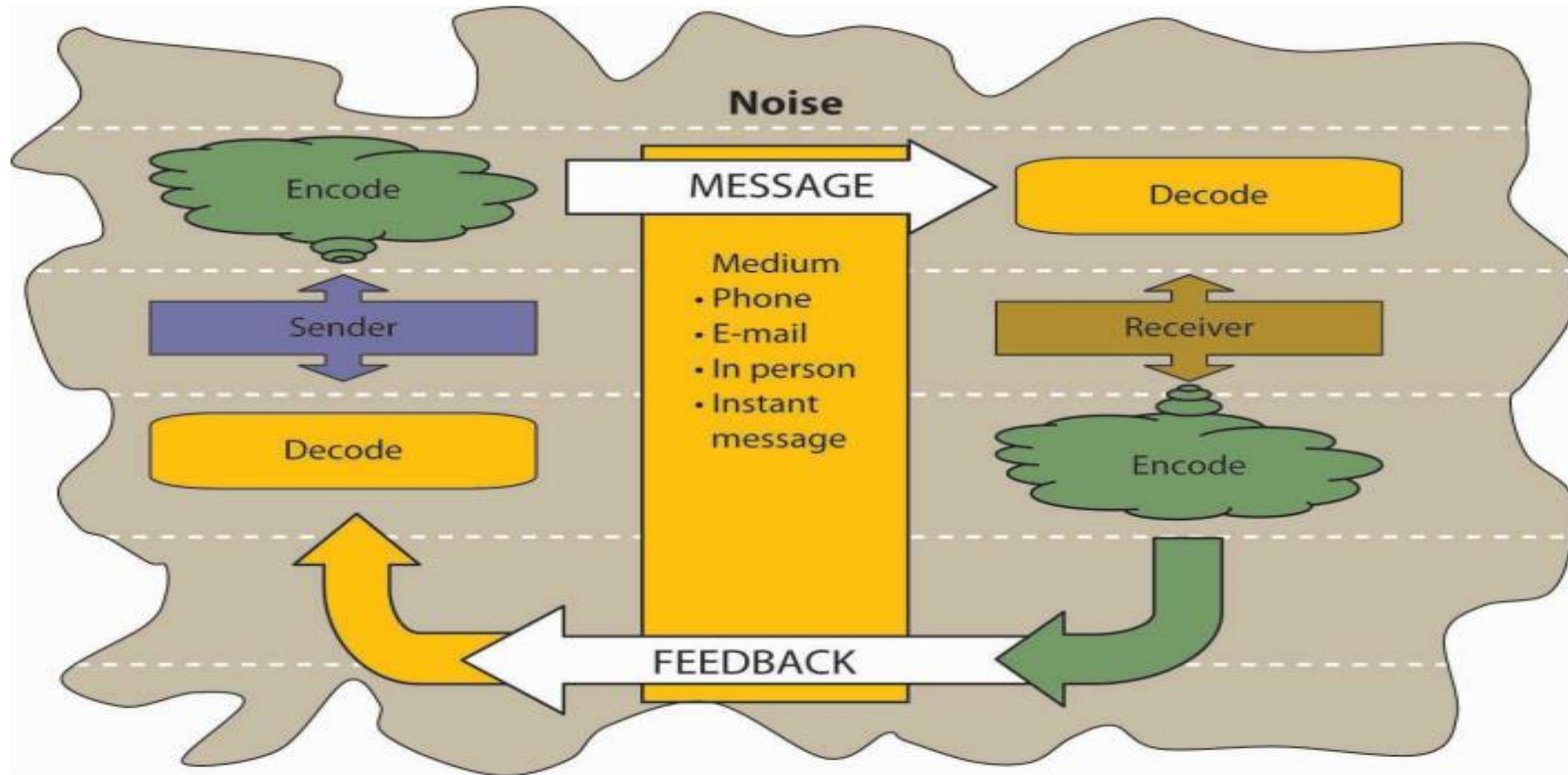
Contents

- What is communication
- Skills audit and communications audit
- SWOT analysis
- Communication styles and strategies
- Learning styles
- Barriers to effective communication

What is Communication?

- Sharing ideas and thoughts and transferring information through conversations are involved in the process of communication.
- Communication establishes the culture and the climate of an organisation.
- Communication is used to influence people in various ways for various purposes and the form of communication has meaning only if we can see the intended reaction from the recipient of the message.

Process Model of Communication?



What is Effective Communication?

- According to R.W. Griffin, "Effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended" (Cited in Tutorials Point 2016).
- Effective communication ensures that the ideas expressed and shared are done so in a rich manner where both parties are benefitted equally.

Skills Audit

- “A skills audit is a technique adopted by an organization to get the right mix of skills, qualities and experiences for enhancing its operational effectiveness” (Durai 2010 : 117).
- “A personal skills audit identifies the level and type of skill demonstrated by individuals” (Hickey 2013: 15).

SKILL	Y/N	If 'yes' summarise how and where you achieved it	If 'no' what steps can you take to develop this skill?	
Communication (oral)	N		Presentation, Debate Practice	1
Communication (written)	Y/N	Usually worked with e-mail(Korean)	English Grammar	1
Commercial Awareness	Y	7years work experience		2
Cultural sensitivity	Y	Worked in global business company		2
Customer focus	Y	CRM support experience		2
Data Handling	N		Critical analysis and narrow down the object.	1
Decision making	N		Critical prediction, read the world business trend news	1
Enterprising	N		Technology study	2
Flexibility	Y	Worked in 8people team		3
Initiative	N		Build ownership	1
Interpersonal Skills	Y	Team Play work		2
Leadership/Management of others	N		Build ownership And think broaden	2
Networking	N		Research the evidence and knowledge	1
Organisational adaptability	Y	Worked with many cooperative firms		3
Project Management	Y	Conducted own project at work		2
Problem Solving and analytical skills	Y	Conducted own project at work		2
Responsibility	Y	Worked as Project manager		3
Team working	Y	Worked in 8people team		2
Time Management	N		Make Timetable By my self	1
Other				

Communications Audit

The background of the slide features a light blue-grey gradient. On the left, a cartoon woman with long brown hair, wearing a grey blazer over a white collared shirt and a grey skirt, is gesturing with her right hand. On the right, another cartoon woman with short brown hair, wearing a white blazer over a grey collared shirt and a grey skirt, is gesturing with her left hand. Between them are three white speech bubbles of varying sizes. The text 'What do you communicate?' and 'Is your communication effective?' is written in a bold, yellow, sans-serif font inside the top speech bubble.

What do you communicate?
Is your communication effective?

- Identifying one's strengths and weaknesses in communication through a systematic research is involved in the process of communications audit.

Communications Audit Cont.

- A communications audit will help an individual refine his/her communication strategy so that the individual can effectively convey messages (on target, on time, and on topic).

A communications audit is akin to a medical check-up or financial audit. It is a thorough and systematic examination to determine what is functioning well and what is not. It will often provide guidance and direction on how communications can be improved. Its primary purpose is to determine the degree to which communications with specific groups are effective, useful and valuable in supporting and advancing the organization's strategic objectives. Findings of an audit may result in minor or major changes in communications strategies and the ways in which communications are planned and implemented in the future.

SWOT Analysis: What is SWOT?

- SWOT analysis is a strategic planning tool which assesses the strengths, weaknesses, opportunities, and threats involved in a specific situation.
- A SWOT analysis gives an objective insight of the strengths, weaknesses, opportunities, and threats.
- Opportunities can be converted into strengths by working effectively on those areas.

Strengths

S

Weaknesses

W

Opportunities

O

Threats

T

SWOT Analysis: What is SWOT?

- It is commonly known as Internal-External Analysis because both internal and external issues are assessed through this analysis.

(Finkler, Kovner, and Jones 2007)

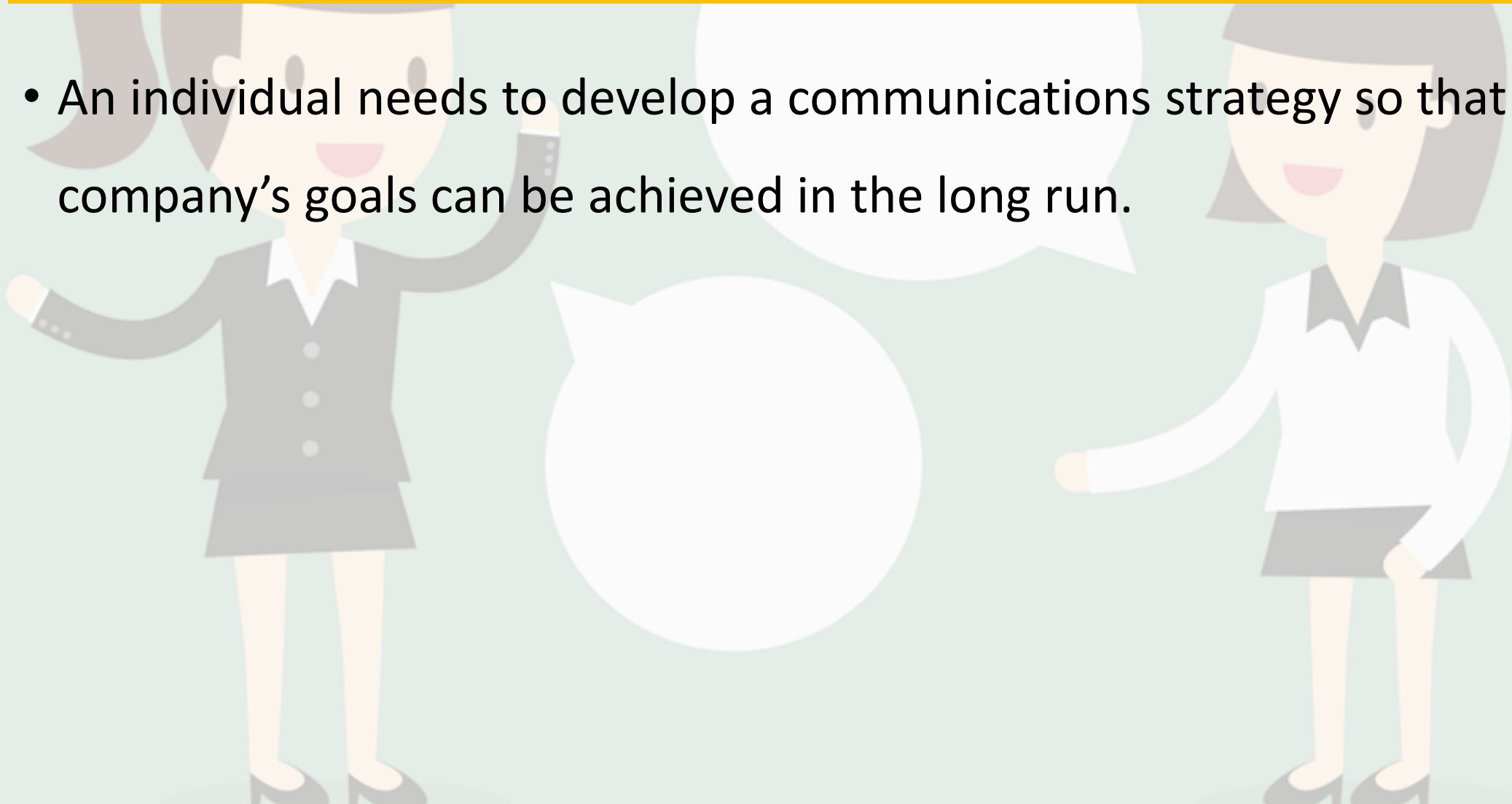
- A SWOT analysis is effective once the issue has been identified and defined.

SWOT Analysis: communication

	Strengths These are the positive characteristics within your system/ yourself that give you an advantage when communicating.	Weaknesses These are the negative characteristics within your system/ yourself that put you at a disadvantage when communicating.
Opportunities These are the positive characteristics that exist outside your system/ yourself that you can take advantage of when communicating.	Strengths/Opportunities Intersection How will your strengths help you take advantage of your opportunities?	Weaknesses/Opportunities Intersection How will your weakness keep you from taking advantage of your opportunities?
Threats These are the negative characteristics that exist outside your system/ yourself that will hinder your success when communicating.	Strengths/Threats Intersection How will your strengths help you counter the threats to your success?	Weaknesses/Threats Intersection How could your weaknesses keep you from overcoming the threats to your success?

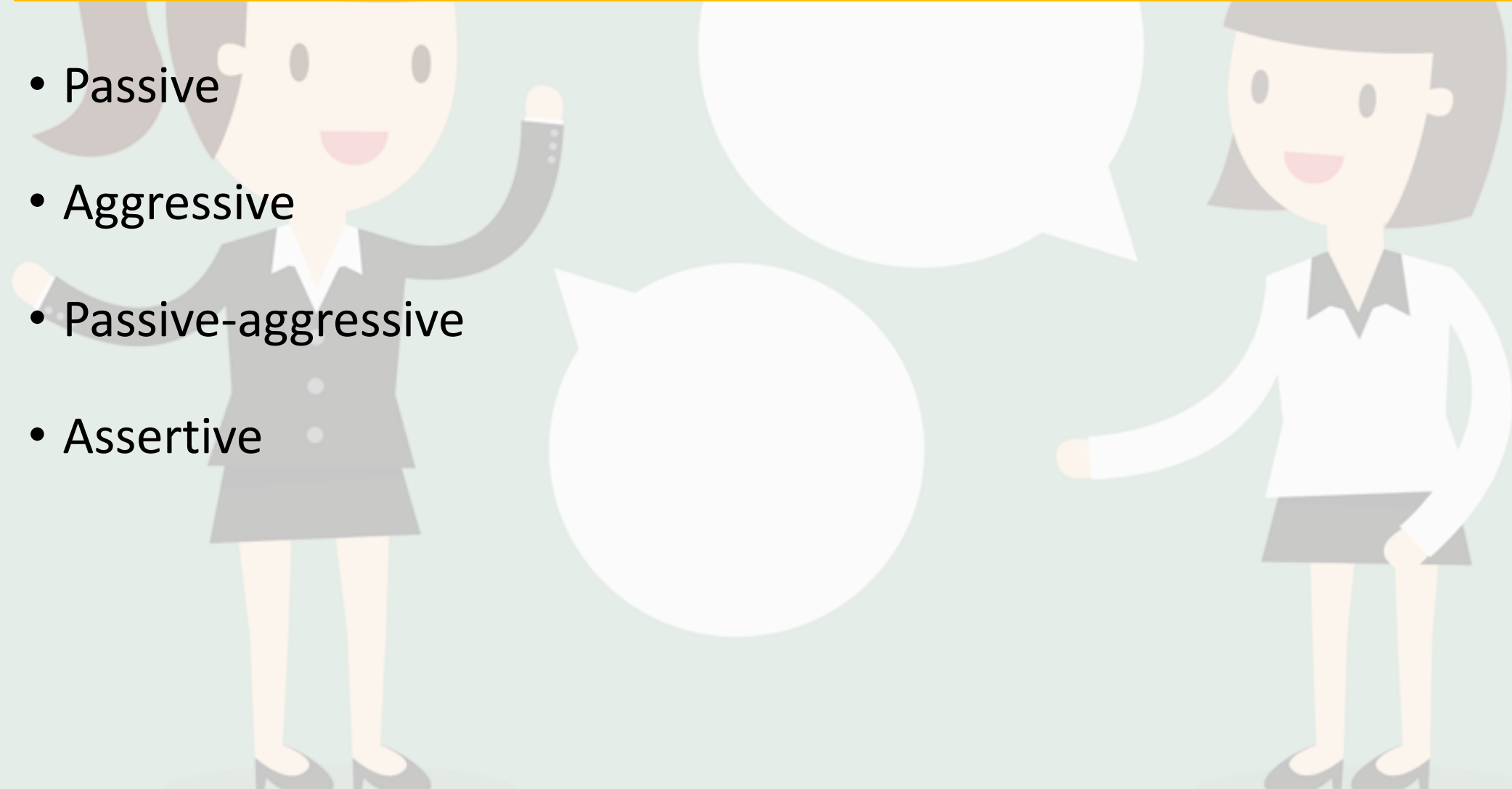
SWOT Analysis: Communication

- An individual needs to develop a communications strategy so that company's goals can be achieved in the long run.



Communication Styles

- Passive
- Aggressive
- Passive-aggressive
- Assertive



Communication Styles

- Discussion

Person X handles projects on his own. He has arranged Person Y to finish coding before the deployment of the software as Person X has made plans to go out with his family. Person Y calls Person X last minute and tells him that Person Y cannot finish coding before the deployment as she has to go out with her family. Person X says “.....”

Communication Strategies

- Verbal
 - ask questions, premeditate, repeat
- Non-verbal
 - tone, volume, intonation, gestures, eye-contact
- Visual
 - signs, graphics, typography

Self-awareness

- The process of “reviewing, understanding, organising, and making sense of internal events, and the way they influence interaction with the environment” can be considered to be self-awareness (Bedell and Lennox 1997: 41).
- Self-awareness is considered to be a conscious and purposeful act which leads to changes in behaviour.

Self-awareness Cont.

- When an individual has understood oneself, it helps that individual interact with others without letting personal thoughts, ideas, and moods complicate the interaction.
- Self-awareness is also connected to audience-awareness, situation-awareness, and message-awareness. Once an individual has an awareness in these aspects, communication becomes effective.

Self-awareness Cont.

- Self-awareness also helps an individual in strengthening and improving oneself.
- Because a person's self-concept affects his/her way of relating with others, it is always helpful to have self-awareness.
- https://www.youtube.com/watch?v=y_qhsixYIzA

Self-awareness Cont.



If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

(Daniel Goleman)

The background features two stylized cartoon girls. The girl on the left has brown hair in a ponytail, a pink smile, and is wearing a grey dress. The girl on the right has brown hair, a pink smile, and is wearing a white long-sleeved shirt and a grey skirt. They are both holding a large, solid white circle that is centered in the background. A yellow rectangular banner is positioned across the middle of the image, containing the text 'Learning Styles and Communication?'.

Learning Styles and Communication?

Learning Styles

(Pritchard 2018)

Learning style is defined variously as:

- a particular way in which an individual learns;
- a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual's preferred means of acquiring knowledge and skills;
- habits, strategies or regular mental behaviours concerning learning, particularly deliberate educational learning, that an individual displays.

Copyright

Learning styles

Cognitive style is also defined in a range of different ways, such as:

- a certain approach to problem solving, based on intellectual schemes of thought;
- individual characteristics of cognitive processing that are peculiar to a particular individual;
- a person's typical approach to learning activities and problem solving;
- strategies, or regular mental behaviours, habitually applied by an individual to problem solving.

Learning Styles: VAK

- Visual
- Auditory
- Kinesthetic



Learning Styles: David Kolb

- Divergers
- Accommodators
- Convergers
- Assimilators

- Why?

- What?

- How?

- What if?

Learning Styles: David Kolb

Divergers (Type 1)

Divergers are so named because they excel at viewing an event or idea from many divergent perspectives and at brainstorming divergent alternatives. They perceive information concretely and process it reflectively. Their favorite question is "Why?" as in "Why should I learn this and why is it important to me personally or to individuals?" They are imaginative learners with the following characteristics:

- value harmony and understanding others
- are oriented toward feelings and people
- judge people by their treatment of others
- seek personal meaning and integrate experience with personal values
- see many perspectives and imagine implications of ambiguous situations
- excel at insight thinking, brainstorming, creativity, and working in groups
- learn by sharing ideas and feelings
- prefer the instructor/leader to give personal attention and to be a motivator and witness of their learning
- may become indecisive and hampered by too many alternatives [5, 7-11, 13]

Learning Styles: David Kolb

Assimilators (Type 2)

Assimilators are so named because they excel at assimilating knowledge into an integrated whole from separate pieces of information. They perceive information abstractly and process it reflectively. Their favorite question is "What?" as in "What are the facts?" They are analytic learners with these characteristics:

- value logic and order
 - require facts, accurate information, and expert opinion
 - focus on concepts and ideas
 - will work in groups if assigned but prefer working alone
 - tend to be detail-oriented and cautious
 - learn by reading, observing, collecting data, and analyzing
 - form theories and procedures
 - are methodical, deliberate, and structured
 - excel at integrating knowledge, planning, and creating theories
 - prefer the instructor/leader to be an authority and enjoy traditional lectures
 - may sometimes be impractical and too theoretical
- [5, 7-11, 13]

Learning Styles: David Kolb

Convergers (Type 3)

Convergers are so named because they like to converge quickly to make a decision or to obtain one correct answer. They perceive information abstractly and process it actively. Their favorite question is "How?" as in "How does this work?" or "How can I use this?" They are common sense learners with these characteristics:

- value usefulness, productivity, and efficiency
- need to know how things work
- learn by applying and testing information and following a model
- require action and hands-on experience
- excel at practical application, strategic thinking, and quick decisions
- work well with time lines and hate to waste time
- like to get straight to the point and to the "bottom line"
- prefer usually to work alone and sometimes see group work, especially group decision-making and discussion, as wasting time
- prefer the instructor/leader to act as coach and guide
- may act too quickly without enough data, consider important information as non-essential, or appear bossy and impersonal [5, 7-11, 13]

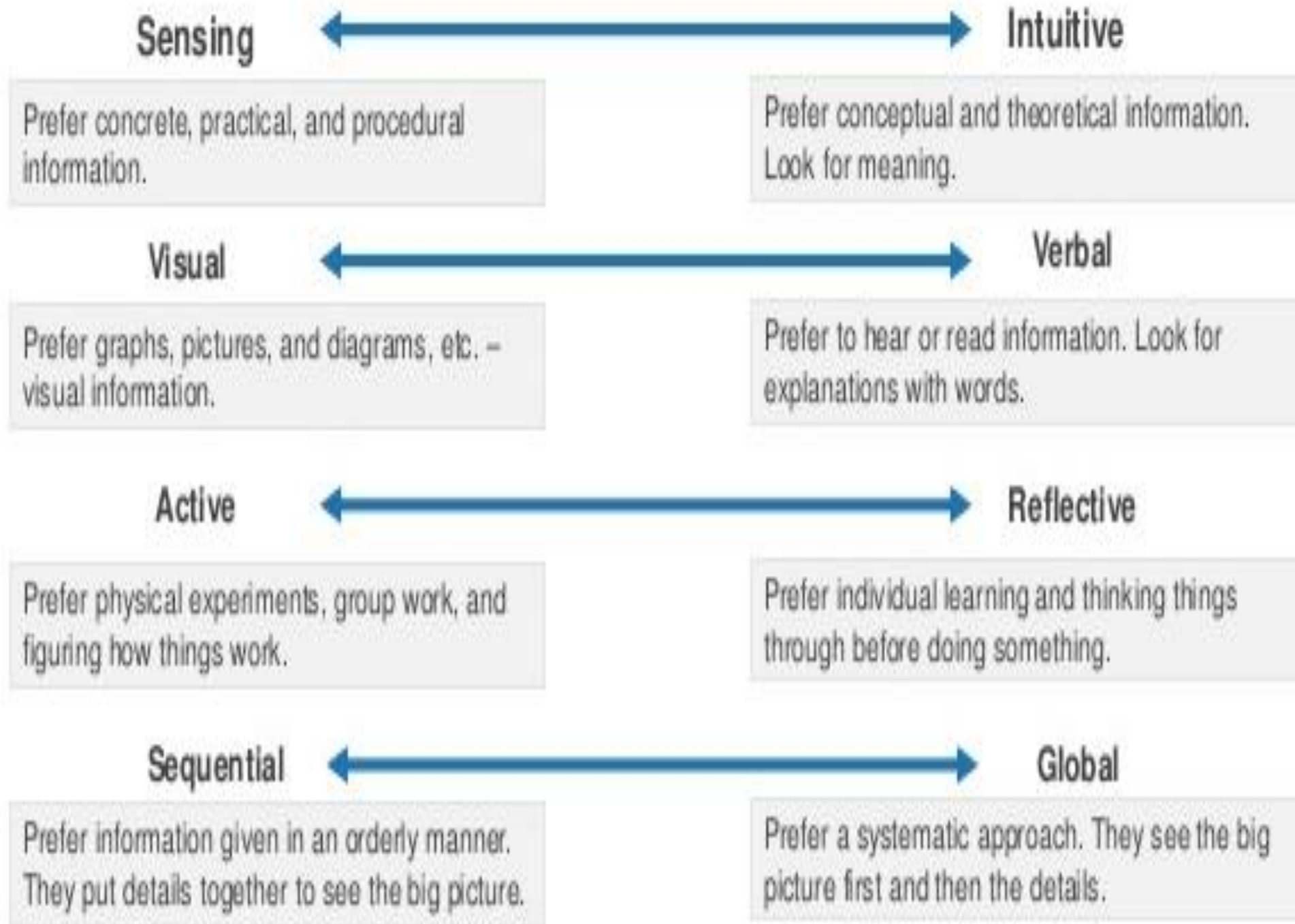
Learning Styles: David Kolb

Accommodators (Type 4)

Accommodators are so named because they excel at accommodating or adapting knowledge to new situations. They perceive information concretely and process it actively. Their favorite question is "What if?" (or just "If. . .?") as in "What if I change this, I wonder what will happen?" They are dynamic learners with the following characteristics:

- value variety, flexibility, new experience, and discovery
- thrive on risk-taking and change
- rely on "hunches" rather than logic to solve problems
- learn by trial and error and by teaching others
- excel at creative problem solving, seeking new possibilities, enriching what is, and influencing others
- like to be challenged and perform well in crisis situations
- dislike strict procedures and schedules
- like variety and unstructured settings and open-ended problems
- rely on others for information in solving problems and not on their own technical analysis
- work well in groups and enjoy discussion
- prefer the instructor/leader to act as a resource and evaluator
- may have impractical plans, get behind schedule, be mired in trivial activities, and appear pushy and manipulative sometimes [5, 7-11, 13]

Learning Styles: Felder- Silverman Learning Style Model

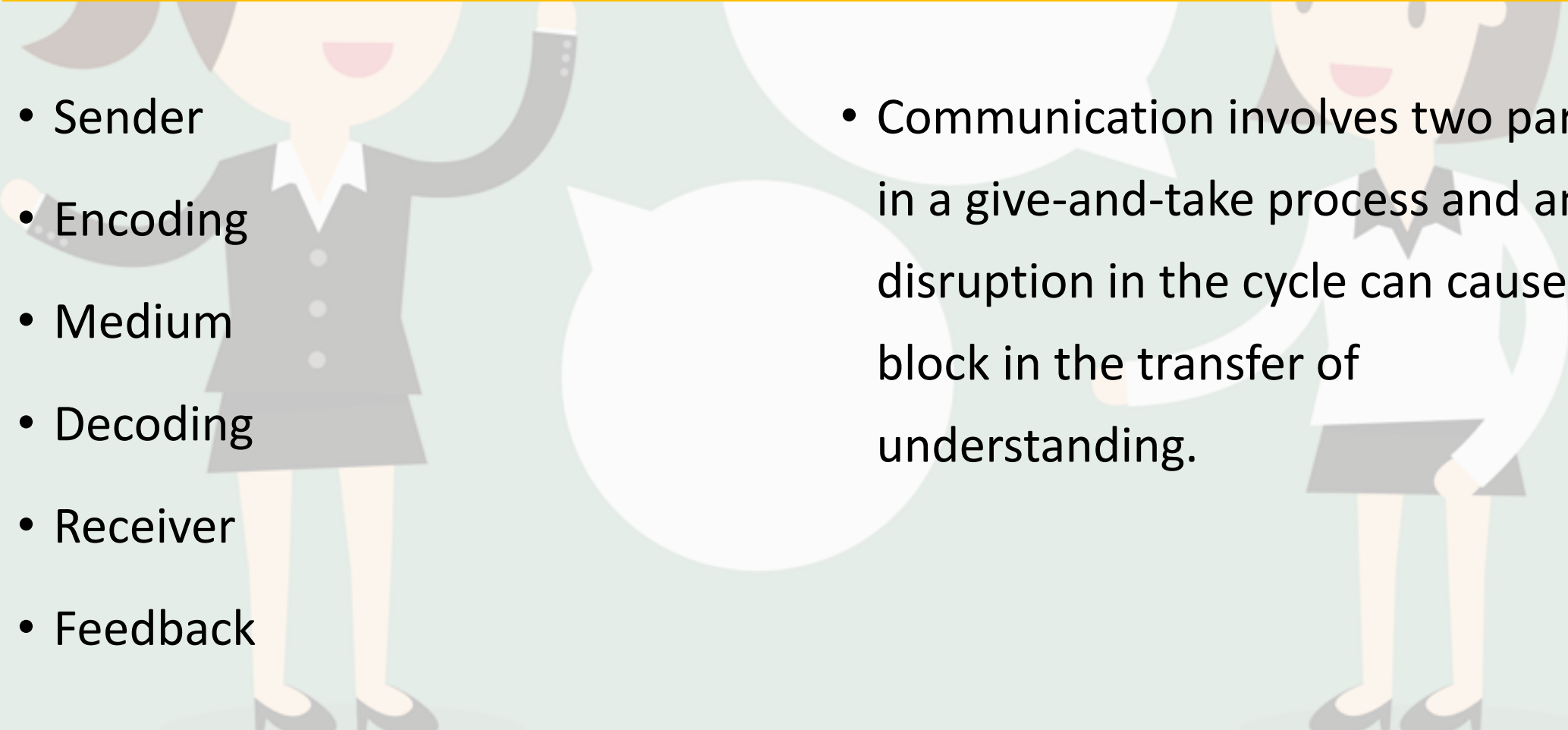


Barriers to Effective Communication

- Process barriers
- Physical barriers
- Semantic barriers
- Psychosocial barriers

(Eisenberg 2010 cited in Lunenburg 2010)

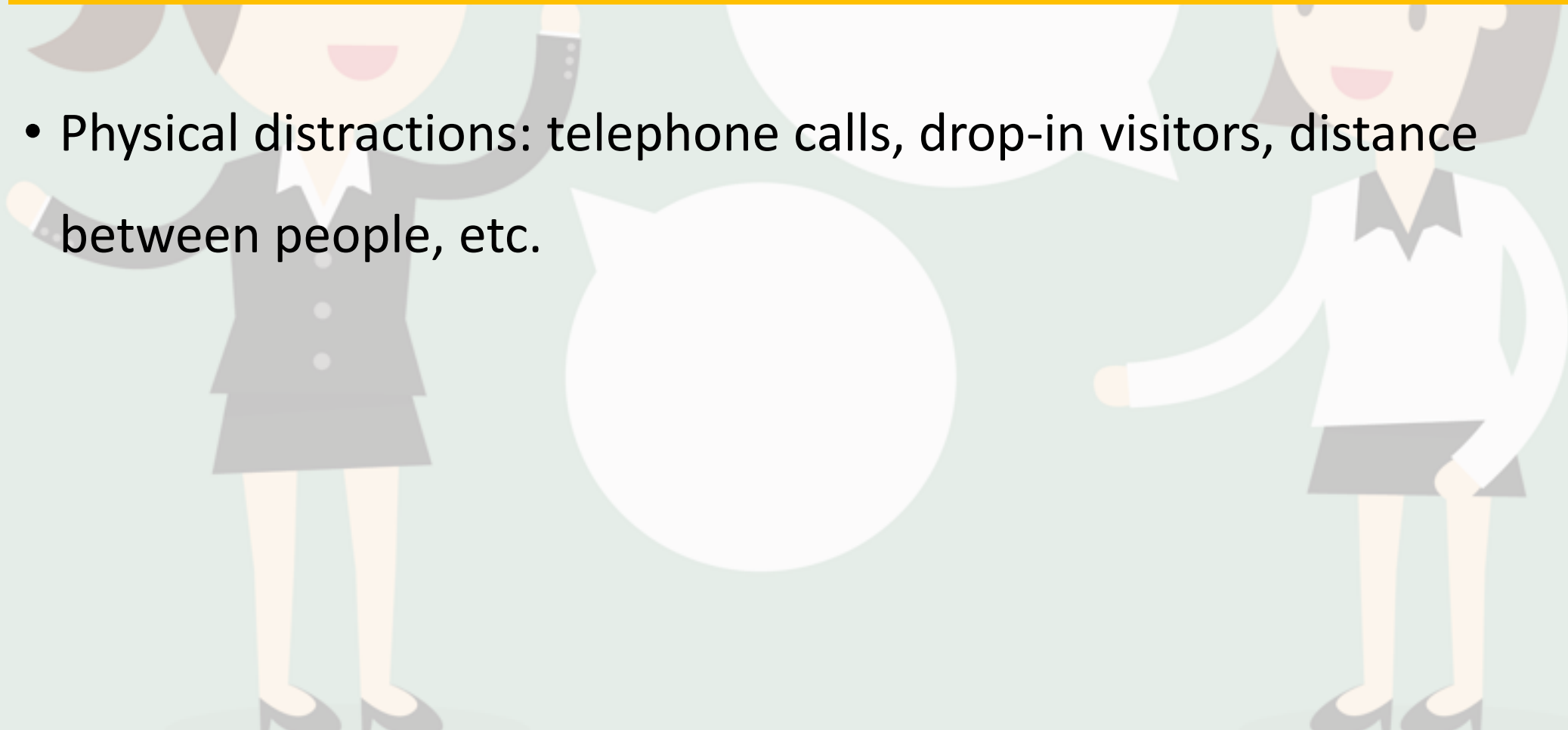
Barriers to Effective Communication: Process Barriers

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- Sender
 - Encoding
 - Medium
 - Decoding
 - Receiver
 - Feedback

- Communication involves two parties in a give-and-take process and any disruption in the cycle can cause a block in the transfer of understanding.

Barriers to Effective Communication: Physical Barriers

- Physical distractions: telephone calls, drop-in visitors, distance between people, etc.



Barriers to Effective Communication:

Semantic Barriers

- Effective communication is also disrupted because of the words individuals use: their meaning, how they are chosen and used.
- Technical jargons

Barriers to Effective Communication: Psychosocial Barriers

- According to Antos, (2011 cited in Lunenburg 2010: 5) there are three important concepts linked with psychosocial barriers.
 - Fields of experience, filtering, psychological distance

Overcoming Barriers

- Effective listening skills
- Politically neutral and correct language
- Presentation of views in a simple and objective manner
- Avoidance of jargon
- Accurate use of language

References

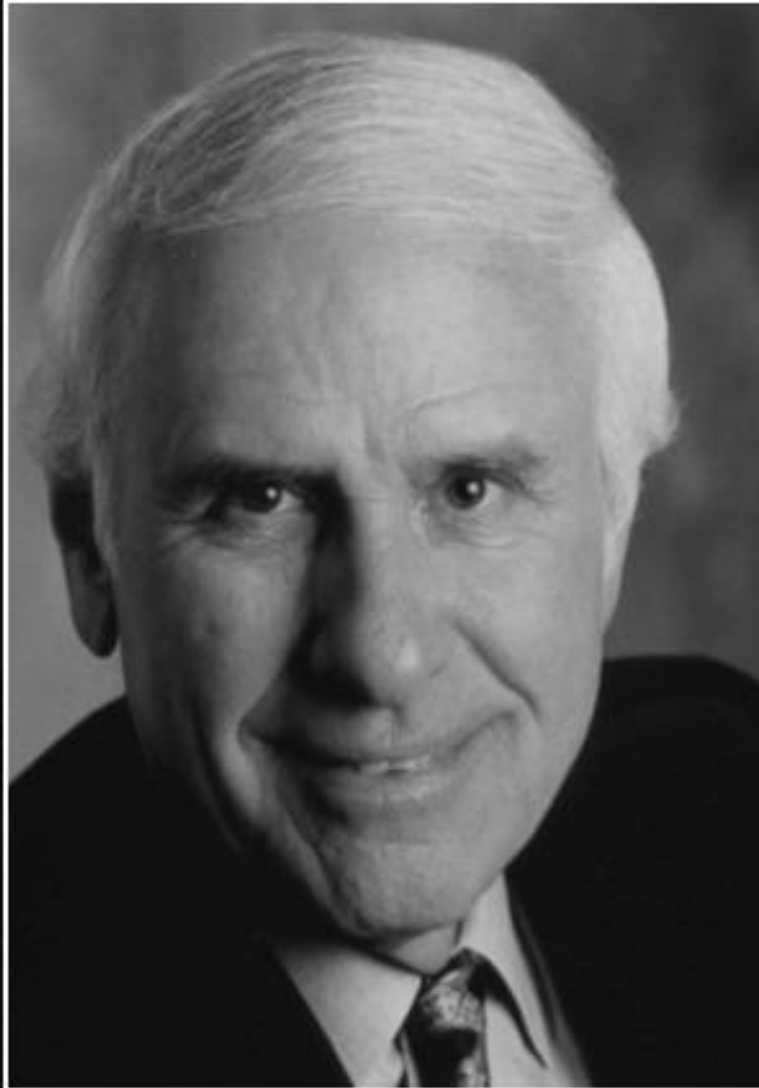
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Take advantage of every opportunity
to practice your communication skills
so that when important occasions
arise, you will have the gift, the style,
the sharpness, the clarity, and the
emotions to affect other people.

— *Jim Rohn* —

AZ QUOTES

An illustration featuring two stylized female characters. The character on the left has brown hair in a ponytail and is wearing a grey business suit. The character on the right has short brown hair and is wearing a white long-sleeved shirt with a dark collar and a dark skirt. They are both smiling and holding a large, bright yellow rectangular sign in the center. The sign contains the word "Questions?" in a black, hand-drawn style font. The background is a light green gradient with a large, faint white circle behind the sign.

Questions?

An illustration featuring two stylized female characters. The character on the left has brown hair in a ponytail and is wearing a grey business suit. The character on the right has short brown hair and is wearing a white blouse with a grey collar and a grey skirt. They are both smiling and holding a large, white, circular object in the center. Overlaid on this circle is a yellow rectangular box containing the text "Thank You!".

Thank You!