

## Chapter 7

### Communication: Further Developing Capabilities

#### Introduction

The importance of effective communication in modern times should not be underestimated. As Balmer and Gray (2000) and Garnett and Kouzmin (2000) have observed, communications are becoming more strategic than ever. Goodman (2001) points out that in the information age, communication is an integral element of success. According to Munilla and Dosier (1991), organizations must enable people to communicate (share information) openly in order for their lives to run smoothly. Goodman (2001) cited survey findings that average annual spending on communications by large corporations was \$21.6 million in 2000. Much of this, he says, was spent on sharing expertise, building trust, and building a corporate culture.

When the word *communication* is mentioned these days, people invariably begin talking about the Internet, their organization's electronic newsletter, information systems, and the extraordinary number of e-mail and text messages they must answer. These phenomena have resulted from technological innovations in information systems and modes of communication.

While much could be said here about information systems and communications infrastructure, the truth remains that the effectiveness of communications mostly depends on people themselves, whether senders or receivers. How often has someone said, "What we have here is a failure to communicate." Too often, communication problems *are* due to a failure to communicate at all. Such problems are usually caused by dysfunctional interpersonal phenomena such as those discussed in the previous chapter. Many times, however, problems stem from a failure to communicate effectively. This chapter discusses what individuals can do in order to communicate more effectively.

The chapter describes communication in terms of a basic definition; possible objectives; and the types, modes, and process involved. It then discusses (a) senders' and receivers' personal inputs to the process; (b) nonpersonal influences on the process; (c) symptoms of faulty communication; and (d) senders' and receivers' responsibilities for effective (and ineffective) communication.

Going beyond the basics, the chapter describes (a) communication styles; (b) the phases and steps of an analytic approach to communication; and (c) advance and ongoing activities for continually improving communication skills and effectiveness.

The chapter summary reviews how both senders and receivers can improve their part in a communication process.

#### What You Can Learn From This Chapter

After studying this chapter, students, parents, managers, leaders, and other people should be able to do the following:

- Analyze ways of communicating with other people.
- Identify, plan, and implement ways to enhance communications.
- Establish habits that will further develop one's communication skills.
- More effectively communicate (send) ideas and feelings to others and thereby be more informative and persuasive.
- Better structure communication processes, minimizing or compensating for obstacles by dealing with factors that influence effectiveness and using the most effective modes
- More effectively communicate information to others.
- Listen (receive) more effectively during communication processes
- Improve or further develop one's own communicative (sender and receiver) skills
- More effectively improve or further develop the communication-related knowledge, skills, and behavior of others.
- More effectively participate in dealing with personal and nonpersonal factors that are exerting dysfunctional influences on communications within one's family, group, or organization.

Table 7.1: Matrix of Communication Modes

	VERBAL		VISUAL AIDS	NONVERBAL			
	Oral	Written		Visual		Auditory	Tactile
		Text	H-O	Face/Body	Pictures		
<b>One-Way (One-Sided)</b>							
Speaking Publicly, Lecturing	ORAL		h-o*	VA	face/body	pictures	sounds
Issuing Decision or Order (Written)		TEXT	h-o	va		pictures	
Issuing Decision or Order (Personally)	ORAL		h-o	va	face/body	pictures	sounds touch
Memo, Report, Letter, Brief		TEXT		va		pictures	
Book, Manual		TEXT		VA		PICTURES	
Newspaper, Magazine		TEXT		VA		PICTURES	
Sign, Poster, Banner		TEXT		va		PICTURES	
Television, Cable TV	ORAL	text		va	face/body	PICTURES	SOUNDS
Radio, HiFi, Stereo	ORAL						SOUNDS
<b>Two-Way (Two-Sided)</b>							
One-to-One Conversation Face-to-Face	ORAL				face/body		sounds touch
Telephone, 2-Way Radio	ORAL						sounds
Group Conversation (Infrml)	ORAL				face/body		sounds touch
Class/Seminar (Interactive)	ORAL	text	h-o	VA	face/body	pictures	sounds touch
Business Meeting Face-to-Face	ORAL		h-o	va	face/body		sounds touch
Conference Phone Call	ORAL		h-o*	va*			sounds
Teleconference (TV Phone)	ORAL		h-o*	VA*	face/body		sounds
Internet Conference	ORAL	text		VA	face/body	pictures	sounds

CAPITAL LETTERS = Major/Primary Mode(s)

Lower-Case Letters = Other/Possible Mode(s)

h-o = Hand-Outs (Briefs, Outlines, Exhibits)

VA = Visual Aids (Models, Diagrams, Exhibits)

\* = Provided for use

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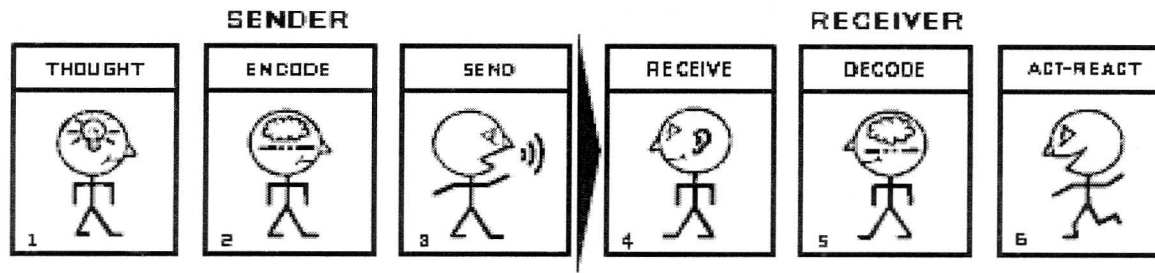
**Recommendations – again:**

1. **Awareness** – Think what you're doing and how
2. **Increase Motivation** – material's importance to you
3. **Seek a conducive learning environment**
4. **Get organized** – get what you'll need together
5. **Preview material** – for gist, key words and ideas
6. **Recall and structure Preview impressions**

**Definition, Objectives, and Modes of Communication**

Communication is the process of conveying a thought (a fact, bit of information, idea, instruction, decision, or piece of advice) or a feeling from the mind of one person to the mind of another.

**Figure 7.1: Main Sender and Receiver Steps in a One-Way Communication Process**



The basic objectives of a particular communication process can be one or more of the following: (a) to help—that is, to inform, teach, advise, guide, or assist; (b) to influence or persuade—that is, to get someone to understand, accept, and agree with one’s point of view or get someone to do something that one is requesting or recommending; (c) to entertain; or (d) to impress.

Communicating effectively means “getting one’s message through” (that is, getting the message into the receiver’s mind accurately, understandably, and persuasively)—not simply “getting it across” (that is, not just bridging the physical gap between the sender and the receiver’s eyes or ears). Thus, the real test of a communication process is *whether the receiver learns, feels, thinks, or behaves as the sender intended*.

People use various modes of communication. Because they are so well known, we will not bother to define them here. The basic modes of communication are summarized in *Table 7.1*.

### **Factors That Influence Communication and Advance/Ongoing ACTIONS to Take to Improve Communication Processes**

#### Basic Sender and Receiver Inputs to the Communication Process

Just as individual characteristics influence people’s problem solving and learning, they also influence communicative behavior. *Table 6.1* on pages 6-2 to 6-5 of Chapter 6 describes the following: (a) motivational inputs (needs/drives, values, personal goals and expectations); (b) basic mental abilities; (c) knowledge factors; and (d) personality traits. Attitudes are reflected in opinions, beliefs, biases, and prejudices. Communication skills include knowledge, experience, verbal and nonverbal skills, thinking skills, persuasive skills, listening skills,

and other related abilities. All of these traits, attitudes, and skills influence communications.

In general, these characteristics influence the sender’s communication steps (*Figure 7.1*) in the following ways: Motivational inputs are largely responsible for initiating thought in response to some internal or external stimulus. In fact, basic needs or drives (such as hunger, thirst, sexual desire, or need for social contact) often provide an internal stimulus. All types of individual characteristics may be involved in step 1 (thinking of what one wants to convey) and in step 2 (encoding it and formulating how to convey it by saying, showing, or otherwise expressing it). In step 3 (actually conveying or sending the thought or feeling), personality traits and communication skills play major roles, but other characteristics may also play important roles.

The receiver’s characteristics influence step 4 (receiving message), step 5 (decoding or interpreting message), and step 6 (responding in some manner) in the same ways. Motivational traits have the most influence on whether and to what degree the receiver focuses attention on the sender’s message and thus influence whether the receiver actually receives the message.

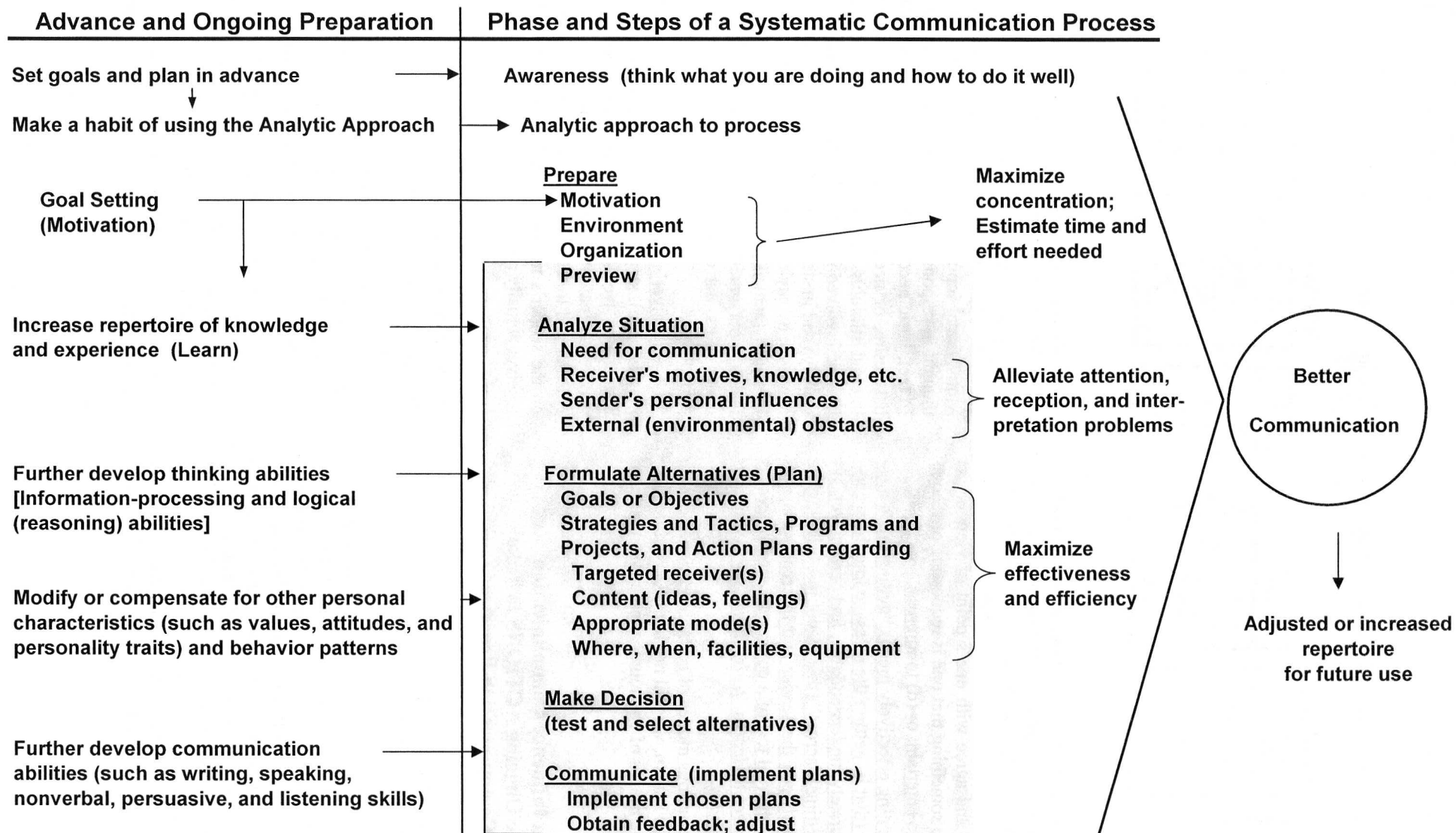
#### Nonpersonal Influences on the Communication Process

Personal characteristics are not the only factors operating in most situations. Especially in groups and organizations, task, social, organizational, and environmental factors may also influence the communication process.

Task inputs include factors such as role or job objectives, technical or functional tasks, workload, work flow, communication facilities, or interpersonal/job interfaces, among many others.

Social inputs include variables such as group norms and the status and roles of the sender and receiver.

Figure 7.2: Advance and Ongoing Activities for Continually Improving Communication Processes



Group norms often influence who talks to whom, about what, and how.

Organizational inputs include factors such as lines of authority, spans of control, channels of communication, group or organizational traditions, formal and informal policies and rules, parent-child relationships, superior-subordinate relationships, and the pervasive managerial or parental style. For example, highly formalized lines of authority and channels of communication can be obstacles to communication between people in different groups or units who need to directly exchange information and ideas because their jobs or roles are highly interdependent.

Environmental inputs such as noise, poor lighting, and disrupting or distracting stimuli can render a speaker's presentation ineffective. In addition, both senders and receivers may be bombarded by messages from inside and outside a group or organization, all of which can compete for and interfere with receivers' attention.

One can continually increase personal inputs to effective communication through advance preparation and ongoing developmental activities. Since the personal and nonpersonal influences on communication are virtually the same as those for problem solving and learning, **Figure 7.2** should require little explanation. These, however, are points that should be made about the Advance/Ongoing ACTIONS that you can begin performing now in order to improve your future communications.

First, in advance of any forthcoming communication situations, write down personal and organizational goals and plans in order to record intended or expected outcomes in memory. Doing so helps trigger your conscious awareness of important communication situations when they arise. Being aware enables you to think about what you are doing and how to do it well.

Second, if you use the analytic approach in communication situations as well as problem-solving and learning situations, use of the approach can become habitual more quickly.

Third, because communicating effectively involves thinking, communicating can be improved just as much as problem solving by the following activities: (a) increasing goal-oriented knowledge and experience, (b) further developing thinking skills, and (c) adjusting or further developing other personal characteristics or behavior patterns in order to be more effective.

Fourth, further developing communication skills may involve the following: (a) studying references on grammar, syntax, and punctuation; (b) practicing writing; (c) speaking before groups; (d) reading more about how to persuade and influence others; and (e) listening more in-

tently to others. Not only are these communication skills, but they are also problem-solving and learning skills.

Fifth, remember to prepare, then analyze, plan, and decide how to communicate effectively, and finally communicate (implement communication plans).

Sixth, it is difficult for an individual to communicate effectively with people who (a) do not know the concepts, principles, and practices involved; (b) do not understand why one is using phases, steps, and practices to better structure a process; (c) do not know what senders and receivers should do to respond appropriately to each other; and (d) do not appreciate what someone may be trying to accomplish by getting feelings out into the open so that they can be dealt with appropriately. This means that in families, groups, and organizations, the only way to make any one person a truly effective communicator is to institute the development of all involved people's communicative skills.

## Symptoms of Faulty Communication

How can you recognize when communications are faulty or less than fully effective? Some symptoms indicate that the receiver is giving little or no attention to the message. Some indicate that the receiver is receiving the message either poorly or not at all. Some indicate that the receiver is interpreting the message improperly. These symptoms are in the left column of **Table 7.2** (next page).

Symptoms of Receiver Attention Problems: If a receiver does not focus attention on a sender's message, he or she will not even begin to receive and interpret it. Several symptoms in **Table 7.2** might require definition. A receiver is using selective perception when he or she is only paying attention to and perceiving a part of what he or she is seeing or hearing. Selective perception can be conscious or unconscious on the part of the receiver. Polarity occurs when the receiver already has or is beginning to develop a position that opposes the sender's and consequently adopts an "I'm 100 percent right and you're 100 percent wrong" attitude.

Symptoms of Receiver Reception Problems: Obviously, if a receiver cannot see, hear, or otherwise sense a message being communicated, that message does not even get across the physical gap from sender to receiver, let alone get through to (or meaningfully penetrate) the mind of the receiver.

Symptoms of receiver interpretation problems: Interpreting (decoding) involves intellectual comprehension filtered through a receiver's feelings, values, interests, and attitudes. As H. M. Tomlinson once said, "We see

Table 7.2: Symptoms and Causes of Faulty Communications

Symptoms of Faulty Communication	Causes of Faulty Communication
<p><b>Receiver <u>Attention</u> Problems</b>            Immediately tunes out            Mind wanders            Selective Attention            Defensiveness            Disagreement            Polarity</p>	<p><u>Message importance</u> perceived low  <u>Risk</u> felt/perceived by receiver            (ego/status threat; threat of change)  <u>Personality conflict</u> with sender  <u>Frame of mind</u> (receiver unreceptive)            Environmental <u>distractions</u></p>
<p><b>Receiver <u>Reception</u> Problems</b>            Immediately or subsequently tunes out            Appears not to hear            Seems not to understand            Acts confused            Asks to have message repeated            Responds abnormally (while message is being sent)</p>	<p>Receiver <u>cannot hear</u> (because sender is not speaking loudly or clearly enough)            Receiver <u>cannot see</u> what sender is showing or doing  <u>Environmental interference</u> (e.g., noise)</p>
<p><b>Receiver <u>Interpretation</u> Problems</b>            Acts confused            Requests clarification, explanation, or restatement            Does not respond, reply, or react            Makes improper, incorrect, inappropriate, or unintended responses            Responds negatively or dysfunctionally            Response ambiguous, vague            Response exaggerated            Disagrees            Is defensive            Takes a polar position</p>	<p>Sender did one or more of the following:</p> <p><u>Assumed process is only intellectual</u> -- not also emotional            Stated <u>inferences</u> (assumptions, opinions, conclusions) as though they were facts or observations  <u>By-passed</u> receiver (miscommunicated what meant)            Used <u>words not in receiver's vocabulary</u>            Used overly <u>specialized vocabulary</u> (technical terms, jargon, colloquialisms, acronyms, abbreviations)            Was <u>imprecise</u> in word usage            Talked <u>outside of receiver's experience field</u>            Was too <u>abstract</u> (under-defined terms) or too <u>restrictive</u> (over-defined terms)            Conveyed "<u>hidden meanings</u>" or "meta-talk" (did not say what really meant)            Conveyed "<u>allness</u>" (know it all, said it all)  <u>Stereotyped</u> people/places/things/activities (was indiscriminate)            Conveyed <u>prejudice</u>            Conveyed <u>double standards</u>            Was <u>condescending</u>            Used <u>negative or emotion-charged words</u>  <u>Expected agreement</u>; was unwilling to accept receiver's ideas/feelings/opinions  <u>Communicated through other persons</u>, enabling more filters to scramble message            Used <u>improper sentence structure, word order, grammar, and/or punctuation</u></p>

[and hear] things not as they are, but as we are.” It should also be pointed out that senders encode their messages through their own filters.

### **Senders’ and Receivers’ Responsibilities for Effective and Ineffective Communication**

Many of the most important influences on communications’ effectiveness lie within the control of senders and receivers themselves. Each has certain responsibilities. If they each carry out their responsibilities, they will communicate effectively. If they fail to carry out their responsibilities, their failures become causes of faulty communications. Environmental variables can also be important causes of faulty communications to the extent that they (a) negatively influence senders and receivers intellectually or emotionally or (b) disrupt the process, distract the parties, degrade the sending or reception of information, or interfere with the encoding or decoding of information. The two right-hand columns of *Table 7.3* (next two pages) list dos and don’ts that are responsibilities of senders and receivers.

Several of the most important overall responsibilities of both senders and receivers are to keep the following points in mind. First, during a communication process, constantly think about what you are doing and how to do it well. Second, keep in mind that the process is both rational and emotional. Third, also keep in mind that neither party is a mind reader and that two-way communication enables each party to determine how ideas and feelings are getting through to the other.

As shown in *Table 7.2*, underlying causes of receiver attention problems, of receiver reception problems, and of receiver interpretation problems can all be attributed to the sender, the receiver, or both. The effectiveness of their communication process will suffer to the extent that either one fails to carry out his or her responsibilities.

One of the most important potential causes of communication problems is faulty assumptions about the communication process. The process is both intellectual and emotional, not just one or the other. Therefore, if the sender assumes that communication is basically an intellectual or rational process, he or she will be unaware of the process’s emotional and interpersonal aspects. Consequently, the sender may try to reach the receiver with one rational argument or explanation after another, not really dealing with any of the negative feelings that may be the real obstacles to the receiver’s understanding and acceptance of the message. On the other hand, if the sender assumes that communication is basically an emotional process, he or she may, for example, use emotionally persua-

sive appeals on a very rational receiver and fail to reach that receiver with a more intellectually convincing case.

### **Styles of Communication**

Communication styles have several dimensions: (a) the type primarily used (one-way versus two-way); (b) the modes primarily used; and (c) the tone primarily used (expressive and affiliative versus cold and impersonal). *Table 7.4* on page 7-10 associates communicative behaviors with the five distinctive interpersonal styles described in *Table 6.5* on pages 6-34,35,36 of Chapter 6.

### **Phases and Steps of a Systematic, Analytic Approach to Communication**

People must often communicate to solve problems as well as for other reasons. Here, it is important to emphasize that if senders and receivers—especially senders—wish to maximize the effectiveness of a communication process, they should perform the all-important analytic, planning, and decision-making phases and steps of the analytic approach before beginning to actually communicate—just as they do in problem solving and learning processes. In fact, the more important the communication process is to an individual, the more advisable it is to use the analytic approach outlined in *Table 7.5* on page 7-11.

During the analysis phase, the communicator (1) identifies what needs to be communicated in order to get something accomplished, (2) analyzes the receiver, (3) analyzes his or her own characteristics, and (4) analyzes the environment and how it will affect the parties and the process. Essentially, this phase should involve analyzing all the responsibilities, variables, and considerations listed in the “Sender’s Responsibilities” and “Receiver’s Responsibilities” columns of *Table 7.3*.

Next, during the planning or formulation of alternatives phase, the communicator should use the insights gained during the analysis phase to formulate the following: (1) communication objectives (that is, how the sender wants the receiver to behave as a result of the communication process) and (2) communication plans (strategies, tactics, and action plans) for persuading or influencing the receiver. These plans should specify (a) who is the targeted receiver (or group of receivers); (b) what message or content (ideas or feelings) to convey in order to persuade or influence; (c) which communication mode(s) would be most effective; (d) when to communicate in order to achieve the maximum effect; and (e) where to communicate in order to minimize distractions and make all the parties feel comfortable.

**Table 7.3: Symptoms of Faulty Communications and Sender and Receiver Responsibilities for Preventing Them**

Symptoms of Faulty Communication	Responsibilities for Preventing Causes of Faulty Communication	
	Sender's Responsibilities	Receiver's Responsibilities
<b>Preparation Problems</b> Receiver attention problems Receiver reception problems Receiver interpretation problems	Stop to think what you are doing and how to do it well Keep two things in mind: Receivers are not mind-readers Communication process is both rational <u>and</u> emotional Identify why you must communicate (what are your objectives) Identify what ideas and/or feelings you want to convey Think about receiver(s) knowledge, experience, feelings, needs, motivation to listen, attitudes, objectives Think about self: attitudes, motives, biases, etc. Think about possible <u>modes</u> could use to "get through"	Stop to think what doing and how to do it well Keep two things in mind: Senders are not mind-readers Communication process is both rational <u>and</u> emotional
<b>Initial Receiver <u>Attention</u> Problems</b> Immediately tunes out Mind wanders Selective attention Defensiveness Disagreement Polarity	<b>Sender Attention-Getting Responsibilities</b> Make the message's importance clear Appeal to receiver's inner motivation (needs, goals, etc.) Allay fears; discuss possible threats or risks to receiver -- such as impending change and ego/status threats Indicate your personal motives for communicating  Minimize environmental distractions Overlook a personality conflict with receiver	Assess message's importance to you Look for and focus on elements of personal value Try to cope with perceived threats or risk to you Control egotism; no one knows it all Rise to challenging material. Listen openly (not selectively) even to what you don't want to hear or think about Ignore noises, interruptions, competing messages, etc. Overlook personality conflict with sender
<b>Receiver <u>Reception</u> Problems</b> Immediately or subsequently tunes out Appears not to hear Seems not to understand Acts confused Asks to have message repeated Responds abnormally (while message is being sent)	<b>Responsibilities for the Physical Aspects of Delivery</b> Pick the best possible time and place, so as to minimize interruptions and distracting messages or stimuli Write understandably, using proper grammar etc. Speak clearly, audibly, assuredly, and not too fast Use visual aids to illustrate important ideas Assure receiver can <u>see</u> well what showing or doing Be friendly, courteous, sincere, relaxed, flexible, honest	Listen; give the sender your conscious attention Adjust to distractions Evaluate the message, not the speaker Be flexible in note taking Watch what is being shown or done Control your reactions to emotion-charged words Withhold making judgments until the sender is finished
<b>Receiver <u>Interpretation</u> Problems</b> Acts confused Requests clarification, explanation, or restatement Does not respond, reply, or react Makes improper, incorrect, inappropriate or unintended responses	<b>(<u>Delivery</u> Responsibilities)</b> <b><u>Rational or Intellectual Aspects</u></b> Communicate directly -- not through other persons (which enables more filters to scramble a message) Present ideas effectively so that they "get through": Express ideas in a logical, flowing sequence Lead the receiver through the rationale, discussing both pros and cons in an objective, balanced manner Use multiple <u>modes</u> to increase understanding	Focus on central ideas Listen, watch, or read first, then evaluate Objectively extract sender's intended meaning Summarize points and extract key ideas



Responds negatively or dysfunctionally	Reinforce what you are conveying: Relate ideas to what the receiver already knows/accepts Cite examples, illustrations; elaborate Restate important points	Consider how information relates to what you already know Excuse the sender for not knowing everything about you
Response ambiguous, vague	Don't state inferences (assumptions, opinions, conclusions) as though they were facts or observations Communicate what you actually mean; don't "miscommunicate" and "by-pass" the receiver	Distinguish between facts and inferences Try to understand the sender's point of view
Disagrees	Use words that are in the receiver's vocabulary -- not a specialized vocabulary containing technical terms, jargon, colloquialisms, acronyms, or abbreviations Be precise in word usage Talk within the receiver's experience field Define terms appropriately: Don't be too abstract (by underdefining terms) Don't be too restrictive (by overdefining terms)	To better understand something, ask for definition, clarification, illustration, or elaboration
Takes a polar position	Say what really mean (don't convey "hidden meanings" use "meta-talk," or be circumspect) Use proper sentence structure, word order, grammar, and punctuation	"Read between the lines" when it seems appropriate Avoid evaluating the sender's delivery
	<b><u>Feelings/Motives/Attitudes</u></b> Describe (don't just express) the feelings you want to convey Don't convey "allness" ("I know it all, and said it all") Be discriminating. Don't stereotype people, places, or things; acknowledge both similarities and differences	Excuse the sender for not knowing everything Consider the sender's motives, feelings, point of view, and possible biases
Response exaggerated	Avoid being (and sounding) prejudiced Avoid conveying double standards (OK if I do, not if you do) Avoid being (and sounding) condescending	Control your ego-related emotions
Is defensive	Avoid "put-down messages" (e.g., judging, criticizing, blaming, ridiculing, moralizing, ordering, threatening, solving) Avoid using negative or emotion-charged words	Control your reactions to emotion-charged words
<b>Receiver <u>Feedback</u> Problems</b>	Don't assume the receiver understood what you meant Encourage questions Ask the receiver to feed back a summary of ideas or feelings (what he or she understood; how he or she feels about the message; how he or she perceives and feels about the process) Be open, honest, and sincere Expect some disagreement	Don't assume that you heard what sender meant Ask questions to ensure that you understand Voluntarily feed back a summary of ideas or feelings perceived (what you understand; how you feel about the message; how you perceive and feel about the process) Be open, honest, and sincere Expect some disagreement
Copyright © 1976, 1985, 1993, 2012, 2020 by R.D. Cecil & Co.	Accept the receiver's different ideas, opinions, and feelings Explore differences with the receiver	Accept differences of opinions and feelings Explore differences with the sender

*Table 7.4: Communication Styles and Relationships with Interpersonal/Managerial Styles and Types/Modes of Communication*

Interpersonal (or Managerial) Styles	High Self (or Task), Low People	Low Self (or Task), High People	Medium Self (or Task), Medium People	Low Self (or Task), Low People	High Self (or Task), High People
General Behavior	controller, dominator taker, competitor utilitarian, results seeker, blamer, attacker	pleaser, supporter, giver, accommodator, suppressor, yielder	compromiser, balancer	avoider, isolationist	thinker, communicator, achiever, developer, team-builder, integrator, positive stroker, confronter, influencer
Description of Person	superior, self-centered, aggressive, hostile, insensitive, exploitative	warm, submissive, amiable, sensitive, insecure, dependent, affiliative, associative, benevolent, responsive, protective	consultive, changeable; anxious about criticism and censure	apathetic, indecisive, evasive, pessimistic, compliant, submissive; fears rejection, avoids separation/hopelessness	self-actualized, optimistic, realistic, self-assured, assertive, responsive, supportive, expressive
What Communicate	Instructions, decisions, orders; gives more negative strokes -- e.g., put-downs, blame, criticism, fault-finding	Feelings, support  Positive strokes	Mostly instructions and decisions; some orders; some advice, information; gives both positive and negative strokes	Few communications	Advice, information guidance gives positive strokes and constructive, devel- opmental feedback
Tone of Communications	"Self-superiorizing"; Rather cold, impersonal	Affiliative, associative; very warm and congenial	Matter-of-fact; rather congenial		Mature, supportive sensitive, congenial
Types (Primary)				Non-communicative	
One-Way	One-way		More one-way		
Two-Way		Two-way			Two-way
Modes (Primary)					
Verbal					
Oral	Oral	Oral	Oral		Oral
Written	Written		Written	Written (so not need to interact or interrelate directly)	Written
Non-Verbal					
Visual					Visual
Tactile		Tactile (touch)			Some tactile

Table 7.5: Phases and Steps of a Systematic Communications Approach

A C T I O N	B E N E F I C I A L E F F E C T S
<b>Phase 1: Preparation</b>	
Step 1: <b>Be aware; think what you're doing and how</b> Step 2: <b>Increase motivation</b> Step 3: <b>Seek a conducive environment</b> Step 4: <b>Get organized</b> (materials, references, etc.) Step 5: <b>Preview:</b> do a brief preliminary analysis	Consciously structure process. Increase and sustain concentration and effort. Minimize distractions and interruptions. Minimize distractions; be organized. Determine importance and priority of situation; budget time, money, effort; be organized.
<b>Phase 2: Analyzing -- Defining and Reducing Communication (Problem) Situation</b>	
Step 6: Describe situation that requires communication Step 7: Identify what needs to be improved, changed, done Step 8: Identify <b>receiver(s)</b> Step 9: Analyze receiver(s): their knowledge, attitudes, traits * Identify receiver factors that could affect their attention, reception, interpretation Step 10: Analyze <b>own characteristics</b> , attitudes, skills * Identify how oneself could affect the effectiveness of the communication process Step 11: Identify non-personal/environmental factors that could affect communication effectiveness Step 12: Derive <b>criteria</b> for Phase 4 (Decision Making)	Increase repertoire; look for right factors. Be focused; motivated; see desired end result. Know your audience. Put self in their shoes.  Minimize receiver attention, reception, and interpretation problems.  Minimize sender planning, formulation, and message delivery problems.  Minimize sender and receiver problems. Improve testing of alternatives.
<b>Phase 3: Alternatives Formulation (Communication Planning)</b>	
Step 13: Formulate communication <b>goals or objectives</b> Step 14: Formulate (alternative) strategies/tactics, programs/projects and action <b>plans</b> to persuade/influence re: * <b>Contents</b> of communications (ideas, feelings) * <b>Receiver(s)</b> * <b>Mode(s)</b> utilize (verbal, nonverbal, combination) * Where, when, facilities, equipment Step 15: Budget -- account for costs (if any)	Focus on desired end result(s). Alternative approaches for "getting through."  Know <u>what</u> to get through." Know audience and <u>how</u> to "get through." The more effective modes, the better.  Account for costs/resources.
<b>Phase 4: Test, Compare, and Select Alternatives (Decision Making)</b>	
Step 16: Analytically <b>test and compare</b> alternative sets of goals and plans * Identify advantages and disadvantages * Test against criteria Step 17: <b>Select</b> appropriate alternative set of plans for implementation	Anticipate sequence of implementation acts and events; Mentally test alternatives using "class logic"; and also using "propositional logic." Select alternative or alternatives; make final decision.
<b>Phase 5: Communicate [Implement Chosen Alternative(s)]</b>	
Step 18: <b>Communicate</b> as planned (write, speak, show, do) Step 19: Obtain and evaluate <b>feedback</b> Step 20: <b>Revise</b> communications as appropriate	Ensure effectiveness. Correct or alleviate attention, reception, and interpretation problems.

**Table 7.6: Relationships Among the Managerial Process, the Analytic Approach to Problem Solving, the Learning Process, the Conflict Resolution Process, and the Communication Process**

	<b>Managerial / Integrative Process</b>	<b>Personal Motivation (Goal Setting &amp; Planning)</b>	<b>Problem Solving &amp; Conflict Resolution</b>	<b>LEARNING PROCESS</b>	<b>COMMUNICATION PROCESS</b>
	<b>Preparation Steps</b>	<b>Preparation Steps</b>	<b>Preparation Steps</b>	<b>Preparation Steps</b>	<b>Preparation Steps</b>
<b>What has happened, or what is going on —and why?</b>	<b>Analyze Situation</b> (including evaluation of past results and performance)	<b>Analyze (SELF)</b> Analyze personal characteristics and behavior. Analyze (interactions with) the environment.	<b>Analyze Situation</b> System of possibly causal or influential factors/variables and their interrelationships	<b>Analyze Situation</b> What should learn/develop; Factors affecting learning; Possible principles, modes, and methods use	<b>Analyze Situation</b> What needs communicating? Analyze receivers Analyze oneself Analyze environmental obstacles
<b>What needs to be done, or what might be done —and how?</b>	<b>Set Goals and Plan</b> <b>Set Goals:</b> what accomplish <b>Formulate Plans</b> (how to): Strategies and tactics, programs and projects, action plans  <b>Budget resources</b>	<b>Set Goals and Plan</b> <b>Set Goals:</b> what accomplish <b>Formulate Plans</b> (how to): alternatives involving Strategies and Tactics, Programs and Projects, Action Plans  <b>Budget resources</b>	<b>Formulate Solutions</b> <b>Set Goals:</b> what accomplish <b>Formulate Plans</b> for Implementing Solution(s): Strategies and Tactics, Programs and Projects, Action Plans  <b>Budget resources</b>	<b>Formulate Plans</b> Set goals: what learn <b>Formulate learning plans:</b> Strategies, tactics, and action plans that apply appropriate <i>principles, modes, and methods of learning</i> <b>Budget resources</b>	<b>Formulate Plans</b> <b>Set goals:</b> what accomplish <b>Formulate communication plans:</b> Strategies, tactics, projects, and action plans specifying <i>audience, ideas &amp; feelings to convey, modes to use, the when and where, and facilities/equipment needed, etc.</i> <b>Budget resources</b>
<b>What course of action should be taken?</b>	<b>Make Decision(s)</b> Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, policies, and procedures	<b>Make Decision(s)</b> Analytically test, compare, and select among alternative [sets of] goals and plans	<b>Make Decision(s)</b> Analytically test, compare, and select among the alternatives	<b>Make Decision(s)</b> Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, etc.	<b>Make Decision(s)</b> Analytically test, compare, and select among alternative [sets of] goals, plans, budgets, etc.
<b>Take action; do something</b>	<b>Implement Plans to:</b> <b>Organize Staff</b> <b>Guide, coordinate activity</b> <b>Guide control processes</b>	<b>Implement Plans to:</b> <b>Reach life goals</b> Obtain & evaluate <b>feedback</b> <b>Revise</b> plans as approp.	<b>Implement Chosen Solutions</b> Obtain & evaluate <b>feedback</b> <b>Revise</b> solutions as approp.	<b>Implement Learning Plan</b> <b>Learn</b> information and ideas, develop skills, modify attitudes and behavior <b>Reinforce</b> what learned	<b>Implement Communication Plan</b> <b>Communicate</b> using chosen modes or media Obtain and evaluate <b>feedback</b> <b>Revise</b> communications

Finally, during the decision-making phase, alternative sets of goals and associated plans should be mentally tested and compared in order to choose the most effective set for bringing about the desired receiver emotions, improvements in knowledge or attitudes, or behavior.

**Table 7.3** shows responsibilities of senders and receivers, but does not explicitly organize them into the phases and steps of the approach outlined in **Table 7.5**. And although **Table 7.5** puts **Table 7.3** into a broader perspective, it does not reiterate all the sender and receiver responsibilities and other considerations covered in **Table 7.3**. Symptoms of faulty communication occur during the implementation phase in **Table 7.5**. Therefore, to prevent such symptoms, one should analyze the responsibilities and considerations in **Table 7.3** during the analysis phase of the **Table 7.5** process. Also note that, to some extent, **Table 7.5** integrates **Tables 7.3** and **7.4**, laying out more detailed phases and steps of the approach—particularly as they apply to the sender.

## Summary

### How Senders Can Contribute to More Effective Communication Processes

1. Constantly develop personal inputs to better communication.
2. Stop to think about what you are doing and how to do it well.
3. Remember that the receiver is not a mind reader.
4. Also keep in mind that the communication process is both rational and emotional.
5. Think about the receiver. Ask yourself how to appeal to his or her inner motivation and how to formulate your message (state the idea, paint the picture, or express the feeling) so that the receiver will understand the idea, get the picture, or feel the emotion you want to convey.
6. Follow the Golden Rule. At least, treat the receiver the way that you would like to be treated. You might even follow the Platinum Rule and treat the receiver the way that he or she would like to be treated.
7. Use appropriate modes. In general, the more modes, the more likely your message will be understood and the better it will be recorded in the receiver's memory.
8. Get feedback from the receiver. Make sure that what you meant to send was actually received and interpreted properly.

9. Explore differences between perceptions, opinions, and feelings together with the receiver.

### How Receivers Can Contribute to More Effective Communication Processes

1. Constantly develop personal inputs.
2. Focus your attention on the *message* (not on the sender's appearance and mannerisms or on environmental distractions).
3. Listen or read first, then evaluate.
4. Try to pick up the information, idea, picture, or feeling that the sender is attempting to get through.
5. Follow the Golden Rule. At least, treat the sender the way that you would like to be treated. You might even follow the Platinum Rule and treat the sender the way that he or she would like to be treated.
6. Make sure that you received what the sender intended to send. Feed back the central points or feelings that you think the message contained. If the idea, picture, or feeling being communicated seems fuzzy, ask for clarification, explanation, or elaboration.
7. Explore differences between perceptions, opinions, and feelings together with the sender.

### Relationships Among Communication, Problem-Solving, Learning, and Other Processes

We trust that you have noticed the similarities between the processes outlined in **Table 7.5**, **Table 4.3** on page 4-36 of Chapter 4, and **Table 5.1** on page 5-20 of Chapter 5. All three outline problem-solving steps. All three begin with preparation steps such as (1) stopping to think about what one is doing and how to do it better, (2) increasing personal motivation by considering why the situation is important, (3) finding a conducive environment, (4) getting organized, and (5) previewing the situation (doing a preliminary analysis) to determine its scope and importance. But more important, **all of the processes involve the phases and steps of the analytic approach**. Therefore, given all the previous discussions and tables, **Table 7.6** should not require further explanation. However, we will again point out that **all five processes are learning and thinking processes, and that both problem-solving and learning processes can also involve the communication process**. So again, **they all are interrelated and each can synergistically improve the use and effectiveness of the others**.

