COMMUNICATION STRATEGIES FOR LEADERSHIP SUCCESS

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Unit – I

Definition of Communication – Methods of Communication – Definition of Communication Skills

Objectives
➢ **To** Exploring Different Methods of Communication.
➢ To Promoting Digital Communication Competence.
➢ To Fostering Open-Mindedness in Communication.

Introduction

In this unit, we discussed about the word ‗communication‘. The word "communicate" is derived from the word "common" - to share, exchange, send along, transmit, talk, gesture, write, put in use, relate. So an investigation of this subject might begin with the question: What do all studies of communication have in common? What are the shared concepts that make the study of "communication" different from the study of subjects such as "thought" or "literature" or "life?" When someone says, "This is a communication problem," what does that mean?

Communication: Meaning and Concept

Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends -- whether consciously or unconsciously -- to accomplish something by communicating. In organizational contexts, messages typically have a definite objective: to motivate, to inform, to teach, to persuade, to entertain, or to inspire. This definite purpose is, in fact, one of the principal differences between casual conversation and managerial communication. Effective communication in the organization centers on well-defined objectives that support the organization's goals and mission.

Supervisors strive to achieve understanding among parties to their communications. Organizational communication establishes a pattern of formal communication channels to carry information vertically and

horizontally. (The organization chart displays these channels.) To ensure efficient and effective accomplishment of objectives, information is exchanged. Information is passed upward from employees to supervisors and laterally to adjacent departments. Instructions relating to the performance of the department and policies for conducting business are conveyed downward from supervisors to employees. The organization carries information from within the department back up to top management. Management furnishes information about how things are going, notifies the supervisor of what the problems are, and provides requests for clarification and help. Supervisors, in turn, keep their employees informed and render assistance. Supervisors continually facilitate the process of gaining necessary clarification and problem solving; both up and down the organization. Also, supervisors communicate with sources outside the organization, such as vendors and customers.

Communication is the process by which a message or information is exchanged from a sender to a receiver. For example a production manager (sender) may send a message to a sales manager (receiver) asking for sales forecasts for the next 6 months so they can plan production levels. The sales manager would then reply (feedback) to the production manager with the appropriate figures.

This is an example of internal communication, i.e. when communications occur between employees of a business. Communication therefore links together all the different activities involved in a business and ensures all employees are working towards the same goal and know exactly what they should be doing and by when. Effective communication is therefore fundamental to the success of a business. A business will of course need to communicate with people or organisations outside of the business. This is known as external communication. For example a marketing manager will

need to tell customers of a new special pricing offers or the finance director may need to ask banks for a loan.

Receivers of Messages

Internal External

Internal	External
Workers	Customers
Directors	Local community
Managers	Suppliers
	Shareholders
	Government
	Banks

Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages muddled by the sender, or misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity.In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

Historical Background of Communication

Early discussions of management gave very little emphasis to communication. Among the pioneering management theorists, Henri Fayol was about the only one who gave a detailed analysis of and supplied a meaningful solution to the problem of communication.

Fayol Contribution

The diagram shows how Fayol presented a simplified version of the Formal organisation. If the formal channels in this organisation were strictly followed and F wanted to talk/communicate with P, the communication would have to go through E-D-C-B-A-L-M-N-O-P and back again. In other words, F would have to go through a total of twenty positions. On the other hand, if F

could lay a gangplank, to P, it would allow the two employees F and P to deal at one sitting, and in a few hours with some questions or other which via the scalar chain would pass through twenty transmissions, inconvenience many people, involve masses of paper, lose weeks or months to get to a conclusion less satisfactory generally than the one which could have been obtained via direct contact as between F and P. This gangplank concept has direct implications for horizontal communication systems in modern formal organisations.

Barnard's Contribution

It was largely Chester Barnard in the late 1930's who meaningfully developed communication as a vital dynamic of Organisational behaviour. He was convinced that Communication is the major shaping force in the organisation. He ranked it with common purpose and willingness to serve as one of the three primary elements of the Organisation. Communication Techniques, which he considered to be written and oral language were deemed not only necessary to attain organisation purpose but also a potential problem area for the organization.

Definitions of Communication

Communication is the sum of all the 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. (Louis A Allen)

Communication can be defined as the process through which two or more persons come to exchange ideas and understanding among themselves.

The word Communication describes the process of conveying messages (facts, ideas, attitudes and opinions) from one person to another, so that they are understood. (M.W. Cumming)

Communication is the process whereby speech, signs or actions transmit information from one person to another. This definition is concise

and definitive but doesn't include all the aspects of communication. There are other definitions, which state that communication involves transmitting information from one party to another. This broader definition doesn't require that the receiving party obtain a full understanding of the message. Of course, communication is better when both parties understand... but it can still exist even without that component

Communication is a process of transmitting and receiving verbal and non verbal messages that produce a response. The communication is considered effective when it achieves the desired reaction or response from the receiver, simply stated, communication is a two way process of exchanging ideas or information between human beings.

Communication can be defined as the process through which two or more persons come to exchange ideas and understanding among them. Communication is the understanding, not of the visible but of the invisible and hidden. These hidden and symbolic elements embedded in the culture give meaning to the visible communication process. Equally, if not of more importance is the fact that communication is a personal process that involves the exchange of behaviours. Invansevich and Matteson noted that Communication among people does not depend on technology but rather on forces in people and their surroundings. It is a process that occurs within people.

Munication must have a message that is being transferred from sender to receiver. In order for communication to be successful, the sender and receiver must have some signs, words or signals in common with each other so the sent message can be understood. The ideal definition of communication is a 2-way interaction between two parties to transmit information and mutual understanding between themselves. The interchange of information from one party to another is best communicated when a discussion is available so the receiver can ask questions and receive answers to clarify the message

There are at least three general types of communication goals:

1) Self Presentation Goals (who we are and how we want to be perceived),

2) Relational Goals (how we develop, maintain, and terminate relationships),

3) Instrumental Goals (how we manipulate others, gain compliance, manage interpersonal conflict, use and recognize interpersonal influence strategies (anchoring and contrast effects, reciprocity, commitment, liking, social proof, authority, and scarcity etc.)

Communication in simple terms is a transfer of information between people, resulting in common understanding between them. Communication has been defined differently by different writers and behavioral theorists. Some popular definitions are –

According to Newman and summer, ―Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.

According to Allen Louis, ―It is the sum of all the things one person does when he wants to create an understanding in the mind of another.‖

Bellows, Gilson and Odirone define communication as ― A communion by words, letters, symbols or messages, and as a way that one organization member shares meaning with the other.

Hoben defines communication as ― The verbal interchange of thoughts orideas.

In the words of Anderson, ―Communication is the process by which we understand others and in turn endeavor to be understood by them. It is dynamic, constantly changing and shifting in response to the total situation.

According to Berelson and Steiner, communication is ―the transmission of information, ideas, emotions, skills, etc., by the use of symbols, words, pictures, figures, graphs, etc.‖ It is the act or process of transmission that is usually called communication.

In the words of Fotheringham, ―Communication is a process involving the selection, production and transmission of signs in such a way as to help a receiver perceive a meaning similar to that in the mind of the communicator.

Models of Communication

The essence of "communication" is that it is a process -- an activity that serves to connect senders and receivers of messages through space and time. Although human beings tend to be interested primarily in the study of human communication, the process is present in all living things and, it can be argued, in all things. From this we may conclude that communication is a fundamental, universal process. It was Aristotle, in his Rhetoric who first gave the science a proper framework. He proposed a simplistic model for communication which had as its components, a sender, a receiver and a message. It formed the crux around which the later theories were based. Lasswell later added the concept of a channel, which was to be chosen by the sender. While the field of communication has changed considerably over the last thirty years, the models used in the introductory chapters of communication textbooks. Some of the important models which are used to explain the process of Communication are discussed in this chapter.

Shannon's Model of the Communication Process

Shannon's (1948) model of the communication process is, in important ways, the beginning of the modern field. It provided, for the first time, a general model of the communication process that could be treated as the common ground of such diverse disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Part of its success is due to its structuralism reduction of communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails. Good timing played a role as well. The world was barely thirty years into the age of mass radio, had arguably fought a world war in its wake, and an even more

powerful, television, was about to assert itself. It was time to create the field of communication as a unified discipline, and Shannon's model was as good an excuse as any. The model's enduring value is readily evident in introductory textbooks. It remains one of the first things most students learn about communication when they take an introductory communication class. Indeed, it is one of only a handful of theoretical statements about the communication process that can be found in introductory textbooks in both mass communication and interpersonal communication.

Types of Communication:

Communication may be divided into two areas – verbal and non-verbal communication. Verbal communication, or communication through words, provides the opportunity for personal contact and two-way flow of information. A large part of our communication, whether at work or outside, is verbal in nature. Verbal communication in turn, may be divided into two areas – oral and written communication. Oral communication may be defined as a process whereby a speaker interacts verbally with one or more listeners, in order to influence the latter's behavior in some way or the other. Oral communication in a business context can take the form of meetings, presentations, one-to-one meetings, performance reviews and so on.Written communication is a process whereby a writer interacts verbally with a receiver, in order to influence the latter's behavior. Written communication at the workplace can take several forms such as letters, memos, circulars, notices, reports and email. We will examine some of these in more detail in later chapters. Non-verbal communication, on the other hand may be defined as communication without words. It refers to any way of conveying meanings without the use of verbal language. The game of ―dumb charades‖ is a perfect example. Non-verbal communication is generally unintentional, unlike verbal communication. All of us tend to communicate silently and unknowingly send signals and messages by what we do, apart from what we

say. Gestures, facial expressions, posture and the way we dress, are all part of non-verbal communication.

Non-verbal communication can have a greater impact than verbal communication, since ―how you say something‖ is sometimes more important than ―what you say.‖ Although non-verbal communication can affect both our personal and business relationships, it is particularly important in the workplace.

Verbal Communication

We communicate most of our ideas to others through verbal messages, i.e., through spoken or written messages. However, verbal messages have some drawbacks – the message may not be properly worded, or the message may be misunderstood, or interpreted differently from its intended meaning.

Avoid Words with Multiple Meanings: Words sometimes tend to have different meanings in different cultures. Therefore, when communicating verbally, it is important to use words that are precise, unambiguous and have a single accepted meaning.

Ensure Clarity through Highly Specific Statements: Instead of describing an object or idea in general terms or in abstract language, use highly specific language to avoid a variety of interpretations.

Avoid overuse of Jargon: Jargon refers to technical terms or specialized vocabulary. Every profession has its own jargon which only experts in that field can understand. For example, IT experts use terms like ―computer architecture‖ which the layperson may not understand. The use of jargon depends on the audience with whom you are communicating. A certain amount of jargon may be permissible when writing a technical report for example, but should be avoided when communicating with a general audience, since the terms may not be understood. Above all, never use jargon just to impress your audience.

Avoid Biased Language and Offensive Words: Language has the power to arouse negative feelings, if it is not used with care. This can happen when the words used seem to be objective, but actually contain an intentional or unintentional bias.

For example, referring to a co-worker as ―wishy washy‖ if he is not quick in making a decision, could lead to misunderstanding and conflict. Similarly, certain words may have a ―sexist‖ connotation and be taken in an offensive way – for example, referring to a lady receptionist as ―that female.‖

Non-Verbal Communication

Non-verbal communication can be defined as communication done without speaking or writing. Let us now take a look at some of its characteristics, which distinguish it from verbal communication.

Non-verbal Communication Cannot Be Avoided – While one can avoid verbal communication by refusing to speak or write, it is not possible to do the same with non-verbal communication. That is because non-verbal communication is not always intentional, unlike verbal messages, as pointed out earlier. Sometimes, silence itself may convey a lot of meaning.

Example – A speaker making a presentation may find that the audience is not very interactive. Instead he notices people yawning during his presentation. At the end of the session, when he asks for some feedback, there is total silence.The message conveyed in the above example is that the audience is bored with the session. The silence indicates that they have not listened to the session and that the feedback is negative.

Non-verbal Communication is Powerful – Non-verbal communication helps us to form first impressions and make judgments of others. First impressions generally tend to be lasting impressions.

Let us say you go for a job interview fifteen minutes late and dressed in informal attire. When asked some questions, you avoid eye contact. This

immediately reflects on your attitude and the impression formed of you is that of a person who takes things casually, is insecure and lacks knowledge.

Non-verbal Communication is Ambiguous – While precise words can be used in verbal communication to ensure that that the message is clearly understood, non-verbal communication is not always clear and easy to understand.

For example, sitting back in a relaxed posture may be a signal of boredom or fatigue. Similarly, avoiding eye contact with your audience could mean that either you are nervous or guilty of something! Therefore it is not possible to accurately understand the messages conveyed by non-verbal behavior.

Non-verbal Communication Cannot Express All Messages – Non-verbal behavior can only express a person's feelings, attitudes, level of interest, liking or dislike for something. Certain messages about ideas or concepts can only be expressed through the spoken or written word. Consider the following , exampleA sales manager wanting to report that sales for the current year has exceeded targets, can only do so through a written report or oral presentation. If he is making an oral presentation, his non-verbal behavior can only indicate how pleased he is about the increase in sales.

Non-verbal Communication Varies Across Cultures – While certain types of non-verbal behavior are universal, others may be different in different cultures. Examples – There are different rules regarding the appropriateness of the handshake in oriental and western cultures. Generally, in oriental cultures like India, any form of physical contact is not common and is interpreted as being intimate, while it is an accepted thing in western countries.

Similarly, a nod of the head means yes in some cultures and no in other cultures.In this age of business communication across cultures, it is important for you to understand these differences, especially when doing business overseas. Failure to do this could lead to costly blunders.

Classification of Non-verbal Communication:

We have seen how non-verbal communication plays an important role in business communication. Given its importance, an understanding of the different types of non-verbal communication is essential. There is a common misconception that non-verbal communication is synonymous with body language and includes only body language. The fact is that it is a vast area which has been widely researched and includes several aspects. The table below lists the different types of nonverbal communication, with the corresponding communication terminology.

Kinesics – This is the most often studied and important area of non-verbal communication and refers to body movements of any kind. Different body movements can express inner states of emotion. Facial Expressions can convey feelings of surprise, happiness, anger and sadness. If you meet a long lost friend and say ― I'm very happy to meet you again‖, but with a sad facial expression, it conveys the exact opposite meaning. Eye Movements, such as wide open pupils express feelings of surprise, excitement or even fear. The importance of eye contact with one's audience was pointed out earlier. Direct eye contact is an indication of intensity and interest, while lack of it can convey feelings of nervousness and guilt.Gestures, such as movement of the hands while giving a lecture or presentation indicates a high level of involvement in what you are saying. On the other hand, shuffling of the feet is a sign of nervousness and speaking with one's hands in one's pockets is considered to be casual or even rude. Head Movements like nodding the head can convey interest, appreciation, agreement or understanding.

Body Shape and Posture – Body shape is not within one's control but can be stereotyped to convey certain meanings. For example, someone who is strong and muscular is generally thought to be athletic, as opposed to a person who is short and fat! Posture on the other hand is within our control. In formal settings such as job interviews or classroom settings, it is essential that you

maintain an erect posture to convey that you are attentive, since slouching or a relaxed posture conveys a casual attitude.

Physical Appearance – Our outward appearance, including the way we dress and the jewelry and make-up that we wear can convey an impression of formality or informality. Going to a job interview dressed in blue jeans or not sticking to a stipulated dress code at the workplace can convey that you are a rebel, nonconformist or a very casual person.

Proxemics – Proxemics is derived from the word ―proximity‖ or closeness and is the communication term for personal space and distance. The space and distance which we choose to keep from people is also part of nonverbal communication. Each of us has our own inner and outer circles, which differ for different people. Our inner most circle is an ―intimate space‖, into which we generally admit only select people such as family and close friends. Next comes a ―personal space‖ which might include other friends and colleagues or coworkers. These two spaces involve communication of an informal nature. Most of us also have a ―social and public‖ space, which includes official or workplace relationships, where the communication is of a more formal nature. In a business context, it is more relevant to understand the concept of ―fixed space‖ and ―semi-fixed‖ space. Fixed space means that the physical features of the work environment such as furniture, room size and seating arrangement are permanent.

This conveys an impression of formality. On the other hand, semi-fixed space means that certain elements of the environment can be changed – for example, the seating arrangement could be changed and this conveys an impression of informality.Sometimes, use of space at the workplace can determine leadership positions. For example, seating at the head of the table conveys leadership or authority. A round table meeting, however, conveys the idea of equality, since no one can be seated at the head of the table! All points of a circle are the same. That is why when heads of state meet (as in UN

Security Council meetings), it is always a round table discussion, since all heads are equal. Space should therefore be used carefully in a work environment, so as to convey the right impressions.

Time Language – This refers to the meaning or importance attached to time and varies between different people. One person may value time more than another. Similarly, time language also varies across cultures. In most western cultures for example, punctuality is considered to be important. Arriving late for a business meeting is inexcusable. In other cultures, it is more relaxed and time is not given that much importance. We convey messages to others through the time we spend on a work related activity or by the importance that we give to time. Arriving early at work or for a job interview shows interest, involvement and seriousness. Spending time with an employee and giving him suggestions on how to improve his performance shows interest and involvement in his career growth.

Paralanguage – Para means ―like‖ or ―similar to‖, therefore paralanguage means ―like language‖. Of all the forms of non-verbal communication, paralanguage is closest to verbal communication. It refers to the tone of voice with which something is said. In other words, it is - how‖ something is said, and not - what‖ is said. The tone of voice includes the pitch (high or low pitch), the pace (slow or fast) the emphasis on words and the volume (soft or loud) and can convey different moods and emotions, as mentioned earlier in this unit. Example: The statement - I practice good business communication‖ can be understood in different ways, depending on the emphasis on certain words. Saying - I practice good business communication‖ means that I alone practice it above anyone else. On the other hand, saying - I practice good business communication‖ could be interpreted to mean that you communicate particularly well in a business context, rather than in a general context. The important point to keep in mind regarding tone

of voice is to avoid mixed signals – that is, making sure that what you say is consistent with how you say it.

Physical Context – This refers to the physical environment or surroundings within which we communicate and includes two aspects –Color and layout,

2) Design

Colors are known for their symbolic meaning and have associations with different feelings. For example, colors like black and grey are associated with death, mourning and negative feelings. Yellow and green are associated with more positive feelings. Of course, these can also vary across cultures. The point to remember is that you can make the right impressions with use of the right colors. Layout in a work environment refers to the size of an office, or the arrangement of furniture. Design refers to the type of chairs, desks or carpeting. All these can convey status, formality or informality. We have seen how the types of non-verbal communication outnumber the types of verbal communication. Non-verbal communication is an important supplement to verbal communication and can enhance verbal communication, if used in a positive way. The sender should use the right non-verbal cues to convey a positive message, while the receiver should learn to look for unintended messages conveyed by non-verbal communication.

Methods of Communication

Methods of Communication – Verbal and Non-Verbal Communication

Different occasions require different types of communication. All communication cannot be of the same type and it cannot flow through the same means. All depends on who sends the message to whom and for what purpose.

A. Verbal Communication:

The term verbal communication means 'words'. Human beings are the only species gifted with the use of words that make languages.

Words are the most accurate and powerful set of symbols. Thus, the common set of symbols are used between sender and the receiver in the process of verbal communication. The words may be spoken or written. The spoken communication is called oral communication. Communication conveyed through written words is called written communication.

1. Oral Communication:

It is naturally the speech that precedes the writing. In the same way, people speak more before committing themselves into writing. This communication plays an important role in families and organizations and among friends, relatives, acquaintances, neighbours, etc. Miscommunication or ineffective oral communication can trouble the relationship and growth. It may take the form of speeches, discussions, debates, face-to-face talk, telephonic conversation, video conferencing, interview and chat.

It may be formal or informal. Oral communication would be effective if the principle of brevity and conciseness is observed. Mechanical devices used for oral communication include telephone, intercom, dictating machines, internal addressing system, internet, etc.

Aspects of Oral Communication:

a. Positives:

i. Saving paper work

ii. Reduction of message preparation time

iii. Saving stationery

iv. Powerful ness and persuasiveness

v. Instant feedback.

b. Negatives:

i. Lengthy message

ii. Loss of legal validity

iii. Scope for misunderstanding

iv. Limited retention.

2. Written Communication:

Messages put in black and white constitute written communication. The written communication is binding on the organization and it constitutes as documentary evidence. It can be in the form of notices, telex messages, circulars, reports, e-mail, and manuals. The components involved in written communication include the writer, the content, the language, purpose of communication, style adopted and the receiver.

Non-Verbal Communication:

It is not necessary that communication is possible only through verbal means. Communication takes place without words, spoken or written. Many a research study has established the efficacy of non-verbal communication. It finds expression through gestures, postures, body movement and physical appearance. Messages are expressed through non-linguistic means. When a person refuses to speak or write, he can communicate non-verbally.

1. Kinesics:

The study of body movements is known as kinesics. Our body conveys several messages consciously or unconsciously. For example, raised eye brow indicates one's surprise; creased forehead suggest worries; pursed lips shows one's reservation to reveal one's comment; yawning points to boredom; smile expresses one's happiness while frown conveys one's discomfiture or confusion. Face is the index of the mind. It can convey one's anger, displeasure, grief, sincerity, cheerfulness and similarly other positive or negative emotions.

Researchers estimate that human face can display 2,50,000 expressions. In short, a face can serve as a window to express one's emotions. It can be used to supplement verbal communication. Facial expression needs to be read in context. A smile may be sign of happiness, amusement or pleasure. When one sees a beaming smile on the face of the interviewer, one

may feel that interviewer is happy with his performance or the latter is sarcastic of the performance.

When one observes a frown on boss's face, one understands that he is not in good mood. There are some people who deliberately exhibit a different expression on the face. Suppose an employee is upbraided, it is natural for him to show his/her anger, but the latter holds back emotions as he/she knows exhibiting anger would cost his job/or privilege. Overall facial expression is important to a receiver's perception of credibility.

Therefore, a speaker should radiate dynamism, interest and enthusiasm for high credibility rating.

2. Paralanguage:

Performing the function of communication as a language without being a part of a language is called paralanguage. It does not consist of any words.

3. Proxemics

The word proxemics is derived from the word proximity which means closeness. It is used with reference to space or territory. A lot of communication takes place non-verbally in the space one shares with the other.

Methods of Communication – Oral Communication, Written Communication, Signs, Actions, Silence, General Behaviour and Attitude

1. Oral Communication:

Oral communication is very frequently used by supervisors at the shop floor and by middle level managers. Top level executives, however, use it occasionally. The more commonly used forms are face-to-face individual conversations and group discussions, talks, verbal orders, telephones, public address systems, speeches at conferences, seminars and meetings.

Many executives regard oral communication as the most effective mode, since it not only saves time, but also provides a basis for better

understanding. Especially, the face to face communication gives each party an opportunity to respond directly to the other. Disagreement, dissention, fear, tension and anger can often be eliminated by solving the problem on the spot.

This give – and – take gives the participants a basis for clarifying their own position and getting a first-hand view of that held by others. In addition, face-to-face communication provides the sender with an opportunity to note body language, such as -gestures and facial responses and tone voice, thereby obtaining a more complete feedback than is available in any other form of oral communication. It has rightly been pointed out that how a person says something is often as important as what he says.

In spite of its advantages, face-to-face communication cannot be used on all occasions. While passing on information or orders to large number of persons or to persons situated at different places, face-to-face communication is not possible. Again, if the orders are to remain in force for a long time, it is not suitable. Further, as there is nothing on record, both parties may deny having said something.

Cohen has rightly observed that any communication which requires immediate feedback, where the reaction of the receiver is important, or where additional explanation may be needed, should be verbal or have a verbal component. Attitudes and feelings are best communicated verbally. Discussions of problems among colleagues and the whole field of informal communication, rely on verbal means.

Oral communication is direct and more personal. There is need for great care in choice of words and expressions. Managers should avoid premature announcements, use simple words and state the message slowly and distinctly. Since there is risk of misunderstanding, they should check that employee has understood correctly. Managers should be able to identify lack of concentration on the part of listener due to noise or disturbed mind.

2. Written Communication:

This label covers all communications on paper and its equivalent. Hand written memos, cheques, typed letters, telex messages, computer print-outs, manuals, newspapers, posters, books, drawings, graphs, bulletin-board items, organization hand books etc., are all regarded as – "written" in this sense. One advantage of such written communication is that it serves as permanent and reliable record, as the Chinese proverb says, "The palest ink is clearer than the best memory".

Another advantage is that a written communication has to be precise and more carefully prepared than the oral one, as there is no opportunity for explanation. Thirdly, if a message has to go through many persons, writing provides protection against transmission losses and distortions. In fact, written communication is always preferred when a directive contains detailed instructions that are too lengthy to be conveyed through oral communications. It is invariably used for proposals, agreements, legal documents, policy statements, organization and procedure manuals, advertising and public relation announcements, and for many other important, matters.

On the other hand, there are certain drawbacks of written communication. Although there is the opportunity to be precise and accurate in composing a message, one often comes across messages which are confused, ambiguous or not clear. This then requires written or oral clarification which, apart from being time consuming, may make the ultimate message expensive. Secondly, it tends to be rigid and may have a tendency to turn into red- tape.

Again, it is difficult to keep some forms of written communication up-to-date, for example, job descriptions and policy manuals. It is also claimed that formality is implicit in a written document. Such formality is often detrimental to good human relations. Lastly, there is difficulty in obtaining

feedback. It is not automatically clear whether people have understood a written communication, and what their reaction to it is.

Writing is more difficult as it must make up for the lack of face-to-face contact. Managers should make good choice of words and be clear and unambiguous in their writing. Writing too much or too little is always dangerous since receiver may jump to wrong conclusions. Good writing demands skill, practice and command over language.

3. Signs

Notices such as – "Danger", "No Smoking", "Handle with Care", "Silence", "Use Me", "Misuse Me", etc., are often ignored. Similarly, the uses of flags, coloured lights and mechanical devices also have limitations, since concentration is not always possible.

4. Action

The sense of sight is about 87 percent effective, hearing seven percent and touch, smell, taste etc., only six percent. Actions speak louder than words – easily understood.

5. Silence

Probably more suitable form of communication, but if misused, it is the most stupid form. Silence is effective and harsh when displeasure and disagreement is to be displayed. It is sometimes accompanied by facial expressions, when, for example, a clerk is asked to mark overtime. If the object is to confuse, silence will succeed as the chances of receiver choosing the correct interpretation are remote, for instance, a married man coming home late and being greeted by his wife with silence. Silence may indicate annoyance, disgust, indifference, hurt feelings, fear, suspicion, distrust, amusement, antagonism, etc.

6. General Behaviour and Attitude:

Gestures and facial expressions have a definite meaning. For instance, socially accepted gestures such as – 'V' sign, changes in expressions like

frown, smile, sour face, bright and cheerful face, etc., create tolerable or intolerable situation. General behaviour and attitudes differ on different occasions such as – at the time of funeral, wedding party, social function, declaration of the result, scuffle, accident, etc.

Methods of Communication – Verbal, Written and Gestural Communication (With Merits and Demerits)

Communication is central to all aspects of everyday life. Communication conveys a wide variety of ideas, thoughts, feelings and emotions with the words spoken or written as also use of the face and body postures.

There are following three modes of communication to express ideas, feelings and response to the communicator:

1. Verbal communication.

2. Written communication.

3. Gestural communication.

Gestural Communication Fits with both Verbal and Written Communication:

Gestures are used in verbal communication because we instinctively feel that words do not - indeed cannot fully express our ideas, thoughts, feelings and emotions. So our hands and face, in fact the entire body automatically jumps in to add meaning to the communication. In a written communication, too, the sender writing the receiver's name, or concluding the letter by writing 'with regards' will give an intimate personal touch to the communication.

1. Verbal Communication:

Verbal communication is by far the most effective method to convey ideas, feelings, information, etc. It gives communication a personal, intimate touch. Moreover, in a verbal communication, the response of the communicate can be known and interpreted on the spot.

Methods of Verbal Communication:

i. Face-to-Face Talk:

Speaker and Listener Looking into Each Other's Eyes:

Face-to-face talk between two or more persons impacts both-the speaker(s) and the listener(s). Each uses words that he thinks will create the maximum effect on the other(s). When persons look into each other's eyes, the message impacts both the mind and heart of the listener(s). Face-to-face talk is the most common type of verbal communication.

Purpose:

The purpose of face-to-face contact is to convey and observe the response of a person to-

(a) An order,

(b) An instruction,

(c) A request,

(d) A suggestion;

(e) An information, or

(f) Observation.

ii. Interview:

Meaning and Purpose

An interview is generally for a discussion or conference. It is a two-way communication exercise, where each party makes statement about its position and seeks information or clarification about any doubt or confusion. An interview may be to seek suggestions about policies, programs, etc., or to test a candidate for job in the organization.

Guidelines for Holding a Successful Interview

Certain guidelines need to be followed to make an interview fruitful. The first is that both parties to the interview should know its purpose— whether it is to seek suggestions for improvement of working of the organization or to select or promote a person for a job in the organization. In

either case, each should know the relevant facts and information about the other.

The second is that the interview should take place in a relaxed atmosphere. The person being interviewed should get sufficient time to present all the facts that he knows. Evidently, this cannot be done if the interviewer, taking advantage of his position, adopts a domineering attitude and keeps harassing the person opposite by asking questions one after another without letting him complete the answer to a single question.

The third and last essential is to keep a meticulous record of everything that transpired during the interview.

Types of Interview

Interviews can be of various types, for example:

(a) One-to-One Interview

In one-to-one interview, there is visual and verbal communication between two persons. There is exchange of ideas and information and each person weighs the idea and information communicated to him and formulates his response based on his understanding and interpretation.

(b) Group Interview

Also called group discussion, in group interview there is exchange of ideas and information between several persons. Each participant expresses his views on the topic under discussion and responds to the points made by others. He also has occasion to observe how effectively each participant influences others and clarifies and concludes the discussion.

(c) In-Depth Interview

This is a kind of interview that is done to test suitability of a candidate for a job in the organization. The candidate speaks about his background and special interests to affirm that he is the best suited for the job.

(d) Stress Interview

This is a means to test whether a candidate being interviewed for a job can keep his cool when asked questions that seek to make him lose temper, get confused or panicky or nervous. The interviewer may also interrupt the candidate and shoot a question even before he has completed answer to the previous question.

(e) Formal or Informal Interview

In a formal interview questions are framed in advance and asked in a well thought-out order. In an informal interview, questions are asked randomly to measure the candidate's preparedness.

(f) Panel Interview

In this case two or more interviewers specialized in different fields, put questions to the candidate one after the other.

(g) Exit Interview

Some organizations follow the practice of interviewing the employee after he has decided to leave his job. The interview may be conducted by his immediate boss or by Human Resource Manager of the organization. The purpose is to ascertain the reason why the employee is quitting and whether he will be agreeable to change his mind if offered an incentive. In any case, the information gathered during the interview can enable the organization to examine its personnel policies.

iii. Consultation with Friends, Colleagues and Experts

Joint consultation between representatives of employers and employees is fast gaining in popularity. It is a measure of importance being given to an important factor of production—workers.

Joint consultation is a means to consult employees and make them party to decision-making in every matter that concerns them. It may cover a wide ground—from minor day-to-day problems to employees' representation on the board of directors.

Joint consultation is a process through which the management and workers are brought face-to-face with one another to sort out mutual problems. It would be wrong to view it as an opportunity to express individual grievances.

iv. Communication Addressed to Employees, Shareholders and Public

Public communication method is used to (a) Announce any policy decision to workers; or (b) Give lectures to workers as part of Employee Education Program, or (c) Inform the general public about policies and programs of the organization through a press conference.

Guidelines to be followed in Public Communication:

The following guidelines need to be observed to use public delivery system to good advantage:

(a) Proper Home-Work

Before making any announcement to the public about a present or proposed policy decision of the organization, there should be careful collection, compilation and logical arrangement of all facts and information relating to the announcement. The presenter should be able to answer any question arising from the communication, whether while addressing a press conference or replying to SMS or e-mail queries.

(b) Audience Analysis

While preparing a speech, the speaker should keep in mind the things that the audience would like or hate to hear. The aim should be to talk to, not to talk down, to the audience, thinking as though they do not understand anything and can be easily taken for a ride. And of course, there should be no talking over their heads such that they cannot make any head or tails about what is being communicated to them.

Merits:

(i) Involves Little Cost in Terms of Time and Money

Verbal communication does not cost much in terms of time and money. One just needs to be face-to-face with the person or pick up phone and speak to him to convey one's ideas and feelings.

(ii) Imparts Personal Touch

In verbal communication the sender and receiver of message are face-to-face, with listening to each other on phone. In a face-to-face contact, one finds it easy to understand and interpret each other's message and respond to it. In any case, persons engaged in verbal communication can convey ideas and feelings and respond to each other immediately.

If talking on phone, one can express himself and respond judging the mindset of the person at the other end. To illustrate, an elderly person connects to a shop keeper who knows him well. The phone is picked by the shopkeeper's son who has seen the caller but not well enough. He inquires in heavy voice about the identity of the caller but once the caller speaks his voice immediately mellows down and he greets the caller respectfully.

(iii) Creates Better Understanding

In verbal communication, reaction and responses can be easily understood and interpreted. Likewise, queries, doubt, or misunderstanding can be explained at ease to mutual satisfaction of the concerned parties. Particularly for resolving a conflict or crisis situation, there can be no better method than face- to-face talk or speaking to each other on phone.

(iv) Better Receptivity to Verbal Communication:

If a man does not speak, his face will. In verbal communication, the communicator can easily know what effect his ideas, suggestions or instructions have had on the person facing him. Judging from his facial expression or response, he may rephrase his words to elicit the desired

response. If on telephone, the voice coming from the other end would give enough indication about the reception to the idea or order communicated.

(v) Easy to Amend or Deny the Contents of Communication

Because there is often no record of verbal communication, the sender and receiver can always backtrack on the message and response. An exception is when the receiver has installed electronic recorder to his phone – there is serious research being done to enable the caller and receiver to see each other on their phone to serve as proof that they spoke to each other. In the absence of record of conversation, the caller and the receiver are at liberty to modify or disown their communication and response.

As Henry Fayal puts it, "In dealing with a business matter or giving an order which requires explanations to complete, usually it is simpler and quicker to do so verbally, than in writing. Wherever possible, contact should be verbal; there is a gain in speed, clarity and harmony."

Demerits:

(i) Physical Distance between Parties

It becomes difficult if the communicator and communicate are at places situated away from each other. Of course, telephonic conversation—which is also a form of verbal communication—can still be made, but it cannot be considered a reliable tool. In any case, if the distance between the two parties is long enough to be beyond even telephonic range, the chances of verbal communication become remote.

(ii) Not Suitable In Case of Long and Complex Message and Response

If a message is too long, or meant to be communicated to a large number of persons, verbal communication may not produce the desired results. There is a limit to how long a person can speak or hear. The speaker's throat may get parched after a time and even frequent sipping of water may not help to restore it. Hearing a droning sound for long may sap the message of interest and the receiver may become drowsy.

(iii) No Formal Record of Communication for Future Reference

Verbal communication is unsuitable if a record needs to be kept of the message. For example, one cannot enter into service contracts, make policy statements or place purchase orders verbally. Every word of such messages, in fact even commas, may require interpretation later.

(iv) Open to Create Misunderstanding between Parties

If the sender has insufficient knowledge of the language in which he communicates, he may use words and phrases that may later be misunderstood and misinterpreted. Do we not often hear leaders alleging that their speech is misquoted and torn out of context? Moreover, verbal communication is often marked by instant response and reaction which is often conveyed without much thought to its long range effects.

2. Written Communication

A written communication is made up of words, symbols, diagrams, charts, drawings, etc.

In a business organization, it may be in any of the following forms:

(i) Orders

A written order from a manager to his subordinate(s) is a part of the direction process of management. It denotes downward communication. An order may be general, specific or definite. Orders issued by top managers are of a general type. Within the framework of general orders, middle level managers prepare specific orders for onward transmission to supervisors working under them who, on their part, make and transmit definite orders to their respective subordinates.

To be effective, an order should be to the point and complete in every respect. It should clearly indicate what is to be done, how it is to be done, where it is to be done, and when and by whom it is to be done.

As far as possible, after communication of an order the subordinate should be asked to repeat it to confirm that he has understood it correctly.

(ii) Instructions

The management function of direction requires a manager to guide and assist his subordinate(s) in performance of the tasks assigned to them. Particularly at the supervisory levels at the shop floor, issue of clear and specific instructions becomes necessary to ensure that workers engaged in basic activities perform their tasks according to predetermined standards.

(iii) Reports

A report means recounting or relaying information about an event after its proper analysis and with suggestions on how to tackle it. Reports may be classified as routine or commissioned, or reports concerning special events.

Whatever the nomenclature of the report, it should state its observations clearly and in simple language such that the reader does not need to consult a dictionary or an expert to make sense of it. Where necessary, the report should provide statistical and textual information and cross references to impart authority to observations in the report.

(a) Routine Report

It is prepared periodically and according to established procedure. It is a regular means of communication. Annual reports on staff members, monthly returns of production and sales, reports on outstanding payments are some examples of routine reporting.

(b) Commissioned Report

A report in respect of non-routine or unusual matters is called commissioned report. It is submitted by a person or persons who are formally made members of i committee. Persons appointed to report on a certain issue are usually experts in their respective fields. Example- Report on financial viability of a particular project; Extent and causes of indiscipline among the work-force, etc.

(c) Reports as Regards Abnormal Events

Accident in factory, major machinery breakdown, or asset loss due to violence by workers, is each an instance of abnormal events. If the management appoints a committee comprising one or more persons to inquire into causes of such an event and suggest ways to prevent recurrence, the findings and recommendations submitted by the committee will be a report on an abnormal event.

Merits:

The following are the main merits of written communications:

(i) Only Mode for Persons Separated by Geographical Distances

If the sender and receiver are located at different places, and it is not possible to communicate ideas and information between them on phone, video-conferencing, e-mail, etc., because of lack of connectivity or power breakdown, written communication to be sent by speed-post will be the only means of communication.

(ii) Necessary in Case of Lengthy Messages

In case the message or response is long, only written communication will incorporate the entire matter and its finer points for complete understanding by the receiver.

(iii) Enables Maintenance of Official Record for Future Use

Where the subject-matter of communication is important and therefore needs to be preserved as record for the future, the communication must be in writing. Law courts do not accept recorded verbal messages as evidence—only record kept in writing is acceptable evidence for them.

(iv) Great Recall and Reference Value

A written communication can be used and referred to for times without number and this will not erase or remove any part of it. So can be a recorded verbal communication but its repeated use and reference can erase or distort parts of it.

(v) Enables Meaningful Assignment of Duty and Delegation of Authority

Assignment of duty and delegation of authority will become meaningful and effective only if it is communicated in writing. Verbal communication of the same will give the person an excuse to reduce the extent of his duty and increase the scope of authority.

Demerits:

(i) Tendency to Stretch Message Content

When one puts pen to paper or has fingers on computer keyboard, one tends to go on and on. In the process, the communication becomes too long and wordy, at times even blurring or missing the main point to be conveyed. Recently, the Supreme Court returned a judgment to a High Court with direction to make it simple.

This is understandable because the distantly-placed receiver needs to be given a perfect understanding of the message communicated. But, in the process, the communication becomes too lengthy so that the main points to be conveyed are overshadowed, or even completely missed.

(ii) Little Secrecy

It is difficult to maintain complete secrecy about a written communication. Sometime or the other it may fall in the hands of those from whom it was intended to be kept a secret. Wiki Leaks are an example of how documents kept in extreme secrecy may be hacked and put on the public domain.

(iii) Not Possible to Amend or Withdraw

Once a communication has been written or typed and transmitted, it becomes impossible to correct any word or phrase used in it or to withdraw it. It will be a document on record for reference by the receiver.

3. Gestural Communication

A gestural communication is a non-verbal, non-vocal communication in which the communicator makes visible bodily actions to transmit a message

in place of communicating it by word of mouth. Sometimes, a gestural communication may accompany a verbal communication.

Why Gestural Communication?

Gestural communication is admission of the fact that words of any language cannot fully express all the ideas, thoughts, feelings and emotions. Gestures, whether by way of wave of hand, use of fingers, facial expression—rolling, shrinking or widening of eyes, pouting of lips, inflation or shrinking of nose, rolling of tongue, etc.- are used to give added meaning and effect to the communication.

Gestures may assume many forms. The dress one wears, the scent one uses, expression on the face (smile, scowl, sneer, smirk), the food prepared by spouse—all convey feelings, emotions, ideas or thoughts. Observe a politician addressing a meeting.

He will wave hands, curl eyebrows and lips, and move eyes—gestures to add emphasis to the point he is making. If the boss shakes hands with a sub-ordinate or pats him on the back in full view of his fellow workers, it will delight him immeasurably.

Facial Gestures

Facial expression, like other bodily gestures, communicates a lot. A nod will indicate understanding, a frown or a wrinkle of the nose suggests a feeling of disgust or inability to understand the message. Emotions expressed through face convey many things – happiness, sadness, fear, anger, surprise, contempt, disgust, etc.

As far other gestures, rubbing of nose conveys rejection or doubt or an indication that the communicator is lying. Rubbing of eyes suggests doubt or disbelief. If the receiver has his head resting in his hands and with downcast eyes, it means expression of boredom and lack of interest in the message.

Communication through Body Postures

There are certain body postures that, according to psychologists, suggest specific feelings and emotions. Thus, standing erect indicates self-confidence, and standing with hands on hips indicates readiness to act. Sitting cross-legged indicates disinterestedness or unwillingness.

Sitting with legs open indicates the person is relaxed and open to ideas. Arms crossed on the chest suggest a defensive posture; walking with hands thrust in pockets suggests sadness and misery. Hands covering indicate the person is thinking and evaluating the communication.

Hands clasped behind the back convey anger, frustration and apprehension. Rubbing hands suggests the person is anticipating something. Tapping and drumming fingers or rolling paperweight on the table indicates impatience. Patting or fondling of hair conveys lack of confidence; and nail biting—a feeling of insecurity or nervousness.

Gestural communication also adds effect to a written communication. In a typed letter let the manager write the name of his subordinate in his own hand and see how happy the subordinate feels.

Methods of Communication – Oral and Written Communication

1. Oral Communication

An oral communication generally takes place when the audience is largely illiterate-when people are not able to read-when there is no possibility of written communication-when quick transfer of communication is wanted. This type of communication is direct between the supervisors and the workers and is often known as face-to-face communication.

It takes the following forms

    i. Talks

    ii. A public address

    iii. Verbal discussions

    iv. Telephonic talk

    v. Speeches in audio-visual aids

vi. Speeches and orders

vii. Lectures

viii. Talk in social get-togethers and so on.

Audio-Visual Aids

Films, movies, slides, tapes are played back to the workers in the audio-visual hall. Such audio visual aids have an obvious advantage of describing a company's range of operation and products effectively It is used to illustrate how financial and other decisions are made. It is used to explain work rules. This system of communication is very effective for the people who join the organisation fresh.

2. Written Communication

A written communication is in the writing form and generally used when the audience is at a distance or when a permanency of record is required.

It is generally in the form of following.

i. Instructions

ii. Orders

iii. Rules and regulations

iv. Policies

v. Procedures

vi. Posters

vii. Memos

viii. Reports and

ix. Information bulletin.

An organisation may use the following forms of written communication:

(i) Employees' Handbook

(ii) House Magazines and Newspapers

(iii) Financial Reports

(iv) Bulletin Boards

(v) Notice Boards

(vi) Suggestion System

i. Employees' Handbook

Many organisations publish illustrated handbooks, depicting cartoons, charts and photographs to give instructions to the employees. These are used to give introductions to newcomers.

These are used to provide the following information to all the employees:

i. The general policies of the management

ii. The nature of the business of the company

iii. Company's sources of supplier

iv. Its customers

v. Its products

vi. The range of benefits and services available to its employees.

2. House Magazines and Newspapers

Some companies maintain some employee magazines and journals. These are used to keep employees well informed of the development in the business and technology. These are used to make them acquainted with the personalities and activities of the organisation.

These are used to explain the policies of the management in easily understandable forms. House magazines contain news about personal and social items.

3. Financial Reports

These describe the conduct of business, its expenses and profits, its income and distribution of that income. These reports are used to create understanding between the management and its employees.

These reports serve as a useful guide for the employees, the shareholders and the public to know the financial standing of the organisation.

4. Bulletin Boards

Organisation keeps a bulletin board in attractive colors, types and formats. These boards contain someone's choice of cartoons from newspapers, photographs, important events of employees and other items of common interest. One bulletin board is used to display for 50 to 100 employees.

5. Notice Boards

Notices are often pasted on the factory walls or gates or placed in glass covered notice boards, and these are displayed at appropriate places in the premises of an organisation (e.g. near the factory gates).

6. Suggestion Box

The suggestion system is designed to get the co-operation of subordinates. It is used to effect improvements and eliminate waste. It gives way for a worker to communicate with management. Rewards are offered for suggestions, which increase productivity.

In some organisation, "suggestion boxes" are located at convenient places throughout the plant especially near the canteen or mess. This system is a boon for some people who want to post anonymous letters to top management.

Communication with Public and Government

Organisations explain to the public about their various activities through advertisement, campaigns, meetings and conferences. Organisations also organise special groups to communicate with the government.

Characteristics of Effective Communication

The effective communication has the following characteristics:

1. Complete Communication

There are two persons necessary for complete communication i.e., a sender and the receiver. Besides, the receiver should understand the message. For example, if a person shouts in a locked room without anybody present, at

the top of his voice, he will communicate nothing. Here there is no complete communication.

2. Understanding in the Same Sense

The receiver should understand the message in the same sense i.e., in right direction. If he does not understand it, there will be no effective communication. For example, if a message is written in uncommon words, the receiver will not be able to understand it correctly.

3. Message to have Substance

The receiver can take ideas, information or facts out of the message. It means, only related information is communicated to the concerned persons. If it is not done, the receiver will not evince any interest in receiving the message.

4. Communication may be Oral, Written or a Gestural:

Information may be communicated orally, in writing or through gestures. These three modes of communication have equal importance, so, the apt mode should be selected for effective communication. Rolling of eyes and movement of lips are some of the gestures used by the sender.

Communication may be Formal or Informal

An information passed through proper channel is referred to as formal communication. For example, a manager informs the matter to the supervisor and in turn, the supervisor communicates the same message to the subordinates and vice versa.

If the messages are not passed through proper channels, they will be referred to as informal communication. These pieces of information are passed through personal contact. The sender communicates the information to other members of the organisation whenever he meets them.

6. Vital to Managerial Function

Communication is not only necessary to the planning function of management but also necessary to organising, staffing, directing, controlling

and decision-making. So, communication is vital to all the functions of management.

7. Continuous Process

Communication is a regular process just like blood circulation in our body. Communication fulfills its purpose when the receiver understands the message.

8. Mutual Understanding

Management can achieve its objectives with the help of group efforts. Group efforts are obtained through mutual understanding. Only communication facilitates mutual understanding.

Methods of Communication – With Advantages and Disadvantages

Communication, being the process of transmitting ideas, views, opinions and thoughts by sender to receiver, requires some mode or medium for such transmission. A mental conceptualisation of idea in the mind of sender, who desires to transfer it to receiver, needs to be converted into some physical transferable form. This form is known as medium or method of communication.

Primarily, there are two method s of communication

A. Verbal communication.

B. Non-verbal (gestural) communication.

Method # 1. Verbal Communication:

Verbal communication is a medium used for transmission of information, views and ideas through use of words. That is to say wherever words are used, spoken or written, for the purpose of conveying something it is known as verbal communication.

Verbal communication may be of two types

1. Oral communication

2. Written communication

1. Oral Communication:

Oral communication is a medium used for transmission of information, views and ideas through use of spoken words. It involves individuals conversing with each other either face-to-face or through some electronic or other channel. Oral communication is normally adopted as a medium to communicate when one intends to communicate instantly and want to build a personal rapport.

Oral messages are temporary in nature as it is difficult to retain them for the future, although with modern electronic devices, now even oral communications can be recorded and saved. The effectiveness of oral communication is influenced by pitch, voice modulation, clarity, volume and speed of spoken words.

Various channels through which oral communication can be initiated are as follows:

i. Face-to-face conversation

ii. Telephonic conversation

iii. Lectures

iv. Meetings

v. Interviews

vi. Seminars and conferences, and

vii. Video conferencing.

Advantages:

i. Speedy communication – When rapid and instant decisions are to be taken, oral communication is best.

ii. Flexibility – Oral communication is flexible enough as its content can be adjusted and modified according to situation, time frame and listener profile.

iii. Quick feedback and response – Oral communication enables the speaker to seek and gather immediate response and feedback from the

recipient. Queries, doubt, clarifications, comments, etc., can be given instantaneously.

iv. Economical – Main resource used for oral communication is the spoken words, thus it is economical in terms of saving expenditure on stationary and other resources.

v. Advantageous for large groups – Whenever some common message is to be conveyed to large group of people, then oral communication is the best option as it is fast, personal and direct.

vi. Personalised touch – The most significant advantage of oral communication is that it attaches personalised touch to the message. With changes in voice modulation and volume, sender may bring variations in message according to individuals. For example, a simple sentence – 'What are you doing?' may be spoken with different modulations for different people.

vii. Effective for all – Oral communication is generally speaking a valid mode for all types of listeners, irrespective of their literacy level and capacity to read.

Disadvantages:

i. No validity – Oral communication, if not recorded or retained, does not carry any validity or authenticity. One may always deny from the content of oral communication for want of evidence.

ii. Physical distance – If sender and receiver are distantly placed without any facility of mechanical device, oral communication in such situations is not possible.

iii. Scope of misinterpretation – In oral communication, scope of misinterpretation of message is high. This may be due to inattentiveness of receiver, ambiguous speech of speaker or poor verbal ability of speaker.

iv. Unsuitable for lengthy messages – Oral communication is not a correct mode of communication when message to be transmitted is very large.

In oral transmission, retention is less and there is a possibility of missing on some vital points.

v. Problems in accountability fixation – With oral communication, keeping of documentary proof of the message is not always possible. Even a recorded audio may not suffice as evidence. Thus, if something goes wrong, it is difficult to fix responsibility and hold somebody accountable on the basis of oral communication.

vi. Repetitive viewing not possible – Oral messages cannot be revisited again for the purpose of future analysis or reference. Where the nature of message is repetitive in nature and do not require any additional input, oral communication may prove to be time-consuming and burdensome.

2. Written Communication

Written communication may be defined as a medium for transmitting information and messages with the usage of words written (or typed). Written form of communication may either be in physical form, i.e., on paper or may be in electronic form, i.e., e-mails, soft copies on computer, phone messages, etc. Organisations, being formal structures, follow written mode of communication very comprehensively and hence written communication is also termed as business communication.

Some of the various forms of written communication that are used in organisations are:

i. Postal Letters

ii. Reports

iii. Journals

iv. Notes

v. E-mails

vi. Magazines

vii. Brochures

viii. Websites

ix. Information booklets

x. Forms.

Advantages

i. Permanent record – Written communication can be retained as records for future reference. Such communication being permanent and available for future reference, decisions based on them are more rational as one can review them in detail.

ii. Clarity in presentation – Wherever one intends to transfer numerical data, written communication is the best mode. It not only presents numerical data in systematic manner, but also complex data having diagrammatic presentation is also captured very effectively.

iii. Reduces possibility of alteration – Once written information is documented and sent to the recipient, there is negligible chance that it can be altered and thus it also adds on to the authenticity and reliability of such information.

iv. Useful for repetitive communications – Where nature of communication is repetitive in nature, written communication is the most appropriate mode as once designed it can be used again and again with minimal changes. It saves a lot of time, effort and energy.

v. Accountability – Written documents usually carry the name of the sender and are signed. Therefore, such documents attach responsibility of the content on the person sending it.

vi. Effective communication – Message to be sent in written form need not be delivered at the spur of the moment. Instead they can be revised and well edited to be shaped to the maximum effect. Such messages are, therefore, more dependable and reliable.

Disadvantages

The limitations and disadvantages of written communication are given below:

i. Expensive – Written communication makes use of relatively more resources as compared to oral communication. Moreover, for short information transmission to limited people at short distances, written mode may prove to be very expensive.

ii. Time-consuming – Written communication eats up a lot of time both at the time of drafting the message and for its transmission. On receiving, if there are some clarifications and queries, they are again written back which are answered back and so on causing a delayed communication process.

iii. Limited applicability – Written communication has a limited applicability for those who are literate. For people who cannot read and write, possibility of written mode of communication is totally ruled out.

iv. Inflexible – Written documents once transmitted cannot be amended and altered. Even for the slightest mistakes, either it has to be redrafted or kept unaltered making it inflexible.

v. Lack of personal touch – Written mode of communication is very formal and impersonal in nature. Through written mode, one cannot express the intensity of feelings which otherwise would have been possible through words or gestures.

vi. Lack of secrecy – Written documents, being in black and' white and stored for future reference, are always subject to the possibility of being leaked or stolen by somebody.

vii. Delay in feedback – Unlike oral communication, where queries, clarifications and comments move instantaneously from receiver, in written communication, there is a time gap between sending and receiving of message. Moreover, feedback and response also being in written form again takes time and cause delay.

2. Non-Verbal Communication

There is a proverb saying, "Actions speaks louder than words". This is the basis of non-verbal communication. Non-verbal communication may be

defined as medium of transmitting information without the use of words. In other words, it encompasses all such forms of communicating which we cannot read or write.

Normally, non-verbal communication is used to enhance the effectiveness of oral communication. However, there might be situations where non-verbal communication is used in isolation (although very rare). This mode of communication is very helpful in expressing feelings, concern, emotions, gratitude and also where there is absence of common language.

Various ways of expressing through non-verbal communication are:

1. Gestures
2. Facial expressions
3. Touch
4. Attire
5. Body posture

Advantages

i. Easy Presentation

Information can be easily transmitted through non-verbal mode as no expertise skill is required in preparation and at times, it is extempore such as – a handshake or pat on the back.

ii. Good Substitution

Non-verbal communication may prove to be a very useful substitution for oral or written communication in situations where either verbal communication is not possible or where it is disturbed or blocked through noise or interruption. For example, in examination hall, asking time by putting finger on wrist or nodding for saying yes.

iii. Combats Linguistic Barrier

Wherever sender and receiver of information do not share a common language, non-verbal communication is the most effective communication. It enables to communicate through gestures and symbols.

iv. Complements Oral Communication

Certain gestures and body postures, when used, adds on to the meaning of oral communication. With non-verbal communication, oral communication may become more assertive and impactful. For example, while appreciating an employee, complementing it with clapping will create greater impact.

v. Useful for Illiterate People

Use of gestures, facial expressions, eye contact, and proximity, touching, etc., without using any spoken or written words to communicate is very much helpful for illiterate people.

vi. Instant Impact

Non-verbal expressions have an immediate impact as the receivers perceive them quickly and instantly. For example, showing a flag to make people gather at a place is more effective than shouting. This quality of being speedy in conveyance and response makes non-verbal methods extremely useful and imperative in many situations. For example, ringing of a bell at different time slots indicating change of class in colleges or schools has no verbal alternative.

vii. Indicator of Belongingness

Non-verbal communication may also be used to assign or mark the identity of some people or they being belonging to a particular group. For example, wearing a cap to show belongingness to a particular party, wearing a dress of particular colour, air hostesses have a specific attire, etc.

Disadvantages

i. Differences in Non-Verbal Cues across Culture:

Non-verbal cues are subject to different interpretations in a multicultural set-up. For example, in a particular culture wearing white may be considered as auspicious whereas in another it may be an indication of grief. These differences lead to misunderstanding and confusion.

ii. Loses Effect after Occurrence

No doubt, non-verbal communication has a very strong instant and speedy effect but it lacks the power of retention as it cannot be read or heard repeatedly. In some case, it cannot produce any effect at all. For example, a gesture may go unnoticed.

iii. Absence of Permanent Record

Non-verbal communication cannot be retained as a permanent record. Being a non-word based communication, this mode is subject to be forgotten very easily on the grounds of "out of sight, out of mind' and thus, is not authentic method.

iv. Possibility of Distortion of Message

Possibility of distortion of message in non-verbal communication is very high because non-verbal expressions varies across countries, cultures, religions and even varies from person to person. Thus, the meaning of a message may be wrongly interpreted leading to ineffective communication.

v. Vague and Imprecise

There is no ready reckoner or a dictionary which would help to decode the meaning of non-verbal cues and give them some common interpretation. This makes non-verbal communication quite vague and imprecise.

Definition of Communication Skills

What are communication skills?

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project.

Types of communication skills

Active listening there are different types of communication skills you can learn and practice to help you become an effective communicator. Many of these skills work together making it important to practice communication skills in different contexts whenever possible.

Active Listening

Active listening means paying close attention to the person who is speaking to you. People who are active listeners are well-regarded by their co-students because of the attention and respect they offer others. While it seems simple, this is a skill that can be hard to develop and improve.

Adapting your communication style to your audience

Friendliness Different styles of communication are appropriate in different situations. To make the best use of your communication skills, it's important to consider your audience and the most effective format to communicate with them. Depending on the situation, you may even need to send a formal, typed letter over other forms of communication.

Friendliness

Different styles of communication are appropriate in different situations. To make the best use of your communication skills, it's important to consider your audience and the most effective format to communicate with them. Depending on the situation, you may even need to send a formal, typed letter over other forms of communication. In friendships, characteristics such as honesty and kindness often foster trust and understanding. The same characteristics are important in workplace relationships. When you're working with others, approach your interactions with a positive attitude, keep an open mind and ask questions to help you understand where they're coming from.

Confidence

In the workplace, people are more likely to respond to ideas that are presented with confidence. There are many ways to appear confident such as making eye contact when you're addressing someone, sitting up straight with your shoulders open and preparing ahead of time so your thoughts are polished.

Giving and receiving feedback

Strong communicators can accept critical feedback and provide constructive input to others. Feedback should answer questions, provide solutions or help strengthen the project or topic at hand.

Volume and clarity

When you're speaking, it's important to be clear and audible. Adjusting your speaking voice so you can be heard in a variety of settings is a skill and it's critical to communicating effectively. Speaking too loudly may be disrespectful or awkward in certain settings. If you're unsure, read the room to see how others are communicating.

Soft Skills

Empathy

Empathy means that you can understand and share the emotions of others. This communication skill is important in both team and one-on-one settings. In both cases, you will need to understand other people's emotions and select an appropriate response.

Respect:

Empathy means that you can understand and share the emotions of others. This communication skill is important in both team and one-on-one settings. In both cases, you will need to understand other people's emotions and select an appropriate response. A key aspect of respect is knowing when to initiate communication and respond. In a team or group setting, allowing others to speak without interruption is seen as a nieces sary communi cation skill. Respectfully communicating also means using your time with someone else wisely—staying on topic, asking clear questions and responding fully to any questions you've been asked.

Self-Assessment Questions
➤ How clearly can I define communication in my own words?
➤ Assess your knowledge of different communication methods
➤ Evaluate your self-assurance in communicating your messages clearly

Unit – II

Communication Skill – Listening – conciseness – body language – confidence – open mindedness – use of Correct Medium – Volume and clarity – Nor Verbal Cues – Responsiveness.

Objectives
➢ **To** Promoting Conciseness in Communication
➢ To Understanding and Interpreting Non-Verbal Cues.
➢ To Enhancing Responsiveness in Communication.

Introduction:

Listening is a purposeful and focused activity. It requires attention and concentration from the listener. It is a conscious and voluntary activity. The process of true listening starts with receiving and ends with an appropriate response. Listening is the first of the four skills in communication that initiatives the path for the other three skills viz, speaking, reading and writing. Someone rightly said, "Hearing is through ears, but listening is through the mind." The two activities hearing and listening involve the use of ears, but they are different.

Stages or Steps in the Listening Process

There are five stages/steps in the process.

1. **Receiving:** It is the intentional focus on learning the speaker's message. It filters out other confusing stimuli.

2. **Understanding:** At this stage the listener attempts to learn the meaning of the message. The listener's knowledge level, experiences and perception influence his understanding.

3. **Remembering**: In this stage, what has been understood is processed meaningfully and put to memory.

4. **Evaluating:** In this stage, the value or sense of the message received is judged. The same message may seem valuable or purposeless depending on the listeners' experiences, biases etc.

5. **Responding**: It is like a feedback to what has been received. It indicates in words, gestures or deeds, the listener's involvement or participation in the conversation.

Importance of Listening Skills

1. Listening is the first skill in communication skill.
2. Listening is a crucial component of the communication process.
3. Listening is a very essential communication skill.
4. Good speaking and effective communication depend on good listening.
5. Effective listening is a skill required to maintain professional and personal relationships.
6. Ineffective listening leads to a breakdown of communication.
7. Effective listening enables us to evaluate the strong and weak points in a message and give more useful feedback and constructive criticism.
8. Listening has a profound effect on the development of our attitudes, behavioural patterns, skills, interpretation and understating.
9. Listening is important because good interpersonal relationships are based on good listening. It builds healthy relationships and successful partnerships.
10. In the field of education, attentive listeners become good learners. In social circles good listeners become respected, reliable, trustworthy friends.

So, good listeners become great speakers and successful persons. Thus, the importance of listening can be seen in a personal success in all fields.

What is the difference between hearing and listening? Listening: It is one's ability to correctly receive and interpret the message transferred by the other party in the process of communication. Hearing: The hearing is nothing

but a sense that helps you receive sound waves and noise by ears. It is the power of perceiving sounds.

	Hearing	listening
Meaning	Hearing refers to one's ability to perceive sounds, by receiving vibrations through ears.	Listening is something done consciously, that involves the analysis and understanding of the sounds you hear
What is it?	An ability	A skill
Nature	Primary and continuous	Secondary and temporary
Act	Physiologica	Psychological
Involves	Receipt of message through ears	Interpretation of the message received by ears
Process	Passive bodily process	Active mental process
Occurs	Occurs at Subconscious level	Occurs at Conscious level
Use of senses	Only one	More than one
.Reason	We are neither aware nor we have any control over the sounds we hear	We listen to acquire knowledge and receive information
Concentration	Not required	Required

Types of Listening

1. Active listening/Comprehensive Listening.
2. Sensitive/Empathetic Listening.
3. Critical Listening.
4. Appreciative Listening.

Active/ Comprehensive listening:

i.   This is the best and most important type of listening. The listener undergoes all the steps of the listening process. This is also called Comprehensive Listening.

ii.   The listener not only understands everything but also attempts to verify all that she/ he has been listening to.

iii.   The queries and clarifications on the part of the listener in the form of feedback keep the communication process going.

iv.   The goal is to evaluate the message at all levels: the logic of the argument, strength of evidence, validity of the conclusions, the implications of the message to the listener and his / her organization and the Speaker's intentions and motives.

v.   However, the speaker too has a responsibility in facilitating active listening! The speaker has to convey his / her message in such a way that the listener does not get bored or is distracted.

Sensitive/Empathic listening:

i.   Sensitive listening is also referred to as empathic listening as the listener puts himself/herself in the position of the speaker and tries to understand the viewpoint of the speaker as intended by him/ her.

ii.   The listener attempts to decipher the meaning of the statements made by the speaker in relation to the perceptions and experiences of the speaker.

iii.   Empathic listening helps to build healthy human relations. Counsellors and psychologists adopt this type of listening.

iv.   Though sensitive listening is a desirable type of listening, the only disadvantage we encounter is the 'one-sided sympathetic stand' Which can lead to misinterpretation of the message due to misplaced empathy.

     v.   However, sensitive listening taken in combination with active listening, where the viewpoints/ frames of reference of the speaker and listener match, can prove to be an excellent and effective form of listening.

Critical Listening:

(Listening to Evaluate and Analyses)

     i.   Critical listening is a highly active type of listening. It is used when great focus is needed to solve a problem, to decide, to evaluate what is being said or scrutinize a work.

     ii.   Critical listening is similar to critical reading. In critical listening, receiving information is not the Objective. It involves analysing the information based on previous knowledge in order to pass judgement.

     iii.   In critical listening, the listener asks himself questions like 'what is the speaker trying to say' what is the main argument being presented', is what I am listening different from what I know/believe', etc.

     iv.   It is important in critical listening to have an open mind. A listener with biases, preconceived ideas, and other stereotypes cannot be a critical listener.

     v.   Critical listening is important in problem solving, broadening one's knowledge and improving relationships through better understanding.

Appreciative Listening:

(Listening to Enjoy)

➤ Appreciative listening is exactly what the name implies listening to enjoy the story, music or information. ii. The person listens to the matter that he appreciates. This is to understand the speaker's mind-set, needs, tone, and mood to appreciate a point of view. This type of

listening involves Skills such as interpreting, visualizing, and understanding.

Barriers/Obstacles to Effective Listening

1. Physical Barriers
2. Physiological Barriers
3. Attitudinal Barriers/ Psychological Barriers
4. Linguistic (language) and Semantic (Meaning) Barriers
5. Socio-Cultural Barriers

Physical Barriers

i. Environmental factors
ii. Lighting, ventilation, temperature, furniture can affect our ability to listen.

Noise and Distance:

All types of noises and loud sounds hinder effective listening. Distances between the speaker and the listener could become a barrier to listening properly or not listening at all.

iii.   Visual Barriers:

If you see the poster on the wall make catch your attention while you are engaged in the conversation with your authorities or distracted by the person's cloth, heavy jewellery, makeup, dressing sense, etc.

Interruptions encountered by the speaker:

When the speaker is interrupted, he or she loses their rhythm and therefore their presentation can become abrupt and disjointed.

Physiological Barriers

i.   Pain:

Physical or emotional pain can affect listening.

ii. Hearing Impairment:

This is a physical disability and requires medical attention but it also has a psychological effect.

iii. **Hunger and Tiredness**:

Overwork pain of hunger and tiredness can prevent the listener from paying attention to whatsoever the speaker is trying to say.

Arriving late for a speech, presentation or lecture:

When the listener arrives late for an event of this kind, he/she become distracted or interrupting the speaker. This distraction leads to ineffective listening.

Judging the speaker by his / her mannerisms, voice, appearance, accent, etc:

This is something that most of us are guilty of and it distracts us from paying attention to the important parts of the speaker's presentation. We must put aside any such judgment to become effective listeners.

Attitudinal Barriers/Psychological Barriers

i. **Lack of interest /concentration:**

The first and foremost barrier which can serve as a barrier effective listening is a lack of interest. If any person who is not interested in the topic being discussed, it doesn't matter how hard the speaker tries, you are not able to concentrate on the issues or problems.

ii. **Pre-judgments about the speaker:**

If listener forms an opinion about the speaker before actually meeting them, he/she will not be an effective listener.

iii. **Negative Opinion:**

Assuming that the speaker is going to give some unimportant information will make listener inattentive and distracted during a presentation or meeting.

iv. **Listening with a disapproving attitude to the speaker's ideas:**

Sometimes we don't agree with or feel very strongly about what someone else is Saying and that is alright. But that should not

hamper your focus or your ability to assimilate and process what is being said.

v.   Ego:

Listening should always be open-minded and heart free from negative emotion. If your mind is closed for the other person's messages there will not be effective listening.

vi.   Involved with Self:

Believing and thinking that my own ideas are more important than those of other people, serves as a block in a way of effective listening.

Linguistic (Language) And Semantic(Meaning) Barriers

i.   Use of difficult words or jargon:

Jargon means high phrases and words that are uncommon to trade or professional, this type of words can irritate the listener.

ii.   Speaker's style of speaking:

Many speakers have affected manners or wordy manners of speaking. This type of Emptiness of speech may block the mind from listeners.

iii.   Mispronounced words:

The words that are not pronounced correctly can create problems with understanding. Hence good listening can be affected by many speakers.

Socio-Cultural Barriers

i.   Different Cultural background:

Different pronunciation of the word of people from different cultures can be a major problem in international communication.

ii.   Religious backgrounds:

These barriers occur when people belong to different religious backgrounds.

iii. Gender Barrier:

Women are likely to listen for the emotion behind a speaker's words, when men listen more for facts this is called Gender barrier.

iv. Sense of Time:

Research shows that why the western business person likes to get down to the business immediately, the Asian counterpart may like to engage in small talk and have tea before settling down to discuss business.

Strategies for Effective Listening

1. **Be open-minded**:

   The speaker and the listener should be open-minded.

2. **Control Emotions:**

   While listening, it is important to keep emotions in control. Neither the speaker nor the listener should react impulsively.

3. **Listen for the gist or the central theme**:

   The listener should not stress only on facts and must listen for the gist or the central theme of what the speaker says.

4. **Concentrate on the non-verbal cues:**

   The listener must concentrate on the non-verbal cues of the speaker in addition to the content of what is being said.

5. **Pay attention to implied content:**

   The speaker may make certain presumptions about the knowledge of the listener and his/ her familiarity with the subject being discussed. The listener must pay attention to such implied content in the message and ask for necessary clarifications wherever required.

6. **Make a note of the major points**:

   A good listener takes notes. It is difficult to remember everything that a speaker communicates, so make a note of the major points, key words, etc., as this will help you retain information for future use.

7. **Feedback:**

Feedback is essential to keep the communication process going: A good listener gives immediate feedback in the form of queries, clarifications or requests for extra information.

8. **Maintain eye contact:**

Maintain eye contact with the speaker to show interest and attentiveness. The listener should have the right body language to indicate his / her attentiveness, understanding and agreement with the speaker's ideas.

9. **Avoid distractions:**

The listener should try to avoid or eliminate distractions.

10. **Understand the speaker's point of view:**

Try to understand the speaker's point of view and empathise with him/her.

Qualities of a good listener:

A good listener is one who overcomes all the barriers, which hinder listening. (S)he makes conscious attempts to keep the communication happening. Given below are some characteristics of a good listener.

a**. Proficient**: A good listener has good command over language in which the communication is taking place, whether it is English or some other language. (S)he is able to guess the meanings of unfamiliar words from the context or sometimes (s)he clarifies the meanings from the speaker by asking questions.

b. **Knowledgeable:**

To be able to understand a talk, one needs to have background knowledge about the topic. (S)he does not jump to conclusions and accept or reject the speaker without any reason. (S)he is prudent and knowledgeable.

c. **Active:**

An effective listener involves actively in listening to anybody. (S)he is critical about speaker's' thoughts and ideas. An effective listener involves himself in thinking, evaluating the ideas and taking notes.

d. **Composed:**

An effective listener is never in a hurry to know what the speaker is going to say. He is cool, composed and quiet. (S)he waits patiently till the speaker completes his talk and evaluates the speech. Only then, he forms an opinion about the speech. In addition to all these an effective listener:

i)   Does not sit too close or too far from the speaker;

ii)   ii) Does not sit close to air conditioners or any such equipment which may disturb;

Communication Skill: Conciseness

Introduction to Conciseness in Communication: Conciseness refers to the ability to convey information in a clear, direct, and efficient manner without unnecessary words or details. It is a critical component of effective communication, as it saves time, minimizes misunderstandings, and ensures the key message is delivered.

Importance of Conciseness:

1. **Clarity of Message:** Conciseness eliminates redundancies, making the message clearer. When information is straightforward, it reduces the likelihood of confusion, allowing the recipient to grasp the main point quickly.

2. **Time Efficiency:** Both in written and spoken communication, being concise saves time for both the sender and the receiver. In professional environments, this is especially valued because it respects the time of others.

3. **Maintaining Interest:** A concise message is more likely to hold the attention of the audience. Long, convoluted explanations can cause listeners or readers to lose focus.

4. **Professionalism:** Conciseness is often associated with professionalism. Whether in emails, reports, or presentations, the ability to express oneself succinctly conveys competence and confidence.

Methods for Achieving Conciseness in Communication:

1. **Eliminate Redundancies:** Remove words or phrases that repeat the same idea. For example, instead of saying "In my personal opinion," simply say "In my opinion," as the word "opinion" already implies it's personal.

2. **Use Strong Verbs:** Replace weak verbs and adverbs with stronger, more precise verbs. For example, instead of saying "She quickly ran to the store," you can say "She dashed to the store."

3. **Avoid Filler Words:** Words such as "very," "really," "just," and "actually" often add little value to a sentence. Avoiding these words helps sharpen the focus of your message.

4. **Use Active Voice:** Active voice makes sentences shorter and clearer. Instead of saying "The report was written by John," use "John wrote the report." This reduces word count and makes the sentence more direct.

5. **Focus on the Key Message:** Stick to the core idea or information you want to communicate. Avoid going off on tangents or including unnecessary details. Every sentence should serve a purpose in supporting the overall point.

6. **Use Bullet Points or Lists (in written communication):** When presenting multiple ideas or instructions, use bullet points or numbered lists to break down the information. This format is easier to follow and reduces the need for lengthy paragraphs.

Practical Applications of Conciseness:

1. **Emails:** When drafting professional emails, be clear about the purpose from the beginning. Use a direct subject line, start with the key message, and avoid lengthy introductions or unnecessary background information.

2. **Presentations:** During presentations, focus on delivering key insights rather than overwhelming your audience with too many details. Use concise slides and avoid reading verbatim from them.

3. **Reports and Proposals:** In business reports or project proposals, conciseness can be achieved by summarizing key points in the introduction and conclusion while keeping the body of the report free from extraneous information.

Tips for Practicing Conciseness:

1. **Write and Revise:** Write your message, then go back and revise it to eliminate unnecessary words or sentences. Aim to cut down word count without losing meaning.

2. **Summarize Key Points:** Practice summarizing complex ideas in one or two sentences. This helps in distilling information down to its essence.

3. **Ask for Feedback:** If possible, get feedback from peers or colleagues. They may help you identify where your communication could be more concise.

4. **Read Aloud:** Sometimes, reading your message aloud can help identify areas where the message is too long or repetitive.

Conciseness is a vital communication skill that enhances clarity, maintains interest, and promotes efficiency. By practicing methods like eliminating redundancies, using strong verbs, and focusing on key messages, individuals can significantly improve their ability to communicate succinctly in both personal and professional settings.

Introduction:-

The main function of the language is communication through different ways i.e. verbal, written, symbolic, non verbal etc. Verbal form of communication plays vital role in effective communication which is categorized as spoken language, written language and body language. Written language helps to preserve views or ideas of people for more longer period in form of letters, books, articles etc but ideas or views mostly expressed through spoken or verbal language ends very soon as talk ends. Mostly until oral communication is not of one's interest ends in boredom. The body language helps immensely to make our communication interesting which is popularly known as non- verbal communication. It exposes one's inner feelings. It is normally known as the body language.

All parts of the body such as eyes, head, arms, legs etc. involve in communication. It helps to develop a better rapport. Body language also plays vital role in the field of self improvement. Self improvement is a gradual, unending, ever-widening process. The degree of quest we have for self improvement is what makes us successful or unsuccessful. In this paper relation between language and body language is being presented which will definitely help people for self improvement and making them a goodcommunicator. Approximately 3000–6000 languages that are spoken by humans today are the most salient examples, but natural languages can also be based on visual rather nthan auditory stimuli, for example in sign languages and written language. Codes and other kinds of artificially constructed communication systems such as those used for computer programming can also be called languages. A language in this sense is a system of signs for encoding and decoding information. Generally, the sounds and the words used for communicating one's feelings

and ideas are known as language. It is used to express our thoughts by modulating the sounds.

People use verbal, written language to communicate them with other and it is of much importance John Borg attests that "human communication consists of 93 percent body language and paralinguistic cues, while only 7% of communication consists of wordsthemselves. Including tone of voice, eye movement, posture, hand gesture, facialexpression and more. Research has suggested that between 60 and 70 percent of all meaning is derived from nonverbal behavior." The pressure of the body language can be.

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Body Languages

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speak, when to speak, where to speak and why to speak." Writing is words carved on rocks, speaking is words written in the air". We can communicate our feelings, ideas or pieces of message through sounds.

Definitions of Language and Body Language:-

Language:-

The word Language has been derived from Latin lingua, "language, tongue", via Old French. This metaphoric relation between language and the tongue exists in many languages and testifies to the historical prominence of spoken languages. (www.wikipedia.com). When used as a general concept, "language" refers to the cognitive faculty that enables humans to learn and use systems of complex communication. Language is specifically a quality of human capacity for acquiring and using complex systems of communication or to a specific instance of such a system of complex communication. As a system of symbolic communication, language is traditionally seen as consisting of three parts: signs, meanings and a code connecting signs with their meanings. Signs can be composed of sounds, gestures, letters or symbols, depending on whether the language is spoken, signed or written and they can be combined into complex signs such as words and phrases. When used in communication a sign is encoded and transmitted by a sender through a channel to a receiver who decodes it a signal. "In making a speech one must study three points: first, the means of producing persuasion; second, the language; third the proper arrangement of the various parts of the speech."(Aristotle). One definition sees language primarily as the mental faculty that allows humans to undertake linguistic behavior to learn languages and produce and understand utterances. This definition stresses the universality of language to all humans and the biological basis of the human capacity for language as a unique development of the human brain.(www.wikipedia.org/wiki/language#cite_note-4). Many philosophers have tried to define language according to their views but whatever the

definition, prime motto of language is to establish communication among two or more person for a particular purpose. Body language is considered to be an outward reflection of person posses' emotional condition.

Body Language:-

Apart from verbal communication, non-verbal communication is also used effectively to communicate one's ideas and intentions i.e. body language. Body language is a form of non-verbal communication, which consists of body posture, gestures, facial expressions and eye movements. Humans send and interpret such signals almost entirely subconsciously. Body language may provide clues as to the attitude or state of mind of a person. For example, it may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and intoxication, among many other cues. According to Aric Watson '' Body Language is a such science which put effect on each and every part of our life. Factually Body Language is a such system through which a person, not only can have knowledge of other people by seeing movements of one's body but also can develop himself accordingly and can make himself a successful person. Body Language is a such art through which a person can achieve new goal of popularity."

Understanding body language:-

Physical expressions are integral part of non verbal communication. Physical expressions like waving, pointing, touching and slouching are all forms of nonverbal communication. Humans move their bodies when communicating because, as research has shown, it helps "ease the mental effort when communication is difficult.". Physical expressions reveal many things about the person using them. For example, gestures can emphasize a point or relay a message, posture can reveal boredom or great interest and touch can convey encouragement or caution. The technique of "reading" people is used frequently to understood a people as a whole. For example, the idea of mirroring body language to put people at ease is commonly used in

interviews. Mirroring the body language of someone else indicates that they are understood. It is important to note that while some indicators of emotion (e.g. smiling/laughing when happy, frowning/crying when sad) are largely universal. In the 1990s Ekman expanded his list of basic emotions, including a range of positive and negative emotions not all of which are encoded in facial muscles. The newly included emotions are:

1. Amusement, 2. Contempt, 3. Contentment, 4. Embarrassment,

5. Excitement, 6. Guilt, 7. Pride in achievement, 8. Relief

9. Satisfaction, 10. Sensory pleasure, 11. Shame

Body Language Affects Personal Interactions:-

Body language has a huge effect on all of your personal interactions. No matter where or with whom they occur. There is simply no way to fully separate non-verbal communication from influencing an interaction. (Julie-Ann Amos-Body Language Interactions:2010:12). It takes a very skilled liar to match his or her body language to words that are not true. The majority of people show some sort of conflict between verbal communication and non-verbal communication when they are attempting to deceive someone else because body language is such an innate part of communication that you have to make a concerted effort to use it in a way that goes against one's natural tendencies. As receivers, we all take in verbal communication and body language, comparing them to help to determine if the message sender is being truthful or deceitful. Parents do this a great deal when interacting with their children because children typically are not very good at hiding conflicts between their words and their body language. It is generally quite easy to spot when a child is not being truthful, and it's almost always due to the child's non-verbal communication.

Different situations of day to day life style always effects language and body language. People use aggressive language in anger and accordingly their body language gets changed. Similarly when a person is in good mood

automatically smile comes over lips while talking and movement of body becomes friendly. Hence, language and body language are correlated in such a way one affect another.

Body Language Influences the Length and Type of Personal Interaction:-

Body language has a huge influence on the length and type of personal interactions between two people. It can tell the world around you 'stay away, I want to be left alone', or it can tell the world 'say hello to me, I'd love to talk with you' – all with non-verbal cues that can be as simple as averting your eyes or holding your body in a certain position. Normally we see that some people who talk irrelevant irritate us and we want to take away us from them as soon as possible to avoid further conversation. For instance, let's say it's early Sunday morning and you're making a quick dash to the market to pick up the house hold goods and an espresso. You throw on a pair of sweats and a t-shirt, hoping you won't run into anyone you know along the way. However, you do far more than just hope; your body language, consciously or unconsciously, sends out cues that you don't want to be noticed and don't want to have any personal interactions. It happens in many ways, such as:

- Averting your eyes as you're walking
- Hunching your shoulders and looking at the ground
- Keeping your facial expression neutral or even a bit on the grumpy side
- Wearing a hat pulled down as far as possible on your head
- Walking quickly to and from your destination
- Pretending not to see other people, just in case you might know one of them.

Body Language Communicates When Words Can't:-

It has been seen in most of the people that many time they are not able to communicate the exact message what actually they want through their words in a personal interaction. This type of situation occurs when a person is

highly emotional, may be with affection or love or anger. Mare a smile can show your feeling of joy and anger in eyes can show pains in mind. A person's sense of pride in his or her performance swells almost to bursting, so they turn to each other and make eye contact. One of them might smile, squeeze each other's hands, or they can lean together. These are all ways of non-verbal communication something important in a way that's far more effective and meaningful than using plain old words.

Body Language of Babies:-

The childhood is the initial stage of life. Body language plays important role from that very stage of life. According to Janine Driver (a popular media guest, sales trainer, retired Federal Law Enforcement Officer, and president of the Body Language Institute) Here are several other key ways in which baby communicates his needs and wants are listed. Some may seem obvious - but remember, babies speak an ancient language - and adults have adapted and rely more heavily on verbal indicators, paying less attention to the non-verbal ways in which we communicate.

Turning of the head: -

Baby turns his head away from an area of boredom, disinterest or over stimulation. When you see this - you'll know its time to switch gears.

Rubbing eyes:-

Often accompanied by a big yawn (or two), rubbing the eyes indicates fatigue. Studies have shown that the act of rubbing one's eyes has a calming effect on the heart rate, slowing us down literally and figuratively as we prepare for a visit to Sleepy town.

Ear Tugs:–

As in adults, when one part of our body touches another (rubbing chin, twirling hair, tugging on ears)- it is an indicator that the individual needs comforting. In an effort to comfort themselves, whether preparing for sleep or disengaging from a particular situation - babies will rub those ears as a way to

calm their emotions. It's easy to recognize these movements and gestures - often more so than interpreting their meaning. Of course, all babies (and people!) are different, so as you and your child get to know one another, you will begin to understand their normal set of behaviors - effectively establishing their baseline. Using the basics of base lining in conjunction with learning to identify and establish specific non-verbal cues in communication will improve your connectivity abilities in life-a precious skill to pass to the next generation.

Gender effect Body Language:-

It is known to all that there is lot of difference between behavior of a man and woman. At every state of behavior difference can be noticed. In accordance with widespread beliefs, females exhibit higher sensitivity to non-verbal cues. They better discriminate friendliness from sexual interest (Farris et al:2008) and are more proficient in recognition of facial emotions (Montagne et al: 2005). Females without and with Asperser syndrome are better at recognizing emotions from dynamic faces than males (Golan et al:2006). Moreover, females tend to better recognize emotions from faces than from voices whereas males exhibit the opposite tendency. As a rule, however, facial expressions and static body postures can only signal emotional states and affect, but do not provide information about how to deal with it. Dynamic body expressions, gestures, and actions of others are a richer and more ecologically valid source of information for social interaction (De Gelder: 2006,2009, Pavlova:2009). The other important advantage of bodily expressions is that whereas face expressions (similarly to a verbal information flow) are believed to be easily kept under control, body movements reveal our true feelings.

Different Organs and Action of Body Language:-

Body language signals may have a goal other than communication. Both people would keep this in mind. Observers limit the weight they place on

non-verbal cues. Signalers clarify their signals to indicate the biological origin of their actions. It is used especially to express feelings. For instance if we do not like someone. it is often difficult to say that directly to the personal. However, we can make it clear either intentionally or unintentionally through body language. Same we can also show our affection to our beloved or person whom we like through our body language. That's why it is said that "Action speaks louder than words" and we can include yawning (sleepiness), showing lack of interest (sexual interest/survival interest), attempts to change the topic (fight or flight drivers) with these examples also. Gestures are known as non-verbal communication. Sign is also known as gestures. Iconic, beats and deictic are the types of gestures. We can understand other's emotions explicitly from their expressions. Non-verbal communication is known as 'Body Language'. All organs of the body involve in it.

Head:-

It is the first and foremost part in our body to play with all. It plays a vital role in the body language. The way in which we look at others can clearly be expressed by slight movements of the head. Nodding sideways from left to right horizontally shows disapproval and shows our negative mode. Nodding up and down slightly in vertical position shows friendliness and interesting receptive mode. Keeping head level both vertically and horizontally when we want to feel confident or assured. Keeping head in straight position shows sign of authority. Brain imaging indicates that emotions expressed by dynamic bodies as compared to faces elicit greater activation in a number of brain areas including the superior temporal sulcus (STS), a cornerstone of the social brain (Kret et al: 2010).

Eyes:-

In human morphology eyes communicate more than any part. Eyes are the most important part to deal with others. Eckhard Hess rightly says ''Eyes may well give the revealing and accurate of all human communication signals

because they are a focal point on the body.''(The Tell-Tale Eye: 1964:21). Maintaining a good eye contact shows respect and interesting conversation and simply it means that when a person is communicating or negotiating with other, attention is being paid. Old Cliché says '' Look a person in the eye when you talk to him.'' (Eye Signals: chapter 8) Every look, every gesture, every twitch of an eyebrow, communicates an inaudible message. This form of communication is just as important in the understanding of how humans interpret other's emotions and intentions as the study of verbal language. It provides self confidence. So peoples should be careful with eye contact at that moment. More eye contact leads to more attentive. Less eye contact leads to lacking interest. During conversation fixing of eye either into the eyes of the listener or at the tip of their nose or at their forehead helps very much to understood others people. Maintained eye contact can show if a person is trustworthy, sincere or caring. Shifty eyes, too much blinking can suggest deception. People with eye movements that are relaxed and comfortable yet attentive to the person they are conversing with are seen as more sincere and honest. It has been said rightly ''Avoid shifting eyes and head quickly during conversation when someone asks you a question. Do not look down or to the side. Look directly at the person with a sense of confidence but not overbearing or threatening in nature.''(www.positive-way.com/bodylanguage:1). Liars never make eye contacts and always try to prove that he is right try to emphasis on the topic in a dramatic way.

Eyebrow:-

Eyebrow muscle draws the eyebrows down and toward the center of the face if someone is annoyed. If someone is empathetic and caring during dialogue the eyebrows will not show the annoyed facial grimace. Staring or gazing at others can create pressure and tension in the room. Gangs have fought over the way someone looked at them. Researcher suggests that individuals who can routinely out gaze another develop a sense of control and

power over others not so inclined. Experimental evidence obtained primarily in patients with lesions and cortical blindness favors the assumption that emotional body language can be processed automatically, without visual awareness and attention (Tamietto and de Gelder, 2010).

Posture

This is the third important thing to master in body language. It makes us feel good almost instantly. Our standing position focuses about our character and our sitting position focuses about our inner feelings such as nervous or uncomfortable etc. Bodily cues are the most reliable of all nonverbal signals of deception to help you read body language. This is because a person generally has less conscious control over these than other signals. (Springer:1996; Ekman & Friesen:1974). Hand-to-face gestures and shrugs are strong markers of deception. Playing with or touching things nearby during conversations has been found to be associated with deception (Cody & O'Hair, 1983). Deceivers also are likely to have increased illustrator activity--quick and animated use of hands/arms during speech.

Hands:-

Hand signals can communicate without the use of any speech. Touching communicates. Touching can be friendly or it can be aggressive. The way a person stands reflects their level of confidence and comfort level. If a person stands tall so to speak they are seen as more confident. If someone is standing with their hands on their hips that can indicate aggression or alertness.(www.positiveway.com/boadylanguage). Hand gestures are so numerous. It gives away the clues as to how we are open and receptive to others. Signs and gestures involve the use of the hands. They are rather different gestures mostly used while speaking also. Hands movements accompany speech but not typically used as a way of speaking. Shaking hands upright and vertical conveys equality. When we want to show our disapproval keep our arms crossing. When we want to show friendship feel by shaking

hands straightly and firmly, it always puts good effect on other person and impressive remains positive.

Legs:-

Legs are the hardest bits of our body to control consciously. Best to keep them as still as possible in most situations, especially at interviews or in front of our higher authorities. Tend move around a lot, shows nervous, stressed and deceptive. Normally keeping one leg ahead and another in loose position indicates leisure environment. Crossed legs and arms show cold reaction. A person sitting in a position by keeping a leg over another shall be called ready for any reaction. it is a sign of authoritativeness. Keeping leg over one another with back touched on chair is a sign of comfort and relaxation.

Face: -

Facial expression conveys more than other parts of the body." Face is the index of the mind". When we meet others, smile on our face shows interest to meet them. When we want to avoid some one, just turn our face to opposite side, shows negative feelings. Just a smile solves many problems. A broad smile expresses our comfortable position during communication. There are 50 or so different types of human smiles. By analyzing the movements of over 80 facial muscles involved in smiling, researchers can tell when a smile is true. Look for the crinkle in the skin at the middle, outside corner of the eyes and if it is not there, the smile is probably fake. Authentic smiles are smiles that "crest" or change rapidly from a small facial movement to a broad open expression. When emotions expressed by faces and bodies are incongruent, recognition of facial expressions is affected by emotions revealed by body (Meeren et al: 2005). Liar always try to put artificial pressurized smile over lips.

Language and Body Language is affected by profession:-

Any form of profession a person involved in affects language and body language both. For example, A person engaged in technical line i.e. cycle, Motor Cycle, Car repairing Garage, his verbal communication will comprise lot of words as name of tools which he use in repairing work. When a person talks with him with lot of politeness than mostly his comments will be as 'kya baat hai bhai bahut Greece laga raha hai. or to express his feeling about madness of people he will say 'Dimage ke pech dheele ho gaye hai kya tere.'

Likewise, highly educated people, Doctors, Engineers, Politicians, Economist, Writers, Govt. officials, private sector personnel's, workers etc use many words of their profession in day to day communication. Body language also differs profession wise. Definitely difference can be noticed very clearly hence it is needless to discuss over it.

Language and Body Language is affected by social, economic etc status:-

Social Status and living standard affects both verbal and non verbal communication. Way of using language and body language by a rural person differs from a person of urban area. Way of rising hands, walking and movement of body all are affected by this factor. It has been observed by the writer that important reason behind such behavior may be inferior complex in rural person and superiority complex in an urban person.

Economic status particularly in India is taken as very important factor regarding use of language and body language. Language and body language of economically sound people remains authoritative and orderative while language and body language of economically unsound person give indication of request.

Some tips for Personality Relationship development:-

    i.   Have good command over language.

ii. (ii) Quote idioms and phrase and sayings of people during deliberation of lecture.

iii. Use grammatically right form of language with good sounding words.

iv. Keep smiling face with pleasing look.

v. Normally don't appear to anybody with crossed arms and legs.

vi. Be always good listener because until unless a person will not listen others it will not be possible to understood what exactly person wants to communicate. Only good listeners are good responder by their vocal or body language.

vii. Try to avoid immediate reaction, as our system of body sometimes takes good time to take things exactly due to various moods situationally or biologically.

viii. Keep adequate distant during interaction as people dislike entry of other person in their personal space. Importance of personal spaces plays very immense role family relation (husband-wife relationship) also. Every person needs personal space to think and to be comfortable. It has been observed during any problem male partner want silence or loneliness to think over solution of particular problem while female partner give instant reaction by nodding over the matter and wants mostly discussion over that. It gives feeling of interference, into personal space to male partner, which irritates him and this becomes starting point of quarrel among them. Finally it leads to breaking of relationship. Hence keep adequate distance while communicating.

ix. May social, economic, political statuses vary but one must not forget that knowledge is much more than these differences. So, one must try to acquire good and proper knowledge for good personality as well as communication. A wealthy person may impress initially due to his

money but in long term he will be less successful socially than a knowledgeable and learned person.

This is how we conclude that if Language is a means of our interaction in society than, no doubt Body language is a mirror of personality development. It can read mentality of other people and a person can easily make himself according to others mentality and take decision for good planning in a successful and effecting manner. Body language speaks about the mental attitude and the physical fitness as well as physical ability of the person. It gives better understanding of people and their intention. It develops a better rapport than a long conversation or debate. Body language reading is of immense importance for adaptive social behavior and non-verbal communication. This ability constitutes a central component of social competence. Healthy perceivers are able to infer emotions and dispositions of others represented by point-light body movements that minimize availability of other cues. Perceivers can reliably judge emotional content of people represented by a few movements. Visual sensitivity to camouflaged point-light human locomotion is modulated by the emotional content of gait with the highest sensitivity to angry walking. Observers can discriminate between deceptive and true intentions conveyed by body motion, and true information is precisely detected despite misleading endeavors. Hence, it is true one should have good knowledge of language for communication and good sense of body language for better understanding among people as well as in society.

Confidence

Introduction The maintenance and enhancement of self-esteem has always been identified as a fundamental human impulse. Philosophers, writers, educators and of course psychologists all have emphasized the crucial role played by self-image in motivation, affect, and social interactions. The aim of this paper is to bring these concerns into the realm of economic analysis, and show that this has important implications for how agents process

information and make decisions. Conversely, the tools of economic modeling can help shed light on a number of apparently irrational behaviors documented by psychologists.

Indeed, both the demand and the supply sides of self—confidence appear at odds with economists' view of human behavior and cognition. Why should people prefer rosy views of themselves to accurate ones, or want to impart such beliefs to their children? From car accidents, failed dot.com firms and day trading to the space shuttle disaster and lost wars, the costs of overconfidence are plain for all to see. Even granting that some "positive illusions" could be desirable, is it even possible for a rational, Bayesian individual to deceive himself into holding them? Finally, the welfare consequences of so-called self—serving beliefs are far from clear: while "thinking positive" is often viewed as a good thing, self—deception is not, even though the former is only a particular form of the latter.

To analyze these issues we develop in this paper a simple formal framework that unifies a number of themes from the psychology literature, and brings to light some of their economic implications. We first consider the demand side of self-confidence, and identify in Section I three main reasons why people may prefer optimistic self-views to accurate ones: a consumption value, a signalling value, and a motivation value. First, people may just derive utility from thinking well of themselves, and conversely find a poor self-image painful. Second, believing —rightly or wrongly— that one possesses certain qualities may make it easier to convince others of it. Finally, confidence in his abilities and efficacy can help the individual undertake more ambitious goals and persist in the face of adversity. While we shall mostly focus on this last explanation, all three should be seen as complementary, and for many purposes work equally well with the supply—side of our model (self—deception)

The main reason why we emphasize the motivation theory is its substantially broader explanatory power. Indeed, it yields an endogenous value of self—confidence that responds to the situations and incentives which the individual faces, in a way that can account for both "can-do" optimism and "defensive" pessimism. It also readily extends to economic and social interactions (altruistic or not), explaining why people generally prefer self—confident partners to self—doubting ones, and invest both time and effort in supporting the latter's morale.

The main reason why we emphasize the motivation theory is its substantially broader explanatory power. Indeed, it yields an endogenous value of self—confidence that responds to the situations and incentives which the individual faces, in a way that can account for both "can-do" optimism and "defensive" pessimism. It also readily extends to economic and social interactions (altruistic or not), explaining why people generally prefer self—confident partners to self—doubting ones, and invest both time and effort in supporting the latter's morale. The first premise of the motivation theory is that people have imperfect knowledge of their own abilities, or more generally of the eventual costs and payoffs of their actions.2 The second one is that ability and effort interact in determining performance; in most instances they are complements, so that a higher self-confidence enhances the motivation to act. As demonstrated by the opening quote from James [1890], this complementarily has long been familiar in psychology.3 It is also consistent with the standard observation that morale plays a key role in difficult endeavors; conversely, when people expect to fail they fail quite effectively, and failure leads to failure more readily for individuals characterized with low self-esteem.

The fact that a higher self-confidence enhances the individual's motivation gives anyone with a vested interest in his performance an incentive to build up and maintain his self-esteem. First, the manipulator could be

another person (parent, teacher, spouse, friend, colleague, manager) who is eager to see him "get his act together", or otherwise apply himself to the task at hand. Such interpersonal strategies are studied in Bénabou and Tirole. Second, for an individual suffering from time inconsistency (e.g., hyperbolic discounting), the current self has a vested interest in the self-confidence of future selves, as it helps counter their natural tendency to quit too easily. It is in this context, which builds on Carrillo and Mariotti [2000], that we shall the investigate a variety of intrapersonal strategies of self—esteem maintenance. We shall thus see how and when people may choose to remain ignorant about their own abilities, and why they sometimes deliberately impair their own performance or choose overambitious tasks in which they are sure to fail (self Section II thus turns to the supply side of the self—confidence problem, and the "reality constraints" that limit the extent to which people can engage in wishful thinking. In our model we maintain the standard assumption of individuals as rational (Bayesian) information processors. While almost universal in economics, this view is more controversial in psychology. On one hand, a lot of the classical literature has emphasized rationality and information-seeking in the process of self-identification, documenting the ways in which people update their beliefs according to broadly Bayesian principles.4 On the other hand, the more recent cognitive literature abundantly documents the less rational (or at least, motivated) side of human inference.

For instance, a substantial body of evidence suggests that people tend to recall their successes more than their failures, and have self-servingly biased recollections and interpretations of their past performances.5 Similarly, they tend to overestimate their abilities and other desirable traits, as well as the extent to which they have control over outcomes. They also rate their own probabilities as above average for favorable future life events, and below average for unfavorable ones; the more controllable these events through their future actions, the more so.

We shall capture this class of self-deception phenomena with a simple game—theoretic model of endogenous memory, or awareness-management, which represents one of the main contributions of this paper. Drawing on evidence about the mechanics and limitations of memory, it shows how to reconcile the motivated ("hot") and rational ("cold") features of human cognition, and could be used in any setting where a demand for motivated beliefs arises. The basic idea is that the individual can, within limits and possibly at a cost, affect the probability of remembering a given piece of data. At the same time, we maintain rational inference, so people realize (at least to some extent) that they have a selective memory or attention

The resulting structure is that of a game of strategic communication between the individual's temporal selves. In deciding whether to try and repress bad news, the individual weighs the benefits from preserving his effort motivation against the risk of becoming overconfident. Later on, however, he appropriately discounts the reliability of rosy recollections and rationalizations. The implications of this game of asymmetric information are quite different from those of ex—ante de cisions about information acquisition (e.g., self—handicapping or selective search). In particular, multiple intrapersonal equilibria ("self—traps") may arise, ranging from systematic denial to complete self-honesty. More generally, we characterize the set of Bayesian perfect equilibria and its dependence on the individual's degree of time inconsistency and repression costs ("demand and supply" parameters).

The model also has interesting implications for the distribution of optimism and pessimism across agents, which we examine in Section III. We show that when the costs of repression are low enough, most people typically believe themselves to be more able than they actually are, as well as more able than both the average and the median of the population. A minority will have either realistically low assessments, or actually severely underestimate themselves. We also highlight the key role played by Bayesian—like

introspection (understanding, at least partially, one's own incentives for self—esteem maintenance) in the model's results, and why incorporating this essential human trait is more fruitful than modelling agents as naively taking all recollections and self— justifications at face value

Section IV examines the welfare impact of equilibrium self—deception. Is a more active self-esteem maintenance strategy, when chosen, always beneficial? How can people be "in denial" if it does not serve their best interests? We show that, in addition to the tradeoff mentioned earlier between the confidence-maintenance motive and the risks of overconfidence, ex ante welfare reflects a third effect, namely the spoiling of good news by self—doubt. Intuitively, when adverse signals about his ability are systematically repressed, the individual can never be sure that only positive ones were received, even when this is actually true. We characterize the conditions under which always "looking at the bright side" pays off on average or, conversely, when it would be better to always "be honest with yourself" —as Charles Darwin apparently concluded.

In Section V we turn to the case where ability and effort are substitutes rather than complements. This typically occurs when the payoff for success is of a "pass—fail" nature, or characterized by some other form of satiation. Since a high perceived ability may now increase the temptation to exert low effort ("coasting"), this case allows us to account for what psychologists refer to as "defensive pessimism": the fact that people sometimes minimize, rather than aggrandize, their previous accomplishments and expectations of future success. Another variant of the model considered in this section involves replacing the motivation value of self—confidence with by a purely affective one. Section VI concludes the paper. All proofs are gathered in the appendix.

This paper is related to several strands of the new literature that tries to build better link between economics and psychology. A hedonic concern for self—image, in the form of preferences over beliefs, was first explored in

Akerlof and Dickens' well—known model of dissonance reduction, and more recently in Rabin Weinberg and Köszegi. In emphasizing an endogenous value of self—confidence and retaining the constraint of Bayesian rationality, our paper is most closely related to the work of Carrillo and Mariotti [2000], who first showed how information manipulation may serve as a commitment device for time—inconsistent individuals (see also Brocas and Carrillo [1999]). The central role played by memory also relates our model to Mullainathan [1999] and Laibson [2001], although one of its main features is to make recall endogenous.

The demand for self-confidence

In most societies, self—confidence is widely regarded as a valuable individual asset. Going back at least to William James, an important strand in psychology has advocated "believing in oneself" as a key to personal success. Today, an enormous "self—help" industry flourishes, a sizeable part of which purports to help people improve their self—esteem, shed "learned helplessness" and reap the benefits of "learned optimism". American schools place such a strong emphasis on imparting children with self—confidence ("doing a great job!") that they are often criticized for giving it preeminence over the transmission of actual knowledge. Hence the general question: why is a positive view of oneself, as opposed to a fully accurate one, seen as such a good thing to have?.

Consumption value. A first reason may be that thinking of oneself favorably just makes a person happier: self—image is then simply another argument in the utility function. Indeed, psychologists emphasize the affective benefits of self—esteem as well as the functional ones on which we shall focus. One may also hypothesize that such preferences over beliefs could have been selected for through evolution: the overconfidence that typically results may propel individuals to undertake activities (exploration, foraging, combat) which are more risky than warranted by their private material returns, but

confer important external benefits on the species. In Section V.B we shall explain how a hedonic self—image motive can readily be incorporated into our general framework.

Signalling value. A second explanation may be that believing oneself to be of high ability or morality makes it easier to convince others (rightly or wrongly) that one does have such qualities. Indeed, it is often said that to lie most convincingly one must believe one's own lies. While the idea that people are "transparent" and have trouble misrepresenting their private information may seem unusual in economics, one could easily obtain an instrumental value of self—confidence from a signalling game where those who truly believe in their own abilities face lower costs of representing themselves favorably to others.

Motivation value. The explanation that we emphasize most is that self—confidence is valuable because it improves the individual's motivation to undertake projects and persevere in the pursuit of his goals, in spite of the setbacks and temptations that periodically test his willpower. Morale is universally recognized as key to winning a medal, performing on stage, getting into college, writing a great book, doing innovative research, setting up a firm, losing weight, finding a mate, and so forth. The link between self—confidence and motivation is also pervasive in the psychology literature, from early writers like James [1890] to contemporary ones like Bandura [1977], according to whom "beliefs of personal efficacy constitute the key factor of human agency" (see also, e.g., Deci [1975] or Seligman [1990]). The motivation theory also readily extends to economic (non altruistic) interactions, explaining why people typically prefer self—confident coworkers, managers, employees, teammates, soldiers, etc., to self—doubting ones; and why they spend substantial time and effort supporting the morale of those they end up matched with.

The motivation problem

"Had I been less definitively determined to start working, I might have made an effort to begin right away. But because my resolve was absolute and, within twenty-four hours, in the empty frames of the next day where everything fit so well since I was not yet there, my good resolutions would easily be accomplished, it was better not to choose an evening where I was ill disposed for a beginning to which, alas! the following days would turn out to be no more propitious."

Open mindedness

As one of the five dimensions of social and emotional ability, open-mindedness is derived from the openness factor of the "Big Five Personality", which describes one's willingness to try and accept novel experiences. People with a high level of open-mindedness are more creative and artistic, while those with low level of openness are more obedient to tradition and pragmatic, but lack of innovation. According to the OECD research framework, open-mindedness includes tolerance, curiosity and creativity. This study is based on data collected from 10-year-old and 15- year-old students in Suzhou city participating in the OECD social and emotional ability assessment. It uses descriptive statistics, difference testing and regression analysis to present the performance of Suzhou students' open-mindedness. This allows the study to provide reference for the accurate assessment of teenagers' social and emotional abilities, in addition to further developing the quality of education in China. The study presents data results from the following three parts: the first part presents the overall score of open-mindedness, the correlation between open-mindedness and other sub abilities, and the age difference of open-mindedness (comparison between 10 and 15 years old group), gender difference, urban-rural difference, and the difference between general high and vocational high; the second part presents the factors influencing open-mindedness through regression analysis, including background variables,

individual factors, family upbringing, teacher factors, and school factors; the third part presents the effects of tolerance, curiosity and creativity on academic achievement (Chinese, math, art), edu national expectation, global consciousness, closeness to family, closeness to others, health, life happiness, life satisfaction, test anxiety and other life outcome variables of 10 and 15 year old students through regression analysis. The results are as follows:

The Overall Status of Open Capacity

From the scores of openness, Suzhou students' self-evaluate open-mindedness at a higher level, indicating that their confidence in themselves is higher than the international average. At the same time, the self-rating of students in the 10-year-old group is lower than that in the 15-year-old group. The same is true for parents' and teachers' ratings, which are themselves similar. In the distribution graphs of each sub-ability score of the two age groups, there is a small peak in the high end of the distribution graph of the 10-year-old group. The reason for this phenomenon may be that some elementary school students are susceptible to social expectations, leading them to be more likely to give what they think society may deem the "best" option.

From the perspective of the correlation between open-mindedness and other sub-abilities and compared with the international sample, the Suzhou sample has a higher correlation between tolerance, curiosity, and creativity in its openness. Moreover, the correlation coefficients are all higher than 0.5. There are also higher correlation coefficients between open-mindedness' sub-abilities and the sub-abilities of other abilities. Among them, open-mindedness has a higher correlation with task ability and collaboration ability. The correlation coefficient between curiosity and perseverance in the 10-year-old group is 0.69, and the correlation coefficient with cooperation score is 0.67. In contrast, the correlation is low between openness and emotional

regulation and communication skills, while the correlation coefficient of the 15-year-old group is slightly lower than that of the 10-year-old group.

From the perspective of the difference in openness, the scores of openness of 15-year-old boys and girls are significantly lower than those of 10- year-olds. This is especially the case for the curiosity and creativity scores, with an effect size of about 0.8. Here, compared with boys, girls experience a decline. This result is particularly serious and deserves focused attention; gender differences in the openness of the 10-year-old group are small, with the only significant differences in tolerance scores (girls are higher than boys). The effect is weak, and there is a gender difference in the 15-year-old group. As a result, girls are more tolerant than boys, but they score significantly lower than boys in curiosity and creativity in these groups. In both urban and rural areas, the openness of students in schools in central urban areas is significantly higher than schools in rural areas, but the effect size is not large; in general, they are higher in vocational schools except for girls' creativity scores, while other indicators are significantly higher than those of vocational high school students.

Influencing Factors of Openness

Use multiple regression to analyze the factors that affect openness, including the effects of background variables, student variables, teacher variables, school variables, and family variables on tolerance, curiosity, and creativity. Regarding background variables, among the 10-year-old students, parents' highest education level, family possessions and family book collection significantly positively affect tolerance, curiosity and creativity. The positive influence coefficients of the parents' highest educational background were 0.01, 0.01, and 0.04, respectively. The positive influence coefficients of family possessions were 0.45, 0.49, 0.47, respectively, and the positive influence coefficients of family book collection were 0.07, 0.06, and 0.09, respectively. Among students in the 15-year-old group, age, parents'

highest education, family possessions, and family collections significantly positively affect tolerance, curiosity, and creativity. The positive coefficients of age are 0.61, 0.66, and 0.51, respectively, with parents being the highest. The positive influence coefficients of educational background were 0.02, 0.02, and 0.03, respectively. The positive influence coefficients of family possessions were 0.31, 0.31, 0.38, respectively, while the positive influence coefficients of family book collection were 0.05, 0.05, and 0.06, respectively.

Regarding student variables, among the 10-year-old students, security, friendships, and good habits significantly positively affect tolerance, curiosity, and creativity. Friends' high expectations and online time significantly negatively affect tolerance, curiosity, and creativity. Among the students in the 15-year-old group, one's sense of security, friendships, good habit friends, extensive social relationships, outdoor activity time, and growth-oriented thinking all significantly positively affect students' tolerance, curiosity and creativity. Friends' high expectations and online time significantly negatively affect students' tolerance, curiosity and creativity.

Regarding school variables, except that the standard regression coefficient of school bullying on curiosity scores is insignificant, other factors including school belonging, school cooperation atmosphere, school competition atmosphere, and extra-school activities all significantly positively affect the tolerance of the 10-year-old and 15-year-old students Degree, curiosity and creativity.

Use of correct medium

What is a medium in Communication?

A medium in communication is a system or channel through which a speaker or writer addresses their audience. It's an outlet that a sender uses to express meaning to their audience, and it can include written, verbal or nonverbal elements.A communication medium can either be virtual or physical. It may contain more than one element or communication type, and it

may address either an individual or a group of people. Some communication mediums may emphasize directness, while others may be more flexible and allow audiences to derive their own interpretations from the speaker's message.

Related:

Choosing the right medium type

Choosing the right medium is important for ensuring that your message arrives to your intended audience and that your audience accurately understands the purpose and meaning of your message. When you choose the right medium, the recipient is more likely to read, hear or see your statement and understand what you're expressing.For example, meeting with an individual for a face-to-face, in-person discussion may ensure that they receive your message and can ask questions for clarity. By comparison, sending an email may be better for a less urgent communication context or if you're communicating with someone remotely.

Types of communication mediums

1. **Face – to – face communication**

One of the most common types of communication in the workplace is face-to-face communication. This involves direct communication between two or more people, usually in conversation with one another. It can also include no conversational, in-person communication, like a speaker presenting at a conference with an audience of professionals.

An in-person, face-to-face communication medium typically uses both verbal and nonverbal expressions to communicate a message. Speakers state their message and may use gestures and other nonverbal cues to emphasize their meaning and intent. Listeners receive and process the message as the speaker delivers it, and they may respond immediately with their own thoughts and questions.

The benefit of this style of communication is its immediacy. In a conversation, all parties can participate. This allows for an equal exchange of ideas without the need to wait for a response.

In-person communication may allow for more use of nonverbal cues than other types of communication as well. It can be easier, for example, to see and interpret nonverbal cues from a conversation partner when speaking face-to-face in a physical setting rather than through a virtual channel like a video conference.

Virtual remote Communication

Remote communication typically involves the use of technology to send a message to someone operating in another location. There are several types of remote communication methods, including those that involve written, verbal and visual communication styles.

For example, one common type of workplace remote communication is email. Emailing a client or another member of your organization is a simple and quick method of contacting someone remotely. Other remote communication options include conducting a video conference or phone call, sending a text or instant message or using a pager or intercom.

Remote communication is a great way to contact those working in a different location from your own. This form of communication is often less formal than a face-to-face meeting, though some may use video conferencing in place of face-to-face meetings for more formal conversations that require remote communication.

Written communication

Although less common due to technological advancements, written communication can still play an important role in the workplace. This form of communication involves physically written notes, letters and memos. Written communication may either be formal or informal, depending on its context.

For example, leaving a handwritten note as a reminder to a coworker can be an informal style of communication. An example of formal written correspondence may be a handwritten card written to thank a coworker for their support. Similar to virtual remote communication, written communication involves less immediacy than face-to-face communication.

Social Media Communication

Social media communication in the workplace is more commonly used to promote messages to external consumers rather than internal employees. Many companies use social media to connect with their target consumers through advertisements and promotions.

Social media can be a great way for companies to attract the attention of customers, and it can combine various communication mediums. For example, some platforms support visual content like pictures, while others emphasize video communication. Most platforms allow users to interact in private or public chat messages, which can allow for communication between two or more participants

Some companies or work teams may use social media for internal purposes. For example, your work team might use an instant messaging platform to quickly send messages to coworkers.

Others may use professional social media platforms to conduct outreach with potential business partners. Although social media messaging is typically less formal than other types of messaging, it can be a convenient way to communicate with an audience.

Volume and Clarity

1. **Communication Skills: Importance and Fundamentals**

Communication skills are essential in every aspect of life, whether in personal relationships, education, or the workplace. Effective communication involves the ability to express ideas clearly and understand others, which enhances collaboration and problem-solving. At the core of good communication are

both verbal and non-verbal skills. Verbal communication refers to the use of words in speaking and writing, while non-verbal communication involves gestures, body language, facial expressions, and tone of voice. These elements, combined, form the basis of how individuals interact, making communication a vital skill for success in any field. Clear communication minimizes misunderstandings, fosters trust, and ensures that information is conveyed efficiently. Developing strong communication skills involves practicing active listening, using concise language, and paying attention to non-verbal cues.

2. The Role of Clarity in Communication

Clarity in communication means ensuring that the message being delivered is understood exactly as intended by the receiver. Lack of clarity can lead to confusion, misinterpretation, and errors, especially in professional and academic environments. To maintain clarity, it's important to use simple, straightforward language, especially when discussing complex ideas. Jargon or overly technical terms should be avoided unless the audience is familiar with them. Additionally, the structure of the message should be logical, with a clear introduction, body, and conclusion. For instance, when writing an email, a clear subject line, proper paragraphing, and summarizing key points at the end improve clarity. In oral communication, speaking at an appropriate pace, using pauses for emphasis, and confirming that the audience has understood the message can also enhance clarity.

3. The Role of Listening in Effective Communication

Listening is a critical component of effective communication and often overlooked. Active listening involves paying full attention to the speaker, understanding their message, and responding thoughtfully. It differs from passive listening, where the listener may hear the words but is not fully engaged with the message. Active listening requires concentration and the ability to provide feedback, which helps in clarifying any ambiguities and

ensures that both parties are on the same page. Techniques such as paraphrasing, asking questions for clarity, and summarizing what has been heard are vital for improving listening skills. In professional settings, active listening helps in building relationships, resolving conflicts, and making informed decisions. By listening attentively, individuals can demonstrate empathy and show respect for the speaker's point of view, thus fostering better communication.

4. Non-verbal Communication and Its Impact

Non-verbal communication refers to the transmission of messages without the use of words. This includes gestures, facial expressions, body posture, eye contact, and tone of voice. Research suggests that a significant portion of communication is non-verbal, making it an essential aspect to master. For example, maintaining eye contact can convey confidence and interest, while crossed arms may suggest defensiveness or discomfort. Similarly, a firm handshake often sets a positive tone in business interactions. Understanding and correctly interpreting non-verbal cues can enhance communication, particularly in multicultural settings where verbal language might be a barrier. However, non-verbal signals can sometimes be ambiguous or culturally specific, so it's important to consider context when interpreting them. For effective communication, individuals should ensure that their non-verbal behaviors align with their verbal messages, as inconsistencies can lead to confusion or distrust.

5. Barriers to Effective Communication

Several barriers can hinder effective communication, leading to misunderstandings and inefficiencies. These barriers can be broadly categorized into physical, emotional, and cultural obstacles. **Physical barriers** include noise, poor signal, or technological issues that prevent the smooth transmission of messages. **Emotional barriers** occur when individuals are stressed, angry, or anxious, which can cloud their ability to communicate

rationally. For instance, someone who is upset might misinterpret a neutral comment as criticism. **Cultural barriers** are often present in multicultural environments, where differences in language, traditions, or social norms can lead to miscommunication. For example, what is considered polite in one culture might be seen as offensive in another. Overcoming these barriers involves recognizing their presence, adapting communication methods accordingly, and being patient. In professional environments, clear guidelines, such as setting rules for meetings or discussions, can help mitigate these barriers.

6. Improving Written Communication Skills

Written communication is an essential skill in academic and professional settings, as it allows individuals to convey information in a clear, organized, and permanent format. To improve written communication, it's important to focus on **structure** and **clarity**. A well-organized piece of writing begins with an introduction that presents the main topic, followed by paragraphs that each focus on a specific point, and ends with a conclusion that summarizes the key takeaways. Using headings, bullet points, or numbered lists where appropriate can make documents easier to navigate. Additionally, proofreading for grammar, punctuation, and spelling is crucial to ensure that the message is polished and professional. In a business context, written communication such as emails or reports should be concise, with key points highlighted early on. Avoiding unnecessary jargon and maintaining a formal but approachable tone can significantly enhance the effectiveness of written communication.

7. The Role of Feedback in Communication

Feedback is a vital part of the communication process because it ensures that the message has been received and understood correctly. In the absence of feedback, communication is incomplete, as there is no way to confirm that the intended meaning was conveyed. Feedback can take various

forms, such as verbal responses, written comments, or even non-verbal cues like nodding in agreement. Positive feedback encourages continued good practices, while constructive criticism helps individuals recognize areas where improvement is needed. However, providing feedback effectively requires tact and sensitivity, especially when offering criticism. The "sandwich method," where constructive criticism is "sandwiched" between two positive remarks, is a common strategy used to maintain a positive tone. In professional environments, regular feedback during team meetings or through performance reviews can improve overall communication, productivity, and job satisfaction.

8. Digital Communication and Its Challenges

With the advent of technology, digital communication has become a dominant form of interaction in both personal and professional spheres. Email, instant messaging, video calls, and social media have made communication more accessible and immediate. However, digital communication comes with its own set of challenges. One of the main issues is the lack of non-verbal cues, which can lead to misinterpretation of the tone or intent of the message. For example, a brief, concise email might be perceived as curt or rude when that was not the sender's intention. Additionally, digital communication can sometimes be impersonal, leading to a breakdown in relationships. To mitigate these challenges, it's important to maintain professionalism in written messages, avoid ambiguous language, and, where necessary, use emoticons or other indicators to clarify tone. Video calls can be used to establish more personal connections, as they allow for the use of non-verbal cues. Furthermore, managing digital overload is crucial, as constantly being connected can lead to communication fatigue and decreased productivity.

Nonverbal Cues

Nonverbal cues consist of those elements of expression that convey social rather than factual information and serve as rich communicative signals

carried in all forms of visual or aural media. Nonverbal cues, which work in conjunction with language but have effects independently of verbal communication, can enhance or distract from spoken meaning in both interpersonal and mediated settings. In media effects research, nonverbal cues have been primarily associated with emotional expression, particularly facial displays, bodily gestures, and voice tone, but they can take other forms too, both in physical appearance and in interaction: skin and hair color, proxemics, posture, facial morphology, eye blinks, staring or gaze aversion, body size and shape, clothing style, or categories of touch. In the digital age, nonverbal cues that signal emotion and appearance, such as emoticons and avatars, now also saturate online and networked communication, as do vocal messaging and full video conferencing.

Research on nonverbal cues has always been a multidisciplinary enterprise. The importance of nonverbal cues to effective speech delivery, even the observation that nonverbal presentation may at times overwhelm or exert more influence than rhetorical substance, was recognized by the ancient Greek and Roman philosophers, including Aristotle, Cicero, and Quintilian. Darwin's (1872) The Expression of the Emotions in Man and Animals, which used photography and close observational techniques to investigate facial expressions and behavioral gestures in light of evolutionary principles, is widely recognized as putting the study of emotional expression on a scientific footing. In the modern era, the systematic study of nonverbal cues in communication did not commence until the mid-twentieth century, and the early seminal works largely came from outside the discipline. During the 1960s and 1970s, research in nonverbal communication enjoyed a period of heightened interest in social psychology but with the cognitive revolution behavioral research in psychology waned. Interpersonal communication researchers then began to assume the mantle of nonverbal studies, in harmony with growing public interest in emotional life and relationship dynamics.

Over the past several decades, most of the research in nonverbal communication has been conducted by interpersonal researchers, typically in nonmediated relational settings. At the same time, a literature has been building in media effects that considers the impact of nonverbal cues on viewer perceptions and evaluations across a range of different genres, from news and politics to advertising, health, and entertainment. Moreover, through social media and other online communication platforms, there has been a gradual merging of mass and interpersonal processes that is blurring the boundaries between traditional conceptions of interpersonal and other levels of communication (e.g., group, organizational, mass), although audience size works to preserve this distinction. Interestingly, there has also been a resurgence of interest in nonverbals from psychology and related disciplines, which have shown renewed interest in facial cues as a basis for rapid inferences and heuristic decision making.

This entry focuses next on the media contexts in which nonverbal cues are studied, then reviews the major theories employed to predict nonverbal media effects. As the literature has grown, so has the sophistication of the concepts used to frame studies. Lastly, factors that influence perceptions of nonverbal cues are summarized, with attention to aspects of media presentation, the context in which nonverbal behavior is shown, the appropriateness of different display behaviors, and individual differences that act as moderators of nonverbal media effects. The discussion argues that development of the field depends on conducting multimodal analyses that are not reliant on a single communication channel and on studying patterns or repertories of behavior above and beyond isolated cues.

Media contexts

TV news, particularly coverage of politics, provides the most common media context in which the effects of nonverbal cues are studied. Since the face is the most expressive communication channel and presidential

candidates are among the most heavily covered persons on the news, the facial displays of leading candidates for office have received considerable research attention. Facial expressions are reliable indicators of a communicator's emotional state and serve as heuristic cues for judgments about politically relevant traits, including competence, integrity, dominance, and appropriateness. Inferences of facial competence, in turn, predict electoral success—even after controlling for a number of other salient predictors. With the personalization of politics internationally, parties are increasingly highlighting the visual appeal of individual candidates. Studies of campaign posters in France and the Netherlands, for instance, show growing reliance on candidate-oriented visuals and use of nonverbal cues, including eye contact, designed to persuade voters

Expressive influence is determined in part by facial morphology (attractive and mature faces tend to be rated higher in competence) as well as by display efficacy. Three prototypical displays, representing the emotion expressed and behavioral intention signaled, are often studied in political nonverbal research: happiness–reassurance, anger–threat, and fear–evasion. Gestures signaling affinity and defiance are also examined for the ways in which they complement facial displays.

Documenting the frequency with which candidates exhibit different displays and accompanying gestures has allowed researchers to identify display repertoires, or patterns of nonverbal behavior, that candidates engage in across news coverage of elections and presidential debates. While less nuanced than facial expressions, gestures work in tandem with expressions and are thought to amplify their effect, as the work of Peter Bull (1987) has shown in the United Kingdom. In the United States, a longitudinal study of network news coverage revealed that trailing candidates and debate "losers" were presented more often with anger–threat expressions and defiance gestures (finger pointing, fist raising, head shaking), while debate "winners"

were more likely to be shown smiling and engaging in affinity behaviors that imply bonding, compassion, or friendship.

As is evident from close analysis of news, the human repertoire of expressive displays is highly variable and nuanced. Competitive races may bring out more agonistic nonverbal behavior, or aggressive encounters, between candidates, including threat, attack, appeasement, or retreat. In France, supporters were shown to rally around anger–threat displays more than in the American context, although this research was conducted well before the rise of Donald Trump in the United States. Analysis of display repertoires during the 2012 presidential debates between Barack Obama and Mitt Romney showed Romney to be more aggressive and Obama more appeasing and evasive in the first debate. By the third debate, the dynamics had shifted: Obama was more assertive, used an aggressive tone of voice, made more rigid and emphatic gestures, and showed very little evasiveness.

In any persuasive encounter, a large part of nonverbal influence stems from voice tone and variability. Voice tone is a paralinguistic cue present in all spoken communication that imparts the emotion of the speaker while modulating the meaning of what is being said. Voice tone also signals social intent, whether to communicate reassurance, as in a friendly tone, or disapproval or even hostility, as in an angry or threatening tone.

More masculine-sounding voices have been associated with physical strength and social dominance in men and women (and with attractiveness in men); voice pitch also influences perceptions of leadership capacity regardless of the communicator's sex. A study of organizational reputation in Belgium found that lower-pitched voices are preferred in corporate spokespersons during times of crisis. Voice pitch has also been linked to perceptions of dominance and having a "commanding presence" among candidates in presidential debates. In content analysis of political news, sound bites from challengers and debate losers have been categorized as more aggressive in

tone than statements made by incumbents and frontrunners a behavioral pattern consistent with ethological observations that have documented aggression in second-ranking individuals or challengers to power.

Nonverbal cues in the lead-ins, wrap-ups, and reaction shots of media figures may also lead to perceptions of visual bias. Across different media genres—newscasts, talk shows, and televised interviews—valenced expressions on the part of an interviewer, anchor, or host can significantly influence trait evaluations and other dimensions of image perception of politicians and newsmakers, leading to accusations of partiality, as Haumer and Donsbach (2009) showed in the German context. Reaction shots of studio audiences can also moderate perceptions. Structural forms of visual bias have been further documented through differential use of camera angles, shot lengths, and other production features that favor one politician at the expense of another.

Although content analysis of print media rarely finds evidence of media bias, viewers who perceive visual bias may be picking up on the more subtle, nonverbal elements of media coverage, including facial expressions and production techniques, that are only captured in visual studies

Skin color and body image are other nonverbal cues prominently displayed in visual media that have attitudinal and even behavioral effects on viewers. In TV news, experimental research has shown that shading the color of a crime suspect while leaving all other features identical activates stereotypes against racial minorities that result in greater support for punitive crime policies, such as treating juveniles as adults, approving of harsh sentencing guidelines, and endorsing the death penalty.

Skin color also influences political perceptions, and coloration techniques have been used against black candidates. A large-scale survey-experiment of white voters in the United States found that respondents, regardless of political orientation, tended to assign positive qualities to lighter

skinned black candidates over darker skin depictions. Using an original method to detect skin complexion in the pixilation of digital content, Messing, Jabon, and Plaut (2015) demonstrated that campaign advertisements attacking Obama in 2008 used darker shaded images in stereotype-consistent attack ads—and these images became more frequent as Election Day approached. In an experiment that varied complexion, darkened images of Obama were "more likely to prime the most negative stereotypes associated with Blacks" by comparison to lighter skinned portrayals.

Computer software is gradually revolutionizing the study of face perception and coding of nonverbal cues, enabling researchers not only to change the color and complexion of stimulus faces but also to measure and manipulate the facial compositions that individual experimental subjects see. An innovative study of facial blending, grounded in the evolutionary notion of kinship cues, found that facial similarity between voters and candidates (a literal 60:40 computerized blend of the candidate's face with the subject's) produced enhanced support for the blended face by comparison to the original candidate's image among weak partisans and independents. This familiarity effect did not work on strong partisans, however.

Research on nonverbal cues consistently finds robust effects in carefully controlled experimental settings. The influence of nonverbal cues operates outside the lab as well. In advertising, a connection can be drawn between a model's facial expression and the likelihood that the viewing audience will share the emotion vicariously. The face is not the only site of nonverbal influence, however. As health communication studies of "ideal" body types in advertising and other genres have shown, feelings of anger, inadequacy, and lowered self-esteem may result from repeated exposure to depictions of ideal attractiveness. In certain cases, the activation of an appearance-based schema may produce body dissatisfaction, which has been

associated with eating disorders and negative attitudes toward larger body types..

Theories of nonverbal influence

Theories of nonverbal influence are drawn from diverse academic traditions, including cognitive, evolutionary, and social psychology, media studies, and interpersonal communication. These predictive frameworks can be organized along a continuum of time, where some concepts and theories explain effects that are generated rapidly, almost automatically, on the basis of very brief exposures to processes that unfold over the course of a mediated event and its aftermath—in hours, days, or weeks—or to processes that can take months or even years to develop, through continued exposure to nonverbal cues over a critical period or life stage.

From cognitive psychology and behavioral economics, the "thin slice" forecast literature has shown that brief exemplars of political stimuli, namely candidate photographs or short image bites (video clips with no sound), provide viewers with enough social information to make reliable inferences about candidate competence and electoral suitability. Inferences drawn from close-ups of human faces are particularly accurate and predictive of candidate viability, serving as a heuristic or judgmental shortcut in the political evaluation process. In one such study, inferences of competence based solely on 1-second exposures to black-and-white headshots of major party candidates for Congress predicted actual election outcomes with almost 70% accuracy.

In evolutionary terms, the human brain has had a remarkably short amount of time to adapt to and specialize in oral and especially written forms of communication—tens of thousands of years by most accounts. By contrast, the highly developed capacity for visual perception evolved over millions of years, as the hominoid brain increased in size and specialization.The ease with which nonverbal are processed owes in large part to the substantial

neurological investment in vision, which encompasses specialized centers in the brain dedicated to visual processing, particularly of faces. Image processing is so efficient that affective responses, visual recognition, and trait inferences occur well before registering in conscious awareness. Indeed, while it takes about a half-second (500 ms) for the brain to represent sensory data in consciousness, accurate facial inferences can occur in just 100 ms. Even when observers are given more time to carefully evaluate images of others, "the speed, automaticity, and implicit nature of appearance-based trait inferences make them particularly hard to correct"

Up a level, within the time frame of a news report, political ad, or televised debate, theories from interpersonal communication and social psychology are often invoked to explain the consequences of nonverbal cues in mediated contexts. Although formulated at the interpersonal level of analysis, nonverbal expectancy violations theory and stereotype activation scale up productively to media settings, in part because much of what we see in television, in film, and on digital platforms was originally produced face to face. "In this sense, nonverbal cues displayed in the media, although more self-conscious, scripted, rehearsed, and aided by image consultants and makeup artists, are inevitably subject to the same rules of production and interpretation as nonverbal behavior in other, unmediated contexts"

Expectancy violations theory holds that people enter a communication exchange anticipating what behaviors are "possible, feasible, appropriate, and typical for a particular setting, purpose, and set of participants" When a nonverbal display falls outside an expected range of normative behavior, the theory holds that arousal will increase, causing observers to allocate greater attention to the source of the violation. Increased scrutiny then produces critical assessments and may generate heightened anxiety. Research in political communication has gainfully employed expectancy violations theory to demonstrate the emotional, evaluative, and cognitive consequences of

inappropriate political behavior across a range of news and competitive contexts.

Like other nonverbal cues that facilitate decision making under conditions of incomplete information or uncertainty, stereotypes are everyday beliefs about social groups that are frequently relied upon for making sense of the social world. Whereas much research into nonverbal cues focuses on the evaluation of individuals, stereotype activation operates at the level of group identity. Besides routine simplification, stereotypes bias the way incoming information is processed, minimizing in-group and exaggerating out-group differences. Through repeated exposure to suggestive portrayals, associations may be formed that lead to chronic or automatic activation of stereotypical information over time. Research on the psychological impact of overrepresenting blacks as criminals on local news, for instance, has shown that dark-skinned black perpetrators are remembered better and generate more emotional concern than white perpetrators, especially for heavy TV news viewers.

Because stereotypical portrayals simplify and distort social reality, they can negatively influence how different groups perceive and treat one another over time. Long-term exposure to nonverbal cues in the media can have positive outcomes as well, as illustrated by the theory of affective socialization. Far from being a source of idle entertainment for children, television and other media play an important role in the communication and modeling of nonverbal behavioral skills. In particular, audiovisual media can serve as a rich source of affective information and function as a significant channel through which young viewers learn how to encode and decode emotional expressions, including situations when certain expressions are appropriate. Indeed, children often encounter certain emotional situations through media long before they experience the corresponding feelings and expressions in real life. Studies have found that children who are frequent TV

viewers are better able to decode facial expressions but also develop a less complete and nuanced view of the consequences of nonverbal self-presentation. A drawback to affective socialization through media, at least through television, is that programming often renders a simplistic view of emotional experience—and this view may be internalized by young viewers.

Visual framing is another conceptual approach to studying nonverbal cues with effects that unfold over time. Image frames consist of recurring visual markers assigned by journalists to celebrities, candidates, or other newsmakers to emphasize certain aspects of character or performance that promote particular understandings or evaluations. The extent to which political candidates are visually depicted as having ideal attributes, mass appeal, or losing qualities, for instance, may determine their ability to surface from the pack or be winnowed from the pool of contenders. In the case of mass appeal, specific visual framing elements—detectable through content analysis—may consist of images of large and approving crowds, reaction shots of supporters affirmatively nodding, smiling, or gesturing, mingling with "regular folks," and a casual style of dress. A comprehensive approach to visual framing first identifies the salient frames emphasized in media coverage over a sampling period (e.g., one or more election cycles), then defines and catalogs the constituent elements of those frames. Over time, consistent visual framing and image-building strategies have the capacity to shape perceptions of momentum and authenticity.

Moderators of nonverbal cues

While impactful, nonverbal cues do not have uniform effects; several intervening variables can moderate the way nonverbal cues are received. In TV news, the context or visual environment in which nonverbal behaviors are presented can greatly affect viewer responses to the display. When shown an expressive leader display immediately after the presentation of a negatively compelling news report, for instance, viewers assess the display in relation to

the level of threat represented in the report. In general, positive and intense reactions to crisis news are classified as inappropriate, while negative and calm reactions are regarded as appropriate. When addressing a crisis, appropriate leader displays elicit more positive emotion, are better at mitigating anxiety, and produce more favorable trait evaluations than inappropriate displays. Assessments of communicator appropriateness, in turn, moderate how much attention is allocated to a display, the level of arousal that viewers experience, and what is remembered from the presentation. Altering the geopolitical context from peacetime to wartime also affects preference for more masculine and dominant facial traits.

On the receiver side of the equation, several individual-difference variables have been shown to moderate the influence of nonverbal cues; these include gender, viewer sophistication, political support, TV exposure, national culture, and need for cognition. Despite consistent findings in the interpersonal literature that women are better able to accurately read nonverbal cues than men, few studies have researched this question with regards to media effects. Experimental studies conducted by Masters and colleagues in the Reagan–Bush era found that female viewers who were critical or neutral toward a leader responded more negatively to televised depictions of anger–threat than male viewers, whereas they responded more positively to happiness–reassurance displays. These results are consistent with findings that show women to be more emotionally aversive to negative stimuli than men.

Viewer sophistication, amount of TV viewing, and political support are also important moderators of nonverbal influence. Several studies have shown that less knowledgeable voters are more likely to base their voting decisions on candidate appearance than more knowledgeable voters; TV reliance promotes this tendency. Partisans and viewers in agonistic political cultures are also more likely to respond favorably to candidate displays of

anger–threat, while critics can be disarmed by expressions of happiness–reassurance. When assessing nonverbal cues, broad differences in gender, political orientation, or culture need to be distinguished from the effects of personality. Need for cognition, for instance, can moderate social and political evaluations such that those with a low need for cognition may engage more with a candidate's televised interview than with the same information presented on Twitter, whereas those high in need for cognition prefer Twitter. Future directions

Looking ahead, the study of nonverbal cues in media will be increasingly characterized by automated analysis and digital platform comparisons. The ability to run a software package that automatically documents in fine detail the range of nonverbal cues and expressive behavior in media will greatly accelerate coding and provide researchers with visual variables that could be widely used in research. The availability of such data will enable comparisons across time and between new media platforms on a scale that is simply not feasible with manual coding. Moreover, considering media content for its narrative and visual elements could transform existing theories and understandings of communication and behavior, since many of those theories are based on verbal content exclusively.

In addition, research should focus less on isolated cues or channels of presentation and more on patterns of behavior that measure or manipulate multiple nonverbal cues in a single study. Here the concept of display repertoires, which considers the interplay of facial expressions, bodily gestures, and vocal tone, could have utility in research that strives to understand how multiple, coordinated behaviors converge to form a candidate or newsmaker's communication style. Another research strategy that would advance the field involves comparisons between dynamic and static portrayals, a move that would further clarify the unique contribution of

different media presentation modalities and provide research with a more nuanced understanding of nonverbal influence.

Responsiveness

1. Communication Skills: Importance and Fundamentals

Communication skills are essential in every aspect of life, whether in personal relationships, education, or the workplace. Effective communication involves the ability to express ideas clearly and understand others, which enhances collaboration and problem-solving. At the core of good communication are both verbal and non-verbal skills. Verbal communication refers to the use of words in speaking and writing, while non-verbal communication involves gestures, body language, facial expressions, and tone of voice. These elements, combined, form the basis of how individuals interact, making communication a vital skill for success in any field. Clear communication minimizes misunderstandings, fosters trust, and ensures that information is conveyed efficiently. Developing strong communication skills involves practicing active listening, using concise language, and paying attention to non-verbal cues.

2. The Role of Clarity in Communication

Clarity in communication means ensuring that the message being delivered is understood exactly as intended by the receiver. Lack of clarity can lead to confusion, misinterpretation, and errors, especially in professional and academic environments. To maintain clarity, it's important to use simple, straightforward language, especially when discussing complex ideas. Jargon or overly technical terms should be avoided unless the audience is familiar with them. Additionally, the structure of the message should be logical, with a clear introduction, body, and conclusion. For instance, when writing an email, a clear subject line, proper paragraphing, and summarizing key points at the end improve clarity. In oral communication, speaking at an appropriate pace,

using pauses for emphasis, and confirming that the audience has understood the message can also enhance clarity.

3. The Role of Listening in Effective Communication

Listening is a critical component of effective communication and often overlooked. Active listening involves paying full attention to the speaker, understanding their message, and responding thoughtfully. It differs from passive listening, where the listener may hear the words but is not fully engaged with the message. Active listening requires concentration and the ability to provide feedback, which helps in clarifying any ambiguities and ensures that both parties are on the same page. Techniques such as paraphrasing, asking questions for clarity, and summarizing what has been heard are vital for improving listening skills. In professional settings, active listening helps in building relationships, resolving conflicts, and making informed decisions. By listening attentively, individuals can demonstrate empathy and show respect for the speaker's point of view, thus fostering better communication.

4. Non-verbal Communication and Its Impact

Non-verbal communication refers to the transmission of messages without the use of words. This includes gestures, facial expressions, body posture, eye contact, and tone of voice. Research suggests that a significant portion of communication is non-verbal, making it an essential aspect to master. For example, maintaining eye contact can convey confidence and interest, while crossed arms may suggest defensiveness or discomfort. Similarly, a firm handshake often sets a positive tone in business interactions. Understanding and correctly interpreting non-verbal cues can enhance communication, particularly in multicultural settings where verbal language might be a barrier. However, non-verbal signals can sometimes be ambiguous or culturally specific, so it's important to consider context when interpreting them. For effective communication, individuals should ensure that their non-

verbal behaviors align with their verbal messages, as inconsistencies can lead to confusion or distrust.

5. Barriers to Effective Communication

Several barriers can hinder effective communication, leading to misunderstandings and inefficiencies. These barriers can be broadly categorized into physical, emotional, and cultural obstacles. **Physical barriers** include noise, poor signal, or technological issues that prevent the smooth transmission of messages. **Emotional barriers** occur when individuals are stressed, angry, or anxious, which can cloud their ability to communicate rationally. For instance, someone who is upset might misinterpret a neutral comment as criticism. **Cultural barriers** are often present in multicultural environments, where differences in language, traditions, or social norms can lead to miscommunication. For example, what is considered polite in one culture might be seen as offensive in another. Overcoming these barriers involves recognizing their presence, adapting communication methods accordingly, and being patient. In professional environments, clear guidelines, such as setting rules for meetings or discussions, can help mitigate these barriers.

6. Improving Written Communication Skills

Written communication is an essential skill in academic and professional settings, as it allows individuals to convey information in a clear, organized, and permanent format. To improve written communication, it's important to focus on **structure** and **clarity**. A well-organized piece of writing begins with an introduction that presents the main topic, followed by paragraphs that each focus on a specific point, and ends with a conclusion that summarizes the key takeaways. Using headings, bullet points, or numbered lists where appropriate can make documents easier to navigate. Additionally, proofreading for grammar, punctuation, and spelling is crucial to ensure that the message is polished and professional. In a business context, written

communication such as emails or reports should be concise, with key points highlighted early on. Avoiding unnecessary jargon and maintaining a formal but approachable tone can significantly enhance the effectiveness of written communication.

7. The Role of Feedback in Communication

Feedback is a vital part of the communication process because it ensures that the message has been received and understood correctly. In the absence of feedback, communication is incomplete, as there is no way to confirm that the intended meaning was conveyed. Feedback can take various forms, such as verbal responses, written comments, or even non-verbal cues like nodding in agreement. Positive feedback encourages continued good practices, while constructive criticism helps individuals recognize areas where improvement is needed. However, providing feedback effectively requires tact and sensitivity, especially when offering criticism. The "sandwich method," where constructive criticism is "sandwiched" between two positive remarks, is a common strategy used to maintain a positive tone. In professional environments, regular feedback during team meetings or through performance reviews can improve overall communication, productivity, and job satisfaction.

8. Digital Communication and Its Challenges

With the advent of technology, digital communication has become a dominant form of interaction in both personal and professional spheres. Email, instant messaging, video calls, and social media have made communication more accessible and immediate. However, digital communication comes with its own set of challenges. One of the main issues is the lack of non-verbal cues, which can lead to misinterpretation of the tone or intent of the message. For example, a brief, concise email might be perceived as curt or rude when that was not the sender's intention. Additionally, digital communication can sometimes be impersonal, leading to a breakdown in relationships. To

mitigate these challenges, it's important to maintain professionalism in written messages, avoid ambiguous language, and, where necessary, use emoticons or other indicators to clarify tone. Video calls can be used to establish more personal connections, as they allow for the use of non-verbal cues. Furthermore, managing digital overload is crucial, as constantly being connected can lead to communication fatigue and decreased productivity.

Self-Assessment Questions
- ➢ How does that confidence manifest in my interactions?
- ➢ How open am I to receiving feedback and new ideas from others during discussions?
- ➢ How well do I practice active listening during conversations?

Unit – III

Improvement of Communication Skill – Readiness to seek and receive Constructive Criticism – Practice – Attendance of classes and workshop – effective usage of opportunities.

Objectives
➢ **To** Enhancing Communication Through Consistent Practice.
➢ To Expanding Knowledge Through Participation in Classes and Workshops.
➢ To Building Confidence and Proficiency in Professional Communication.

Improvement of Communication Skill

Take a moment to consider how you communicate with others. How do you express yourself when you're feeling overwhelmed by gratitude? What about during a moment of intense conflict? In a faculty meeting, are you the first to speak up or the one who takes notes, reflects, and then sends follow-up emails? We all have a uniquely personal way of communicating our thoughts, ideas, and emotions.

Our communication style has been honed over years of socializing in school and work, in families and friend groups, among colleagues and strangers. Our students are still in the process of learning how to communicate. As they learn to navigate family dynamics and social relationships in school and extracurriculars, they are consciously and unconsciously forming communication habits that may stay with them for life. As educators, it's our job to ensure students are thinking critically about how they communicate and building healthy, constructive communication strategies.

The Impact of Good Communication

Individuals who are strong communicators and listeners are better able to influence others and glean a clear understanding of the person with whom they are interacting; people who listen well tend to be liked better and are more trusted than those who don't. Increased communication skills in students

can improve their engagement and enthusiasm in the classroom, which in turn leads to deeper learning and more positive outcomes. Strong oral communication skills, which involve presenting, listening, and conversing, have been shown to be a predictor of one's ability to exert influence and build rapport with others, which is a critical competency for leadership in the classroom and the workplace. Improving a student's ability to communicate can have long-lasting effects for their academic, social, and emotional success.

Strategies for Improving Communication

While some students may seem to possess a natural ability to communicate, we must strive to ensure that all students are explicitly taught the skills to communicate effectively. One aspect of teaching students to communicate well involves understanding communication's barriers.

One major hurdle in proper communication is fear. Someone may fear failing, for example during a presentation or debate or they may fear rejection if they speak their mind. Communicating clearly and directly involves as much confidence as it does competence.

Another obstacle that stands in the way of effective communication is the human tendency to evaluate what someone else says before actually engaging with the content of their words. This "evaluative tendency" refers to the moment when we judge, evaluate, approve, or disapprove of someone else's statement. For example, if someone says "I didn't like that movie," our initial response is likely "Oh but I did!" or "I didn't like it either." The impulse to evaluate is even stronger in situations where emotions are heightened; the stronger emotions one is experiencing, the more difficult it will be to settle on a mutual thread of communication.

Outline a list of things students can think about while they communicate. Physical check marks, like making eye contact and remembering to take a breath before responding can help students remain

grounded and in the moment. Highlighting clear, concrete steps when students are sitting up straight, making eye contact, and listening, they are already set up for a productive conversation.

Praise listening as well as speaking. Not every student will be an outspoken orator, even when given the tools to do so. Be sure to praise students who listen well and highlight how being an active listener is an essential component of being a strong com - mutilator. Encourage activities that involve observation and reflection, and facilitate partner work or writ - ing/creative assignments to play to the strengths of less outspoken stu - dents.

Teach students how to use "I" statements to foster assertive communication. "I" statements ensure that students take ownership of their own feelings and communicate themselves in a way that minimizes defensiveness from the other party. If a friend is hurting another friend's feelings, instead of saying, "You keep saying mean things to me," show students how to shift their language to say, "I feel sad when you speak to me that way." This teaches students to explore what's really bothering them and express themselves in a healthy way

Utilize leaderless group discussions. Leaderless group discussions require active listening and collaborative problem solving. After the leaderless group activity, have students reflect on what went well and where they think they can improve their communication skills in the future.

Practice restating what another person is saying. For younger students, they can work with partners to practice the process of pausing before stating their own point of view and repeating what their partner said. For older students, consider having groups research topics they care about and present the information to a partner or small group.

Readiness to seek

1. Importance of Readiness to Seek

Readiness to seek refers to the willingness to ask for information, guidance, or assistance when necessary. It reflects a mindset that values growth and acknowledges the limitations of one's knowledge. In academic environments, students who demonstrate this trait are more likely to excel as they are open to seeking clarification from teachers, peers, or learning resources. In professional settings, readiness to seek fosters a collaborative work environment where team members are not afraid to ask for support, leading to more efficient and effective problem-solving. This skill also contributes to personal development by enabling individuals to seek new experiences, embrace change, and continuously improve themselves.

2. Seeking Information for Learning

In the context of education, readiness to seek plays a crucial role in learning. Students who actively seek information beyond what is provided in lectures or textbooks tend to develop a deeper understanding of subjects. This involves researching additional resources, such as books, academic journals, or online courses, and consulting teachers or classmates when difficulties arise. Cultivating a habit of seeking out information can significantly enhance one's ability to grasp complex concepts and retain knowledge. Additionally, it helps students become independent learners, taking charge of their education and improving their problem-solving skills through self-directed learning.

3. Seeking Feedback for Improvement

Another important aspect of readiness to seek is the willingness to seek feedback from others. In academic and professional settings, constructive feedback is crucial for improvement. By seeking feedback, individuals gain insight into their strengths and weaknesses, allowing them to make necessary adjustments to their approach. For example, students may seek feedback from professors on how to improve their writing skills, or employees may ask

supervisors for advice on enhancing their performance. Regularly seeking feedback demonstrates a commitment to growth and a proactive attitude toward learning. It also builds strong relationships with mentors and colleagues by showing a readiness to listen and improve.

4. Seeking Help in Problem-Solving

Readiness to seek also involves recognizing when to ask for help in solving problems. Whether in academic projects, workplace challenges, or personal dilemmas, seeking help when faced with difficulties is a sign of strength, not weakness. It shows that an individual is aware of their limits and values the expertise and insights of others. In a team setting, seeking help can prevent time-consuming errors and encourage collaboration. For students, seeking help from peers, tutors, or professors can provide different perspectives and solutions, enabling them to tackle problems more effectively. Developing this skill is critical to overcoming obstacles and achieving success.

5. Cultivating a Growth Mindset

Readiness to seek is closely tied to the concept of a growth mindset—the belief that skills and intelligence can be developed through effort and learning. Individuals with a growth mindset are more likely to seek opportunities for self-improvement and are open to challenges. They understand that failure is part of the learning process and actively seek feedback and new experiences to grow. In academic environments, cultivating a growth mindset encourages students to pursue knowledge continuously, ask questions, and seek advice when needed. In professional settings, it leads to a culture of learning and innovation, where employees are eager to develop new skills and improve their performance.

6. Role of Curiosity in Readiness to Seek

Curiosity is a driving force behind the readiness to seek, as it motivates individuals to explore the unknown and seek answers to their

questions. Curious learners are naturally inclined to ask questions, investigate topics in depth, and explore new areas of interest. In academic settings, curiosity encourages students to go beyond the curriculum, fostering a deeper engagement with their subjects. In professional contexts, curiosity can lead to innovation and creativity, as individuals seek new ways of solving problems or improving processes. By nurturing curiosity, individuals can enhance their readiness to seek, making them more adaptable and open to new knowledge and experiences.

7. Overcoming Barriers to Seeking Help

Despite the importance of readiness to seek, many individuals may hesitate to ask for help due to fear of judgment, embarrassment, or the belief that they should solve problems on their own. Overcoming these barriers requires a shift in mindset. Understanding that seeking help is a sign of responsibility and a desire for growth can encourage individuals to reach out when needed. Creating supportive environments in academic and professional settings, where seeking help is encouraged, also plays a role in breaking down these barriers. For example, teachers can create open lines of communication for students, and managers can foster a culture of collaboration and learning in the workplace.

8. Continuous Learning and Development

In today's fast-paced world, readiness to seek is crucial for continuous learning and personal development. The ability to seek out new knowledge and stay updated with current trends is essential for staying competitive in both academic and professional fields. Lifelong learners constantly seek new opportunities for education, whether through formal courses, workshops, or self-directed learning. This readiness to seek ensures that individuals remain adaptable and capable of meeting new challenges in an ever-evolving world. It also enhances their ability to contribute meaningfully to their chosen fields, as they remain open to new ideas and perspectives.

Receive Constructive Criticism

1. Importance of Constructive Criticism

Constructive criticism is designed to provide feedback that is both helpful and actionable. Unlike negative criticism, which may focus on fault-finding, constructive criticism aims to highlight areas for improvement while offering suggestions for better performance. The primary goal is to help individuals develop their skills, correct mistakes, and refine their approaches. In academic settings, receiving constructive criticism from teachers or peers can guide students toward achieving higher levels of academic success. In the workplace, constructive feedback from supervisors or colleagues can help employees identify areas for professional development, resulting in increased productivity and job satisfaction.

2. Developing a Positive Attitude Toward Feedback

The first step in effectively receiving constructive criticism is cultivating a positive mindset toward feedback. Many people may initially feel defensive or discouraged when their work is critiqued. However, viewing criticism as an opportunity for growth rather than a personal attack can transform this experience into a positive one. Acknowledging that everyone has room for improvement and that feedback is an essential part of learning encourages individuals to embrace criticism with openness. Developing this mindset helps to reduce feelings of defensiveness and promotes a willingness to learn from others' perspectives.

3. Listening Without Interrupting

One of the key components of receiving constructive criticism is active listening. It is essential to allow the person providing feedback to express their thoughts fully without interruption. By listening attentively, individuals can understand the context and intent behind the criticism. Interrupting or becoming defensive during the feedback process may lead to misunderstandings or missed opportunities for learning. When receiving

feedback, it is important to remain calm, listen carefully, and refrain from responding immediately. This allows for thoughtful consideration of the feedback and demonstrates respect for the person offering it.

4. Clarifying the Feedback

After listening to the feedback, it is helpful to ask clarifying questions if any part of the criticism is unclear. This ensures that the individual fully understands the points being made and can apply the suggestions effectively. Clarifying questions might include, "Can you give me an example of where I could improve?" or "Could you explain what you mean by that suggestion?" Seeking clarification not only shows a commitment to understanding the feedback but also ensures that the individual can take concrete steps toward improvement. This approach prevents miscommunication and helps focus on specific areas that need attention.

5. Managing Emotional Responses

Receiving criticism can sometimes trigger emotional reactions such as frustration, embarrassment, or self-doubt. It is essential to manage these emotions to remain open to the feedback being offered. Taking a moment to pause and reflect before responding allows individuals to process their feelings and maintain a composed attitude. Managing emotional responses is particularly important in professional settings, where emotional outbursts or defensive behavior can damage relationships and hinder personal growth. By remaining calm and composed, individuals can demonstrate maturity and a willingness to learn from the feedback, even when it may be challenging to hear.

6. Separating the Message from the Messenger

It is important to focus on the content of the feedback rather than on who is delivering it. Sometimes, individuals may dismiss constructive criticism based on their personal opinions of the person offering it. However, separating the message from the messenger allows individuals to objectively

evaluate the feedback, regardless of their relationship with the person providing it. Even if the feedback comes from a peer, colleague, or supervisor with whom there may be disagreements, the critique itself may still hold valuable insights. By focusing on the message, individuals can gain useful perspectives and avoid missing opportunities for improvement.

7. Reflecting on the Feedback

After receiving constructive criticism, it is essential to take time for reflection. This involves considering the feedback objectively, evaluating whether it aligns with personal goals, and identifying areas for improvement. Reflection helps individuals internalize the feedback and develop a plan of action for addressing the points raised. In academic settings, students may reflect on feedback from professors regarding their writing or research and use it to improve their future assignments. Similarly, in professional environments, employees may reflect on feedback from their supervisors to enhance their job performance and skill set.

8. Implementing the Suggestions

Receiving constructive criticism is only beneficial if the individual takes actionable steps to improve based on the feedback. After reflecting on the critique, the next step is to implement the suggestions provided. This might involve making specific changes to work habits, communication styles, or approaches to tasks. In academic settings, students might revise their study methods or improve their time management based on feedback from teachers. In the workplace, employees might adjust their work processes or adopt new strategies to improve productivity. By implementing the feedback, individuals demonstrate their commitment to self-improvement and growth.

9. Seeking Regular Feedback

Actively seeking feedback on a regular basis is another way to improve one's ability to receive constructive criticism. Rather than waiting for formal evaluations, individuals can ask for feedback from peers, mentors, or

supervisors during the course of a project. This proactive approach not only helps identify areas for improvement early on but also fosters a culture of continuous learning. By regularly seeking feedback, individuals show that they value growth and are committed to refining their skills. This also makes receiving criticism easier over time, as it becomes a normal part of the learning process.

10. Gratitude for Feedback

Expressing gratitude after receiving constructive criticism demonstrates professionalism and a positive attitude. Regardless of whether the feedback is easy to hear, thanking the person for their input shows that the individual values their time and effort. A simple statement like, "Thank you for your feedback; I'll work on improving in that area," can go a long way in building strong relationships with teachers, peers, or colleagues. It also leaves a positive impression and encourages a culture of openness and learning.

Receiving constructive criticism is a valuable skill that fosters personal, academic, and professional growth. By developing a positive attitude toward feedback, actively listening, managing emotional responses, and implementing suggestions, individuals can use criticism as a tool for continuous improvement. In both academic and professional settings, constructive feedback is essential for refining skills, improving performance, and achieving success. The ability to receive and act on constructive criticism not only enhances one's abilities but also contributes to building stronger relationships and creating a supportive environment for learning and development.

Practice

1. Procrastination

One of the most common practices that kill progress is procrastination—the habit of delaying tasks that need to be completed. Procrastination often results from a lack of motivation, fear of failure, or

feeling overwhelmed by the size or complexity of a task. In academic settings, students who procrastinate on assignments or studying may find themselves rushing at the last minute, leading to subpar performance and unnecessary stress. In the workplace, procrastination can delay important projects and affect the entire team's productivity. Overcoming procrastination involves breaking tasks into manageable steps, setting clear deadlines, and maintaining discipline in completing work on time.

2. Resistance to Feedback

Another practice that hinders growth is the inability or unwillingness to accept constructive criticism. When individuals become defensive or dismissive of feedback, they miss valuable opportunities for improvement. In academic environments, students who ignore feedback from teachers may continue making the same mistakes, resulting in poor academic performance. Similarly, in professional settings, employees who resist feedback may limit their potential for career advancement. Embracing feedback as a tool for growth allows individuals to address weaknesses, refine their skills, and become more successful in their endeavors.

3. Perfectionism

Perfectionism, the need to do everything flawlessly, can be detrimental to progress. While striving for high standards can be positive, perfectionism often leads to excessive self-criticism, anxiety, and procrastination, as individuals may become paralyzed by the fear of making mistakes. In academic or professional settings, perfectionists may spend too much time on minor details, delaying the completion of important tasks. This pursuit of perfection often leads to burnout and prevents individuals from moving forward. Recognizing that mistakes are part of the learning process and focusing on progress rather than perfection can lead to more productive outcomes.

4. Lack of Focus and Multitasking

In today's fast-paced world, the tendency to multitask can be harmful to productivity. While multitasking may seem efficient, it often leads to divided attention and lower-quality work. Switching between tasks can reduce focus, cause errors, and slow down the completion of essential tasks. In academic settings, students who attempt to study while engaging in other activities, such as checking their phones or browsing the internet, may struggle to retain information. In the workplace, employees who juggle multiple projects simultaneously may fail to give any one task the attention it deserves, leading to mistakes and missed deadlines. Developing the ability to focus on one task at a time and complete it with full attention is essential for efficiency and quality work.

5. Fear of Failure

Fear of failure is a major practice that kills growth, as it often prevents individuals from taking risks or trying new things. This fear can paralyze progress, as individuals may avoid pursuing new opportunities or challenges out of concern that they might fail. In academic settings, students who fear failure may be reluctant to participate in class discussions or attempt difficult subjects. In professional environments, employees may shy away from innovative projects or leadership roles due to fear of making mistakes. Overcoming this fear involves developing a growth mindset, where failure is seen as a learning experience rather than a definitive setback. Embracing challenges and learning from mistakes are critical to achieving success and personal growth.

6. Negative Self-Talk

Negative self-talk, or the tendency to criticize oneself harshly, can severely limit personal and academic growth. Individuals who engage in negative self-talk often undermine their own confidence and capabilities, which can lead to lower self-esteem and a reluctance to pursue goals. In

academic environments, students who constantly tell themselves they are not smart enough or capable enough may underperform or avoid challenging courses. In the workplace, employees who doubt their abilities may shy away from seeking promotions or taking on new responsibilities. Replacing negative self-talk with positive affirmations and focusing on one's strengths can build confidence and promote a growth-oriented mindset.

7. Avoiding Challenges

Avoiding challenges is another practice that stifles growth. Challenges, whether in academic, personal, or professional settings, are essential for pushing individuals outside their comfort zones and fostering development. However, some individuals may avoid challenges due to fear of failure, laziness, or a desire to remain in familiar territory. In academic settings, students who avoid difficult courses or assignments may miss opportunities to expand their knowledge and skills. In the workplace, employees who avoid taking on challenging projects may limit their career advancement. Embracing challenges as opportunities for learning and growth is crucial for achieving success and personal development.

8. Lack of Goal-Setting

Failing to set clear and achievable goals is a practice that kills progress. Without specific goals, individuals may lack direction and motivation, leading to aimless efforts and unproductive outcomes. In academic settings, students who do not set goals for their studies may struggle to stay focused or measure their progress. In professional environments, employees without clear career goals may feel stagnant and unfulfilled in their roles. Setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) provides individuals with a roadmap for success, helping them stay motivated and focused on achieving their objectives.

9. Inability to Prioritize

An inability to prioritize tasks can lead to wasted time and energy on less important activities, while critical tasks go unfinished. This practice often results from poor time management skills or a lack of clear objectives. In academic settings, students may prioritize social activities over studying, leading to poor grades and academic stress. In the workplace, employees who fail to prioritize important projects may miss deadlines or produce low-quality work. Learning to prioritize tasks based on their urgency and importance is essential for maintaining productivity and ensuring that key responsibilities are met.

10. Stagnation and Resistance to Change

Stagnation, or the refusal to adapt to new methods or technologies, can be a significant barrier to growth. In today's rapidly evolving world, staying stagnant in old habits or resisting change can prevent individuals from keeping up with new developments in their field. In academic settings, students who resist adopting new study techniques or learning technologies may fall behind. In professional environments, employees who are unwilling to learn new skills or embrace change may limit their career advancement. Embracing lifelong learning and staying open to change is essential for continuous improvement and success in any field.

Practices that kill growth, such as procrastination, perfectionism, and fear of failure, can severely limit personal, academic, and professional development. Recognizing and addressing these detrimental habits is key to unlocking one's full potential. By fostering a mindset of continuous learning, setting clear goals, embracing challenges, and managing time effectively, individuals can overcome these barriers and achieve meaningful progress in their pursuits. Growth requires both self-awareness and a commitment to replacing negative practices with positive, constructive habits that promote success.

Attendance of classes and workshop

1. Consistent Learning and Knowledge Retention

One of the primary benefits of attending classes and workshops is consistent learning. Regular participation helps individuals keep up with the curriculum and prevents knowledge gaps. Missing out on classes can lead to falling behind on key topics, making it difficult to understand advanced concepts later on. Workshops, often more interactive, provide hands-on learning that reinforces theoretical knowledge. By attending consistently, individuals can retain information better and deepen their understanding of subjects.

2. Active Participation and Engagement

Attendance allows students and professionals to actively participate in discussions, group activities, and problem-solving sessions. Engaging in class or workshop activities promotes a deeper understanding of topics and helps in clarifying doubts on the spot. When individuals are present, they can ask questions, contribute to discussions, and learn from the experiences of others. Workshops, in particular, often offer opportunities for collaboration, where group participation can lead to creative solutions and shared learning experiences.

3. Building Discipline and Time Management Skills

Regular attendance instills discipline, a critical skill for both personal and professional growth. It requires managing time effectively and prioritizing responsibilities, which are essential qualities in any career path. Showing up for classes and workshops on time reflects responsibility and dedication. In the professional world, attending training sessions or industry workshops demonstrates a commitment to continuous learning and self-improvement, both of which are highly valued by employers.

4. Networking Opportunities

Workshops, especially those organized for professional development, provide excellent opportunities for networking. Attending these events allows individuals to meet peers, mentors, and industry professionals, expanding their professional circle. Networking can lead to career growth, job opportunities, and collaboration on projects. Building relationships with instructors, trainers, and fellow attendees can also offer valuable insights and guidance. In academic settings, attending classes regularly helps students form connections with teachers and classmates, leading to a supportive learning environment.

5. Practical Skill Development

Workshops, by their nature, are designed to be practical and application-oriented. Regular attendance in workshops helps individuals gain hands-on experience in their field, whether it's learning new technology, improving soft skills, or developing specific technical expertise. Unlike traditional classroom settings, workshops often focus on experiential learning, where participants can practice what they are learning in real-time. This makes attendance crucial for skill development, as missing a workshop could mean losing out on an important opportunity to practice and hone those skills.

6. Academic and Professional Accountability

In both academic and professional settings, attendance is often monitored as a measure of accountability. For students, many institutions have attendance requirements that directly impact grades and overall performance. Regular attendance shows responsibility and accountability, traits that are critical for academic success. In professional settings, attending mandatory workshops or training programs shows commitment to one's role and professional growth. Failing to attend these sessions could reflect poorly on one's work ethic and dedication.

7. Access to Exclusive Content and Resources

In many workshops and classes, instructors provide exclusive materials or resources that are not available outside the session. These may include lecture notes, guides, case studies, or additional readings that are crucial for the subject matter. By attending, participants gain direct access to these resources, ensuring they don't miss out on valuable information. In professional workshops, facilitators often share industry insights, tools, and strategies that may not be easily accessible otherwise.

8. Building Confidence and Communication Skills

Attending classes and workshops regularly also helps individuals improve their communication and confidence. Engaging in discussions, asking questions, and interacting with peers enhance one's ability to articulate ideas clearly and confidently. Workshops, in particular, often encourage group collaboration, where individuals must communicate effectively with team members. The more individuals participate, the more they build their confidence in both their knowledge and their ability to interact professionally with others.

9. Staying Updated with Current Trends

In fast-evolving fields, especially in technology and business, attending workshops and professional development classes keeps individuals updated with the latest trends, tools, and practices. Regular attendance ensures that professionals are equipped with current knowledge and can apply the latest techniques in their work. Missing out on these opportunities can leave individuals behind in terms of industry standards, making it difficult to stay competitive in their field.

10. Improved Academic and Professional Outcomes

Overall, consistent attendance leads to better academic and professional outcomes. For students, attending classes regularly correlates with higher grades, better understanding of material, and improved exam

performance. For professionals, attending workshops and training enhances skills, making them more effective in their jobs and increasing their chances for promotion or career advancement. Being present also allows individuals to stay motivated, engaged, and on track with their learning or career goals.

The importance of attending classes and workshops cannot be overstated. It promotes continuous learning, builds discipline, and fosters opportunities for skill development, networking, and career growth. Whether in academic or professional environments, consistent attendance is a key factor in achieving success and staying competitive in today's fast-paced world.

Effective usage of Opportunities

Technological entrepreneurship is a kind of theory of creating a new business that satisfies the needs of customers and society through a unique and novel combination of sources of technology and it has different benefits like wealth, occupation, value and progress. Petti (2009) defines technological entrepreneurship as identifying, discovering, and even generating entrepreneurial opportunities from technological advances. Accordingly, opportunity creation has a fundamental role in technological entrepreneurship theory. In addition, he conceives technological entrepreneurship as a combination of two concepts. The first is the technology defined by Burgelman et al. (2004) as theoretical and practical knowledge as well as skills and artifacts that can be used to develop products and services and systems of their production and delivery. The second one is entrepreneurship which is defined by Hitt et al. (2001) through identifying untapped opportunities and exploiting them by creating new resources or combining existing ones using new methods in order to develop and commercialize new products in new markets or to offer services to new customers. Petti (2009) takes a process look at technological entrepreneurship and conceives it as the process of adaptation between imagination and requirements. Therefore, in

this approach, technological entrepreneurship is not the result of talented minds but is the result of combining conscious people with collective actions. According to this rational, technological entrepreneurship is a process that links technology with business creation and includes recognition or even creation of business values for new technologies and discoveries, adapting existing or potential market requirements, and it ultimately turns opportunities into new products, business services, and businesses. He considers four sets of activities for technological entrepreneurship: creating new technology or determining not exploited existing technology, identifying and adapting the opportunities for using these technologies to satisfy the needs of the new market, developing technology or applying it and creating business. The process of technological entrepreneurship which is based on the theory presented by Petti

Concept of opportunity creation

In creation theory, opportunities for building and selling new products or services do not exist until entrepreneurs make it (Alvarez & Barney, 2007). In this theory, entrepreneurs do not first recognize the opportunity and then take the necessary action but they take an action and then wait to learn the results of their actions in the market, and then re-take corrective actions based on feedbacks. In these actions, entrepreneurs generate opportunities that could not be learnt without taking those actions. In this setting, the formation of opportunities in creation theory is a process which relies on the path and is emerging (Mintzberg & Waters, 1985). In this action and reaction, entrepreneurs build opportunities in accordance with the enactment process. Entrepreneurs may have hypotheses about how the market influence on their efforts but they are rarely able to see the end from the beginning. This is because in creation theory, there is no end until creation process appears. That is opportunities can only be learned when they are available and they only come into being when they are enacted in a reiterative process of action and

reaction (Alvarez & Barney, Therefore, opportunities require human action for the formation, and social agreement for sustainability.

Dimov (2007) perceives this process as a move on a path from the initial idea to a full idea which is an opportunity. He stated that not any idea is a good opportunity and he believes that while every opportunity originates from an initial idea, the existence of ideas is a necessary but not sufficient condition for the emergence of opportunities. The condition of sufficiency relies on collecting evidence of the potential for profitability, the availability of a potential market, the capability to profitably and sustainably in profitability over the time horizon. Therefore, the idea is an abstract representation of the concept of future reality while opportunity tends to the realization of reality. After an idea appears, the entrepreneur modifies the idea by talking to friends and others and the new idea is more justifiable at least from the theoretical point of view. This cycle is repeated and more formal actions may be accomplished to pursuit the idea or the idea may be abandoned when people have come to conclusion that it cannot be justified. Regardless of the outcome that maybe an opportunity or abandoning the idea, these measurements are entrepreneurial actions which look for solving the uncertainty about the initial idea. This idea is reproduced on the way from the initial idea to the ultimate idea and new information that is obtained from the media or from the opinions and judgments of others is applied. The creative outcome of this process is to locate some new solutions for the progress of idea to build a framework for this idea using the information available at any point of time. Therefore, the opportunity, as a creative product in entrepreneurship, is perceived as a move (idea + action) on a path which starts from the initial insight and termintates to a complete idea that is about the start and running of a business. Alvarez et al. (2013) distinguish two methods of discovery and creation in entrepreneurial action. The question in creation

approach is learn whether market failure means how to create the opportunity through human action.

Entrepreneurial actions in creation theory

Alvarez and Barney (2007) explaine seven entrepreneurial actions that are generally regarded as the most important actions for all entrepreneurs seeking to create opportunity based on creation theory:

Leadership

Many leadership skills may be important regardless of the kind of opportunity while the importance of some of these skills relies on the essence of opportunity. High level of skill in the existing industry or market that matters in exploiting discovery opportunities is not an essential skill for determining the opportunities of creation because the expertise required for opportunity creation is usually recognized after the emergence of opportunity from enactment process. In this setting, leadership is based on experience in managing matters in enactment process; that is the capability of the leader to induce creativity and sacrifice under conditions of uncertainty to the extent that followers believe they can trust a leader. These characteristics feature a charismatic leader rather than an expert leader. Charismatic leaders are likely to be more successful than expert executives when participation is required to create opportunities

Decision making

In this setting, entrepreneurs will decide in at least two ways, making use of biases and heuristics or engaging in emerging decision making processes. Biases and heuristics are used to make decisions in settings where risk-based decision making tools are not applicable. In fact, cognitive psychologists put emphasize on the use of biases and heuristics in settings where the amount of available information is less than the extent that rational decision making approaches can be used. Overconfidence and generalization are two examples of these cognitive biases that are referred to by creation

theory as a way to decide on a company or not to participate in a particular entrepreneurial activity. The second set of tools for decision making in this setting are called bricolage and effectuation. All of these decision making processes are gradual, that is, decision makers make small decisions based on the information they already have. These processes are repeated until the desired result is obtained. And eventually, these methods are inductive, that is, data is collected to assess the quality of the decision after the decision is made. This type of decision making process is the most effective method in the setting of high uncertainty or caution.

Human resource management

In creation setting, entrepreneurs do not have the ability to predict the specific types of skills that are required to exploit the opportunity. Therefore, they cannot recruit people based on their specific expertise. In this setting, entrepreneurs seek to recruit individuals with a lot of human capital and those who have high flexibility. Moreover, since it is difficult to explain the nature of the opportunity that is being created for human resources, entrepreneurs seek to recruit individuals from their social networks in this setting.

Strategy

Strategy plays a different role in the setting of creation because historical and current information is not available or is not useful to explain the nature of the opportunity. In this setting, making use of traditional forms of strategic planning may be harmful or even misleading. In creation theory, entrepreneurs are not responsible to combine pre-existing knowledge and information but they are responsible to ask the right questions, design new tests, be flexible and adaptable, and have capacity to intake and learn. This does not mean that entrepreneurs who operate under uncertainty settings do not have plans. Although, instead of accurate documentation, which includes advanced financial planning and market segmentation analysis, creation theory points to the fact that business plans developed under uncertainty

settings are a simpler guide to entrepreneurial behavior. In this setting, planning refers to the general direction that entrepreneurs think they are likely to move in but it may have a great deal of basic variations. During the creation process, entrepreneurs may not only have to re-define their potential customers, but they may also have to make variation in the industry, market, or their core technology.

Financing

Creation theory suggests that foreign sources of traditional capital, such as banks or venture capital firms, are less likely to finance entrepreneurs under precarious uncertainty settings. In this setting, it is very difficult or impossible to overcome information asymmetries that limit the ability of external investors to invest in entrepreneurial activities because much of this knowledge and information still needs to be created. Since entrepreneurs themselves are not aware of the nature of the opportunities they are planning to exploit, they are not able to explain the nature of these opportunities to the external resources of capital. Therefore, these entrepreneurs rarely acquire the necessary financial resources from external resources of capital. Bootstrapping is the most common way of financing for these entrepreneurs. In bootstrapping, entrepreneurs finance activities from their wealth or the wealth of people with whom they have close links. In creation theory, the specific business that the entrepreneur plans to follow may vary considerably over time. In this setting, it is essential to have flexible investors who are interested in accepting the variations that the entrepreneur may face during the enactment process. In fact, Bhide (1992) argues that those entrepreneurs who work under the settings associated with creation theory may harm their abilities to grow with external financing because in this case, these entrepreneurs will need to exploit a designated opportunity based on the requirements of external suppliers even if this opportunity is not as valuable as it should be.

Marketing

The effectiveness of marketing efforts relies on the settings under which the entrepreneur operates. In creation setting, instead of examining how the external shocks to an industry or market creates opportunities in the marketing mix, namely, product, price, distribution, promotion, and customer service, entrepreneur uses these marketing mix features to explore possible opportunities for creation. For instance, in creation process, an entrepreneur may change his/her distribution model similar to what happened with the introduction of the Internet. Although marketing mix features are not the only source of assumptions about how to generate opportunities, this marketing mix is an essential part for making these assumptions.

Self Assessment Questions
➢ How frequently do I attend communication workshops, classes, or training sessions?
➢ When given opportunities to communicate
➢ How well do I implement the feedback I receive in my communication practices?

Unit – IV

Effective Communication in workplace – Clarity and concise – Practice of empathy – Assertion – calm and consistence.

> **Objectives**
> ➢ To Enhancing Clarity and Reducing Misunderstandings.
> ➢ To Promoting Assertive Communication.
> ➢ To Ensuring Consistency in Communication.

Workplace communication is the process of exchanging information, both verbal and non-verbal, within an organization. There are many means of communication. To be an effective and valuable member of your workplace it is important that you become skilled in all the different methods of communication that are appropriate.

Effective workplace communication ensures that organizational objectives are achieved. Workplace communication is tremendously important to organizations because it increases productivity and efficiency. Ineffective workplace communication leads to communication gaps between employees, which causes confusion, wastes time, and reduces productivity. Misunderstandings that cause friction between people can be avoided by communicating effectively.

For communication to occur it must pass from a sender to a receiver. This must occur irrespective of the form of communication. For communication to be effective it must be understood by the receiver and can be responded to. This means that communication involves speaking, reading, listening, and reasoning skills.

As communications pass from the source to the receiver there is plenty of opportunity for its original meaning to change. Therefore listening, reasoning and feedback is an important part of the process as it is an opportunity for the sender to make sure the receiver has understood the message. The other consideration is the "noise" associated with the

communication – what else is happening, what are the distractions, the baggage etc. Noise can have a big impact on the message the receiver decodes.

Why is Effective Communication Important?

    a. Workplace communication improves productivity.

    b. Workplace communication can increase employee job satisfaction.

    c. Workplace communication can have a positive effect on absenteeism and turnover rates.

How to Communicate in the Workplace

        Communication in the workplace should occur in a way that responds positively to individual differences. Consider the following:

➢ Value all individuals and treat them with respect, courtesy and sensitivity.

➢ Recognize cultural differences.

➢ Communicate in a way to develop and maintain positive relationships, trust and confidence.

➢ Make an effort to use basic strategies to overcome communication barriers.

        The way that you communicate impacts your ability to get along with people and get the things that you want/need done. Communication, whether verbal, written or visual can be expressed in positive and negative ways. Individuals need to take feedback from how others interpret or perceive how they are communicating. Sometimes we can be perceived as aggressive even though it is not intended.

When verbally communicating:

➢ Speak clearly and listen carefully to ensure information is understood.

➢ Ask questions and confirm the meaning of information to avoid misunderstandings.

➢ Let others talk – a conversation is a two-way event at a minimum.

➢ Engage in difficult conversations when necessary – not saying something to avoid a difficult conversation usually makes things worse.

➢ Ensure the tone you use is open and non-confrontational and encourage feedback.

When communicating through email (or other written communication):

➢ Always read, then re-read an email before sending to check spelling, grammar and tone.

➢ Ensure that the content of the email is relevant and has an appropriate subject heading.

➢ Ensure that contact details are appended to the email, so that those reading it can contact the sender if required.

➢ Be polite, concise, use valid points and avoid lengthy ramblings.

➢ Don't cc the email to anyone to whom it is not relevant.

➢ Avoid using email to discuss confidential information.

The workplace is always a professional environment. This means that each type of written communication has an expected professional standard. Some of the basic expectations are that all written communication:

➢ Is simple and easy to understand.

➢ Is to the point and avoids unnecessary repetition or sentence "sprawl" (long rambling sentences). Avoids too many technical terms.

➢ Avoids slang, offensive language and discriminatory, racist or sexist language.

How to Communicate with Clients & Customers

A client or customer is someone you provide a service to, complete a task for, or sell a product to outside of your organization. It is important that you are polite and use verbal and non-verbal communication to respond to the client or customer requests in an appropriate manner. Miscommunication can occur in many ways and create significant problems in the workplace. What

your client or customer "hears" as they listen to you can become a miscommunication based on:

➢ The words you are speaking being misinterpreted.

➢ Your body language sending a message that is different from your words.

➢ They are not listening to you properly or you are not listening to them properly.

Here are some tips to help you communicate effectively with clients and customers:

➢ Speak clearly and accurately - speak at a rate your customer can understand you and provide correct information.

➢ Be open and non-judgmental - have an open posture; do not judge the way your customer is dressed or presents himself or herself.

➢ Be respectful of your customers' feelings - be professional and be aware of the words you use.

➢ Use the customer's name - this makes them feel special and valued.

➢ Unlearn your own bad habits - be aware of your own behavior, always be self assessing.

➢ Be aware of non-verbal messages - make sure you are displaying positive and appropriate body language at all times.

➢ Be interested in people - take a genuine interest in the customer's needs. This will build rapport and trust.

1. Develop an awareness of your personality and communication tendencies

2. Learn how to listen more effectively to others

3. Express yourself in a more clear and specific way

4. Appreciate the power of emotions Click to advance to next slide Effective.

- The ability to effectively communicate with others is one of the most powerful tools for personal and/or professional success.
- Most people are challenged by the many day-to-day interactions with co-workers, family, and friends.
- Emotion, communication and conflict are present in all human interactions and affects each of us in different ways.
- Everyone manages emotion, communication and conflict from habit – patterns and styles developed early in life and over time.
- One of the quickest ways to alienate yourself from other people is to communicate unsuccessfully.
- Effective communication empowers you to influence others.
- Your capacity to communicate is often seen as an indicator of your ability and intelligence.

Awareness of Your Personal Style.

- Communication doesn't just happen; your style is based on your experiences that over time have developed into a pattern of attitudes and actions.
- It is a continuous cycle. Your experiences influence your thoughts. Your thoughts, over time, become your attitudes. These attitudes become the blueprint for new experiences, which develop into patterns of behavior.
- An awareness of your personal style is critical to begin to transform negative attitudes and behaviors into positive ones.
- It is key to empowering you to establish personal responsibility and accountability in the midst of changing your behavior.

Nine Steps to Effective Listening

1. Face the speaker and maintain eye contact.
2. Be attentive, yet relaxed.

3. Keep an open mind to the speaker's message – try to feel what the speaker is feeling.

4. Listen to the words and try to picture what the speaker is saying.

5. Do not interrupt and do not impose your "solutions."

6. Wait for the speaker to pause to ask clarifying questions - ask questions only to ensure understanding of something that has been said (avoiding questions that disrupt the speaker's train of thought).

7. Give the speaker regular feedback, e.g., summarize, reflect feelings, or simply say "uh huh."

8. Pay attention to nonverbal cues -- to feelings, tone of voice, inflection, facial expressions, gestures, posture.

9. Be aware of potential barriers that impact your ability to listen effectively.

Barriers to Listening

Sometimes people have a barrier that impedes their listening skills. Awareness of a barrier is the first step in being able to overcome it.

Barriers to listening include:

➢ Past experiences that influence our reaction to the speaker or the message

➢ Worry, fear, anger, grief and depression

➢ Individual bias and prejudice

➢ Semantics and language differences

➢ Noise and verbal "clutter"

➢ Preoccupation, boredom and shrinking attention spans

Active Listening

Stay active by asking mental questions. Some questions you can ask yourself as you listen are:

1. What key point is the speaker making?

2. How does this fit with what I know from experience?

3. How can this information benefit me?

Looking and Acting Like a Good Listener Non-Verbal Communication

➢ Turn your body and tilt your face toward the speaker.

➢ Use other parts of your body besides your ears to receive the message:

1. Look at the speaker to pick up nonverbal signals or cues

2. Your eyes will also send signals to the speaker

3. When the speaker sees a receptive audience they are motivated to work harder to communicate their message

React to the speaker by nodding your head.

Acknowledgement

➢ Listen and acknowledge what you hear the speaker saying, even if you don't agree with it. At this point do not express your point of view.

➢ Acknowledging the speakers thoughts and feelings does not mean that you approve of or agree with the speaker's opinions or actions.

➢ Your ability to listen and then acknowledge what the speaker said allows the speaker to feel a sense of satisfaction of being understood.

Reflecting back

➢ When making a statement, paraphrase and reflect back what you've heard the speaker say.

➢ Reflecting is affirming to the speaker and encourages the speaker to elaborate further or delve more deeply into the topic.

➢ Meaningful exchanges between you and the speaker are built on feedback.

➢ In order to accurately feedback a person's thoughts and feelings, you have to be consciously, actively engaged in the process of listening.

➢ Try to experience what the speaker is describing, feeling the speaker's feelings through the lens of your own experience.

Communicating Long or Emotional Messages

➢ Briefly explain the intention of your conversation.

- The other person(s) will attend better if they have a basic understanding of the time and effort they will be bringing to the conversation.
- Use "I" statements to communicate your feelings, and what you have personally seen, heard, need, or expect.
- Do not engage in verbal attacks on the other person. if you need to criticize, describe the behavior or actions of the other person that bother you.
- State what you need or expect in positive terms.

Emotional Obstacles

Emotional obstacles to effective communication include:

Vulnerability – people may not express their true feelings because they do not want to expose themselves to others

Protecting – people may not want to express their true thoughts because they don't want to hurt or upset the other person

Expectations - social, professional, or cultural "rules" may inhibit expression of some feelings

Fear – people seek approval and acceptance so they are often reluctant to say what they really mean for fear of rejection.

Manage your emotions
- Recognize what you are feeling. Are you angry, embarrassed, or hurt?
- Simplify your feelings. Select one or two words to describe how you feel. Be specific.
- Do not act on your feelings right away. Don't make a decision, enter into a discussion, or send an email in anger or frustration.
- Choose an appropriate time and place to communicate.
- Accept that you are responsible for your emotions; Use "I" statements. Say "I feel angry when…" rather than "You make me mad.

Managing a conflict

> Keep yourself calm by breathing slowly and deeply. Remember that this is only one temporary moment in your life.

> Concentrate on what you need to move forward rather than dwell on the other person's mistakes.

> Summarize the other person's feelings to make sure that you understand what they are communicating.

> Give affirmation to the other person about what they may be feeling.

> Acknowledge and apologize for any mistakes you may have made.

> Focus on positive results and make specific requests that will enable the achievement of those goals.

Empathetic Practice

Dr. Sanchez walked into Marie's room. Marie was forty-five years old and recovering after a bone marrow transplant. Her post-transplant course had been particularly rocky. She had had multiple infections and been transferred to the intensive care unit three times in the past two weeks. She was beginning to lose hope that she would ever be able to get home to her family. As Dr. Sanchez approached, Marie's seven-yearold daughter, Vicky, who was hanging off her mom's bedrail, asked, "Mommy, when are you coming home?" Dr. Sanchez took a heavy breath; Marie's despair echoed in her own chest. Dr. Sanchez crouched next to the bed, gently squeezed Marie's arm, and affirmed, "We're going to get through this together.

Tears filled Marie's eyes. She pulled Vicky close, forcing a snuggle. "Okay, if you say so," Marie responded. Vicky, seemingly unconcerned, twisted from her mom's grasp and somersaulted out of the bed in a squeal of laughter. Marie and Dr. Sanchez couldn't help but laugh along with her.

Although nurse Joe Randall met Alex only last week, he had heard about him before. Few people with Duchenne muscular dystrophy live as long as Alex, who was twenty-nine; they usually die in their late teens or early

twenties from cardiac or respiratory failure, the result of this progressive disease of the muscles. Joe knew Alex had a tracheostomy, which permanently attached him to a ventilator. Joe also remembered when Alex had received a heart transplant—his cardiac surgeon had seemed shocked things went so well. But none of that history mattered today. Wearing a mask, gloves, and a thick blue gown, Joe entered Alex's room to change his diarrhea-soaked bedsheets. Joe tried to relax his face and resist gagging against the waves of odor filling the room. Alex seemed unconcerned by the smell and continued playing Halo on his Xbox. Joe moved closer. "How are you, Alex?" Joe hated that question; it seemed empty, silly even. Anyway, it probably didn't matter. Alex huffed in response, hardly acknowledging Joe's existence, just as he hardly had all week.

The case of Dr. Sanchez is a familiar story for clinicians. Acts of empathy, understood here as acts of understanding how another person feels, occur frequently in clinical practice. Regardless of the extent to which Dr. Sanchez affectively and cognitively grasps Marie's experience, most will agree that she is engaged in some level of empathy. It is because of cases like this that the import of empathy in clinical settings is widely acknowledged. In health care, empathic interactions are associated with beneficence, metrics of patient satisfaction with clinical encounters, bonds of trusting or caring, and emotional support and meaningfulness. This is why Dr. Sanchez's empathic attunement to her patient and her daughter is typically considered virtuous— that is, a character trait that caregivers should aim to possess.

However, cases like Joe's show both that the enactment of empathy is sometimes challenging and that it can be reasonable to wonder if empathy is a virtue at all. Perhaps Alex's suffering is simply too massive: Joe cannot possibly know how he feels, so why try? Perhaps empathy would only cause Joe to suffer along with Alex-can we morally obligate an activity that is so painful? As with many patients who suffer, Alex's experience of and response

to usual attempts to understand and feel with him pose a challenge to typically empathic clinicians. Not only is empathy difficult to produce in the context of Alex's suffering; it may not even be possible; and if we simply cannot muster empathy, what is the point of morally demanding it?

Our analysis of empathy will hinge on the complexities of patients who are acutely suffering. We will investigate how empathy's phenomenological nebulousness in Joe's case generates doubts about its virtue. The fact that empathic endeavors fail or become substantially burdensome in cases like this, unlike in the case of Dr. Sanchez, calls into question empathy's general relevance as a virtue of clinical practice. In response, we will distinguish different kinds of empathic engagements from one another and offer separate counsel. We will argue that it is important to understand empathy as something that must be honed across varied contexts before it can be called a virtue. Conceptualizing and operationalizing empathy in this way will help to ground its possibility and virtue even in the most challenging and complex clinical encounters.

What Empathy Entails

The underlying phenomenology of empathy has a long history in Western philosophy. Its contemporary Western meaning was expressed best by David Hume, though he used the word "sympathy" to convey it: "No quality of human nature is more remarkable, both in itself and in its consequences, than that propensity we have to sympathize with others, and to receive by communication their inclinations and sentiments, however different from, or even contrary to, our own.

The empathic connection shown in the case of Dr. Sanchez demonstrates Hume's point. In each empathic interaction, an empathic practitioner "feels with" another's experience and can arrive at some appreciation of how the other feels.2 This understanding comes in degrees of both affective and cognitive uptake. Perhaps Dr. Sanchez senses Marie's

agony (affectively) and grasps its cause (cognitively). she affectively resonates Marie's distress but does not ully understand its source. Regardless, Dr. Sanchez is trying to gain and likely achieves some understanding of how Marie feels.

Increasingly, empathy is seen as crucial to better and more effective patient care,3 and so attention in clinically focused literature has shifted toward how empathy can be taught as a practical skill for clinicians.4 Yet this same literature reveals disagreement and uncertainty around the very definition of empathy. This uncertainty may reflect the different paradigms that constitute the taxonomy of cases in which empathy arises. Mohammadreza Hojat and colleagues, for instance, claim that empathy is about perspective taking and that "the affective domain is a key component of sympathy, rather than empathy."5 Others insist that empathy includes both affective and cognitive components but see it as distinctive from other emotional interactions.6 For instance, empathy is often contrasted with sympathy, where the former is defined as feeling with another or knowing how another feels, and the latter is taken to mean feeling for— feeling badly for someone, for example. Still others conflate empathy with other emotional interactions.7 This lack of consensus makes it challenging to identify what it means to be an empathic clinician. If we cannot identify instances of being empathic in clinical settings, how can we decipher its value in more nuanced contexts like the nurse's above?

Philosophy and the social sciences reflect a similar uncertainty about empathy's ontology; yet they also offer a degree of clarity. While some in these disciplines argue that empathy consists merely in cognitive perspective taking,8 they largely agree that empathy is about understanding how others feel and that this understanding incorporates both cognitive and affective components that are distinct from other emotional responses like sympathy or compassion.

On most accounts, empathy is about feeling with another and grasping the uniqueness of that experience. One person might feel shame as the victim of bullying; another person, rage; and still another, indifference. It is for this reason that Hume's language "however different from, or even contrary to our own" is germane. So understood, empathy represents emotional connection but also contains-simultaneously-affective and cognitive features that are critical to understanding how others feel in their own shoes. Lorraine Code, reflecting on Simone de Beauvoir, emphasizes the combination of connection and strangeness involved in empathy:

De Beauvoir writes: "It is only as something strange, forbidden, as something free, that the other is revealed as an other. And to love him genuinely is to love him in his otherness and in that freedom by which he escapes". Empathy at its best preserves yet seeks to know the "strangeness," respects the boundaries between self and other that the "forbiddenness" affirms, does not seek to assimilate or obliterate the "freedom." Its ambiguity is manifested in coming to terms simultaneously with the other's likeness to oneself, and her/his irreducible strangeness, otherness.

Empathy lies somewhere in the interstices between vicarious feeling and distanced perspective taking. It is not satisfied by clinicians feeling merely as their patients feel, as this may be undifferentiated and thus blind to experiential uniqueness. Nor can empathy solely consist in the recognition of a patient's emotional state, as this may be too narrow and detached to allow for robust connection and understanding. Empathy requires perspective taking and imagination11 but also relational engagement to ensure accurate attunement. It thus involves assimilating the affective elements of a patient's suffering and, simultaneously, recognizing and seeking to know the "strangeness" of that experience.

In the final analysis, despite disagreements over the specific mechanisms of empathy12 and the content of empathy,13 most agree that

empathy refers to understanding how others feel, that this understanding takes emotion as its central object, and that it is oriented toward others' experiences rather than one's own. We take this broader ontology as a starting point so as to delve more deeply into empathy's practice and moral worth in the clinical setting. We contend that this feeling with, when trained and honed, can be excellently sensitive to nuances and even dramatic differences in patients' emotional experience; it demonstrates its worth whileness in the form of respect and care for patients' emotional lives.

Empathic Attunement: Value in Clinical Practice

Empathy has been heralded as a critical feature of both social and moral development14 and moral action.15 But it has also been flagged as prone to stereotype or bias,16 overly burdensome,17 unrealistic,18 and unnecessary for moral action.

These concerns become more palpable in the clinical setting. In cases like Joe's, clinicians might worry that empathy is impossible and that attempts at empathizing will lead to unwarranted distress and burnout.20 In the context of immense suffering, the easy expressions of empathy taught in early medical or nursing school, such as asking, "How do you feel?" or offering a comforting touch, suddenly become superficial and even destructive to patient care.

Patients who suffer like Alex and live in worlds so different from common experience can cause clinicians to question both the meaning and worthwhileness of empathy. On the one hand, a patient like Alex might reject empathic advances or recoil in response to a compassionate touch. How can Joe empathize if Alex consistently refuses to engage and even aggressively rejects his efforts to attune and understand? On the other hand, Alex's suffering is so vast that we may wonder if Joe can ever really know how Alex feels, even if Alex were to accept Joe's efforts to feel with him. In such cases, determining the nuances of empathy can be difficult, and it is understandable

that many would avoid empathy or even reject empathy's clinical and moral import.

Empathy as a Practice

I n less contentious contexts, medical practitioners and patients alike find happiness in the sense of living well and doing well in empathic engagement insofar as they feel emotionally connected, fulfilled, caring or cared for, and respected. And insofar as the empathic engagement is chosen, knowingly rehearsed and honed, and done for its own sake,21 virtue is possible. But virtue cannot be fickle; empathy cannot be virtuous if it instantiates flourishing in some contexts but impedes flourishing in others. In addition, it cannot be both impossible and worthwhile at the same time. For these reasons, we must understand how empathy manifests what Aristotle called "eudaemonia"—that is, flourishing or living well—even more when it is questioned and contested than when it is immediately accepted as virtuous. As a first step, it is important to distinguish empathy as a kind of clinical practice from the character trait of a particularly well-attuned practitioner. Compare it to the practice of listening to a patient's heart. A new student will quickly learn to use a stethoscope and thereby participate in the practice of cardiac examination. However, only a well-trained and skilled clinician will reliably sense the auditory and tactile nuances of mitral valve prolapse or diastolic heart failure, in so doing inhabiting a kind of excellence in clinical practice. Likewise, framing empathy as a kind of practice helps to distinguish superficial attempts to engage with another person empathically from the empathy enacted by someone who is well versed in its complexities. It is only the latter, understood here as empathic attunement, that holds the potential for virtue

Empathy is a practice insofar as it constitutes a type of "cooperative activity . . . that not only aims at certain ends but creates certain ways of living and develops certain characteristics (virtues) in those who participate and try

to achieve the standards of excellence peculiar to that practice."22 Recent scholarship treats empathy as an individualistic phenomena insofar as it concentrates on empathy as a mental state or internal experience that might be cognitive or affective, accurate or inaccurate.23 However, we offer a shift in perspective from the individual mental state to the relational engagement of empathy. Consistent with much of the literature in philosophy and psychology outlined above, empathy fits the mold of a practice because it requires receptivity, openness, and cooperative dialogue. Most importantly, empathic interactions are characterized by a distinctive end: knowing how another person feels. Take Alasdair MacIntyre's example of football, wherein the game of football counts as a practice but throwing a football skillfully does not.24 Likewise, one might hone skills important to engaging in empathic practice, such as recognizing expressions of emotional distress or resonating another's deep sadness. But empathy is no mere skill or mental state. Rather, it is a myriad of ways in which one person can engage with another. It includes verbal and nonverbal communication, physical touch and sustained presence, and sometimes personal familiarity. In the clinical setting, empathic practice reveals itself in clinicians aiming to understand how their patients feel, orienting to their patients' distinctive emotions, and being receptive to those emotional states. Clinicians do this in cooperation with their patients, relying on their patients' openness, as when Marie allows Dr. Sanchez to take on some of her burden. And together, patient and clinician share the end of connecting through emotional understanding; as a clinician strives to understand how a patient feels, the patient seeks to be so understood.

A clinician may engage in empathic practices intermittently or unconsciously. The engagement may even be perfunctory, such as when a clinician asks a patient, "How do you feel?" while absorbed in a computer screen. Such interactions display superficial engagement in the practice of empathy, but they fail to manifest the durability and reliability of a character

trait. This participation in the practice is not much different from absently and unskillfully tossing a football at a party while simultaneously engrossed in conversation. Only clinicians who have intentionally trained themselves in feeling with others over time, gained insight and sought experience relevant to understanding nuances in patients' perspectives, and honed this attunement across various contexts and with a diversity of patients will count as empathically attuned; that is, only such clinicians will have the virtue of empathic attunement.

Knowing the difference between empathic attunement and the myriad of activities and interactions that fall under the umbrella of the practice of empathy is critical to interpreting the value of empathy in Joe's case. Clinicians reasonably hesitate to empathize, even in trivial ways, with patients like Alex in part because it seems too superficial, in part because they know that Alex doesn't want to hear it, but also in part because they know that they can't really understand how he feels. Moreover, as Alex seeks pain relief through his video games, it can be difficult to read his face and sense his feelings. Still, clinicians well practiced in empathy can overcome these obstacles and empathically attune themselves to a patient even under such challenging circumstances.

Those clinicians well versed in empathizing will seek moments in their engagement with Alex in which they have no further aim—not even the aim of effective clinical care. They may orient themselves to him in more nuanced ways than to other patients. For a patient like Alex, merely imagining how he feels will not suffice. Empathy may require sitting in the room with him, not facing or talking to him—simply waiting for him to engage while absorbing the uncomfortable silence that often follows this kind of practiced presence. It may mean being sarcastic and poking fun at his TV show choices or trying a hand at Halo. An empathically attuned clinician will orient to Alex with the understanding that it may not be possible to change his frustration. The idea is

to spend time in different ways focusing on Alex and trying to decipher how he feels, since he is not apt to come right out and say it.

Moreover, empathic attunement means maintaining moments of self-other differentiation even if this distinction at times collapses. Clinicians might, for instance, be prone to think he is embarrassed by the smell in the room because they would be, but in fact, that might not be a central concern for him. So, while Alex's clinicians can allow for moments of resonating his feelings, when they walk into the room and immediately sense his anger or sadness as it washes over and through them, they will also have to be careful to pause to consider the differences, de Beauvoir's "strangeness," between how he feels and how they might feel in his shoes. Otherwise, they may damage the relationship by trying to engage in ways that he is unprepared for or unwilling to participate in.

Lastly, it will be important to remain sensitive to fluctuations in Alex's preferences, to know when he seeks engagement and when he feels the need for distance. To try to engage with Alex when he seeks space would be a failure of empathy, insofar as understanding how another person feels entails understanding the emotional need for distance just as much as the need for closeness. To know that Alex wants his clinicians to back off just is to know how Alex feels. This can be complicated by the fact that Alex may behave similarly when he needs space and when he needs close affiliation. To grapple with such nuances in Alex's emotional experience may require spending time with him even when he refuses to speak and even when he doesn't have specific medical needs to be met, or taking him outside for a walk, or teasing him about a love interest.

In the end, those who are well practiced in empathy will find that empathy happens fluidly and reliably most of the time. Still, empathically attuning to a patient like Alex does not invariably mean that an empathic clinician will be able to change his suffering in recognizable ways; Alex may

156

never show a smile or say, "Thank you," let alone open up emotionally. Further, we can acknowledge that Alex's clinicians may never find complete knowledge in that empathic connection, as only Alex fully knows his own suffering. At the same time, empathically attuned clinicians will strive for empathic connection and appreciate its presence when it forms, whether in an impromptu hug or spontaneous laughter. And, as many clinicians will attest, we can recognize that those who are well trained can and do come to understand how Alex feels in robust ways even if the resulting knowledge inevitably feels incomplete.

Defining Assertion

What is assertion?

The aim of this paper is to define the act of stating, claiming or affirming that something is the case. As it is commonplace in the literature, I will treat these terms as synonymous, and I will employ the term "assertion" to refer to this species of speech act.

Assertions are both ordinary and important: it is by making them that we share information, coordinate our actions, defend arguments, and communicate our beliefs and desires. Given the crucial role that they play in everyday communication, it is not surprising that assertions have been the object of investigation for a wide range of disciplines, both within and outside philosophy. Epistemologists are interested in the conditions under which it is rational to trust an assertion, and those under which a speaker is entitled to utter one. Ethicists and legal theorists have focused on the morality of deceptive and insincere assertions, trying to spell out the obligations one incurs in asserting something (as opposed, for instance, to merely implying it), and have written extensively on how assertoric speech can and should be regulated. The normative consequences of assertions (especially false and insincere ones) have also been the focus of empirical work in experimental pragmatics and linguistics. Finally, linguists, philosophers of language, and

157

logicians rely heavily on the notion of assertion to theorise about meaning, truth and inferential relations. The goal of this paper is to provide an intensionally accurate definition of this concept in terms of necessary and sufficient conditions 3, and to describe the distinctive responsibilities that we undertake when we make an assertion.

Building on previous work, this paper identifies two distinct components of assertoric commitment: accountability and discursive responsibility. Section 3 proceeds to argue that definitions based solely on the notion of commitment are incomplete, because they fail to make justice to the fact that assertions necessarily present their content as true. This problem can be solved by incorporating a further necessary condition into the definition. Section 4 shows that the resulting "mixed definition" provides an intensionally accurate definition of assertion, which illuminates assertion's place within its family of illocutionary acts, and offers a fine-grained account of its distinctive normative consequences.

Assertion and Commitment

According to a long tradition that traces back to Peirce, 4 the speech act of assertion can be characterised in terms of its distinctive normative consequences; specifically, asserting involves being "committed" to the truth of a proposition:

Commitment-based account

But what is it exactly for a speaker to become "committed" to the truth of a proposition? Definitions of assertion in terms of commitment have been challenged for failing to answer this question satisfactorily. The accusation is that unless one provides a clear and fine-grained characterisation of what exactly it is to be committed to the truth of a proposition, defining assertion in terms of commitment simply trades one obscure notion for another.

To complicate matters, different scholars have understood the notion of commitment in different (although not always incompatible) ways. Two

notions in particular are often bundled together under the label of "assertoric commitment". The first is what I call "accountability". In making an assertion with content p, a speaker undertakes responsibility for p being the case: they become liable to criticism if is false. But asserting also involves a commitment to act in a certain way; more specifically, a responsibility to respond to appropriate challenges. I will refer to this second normative component as "discursive responsibility" (DR). The difference between these notions has often been overlooked in the literature. 5 As a result, significantly different accounts of assertion have been misleadingly clumped together under the label of "commitment" views. I will argue that assertoric commitment is best defined in terms of both normative components. I will discuss these notions in turn, to flesh out their respective features and highlight how they differ from one another.

Accountability

Many authors have pointed out that in asserting a proposition, the speaker becomes liable to social sanctions if the proposition turns out to be false. An early formulation of this idea is found in Peirce: "An act of assertion renders [the speaker] liable to the penalties of the social law. should not be true, unless he has a definite and sufficient excuse".

Recurrent in Peirce's writings on assertion is a legal metaphor, a parallelism between asserting and signing a contract, or taking "a binding oath". The idea is that asserting is akin to signing a contract that "binds" you to the truth of the asserted proposition, making you liable to the "penalties of the social law" in case the proposition is false. We can thus understand the notion of accountability as one's liability to be sanctioned if the proposition turns out to be false: If what you said turns out to be false, it is permissible for other members of the linguistic community to impose sanctions on you.

It would be helpful to identify which exact sanctions are connected to assertor accountability. However, despite the fruitful analogy with legal

contracts, the sanctions that we face for asserting false propositions are not codified by a precise and formalized set of rules, but rather by a complex and loose set of informal social practices. In this respect, assertor accountability is like moral accountability: Moral accountability involves liability to social sanctions, but the nature of these sanctions is complex, somewhat obscure, and escapes formalization. In both cases, one can only attempt to offer a rough characterization of the sanctioning practices.

As a first approximation, it can be noted that false assertions typically warrant negative reactive attitudes towards the speaker. In asserting that p, a speaker "knowingly on the liability to herself open to) blame (censure, reproach, being taken to task, being called to account), in case of not-p". More specifically, claiming something false comes with reputational costs: False assertions stain one's reputation as a dependable informant, one whose testimony can be relied upon. Reputational costs need not be epistemic, and can take a variety of forms: they may affect one's social standing, face, perceived moral character, dependability, and so forth. In all their variety, these costs play a central role in motivating speakers not to make false claims, ensuring that assertions maintain their role as a valuable tool for sharing and acquiring information.

Since the sanctions that an assertor incurs are not heavily codified, for the purpose of defining assertor accountability it will be convenient to rather appeal to the distinctive source of these sanctions. Here is a first attempt: We are dealing with assertor accountability if and only if the speaker is liable6 to social sanctions if what they said turns out to be false. I will come back to this characterization shortly; for the moment, we can rest content with this first approximation.

Discursive responsibility (DR)

On top of making you liable to criticism, asserting commits you to act in a certain way: to make some steps in the conversation, if the relevant

conditions arise. These "discursive responsibilities" have been modelled in different ways within different frameworks. The shared underlying idea is that if you assert that p, you are expected to defend your claim in response to legitimate challenges. Extant accounts of discursive responsibility (DR) differ depending on how they define challenges and responses, and depending on which standards must be met for a challenge to be deemed legitimate and a response satisfying.

Let us start by considering what counts as a challenge. Authors like Brandom have a very narrow conception: Challenges must be assertions that are incompatible with what the speaker said.

Challenges can be inappropriate for different reasons, and not always their inappropriateness indicates that the speaker is not discursively responsible for the challenged proposition. If a challenge is inappropriate because its answer is already a settled issue in the conversation, its inappropriateness is no evidence that DR does not obtain – it is rather evidence that the speaker's responsibility to show that the proposition is true has already been discharged. By contrast, whenever a challenge is inappropriate for other reasons (most notably, when a challenge is inappropriate because the speaker is not expected to defend the veracity of what they said in the first place), we can reasonably infer that the speaker is not discursively responsible for the challenged proposition. Let us call the former kind of inappropriate challenges redundant, and the latter illegitimate. It is when challenges are inappropriate because illegitimate (rather than inappropriate because redundant) that we can infer that DR is not satisfied.

Eat the damn cake!

It would be odd to challenge (7) with questions like (4) or (5). But this is not because it is already a settled issue in the conversation that what the speaker said is true. Here the challenge is inappropriate because the speaker is not expected to defend the veracity of any particular claim: challenging the

truth of (7) is illegitimate, so that DR is not satisfied. By contrast, challenges to (6) are unavailable because the truth of (6) is already settled in the conversation: they are redundant, because the speaker has already discharged their discursive responsibilities.

A "Mixed" Definition of Assertion

Explicitly expressing a proposition

The account developed so far does not yet distinguish assertions from other ways of becoming committed to a proposition. Assertion is generally regarded as an explicit, open, and direct speech act, as opposed to indirect acts, like merely implying (or conveying) that something is the case. Defining assertion as acquiring commitment to the truth of the proposition will not make justice to this intuition, for it would rule in implicatures, presuppositions and propositions that are deductively entailed by the speaker's previous assertions.

Becoming committed without asserting CBD successfully differentiates between assertion and co missive implicate, but it is still incomplete. More specifically, it is unable to make sense of the fact that assertions must put forward their content as true. Peter Pagin has raised objections to commitment-based views that point towards this limitation. He contends that while there are speech acts ("social speech acts", such as bequeathing and promising) that can be defined solely in terms of their normative effects, assertions cannot.

To prove this point, Pagin offers a simple test. If asserting simply amounts to communicating that one is accepting a given set of responsibilities, it should be possible to assert just by declaring that one is undertaking those responsibilities. For example, it should be possible for me to assert that Socrates never existed simply by uttering.

If we follow Pagin in treating p as the semantic content of (8), and in assuming that the required felicity conditions for committing myself to p

(whichever they are) obtain, it follows that in uttering (8) I become committed to the truth of p: CBD classifies (8) as an assertion that Socrates never existed. However, Pagin would object that in uttering (8) I do not assert that Socrates never existed: I merely communicate that I accept to be criticised if Socrates indeed existed, and to defend this claim against appropriate challenges. Arguably, this is not yet to claim that Socrates never existed: Commitment-based accounts of assertions must therefore be incorrect.

With some reservations, share Pagin's intuition that uttering (8) is not quite asserting that Socrates never existed, and I concur (partially on independent grounds) that assertions should not be defined solely in terms of their social effects. But even if one takes Pagin's argument to be successful, the example merely shows that commitment-based accounts fail to provide sufficient conditions for asserting p. It does not establish that these definitions are beyond repair – merely that they are incomplete.

Arguably, the reason why commitment-based definitions deliver an incorrect prediction about is that they allow that a speaker can assert that p even if the speaker is not putting p forward as true. This is exactly what happens in Pagin's example: expresses a proposition that can be true or false, but does not take an explicit stance as to whether is true – it merely commits the speaker to it. Asserting a proposition, by contrast, requires putting a proposition forward as true. This is what is missing in accounts of assertions based solely on commitment: the requirement that the proposition is presented as true.

Calm and Consistence

Those who work in FE have a duty to role model the behaviour they would like to see to show what they expect from learners. Managing one's own behaviour is the first step towards demonstrating the values important to your organisation. Remaining calm in the face of unwanted behaviour and refusing to take part in power play is paramount in demonstrating your

commitment to supporting your organisation's ethos. Establishing, agreeing and committing to the important consistencies in your organisation or class create certainty for all.

1. Consistent language, consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

2. Consistent follow up: ensuring 'certainty' at the classroom and senior management level, never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

3. Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

4. Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

5. Consistent, simple rules/agreements/expectations: referencing and promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

6. Consistent respect from the professionals - even in the face of disrespectful learners!

7. Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

8. Consistently reinforced rituals and routines for behaviour around the site -in classrooms, in common areas, at reception.

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Self Assessment Questions
➢ How does practicing empathy enhance your communication with colleagues?
➢ How can maintaining calmness during communication impact conflict resolution at work?
➢ Why is consistency in communication important in building trust within a team?

Unit – V

Corporate Communication – importance – Types of Skills – Writing Skills – Presentation and public speaking Skills – Communication with data – Research and critical thinking – Technical Skills usage of Chat bots, block chain, Virtual reality.

Objectives
- ➢ **To** Importance of Corporate Communication
- ➢ To Writing Skills in Corporate Communication**.**
- ➢ **To** Technical Skills: Chatbots, Blockchain, Virtual Reality

Introduction

So far we have seen how writing proceeds 111 a venally of media's primarily for the purposes of transmitting information, such as through letters, reports and through the newspaper. Writing also plays an important role in organizations, large and small, Until about a decade ago, most writing within companies was done by 'administrators when it was addressed to others within the company, and by the public relations staff when it was for an external audience. Today, most of the communication tasks within organizations come under the function of corpora communications. This involves writing, using media such as the internet, video, film and audio, organizing special events, and marketing collateral (materials that support marketing activities).

Definition

What is today known as corporate communications has its roots in the older discipline of public relations. Public relations is defined in many ways, but one of the most comprehensive ways of looking at PR is to see it as

an organizational activity that helps create and maintain relationships between an organization and its various stakeholders, that is, the various groups of people who are in some way interested in or affected by its work.

These stakeholders are also known as its 'publics', or audiences;

Corporate communications is a more expansive term that covers a somewhat broader range of activities than did most public relations

departments. Paul Argenti - and Janis Forman describe corporate communications as thk "corporation's voice and the image it projects of itself on a world stage populated by its various audiences". While PR has been defined mainly in terms of 'reputation and relationship management,' corporate communications is conceived more broadly, and involves. a wider range of functions including.

> Communicating policies and procedures internally,

> Supporting marketing activities with promotional and educational materials,

> Training employees to be brand ambassadors, '

> Creating and managing a company's brand identity, and

> Advocacy with key opinion makers.

Corporate communications therefore is a key management activity, not simply a cosmetic one that makes the organization look good, but one that helps it work effectively as well.

Scope of Corporate Communication

Increasingly, corporate communications is seen as a strategic management function. In many companies, corporate communications is headed by a senior level executive, often a vice president who reports directly to the chairman or chief executive officer. This reflects the level of importance given to commukcation in building organizational culture as well as brand identity. The corporate communications function could be centralized or dispersed across an organization. In other words, there may be a central team that handles all communications'related functions across the org;inization, or, as is often the case in large companies; each business unit may have a designated person to handle communications while the overall policies and plans are set by a senior manager who coordinates the different units.

- Setting and implementing policies relating to style and content of messages that are disseminated within the organization
- Preparing standard formats for letters and other official communications
- Managing house journals/intranet content
- Conducting corporate events for employees
- Working with the Human Resources Department to build cohesiveness and camaraderie among employees and fostering employee loyalty.
- Training employees and key functionaries to communicate effectively

Importance Corporate Communication

It is no news that the market today is more competitive than ever before. In such a scenario, your company needs to have a strong and clear identity that will give you both short-term as well as long-term advantages.

When a company has a safe and reliable brand, customers stay loyal and feel safe. Investors are also set on putting money into the company. When workers know what's going on, they have faith in the skills of leaders and the direction of the company. This is very important for keeping top talent.

Communication has an important role to play in the corporate world. With the increase in the complexities of activities in modern business, its importance is growing day-by-day. To achieve the objectives of the organization, co-ordination among the persons and departments within the organization and establishment of connecting link with the outside world are very much necessary.

Motivating the employees for better and greater performance, facilitating group performance, controlling their activities, taking corrective measures, wiping out misunderstanding, maintaining peace, establishing discipline, and, above all, ensuring the quality of work within the organisation is possible through effective communication.

Establishing link with the outside world—with the customers, vendors, investors, bankers, similar business organisations within and outside the country, various departments of the government, etc. also depends on communication. Corporate business houses are, in most cases, engaged in international business. Excellence in communication in such cases is a basic need.

They are required to make corporate presentation of their goods and services, inform and report, explain change, interact with the colleagues, motivate and support the staff, supervise, organise and co-ordinate a course of action, build and maintain relationship with overseas clients, participate in meeting, introduce themselves as business houses, promote a sales drive, make market research, cope with mixed language problem interacting with the foreign colleagues and so on. All these activities require communication skill. Phone, e-mail, fax, office memos, verbal communication, etc. are the internal means of corporate communication. External communication depends on phones, letters, fax, website, internet, video conferencing, etc.

Modern technologies in communication have made the communication process speedy. It is a boon to corporate communication because a slightest delay in making decision may place one in a difficult position—behind one's competitors.

Types of Corporate Communications

The following are the different types of corporate communications including:

- **Crisis communications:** This is a communication department in the company that develops comprehensive strategies for managing problems. The aim of this division is to manage crises in the company to ensure that the organization is functioning smoothly.

- **Public relations:** It refers to the process of curating a public image by conveying messages to the media and the general public. The aim is to positively influence the perception of the public. Public relations include

individuals gaining exposure to the audience using topics of public interest that do not require direct payment.

- **Internal communications:** It is the function that is responsible for effective communications between participants within the organizations. Internal communication is the facilitation, creation and operation of communication within the organization.

- **Customer communication:** It is the way in which a business interacts with customers using communication channels and strategies. With effective communication, customers can build relationships with target audiences and promote customer retention.

Understanding the Meaning of Types of Communication

When understanding the meaning of different types of communication, it is vital to understand that communication is the key to the success of any organization. Furthermore, the individuals are able to enrich their lives when they augment their communication skills. The two essential forms of communication are internal and external. External communication is the communication that reaches out to the customers, clients and other individuals outside the organization. It is the job duty of the employees to impart information to the customers in terms of benefits of products and services, so they are able to increase productivity and profitability. This type of communication includes, brochures, various forms of advertising, contact letters, telephone calls, websites, pamphlets and so forth. In external communication, image is regarded to be of utmost significance. Logo is vital in representing the organization, letterhead is regarded as the selling tool and how the individuals communicate with each other face-to-face or over the phone should reflect professionalism. Furthermore, formal as well as informal contacts with the outsiders is also regarded as an important feature of external communication.

Internal communication is the communication that takes place among individuals within the organizations. When individuals are recruited within the organizations, it is apparent that they need to possess adequate information in terms of their job duties. Apart from possessing suitable information in terms of one's job duties, they need to communicate effectively with the other members of the organizations. These include superiors, subordinates and colleagues. Internal communication involves motivating and stimulating the mind-sets of the individuals towards learning and achievement of organizational goals. The internal communication takes place through meetings, organization of seminars and workshops, giving of rewards, notices, emails, newsletters and so forth. This communication can be formal as well as informal. When the superiors are communicating with their subordinates with the purpose of guiding, leading and motivating the employees, they need to ensure they make provision of help and assistance to them to achieve organizational goals and enhance the structure of the organizations. Furthermore, there should be proper grievance redresser procedures as well, which would enable the employees to redress their grievances. Therefore, these aspects signify the meaning and significance of internal communication.

The formal communication network is regarded as the official structure of the organization. It is shown in the organization chart. Information may travel up or down, up or across the hierarchy of the organization (Unit: 1 Communication. n.d.). In the present existence, it is vital for the individuals to augment their skills and abilities in terms of English language. Within various types of organizations and educational institutions at all levels, it is essential for the individuals to be well-equipped with English language. As when the individuals are implementing written as well as oral communication, it is indispensable for them to be well-equipped with English language. Research studies have indicated that individuals, belonging to rural communities and deprived, marginalized and socio-economically backward sections of the

society are not well-equipped with English language. Therefore, they get enrolled in educational institutions and training centres to improve their knowledge and competencies. Effective communication is facilitated through the utilization of tools and planning. Therefore, it can be stated, in order to achieve personal and professional goals and enhance one's career prospects, it is vital for the individuals, belonging to all categories and backgrounds to be well-equipped with English language skills.

Types of Communication

The types of communication is classified into two categories, first form of communication is based on the communication channels, whereas, another form is based on the style and purpose. Communication channels are referred to as the medium, means, manner and methods through which communication takes place between individuals. The senders of information need to ensure that they make selection of the suitable channels of communication, so the information gets conveyed to the individuals satisfactorily. Another form of communication is based on style and purpose. The individuals put into operation, various types of communication, taking into account the traits of style and purpose. Furthermore, the communication based on the channels are non-verbal and verbal. Verbal can be oral and written. Oral communication can take place among the individuals face-to-face or when they are located at a distance. Whereas, the communication types based on style and purpose can be formal and informal (Types of Communication, 2020). The other types of communication are grapevine communication, feedback communication, visual communication and active listening. These have been stated as follows:

Formal Types of Communication

The formal types of communication is also known as official communication. This type of communication is conducted through the pre-determined channel. Within one's profession, the individuals need to

171

communicate with number of individuals. These include, employers, supervisors, colleagues, clients etc. Formal communication forms the core of the professional lives of the individuals. In the effective implementation of this type of communication, there are various factors, which need to be taken into account. These include, purpose of communication, following the well-defined structure of knowing one's audience, keeping the tone open and professional, taking into consideration the time limit and thanking the audience for listening. When the individuals are giving presentations or speeches, then they need to thank their audience for listening. Formal types of communication leads to adequate performance of job duties. Therefore, it is vital for the individuals to be well-aware of this type of communication in order to augment their professionalism and achieve organizational goals.

Informal Types of Communication

Informal communication is put into operation within the organizations among colleagues as well as among superiors and subordinates. This type of communication is also known as unofficial or grapevine communication. The word-of-mouth information is regarded as the primary characteristic of this type of communication. The main features of this type of communication are, it is spontaneous and free-flowing without any formal protocol or structure. Hence, the level of accuracy and reliability is less in this type of communication. The individuals do not have to follow the rules or take into consideration, the time limit. In most cases, it is carried out orally and does not require document evidence. Informal communication is considered user-friendly and is advantageous to the individuals, when it is put into practice wisely. Within the organizations, when the individuals are carrying out this form of communication, they encourage positive ideas and expressions. As a result, they develop motivation towards their work. Therefore, informal types of communication are important in creating an amiable and pleasant working environmental conditions.

Oral Communication (Face-to-Face)

Oral communication that takes place face-to-face is regarded as most common and recognized type of communication. When the individuals are communicating with each other face-to-face, they aim that through words, they are able to express directly to others. This communication can be formal as well as informal. The individuals communicate face-to-face within the organizations with other members and outside the organizations, it takes place with family members, friends, relatives, community members etc. In face-to-face oral communication, there are various factors, which need to be taken into account. These include, maintaining eye contact, keep the tone and expressions decent, they need to suit the message that needs to be conveyed, one should not depict any negative feelings such as, anger and frustration and develop confidence. When the individuals are delivering lectures, speeches and presentations, they need to be confident and not depict any kind of vulnerability and apprehensiveness. When these factors are put into operation, the individuals are able to hone their oral communication skills, when communicating face-to-face.

Oral Communication (Distance)

Oral communication can take place among the individuals in an appropriate manner, when they are located at a distance. This communication is common and is an integral part of the lives of the individuals. In communicating orally with individuals, who are located at a distance, there are number of methods and technologies, which are utilized. These include, mobile phones, VOIP, video-conferencing, 2-way webinars and so forth. These are regarded as modern and innovative methods, through which oral communication can be promoted among individuals, when they are located at a distance. In the effective implementation of this type of communication, tone of voice and pace of delivery are regarded as crucial. The important factors that need to be taken into account in promoting oral communication at

a distance are, listening, speaking slowly, reiterating the information that is understood and keeping the tone of voice open and receptive. In some cases, when the individuals are unable to understand the concepts and other information clearly through oral communication, they may ask to send them through email.

Written Communication

Written communication is the type of communication that takes place in a written form. The common forms of written communication are letters, notices, emails, messages, advertisements and so forth. When the information is lengthy and comprise of images, pictures, charts, graphs, statistical data and so forth, then it cannot be imparted orally to the individuals. In such cases, written communication is regarded as one of the indispensable ways of imparting information. When the individuals are to send documents and reports, then they simply get them scanned and send them through email. When the individuals are communicating with each other in a written form, they need to take into account various factors, these include, addressing appropriately, making use of decent words, stating the information in a clear and understandable manner, stating all the necessary concepts and concluding well by saying thank you and putting the name and signatures. In order to implement written communication in an effective manner, it is vital for the individuals to up-grade their skills in terms of various forms of technologies. When they are well-equipped in terms of usage of computers, lap-tops, I pads and mobile technologies, they will be able to carry out written communication satisfactorily.

Non-Verbal Type of Communication

Non-verbal type of communication is more subtle. It takes place in the daily lives of the individuals as well as within organizational structures. In the implementation of this form of communication, there are number of factors that need to be taken into consideration. These include facial expressions,

gestures, body language, eye contact, touch, space and the personality of the individuals. In this type of communication, there are three important features, which need to be identified. These are, what is said with words, what is shared with postures and gestures and the feelings of the individuals influence the messages and information that is imparted. The non-verbal information cues, the way one looks, listens, moves and reacts convey to the individuals that one is communicating with whether or not they are concerned. Furthermore, it is vital for the individuals to impart truthful information. The five roles of non-verbal communication are, repetition, contradiction, substitution, complementing and accenting (Nonverbal Communication, 2019). In order to bring about improvements in non-verbal type of communication, one of the significant aspects is, the individuals need to curb the psychological problems of anger, stress, frustration, depression and anxiety. Furthermore, they need to form a constructive approach and possess an approachable nature. When the individuals are able to augment these factors, they are able to enhance non-verbal types of communication.

Grapevine Communication

Grapevine is regarded as the form of informal communication. It takes place both in the internal as well as external informal channels, which lead to effective functioning and benefit of the organization. Research has indicated that in various types of organizations, the individuals do not follow any systematic process of communication, but it takes place among individuals without following any prescribed or predetermined rules. Through the grapevine, information flows in different directions, establishing connections between various aspects of the organization. This type of communication is governed by social and personal relationships, rather than any recognized rules and formalities. Grapevine operates in internal and external informal channels. Through this form of communication, the individuals pass rumours, opinions and suspicions that generally do not move through formal channels.

Pleasant and amiable environmental conditions within the organizations are essential in developing the sense of belongingness among the individuals. In this manner, they are able to work in collaboration with each other, obtain support and assistance and incur the feeling of job satisfaction. Within organizations, there are number of situations, issues and concerns, regardless of their size and nature. The presence of grapevine is more a product of the situation than it is to the person (Grapevine Communication, 2017).

Feedback Communication

When the individuals, who are in leadership positions in educational institutions and in various forms of organizations, such as, instructors, supervisors, heads, directors, employers and so forth, put into operation various types of assessment methods to evaluate the performance of the individuals. After evaluating the performance, they provide them feedback in terms of their performance. Hence, the communication that takes place is termed as feedback communication. The main objective of feedback communication is to make provision of support and assistance to the individuals to overcome the limitations and bring about improvements. In the implementation of feedback communication in an efficient manner, these individuals need to take into account various factors, these include, inculcating the traits of morality and ethics, being honest and truthful, following the standards and principles and giving constructive criticism. When the individuals experience set-backs in their performance, then limitations need to be identified in a constructive manner. Furthermore, the individuals, in leadership positions need to make provision of help, support and assistance to their students and employees to identify the inconsistencies and bring about improvements. Therefore, within educational institutions at all levels and various types of organizations, this type of communication is regarded as crucial and beneficial.

Visual Communication

Visual communication is also the type of communication that is common in the daily lives of the individuals. The main areas through which visual communication takes place is through televisions, radios, social networking and so forth. When the individuals are watching television or listening to radio programs, then also they are engaged in a form of communication. In some cases, they are not only utilising these for leisure and recreational purposes, but they are also augmenting their knowledge and understanding in terms of various aspects. When the individuals are communicating with others, then in most cases, their objective is to enhance their knowledge and understanding. Therefore, through some television shows and radio programs as well, the individuals are able to augment their knowledge and understanding. Facebook is visual with the use of memes, videos, images and so forth. Instagram is the only image platform, and the advertisers make use of this platform to market their products. The images that are posted on social media have the major purpose of conveying the meaning and communicating the message. The individuals are engaged in communications throughout the day. In other words, it takes place on a continuous basis. Therefore, visual communication is also one of the important types of communication.

Active Listening

Active listening is regarded as one of the types of communication that is of utmost significance. It is regarded as the type of communication and it is also an important characteristic that needs to be put into operation in order to make the communication processes effective and meaningful. When the individuals are implementing this form of communication, they are able to benefit in number of ways. These include, acquiring an efficient understanding of the concepts, providing solutions to problems that one experiences in the implementation of job duties, clarifying doubts,

augmenting awareness, and able to achieve the desired goals. In addition, when one actively listens to others, they are able to create amiable terms and relationships with them and generate the feelings of pleasure and contentment. Within educational institutions, when the instructors are imparting information in terms of lesson plans and academic concepts, when the supervisors and managers are imparting information in terms of job duties, when there are organization of workshops, seminars and conferences and when the individuals are engaged in oral communication, whether face-to-face or distance, then it is vital for them to promote active listening. Therefore, it can be stated, when one satisfactorily puts into operation this form of communication, they are able to benefit in number of ways.

Communication through Sign Languages

Sign languages are the native languages of the deaf community and make provision of complete access to communication. Although, the sign languages are made use of in most cases by the individuals, who suffer from hearing impairments. When they cannot hear others, then communication takes place with them through the use of sign languages. On the other hand, the individuals, who are mute, they can hear but cannot speak also make use of sign languages. In fact, there are about 138 to 300 different types of sign languages, used throughout the world. New sign languages frequently evolve among the groups of deaf children and adults. Sign languages are regarded as verbal as they contain words and sentences. When the individuals are making use of sign languages, they are communicating, just like others, who use their voices to speak. When the individuals, who suffer from hearing impairments and are mute make use of sign languages, they are able to communicate efficiently with others. Therefore, this language has been regarded as beneficial to these individuals.

Sign languages are regarded as the visual means of communication. These involve making use of gestures, hand movements, body language and

facial expressions to communicate with other individuals. Through these traits, the individuals give and receive information. When oral communication is not possible or desirable, then the individuals make use of sign languages in communicating. The practice of using sign languages is older than speech. Sign languages may be expressed as mere indicating or they may take into consideration, combination of coded manual signals reinforced by facial expressions and perhaps augmented by the words spelled out in manual alphabets. Wherever, vocal communication is not possible between the individuals, they communicate with each other through sign languages. The main objective of sign languages is to ensure that the individuals are able to facilitate giving and receiving of information. The individuals can communicate with each other through sign languages, in which one observes and traces the mutually understood characters in his or her palm.

The Indian sign language was codified by use into an explicit vocabulary of gestures, representing or depicting objects, actions and ideas, but it made an attempt to spell out or otherwise represent the words that cannot be conveyed by gestures. Several forms of sign languages were developed to enable the individuals to spell out the words and sounds. In most cases, these are regarded as complicated and flexible as compared to spoken languages. National Sign Language, such as, ASL have more in common with one another as compared to the spoken languages of their country of origin. The signs represent the concepts and not the words in any language, i.e. English, Japanese, French, German and so forth. Members of the religious orders, who have taken vows of silence, the other individuals, who for the reasons of piety or humility have forsworn speech, need to make use of sign languages. When the individuals ask for something, it is common that they may point to the objects and there is less use of sign languages (Sign Language, 2020).

Communicating through Facial Expressions

The human face is expressive to a major extent. Through facial expressions, one can express various kinds of feelings, without saying a word. Unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, worry, stress, anxiety, fear and surprise are the same for all the individuals, irrespective of their categories and backgrounds. A facial expression is regarded as one or more emotions or positions of the muscles beneath the skin of the face. These are regarded as the form of non-verbal communication. They are regarded as the primary means of conveying information among individuals. Apart from human beings, facial expressions also occur in some animal species. The individuals usually form their facial expressions depending upon the situations that they are experiencing. It is recommended and vital for the individuals to keep normal and pleasant facial expressions, even when they are experiencing unfavorable situations.

It is necessary for all individuals to generate information in terms of aspects that need to be implemented to control one's facial expressions. These are, ensuring that the face is relaxed and neutral, one should not possess any kinds of ill feelings against anybody, one should form positive thinking and a constructive approach towards life, when one is serious, one should not frown, learn to control the feelings of anger and frustration, possess an approachable nature, obtain feedback from others regarding facial expressions, reinforce positive aspects and eliminate limitations and negative aspects, implement agreeable attitude and put into practice the traits that are necessary to have normal facial expressions on a regular basis. There are individuals, technologies and various kinds of reading materials, through which individuals acquire information in terms of aspects needed to control one's facial expressions. When the individuals learn to control facial expressions, they will be able to communicate effectively.

Writing Skills

It has already been mentioned that in helping students learn to write, we need to assist them to develop certain sub skills. There are several activities and games that we help in this regard especially in the early stages. In order to develop writing skills among your students you will have to adopt certain teaching-learning strategies. These strategies are being presented here in the form of a few activities which could be practiced directly or by developing a few supplementary activities on your own. But these activities should be essentially enjoyable so that more interest can be generated.

Learning to Write Letters

As discussed earlier, in the development of writing skills, the primary stage goes basically through two phases:

i) Development of ability and skill in the mechanical aspects of writing such as in:

a) Form and appearance

b) Hand-writing

c) Spelling; and

d) Punctuation (and in language like English capitalization also).

ii) Development of skills to communicate in writing according to the need of the situation in grammatically correct language and in an explicit, coherent and logical manner.

Once the learner has been helped to get ready for writing, your next task is to help him/her acquire the above mentioned mechanical abilities in writing.

Suppose, you have to develop in them the following competence as listed in the Minimum Levels of Learning (MLL) statement for language for Class I.

a) Copy vowels, consonants, matras, conjunct letters,

b) Writing (from dictation) consonants, vowels, matras and conjunct letters, and

c) Write simple familiar words and simple sentences.

It is assumed that during the stage of writing readiness, learners have been given enough practice in making of various shapes i.e. circles, half-circles, strokes (horizontal, vertical, slanting and connected), etc.

In case the pupils have not gone through the stage of writing readiness (children who have not received preschool education), train them to master the different strokes mentioned above as all letter figures are combinations of such strokes.

Now analyse the alphabets of the language being taught by you (LI) in terms of shape, simplicity and complexity and on that basis develop an order of teaching them. After you have decided the teaching order, give a demonstration on the blackboard showing them how the letter is formed. For this you may adopt the following strategy:

Stage 1

a) Draw lines on the board, then write the letter (say "n") large enough for everyone to see.

b) Tell the learners the sound for the letter and give some words in which the letter comes and ask them to repeat the name and sound of the letter.

c) Show how to form the letter. Write it two or three times and describe the direction this way: look, it starts here, then down, back up again, then round and down. See that it stands on the line.

d) The learners copy the letter in their notebooks. Ask them to write it several times (separately) along the line from left to right. Move around the class checking their work quickly. Initially students may be asked to draw the letter in the air. This will help them to feel the shape of the letter.

e) Insist on regular transcription work—transcription on a model with bold lines first and dotted lines next. Which part of the letter should be confined to the middle line, which should go up and which should come down— check these aspects carefully.

f) Help them learn to form other letters, proceeding from the simple to complex formations.

Stage 2

Once the learners have learnt the formation of vowels and consonants, give them practice of joining one letter to the other or writing the conjunct letters and the matras (vowel symbols). It can be done in the same way as individual letters.

Draw the joined letters, conjunct letters and the letters with the matras several times and describe the shape by demonstrating the formation movements. Ask the learners to copy several times, you should move round the class for checking.

Stage 3

After the learners have acquired enough practice in writing consonants, vowels, matras and conjunct letters, you can now proceed to the writing of words. Progressively increasing the level of difficulty. The simplest and most controlled form of practice is copying, as copying is a useful exercise where the focus is entirely on writing the words and producing words of their own.

Techniques like the following can make the task of copying interesting and challenging.

Write a word on the board or show it on a flash card.

Spell the words.

Ask the students to write the word from memory.

Go round the class quickly and check, making sure that the students have joined the letters together.

Repeat the procedure with other words, and

As a cross check, ask the individual student to come and write the word on the blackboard.

In this way the learners will have to think what they are writing and they will have to think of the word as a whole and not just as a series of letters.

Stage 4

In order to evaluate the pupils' learning you may make use of dictation. Initially give dictation of words with simple letters. Then with matras and then words with-conjunct letters. At a later stage sentences can be introduced where emphasis is being given to spacing as well as to the uniform size of the letters.

Developing a Neat and Legible Handwriting

Handwriting is the principal tool of written expression. As such it is obvious that for adequate communication the handwriting used must be legible. Handwriting is formed in school life. You should, therefore, be particular about the handwriting of your students.

To develop a neat and legible handwriting, first of all you should give attention to the way they sit, hold pencil or pen and keep the paper/notebook on which they have to write. A good posture, correct holding of the pencil or pen and free and rhythmical arm and hand movements contribute significantly to a good handwriting. Apart from the above, You should advise your students to keep in mind the following aspects:

   i)   Correct formation of letters,

   ii) Uniform and adequate spacing between letters and words, and

   iii) Uniform slant of all letters.

As with any other aspect of teaching, the teaching of handwriting is most effective when both the teacher and the students have a favourable attitude towards handwriting. You as a teacher can help instil this attitude in

your students by making certain that you form letters correctly and neatly, by holding the pen, pencil or chalk correctly, by writing smoothly and rhythmically and by being in a good posture. In addition to this, the following suggestions may also be helpful:

i) Provide practice frequently but for short durations,

ii) Insist on neatness in writing. Proper margins, centering of headings, proper use of erasers should be emphasised,

iii) Children should learn to evaluate their own performance,

iv) Samples of children's writing should be collected at intervals for analysis of their errors by the other students and by the teachers, and

v) Constant attention to all details by you is necessary for forming the habit of neat handwriting.

Dictation as a Technique for Developing Writing Skills

Once upon a time, dictation was regarded as a means of improving the spellings of the pupils. It may be true of some schools even now. But now, by and large, it is being accepted that "dictation does not and cannot teach spellings". Dictation nowadays has been regarded as a technique to train pupils to listen carefully, concentrate for the time being and retain what is being spoken and reproduce it in good handwriting at a reasonable speed. Listening to dictation demands concentration on the part of pupils. Besides concentration, it is an exercise in retention and writing neatly and legibly with a good speed.

i) Before dictating a passage, the main idea of the passage should be briefly explained. If the passage is taken from their book, you should point out the story or the lesson from which it is taken. This helps prepare the pupils' minds for what is coming.

ii) Now read the passage once.

iii) Write the difficult words on the blackboard. Allow pupils to look carefully at them for two to three minutes before you rub them out. In

case of classes I and II where, instead of a passage, vowels and consonants and words are to be dictated, you should write the letters and words on the blackboard. Ask the students to observe them carefully and then remove them from the board and dictate. The purpose is to help them remember the letter formations.

iv) While dictating a passage you should carefully group the words you are going to speak at one time. These words should be neither too few nor too many in number. They should be spoken once or at the most twice with small children. The habit of repeating them several times should be avoided. One purpose is to train the children to listen carefully.

v) In the end, read the passage/words once again so that any omissions that there might have been may be made good.

Written Composition

Written composition includes paragraphing, story writing, comprehension, essay writing, letter writing and dialogue writing. When we talk about developing students' ability for written composition, we essentially focus on their ability to write a paragraph or a story, comprehend ideas, and write an essay, letter or dialogues in the elementary grades. As such it is desirable that you should help your students to develop their ability in all these areas of written composition. Of course, as in other activities, there are linkages among the activities that are meant for developing students' ability for any type of written composition.

Paragraphing

In a paragraph, students are expected to write a few sentences which would introduce the subject matter, then the supportive details, i.e., more ideas or information to be written and finally a few sentences must be written to conclude the paragraph. You can start paragraph writing by showing a picture to your students and asking them to write a paragraph on the picture. Students

can be asked to write paragraphs on parents, friends and the class-teacher. In upper primary classes, children can be asked to write paragraphs on the places they have seen. If you ever go with your students to any place on a trip or tour, ask them to write a paragraph about the place on the spot. Some such activities are discussed below.

Story

A story essentially talks about a person, things, places, personalities etc. Students may vary from one another in writing a story but there must be unity and order among the paragraphs of the story written.

In story writing, the students' previous knowledge plays a major role. Whenever we write a story, we essentially think of our own knowledge and experience of the particular story; then we select the ideas and put them in the form of a few paragraphs. Hence, when you ask your students to write a story, check whether the topic (on which you have asked them to write) is familiar to them. In the language learning classes, our main focus is on the achievement of competence among the learners. If you have chosen a topic like "Village Life" for your students then those who have come from an urban background may not be able to depict a real picture of village life in comparison to the students with a rural background. Students who are able to write might have seen or read from books about village life. So, whatever they have written, you have to check whether they have come up with valid information about village life and how they have maintained unity and order and how realistic their stories are.

Comprehension of Written Material

Another aspect of composition concerns comprehension of something written. To develop students' ability to comprehend a given paragraph is one of the writing skills.

A comprehension exercise consists of a passage on which a few questions are asked. Comprehension exercises are designed to assess students'

ability to understand the content of a passage to infer information from the passage and to write the answers. Hence it is a common activity for developing both reading and writing skills. In writing comprehension, students essentially read the given passage and then answer. It is of equal importance to both the skills of reading and writing skills.

Students in these type of activities generally copy the lines or statements as it is from the given passage. But once they are able to make out the meaning from a text it will not be a problem for them to write the answers on their own instead of simply copying from the passage. Encourage your students to answer in their own words. Before you start with written comprehension exercises among your students, check whether they are able to:

i)   Construct grammatical sentences;

ii)   Put punctuation marks in the appropriate place;

iii)   Infer information or ideas from a text;

iv)   Write answers on their own; and

v)   Write answers in their own language (they must not copy the language written in the passage or text).

You are well aware with the comprehension exercises at the elementary grade. What we do in comprehension activities is we generally select a few interesting passages and ask students to read them one by one and write answers to the questions. We also consider the complexity level of the text in comparison with the level of the students. At the elementary level you should select those passages which are very easy to understand as well as familiar to the students. Initially you should start by giving simple texts to read and asking students to answer questions related to "who", "when", "what" and "where".

Essay

Essay writing is also a written composition activity where students are to express their personal ideas and opinions on a given topic. As we have discussed earlier the skills are interrelated. You can guess this from the fact that those students who cannot write a paragraph will not be able to write an essay. Developing students' ability to write an essay emphasizes first of all their thinking ability. How well do your students think, how well they recall the related pieces of information, and how well do they organise their thoughts and information and express them are some of the aspects to be given importance while guiding your students to write an essay on a given topic.

Letter

By and large all of us agree that the most important written language activity anyone of us engages in is letter writing. At some time or the other everyone needs to write informal or formal letters. You, as a teacher, must teach your students how to write a letter. Initially they are to be taught how to write a letter to a friend, the parents, the teachers, the relatives etc. Later on they may be given training in writing formal letters. A letter can be written in various ways, but there are some standard norms on the basis of which we can say it is a letter. These norms are discussed below:

Writing the Heading

The Heading of a letter provides the information almost " the place" and "the date". Heading is generally written at the top right corner of the paper. It should be well punctuated, so that the reader can understand the address. A written format of a heading is given below:

Dr. Neha Mathur

B-35, Kailash Colony

New Delhi -110048.

September 17, 1997.

Dear Prof. Gautam,

This is to inform you that a meeting is being convened on September 28, 1997 at 11.30 a.m. to finalise the format of Self-Instructional Material for distance learners. The venue will be the Conference Room. It is therefore requested to confirm your participation in this meeting.

<div align="center">With regards</div>

<div align="right">Yours sincerely,</div>

<div align="right">(Neha Mathur)</div>

Prof. Y. S. Gautam

A-99, Azad Apartments

I.I.T. Gate

New Delhi.

Presentation and public speaking Skills

There is no gainsaying the fact that man is not an island, and for this reason, there is a need for social interaction. Like an actor or an actress on stage, the public speaker performs excellently well and succeeds in carrying his audience along, or performs poorly and fails to get across and really capture the attention of his audience. In effect, he ends up disappointing both himself as well as his listeners who invariably needs to get something important from him.

It is, therefore, important at this juncture to point out that the ability to speak before a group of people is a valuable talent as well as an important asset which one needs to have in order to perform the task ahead of him perfectly well. As Ngwu succinctly puts it:

Speech communication or speaking is a specialized form of communication, which requires careful study. It is not necessarily an all corners affair, though every healthy person makes a thousand and one or so utterances daily. Most often, this is done without paying much attention to the standard form of organized sound production.... Speaking mirrors us and

serves as a formidable tool for others to judge us. Wrong presentation of speeches may give wrong impression of what we intend or what we are.

Public speaking is all about sharing information, ideas or opinions on a particular issue of interest and importance to your audience. In other words, the major task of a public .speaker is to hold his audience's interest and attention on a given topic for a stipulated period of time. Unfortunately, a brilliant person may fail in speech presentation even with his brilliant phrases. In public speaking, thespeech serves as the pivot of the basic things: the speaker, the subject under discussion and the audience whom the speech is meant for. According to Ezeukwu, "Public communication or speaking is a third concentric setting face - to-face communication in which one person speaks while a considerable number of other people listen" (34). Invariably, this exchange of message is usually between a person who is referred to as the speaker or the source for he receives the stimulus and acts on it while the remaining others just play a complimentary role which is to listen to the speaker. However, in some cases, the members of the audience, in addition to playing a complementary role, make their own contributions in terms of further discussions or asking questions.

Speaking can be said to be a natural trait of human beings; just as cows are endowed with the ability to moo and dogs to bark, in the same vein the human species are endowed with the ability to talk or speak for they are regarded as the talking animal. However, there is need for skills and strategies needed in the preparation and delivery of speeches. There is no gainsaying the fact that a good speech requires careful preparation. This is because a lot of things are involved in it. Basically, the speaker should have the ability to persuade; one cannot be effective in public speaking and speech presentation without having the ability to influence or persuade or make the other people to see things the way he is seeing them. This needs a lot of convictions. Sproule therefore is of the view that persuasion is an audience - centered aspect of

human communication; to convince people, one needs to know the best way to adapt his message to the needs, dispositions, values, expectations and attitudes of his audience

First of all, a public speaker needs to have self confidence--in this case, a self confidence that is based on skill in a particular subject or a given topic. There are, of course, necessary steps in preparing and delivery a speech. The essentials of public speaking, therefore, cannot be over emphasized. Whether one is a lawyer, banker, engineer, teacher, doctor or what have you, he needs to be abreast with the skills and strategies needed for public speaking. It is often said that there is nothing more important to one's education than knowing how to express oneself. One may have valuable ideas or information, but such ideas or information will remain useless if the person who has such ideas cannot express himself. As professionals in every field of human Endeavour, we do not only have to have a mastery of the subject matter, but will also need to have the ability to publicly present that knowledge or ideas of ours to other people.

The success of performing this feat depends upon three important factors: discovering what to do, learning to do it and doing it properly. The greatest problem lies in the fact that when a person (especially a non-professional) is assigned to prepare a speech for delivery, he if care is not taken usually fails. Instead of seeing the task ahead of him in terms of a series of steps to be approached step by step, he conceives the completed speech at the very beginning. The first thought that comes to most people is that the task ahead of them is a formidable one. But one thing is certain in public speaking and speech presentation: public speaking is very easy if the speaker allows it to be; once he removes the walls of inhibitions around him, public speaking is not just easy but interesting. That is why a non-professional is afraid of it but the professional wants more of it.

The above-mentioned points can be followed in a situation where the speaker has been given a particular topic to prepare. If, on the other hand, he is not given any particular topic and probably he is left with an option of selecting the topic himself, then there is need to first of all, consider choosing an appropriate subject from where he will develop an appropriate topic. The appropriateness of a subject depends to a large extent on choosing a subject or a topic that the speaker finds interesting as well as the one that his audience would find interesting also So, two things must be put into consideration in choosing an appropriate subject or topic for speech delivery: the one that will interest the speaker as well the one that will be of interest to the audience.

In a case where a speaker has been given a topic, the issue of gathering and writing his speech may be done in a library or closet while the speech delivery is meant to be done on the speaker's feet before his audience. It is worthy of note to say that speech delivery is by no means a difficult task if the speaker has worked carefully and conscientiously on the first two stages mentioned above i.e. gathering the materials and then writing the speech. Note that once you have something to say--something which you are convinced is important--making a speech is one of the simplest and most interesting things one can experience (Powers 45). What the public speaker needs most is to just be himself; to be natural, for easy speech is natural and natural speech is very efficacious. It is, also, pertinent to point out at this juncture that in preparing a speech, the speaker does not really need to start from the scratch. In other words, the experiences the speaker must have gathered in life should provide him with some basic background on the subject or topic under discussion. This can be of immense value in making a speech presentation interesting. As a matter of necessity, the speaker should also put his whole self into the preparation of the speech. And this can only be achieved when the speaker has some enthusiastic for the subject matter, which would arise from having made enough researches on a particular topic and the belief on the speaker's part that

he has something which he believes to be important to be shared with other people.

The Audience and the Speech

A good public speaker should have a good perception of his audience. As pointed out earlier, the speaker should bear his audience in mind as regards their needs, interest, attitudes, background, etc. Before a speaker sets off to gather the materials needed for delivering a particular speech, he needs to take into consideration some necessary preliminary steps which he must take to ensure a successful handling of his speech.

In this case, he can be likened to a man who sets off to build a house. Before the man embarks on such a project, there is need to put into consideration the items to be used; how simple or complicated will the items be in order to meet up with the target. So also it is for someone who intends to give a speech. When the speaker takes this same approach, there is the tendency that he will have a good speech preparation. It is important, too, to say that a speaker may be called upon to make a simple announcement, a vote of thanks or a short speech in a gathering or in a church or a full length speech, with reporters present. Notwithstanding the circumstances, there is need to have a good speech preparation.

Having said all this, it is necessary to reiterate the fact that a speaker should know that there are certain basic things which will affect his preparation of the speech. Such, items will he the type of audience he is going to address. A good public speaker should know more than any other thing, his audience for his major task in speech delivery is either to inform, inspire, persuade or entertain his audience (Ezekwe 59). And when he fails in achieving any of these, he has failed in his speech delivery. Therefore, a good public speaker should be able, to first of all, picture mentally the sort of audience he will face, and learn how best to have a good rapport with the audience while delivering his speech. There is need to have a mental analysis

of the members of the audience regarding their general age level, previous knowledge of the subject under discussion, their needs, general opinion of life, intellectual level, background, etc. For instance, what a speaker needs in order to address a group of young school leavers will be different from what he needs, to address a group of market women who are probably illiterates.

Moreso, the speaker must consider the type of speech that is needed for a particular occasion. He must take into consideration whether the speech is to inform or educate, to persuade or to entertain his audience or whether it will be better if it is a combination of two or all the above-mentioned elements. When all these things are considered, the speaker will be able to determine the general purpose of a particular speech. In addition, the speaker should not forget that the primary purpose of delivering a speech is to command as well as hold the interest of the audience. That notwithstanding, it is important to say that all these can only be achieved when, the speaker logically plans his subject matter, and also presents his subject matter in a way that it will be acceptable to the audience. All the same, the speaker must have something that is worthwhile to present to his audience.

Developing the Speech

As pointed out earlier, any good speech requires a careful preparation; the speaker must logically present his subject matter. The first step in developing a speech is by usually choosing a subject. In this case, it is not just choosing a subject but in doing this, two important factors must be considered.

Choosing a subject which is of interest to the speaker

When a speaker chooses a topic that interests him, he will most likely have a better presentation if he has planned well what he intends to say. When a speaker is to discuss a subject he is well at home with, a subject he knows a great deal about or he has a_..19t-of experiences it', he will definitely be expressing himself with some joy, enthusiasm and convictions.

Choosing a subject that is of great interest to the audience

Remember that the primary aim of any speech is to carry the audience along. The audience must be interested in whatever the speaker is presenting. In this case, the needs, age level, background, etc of the audience should he of paramount importance. For when the speaker fails to carry the audience along, he has failed in his speech delivery.

Having selected a subject that is of interest to both the speaker and the audience, the speaker should go ahead to enrich himself through first hand information, in addition to reading textbooks, handbooks, journals and receiving lectures. He can start with scanning the materials available to him. As he finds what he feels is necessary for his speech, he may probably take note on note cards. This can be followed by preparing an outline for the speech, which is the logical sequence the speech will take. He should make sure that his speech has a good introduction and an interesting conclusion. The introduction must be able to arouse the interest of the audience, and in concluding, there is always need to summarize what he has said and try to leave dominant impression of his speech on the audience. He should not leave his speech as a vehicle that has run out of gas.

Delivering the Speech

With the speech written down, the next step is the delivering of the speech. In the delivery of the speech, the importance of the speaker knowing his audience thoroughly cannot be over-emphasized. This entails understanding the needs, interest, attitudes and background of the audience. Then, always remember to talk naturally and with some' conviction. In order to deliver a speech perfectly well, there are few pointers that will definitely make your presentation less difficult. These pointers are:

Rehearse alone:

With your speech fully prepared, there is need to rehearse alone; practice alone probably behind locked doors and possibly before a fulllength

mirror. This will help to disclose some mannerism, which you may need to eliminate. Always swing your gaze from left, to the center and to the right rather than gazing at the ceiling or the floor; imagine your audience to be before you.

Practice before a friend:

After practicing alone, there is need to practice before a friend who will help you to correct some mannerism which you may need to eliminate. As you practice before a friend, try and watch your tempo in order not to be unnecessarily too fast or too slow. Your friend can help in timing you.

Record your speech:

There may also be need to record and play the speech you intend to present to your audience. This will help you to make final corrections in your speech delivery. However, the above-mentioned steps may not be too necessary for someone who is not a beginner in speech delivery.

Consider your dressing

Your dressing on the day you present your speech can make or mar your speech. Your clothes may not be necessarily expensive or new; they just need to be clean and well ironed.

Acknowledge your introduction

When you are called to deliver your speech, there is need to recognize the importance of the audience. You may bow slightly to the members of the high table (if any) and to the audience. There is more than courtesy involved here. When you do not acknowledge your introduction, it makes the audience feel that you are arrogant, and when this happens, you are in for trouble with your audience.

Manage your anxiety

Once you are called upon to deliver a speech, there is the tendency that you will experience some anxiety in you. The ability to mange this anxiety is of paramount importance to a public speaker. Feelinst slightly nervous when

you are called upon to deliver a speech is natural. But you just need to relax yourself. This entails taking a deep breath: breathe out for ten counts.

Always face your audience

In delivering your speech, always look at, and speak to your audience. However, as a beginner, you are advised not to loci, . directly and steadily into the eyes of your audience. Establish eye contacts witiyour audience and try to discover sympathetic listeners who will help you to a feedback from your audience.

Speak distinctly

In your speech delivery, there is no reason to be unduly slov, or nervously fast. Always remember that your primary aim is to communica:f to your audience. If the audience fails to understand you, you have failed.

Keep your purposes in mind

Show an interest in what you are saying and sa:, it with some conviction. Always remember that you have something import= you want to share with others and do it with some enthusiasm.

Communication with data

Long Reports

Long reports are compendia of large amounts of health data and are typically more than 20 pages. Rather than focus on a specific topic or audience, these reports try to cover as many health topics as possible. The goal is often to present a wide range of health information from a specific year (annual health reports) or data source (survey or vital statistics reports) or on a wide population (country). The best long reports start out with executive summaries that highlight key messages that readers might otherwise miss if scanning through the whole document. Information should be presented clearly, but scientific language is acceptable. Judiciously chosen graphs or tables should accompany the text.

Long reports are generally intended for an audience of health stakeholders rather than the general public. Media might be interested as well, because of the range of data presented.

Due to their length and density, long reports should be disseminated digitally, in a format that allows for navigation and exploration and makes the information widely available without incurring large printing costs.

A small number of printed copies can be valuable for those without access to the Internet or to share with the media.

Short Reports

Short reports are under 10 pages and focus on a specific topic (generally a disease or risk factor), sub-group, or geographic area. They are highly focused, often accompanied by policy recommendations and provide readers with just a few clear take-away messages.

Because short reports are specific to a topic, area, or population, they can attract a range of audiences, including civil society representatives and the media. They should be easy to read and understand, jargon free, and supported by eye-catching graphics that clarify complicated information. They require concise and engaging language that is accessible to many different kinds of readers.

Short reports should be made available online but can also be printed and distributed to relevant stakeholders who can distribute them to people without Internet access.

Examples of short reports include brief topical reports, community health profiles (organized by geography), and special population reports (organized by vulnerable populations, race/ethnicity, gender, etc.).

Principles of Effective Report Writing

A good report tells a clear and attention-grabbing story that draws readers in. The story could be about the health status of a particular community or sub-group or it could be more expansive and cover the health

status of an entire country. Either way, there should be a clear beginning, middle and end, with each section helping make an argument about why the topic matters and merits attention.

A well-written report has a purpose, a clearly identified audience, and a simple message, including key take-away points. It should be evident from the beginning why the report was written, to whom it is addressed and what it is aiming to communicate.

The purpose should not simply be to transmit information, but rather to enable or stimulate action: to adopt a policy, establish a priority, allocate or request resources, change behavior, advocate a position, etc.

Reports should address a particular target audience or more than one: perhaps the scientific community, health professionals, government officials, civil society stakeholders or the public. This Guide focuses on reports that are not intended for scientific audiences. As such, they should be written in simple language, with frequent use of data visualizations for quick and easy interpretation.

Data quality

Data presented in health reports should be of high quality: complete, timely, accurate and reliable. Internal organizational standards about data quality should be established and met before any data are published. The authors need to feel confident that the information presented is the best available, with any limitations clearly noted. Areas that may be of concern include:

➢ Representativeness of data
➢ Completeness of reporting (vital statistics data, health services data)
➢ Reliability of estimates (can be measured by the relative standard error.

Research and critical thinking

Introduction

Thinking critically will boost creativity and enhance the way you use and manage your time and critical thinking not only describes the ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent. . Critical thinking can provide you with a more insightful understanding of yourself. It will offer you an opportunity to be objective, less emotional, and more open-minded as you appreciate others' views and opinions. By thinking ahead, you will gain the confidence to present fresh perspectives and new insights into burden some concerns.

Definition of Critical Thinking

Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Critical thinking is not being able to process information well enough to know to stop for red lights or whether you received the correct change at the supermarket. Such loworder thinking, critical and useful though it may be, is sufficient only for personal survival; most individuals master this. True critical thinking is higher-order thinking, enabling a person to, for example, responsibly judge between political candidates, serve on a murder trial jury, evaluate society's need for nuclear power plants, and assess the consequences of global warming. Critical thinking enables an individual to be a responsible citizen who contributes to society, and not be merely a consumer of society's distractions.

Children are not born with the power to think critically, nor do they develop this ability naturally beyond survival-level thinking. Critical thinking is a learned ability that must be taught. Most individuals never learn it. Critical thinking cannot be taught reliably to students by peers or by most parents. Trained and knowledgeable instructors are necessary to impart the proper information and skills. Math and science instructors have precisely this information and these skills. Why?

Critical thinking can be described as the scientific method applied by ordinary people to the ordinary world. This is true because critical thinking mimics the well-known method of scientific investigation: a question is identified, an hypothesis formulated, relevant data sought and gathered, the hypothesis is logically tested and evaluated, and reliable conclusions are drawn from the result. All of the skills of scientific investigation are matched by critical thinking, which is therefore nothing more than scientific method used in everyday life rather than in specifically scientific disciplines or endeavors. Critical thinking is scientific thinking. Many books and papers describing critical thinking present it's goals and methods as identical or similar to the goals and methods of science. A scientifically-literate person, such as a math or science instructor, has learned to think critically to achieve that level of scientific awareness. But any individual with an advanced degree in any university discipline has almost certainly learned the techniques of critical thinking.

Critical thinking is the ability to think for one's self and reliably and responsibly make those decisions that affect one's life. Critical thinking is also critical inquiry, so such critical thinkers investigate problems, ask questions, pose new answers that challenge the status quo, discover new information that can be used for good or ill, question authorities and traditional beliefs, challenge received dogmas and doctrines, and often end up possessing power in society greater than their numbers. It may be that a workable society or

culture can tolerate only a small number of critical thinkers, that learning, internalizing, and practicing scientific and critical thinking is discouraged. Most people are followers of authority: most do not question, are not curious, and do not challenge authority figures who claim special knowledge or insight. Most people, therefore, do not think for themselves, but rely on others to think for them. Most people indulge in wishful, hopeful, and emotional thinking, believing that what they believe is true because they wish it, hope it, or feel it to be true. Most people, therefore, do not think critically.

Critical thinking has many components. Life can be described as a sequence of problems that each individual must solve for one's self. Critical thinking skills are nothing more than problem solving skills that result in reliable knowledge. Humans constantly process information. Critical thinking is the practice of processing this information in the most skillful, accurate, and rigorous manner possible, in such a way that it leads to the most reliable, logical, and trustworthy conclusions, upon which one can make responsible decisions about one's life, behavior, and actions with full knowledge of assumptions and consequences of those decisions.

- Uses evidence skillfully and impartially
- Organizes thoughts and articulates them concisely and coherently
- Distinguishers between logically valid and invalid inferences
- Suspends judgment in the absence of sufficient evidence to support a decision.
- Understands the difference between reasoning and rationalizing.
- Attempts to anticipate the probable consequences of alternative actions.
- Understands the idea of degrees of belief.
- Sees similarities and analogies that are not superficially apparent.
- Can learn independently and has an abiding interest in doing so.

- Applies problem-solving techniques in domains other than those in which learned.
- Can structure informally represented problems in such a way that formal techniques, such as mathematics, can be used to solve them
- Can strip a verbal argument of irrelevancies and phrase it in its essential terms.
- Habitually questions one's own views and attempts to understand both the assumptions that is critical to those views and the implications of the views.
- Is sensitive to the difference between the validity of a belief and the intensity with which it is held.
- Is aware of the fact that one's understanding is always limited, often much more so than would be apparent to one with a noninquiring attitude.
- Recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences.

Thinking

Thinking is the base of all cognitive activities or processes and is unique to human beings. It involves manipulation and analysis of information received from the environment. Such manipulation and analysis occur by means of abstracting, reasoning, imagining, problem solving, judging, and decision-making. The mind is the idea while thinking processes of the brain involved in processing information such as when we form concepts, engage in problem solving, to reason and make decisions. The history of researches on thinking depends upon the time that human beings recognized that they think. Thinking is one of the features that distinguish humans from other living beings. Thinking is the manipulation or transformation of some internal representation. She says that when we start thinking, we use our knowledge to

achieve some objective. In this sense thinking ability is the basic case of our life because all of us need to achieve an objective; on the other hand humans have relations in society and whereas nobody is alone. Descartes argued that thinking is reasoning, and that reason is a chain of simple ideas linked by applying strict rules of logic. Both learning and thinking are the concepts which support and complete one another. When considered from this point of view, whereas learning style and critical thinking concepts have different qualifications, it can be stated that they can be used jointly. Likewise, when literature is examined, it is seen that there are researches handling learning styles and critical thinking concepts jointly.

Critical Thinking

"Critical thinking is thinking about your thinking while you're thinking in order to make your thinking better."—*Richard W. Paul*

When the term of 'Critical Thinking' is searched, it is understood that there are meanings of it which are suggested in the frame of philosophy and psychology sciences but in general sense this term has not got a definite meaning. 'Critical', derived from the Greek word kritikos meaning to judge, arose out of the way analysis and Socratic argument comprised thinking at that time. and then the word kritikos passed to Latin as 'Criticus' that is the type of spreading to world languages from it. According to Critical Thinking Cooperation critical thinking is an ability which is beyond memorization. When students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning. Students are frequently conditioned in their approach to learning by experiences in teacher-cantered, textbook-driven classrooms. This situation is a disturbing case for contemporary educators, and for this reason they would

rather choose the latest models and methods which are more effective in directing students to thinking. Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. The aim of Critical Thinking is to promote independent thinking, personal autonomy and reasoned judgment in thought and action. This involves two related dimensions:

1. The ability to reason well and
2. The disposition to do so.

Critical thinking involves logic as well as creativity. It may involve inductive and deductive reasoning, analysis and problem-solving as well as creative, innovative and complex approaches to the resolution of issues and challenges.

Thinking in Education

Education, perhaps the most basic need for people, is the process that provides the development of human. According to Meyer the aim of education is to nurture the individual, to help, to realize the full potential that already exists inside him or her. There has always been a strand of educational thought that held that the strengthening of the child's thinking should be the chief business of the schools and not just an incidental outcome – if it happened at all. Qualified education should show the way to students about what and how to learn. While students evaluate what they learned and their learning methods, they manifest their critical thinking abilities.

As Cotton indicates "If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever changing world".

One of the aims of education should be developing students' thinking skills as well as motor skills, which is basic goal of contemporary approaches

in education. According to Elder & Paul students are not passive but active while they are realizing critical thinking.

Critical Thinking and Education

One of the significant aims of education is to produce learners who are well informed, that is to say, learners should understand ideas that are important, useful, beautiful and powerful. Another is to create learners who have the appetite to think analytically and critically, to use what they know to enhance their own lives and also to contribute to their society, culture and civilization.

These two aims for education as a vehicle to promote critical thinking are based on certain assumptions.

1. Brains are biological. Minds are created. Curriculum is thus a mind-altering device. This raises the moral requirement to treat learners as independent centres of consciousness with the fundamental ability to determine the contours of their own minds and lives.

2. Education should seek to prepare learners for self-direction and not pre-conceived roles. It is, therefore, essential that learners be prepared for thinking their way through the maze of challenges that life will present independently.

3. Education systems usually induct the neophyte into the forms-of-representation and realms of meaning which humans have created thus far.

4. Careful analysis, clear thinking, and reasoned deliberation are fundamental to democracy and democratic life.

On the basis of these considerations the capacity for critical assessment and analysis emerges as fundamental for enjoying a good quality of life

Teaching Critical Thinking

Every pupil should have an effective skill of critical thinking, and they must not accept anything for granted but how can you teach thinking critically

to students? There are several ways of organizing for instruction in critical thinking: We can teach a separate course or unit, we can infuse critical thinking into all that we teach, or we can use a mixed approach. The first approach of a separate course or unit requires materials that teach specifically for critical thinking dispositions, skills, and knowledge. The downside is that there may be little transfer from what the program or materials teach to the rest of the curriculum. Infusion, the second possible approach, requires that critical thinking be taught as an integral part of all subject areas. According to Hirose employers complain about employees' lack of reasoning and critical thinking abilities. Those abilities are essential because compared with the jobs in the past the modern work environment requires more thinking and problem solving abilities. This situation can be adapted to education, too. Teachers had better be equipped with high critical thinking skills. Critical thinking is not equal with intelligence and shouldn't be misunderstood with it. Critical thinking is skill which can be developed. As well as critical thinking can be developed, it can be searched and analyzed with its different dimensions, so this shows that many scientists or experts hypothesize about critical thinking, because the vitality of critical thinking has been realized by many people recently. Educators are aware of the fact that critical thinking can be thought.

Studies Conducted on 'Critical Thinking'

Initial studies conducted on critical thinking began in the years of 1960s. Researchers have intended to explain critical thinking with two main disciplines thorough these studies. Philosophical approach has dwelled on norms of good thinking, the concept and motive of human thought and cognitive skills necessary for an objective world view; while psychological approach have dwelled on thinking and experimental studies thinking, individual differences in learning thinking and the concept of problem solving which is a piece of critical thinking. Now I will give a few examples on the studies of critical thinking. Kurum put forward a study at Anadolu University

Education Faculty. The goal of Kurum's study was to identify critical thinking abilities and the levels of thinking abilities that constitute this ability and the factors which influenced critical thinking of teacher trainees studying at Anadolu University Education Faculty. The results of the study showed that teacher trainees' critical thinking abilities and all levels of thinking abilities were at mid- level and that these abilities were affected by different factors such as age, high school types graduated, score type and level in university entrance exam, program being studied, education and income level of the family, and activities held for developing themselves.

Paul (1989) conducted a study touching upon the adaptation of critical thinking dispositions in learning environment. In this study Paul suggests dispositions to be disciplined and self-directed thinking could be taught. He maintained that critical thinking was constructed from skills, such as spotting conclusions, examining premises, forming conclusions and diagnosing fallacies. Thus he proposed that critical thinking be constructed as 'disciplined, self-directed thinking which exemplifies perfection of thinking appropriate to a particular mode or domain of thinking. Critical thinking conceptualised in this way must be taught with a focus on developing fair-minded, critical thinkers, who were willing to take into account the interests of diverse persons or groups regardless of self-interest. Paul called it the dialogical or dialectical thinking model.

Giancarlo, Blohm, and Urdan (2004) were interested in the measurement of critical thinking disposition in adolescents as illustrated with four successive studies. The results of their studies provide support for the California Measure of Mental Motivation (abbreviated as CM3). This study was based on the assumption that critical thinking is a disposition and provided not only evidence that critical thinking disposition exists in adolescents but also a valuable tool for assessing this construct. The authors concluded that "CM3 assess the extent to which individuals perceive

themselves as willing and inclined to approach challenging problems in a systematic, innovative, open-minded, and inquisitive way."

Educational importance of critical thinking

The development of critical thinking is one of the most important demands for growth among learners (Zahran, 2001), especially with the flow of knowledge and openness in the media. Critical thinking helps to improve thinking, benefit from knowledge and the ability to judge it. The importance of critical thinking can be highlighted in the following points:

➢ Critical thinking is one of the most important types of thinking that helps the individual to access the correct information and critique it, resulting from the explosion of knowledge and the tremendous research progress. Shiveley and Van Fossen (1999) and Abd al-Aty, (2008) recommended the necessity of training students in critical thinking skills necessary to help them browse the Internet to search for truthful, useful, and valuable information sites.

➢ The development of critical thinking is an educational necessity to prepare individuals who have the ability to criticize ideas, propose solutions to problems and carefully analyze issues to reach a correct conclusion.

➢ It leads to a deeper understanding of the cognitive content and leads the learner to independence in his/her thinking and free him from dependency.

➢ - It encourages a spirit of inquiry, research and non-acceptance of facts without sufficient investigation.

➢ The learner becomes more positive, interactive and participates in the education process.

➢ The learner develops communication skills and research education.

➢ Providing the learner with the thinking tools he/she needs in order to deal with the challenges of the information age.

> It helps the learner to use sound rules in issuing judgments, and not to rush to judgment except after verification.

Components of the critical thinking process:

Critical thinking is an interconnected process that includes five interrelated components, as indicated by (Al-Sayed, 1995), namely:

1. **The knowledge base**: It is what the individual knows and believes in. It is necessary for the feeling of contradiction to occur.

2. **External events:** These are the stimuli that evoke a sense of contradiction.

3. **Personal theory**: it is the personal character that the individual has derived from the cognitive base so that it is a characteristic of him/her.

4. **Feeling of contradiction or divergence**: Feeling represents a motivating factor that entails the rest of the critical thinking steps.

5. **Resolving the contradiction**: It is a stage that includes all the constituent aspects of critical thinking, as the individual seeks to solve the contradiction, including multiple steps.

The purpose of the critical thinking process can only be achieved through mental skills that are used during critical thinking.

Relationship of Critical Thinking to the Scientific Method

Because of the identification of critical thinking as scientific thinking, it is reasonable to conclude that math and science courses are a good place to learn critical thinking by learning the scientific method; unfortunately, this is not always true. Good scientists who conduct science must practice critical thinking, and good science teachers usually teach it, but few ordinary individuals learn the scientific method, even those who successfully take a number of science classes in high school and college. This is because, as discussed above, science in the United States is often poorly taught as a fact-based discipline rather than as a way of knowing or method of discovery. As incredible as it may seem, studies reveal that 3% of the U.S. population is

scientifically literate, down from 5% about twenty years ago. Thus, it does not appear that science alone will teach critical thinking to the masses. In fact, critical thinking programs are almost always designed by social scientists and directed toward improving thinking in the humanities and social studies, but the same can be accomplished with math and science courses. Properly taught university courses should teach a student critical thinking in addition to the disciplinary content of the course.

It is useful to ask why the scientific method--now recognized, in its guise of critical thinking, as so important to modern education that hundreds of critical thinking programs exist in thousands of schools across the nation-- is so valuable for an individual to learn and practice. The reason is because the scientific method is the most powerful method ever invented by humans to obtain relevant and reliable knowledge about nature. Indeed, it is the only method humans have of discovering reliable knowledge (knowledge that has a high probability of being true). Another name for this type of knowledge is justified true belief (belief that is probably true because it has been obtained and justified by a reliable method). Nobel Prize-winner Sir Peter Medawar claimed that, "In terms of fulfillment of declared intentions, science is incomparably the most successful enterprise human beings have ever engaged upon." Other methods of gaining knowledge--such as those using revelation, authority, artistic and moral insight, philosophical speculation, hopeful and wishful thinking, and other subjective and authoritarian means--have historically resulted in irrelevant and unreliable knowledge, and they are no better today. These nonscientific methods of discovering knowledge, however, are more popular than scientific methods despite their repeated failures in obtaining reliable knowledge. There are many reasons for this, but two of the most important are that nonscientific methods are (1) more congenial to emotional and hopeful human nature, and (2) are easier to learn and practice than scientific methods. Despite these reasons, however, the

value and power of possessing reliable knowledge--as contrasted with the usual unreliable, misleading, irrelevant, inaccurate, wishful, hopeful, intuitive, and speculative knowledge most humans contend with--have caused modern government, business, and education leaders to place the scientific endeavor in high regard, and caused them to promote teaching the scientific method and its popular manifestation: critical thinking.

Humans are conditioned from birth to follow authority figures and not to question their pronouncements. Such conditioning is done by parents and teachers using a wide variety of postive and negative reinforcement techniques. Most individuals reach adulthood in this conditioned form. The result of such conditioning is the antithesis of both scientific investigation and critical thinking: individuals lack both curiosity and the skills to perform independent inquiry to discover reliable knowledge. Individuals who think critically can think for themselves: they can identify problems, gather relevant information, analyze information in a proper way, and come to reliable conclusions by themselves, without relying on others to do this for them. This is also the goal of science education. Critical thinking allows one to face and comprehend objective reality by gaining reliable knowledge about the world. This, in turn, allows one to better earn a living, achieve success in life, better solve life's problems, and be reconciled to existence, mortality, and the universe. If a person is happier possessing reliable knowledge and living in objective reality, rather than living in ignorance and possessing false or unreliable beliefs, this is as good a reason as any for teaching and learning critical thinking.

Formal Critical Thinking Programs

There are two ways to teach critical thinking in the classroom. The first method, and the one we will find endorsed in this manual, is also the easiest, least time-consuming, and the least expensive. This method is to simply modify one's teaching and testing methods slightly to enhance critical

thinking among one's students. This method is explained in the following two sections.

The second method--more difficult, time-consuming, and expensive--is briefly described now. This method makes use of formal critical thinking exercises, programs, and materials that have been prepared by specialists and can be purchased for immediate use by the teacher or instructor. These materials are the dominant means by which critical thinking is now being taught in primary and secondary education. For a single classroom, school, or school district, such formal critical thinking materials cost hundreds to thousands of dollars. The fact that critical thinking programs exist today is a sad commentary on the decline of education in the United States, for students apparently once learned critical thinking in our country without such materials.

First, the "CORT Thinking Program" by Dr. Edward de Bono, is a set of 60 "thinking lessons" that promise to "succeed in motivating students of all ages and abilities to: think-- and develop creative solutions to problems--both inside and outside the classroom, improve the quantity and quality of their creative writing, and see themselves as active thinkers, and therefore able to hold a better self image of themselves and have confidence in their own ability to succeed."

Second, the "Strategies for Teaching Critical Thinking Across the Curriculum" from Education Testing Service consists of a two-phase professional development program for secondary-level educators that will enable them to "integrate the teaching of thinking skills into their instructional program, and train teachers in their schools and/or districts to do the same." Phase I teaches "introduction to thinking skills, concept formation, finding patterns, making inferences, formulating and testing hypotheses, and understanding and constructing meaning." Phase II teaches the teachers to train other teachers.

The third program, from Teacher's Press, asks "Are you concerned when American teenagers lack logical thinking skill, equate influence with tricks and bribery, are unable to evaluate the reliability of data?" They have prepared high school course materials that actively address these concerns. For example, the description of their unit on "A Study of Logical Fallacies" states that, "Teaching critical thinking skills has long been accepted as a major goal of most teachers. Most probably say that they want to develop in their students a trusting, but questioning, world outlook. Most want students to actively investigate the world in a structured, scientific way--as opposed to blind acceptance of tradition, authority or folk wisdom."

Critical Thinking Teaching Strategies and Classroom Techniques

Critical thinking cannot be taught by lecturing. Critical thinking is an active process, while, for most students, listening to lectures is a passive activity. The intellectual skills of critical thinking--analysis, synthesis, reflection, etc.--must be learned by actually performing them. Classroom instruction, homework, term papers, and exams, therefore, should emphasize active intellectual participation by the student.

Lectures:

Enhancement of critical thinking can be accomplished during lecture by periodically stopping and asking students searching and thoughtful questions about the material you have just presented, and then wait an appropriate time for them to respond. Do not immediately answer such questions you; leave sufficient time for students to think about their answer before they state it. If you constantly answer such questions yourself, students will quickly realize this and not respond. Learn students' names as quickly as possible and ask the questions of specific students that you call upon by name. If an individual cannot answer a question, help them by simplifying the question and leading them through the thought process: ask what data are needed to answer the question, suggest how the data can be used to answer the

question, and then have the student use this data in an appropriate way to come up with an answer.

You may, of course, ask simple questions that merely ask students to regurgitate factual information that you have just given them in lecture. Many students have trouble with these factual questions because they are not paying attention in class, they simply have never learned how to listen to a lecture and take mental and written notes, or they don't know how to review their notes and the textbook in preparation for an exam. Perhaps the most basic type of critical thinking knows how to listen to a lecture actively rather than passively; many students don't know how to do this because they were never taught it and they were able to get through the educational system to their present situation--your class--without having to practice it. It is probably wise to begin asking the factual type of question so that students will realize that they have to pay attention. However, the goal of critical thinking requires that you eventually ask questions that require students to think through a cause and effect or premise and conclusion type of argument. This obliges them to reason from data or information they now possess through the lecture to reach new conclusions or understanding about the topic. For example, in chemistry, after presenting information about chemical reactions, you could ask students to describe chemical reactions that occur to them or near them everyday by the combination of commonplace chemical materials. Ask them to explain what type of reaction it is (oxidation, reduction, etc.) using whatever knowledge they possess of the reactant materials and their new knowledge of chemical reactions.

Dr. Dennis Huston of Rice University, winner of numerous teaching awards, recommends asking such questions in class. He complains that we teach students to be mere receivers of information from the instructor, rather than getting them to talk about and trust their own thoughts about the subject matter. Huston states that thoughtful and searching questions often have

uncertain and ambiguous answers; this is more true in his area of study (literature) than in math and science, but the concept is the same. Rather than condition students to value only what the instructor says, get them to think deeply about the topic and value what they think and feel. Teach so that students think their ideas matter. Ask them to make connections and recognize patterns. They will experience a responsibility for their own education and think about what they learn and read. Students will be involved with their own learning, will feel deeply about it, and learn to value and trust their own thoughts and ideas. These recommendations are a perfect application of promoting critical thinking.

After lecture but before the class ends, ask students to write one-minute papers on the most significant thing they learned in class today and what single thing they still feel confused about. Dr. Huston says this is the single most important exercise you can do. You get immediate feedback about what the students are learning and what they still need to understand (technically, this is an application of what is called "classroom research" or "classroom assessment," the deliberate discovery of what and how much students are learning and of how you are teaching). He says it also improves their writing. In our present case, of course, this exercise improves critical thinking.

In class, encourage questions from students. Always respond positively to questions; never brush them off or belittle the questioner. Instead, praise the questioner (for example, say "Good question!" or "I bet a lot of you want to know that"). Questions from students mean they are thinking critically about what you are saying; encourage that thinking!

During lecture, bring in historical and philosophical information about math and science that enables students to understand that all scientific and mathematical knowledge was gained by someone practicing critical thinking

in the past, sometimes by acts of great courage or tedious painstaking work in the face of seemingly insurmountable difficulties.

Laboratories:

Many science courses have laboratories connected with them. Science laboratory exercises are all excellent for teaching critical thinking. The reasons should be obvious. Here, the student learns the scientific method by acually practicing it. This method of teaching critical thinking is so clear and obvious that it seems odd that critical thinking is not promoted more in primary and secondary education by simply beginning science instruction in the first grade and requiring that students take more science courses. You will have to decide for yourself why this isn't the case. Since laboratories automatically teach critical thinking to some degree, we will spend no more time on this topic.

Homework:

Innumerable opportunities exist to promote critical thinking by homework assignments. For reading homework, Dr. William T. Daly recommends that you provide students the general questions you want answered before they begin reading, and insist that they organize their notes around these questions. Require that students transform the information and make it their own by requiring them to paraphrase, summarize, or outline all reading assignments. He suggests that you can grade their written efforts with oral quizes that can be structured to require abstract conceptualization and graded as students speak, for most students will prepare carefully in order to avoid failing repeatedly in public. You may also, of course, collect, grade, and return their written efforts.

As stated above, getting students to write more is the best, and perhaps the easiest, way to enhance critical thinking (this is also the answer to the question, "How did students learn critical thinking before there were formal critical thinking exercises and modules?"). Writing forces students to organize

their thoughts and think critically about the material. Ask students to write short papers about pertinent topics, review science articles, even paraphrase news articles and textbook chapters. These exercises can be as elaborate as you wish to make them. For example, Drs. Robin W. Tyser and William J. Cerbin, "Critical thinking exercises for introductory biology courses") propose the assignment of "science news exercises" designed to promote critical thinking. Students are asked to read a short science news article taken from the popular media (newspaper, science magazine, etc.), contemplate a list of take-home questions that include one or two hypothetical claims about the article, and a week later take a short quiz made up of questions selected from the list. The instructor prepares the questions and copies and distributes them and the news article to the students at biweekly intervals about six or seven times a semester. The authors state, "The ultimate goal of these exercises is to improve students ability to compose a concise, logically persuasive line of reasoning about why a claim should be either conditionally accepted or not accepted." They point out that their's and others' critical thinking exercises have been empirically demonstrated to develop science-related thinking skills in a course.

Quantitative Exercises:

Problem solving is critical thinking; thus, courses such as mathematics, chemistry, and physics, that require the solution of various mathematical problems, automatically teach critical thinking to some extent just by following the traditional curriculum. When students are required to solve math problems, they are practicing critical thinking, whether they know it or not. Mathematics, chemistry, and physics problems belong, of course, to only a limited subset of critical thinking, but this subset is an important one. Indeed, all science courses--including those that do not traditionally require mathematical problem-solving skills at the introductory level, such as biology, geology, oceanography, astronomy, and environmental science--should begin

to incorporate some mathematical problems in the curriculum. Asking students to solve math problems in a science gets them thinking about nature and reality in empirical and quantitative terms, key components of critical thinking.

One point, however, has been made by mathematics professor Dr. Robert H. DeVore. Do not, he says, make the mistake of believing that teaching mathematical manipulation alone will lead to critical thinking. Many arithmetical and mathematical problems and exercises will give the student the facility to manipulate numbers, but will not teach critical thinking. Dr. DeVore believes that mathematical word problems, that ask the student to approach the empirical world from a numerical or quantitative viewpoint, are essential to enhancing critical thinking. Indeed, he feels that math students who do not intend to take higher-level math courses should be educated in the context of word problems to the greatest extent possible. Obviously, students who are given math problems to solve in the sciences are essentially working on word problems, so the point is automatically made here.

Technical Skills usage of Chat bots, block chain, Virtual reality
Introduction

Chat bots are artificial communication systems that are gaining popularity, but not all of their security issues have been satisfactorily addressed. Chat bots are used by people to help with a variety of tasks, including shopping, bank communication, meal delivery, healthcare, and automobiles. However, it adds a new security risk and generates significant security issues that must be resolved. Modern chat bots use machine learning (ML) and natural language processing (NLP) instead of rule-based algorithms. These methods absorb information from a discussion, which may include private information.

Attackers have become smarter as new technologies have emerged. Hackers may issue an invitation to a legitimate bot to start a chat. If the bot

accepts the invitation, believing it is from another legitimate bot, and proceeds with the interaction, the legitimate bot may provide its company's confidential data to the counterfeit bot, becoming a victim.

The importance of safe and open communication channels between companies and customers has never been more essential as the global digital ecosystem develops. Traditional interactions, which frequently include middlemen and are susceptible to data breaches, have created a demand for innovative solutions that can ensure data privacy, stop fraud, and inspire user confidence. The potential of chat bots that are coupled with block chains becomes apparent in this situation. A new paradigm that remains how transactions, orders, and interactions are carried out in the digital age is created by combining the capabilities of chat bots, which enable intuitive and personalized discussions, with the inherent security, and immutability of block chain.

Blockchain is an effective method of protecting consumer data and enables secure digital transactions that cannot be altered. This means that only those parties participating in a transaction have access to client data, which is safeguarded. Additionally, digital identities and client authentication can be created using blockchain technology, guaranteeing the security and safety of the data.

This research paper explains the advantages and, more importantly, the disadvantages of conventional Artificial Intelliegence (AI) chatbots in customer service. It then discusses the dynamics of blockchain-integrated chatbots, highlighting their potential advantages and looking at a variety of use cases, particularly in the context of food delivery services, while exposing the complexity of their integration. We want to shed light on how these two cutting-edge technologies, blockchain and chatbot, may work together to change consumer experiences, expedite company processes, and build the foundation of trust that is so important in today's data-driven world.

Chat bots in Customer Service – Advantages and Drawbacks

AI chatbots are software programs that replicate human discussions with clients by using NLP and AI. They can conduct basic duties like scheduling appointments, processing payments, or changing account information in addition to providing information and responding to frequently asked inquiries. Without the need for human agents, AI chatbots can be linked with a variety of channels, including websites, mobile apps, social media, and messaging apps, to deliver customer care around-theclock.

They are programmed based on NLP techniques to communicate in real time, in order to advise, support or simply talk to the interlocutor. The implementation of AI in e-services is no longer a rarity, so chatbots are also becoming more familiar and popular in customer service, and are most often assigned to sales and support functions in an area of e-commerce.

Despite their benefits, AI chatbots have certain risks and cons as well. For instance, they might not be able to respond effectively or empathetically because they lack the human touch and empathy needed to comprehend the customer's emotions, tone, or intent. Additionally, they might not be able to handle difficult, confusing, or delicate circumstances like grievances, disagreements, or crises without escalating the matter to a human agent, which could harm consumer loyalty, satisfaction, and confidence. Moreover, they could give incorrect or irrelevant information, misinterpret the customer's question, or give the same response more than once, all of which can harm the chat bot's credibility and the company's reputation. Last but not least, AI chat bots may bring up certain ethical and legal issues, such as how to safeguard consumer privacy and data, how to guarantee the chat bot's responsibility and transparency, and how to adhere to the necessary norms and legislation. Various technologies can help improve the skills of chat bots and solve the problems that surround them. In this paper, we will talk about the benefits of

block chain technology in existing chat bots and provide a theoretical framework of a block chain-integrated chat bot.

Food Delivery Chat bot

An AI-powered virtual assistant created specifically to make ordering and delivering meals to consumers easier is called a food delivery chat bot. Users can use it as an interactive platform that offers a single conversational interface to browse menus, personalize orders, make payments, track delivery, and get real-time information. A meal delivery chat bot participates in human-like interactions using NLP and ML, improving the customer experience and streamlining the entire food ordering process.

E-commerce chat bots have grown dramatically in popularity during the previous years. Working as advisors "on the side" or as the first line of sales, these chat bots are responsible for thousands of product sales. The food industry, particularly the home delivery service sector, has undoubtedly embraced this trend, acquiring all of the positive elements of this type of revolution.

➢ Your chatbot can assist numerous consumers at the same time. You're not going to miss any more phone orders because clients find a busy line and give up;

➢ If your restaurant also serves seated customers, no one should answer a phone call and be distracted from regular service.

➢ Your clients write orders clearly and check them several times. No more erroneous orders due to misunderstandings or poorly written notes;

➢ Instead of calling your restaurant many times, your clients can amend orders at any time, even after they have been placed.

➢ Reaching out to prior clients would be far easier than distributing paper leaflets that no one reads.

Integration of Block chain technology in Chat bot

The rise of chat bots has transformed business-customer interactions thanks to conversational commerce. However, issues with trust, user privacy, and data security continue. A solution to these problems is provided by block chain, which is recognized for its strong security features and decentralized architecture. Block chain technology integration with chat bots offers a number of possible advantages and approaches to various problems in the area of conversational commerce Let's imagine a chat bot-based payment assistance application. Most consumers would first be hesitant to give chatbots their sensitive personal or financial information, like their credit card number. Customers can be reassured that their personal information has been utilized carefully by looking at the successful transaction history if you employ a chat bot powered by block chain technology because the transaction history will be recorded on a distributed database that can be read by anyone.

Theoretical Framework of a Block chain-Integrated Chat bot

Depending on unique needs and goals, one should choose between permission and permission less block chain. Hybrid Block chains contain sensitive data and private transactions on a network that is only accessible to authorized members, such as consortiums or companies. However, less sensitive information will be kept on the public chain, promoting inclusion and transparency.

In a food delivery system, a hybrid approach may be used, in which some system components - such as order processing and payment management - might be handled on a permission block chain for security and privacy, while others - such as tracking deliveries and user reviews - might be recorded on permission less block chain for openness and accessibility.

Block chain Technology in met averse

A block chain is a distributed database that is shared by nodes on a computer network. A block chain functions as a database, storing information

in an electronic format. Block chains are most known for their ability to keep a secure and decentralized record of transactions in crypto currency systems such as Bit coin. The block chain's novelty is that it maintains data record integrity and security while also building trust without the usage of a third party. A block chain's data structure differs dramatically from that of a typical database. A block chain is a digital ledger that stores data in the form of blocks that include data sets. When a block is finished, it shuts and links to the one before it. The block chain, also known as a data chain, is the result of a comprehensive process and merged into a newly created block, which is then added to the chain when it is complete A database organizes its data into tables, but a block chain, as the name suggests, organizes its data into chunks (blocks) that are connected together. When used decentralized, this data format generates an irreversible temporal stream of data. When a block is completed, it is cast in stone and added to this timeline. A time stamp is issued to each new block added to the chain. The met averse is defined as a huge virtual arena in which users may interact with 3D digital products and 3D virtual avatars of each other in a complex manner.

Self Assessment Questions
➢ What are the key types of communication skills necessary for corporate success?
➢ How do writing skills contribute to effective business communication?
➢ Critical thinking enhances decision-making and communication in a corporate environment?

Recommended Books

1. Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,
2. Andrew Sobal and Jerold Panas, 10 Skills for effective Business Communication.

References

1. Paul A. Argenti, Corporate communication.
2. Paul A. Argenti, The power of corporate Communication: Crafting the voice and image of Business.