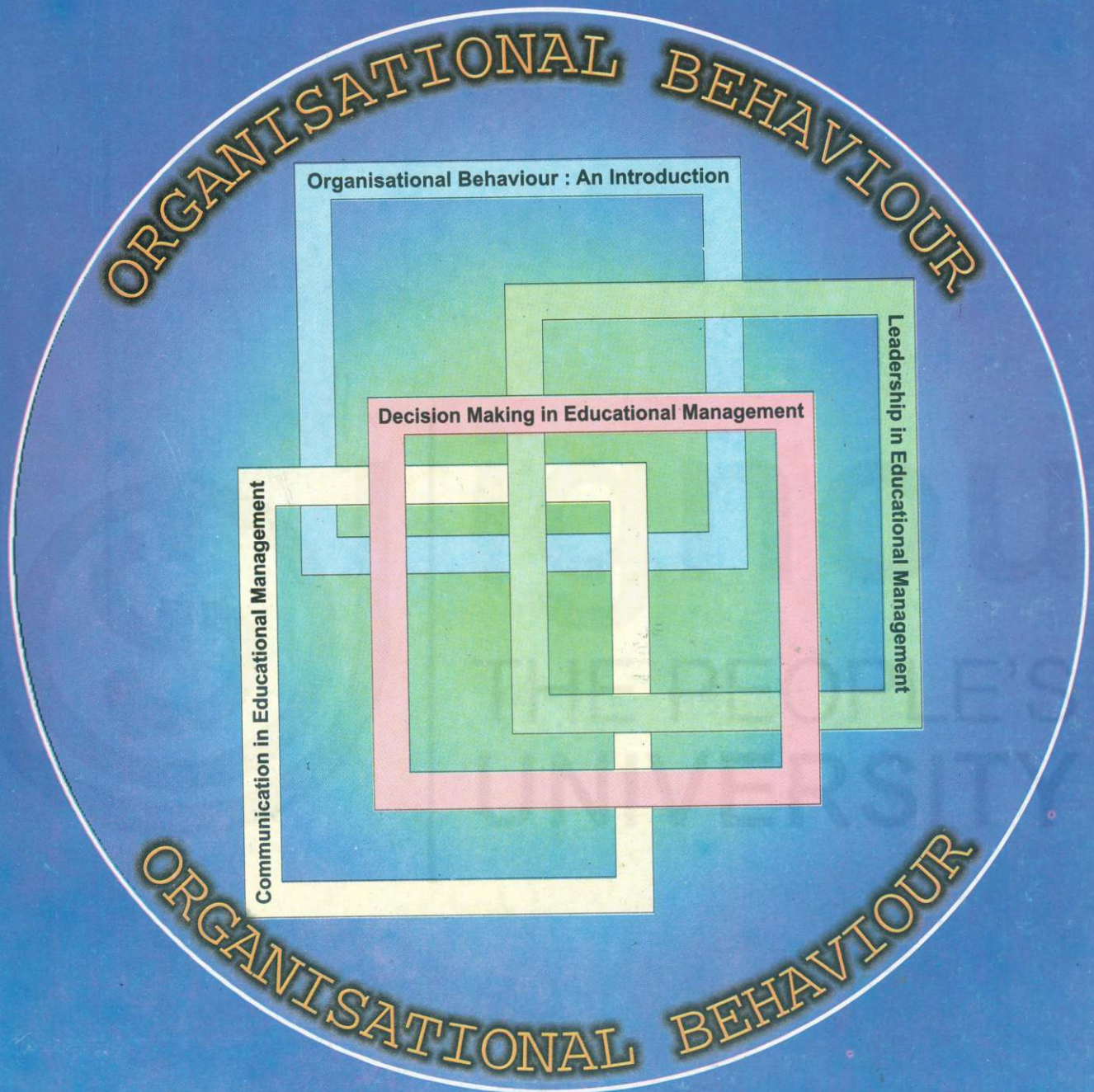




“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



Block

4

COMMUNICATION IN EDUCATIONAL MANAGEMENT

UNIT 12

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Course-043 Organisational Behaviour

Block-1 Organisational Behaviour: An Introduction

- Unit-1 Nature of Organisational Behaviour and Historical Perspectives
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- Unit-13 Organizational Communication
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BLOCK 4 COMMUNICATION IN EDUCATIONAL MANAGEMENT

Introduction

The Present block titled **Communication in Educational Management** consists of three units. The first block, **Organisational Behaviour**, covers concept, nature and theories of motivation along with need for self management vis-a vis educational management. In block two, **Leadership Behaviour in Educational Management** we discuss leadership behaviour, its meaning, concept, theories and styles and also relevance of transformational leadership in educational management. Block three titled **Decision Making in Educational Management** includes the concept, importance and different types of decision making processes along with management of interpersonal relationships and conflict management. Block four or the present block provides you detailed explanations of **Communication in Educational Management**. It encompasses the meaning and relevance of communication and its various approaches. It consists of three units, and a brief discussion on each is given below.

Unit 12 deals with the meaning and functions of communication. As you all know that communication can be termed as exchange of thoughts, information, facts, ideas, opinions or emotions to bring about mutual understanding and trusting human relations. It is of different types. The role of communication in management is very important as well as vast. Verbal and nonverbal communication are the main means of communication. Verbal communication signifies written or spoken messages while non-verbal indicates the body language such as gesture, posture, etc.

Unit 13 revolves around organisational communication. No organisation can exist without communication which includes transfer and understanding of information in the desirable manner. The communication in an organisation is not mere one sided presentation of facts. There must be reactions and interactions with constant reciprocal feedback. In the organisational setting there are primarily oral, written and non-verbal communication. These have their advantages and disadvantages. The organisational communication can be through formal and informal channels. Communication flows in various directions, namely upward, lateral and downward.

Unit 14 of the block deals with essential components of communication and approaches to communicate effectively. The main objective is to classify how to express the message from sender to receiver and the components involved in the communication process. It is quite clear to all of us that for effective communication one needs to be a good listener. Communication proceeds more smoothly and fruitfully when effective communication approaches are applied appropriately and contextually.

UNIT 12 MEANING AND RELEVANCE OF COMMUNICATION IN EDUCATIONAL MANAGEMENT

Structure

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- 12.2 Objectives
- 12.3 How to define Communication?
- 12.4 Functions of Communication
 - 12.4.1 Information
 - 12.4.2 Socialisation
 - 12.4.3 Motivation
 - 12.4.4 Education
 - 12.4.5 Entertainment
- 12.5 Dimensions of Communication
- 12.6 Communication Needs to be Effective
- 12.7 Types of Communication
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 - 12.8.1 Verbal Communication
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- 12.11 Use of Information for Planning by Educational Manager
 - 12.11.1 What are Indicators?
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- 12.12 Enhancing Communication Skills for Educational Management
- 12.13 Let Us Sum Up
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- 12.16 Answers to Check Your Progress

12.1 INTRODUCTION

The word 'communication' comes from Latin word 'Communicare' which means to share. Communication is a process that allows human beings and other organisms to exchange information by several methods. It can be both an individual or a collective activity involving transmission or sharing of ideas, facts and information. It happens at many levels (even for a single action), in many different ways and is an integral part of our daily life. To illustrate my point I am sharing with you an incident.

One morning on my way to office I saw a group of students arguing with each other on the way, suddenly they all stopped arguing and straightened themselves. I noticed that they wished 'Good morning;' to a middle aged lady passing by. She looked at them smiled and said, 'Hurry up, otherwise you will be late for school. They chorused, 'Yes Madam.' and fell in line behind her and moved at a hurried pace, all arguments forgotten.

In the above example, you must have noticed that mere sight of their teacher was enough for the students to stop their arguments and greet her.

What does it indicate ?

It may show that teacher is an authority figure to them who values good behavior of her students. Students communicated their regards to her by behaving in an appropriate manner. **This process of responding and reacting is what we mean by communication.**

For an individual, education is a life-long and continuous process. Socially it denotes imparting knowledge, skills, norms, attitudes and values from one generation to another, to prepare them to face the unforeseen future challenges and also an effort to preserve what has been achieved by humanity so far. It is also an effort to acculturate the coming generations. In short, **education in itself is a process of communication between society and individuals.**

12.2 OBJECTIVES

After going through the unit, you should be able to :

- describe communication as a concept and process,
- identify the different dimensions of communication;
- elaborate types of communication in an educational system,
- explain the means of communication,
- differentiate between effective and ineffective communication,
- appreciate the role communication plays in education management, and
- articulate the strategies used to plan for and monitor the functioning of an educational system.

12.3 HOW TO DEFINE COMMUNICATION?

There is no one single comprehensive definition that explains what actually constitutes communication. Many definitions of communication are used in order to conceptualize the processes by which people navigate and assign meaning. At its simplest, **communication is transferring a message containing information to a receiver by a sender.** At its higher level communication can also be a creative, dynamic and continuous process, rather than a discrete exchange of information.

Glenn & Smith (1998) defined communication as **a dynamic process that individuals use to exchange ideas, relate experiences and share desires through speaking, writing, gestures or sign language.**

Schramm (1973) defined communication as the **functions of persuading, informing, teaching and entertaining people.**

Roger (1986) defined communication as a **process by which people create and share information with one another to reach a common understanding.**

Thus we can say that communication is a process which people use to send and share their messages with others through a variety of means and methods.

12.4 FUNCTIONS OF COMMUNICATION

Communication helps us to define who we are. In other words, it is what and how we communicate with others that helps us formulate the parameters of our identity. You may think, what may be the main functions of communication.

According to MacBride (1980) communication serves various functions in a social system:

12.4.1 Information

Communication refers to collective storage and dissemination of information for wider utilization by people. It enables people to participate in and take intelligent decisions on issues of social relevance. Information has been taken as a resource for development, socio-cultural and economic. An example of information function of communication is this learning material itself.

12.4.2 Socialisation

Communication helps individuals become active members of the society to which they belong. People learn social norms in order to live cohesively, understand each other and appreciate other's feelings, emotions, ideas and expectations in a social system. For example, you have been greeting your colleagues, friends, relatives, and even students everyday.

12.4.3 Motivation

Motivation of individual members of a society plays an important role for its development. Communication fosters individual and community activities and motivates people to meet its goals. For example, encouraging your students for better performance motivates students in doing future activities more enthusiastically.

12.4.4 Education

Dissemination of information enhances individual's intellectual development and helps one acquire the skills and aptitude required to become a productive member of the society. Quality of education depends on the quality of communication between society and its members.

12.4.5 Entertainment

Entertainment and recreation are important means of making individuals and society healthy. Dance, drama, music, sports, etc are the communication activities providing entertainment to the people. Films, Television programmes, folk dances and even drama, songs are some of the examples of communication under entertainment.

From the above it is observed that information, socialisation, motivation, education and entertainment are the major functions of communication.

12.5 DIMENSIONS OF COMMUNICATION

Consider yourself in a class where a teacher is addressing students in her/his class.

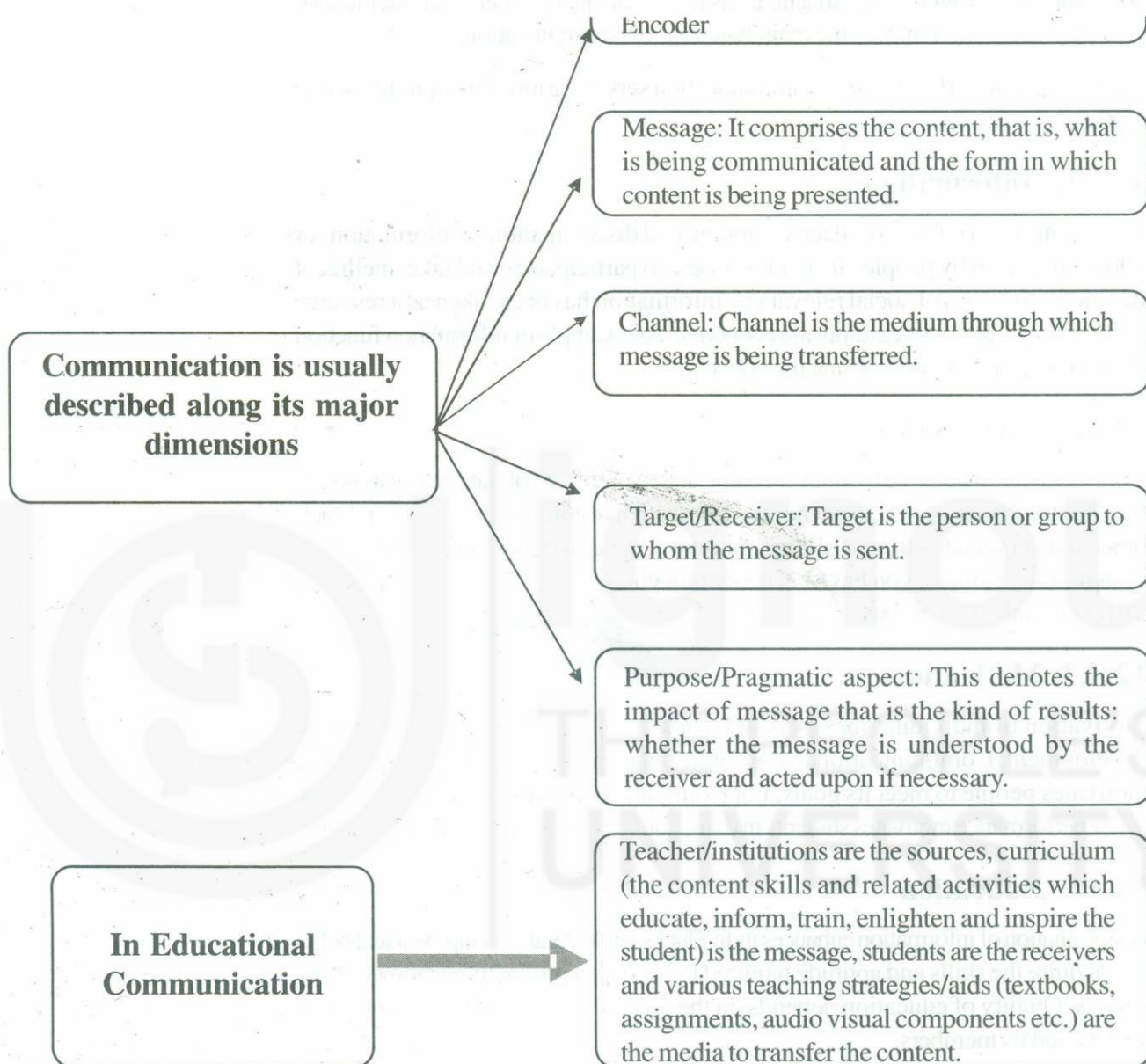


Figure 12.5: Dimensions of Communications

To illustrate it further another case has been presented here:

The Block Education officer has sent a letter to a select group of teachers in his block to inform them about the training programme in teaching mathematics being held at the block headquarters the following week.

In this context, Block Education Officer is the **sender**. Content of the letter is the **message** which is in written/ print form. Postal service is the **channel** through which letters were sent. Teachers are the target group and the **purpose** of this communication is to inform them about the training programme they are expected to attend.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. What is the etymologically root of the word “communication”?

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2. Write the definition of communication given by Glen & Smith(1998).

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3. What are the various functions of communication?

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12.6 COMMUNICATION NEEDS TO BE EFFECTIVE

Mere transmission of a message cannot be an end in itself . Communication is essentially an exchange of thoughts. A message can not be considered as having been communicated unless it is understood by the receiver. Feedback by the receiver conveys to the sender whether the message has been understood and to what extent because if the receiver does not receive the message in its correct perspective, communication will not be termed as effective.

Communication is a two way process, the message needs to be understood by the receiver in terms of the intention of the sender(s). Greater the understanding of the message by participant, higher is the effectiveness of the communication. Clarity of the communication is also dependent on the understanding of the information (curriculum) transaction process including strength and weakness of the media and nature of target group (i.e. the students). A clear understanding of all these elements would help the teacher/sender in planning and carrying out effective communication. This demands greater clarity/ understanding on the part of teacher not only of the content and process but also of the target group. If the receiver fails to receive the message in its expected manner, communication will not be effective.

Communication in transacting the curriculum needs to be such that every student comprehends it properly. Even though it is a challenging task, it is exactly what is required from ‘teacher’. An effective management of communication process is required to make it successful. The task of the teacher becomes all the more

challenging when the students are at a distance and are enrolled with distance education institutes where immediate feedback is not possible. You can place yourself in this scenario and analyse the context.

In a multi tier communication like say an educational system, it is important to ensure that message does not get distorted /changed as it travels through various people during the process and happens to be interpreted and re-interpreted. Context of the message too plays an important role here. Knowledge of specific historical and social contexts add to the understanding of message/ information.

By now you must have understood that the process of communication is basically an exchange of information. As a process, communication has synonyms such as expressing feelings, conversing, speaking, corresponding, writing, listening and sharing. The target can be oneself, another person or a group of people.

12.7 TYPES OF COMMUNICATION

Communication can be of various types and proceed at varied levels. Let us look at the incidence in a school setting.

Student (looking at a recently completed painting) : “Very good. I must show it to Madam”. (He takes the painting to the teacher.)

Student: “I ‘ve made this painting, Madam”. (He hands over the painting to the teacher.)

Teacher: (looking at the painting) “ Well this is a very nice painting. (shows the painting to the students in her class) Look here, everybody, and see the painting. This is very pretty.

A child admiring the painting made by him is an example of **auto communication** but when the child shows of the painting to her teacher and teacher gives her feedback on it, the process becomes **interpersonal communication**, or one to one communication. And when the teacher shows the painting to her class commenting on how nicely it was made the process of communication is termed as **group communication** or one to many communication.

An activity has been given here. Please go through the paragraph.

In distance education system, you write answers or responses to the given assignments, attend academic counselling sessions and telephonically converse with your study centre coordinator. Mention the type of communication taking place in each situation.

If the teacher will show the painting with her comments in a morning assembly or any such situation where all other teachers and all students of that school are present, then this is an example of **communication within a system**.

There are some other types of communication, such as Mass communication and Meta communication . **Mass communication** is the communication to larger population through popular media such as News paper, Radio broadcast and Television etc.

Metacommunication is the process of communicating about communication, for example, to discuss a past conversation and to determine the meanings behind certain words, phrases, and so on. It can be used as a tool for making sense or meaning, or for better understanding events, places, people, relationships, etc. The ability to communicate on the meta-level requires introspection and, more specifically what is

called **metacommunicative competence**. For example I say that *Education in its true sense needs to be more than communication and to support my statement, I quote the words of Sri Aurobindo:*

The acquiring of various kinds of information is not the chief of the means and necessities of education; its central aim is the building of the powers of human mind and spirit, it is the formation or as I would prefer to view it, the evoking of knowledge, character, culture that it leads to if no more.

Fortunately, human beings are blessed with this unique quality of creative thinking whereby they move from imitation to innovation, from uniformity to diversity leading to the advancement of knowledge as well as the means of communication process.

To recapitulate

1. **Auto Communication :** It is also referred to as intra personal communication. Communication to self is termed as auto-communication, or feedback to self, or reflection on an idea.
2. **Interpersonal Communication:** Communication between two persons is termed as interpersonal communication, it may be an interaction between teacher and student, or sending an e-mail to a friend.
3. **Group Communication :** When a teacher is talking to her class, it is an example of group communication.
4. **Communication within a system :** Communication between multiple groups within a organization, for example a school/college, is termed as organizational communication . Use of circulars (orders in print) is a common example of communication within a system.
5. **Mass Communication :** Sharing of information, thoughts or ideas with large number of people who may be heterogeneous in nature is known as mass communication. The common means used in such communication are print-media or radio and TV broadcasts to inform, educate or entertain people.
6. **Metacommunication:** Metacommunication is the process of communicating about communication.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

Identify the types of communication in the given examples	
Example	Type
1. Cricket commentary	
2. Mother scolding a child	
3. List of gazetted holidays.	
4. Teacher teaching in class	
5. Telecast of Presidential address to the Nation	

12.8 MEANS OF COMMUNICATION

Human beings use various types of communication depending on their suitability and availability in the given context. Following are some of the examples of common means of communications in use. Communication can be **verbal** (speaking and singing etc.) as well as **non verbal** (body language, sign language, paralanguage, touch, eye contact). Communication can be **direct** i.e. face- to- face or **indirect** i.e. using different electronic or non-electronic media for communication. In classroom teaching particularly at primary level we depend on direct face to face teaching. In distance education print and non-print media along with oral communication is used for teaching-learning situations. Here we are communicating to you through print media. Use of audio video cassettes, teleconference, radio conference, computer conference etc., are some of the examples of non print media.

12.8.1 Verbal communication

- Verbal communication is used when we communicate our message verbally to whoever is receiving the message. The most common of these, and perhaps the best, is the dialogue. The dialogue is a form of communication where both the parties are involved in sending information.
- There are quite a large number of languages and dialects used for communication all over the world. In India alone main languages are listed under the eighth schedule of the constitution. For effective communication, use of a common language is a pre requisite. Even with the use of a common language chances of not being understood are many as we all use and interpret the meanings of words differently and many words have different meanings too!

Verbal communication may be used in either spoken or written formats.

12.8.2 Non verbal communication

- Non-verbal communication is the process of sending or giving message in the forms, thoughts, posture, opinions or information without the use of words, using gestures, sign language, facial expressions and body language.

Effective use of nonverbal means of communication in an appropriate context can surpass verbal communication. At times expressions such as shrug, slight uplifting of eyebrows, etc. help people in getting the message conveyed more effectively. Context plays its own role here. Number of photographs arranged in a sequence tells one story, change the sequence and a different story gets unfolded. We can recall the story of a thirsty crow and the picture sequence we have read in our childhood.

- Symbolic communications are the things that have been given meaning to and that represent a certain idea. For example, dove is the symbol that represents peace for people worldwide. You may be familiar with the access devices used in ODL to communicate.

12.9 COMMUNICATION MEDIA

Media, the plural form of medium, have come a long way from the ancient cave paintings to current forms of communication : television and radio, advertising and newspapers, magazines or written material/print media to spread or transmit information from a news source to the (general public/target group) large audience instantly. In our daily life, communication can be through discussion, writing, telephonic conversations, e-mailing, radio broadcasts and so on.

While many traditional broadcast media and mass media favour one-to-many communication (television, cinema, radio, newspaper, magazines). Digital telecommunications allow many-to-many communication via computer-mediated (via e-mail, Internet forums) communication.

Media advocacy is the use of any form of media to help or promote an organisation's objectives or goals. This could be to change the way community members look at their issues/problems. Towards this end issues or activities are publicized in order to motivate people's involvement. Media advocacy activities cost time and money, needs careful planning with regard to what is to be communicated, how it is to be presented and which media is to be used.

- **Mass media** is that media which is specifically conceived and designed to reach the message to large audiences through nationwide radio/television networks and mass-circulation of newspapers and magazines.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

4. What is the importance of feedback in communication?

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5. What are the types of communication?

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6. Define intrapersonal communication? Give an example of intrapersonal communication.

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12.10 ROLE OF COMMUNICATION IN EDUCATION MANAGEMENT

The present information intensive society, scientific advancement and rapid transformation in the social context, there is need for teachers and other educational personnel to manage effectively is the main priority. At the same time they should be capable of doing and managing new things at ease and effectively. This brings us to the role education has in developing a reflective mind set and process of communication

has in implementing it. Communication process impacts awareness, opinions, informs as well as motivates. These have been explained below:

12.10.1 Communication to Raise Awareness

Communication is important in making the functionaries in a system as well as other stake holders aware of the problems, with an intent to get them together on an issue to make an impact. Supporting a cause becomes easier for people when they understand it. Care needs to be taken that messages are not in conflict. The messages should be concise with the aim to convey problem, how it affects people and what are the possible best actions to take for the correct decision.

12.10.2 Communication to Influence Opinion

Communication can be used to influence stakeholders view on the selection of possible solution to the problem in hand to mobilize support and generate action; once they have the understanding of an issue and how it affects them, it is much easier to elicit support from them.

12.10.3 Communication to Inform

Communication is also used to disseminate information/policy decisions for implementation by functionaries at various levels. It enables them to take informed decisions and avoid complications. Here information serves as resource for skill development and informs them about social norms, ideas and expectations in the system.

12.10.4 Communication to Motivate

Motivation of the individual members of a system plays an important role for its development. Communication to foster the individual and group activities motivates people to meet their goals.

12.11 USE OF INFORMATION FOR PLANNING BY EDUCATION MANAGERS

We are aware of the role education plays in the development of human resource which plays a critical role in the effective use of resources including the use of information. For an endeavour with such far reaching effect and made more complex in a diverse society as ours, it is important not only to sustain and nurture the present structure of education but also to keep reviewing it at intervals in the light of current and future needs and make desirable changes for its development. This requires lots of planning at initial level and also during implementation.

Preparation of any plan is a complex task. It requires information about all the areas in order to make it possible to take stock of the state of affairs and identify problems through a detailed and critical analysis to be able to propose solutions.

When we think of planning for school level education it is essential to know where we are at present. The objectives, strategies and policy decisions regarding education should be based on data which give an idea of the functioning of education system. This helps in planning, implementation, management and evaluation. In order to have updated information on school education system it is important to conduct regular school census to collect required information through simple easy to fill formats .

A comprehensive information management system which integrates all the information needs of an education system can be the basis of management, planning,

implementation and evaluation of an educational system. It should be able to inform different functionaries, its internal and external efficiency, its pedagogical and institutional operations, its performance, shortcomings and needs.

The quality and reliability of the data determine their usefulness and relevance for policy decisions. Mere compilation and dissemination of statistical information will not be of much use to stakeholders unless it is analysed and presented in concise and easy to use formats. In order to make effective use of information (data) in decision making, development of indicators for use by decision makers will facilitate the task of decision making.

12.11.1 What are Indicators?

Indicators furnish a summarized but relative picture of the present status of a system. Good indicators respect both the complexities of the institution they are describing and the subtleties of the data, while being meaningful and straightforward. To be effective, indicators need to be very powerful in terms of quality of data, utility of the information they provide, and their ability to communicate something important and meaningful.

They provide proper instructions and guidance about how well complex systems are functioning and thus given educational managers hints to potential problems. Further, they also help to identify problems and may also suggest solutions.

Following are some of the common indicators used by management in the education system to gauge the functioning of their system:

- Physical infrastructure
- Teachers
- Access
- Enrolment
- Retention rate
- Transition rate
- Achievement of students (Generally achievement scores are obtained on Language and mathematics as these are the basic literacy skills).
- Achievement gaps across various social groups
- Funding equity
- Any other

It is essential to state here that **no single indicator is enough but altogether they can provide a comprehensive picture** to decide where to focus attention and resources.

12.11.2 Types of Indicators used in Educational Planning

Any operating system has three components: **input, process and output**. Thus, there can be three types of educational indicators. Information on these indicators facilitate measurement of the progress of the system and preparation of the plans for future development of the educational system.

INPUT INDICATORS

The input indicators of the system are broadly classified into three categories :

a) Access indicators, b) Personnel indicators, c) Enrolment indicators.

- a) **Access indicators:** Access denotes the availability of schools or any other educational institutions and their facilities which include building, play ground and other related facilities, safe drinking water, safe disposal of waste, toilet, health and hygiene facilities, seating arrangements i.e., availability of furniture, etc., for teachers and students, teaching learning materials, i.e., library, laboratory, teaching aids and so on.

Some of the input indicators of access in an educational institution are:

- Percentage of habitations served by schools within walking distance. Say 1 km.
- Percentage of schools having building; type and status of the building.
- Percentage of schools with drinking water facility and so on.

This is indicative of a few indicators. Please visit an educational institution in your area and prepare a list of other access indicators.

- b) **Personnel indicators:** Availability of teachers in an educational institution is one of the important indicators. The most commonly used indicator in this context is student teacher ratio. General assumption is that a low student teacher ratio enables teacher to pay due attention to individual students, resulting in their better performance. Generally the accepted student teacher ratio is about 40:1 at the national level in the country.

Some other teacher indicators are

- Percentage of teachers with minimum required qualification.
- Percentage of trained teachers and other personnel.
- Percentage of teachers with in-service training.
- Percentage of posts sanctioned for teachers.

- c) **Enrolment indicators:** The enrolment ratio is the most commonly used indicator for assessment of educational coverage. It gives the proportion of students enrolled in the schools to the total age specific population.

$$\text{NER} = \frac{\text{Total enrolment in grades 1-5 (aged 6-11 years) in Nth year}}{\text{Total child population (aged 6-11) in Nth year}} \times 100$$

PROCESS INDICATORS : Students' flow, that is, the process of students movement from one grade to another is an important indicator of the process of education system. Indicators of flow rates are: the promotion rate, the repetition rate and dropout rate.

- a) **Promotion rate:** Promotion rates show the percentage of students passing the grade to the total number of students originally enrolled in the grade. For example, in class I 40 students were enrolled and thirty five were promoted to class II. Here promotion rate will be 87.5% from class I to class II.
- b) **Repetition rate:** Repetition rate is the percentage of students who repeat the same grade to the total number of students enrolled in the grade in the base

year. For example, in class X in a school out of 50 students, 10 students were repeaters. Thus the repetition rate in that class X will be 20%.

- c) **Dropout rate:** This gives the percentage of students who leave the system without completing the grade to the total number of students enrolled in the grade. Gross drop out rate, i.e estimate of the students who drop out of the system before completing the terminal class of that level of education. For a primary education cycle of 5 years this can be calculated as following

Dropout rate =

$$\frac{\text{Total enrolment in grade I in year 2004} - \text{Total Enrolment in grade V in 2008}}{\text{Total enrolment in grade I in year 2004}} \times 100$$

For example say 100 students enrolled in Class I in 2004 in a primary school and 75 students were enrolled in class V in 2008. Here the dropout rate can be calculated as

$$= \frac{(100-75) \times 100}{100} = 25\%$$

- d) **Transition rate:** The transition is the percentage of students who are promoted to the first grade of the next level, say upper primary, to the total number of students enrolled in the final grade of this level of education in the original year.
- e) Some **other indicators** are
- Number of working days in a school in an academic year.
 - Average attendance of students
 - Average attendance of teachers
 - Average number of hours spent in the school by teachers and so on.

OUTPUT INDICATORS

With the shift in focus on quality of learning from enrolment and access, the education leaders are now focusing on what the students are learning and how much they are learning. Information along these lines can help the system managers to make important decisions about what to do and when they should intervene to assist schools and students.

Also at this stage it is essential to know how things have changed over the past focus years. Stability in this context is not considered a positive aspect as growth is required.

Some of the common indicators of the quality of education at school level are

- Graduation rate
- Percentage of first divisioners
- Wastage stagnation rates
- Achievement gap across social groups.

Specially developed achievement tests are administered to measure the levels of learning among students in a particular stage of education. Baseline Assessment Survey, Mid Term Assessment Survey conducted under Sarva Shiksha Abhiyan for classes III, V and VII serve as indicator of the education system at elementary stage. Similarly an institution can develop its tool to judge the quality indicators.

Advantages

Advantages of educational indicators are that the collected data helps to identify problems, gaps and promises to “get at” real issues on a school-by school basis, offer district level educational managers to plan out their priorities to allocate scarce resources where they can do the most good. Targeting resources where they can do the most good requires better funding indicators.

This information can also help in assisting school principals to know how well their school is doing in comparison to schools elsewhere and also whether there is some change overtime.

12.12 ENHANCING COMMUNICATION SKILLS FOR EDUCATIONAL MANAGEMENT

The role of educational managers becomes the role of leadership everywhere. Guiding or directing teachers and school staff in the right direction and in the long run helping districts to move along. In many ways, indicators of development move beyond bottom-line assessment systems to encourage new ways of thinking about accountability, while doing the right thing and taking the time to do it right.

Effective communication skills are essential for education management because it is important in creating better teaching-learning, coordinating, counselling, evaluation, and supervision situations. It is the chain of understanding that integrates the teachers of an organization from top to bottom, bottom to top, and side to side.

Faulty or ineffective communication is the root cause of most of the problems. It leads to confusion and can cause a good plan to fail. Many of the problems that occur in an organization are the direct result of ineffective or poor communication among principal, teachers, students and others.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. There can be a number of barriers and distortions in the way of effective communications. The barriers could be because of the sender or receiver or other factors external to the process such as poorly defined objectives, lack of clarity about message, insensitivity to the target groups, that is, their socio-psychological context, level of awareness, aspirations and situations. The receiver or the students may not understand the message as intended due to lack of language comprehension, poor study skills, attitudes, misunderstanding, etc.

We all communicate at various levels, But some of us are more effective communicators than others. What it is that classify one as effective communicator and another as ineffective one?

It is seen that good communicators often

- spend more time listening than talking.
- let the other speaker talk.
- do not finish the sentence of others.
- do not answer questions with questions.
- are aware of their biases.
- are not preoccupied with their own thoughts when others talk.

- do not dominate the conversation.
- provide feedback, but does not interrupt incessantly.
- analyzes by looking at all the relevant factors and asking open-ended questions.

These are main attributes, but not all, of a good communicator. You can add others in the given list.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

7. Write any two points that highlight the role of communication in educational management?

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8. List a few common indicators used by management in the educational system.

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9. Write the various types of educational indicators?

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12.13 LET US SUM UP

In this unit, we emphasised on the need of communication in educational management. It started with definition of the concept of communication and its functions. As you know, communication has different levels and means such as intra-personal, interpersonal, group, mass and meta communication. Further, it can be broadly categorised as verbal and non-verbal communication. Verbal communication may be in the form of written or spoken.

12.14 UNIT END ACTIVITIES

1. Organise a discussion or conversation session on a topic of your choice in your class. Analyse the traits/features that make communication effective or ineffective. Highlight the points on the basis of that you categorised students as effective communicator or ineffective communicator and write a brief report on the activity.

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12.16 ANSWERS TO CHECK YOUR PROGRESS

1. The word Communication derives from Latin word "Communicare".
Communication can be termed as exchange of thoughts, information, facts, ideas, opinions or emotions by two or more persons with the objective to bring about mutual understanding, trust and good human relationship.
2. According to Glenn & Smith, communication is a dynamic process that individuals use to exchange ideas, relate experiences, share desires through speaking, writing, gestures or sign language.

3. The various socio-psychological functions of communication are -
 - a. Information
 - b. Socialisation
 - c. Motivation
 - d. Education
 - e. Entertainment
4. Feed back tells the source how the receiver has understood the message. Feedback can be positive or negative. Positive feedback indicates that the receiver has understood the source's message. It tells the source how the receiver has interpreted the message. The kind of feedback which conveys lack of understanding is called negative feedback.
5. Types of communications are given below:
 - a. Auto Communication
 - b. Interpersonal Communication
 - c. Group Communication.
 - d. Mass Communication
 - e. Meta Communication
6. It is the act of having an internal dialogue with yourself, or in other words, your engaging in self-talk. For example- asking yourself what you want for breakfast, or telling yourself that you should have or should'nt have done something. It is communicating with yourself.
7. The role of communication in management are -
 - a. Communication to motivate.
 - b. Communication to influence.
8. Common indicators are:
 - a. Physical infrastructure
 - b. Teacher
 - c. Enrolment
 - d. Retention rate
9. The educational indicators are -
 - a. Input
 - b. Process
 - c. Output.

UNIT 13 ORGANISATIONAL COMMUNICATION

Structure

- 13.1 Introduction
- 13.2 Objectives
- 13.3 The Communication Process.
 - 13.3.1 Sender
 - 13.3.2 Encoding
 - 13.3.3 Message
 - 13.3.4 Decoding
 - 13.3.5 Response
 - 13.3.6 Feedback
- 13.4 Modes of Organisational Communication
 - 13.4.1 Oral Communication
 - 13.4.2 Written Communication
 - 13.4.3 Non-Verbal Communication
- 13.5 Communication Network
 - 13.5.1 Formal Channels of Communication
 - 13.5.2 Informal Channels of Communication
- 13.6 Direction or flow of Communication
 - 13.6.1 Upward Communication
 - 13.6.2 Lateral Communication
- 13.7 Let Us Sum Up
- 13.8 Unit End Activities
- 13.9 References
- 13.10 Answers to Check Your Progress

13.1 INTRODUCTION

We all find ourselves and live and work in organisations, big or small. The life blood of any organisation is communication, without which there can not be any organization. Researches have shown that members in organisations spend about 50-80 percent of their time in actual communicating with each other. According to Schermerhorn (1996) **Manager – watching studies** have shown that Managers spent over 60 percent of their working time in scheduled and unscheduled meetings with others, about 25 percent doing desk based work, around 7 percent on the telephone and 3 percent walking around on the job. It is a fact that effective communication brings success for the organisation, the lack of it, makes matters worse and it does not matter who leads the organisation, s/he has to show leadership through communication. The MacBride Commission appointed by the UNESCO has clearly stated that **“Communication maintains and animates life. It is the motor and expression of social activity and Civilization”**.

Effective communication in an organization is essential to the delivery of successful organizational strategy and change, employee morale, commitment and competitive advantage.

In the absence of communication, everything in the organization would come to a halt. The people involved in the organizational activities would not be aware of the organization's objectives, and as a result they would not strive in the expected direction to achieve the objectives of the organization.

- The people involved in the organization would not know what their roles and responsibilities are, and as a result they would not be able to carry on their duties and responsibilities effectively and efficiently.
- The organizational managers or leaders would not be able to direct or guide their team/workers as they do not possess the required skills to discharge the assigned functions effectively.
- The changes effected in the organization would not be communicated to the workforce.
- The competitors' activities would not be known to the organization.

No organization can exist without communication which includes transfer and understanding of information. It is only through communication that messages and ideas can be conveyed and discussed. It is a meaningful interaction among people so that their thoughts are transferred from one person to another in such a way that the meaning and value of such thoughts is same in the mind of both the sender of the communication as well as receiver. This is a very important aspect of communication because an idea, thought or message however significant, is useful only when it is transmitted and fully understood by others.

W.R. Spriegal observed that **“most of the conflicts in business are not basic but are caused by misunderstood motives and ignorance of facts. Proper communication between interested parties reduces the points of friction and minimizes those that inevitably arise”**.

Accordingly by effective and efficient communication, the organisation takes the employees into confidence and make them more knowledgeable about the programmes, policies and problems of the organisation.

The importance of organizational communication can be understood from the work of Chester Barnard in the late 1930s when he linked the organizational communication as a dynamic force with the organizational authority. As it is seen in the traditional organisation, the authority flows down through the channels of communication. Further the meaning of authority is lost, if the communication channels are blocked or it loses its strength or it is misunderstood.

According to Chester Barnard, there are seven factors of communication which are function of objective authority. These are presented below:

- The channels of communication must be clearly set and the same should be known to all.
- Every organisational member should be reached by some channel of communication.
- The channel of communication should be as direct as possible.
- There should be no blockage in the channel of communication and the complete formal communication should be used.
- The communicator should be highly skilled in the art of communication.

- The channel of communication should be constantly kept open.
- There should be authentication of every communication.

13.2 OBJECTIVES

After going through this unit you should be able to :

- explain the concept, need and importance of organizational communication
- discuss the role of communication process
- describe the characteristics and types of organizational communication
- enumerates the qualities of formal and informal communication
- appreciate the role of communication in organisational effectiveness, and
- select and apply appropriate types of organisational communication in educational institution.

13.3 THE COMMUNICATION PROCESS

Organisational Communication can be thought as a flow or process. Problems in organizational communication occur when there are blockages or derivations in the channels through which communication flows. Various components of the organizational communication have been identified which are depicted through the following diagram:

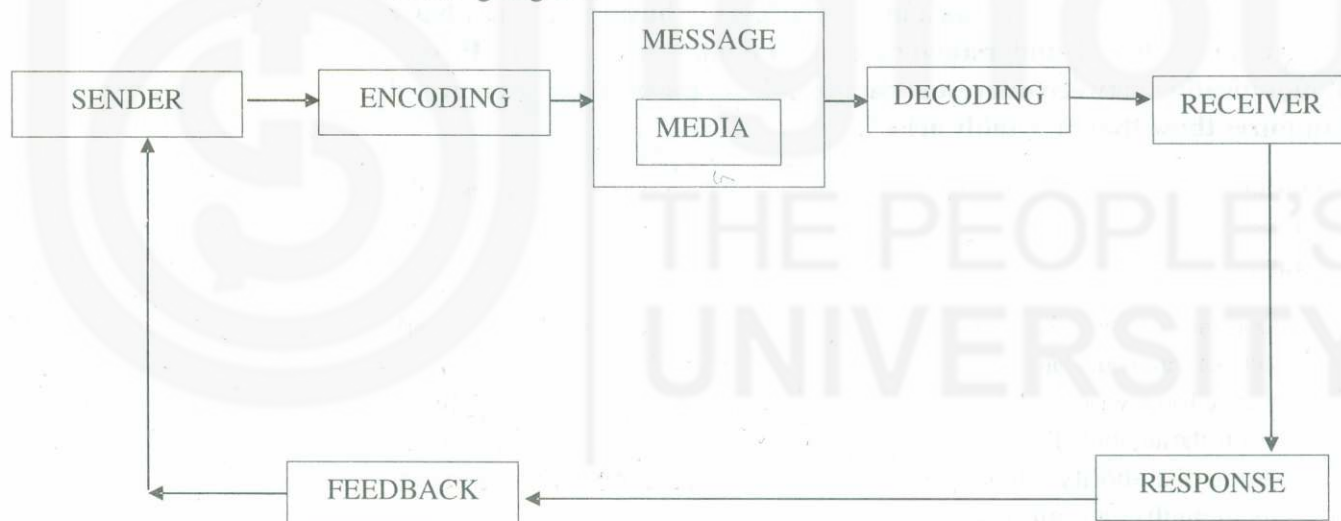


Figure: 13.1 Diagrammatic representation of Communication Process

13.3.1 Sender

The Sender is the source of information or initiator of communication. The source or encoder makes the decision to communicate. The source also decides the purpose of communicating—information, persuasion, entertain etc. Then the source will create or encode a message which can be sent to the receiver and the receiver is capable of decoding it. The message is generated in and through his/her past experiences, percept, thoughts and feelings. In an educational organisation like a school or college, usually the principal is the sender in giving directions to the teachers and other staff members. In the classroom the teacher is the sender or initiator of communication. The sender may want to communicate his/her ideas, intentions, needs or any piece of information. In the organizational communications sender may be superior or

subordinate, a peer, or any other person. The organisational position of the sender determines the direction of flow of communication.

13.3.2 Encoding

Process through which the message initiated by sender is converted into communication symbols such as words, pictures, gestures is known as encoding. For example an e-lecture through EDUSAT presentation could use multi-media resources for teaching.

13.3.3 Message

The second component is the message or the information which is being communicated. The abstract and intangible subject matter of the communication intended to be passed on from the sender to the receiver is known as message. The message may be in the form of physical gestures, ideas, opinions, views, suggestions etc. For example, a lecture presentation by a teacher in a classroom situation may include varied formats, i.e., presentation, use of teaching aids, inviting suggestions from the group and so on.

13.3.4 Channel

Channel is the means (that is, pathway or devices) by which the message is communicated. It has two dimensions one is the form of communication i.e. verbal or nonverbal. Second is media i.e. face to face or through other media like phone, radio, video, print etc.

13.3.5 Decoding

Decoding is the process through which the symbols in the message sent are translated into a form that can be understood by the receiver. The act of interpreting the message is called decoding. In a layman's language decoding is the reverse of encoding. The message is decoded on the basis of past experiences, perceptions, thoughts, and feelings. This decoding the message depends on so many factors.

- Familiarity with the code or language of the message.
- Efficiency of the sender in encoding the message.
- Efficiency of the receiver in decoding the message.
- Situational and contextual factors.
- The channel used

For example when you are in a sad or depressed mood you tend to take a positive message in a negative way. Or when you are preoccupied with some thing or tired, you may not receive the message in the same wavelength. The simplest example is the communication through telephone, message gets converted into electronic message and then again to audio or voice.

13.3.6 Receiver

The person who attends to the source's message is the receiver. Receiver is the person to whom the symbols are transmitted. In any organisation he/she may be superior or subordinate, peer or any other person. In an educational setting, students are the receivers generally.

13.3.7 Response

When the receiver receives and accepts the message of communication, response involves compliance with it and acting upon it or simply filing the message for future reference.

An important factor that affects our communication significantly is the relationship that the receiver has with the encoder. Suppose the encoder is an enemy or a stranger, the decoder may tend to misinterpret the message. In these cases the core conditions of communication are Empathy and Congruence. Empathy is the ability to put yourself in some one else's shoes, to see and feel the world as they do without making a judgment as to whether they are right or wrong. Congruency is the ability of the encoder and decoder to match their tone and tenor, gesture and posture, intentions and body language with the other.

13.3.8 Feedback

The link in the organisational communication process is a feedback. It determines whether the message has been clearly understood by the receiver as intended by the sender. The feedback to the sender completes the process of communication. When each party in an interaction continuously sends message back to the other, it is called feedback. Feedback is an essential component to maintain the continuity of the communication. Feedback tells the source how the receiver has interpreted the message. The kind of feedback which conveys lack of understanding is called Negative Feedback. Positive feedback indicates that the receiver has understood the source's message. Feedback is ambiguous when it is not clearly negative or positive. Here it may be remembered that Feedback is NOT the agreement or disagreement of the receiver with the message. It is an indication of whether the receiver understood the message accurately. A good communicator is sensitive to feedback and always tries to modify his or her message according to the feedback.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Write the message regarding organisational communication given in the MacBride Commission of UNESCO.

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2. Mention any three factors of communication mentioned by Chester Barnard.

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3. List the various elements involved in the communication process?

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13.4 MODES OF ORGANISATIONAL COMMUNICATION

In an organisational setting there are primarily three modes of communication. These are oral, written, and non verbal communication.

13.4.1 Oral Communication

It is the most common form of the organisational communication. It has been seen that in an organisational setting many employees spend more than 50 percent of their time in some form of oral communication. In this form of communication both the parties i.e. sender and receiver, exchange their communication through oral words either through face to face mode or through telephone or intercom system.

In case where one way of communication is required a public address system may be used. Grapevine or informal rumour mill is also a popular form of oral communication.

Advantages

In any organisation people use oral communication more frequently because it has multifarious advantages:

- *Easy to Communicate:* Oral communication is the easiest mode as it is direct, simple, least expensive and time saving. It can be used to send the message to the receiver instantly. Further with the advent of latest electronic and communication technology two or more persons can exchange their messages even if they are located at a distant place within no time.
- *Effective to Communicate:* Oral Communication is an effective mode because of its face to face and gestural components. It conveys likes and dislikes, personal warmth or friendliness of the sender to the receivers.
- *Quick Feedback :* In this communication, there is instant feedback for the message transmitted which helps in unnecessary delays, red tapes and officialdom.

Disadvantages

Oral Communication has certain disadvantages which are as follows:

- *Lack of Proof:* The major disadvantage of Oral Communication is that there is no formal record of communication, though in normal situation, it may not affect the functioning of the parties involved in the Communication Process. It may become a serious matter when any one has misunderstood the understood message and it cannot be verified for want of proof.
- *Lack of authenticity:* Oral Communication sometimes may lack authenticity. Oral orders or advice may not be taken seriously as compared to written orders. However, authenticity factor may depend on the trust and respect that exist between sender and receiver of the message.
- *Loss in transmission:* Oral Communication is not spontaneous and if the message is lengthy and is to be conveyed to a distant destination, it cannot be conveyed effectively to the receiver.

13.4.2 Written Communication

Written communication implies any communication conveyed in written form for effective and efficient functioning of an organisation. A written communication may

be in the form of circulars, instructions, letters, manuals, memos, notes, bulletins, house magazines, reports etc. With the advent of information and communication technologies one can send any written communication in no time to any part of the globe by e-mails, etc.

Advantages

Written communication is applicable in multifarious situations and is more effective than oral communication.

- *As a Permanent Record:* The biggest advantage of written communication is that it provides proof or permanency of records for future reference. The past of our society is known to us through written form of communication which is available to us in the form of manuscripts. In an organisational context many communications are stored for future references in the forms of circulars, office orders, reports, service records, etc.
- *As an authentic source:* Written communication is regarded as more authentic than oral communication because of its written nature and it may be in the form of organisational manuals, charts or orders. In fact written things are taken more seriously by people than oral and when it comes in writing they have no alternative but to accept it.
- *As less time consuming and fast:* Today written communication can be sent to distant places in no time with the help of E-mail, fax, teletext, etc.

Disadvantages

The common disadvantages are as follows :

- *Lack of confidentiality:* Some times written communication requires secrecy and if the written materials leak out before time, it may cause lot of embarrassment for the organisation and may stall its activities. In recent times you may have heard of a lot about cyber crimes in which the written confidential communications have been decoded which are sent through internet to the receiver. The leakage of question paper is one such example.
- *Costly:* Written communication is costly and time consuming as compared to the oral communication. When a message is transmitted in the written form utmost care is taken by the sender to draft the message clearly, precisely and authentically in order to avoid any future ambiguity. More over the cost involved in stationary, ink/cartridge, etc. make written communication a costly affair as compared to the oral communication.
- *Creates formality in the organisational setup:* It has been seen that written communication becomes a formal means and it creates excessive formality in personal relations which results in hampering efficiency and creates red tapism rather than achieving productivity and desired results.

13.4.3 Non Verbal Communication

Non-verbal communication plays a pivotal role in both organisational and non organisational settings. According to authoritative sources, only 7 percent of the meaning in a face-to-face situation is derived from word symbols, 38 percent from voice tone and inflection and 55 percent from body movements, particularly facial expressions and gestures. Hence we may conclude that 93 percent of the meaning in face-to-face communication is communicated through non verbal symbols. We may take the case of people with hearing disabilities easily communicating without

using a single word, or how the dancers of Garba or Bharatnatyam dance communicate meaning through movements of their body or how a physical education teacher gives emphasis on a particular point by moving hands. Hence these things convey meaning sometimes more effectively than words.

Tipkins and McCarter have categorised facial expressions as:

- Interest – Excitement
- Enjoyment – Joy
- Surprise – Startle
- Distressed – Anguish
- Fear – Terror
- Shame – Humiliation
- Contempt – Disgust and
- Anger – Rage

Looking at the role of non-verbal communication, a new academic study of body movements known as **kinetics** has been developed. **Kinetics refers to the study of gestures, facial expressions and other movements of the body to communicate meanings.**

A handshake or folding of hands for greeting in Indian context is perhaps the most common form of body language that tells a lot about a person's disposition. Similarly, eyes are the most expressive component of the facial expression. A smile, a gaze or a provocative eye reaction are all various forms of communication. Sometimes there may be contradiction between verbal and non verbal communication. The literal meaning of the communicator's word may be different than what he/she conveys through non-verbal communication. It is therefore, important for the receiver to be very conscious of this aspect of communication. He/she should look for non-verbal clues as well as listen to the literal meaning of the communicator's words. Further, there may be situations which we call communication credibility gap. Here a head of the institution says one thing but does another thing, will soon find that his/her employees listen to mostly what he/she does rather what he/she says. Environmental factors have major impact on the non-verbal communication, a large chamber with wall to wall carpeting, split air conditioner, expensive furnitures and fixtures convey a message of power, prestige and status such as that of a college principal and a small metal desk with side racks on a corner communicate the status of a low ranking officer in an organisation. Accordingly, non-verbal actions have considerable impact on the quality of communication.

Check Your Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

4. What are the three modes of communication?

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5. Mention eight types of facial expressions given by Tipkins and McCarter.

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6. What is kinetics?

13.5 COMMUNICATION NETWORK

Communication network or channel of communication is the path through which information flows through out the organisation. Before we proceed to take up details of formal and informal channels, let us have a look at the difference between formal and informal communication. A message coming through the formal channel is known as formal communication and that coming through informal channel is known as informal communication. For example , in a university, a letter addressed by the Vice-chancellor, a circular issued by the administrative officer about administrative rules and regulations is a formal communication and information given to a student to inform other students of the class about a shift in the venue and date of a lecture by the concerned faculty member is an informal communication.

Comparison of formal and informal communication is depicted through the following table:

COMPARISON OF FORMAL AND INFORMAL COMMUNICATION

Formal Communication	Informal Communication
1. Formal Communication is based on formal organisational relationship.	1. Informal Communication is based on personal relationships or social interactions among employees.
2. Formal Channels of Communication are prescribed.	2. Informal channels of Communication depends on individual relationships.
3. Formal Communication channels are rigid as deviations are not allowed.	3. Informal Communication channels are quite flexible because nothing is prescribed.
4. The speed of message of formal communication is slow because it has to follow the path prescribed by the management.	4. Informal Communication travels very fast.
5. Status or position of the members is very important in formal communication.	5. Status or position has no relevance in informal communication.
6. Formal Communication has very little chance of message distortion.	6. Messages are often distorted in informal communication.
7. Formal Communication is treated as — authentic channel.	7. Informal Communication is not treated as authentic even if the information is correct.

13.5.1 Formal Channels of Communication

Formal channels of Communication are systems designed by the organisation to

communicate who should talk to whom to get a job done. All upwards, downwards and horizontal communication flow through this network. This network is created to regulate the flow of information so as to avoid any chaos and make it more orderly, timely and smooth. The organisation may prescribe communication channel which may be a single channel or multiple channels as depicted below:

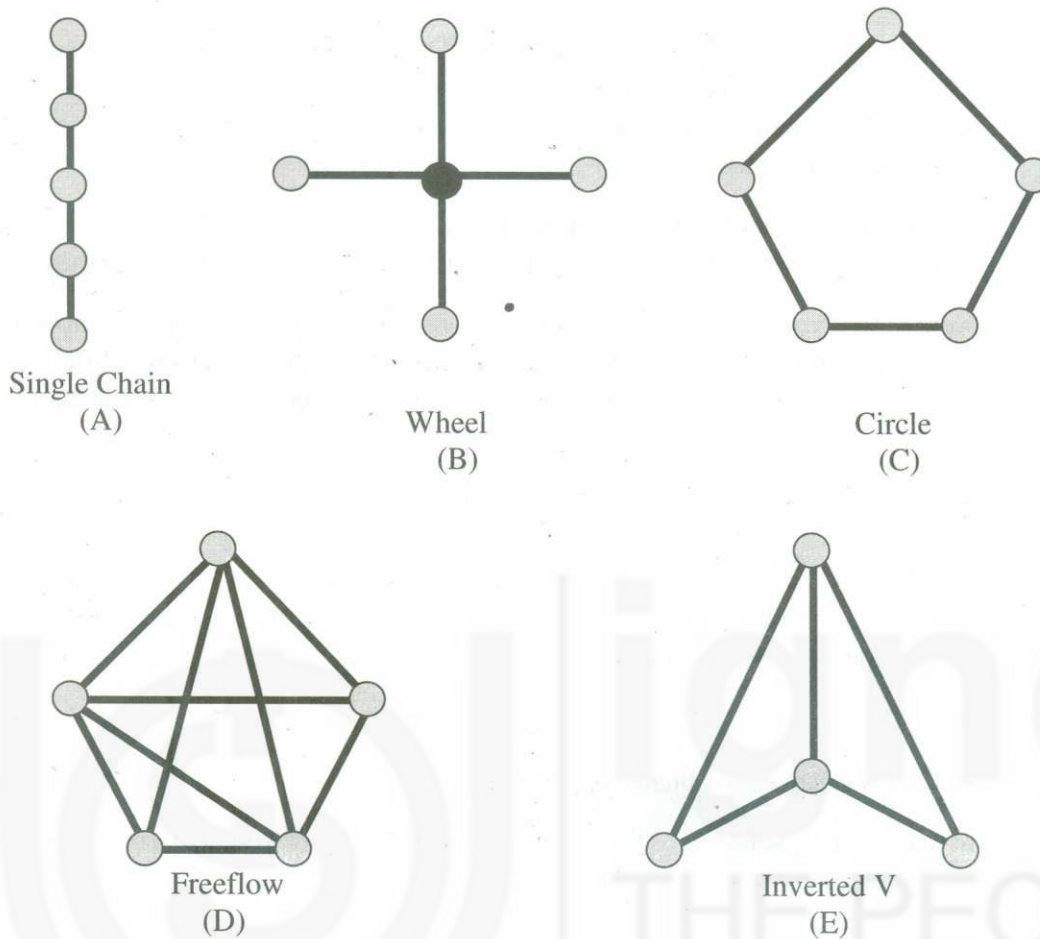


Figure 2.2: Formal channels of communication

- **Single Chain**

Single chain communication channel is an example of bureaucratic setup as indicated in figure 2.2 (A). This type of network exists between a superior and his/her subordinates. Since there may be a number of hierarchical levels in an organisation and each individual within those levels is both superior as well as subordinate, except the individual at the top or bottom. Communication in this setup flows both ways i.e. downward or upward through each successive hierarchical level. Communication in this case may be easy and in orderly manner but it is very time consuming.

- **Wheel Network**

As indicated in figure 2.2 (B), the superior in this case acts as a hub of the wheel and all the subordinates under one superior communicate through him/her only. The subordinates are not allowed to communicate among themselves. Thus there is no horizontal communication. In this channel there may be the problem of coordination.

- **Circle or Circular Network**

Circle or circular network is found in autonomous work group as indicated in figure 2.2 (C), the members of the group interact with adjoining members. The group may have a formal leader but the interaction is lateral among members. The flow of communication in this type of network is slow.

- **Free Flow Network**

This type of communication network is mostly found in taskforce where each of the members can communicate freely with others. Typically there is no leader and the communication can be initiated by any one.

- **Inverted V**

In inverted V communication network, subordinate is allowed to communicate with his/her immediate superior as well as his/her superior's superior where the matter for communication is prescribed. It has been observed that in inverted V the speed of communication is faster.

In view of the above presentation, it has been seen that each of aforesaid communication network has some significant effect on the organisational performance.

Next time if you visit an organisation, such as say a University Department or a national institute like the NCERT, etc., analyse the interaction between different members of academic and other staff, particularly those between different levels of staff.

Observe their interaction conversation and think:

- Did you observe any communication problems?
- Do you think the problems are related to organisational structure and work culture or the individuals?
- Why?
- How might the problems be solved?

In case you don't observe any problem, try to find out the reasons and analyse what could be the possible reasons according to you.

13.5.2 Informal Communication

Informal Communication arises outside the formal channels and it is also known as grapevine.

The term grapevine originated during the US Civil War. The telephone lines of the intelligence at war time were strung loosely from tree to tree in the manner of grapevine, as a result the message / information was often distorted. Therefore, any rumour was said to be from grapevine.

Informal communication takes place due to individual needs of the members of an organisation and exists in every organisation. Usually informal communication is oral and may be expressed by gestures, body language or by simple glance, silence or sign and works in groups. For example, when one person has a message / information of interest, he/she passes it on to his/her informal group. It is a very good way to promote good human relations in the organisation.

Grapevine Network: It has been found that grapevine is active in almost all the organisations and follow certain patterns of communication which are discussed below:

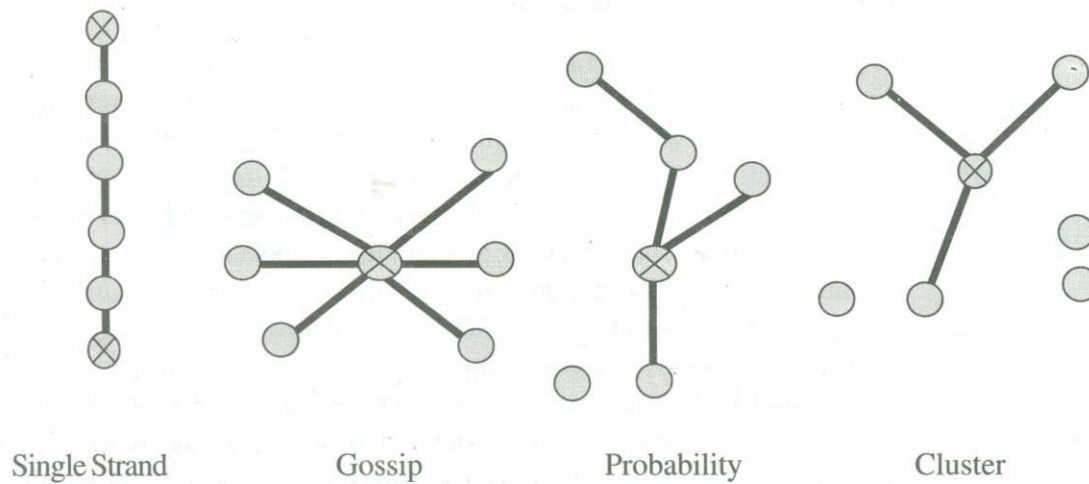


Fig. 13.3 Patterns of Informal Communication

- **Single Strand:** In a single strand network, the people communicate with others through intervening persons.
- **Gossip:** In a gossip network people communicate with everyone i.e. non-selectively.
- **Probability:** In a probability network, people communicate randomly with others i.e. indifferent about whom they offer the information. This network is usually used when the information is not very significant.
- **Cluster:** In a cluster chain, a person communicates the information with only those whom he/she trusts or to a few selected individuals. Researches have shown that cluster network is the most popular pattern of grapevine.

13.6 DIRECTION OF FLOW OF COMMUNICATION

As we have already discussed earlier, communication requires to have a sender and a receiver. In an organisation the flow of communication may be downward, upward, horizontal or diagonal.

13.6.1 Downward Communication

In downward communication in an organisation, the message flows from the superior either in the same line of command or in a different one. This communication helps the subordinates to know what is expected of them and brings in greater job satisfaction and improves morale of the employees. There may be several types of downward communications. For example:

1. Guidelines and instructions related to job.
2. Policies and procedures to be followed.
3. Directions to perform various job related activities.
4. Feedback about performance of the subordinates.
5. Follow up for motivation/remediation.

Downward Communication has great influence on the subordinates, who view such communication with a high degree of fear and respect, which ultimately leads to a high degree of acceptance of such communication.

13.6.2 Upward Communication

Upward Communication is generally encouraged by the organisation in order to involve lower hierarchy level. Upward communication originates at the lower level of the employment hierarchy and communicates upward through the line/section officer, administrative officers, and director, etc. The philosophy of upward communication is that every body is capable by generating thoughts and ideas which may help the organisation in implementing programmes and policies effectively and efficiently. Since employees feel that they are part of the decision making team, they feel motivated and respected. Despite the importance of upward communication, employees find it difficult to participate in the process. Further, superiors with busy schedule may not like to pay attention to the subordinates. Types of upward communication may be student teacher discussions, suggestions, grievance procedure, feedback forums/surveys, etc. In educational organization, teacher and students do not administratively come under this pattern and even principals and teachers too.

13.6.3 Lateral Communication

When employees on the same level in the organisation communicate between themselves, the communication taking place is called Lateral Communication. Since communication may involve decision making, it can create efficiency as employees do not have to wait for management approval. The disadvantage is that if the management is not kept informed of the process there may be chances of conflict.

Check Yours Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

7. Explain Communication network in the context of your organisation?

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8. Give an example of a Flow Network from an educational institution.

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9. Describe Lateral Communication with an example from an educational institution?

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13.7 LET US SUM UP

In this unit, we dealt with communication process and modes of organisational communication. As you know that communication comprises of oral, written and non-verbal communication modes. We also discussed the advantages and disadvantages of these modes. In addition, an elaboration on the communication networks under formal and non-formal communication channels is also made.

13.8 UNIT END ACTIVITIES

1. When was the last time you read or heard any gossip? Did you spread the gossip? If you did, which informal communication network structure did you use? What are the principle disadvantages of gossip?
2. Visit an educational organisation. Study the various forms of oral and written communication channels among the principal, teachers, staff and students. Collect opinions from the members and write a report highlighting the communicational channels and their effectiveness in meeting the goals of the organisation.

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13.10 ANSWERS TO CHECK YOUR PROGRESS

1. The MacBride Commission is appointed by the UNESCO and it clearly stated that "Communication maintains and animates life. It is the motor and expression of social activity and Civilization".
2.
 - a. The channels of communication must be clearly set and the same should be known to all.
 - b. Every organizational member should be reached by some channel of communication.
 - c. The channel of communication should be as direct as possible.
3. The various elements of the organizational communication are Sender, Encoding, Message, Decoding, Receiver, Response and Feedback.
4. Oral, written and non-verbal communication
5. According to Tipkins and Mc Carter have categorised facial expressions. These are :
 - a. Interest- Excitement
 - b. Enjoyment-joy
 - c. Surprise-Startle
 - d. Distressed-Anguish
 - e. Fear-Terror
 - f. Shame-Humiliation
 - g. Contempt-Disgust
 - h. Anger-Rage
6. Kinetics refers to the study of gestures, facial expressions and other movements of the body to communicate meanings.
7. Communication network is the path through which information flows through out the organisation. A message coming through the formal channel is known as formal communication and that coming through informal channel is known as informal communication.
8. Reference: section 13.6 Direction of flow of communication
9. When employee on the same level in the organisation communicate between themselves the communication taking place is called lateral communication. Example: Relate it to yours institution context.

UNIT 14 EFFECTIVE COMMUNICATION APPROACHES

Structure

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Meaning of Communication
- 14.4 Approaches to Communicate Effectively
 - 14.4.1 Always Indulge in Constructive Communication
 - 14.4.2 Try to Build Bridges
 - 14.4.3 Build Rapport
 - 14.4.4 Refrain from Labeling
- 14.5 Exhibit Understanding and Cooperative Behaviour
 - 14.5.1 Create Trust in Others
 - 14.5.2 Create Commonality
 - 14.5.3 Customize Your Communication
 - 14.5.4 Gain Respect
 - 14.5.5 Gear to the Level of Readiness
 - 14.5.6 Carefully follow the Intent and Interpretation
 - 14.5.7 Apply ALL Skills
- 14.6 Let Us Sum Up
- 14.7 Unit End Activities
- 14.8 References
- 14.9 Answers to Check Your Progress

14.1 INTRODUCTION

Imagine a day of your work life as a teacher. You reach your institute fresh and early, ready for a productive day. No sooner you enter your building you see a group of students standing at the entrance with a problem. They want you to arrange their practical examination before the theory papers so that they can join their campus placements immediately thereafter. You promise to get back to them later in the afternoon. You rush towards your staff room. A teacher greets you cheerfully and another stares and grumbles. 'I should talk to him about his behaviour', you think. You enter the staff room and notice a few of your colleagues stop their conversation abruptly. "How do you do?" you ask pleasantly hoping to strike up a friendly conversation. 'Fine', one of them mumbled in a repugnant gesture. You sensed something was wrong.

You took out the unit test copies for evaluation. They were 40 as usual and its already 8.15 AM. You will evaluate them later. "First I have to prepare the test paper for today's unit test", you think. As soon as you start, you are required for a meeting called by the Principal. "It will take only 15 minutes", the Principal said. You know it will definitely go beyond 45 minutes. You do a quick mental calculation of the time in your hand. How to prioritize the things? Should you prepare today's unit test paper? Should you jot down notes for your lecture? Meet the Principal to talk regarding the students' practical examinations. Respond to student's queries. Talk

to the colleagues about their behaviour. You never expect the day to be like this. But it happens, isn't it? What are the skills which you should have to carry out all these tasks successfully? Obviously effective communication skills.

Now recall all your routine activities at work. Of the activities listed below, put a tick mark against those which you do on a regular basis. Estimate the amount of time you spend on each activity.

- Teaching
- Discussion with your head of the department/ principal/Head
- Discussion with your students
- Conversation with your colleagues
- Giving Instructions to your subordinate staff
- Giving feedback to your management
- Staff meetings
- Participating in seminars, conferences, etc
- Coordinating events at the institution
- Compose letters, emails, etc
- Telephonic conversations.
- Redressing grievances
- Hospitality to the guests
- Other activities

All these activities involve communicating in one form or other. Chances are that you spend a major chunk of your time involved in such activities.

You are students of Educational Management and response to one question which you definitely ought to know is 'What is Management?' How would you answer? One answer could be— Management (particularly in your context) is the process of producing results through involvement of other people. First of all you will set the goal and make decisions about the results to be accomplished; then you direct and coach the team members towards achieving the desired results. You then monitor the activities of the team members, solve the problems encountered time to time. Report on progress to your Head of the department/institution. At every stage you communicate. The more effectively you communicate the more sure you are about the success.

This Unit on *Effective Communication Approaches* will provide you information, examples and exercises that will make you more effective as a communicator. The unit will focus on the total range of communication settings involved, professional as well as personal. It will also provide practical approaches to developing the effective communication skills that are very crucial for success.

14.2 OBJECTIVES

After going through this unit, you will be able to

- explain the meaning of effective communication.

- review essential techniques that make communication effective.
- provide proven and easily applicable communication approaches which are helpful in making communication effective.
- demonstrate Do's and Don'ts in the process of communication, and
- provide practical approaches in applying communication tactics in different type of situations.

14.3 MEANING OF COMMUNICATION

There are several concepts in our life which we are otherwise clear but when we are asked to define we face a lot of difficulty. For example, love and affection. You very well know what is love and affection but when you are asked to define you will find it difficult to put into words. Similarly if you are asked to define communication you will feel lost. Where to begin from? You might think of a speaker, a listener, transmission of symbols, sharing of ideas, body language, gestures, postures, etc. While all these dimensions are important, what is really decisive is your perspective on communication.

Now let us discuss some of the already existing definitions of communication. Lary L. Barker defines communication as a process in which interrelated/interdependent groups of elements work together as a whole to achieve a desired outcome or goal. Here in this definition communication is considered as a process. And process you know is always dynamic, ever-changing and unending. For example, you might have come across an experience where you have recollected and understood the meaning of a nursery rhyme which you had learned by heart in your childhood in a totally different perspective. I could cite here my own experience. Once I was watching the television news about a public figure who had become miserably unpopular due to some of his deeds. Suddenly I was reminded of the Rhyme 'Humpty Dumpty'. The Rhyme goes like this:

'Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's Horses
And all the king's Men
Could not put Humpty Dumpty together again.'

Just like Humpty Dumpty sitting on a wall, the person under reference had become very popular and become a public figure and people looked upon him with very high regard. But due to some misdeeds he lost all the reputation and had a great fall. It is almost impossible for the person to regain his popularity, just like Humpty Dumpty who could not be lifted again in spite of the efforts of 'all the king's horses' and 'all the king's men'. In this case the Rhyme Humpty Dumpty was communicated to me in my childhood. At that time it was a matter of sheer entertainment. But now it is a moral for me. So, an information can take such a long time to get communicated. And still we are not sure whether it is fully communicated or not. Thus, it is a never ending process too. The process, of course, is slow, subtle and continuously changing.

According to the Oxford Dictionary 'Communicate' means 'to transmit by speaking or writing', 'pass on', 'convey information', 'impart nonverbally', 'share a feeling or understanding'. The word 'Communication' means 'act of imparting', 'social interaction', 'science and practice of transmitting information'. In this dimension

Sheila Cane defines *Communication as the means by which we transfer ideas or information.*

One of the important functions of education is to teach how to communicate. Unfortunately, our Indian education system failed miserably in training the students in the communication skills. According to a recent report by NASSCOM almost 64% of our graduates are a 'unemployable graduates'. Dr. Kiran Karnik, Chairman NASSCOM, in his speech at All India Vice Chancellors' Conference organized by the Association of Indian Universities at the University of Mumbai on November 24, 2006 lamented about this fact and said that the main reason for this situation is that about 70 % of our graduates cannot communicate adequately. It may be oral communication, written communication or oral/written presentation/ reporting. Obviously this is a serious issue.

Coming to the present trend of employment you will agree that there is a boom in Service and Trade Sectors, be they Education Services, Hospitality Services, Call Centre Services, and so on, this has brought about a change in our life style. It is dominated by Mall Culture, Media Culture and Fashion Culture. Modern living has special and prominent place in it for communication. When Communication has occupied such an important place in our life there is no scope for us to escape or shy away from it. Very little can be achieved in our lives without having to communicate, at work, at home or in our social (formal and informal) relationships. Rather we have to strive hard to make our communication more and more effective. Most of the time we do not take responsibility to improve upon our ability to communicate effectively and are surprised when misunderstanding happens.

One more dimension of communication is that it is a thread by which we all are interconnected. The stronger and more effective the thread is more stronger will be the connection among the individuals. When communication is not effective we have to pay a very heavy price. You might be able to recall many personal and working relationships which have damaged irretrievably through misunderstandings.

Check Yours Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

1. How does Lary L. Barker define Communication?

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2. What are the elements/components of communication?

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Researches have shown that 85 % of a person's success in one's career depends on relational skills. Stephen Covey in his bestseller book *Seven Habits of Highly Effective People* asserted that communication is the most important skill in life. Thomas Faranda in the book *Uncommon Sense: Leadership Principles to Grow Your Business Profitably* maintained that 'Nothing is more important to a leader than effective communication skills'. Now you may think 'what is effectiveness?'. Peter Drucker, the Father of Modern Management, defined effectiveness in very simple terms. According to him effectiveness is nothing but 'doing things right'. Thus, it is very clear that to be effective one needs to be a skillful communicator. Some people have that skill naturally but being aware of the importance of effective communication in success, one can practice the skill and make oneself an effective communicator. Practice makes a man perfect is an apt saying.

Have you ever experienced a troublesome interaction with anybody? Let's say your Principal/Director/ fellow teachers. Have you ever introspected why you landed in trouble? Part of it may be because of ignorance of effective communication approaches. Communication proceeds more smoothly and fruitfully when effective communication approaches are applied. With one's own experiences one can decide which approach will work most in a given situation. However, there are certain approaches which are broadly applicable in all situations. Some of those approaches are being discussed here.

14.4.1 Always indulge in Constructive Communication

Constructive communication builds up the morale of the receiver. It builds positive relationship and spirit of teamwork. On the other hand destructive or negative communication leads to conflict and creates enemies rather than allies.

14.4.2 Try to Build Bridges

In order to build a bridge, the best way is to join two halves. Similarly, while interacting with somebody in a meeting, discussion, or presentation see yourself as being engaged in building the bridge. In this case the bridge will be productive working relationship.

14.4.3 Build Rapport

To make communication effective rapport building is essential. Rapport building is nothing but creating a sense of connectedness. Rapport facilitates communication. People generally do not open up without rapport building. Specially, if you have to interact confidentially, rapport is essential.

To build rapport you have to expand your conversational style to be inclusive of others. For example, if you have to communicate with a person regularly, say your Director/Principal, colleagues or even a subordinate, first try to know their hobbies. One of the techniques could be gathering a lot of information about that hobby and while talking to them raise some of those points. This will help you create sense of connectedness.

You can try to get connected through touch also. Touch you all know is a very bonding gesture. It's a cue that affirms a person. You might have seen 'Jadu ki Jhappi' in the popular Hindi film 'Munna Bhai MBBS'. But remember not to touch a person inappropriately. It can lead you to trouble also. For the appropriateness and correctness of this technique the social and cultural context should be kept in mind.

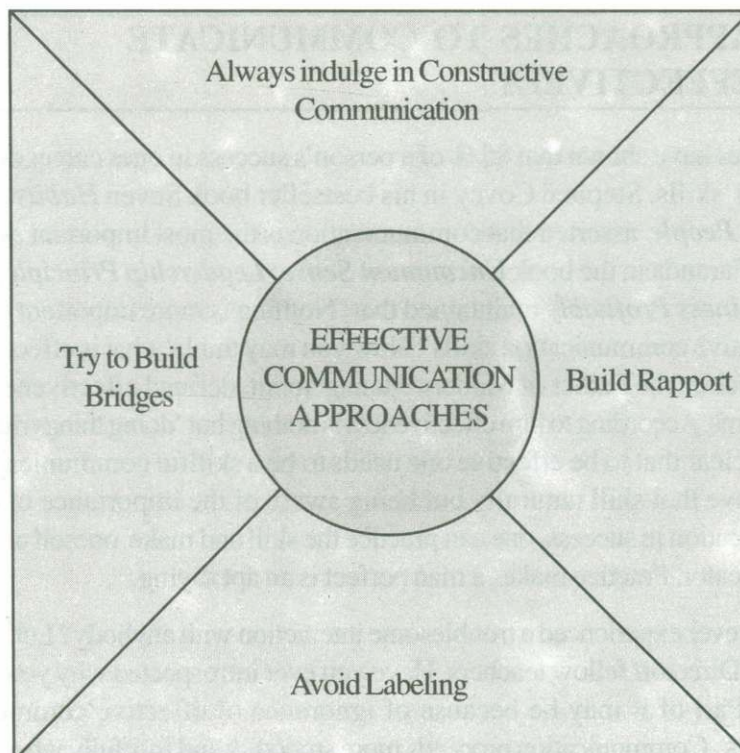


Fig. 14.1: Effective Communication Approaches

14.4.4 Avoid Labeling

Labeling is a form of typecasting or creating prejudice towards somebody. Labeling affects how you think about a person which in turn affects how you communicate with him / her. For example, if a person is labeled as 'troubleshooter' you tend to interact with him/her guardedly. Similarly, if the person is labeled as 'trustworthy' you tend to confide in him/her more confidently. So don't get led way by the labels. Approach a person with a free mind. If at all you have to label or go by the labels try to go by positive aspects. That will help a lot in constructive communication.

14.5 EXHIBIT UNDERSTANDING AND COOPERATIVE BEHAVIOUR

There is a saying "As you sow, so you reap". Thus what you expect from others is how you are going to communicate with them. It has been observed that lack of understanding and poor cooperation creates obstacles to communication which in turn will affect performance and productivity. Some of the points one has to remember are presented here:

14.5.1 Create Trust in Others

Faith and confidence in somebody creates trust, the feeling that you can rely and depend upon the person without any hitch. It is the key word in building relationship and is a vital component of constructive communication. When people trust you, you are inclined to be trustworthy. Remember, trust can be created only when you are truthful consistently. In rapport building with your students or team member, it is very important.

14.5.2 Create Commonality

While communicating we try to identify ourselves with others. More commonality you find with another person, more comfortable you are in communicating with that person. This will also help in building an effective team.

14.5.3 Customize your Communication

To customize something means to make it specially for a person. For example, you might have seen sales person trying to convince each of his/her customer saying that the product is specially made for that person only. You can customize your communication by adapting your mode of communication with the mode which the other person prefers. You might have heard that famous Hindi Film Song '*Tum Din ko agar Rat Kaho Rat Kahenge, Jo Tum ko ho pasand wahi bat Kahenge*'. Customizing the communication also builds trust.

14.5.4 Gain Respect

You will agree with me that if you do not respect a person you tend to be callous in your approach to him / her. Whereas if you respect, you will talk to him / her more carefully and honestly. You might have heard the saying 'respect can be commanded not demanded'. You have to make efforts to command respect. It is not so very easy. To gain respect there are three important things to do among others. They are:

- Create Credibility for yourself.
- Develop Composure in your gesture and
- Incorporate Constructive Comments in your conversations.

These three things will not only help you gain respect but will also give you a mark of maturity and self confidence.

14.5.5 Gear to the level of Readiness

Interact according to the level of the receiver. For example, if you are speaking in English with a person who cannot converse in English he/she will feel uncomfortable because he/she is not prepared for it. Similarly if you are speaking to a junior level person about the things which need experience he/she cannot cope up with the conversation and consequently he/she will avoid it.

14.5.6 Carefully follow the Intent and Interpretation

Many a time it happens that you intend to communicate something and the other person interprets it in a different way. It may happen other way round also. The other person may say something to you and you interpret it in a different way. So while communicating with others try to be as clear and concise as possible. You can apply the KISS formula. (KISS—Keep it Short and Simple). Even if any misinterpretation occurs try to clarify it as soon as possible.

14.5.7 Apply ALL Skills

There are three skills which can help in indulging in constructive communication. They are Ask, Look, and Listen.

- **Ask:** Asking questions is generally a part in any conversation or interaction. For example, when we meet somebody the first thing what we generally do is to ask 'How do you do?', 'How is life?', 'What else is going on?', etc. These are of course very simple and common questions. But most often you are required to indulge in the interaction where asking questions becomes essential. You all know very well people get offended by certain styles and ways of asking questions. For example, "why did you do it that way?" may annoy a person. It may hurt his/her ego. Instead if you say 'There may be some reasons for doing it that way. Could you please tell me the reasons?' This will show that you have faith in that person and so he/she will respond correctly.

- **Look:** Even without speaking a single word a person can speak a lot. There are many situations where the person is communicating more through his/her gestures and body language. So when you are interacting with a person look at him/her and the surroundings carefully, you may understand much more than what he/she is speaking. For example, if a person raises his/her eyebrows it is a sign of a question or skepticism. If you lose to notice, it you will miss it. Secondly don't start a conversation when the person is not looking at you. For example, if you enter the office of some senior persons like the college Principal, the Head Master or the Director and if you see that he/she is busy looking at some other things or talking to somebody else (over the phone) don't start speaking. It will not serve the purpose.
- **Listen:** Listening is a very important part of interpersonal communication. Careful listening signifies the feeling of connectedness. If you don't do that you will lose an opportunity. Important indicators of good listening are: (i) focused and meaningful eye contact, (ii) proper feedback verbally or through gestures, (iii) don't interrupt in between, (iv) don't finish sentences for the speaker, (v) don't make judgments, (vi) paraphrase when appropriate. For example 'if I understand your question correctly, you want to know about the risks involved in implementing the project. Is that right?' or briefly restate what the person said.

Suppose somebody approaches you to talk and you cannot give the time and listen to the other person carefully as you are busy, you may ask the person how important the matter is. If the matter is important you can say, "since this is an important matter I want to give my complete attention and it is not possible right now. So we shall fix some time for it in the afternoon. How about 2.30 pm. ? I will finish this work by then."

Check Yours Progress

Note : a) Space is given below for your answers.

b) Check your answers with the ones given at the end of this unit.

3. Name three constructive communication skills.

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4. What is the importance of listening skill in communication process?

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14.6 LET US SUM UP

In this unit we have explored the meaning of effective communication and some essential techniques that make communication more effective. We all know that 80% of a person's success in his/her career depends on relational skills. Further we have discussed the various approaches which are related to day to day life. Communication is the most important skill in life. This unit on Effective Communication Approaches has provided information, examples and exercises that make a

communication more effective. Communication is a dynamic process that transmits information from the source to the receiver. Today we are aware that knowledge is the power and educational institutions are experiencing challenges in providing the required and updated learning experiences to their learners on one hand and equipping the teachers and other employees with updation in the required areas. Presently education is considered as one of the service industry where communication has special and prominent place. The essential components of Communication are Source/ Encoder, Message, Channel, Receiver/decoder, Feedback, Barriers and Context.

Feedback is an essential component to maintain the continuity of the communication. It may be Negative and Positive. A good communicator is sensitive to feedback and always tries to modify his/her message according to the feedback.

Communication proceeds more smoothly and fruitfully when effective communication approaches are applied. Some of those approaches are like Constructive Communication, Building Rapport, Refraining from Labelling, Understanding Cooperative Behaviour, Creating Trust in Others, Creating Commonality, Customizing Communication, raising the level of Readiness and following the Intent and Interpretation. Besides, there are three skills which can help in indulging in constructive communication namely Ask, Look, and Listen. All the elements in the communication are tied in a thread and the stronger and more effective is the thread, the stronger will be the connection among the individuals.

In short we can say that communication is a reciprocal process. Every individual needs to practice communicating with others in order to develop the skills of communication. There is the saying that states that practice makes man perfect. Without practice no individual can learn the art of communication skills.

14.7 UNIT END ACTIVITIES

1. Analyse your communication approaches with your friends as well as your students.

Write a report indicating the communication approach(es) you adopt generally. Compare and discuss your communication approaches with your fellow teachers/ colleagues.

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14.9 ANSWERS TO CHECK YOURS PROGRESS

1. Lary L Barker defines communications as a process in which interrelated or interdependent groups of elements work together as a whole to achieve outcome or goal.
2. Essential components of communication are:-
 - a. Source/ encoder
 - b. Message
 - c. Channel
 - d. Receiver/decoder
 - e. Feedback
3. The three skills of constructive communication are: Ask Look and Listen.
4. One should listen attentively to understand another's thoughts clearly. Without listen, the other two skills, namely Ask, Look are meaningless.

NOTES



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