

Communication and Educational Technology

Chapter 1 Communication



*1 Chapter

*Communication

*LEARNING OBJECTIVES

*On completion of this chapter, the students will:

- *1. Define communication
- *2. Describe theories of communication 3. Recognize the scope of communication
- *4. Enumerate models and theories of communication 5. State the objectives of communication
- *6. List the elements of communication
- *7. Narrate the principles of communication 8. Identify the forms of communication
- *9. Differentiate the patterns of communication
- *10. Categorize the levels of communication 11. Explain the advantages of communication
- *12. Specify the functions of communication)
- *13. Recognize the factors of communication
- *14. Identify the barriers of communication 15. Describe the methods to overcome barriers of communication

*Communication is a process involving the sorting, selecting and sending of symbols in such a way as to help the listener perceive and recreate in his/her own mind the meaning contained in the mind of the communicator. Communication involves the creation of meaning in the listener, the transfer of information and thousands of potential stimuli. Communication enables us to grow, to learn, to be aware of ourselves and to adjust to our environment.

*The word 'communication' is derived from Latin word 'communis', which means common. It is a process of exchange of facts, ideas, opinions and a means that individuals or organizations share meaning and understanding with one another. In other words, it is the transmission and interacting of facts, ideas, opinions, feeling or attitudes. Thus, a concept, fact, idea, principle or theory is passed from one individual to other or others to effect communality.

*The majority of people communicate with at least one other person in some way every day. It would seem that, with all the exchange of information, thoughts, feelings and ideas, we all would have a good, accurate understanding of each other's thoughts, feelings, ideas and behavior. But this is not the case often. Just because we say or write something or behave in a certain way for a reason, does not guarantee the person



*the message, if it is received at all understands its intended meaning. The process of communication is often much more complex than it appears. Nurses who communicate effectively are better able to initiate change that promotes health, establish a trusting relationship with patients and others and prevent legal problems associated with nursing practice.

*When two people engage in conversation, much more is taking place than the observer sees. Each person brings his/her own unique world and perceptions to the encounter in which a multifaceted and apparently infinite collection of stimuli and data are involved. Langs (1983) states: Communicative exchanges give substance to our lives, they are essential for survival and growth. We know that we require a sufficient amount of internal communication, as in private thoughts, fantasies and dreams to maintain our sanity. The need for expression is powerful in all human beings, although often it is compromised by strong needs for defense, non communication and withdrawal. Self-expression is important to all coping efforts and especially so in emotionally trying situations.

*DEFINITIONS OF COMMUNICATION

*1. The interchange of thought or information to bring about mutual understanding and confidence or good human relation-American Society of Training Directors. 2. Communication is a process of sharing experience till it becomes a common possession. It modifies the disposition of both parties who partakes it.

*-John Dewey.

*3. Communication is the transmission and interchange of facts, ideas, feelings or course of action.-Leland Brown. 4. Communication is sharing of ideas and feelings in a mood of mutuality.

*-Edgar Dale. 5. Communication is the sum of all things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous

*process of telling, listening and understanding-Allen Louis.A 6. Communication is a composite of information given and received of a learning experience, in which certain attitudes, knowledge and skills change, carving with them alterations of behaviour, of listening effort by all involved, of a sympathetic

*fresh examination of issues by the communicator himself, of a sensitive interacting

*points of view, leading to a higher level of shared understanding and common

*intention-Ordway Tead.

*7. Communication is a means of persuasion to influence other so that desired effect is achieved.-Aristotle.

*8. Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself

*understood by others.-Theo Haiemann.

*SCOPE OF COMMUNICATION

*The scope of communication is very wide and comprehensive. It is a subject of almost unlimited dimensions and is an interdisciplinary one. It is a two-way process involving both transmission and reception. It is a continuous process of exchange of ideas, feelings, attitudes, opinions, figures and interactions with others. Both written

*and oral or verbal media can be used to transmit messages. Written media consist of instructions, orders, letters, memos, journals, posters, bulletins, boards, information racks, hand books, manual, annual reports, union publications, etc. Verbal media may consist of face-to-face conversation, lectures, conference, meetings, interviews, counselling, public address system, telephone, grapevine, etc. Recently, a number of sophisticated communication technologies have emerged, both in oral and written communication on account of technological advancement.

*COMMUNICATION IS AN ART AND SCIENCE

*It is obvious that communication contains both the elements those of a science and an art. The science of communication provides a body of principles which can guide the managers to find a solution to the specific problems and objective evaluation of results. Communication is creative like an art. It develops new situations, designs and new systems needed for further improvement. It is true that there is no one best way of communication. Everyone has an individual approach, skill, behavior and techniques in dealing with particular situation. So, communication is the oldest of arts and youngest of sciences. The process of communication is very much related with behavioral aspects of the people at work and their dynamics cannot be predicted in an exact manner.

*Both theoretical and practical knowledge are necessary. They are complementary to each other and are not mutually exclusive. With the increase in the technique and knowledge of communication, the art is to be improved. Communication art and communication science are interwoven and overlapping in nature. The art of communication is as old as human history, but the science of communication is an event in the recent past. The emergence of communication as a distinct and leading technology is a pivotal event in a social history. In recent years, considerable attention has been given to communication resulting in the emergence of sophisticated communication technologies.

*THEORIES OF COMMUNICATION

*Bull's Eye Theory

*Action view is the basis for the theory of communication. The whole process of communication is based on one-way action doing something to someone. The sender plays an important role who encodes the message with the help of arbitrary symbols. The demonstration or doing skills of the sender is for the purpose to change the behavior of receiver. The action believes that words have a meaning and there would be no misunderstanding which is the core of effective communication, provided the right words are used to convey the right message. Misperceptions or misunderstandings are bound to occur but according to information theory, the sender has to play effectively and adequately.

*Ping-Pong Theory

*This theory is also called interaction or interpersonal view. This approach to the study of human communication is the ping-pong theory of communication. Ping-Pong is the game of table tennis, represents the interaction theory of communication. It is compared with turns at a table tennis match. In communication process, the turns take



*place between the sender and receiver. It is a complex theory of communication that the Bull's theory which recognizes the concept of linear feedback. In this theory there is linear cause and effect.

*Spiral Theory

*The Spiral theory of communication is also called as transactions view of communication. It recognizes more than one interaction between sender and the receiver. A transaction implies independence, mutual and reciprocal causality. Myn and Myers say that human communication is best understood as a system in which senders are simultaneously receivers and senders. Communication is not static but dynamic and life time experience.

*COMMUNICATION PROCESS: MODELS AND THEORIES

*Aristotle Model

*The first step towards development of a communication model had been taken by Aristotle. He had developed an easy, simple and elementary model of communication process. According to Aristotle, in a communication event, there are three main ingredients and they are: speaker, speech and audience.

*David K Berlo's Model

*David Berlo's process theory is one of the basic theories for all communication theorists. The various theories of process models indicate the idea persuasively to another person. Berlo's model is of basic importance in developing other communication models and for identifying elements of communication. Berlo's process theory has contributed a great deal to the subject of communication. In this model, he identified essential elements and also other factors affecting them such as five senses. This model does not consider verbal and non-verbal stimuli. The following nine components are included in his model: source, encoder, message, channel, receiver, decoder, meaning, feedback and noise as shown in Figure 1.1.

*Noise

*Source

*Encoder

*Message

*Channel

*Receiver

*Meaning

*Decoder

*Feedback

*Fig. 1.1: David K Berlo's model

*A MODEL OF COMMUNICATION

*The model illustrated in Figure 1.2 starts with the thoughts and feelings of the sender to be encoded into message (with some form of behavior) when it has to be

- communicated with the receiver. The message of verbal or non-verbal signs and symbols need to be carried by a means, that is the channels, on to one or more of the senses of the receiver so that receiver can perceive it. The receiver decodes from this sense of data and interprets the message that results in thoughts and feelings. These may or may not match the intended message of the sender. In any interaction the receiver is likely to have thoughts and feelings that he/ she will send back to the original sender. Thus the process of two-way communication proceeds.



- OBJECTIVES OF COMMUNICATION

- 1. Human relations: Communication promotes human relations. There can be no mutual understanding without communication and it is possible only through communication.
- 2. Empathy: It is the feeling with other person that is expressed by speech.
- 3. Persuasion: It is the process of convincing and motivating to get things done. Speech is one of the methods to persuade the person.
- 4. Understanding: The problems of communication are resultant of problem in understanding. The most important managerial function is to bridge the gap which is possible by communication.
- 5. Dialogue: It is the process of conversation with purpose. It is democratic, civilized and constructive weapon. It takes the form of discussion, criticism and deliberation.



- 6. Information: In the new information order of the world, information transmission is the process of getting things done. 7. Discourage misinformation: Communication is not only used to exchange ideas
- but also discourages the spread of misinformation, rumours, gossip and release of emotional tensions. 8. To influence: The objective of transmitting information is to change the behavior
- of the receiver. Communication is aimed at influencing, persuading, motivating
- or activating towards desired goals.
- 9. Fostering attitude: The purpose of communication is to foster an attitude which is necessary for motivation, co-operation and job satisfaction. 10. Suggestions and complaints: It helps to obtain suggestion and encourage ideas
- to accomplish goals of an institution. 11. Free exchange: The two-way communication model ensures free exchange of information and ideas which gives an opportunity to entire health team in understanding and accepting the messages, acting and feed back.

•ELEMENTS OF COMMUNICATION PROCESS

- The elements of communication process are described below and are given in
- Figure 1.3. plase idea Referent: The referent motivates one person to communicate with another. In health care setting, sight, sound odor or any other cues initiate communication.
- Sender: The sender of message or communicator is a person who transmits the
- message. He/she conceive and initiate the message. He/she is the driving force to
- change the behavior of the receiver.
- Message: A piece of information, spoken or written, to be passed from one person to another. It is the subject matter of communication. It may involve any fact, idea, opinion, figure, attitude or course of action, including information. It exists in the mind of the communicator.



*Encoding (Communication symbol: The process of conversion of subject matter into symbols is called encoding. The message or subject matter of any communication is always abstract and intangible. Transmission of message requires use of certain symbols. The communicator plans and organizes his/her ideas into a set of symbols, signs, etc. Encoding process translates ideas, facts, opinions into symbols, words, actions, pictures, etc. It is left to the sender in the selection of medium he/she feels suitable to communicate effectively to the intended receiver.

*Communication channel: Transmitter has to select the channel for sending information. Communication channel means the medium or media through which the message is sent. Media may be auditory (hearing, listening etc), visual (sight, observation, perception and so on), kinesthetic (procedural touch, caring touch and so on).

*Receiver: It is the person who receives the message. Effective communication process is not complete without the existence of a receiver of the message. It is the receiver. who receives and attempts to interpret, perceive, understand and act upon the message.

*Decoding: It is the process of translation of an encoded message into ordinary understandable language. Receiver converts the symbols, words or signs received from the sender to get the meaning of the message.

*Feedback: It has been explained that communication is an exchange process. For the exchange to be complete the information must go back to the communicator. The sending back of the knowledge about the message to the transmitter is known as feedback. It ensures that the receiver has received the message and understood in the same sense as the sender meant. Feedback enables the communicator to execute corrections or change the message to be effective.

*Interpersonal variables: They are factors within both the sender and receiver that influence communication. They may be perceptions, sociocultural background, developmental levels and illness and so on.

*Environment: It is the setting for sender-receiver interaction. The environment should meet the participant needs for physical and emotional comfort and safety.

*PRINCIPLES OF COMMUNICATION

*1. Systematic analysis of the message, that is, the idea should be communicated that one is clear about it.

*2. Selection and determination of appropriate language and medium of communication in accordance with the purpose of communication.

*3. Timing, physical setting, and the organization climate for communication to be appropriated to convey the desired meaning of the communication conveyed need by words.

*4. Consultation with others for planning of communication.

*5. The basic content and overtones of messages as well as the receptiveness to the view point of the receiver influences effectiveness of communication. 6. The messages should convey something of value to the receiver in the light of

*his/ her needs, interests, whenever possible. 7. Feedback from receivers, follow-up of communication through expression of the receivers, reactions and their performance review help in effective communication.



*8. Communication while meeting the needs of immediate situations should be consistent with long-term goals and interest of the organization. 9. The communicator's action following communication is important in effective

*communication.

*10. The sender has to understand the receiver's attitude and reaction by careful, alert and proper listening to ensure that the desired meaning of the message has been comprehended by the receiver. According to Watzlawick et al (1967), the four basic principles are the following:

*1. One cannot communicate: All behavior has a message of some sort, saying or doing nothing is itself a message. Not smiling is just as potent as smiling. Once a message has been sent it is irreversible.

*2. Every communication has a content and relationship aspect such that the latter classifies the former and is therefore a metacommunication: Any communication sequence has message content and also has aspects which refer to the way in which the message is received.

*3. A series of communications can be viewed as an uninterrupted series of interchanges: There is no clear beginning or ending to a series of interchanges: any communication between two individuals has a history and a future in itself and is affected by the totality of the past experiences of each individual.

*4. All communication relationships are either symmetrical or complementary depending on whether they are based on equality or inequality: With two equal partners, such as two close friends, the interaction is likely to be symmetrical. With a status or power differential between two people, such as teacher and student the complementary relationship, which is, one superior to the other will affect any communication between them.

*FORMS OF COMMUNICATION

*The content or the message is usually delivered verbally, non-verbally and/or in written form.

*A. Verbal communication: Is an exchange of information using words including both the spoken and the written word. The most important aspects of verbal communication are the following:

*Language: is necessary for the complex and abstract ideas needed for the intricacies of social organization and culture. The lexical content of a message which contain words can only convey meaning if the receiver understand in the same context. Patients often clarify the doubts regarding medical jargon used by that attending doctor nurse following doctors rounds.

*Pacing: The rate of speed while conversing has a great impact in understanding.

*Nurses should speak slowly to enunciate clearly. Intonation: The six vocal elements such as tone, pitch, rhythm, timbre, loudness and

*inflection results in maximum effectiveness in conversation. Further, tone of voice can directly affect the meaning of a message. The nurse must be aware of intonation to avoid sending unintended message.



- Clarity and Brevity: Clarity can be achieved by speaking slowly, enunciating clearly and relating with examples. Emphasizing significant aspects also clarifies communication. Brevity can be achieved by using that sentences and words that express an idea simply and directly,
- Timing and relevance: Timing is critical in communication. When patient complaints of severe headache, the attending nurse should not plan for patient education instead wait for that time till the patient gets him/her free from pain. The communication can be effective if the messages given are relevant..
- B. Nonverbal communication: Information is exchanged through non-verbal communication in various ways. It is sometimes referred as body language. Duribleby and Brutan (1992) suggest that body language has several elements. Gesture: While people are speaking they gesture with their hands and they provide
 - *useful information as experiments have shown in which people describes shapes or
 - *movements with or without using their hands (Argyle 1992). A lively speaking style
 - *captures the listener's attention, makes the conversation more interesting and facilitates
 - *understanding.
- Facial expressions: Whether a listener is pleased, puzzled or annoyed can be detected by observing the eyes and mouth. In crisis situation of teaching a patient, nurse should have control over her facial expressions while communicating to patient's family so as not to provoke anxiety then.
- Posture: Numerous messages are communicated while conversing. The way the body
 - *is held gives a general indication of confidence, attention, boredom, confrontation and other specific reactions. Posture often provides non-verbal clues concerning pain and physical limitations. Also, speaking with the back turned or looking at the floor or ceiling communicates disinterest.
- Gait: Certain gaits are associated with illness. Slow shuffling gait may indicate fatigue, depression or illness.
- Body space and proximity: Cultural norms dictate comfortable distance for interaction with others. People need a certain space around them to feel comfortable and this varies depending on age, sex and culture. Zones of personal space are intimate zone (0 to 18 inches), personal zone (18 inches to 4 feet), social zone (4 to 12 feet) public
 - *zone (12 feet and greater).
- Touch: Touch is a potent carrier of messages as friends and relatives know. This tells a deal about the nature of a relationship and the degree of friendliness between two people. Though investigations have shown that tactile experiences are shaped by familial, regional, class and cultural influences, touch is viewed as one of the strategy to express comfort, love, affection, security, anger, excitement and so on. Personal appearance: Nurses observe the general impression of patient's health and
 - *emotional status through appearance.
- Eye contact: Communication often initiates with eye contact. This helps to regulate
 - *the flow of communication. It signals interest in others and increases speaker's



*credibility. It also indicates respect and willingness to keep the conversation open. Nurses interpret its absence as anxiety, or avoidance of communication based on the

*situation of the patient. Sounds: Sounds such as moaning, gasping, crying communicate feelings and thoughts. Sounds can be interpreted in several ways, nurse validates with the patient to interpret accurately.

*Silence: Periods of silence during conversation carries nonverbal messages Silence between two people reveals complete understanding of each other or C.

Symbolic communication: It involves the verbal and nonverbal symbolism to convey meaning. Art and music are forms of symbolic communication used by nurses anger,

*to facilitate understanding and healing for patients. (Siegel, 1989),

*D. Metacommunication: It is communication about communication so that the

*deeper message within a message' can be uncovered and understood (Wood 1999). When a patient tells the nurse that he is cool to undergo surgery with his body rigid and sharp voice, a nurse can interpret that he is anxious as evidenced by the body language.

*E. Written communication: Another important form of communication is written communication. It is the best method when the communicator and the recipient are beyond oral communication media. This form of communication ensures exchange of facts, ideas, opinions through a written instrument by which the individual come in touch with each other and share meaning and understanding with another.

*Objectives of written communication: All the listed objectives can be applied in

*health care setting and in colleges of nursing:

*1. Record of evidence

*2. Measurement of progress

*3. Precedents

*4. Avoiding mistakes

*5. Effective decision making 6. Future reference

*7. Organizational efficiency

*8. Legal requirements

*Essentials of written communication

*1. Unity: The principle of unity applies on the three levels: a) the individual sentences must be unified, b) the individual paragraphs must be unified and c) the totality of the message must be unified.

*2. Coherence: It is also equally important for good written communication. Clear ecommunication in simple sentences facilitates the reader to understand. 3.

Emphasis: The next important essential of written communication, on which the communicator has to pay adequate attention, the emphasis on ideas, facts and

*4. Clarity: It is a good manner not to give unnecessary trouble finding out a meaning of a written message. Clarity can be achieved by taking effort to write to serve the purpose rather than to impress.



*5. Completeness: With reference to writing a message means comprehensive coverage of subject matter to be transmitted. 6. Courtesy: It indicates politeness, considerate and respectfulness in writing.

*7. Sequence: A report should be organized sequentially so that the reader can capture main facts easily. 8. Avoid jargon: Jargon should be avoided as far as possible.

*Conciseness: It refers to thoughts expressed in a fewest words consistent with writing. 9. Brevity: It is also a form of courtesy to be maintained. The time of the writer and reader is limited and valuable, therefore, time should not be wasted on

*unnecessary details. 10. Accuracy: The subject matter of communication must be correct or accurate because decisions may go wrong if wrong figures are given.

*12. Strength: A letter has strength, is forceful and direct and has language power, the capacity to produce a potent reaction or effect..

*13. Readability: It is also important aspect as lack of readability in writing leads to

*not reading the message.

*PATTERNS OF COMMUNICATION

*Communication can be one-way and two-way process. Both the patterns are followed in various circumstances efficiently and effectively by the people globally. There is also a horizontal and vertical movement of information from one source to another. The horizontal flow keeps individuals of same status and peer groups informed of what others are doing and what is expected of them. The vertical communication is both downward and upward movement since mere downward flow is like conversing to a person continuously without giving a chance for the listener to respond. In such situation, the pattern will be given in one-way communication and when mutual chance is given to the listener, the pattern is similar to two-way communication.

*One-way communication: One way communication or one-directional communication is explained in linear model (Figure 1.4) of communication. According to this, a speaker encodes a message and sends it to a listener through one or more of the sensory channels. The listener then receives and decodes the message. This is called one-way or one-directional communication.

*Source Encodes Message

*Channel

*Listener Decodes Message

*Fig. 1.4: Linear model of communication (one-way communication)

*Two-way communication: This is explained in interaction model (Figure 1.5) of communication. In this model, the source encodes a message and sends it to the receiver through one or more sensory channels. The receiver then decodes the message received. The receiver then encodes the feedback and then sends the feedback to the source, making it two-way or interaction communication.



*This two-way communication could be classified into two: one to many and many to one.

*One to one communication: There is only one sender and one receiver where in the sender passes the information to the receiver and receiver passes on to the sender in return. Such kind of communication is one to one communication in two-way communication pattern.

*One to many communication: There is only one sender and one or more receivers wherein the sender passes information to all the receivers and each of the receiver passes on or replies to the sender in return. Such kind of communication is one to many communication in two-way communication pattern.

*Many to one communication: There are several senders and one receiver wherein all sender passes on information to the receiver and receiver replies for them. Such kind of communication is many to one communication in two-way communication.

*LEVELS OF COMMUNICATION

*Nurses use different levels of communication in their daily practice.

*Intrapersonal communication is a powerful form of communication that occurs within an individual. This level of communication is also called self-talk, self verbalization and inner thought (Balzer Riley 2000). Nurses and patients can use intrapersonal communication to develop self-awareness and a positive self-concept by positive self-talk and defeating negative thoughts.

*Interpersonal communication is one to one interaction that occurs face to face. This level of communication is frequently used in nursing situations. It results in

*expression of feelings, exchange of ideas, decision making, team building, goal

*accomplishment, problem solving and personal growth when happens meaningfully.

*Transpersonal communication is interaction that occurs within a person's spiritual domain. Nurses who value human spiritually use this level for patients and for themselves.

*Small group communication is interaction that takes place with gathering of small number of persons. It is usually goal-oriented and requires an understanding of group dynamics. Nurses use this form for committee work, to lead client support group, form research team and so on.



*Public communication is interaction with an audience. Nurses use this form for group health education, class room discussion with students or peers.

*Organizational communication is interaction between an individual and

*groups within an organization in order to achieve established goal.

*BENEFITS OF COMMUNICATION

*The following are the benefits of communication:

*Active and accurate listening habits.

*Better understanding of co-worker and client behavior.

*New skills for resolving interpersonal conflicts. productivity even under adverse conditions.

*. Increased

*Improved interviewing and consulting techniques. Ability to create an organizational climate of support and trust.

*Flexibility to understand people from different culture.

*Enthusiasm to create team spirit, company pride and goal congruence.

*• Versatility to communicate across information boundaries. • Enhanced powers of interpersonal motivation.

*TEN COMMANDMENTS OF GOOD COMMUNICATION

*The American Management Association has given excellent essentials of good communication. They are popularly called Ten Commandments of good communication and they are the following: 1. Clarify ideas before communicating: By systematically thinking through the message and considering who will be receiving and/or affected by it, the manager

*overcomes one of the basic pitfalls of communication which is failure to properly

*plan the communiqué. The more systematically a message is analyzed, the more

*clearly it can be communicated.

*2. Examine the true purposes of communication: The manager has to determine

*what he/she wants to accomplish what the message. Once this objective is

*identified, the communiqué can be properly designed. 3. Take the entire environment, physical and human into considerations: Questions such as what is said, to whom, and when will all affect the success of communication. The physical setting, the social climate, and past communication practices should be examined in adapting the message to the environment.

*4. When valuable, obtain advice from others in planning communiqués:

*Consulting with others can be a useful method of obtaining additional insights

*regarding how to handle the communication. In addition, those who help to

*formulate it usually give it active support. 5. Beware of the overtones as well as the basic content of the message: The listener will be affected by not only what is said but also how it is said. Voice, tone, facial expression and choice of language, all influence the listener's reaction to communiqué.

*6. When possible, convey useful information: People remember things that are beneficial to them. If the manager wants subordinates to read the message, he/she should phrase it so that it takes consideration their interests as well as the company's.

*7. Follow up on communication: The manager must solicit feed back in

*ascertaining whether the subordinate understands the communiqué, is willing to comply with it, and then takes appropriate action. 8.

Communicate with the future as well as the present in mind: Most communications are designed to meet the demands of the current situation. However, they should be in accord with long range goals as well.

*9. Support words with deeds: When manager contradicts themselves by saying one thing and doing another, they undermine their own directives.

10. Be a good listener: By concentrating on the speaker's explicit and implicit meanings, the manager can obtain a much better understanding of what is being

*said

*SEVEN C'S OF COMMUNICATION It is shown in Figure 1.6 and description is given below.

*Content

*Credibility

*Clarity

*Continuity and

*consistency

*Capability

*Channels

*Context

*Fig. 1.6: Seven C's of communication

*Credibility: Communication starts with the climate of belief which is built by performance on the part of the practitioner. The performance reflects an earnest desire to serve the receiver and receiver must have confidence in the sender.

*Content: The message must have meaning for the receiver and it must be compatible

*with his/her value system. The content determines the audience. Context: A communication program must square with realities of its environment. The context must provide for participation and play back, the context must confirm,

*not contradict the message.

*Channels: Different channels have different effects.

*Clarity: Complex issues should be compressed into themes that have simplicity and clarity.

*Capability: Communication must take into account the capability of receiver. Communication is most effective when they require the least effort on the part of the

*receiver.



- Continuity and consistency: Communication is an unending process. Repetition
- with variation contributes to factual and attitude learning, the content must be consistent.
- FUNCTIONS OF COMMUNICATION
- The functions of communication are shown in Figure 1.7 and are described 1. Instructive function: It is invariably and importantly dealing with commanding
- below.
- nature. The communicator transmits the necessary directives and guidance as to enable them to accomplish his/her tasks.
- 2. Integration function: It is a unifying function which integrates the endeavored
- activities. It mainly involves bringing about interrelationship among various functions.
- 3. Informing function: The purpose or function of communication is to inform the individual or group about the subject.
- 4. Evaluation function: Examination of activities to form an idea or judgement of worth of task is achieved through communication. It is a tool to appraise the individual.
- 5. Directive function: Communication is necessary to issue directions by top management to the lower level. Directing others cannot take place without a complete communication process. 6. Influencing
- function: It implies the provision of feedback which reflects the effect of communication. Motivational forces in an individual are to be provided
- and then stimulated through communication.
- 7. Interview function: Interviewer selects qualified and worthy people for
- enterprise. Recruitment process implies face-to-face oral communication.



- 8. Teaching function: A complete communication process is required to teach
- and educate the health workers with regard to procedures, ensuring safety needs
- 9. Orientation function: Communication helps to make people acquainted with of patients, policies, cost control etc. colleagues and superiors with policies, rules and regulations of the institution Similarly nurse orients the newly admitted patient to the ward through communication.
- 10. Decision making function: Communication either verbal or written helps the process of decision making such as a nurse following data collection arrives at nursing diagnosis and decides a problem solving technique.



- **GUIDELINES FOR EFFECTIVE COMMUNICATION** Ambiguity: Using words in current use is important and to avoid words which convey
- vague meaning, as it can lead to confusion in communication. Audience: The communicator should know his/her audience or listeners and
- accordingly ideas have to be put across.



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*Avoid extremes: It is desirable to avoid extremes in speaking as some subject matters may be too good or too bad.
*and listener.

*Clarify ideas: The communicator has to clarify his/ her ideas himself/herself before

*Conditions: An ideal infrastructure and environment are to be provided to both speaker and listener. The reasons of non-listening are boredom, bias, fear, interruption, etc.

*and then think on the message clearly and clarify ideas to ensure effective
*communication.

*Emphasis on purpose: The subject matter and its theme should be greatly emphasized
*to draw attention to the listener.

*Feedback: It is probably the most significant method of improving communication. Two-way process ensures feedback.

*Gestures and tones: The style in which message is conveyed is equally important as what is being said. There must be integration between facial expressions, voice,
*gestures, mood to the action of what is said about.

*Ideas: One must be clear about the ideas, opinions, and facts to be communicated to have a clear communication.
*pass the message.

*physical and human setting in an institution.

*Purpose: The purpose of communication is to make others understand the subject
*matter. The communication is ineffective if the purpose is not achieved.

*Not to talk and talk: A verbal communication should be short, clear, and simple to Physical and human setting: An atmosphere of mutual trust is to be created in the
process of communication. The informal relations are the best weapon to promote

*BARRIERS OF COMMUNICATION

*The word 'barriers' means hindrances or hurdles or difficulties or problems. Any difficulty which partly or fully prevents any activity is called a barrier. Barriers with
reference to communication imply hurdles or problems on the way which adversely affect the transmission of information from sender to the receiver.

*Reasons for occurrence of barriers in communication:

*i. Getting distracted ii. Day dreaming

*iii. Interrupting

*iv. Not attending to verbal clues

*v. Listening only to content and not the feelings

*vi. Jumping to conclusions vii. Prejudging the speaker

*viii. Talking, not listening ix. Failing to express opinion



Barriers of communication

*Organizational Barriers

*They

*barriers arise when duties and line of authority are not clearly-defined. arise on the account of distance communication, more layers of communication, heavy communication load etc. Various types of organizational barriers are: a. Policy: Broad objectives and policies of the organization are laid down by the top management. They change the behavior of the receiver. If the policy is not supporting in the free flow of communication vertically and horizontally, it acts

*These

*as a hurdle in the smooth flow of communication. b. Rules and regulations: Formal communication should follow the path of flow. Organizational rules and regulations sometimes work as obstacles in transmitting a message when they are rigid resulting in delay in decision making process and

*action.

*c. Facilities: Organizational facilities are indispensable for the smooth, proper and

*timely flow of communication. The purpose of communication is defeated if

*minimum facilities for transmitting message are not provided.

*d. Complex organization: Complexity in organization structure is a common feature in most of the big enterprises. Complexity involves many layers of supervision, long distance, more lines, communication gaps, organizational distance between lines of authorities from top to bottom in the health team.

*Status and position: In two-way communication, status and position impede the flow of communication particularly in upward direction. The reasons are non listening attitude of the superior, non-answering and interpreting as well as withholding information, etc.

*Semantic Barriers

*Problems of language are called semantic barriers'. They arise on account of linguistic background and ability of the communicator. Linguistic barriers occur in both oral and written communication. Common types of semantic barriers are:



*Badly expressed message: The absence of clarity and precision in the subject matter of communication results in badly expressed message. The common causes for clarity and precision are using unfamiliar words, jargon, using superfluous words, lack of unity and coherence, use of unnecessary prepositions, adjectives and adverbs, lack of simplicity, longer sentences, poor language, poor construction of sentences and so on.

*Jargon language: Jargon is the language which is special to science, technology, law, commerce etc. Special and technical personnel often use technical language of their own. This leads to isolation and limited communication and acts as a barrier. Unclarified assumptions: Koontz and Donnell observe: often overlooked but critically important are the uncommunicated assumption which underline practically

*all messages. Certain implied things cannot be interpreted by the receiver correctly. d. Faulty translations: Encoding process translates symbols, ideas, facts, opinions. and feeling into words, action, pictures and audio visual media. This translation should be understood by the receiver. When there is a fault in translation it remains as barrier in effective communication.

*Personal Barriers

*a. Barriers to superiors: Superiors may be reluctant to listen to their subordinates as they may reflect adversely on their ability and intelligence. Their hierarchical status and position and relationship with subordinates-act-as barriers of

*communication. The following are various ways: i. Regard and attitude: The regard and attitudes of the superior towards subordinates in connection with communication may affect the flow of message both in vertical and horizontal directions. To mention face-to-face contacts, it

*is more serious non-listening attitude of the superiors, desires to keep or withhold

*message and so on. They may feel responding to subordinates will lower their

*prestige To maintain authority: Fear of challenge of authority is a barrier to the flow of communication. Managers often underrate the understanding and intelligence of subordinates. People generally resist, as frequent passing of information may disclose their weakness.

*i. Prejudice: It creates a barrier for a proper understanding in the organization.

*iv Complex: Personal complexity inhibits communication. No superior likes to show his/her mistakes to someone else especially to his/her subordinates. Self satisfaction: Seniors often resist smooth flow of messages. They ignore

*anything that conflicts and like messages which confirm their beliefs and ideas.

*They withhold information and make the subordinates to move round the information and derive satisfaction out of it. Distrust: Of communicator is a barrier. Distrust of the superior for any reason restricts communication.

*vii. Message overload: The effect of overload frequently may be omission of message, errors, delay, filtering and approximation. They are barriers to communication.



- *b. Barriers in subordinates: Subordinates are also equally responsible for restricting
- *communication flow particularly in upward direction. They act as barriers in
- *number of ways as indicated below: i. People generally resist new ideas
- *ii. They dislike showing mistakes ni. Lack of incentives and encouragement
- *iv. Unwillingness to communicate upward message on personal grounds
- *They slant information relating to their failures
- *Psychological Barriers
- *i. Poor pronunciation i. Confused thinking
- *iii. Communication overload
- *iv. Attitude v. Fear and anxiety vi. Suspicious, jealousy, anger
- *vii. Resentment, antagonism and prejudices viii. Lack of interest and lack of listening
- *Physical Barriers
- *i. Environmental disturbances: Lack of privacy, traffic nuisances, loud speakers, unwanted noise, bright light, unusual sight or any other stimulus providing a ii.
- Physical health: Inability to receive when ill.
- *potential distraction.
- *iii. Poor hearing: Born deaf, lost hearing due to accident, excess use of ear phone iv. Distance: Four distinct zones may greatly vary in different cultures. 18"
- *intimate; 4'-personal; 12'-social; 20'-public.
- *Mechanical Barriers
- *i. Non-availability of proper machines ii. Presence of defective machines
- *iii. Interruption
- *iv. Power failure
- *Cross Cultural Barriers
- *i. Cultural-ethnic, religious and social difference
- *ii. Economic position iii. Traditions barring people of different culture from mingling together.
- *iv. Political beliefs v. Ethics and values
- *vi. Rules and regulations
- *vii. Barriers to membership of a group as detached, devious, impersonal, condescending, hypocritical, avoiding eye contact, too silent, aggressive, over emotional, angry, confrontational.

*Perceptual Barriers

*L. Lack of common experience. 1. Linguistic-Different languages and vocabulary

*iii. Lack of knowledge of any language

*v. From receiver's side: Interrupting the speaker; asking too many questions for the sake of probing

*vi. From sender's side: Unclear messages; incomplete sentences; no clarification

*iv. Low IQ

*Interpersonal Barriers

*i. Withdrawal: absence of interpersonal contact

*ii. Rituals: meaningless, repetitive routines devoid of real contact

*iii. Pastimes: activities that entertain and keep individuals engaged in free times

*Gender Barriers

*Women:

*Prefer conversation for rapport building Want empathy, not solutions

*Are more likely to compliment • Emphasize politeness:

*. More conciliatory

*Men:

*• Talks as a means to preserve independence and status by displaying knowledge

*and skill

*. Work out problems on an individualized basis Are more directive in conversation

*Are more intimidating . Call attention to their accomplishments

*● Tend to dominate discussions during meetings

*METHODS TO OVERCOME BARRIERS OF COMMUNICATION

*The aforementioned barriers can be thought of a filter, that is, message leaves the sender, goes through the aforementioned filters and is then received by the receiver which may muffle the message. The following strategies can be adopted to overcome such filters.

*Suitable language: The appropriate language and tone definitely minimizes linguistic barriers to communication. Use of technical terms should be avoided as far as possible and the message should be direct, simple and meaningful language. Different people perceive the message differently. The team should use a common language to avoid semantic distortions.

*Active listening: Hearing and listening is not the same. Hearing is the act of perceiving sound. It is involuntary and simply refers to the reception of aural stimuli. Listening is a selective activity which involves the reception and the interpretation of aural



- stimuli. It involves decoding the sound into meaning. Listening is divided into two
- main categories: passive and active. Passive listening is little more than hearing. It happens when the receiver of the message has little motivation to listen carefully such as when listening to music or when being polite. People speak at 100 to 175 words per minute (WPM) but they can listen intelligently at 600 to 800 WPM. Since only a part of mind is paying attention, it is easy to go for mind drift thinking about other things while listening to someone. The cure for this act is active listening which involves listening with a purpose. The following are the few traits of active listeners:
 - Spend more time listening than talking Do not finish the sentence of other .
 - Do not answer questions with questions
 - Are aware of biases, it needs to be controlled Never day dream or become preoccupied with their own thought when others talk
 - . Let other speakers talk. Do not dominate conversations Plan responses after others have finished speaking NOT while they are talking Provide feedback but do not interrupt incessantly
 - Analyze by looking at all the relevant factors and asking open ended questions Walk others through summarizing
 - Keep conversation on what others say NOT on what interests them • Take brief notes, this forces them to concentrate on what is being said.
 - Feedback: When you know something, say what you know. When you do not know something, say that you do not know. That is knowledge-Kung Fu Tzu. The purpose of feedback is to alter messages so the intention of the original communicator



*understood by the second communicator. It includes verbal and non verbal responses

*to another person's message. Carl Rogers listed five categories of feedback: . Evaluative: Making a judgment about the worth, goodness or appropriateness of other person's statement. . Interpretive: Paraphrasing-attempting to explain what the other person's

*statement means . Supportive: Attempting to assist or bolster the other communication. . Probing: Attempting to gain additional information, continue the discussion or

*clarify a point.

*. Understanding: Attempting to discover completely what the other communicator

*means by her statements.

*Actions and deeds: Communication through actions and deeds is the principle of effective communication. A message is one to be acted upon. Otherwise it tends to distort the current and also the message henceforth from the individuals involved in communication. A meaning to a message is achieved only when it is acted upon. Action and words must walk hand in hand.

*Clarity: Every communication should have skills to have clarity of the message. The greater part relies on the sender of the message to achieve clarity. The message should be as clear as possible in the mind of the sender. The content or the message should be encoded in a direct and simple language. The purpose of the communication is to make the receiver understand the message which can be achieved through clarity.

*Knowing the receiver: The importance of understanding the receiver and the needs

*of the receiver cannot be overlooked. The message content is to meet the needs of the

*receiver. Sender of the message should have full knowledge about the receiver, his or

*her capabilities, background, and level of intelligence, social climate, receptiveness,

*temperament and attitudes and so on.

*Interpersonal relationships: Developing optimum interpersonal relationships can be more helpful in overcoming the barriers in communication. Lack of cooperation among people results in non-accomplishing their goal. Principles of personal contact. appreciation, recognition and so on help in eliminating the barrier.



Thank you ... 



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