

Pathways to Higher Education
Faculty of Engineering -CAPSCU
Cairo University



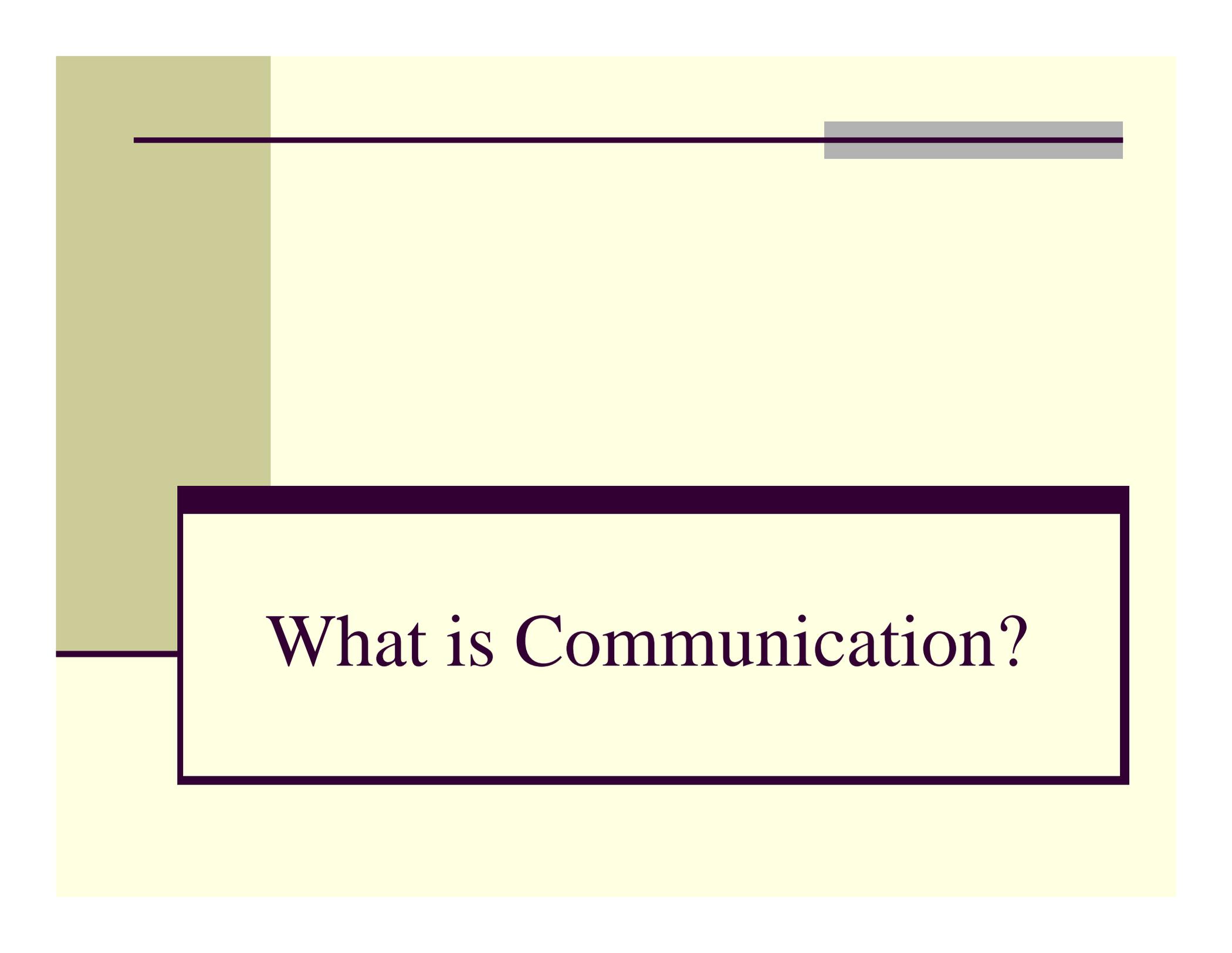
Communication Skills

Chapter One
Communication
Concepts and Process

Introduction

This chapter presents the:

- Communication Process
- Forms of Communication
- Communication Model
- Basic Elements of the Communication Process



What is Communication?

COMMUNICATION



Is a process used to timely and properly exchange information to achieve a desired goal

Definitions of Communication

- **Schramm:** a tool that makes societies possible and distinguish human from other societies.

Definitions of Communication

- **Berelson and Steiner:** communication as the transmission of information, ideas, emotions, skills through the use of symbols, words, pictures, figures, and graph.

Definitions of Communication

- **Kar:** all those planned or unplanned processes through which one person influences behavior of others.

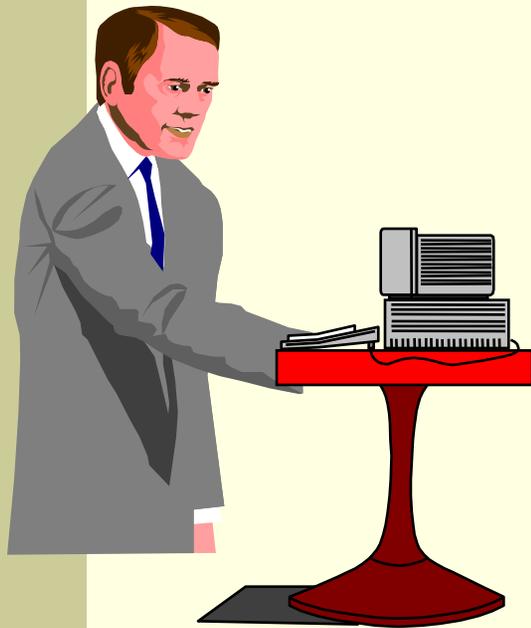
Definitions of Communication

- **Rogers:** Communication is the process of transmitting ideas, information, and attitudes from the source to a receiver for the purpose of influencing with intent.

A comprehensive definition

- process of transmitting ideas, information, attitudes which we have formulated for ourselves, by the use of symbols, words, pictures, images, figures from the source to a receiver, for the purpose of influencing with intent.

Communication Components

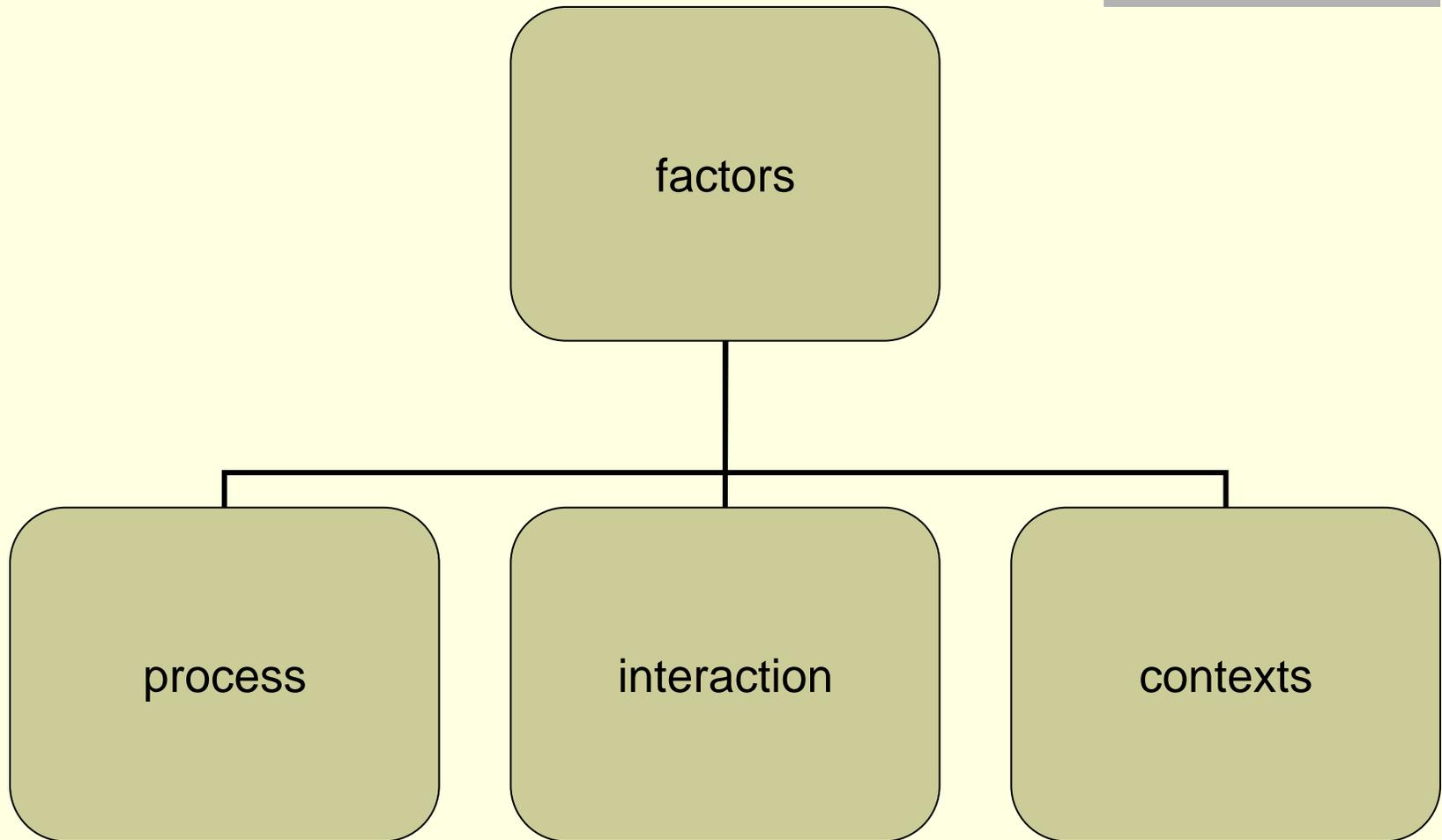


Sender



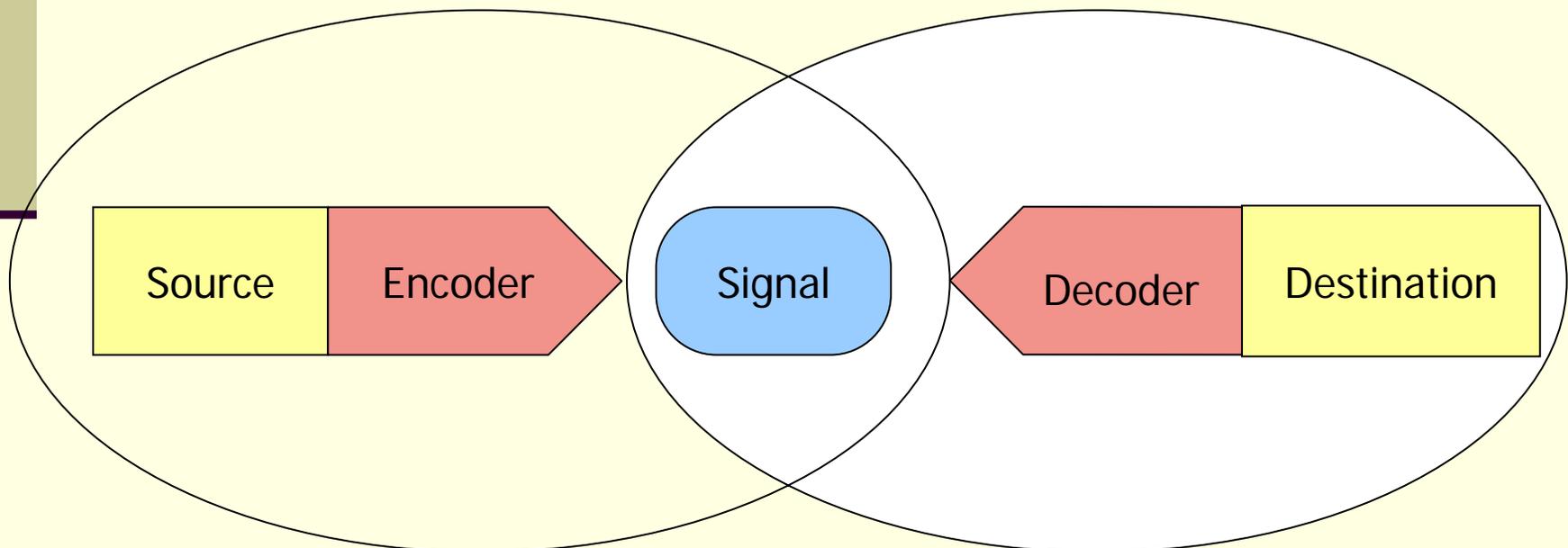
Receiver

Factors in definition:



Frame of Reference

- No two individuals have exactly the same experience. Symbols in the message can have different meanings for the source and the receiver.



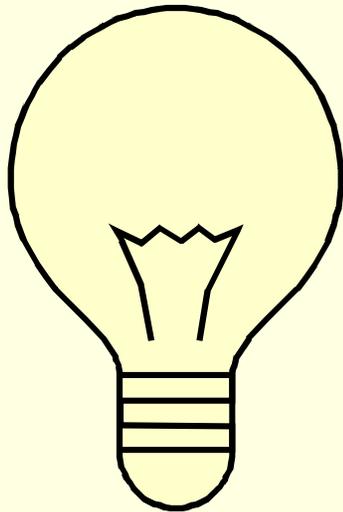
Frame of References

- Meanings are references (ideas, images and thoughts) expressed in symbols.
- The source and receiver have to have a minimum degree of common experience, and a common frame of reference.
- “Meanings are in people not in messages” (Berlo)
- Source and Receiver must have:
 - some minimum degree of prior experience,
 - some level of similarity,
 - some level of shared meanings.

Frame of Reference

- Many failures in communication are due to mistaken assumptions by source or receiver, about the meaning of the message.
- Each person has stored experience, consisting of beliefs and values.
- A message that challenges these beliefs or values may be rejected, distorted or misinterpreted.

Frame of Reference

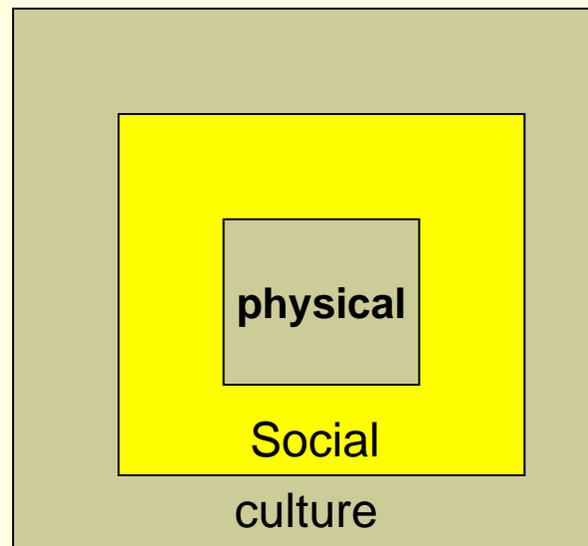


Class Activity:

Please explain an example, where the differences in the frame of references between sender and receiver caused a failure in the communication process. It can derive from interpersonal, medio or mass communication.

contexts

- Communication occurs within 3 contexts

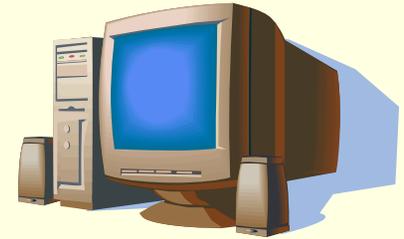


Written

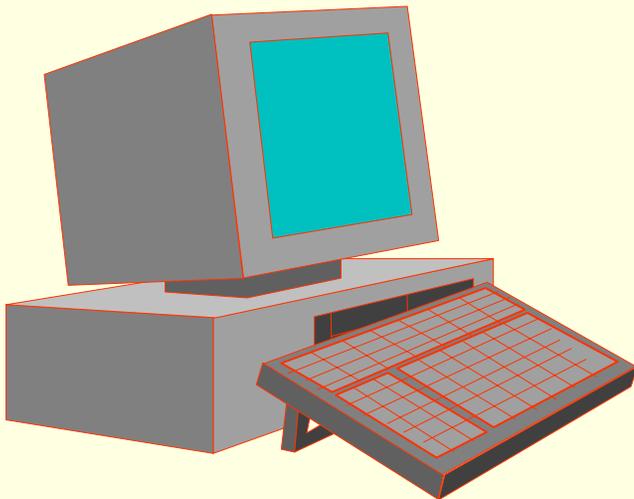
- **Memos, letters, forms, etc.**
- **Reports, papers**
- **Statistics**



Electronic



**Communication facilitated
by an interface with a
computer, modem,
telephone, fax,
internet, E-mail, etc.**



Forms of Communication

- Verbal communication
 - Oral communication, such as dialogue, discussion, telephone calls.
 - Visual communication, such as maps, graphics, traffic signals, advertisement.
 - Written communication, such as letters, reports, papers.
 - Electronic communication, facilitated by an interface with a computer, modem, fax, E-mail.

Forms of Communication

Non verbal communication:

- It is communication that occurs without words
- Four main aspects of physical nonverbal communication:
 - Face
 - Body motions
 - Eye contact
 - voice

Kinds of Non Verbal Language

- Facial expression
 - smile, a frown
- Eye contact
 - involvement, hostility, friendliness.
- Posture
- Voice
 - may convey anger, fear, grief ... etc.
- Apparel
 - The way we dress communicates something about us
 - work clothes, play clothes, formal dress, sports wear, uniform.

Kinds of Non Verbal Language

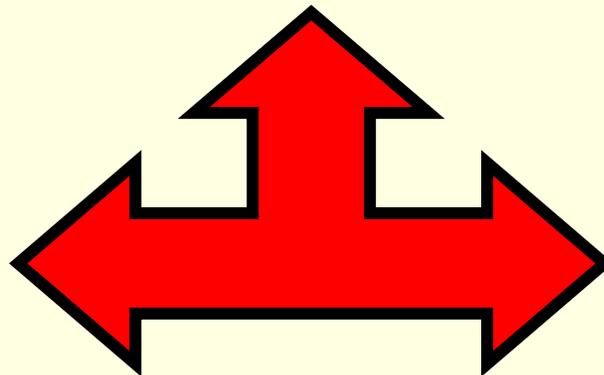
- Color
 - Warm colors, cool colors
- Odor
 - recall memories, leave impressions.
 - food aroma, flowers of spring, dust.
- Time
 - Cultures have a unique culture clock
 - E.g. Egyptian timing
- Space
 - Every individual seems to develop a distance at which he prefers to interact with others.

Non Verbal Communications

Factors Influencing Non-Verbal Communications

Our Personalities

Our Cultural
Background



Our roles and power
in the situation

Intrapersonal Communication

- **takes place within the individual.**
- **Includes:**
 - Thinking
 - Remembering
 - Dreaming
 - Deciding.

Interpersonal Communication

- It is the process of face-to-face interaction between sender and receiver such as group meetings, interviews, conversations among individuals.

Medio Communication

- presence of technical instrument used under restricted conditions
- Medio (Latin) = middle.
- Medio communication includes:
 - point-to-point telecommunication
 - surveillance telecommunication
 - closed circuit television

Organizational Communication

■ **Includes:**

- interpersonal communication that takes place within definite boundaries and medio communication.
- it is concerned with the achievement of the goals of that organization.

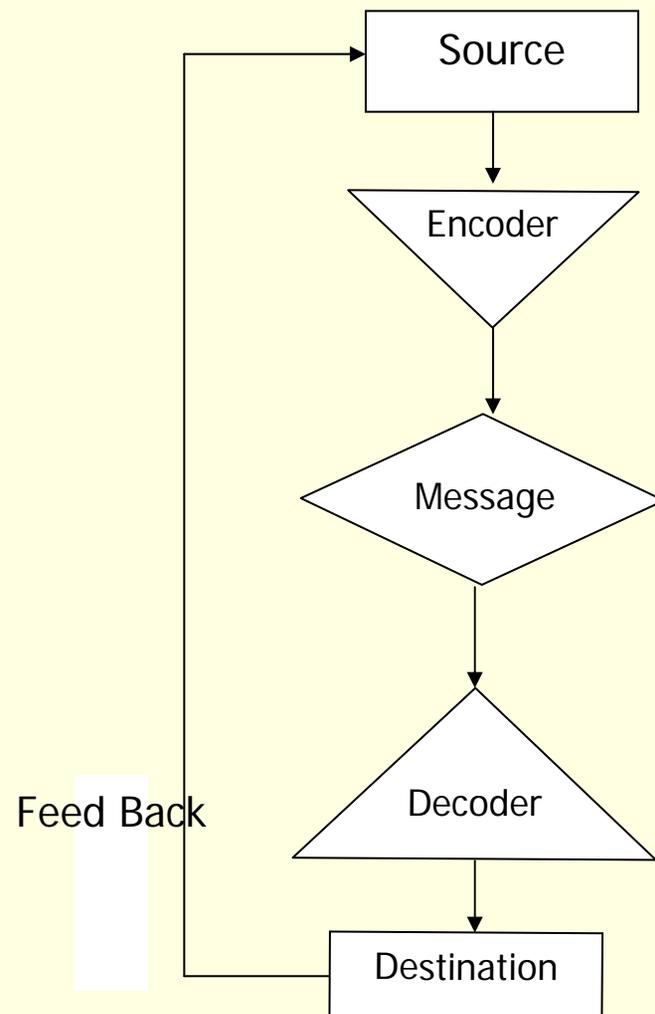
Mass Communication

- directed simultaneously to a large, heterogeneous and anonymous audience on a massive scale.
- The mass media includes:
 - Print media
 - newspapers, magazines, books, etc.
 - Electronic media
 - radio programs, audio recordings, Television programs, the Internet.

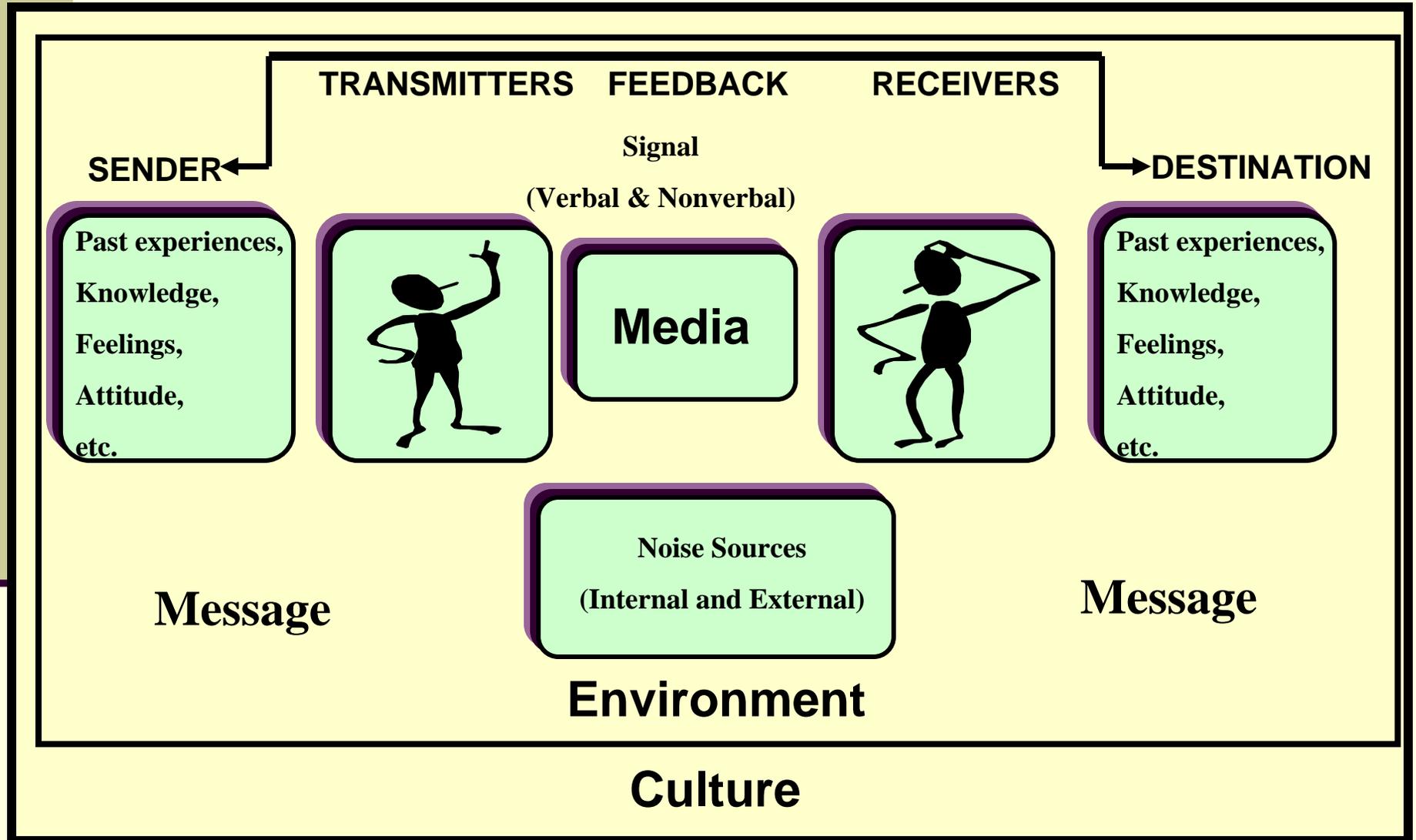
Communication Models

- Abstract drawing to clarify and show the components of the communication process
- One of the early contemporary models:
 - Shannon & Weaver, 1949
 - electronic communication

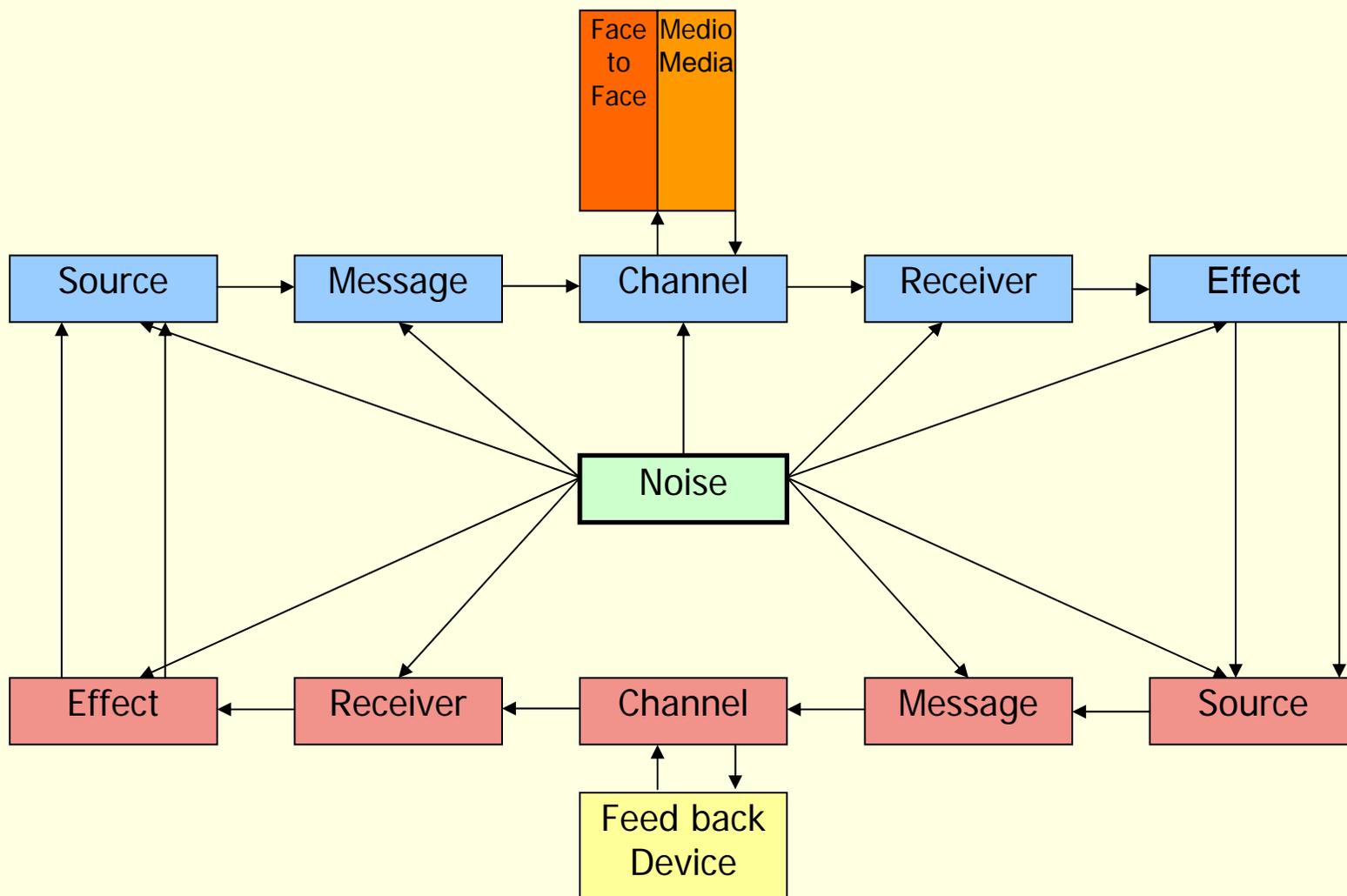
Shannon & Weaver Model



A Communication Model



Communication Model



Elements of Communication Model

- Source (Encoder)
- Receiver (Decoder)
- Message
- Communication Channel
- Effects
- Feedback
- Noise

Source/Encoder

- The source has ideas, needs, intentions, information and a purpose for communication, which he translated into a code, a language.
- Expresses the purpose in a form of a message

Receiver/Decoder

- Is the most important link in the communication process.
- Is target of communication that we want to have the positive response.

Relationship between source and receiver

Both source and receiver can be analyzed in terms of:

- communication skills
- attitudes
- knowledge levels
- cultural contexts and social systems

Message

- It is the translation of ideas and intentions into a code and a systematic set of symbols
- Message code / Structure: the way in which symbols are structured.
- Content / Elements: the selection of material to express the purpose.
- Treatment / Production: the way in which the message is presented, plus frequency and emphasis.

Characteristics of the Message

- The Amount of Communication
 - total volume of information and content covered.
 - Too little information may not answer all questions and result in a rejection of the message.
 - Too much information may not be efficiently integrated and may confuse the receiver.
- The Frequency of Communication
 - Repeated exposure to communication messages may reinforce the tendency of act in those receivers.
 - Repetition may irritate the audience, but varying the content of the message serves the purpose

Communication Channel

- It is the medium used to transfer a message.
- Channel Credibility
 - the expertness and trustworthiness of a channel as perceived by the receivers
- Channel Feedback
 - the opportunity a channel provides for the receiver to respond immediately and to affect the source of the message in communication process.
 - Face-to-face communication tends to facilitate feedback, opposed to mass communication.

Communication Channel

- Channel Involvement (or participation)
 - It is the effort required by all senses in order to receive information from a communication channel
 - face-to-face communication offers the greatest possibility for involvement where print media offer the least possibility for involvement.
- Channel Availability
 - The frequency and extent to which a channel may be used to reach a given audience.
 - In some geographic areas, some channels may not be available such as television in mountain areas or print media in highly illiterate areas.

Communication Channel

- Channel Permanency
 - The ability to preserve a message.
 - Print media have this dimension but radio does not.
- Channel Multiplicative Power
 - The channel ability to cover areas with speed and timeliness.
- Channel Complementary
 - The channel ability to supplement the communicative work of another channel. Both mass media and interpersonal channels have proven to be high on this dimension.

Effects

- Effective Communication: results in changes of receiver's behavior that were intended by the source.
- There are many levels of effect:
 - attention
 - inner confirmation
 - inner change
 - overt action.
- Much of the effect and its mechanism is hidden in our cognitive structure.

Feedback

- It means a return flow from the message. Therefore, it is a response by the receiver to the source's message
- The source may use to modify his further message
- There are two kinds of feedback:
 - Positive Feedback
 - Negative Feedback

Noise

- Noise is the loss of meaning during the transmission.
- **Channel Noise**
 - any disturbance, which interferes with the physical transmission of the message.
 - In mass communication includes ink in the newspaper, a rolling screen in television, or type too small to read in a magazine.
 - In interpersonal communication, someone speaking in a room over another conversation, a door shutting, etc.
- **Semantic Noise**
 - the wrong interpretation of messages, even though the message is received exactly as it was sent
 - words too difficult, subject too difficult for receiver to understand, differences of meaning of words.

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Communication Skills

Chapter Two Persuasion Skills

Introduction

This chapter presents the:

- Definition of persuasion.
- Process of persuasion.
- Attitudes, its formation, components and change.
- The persuasive communication model

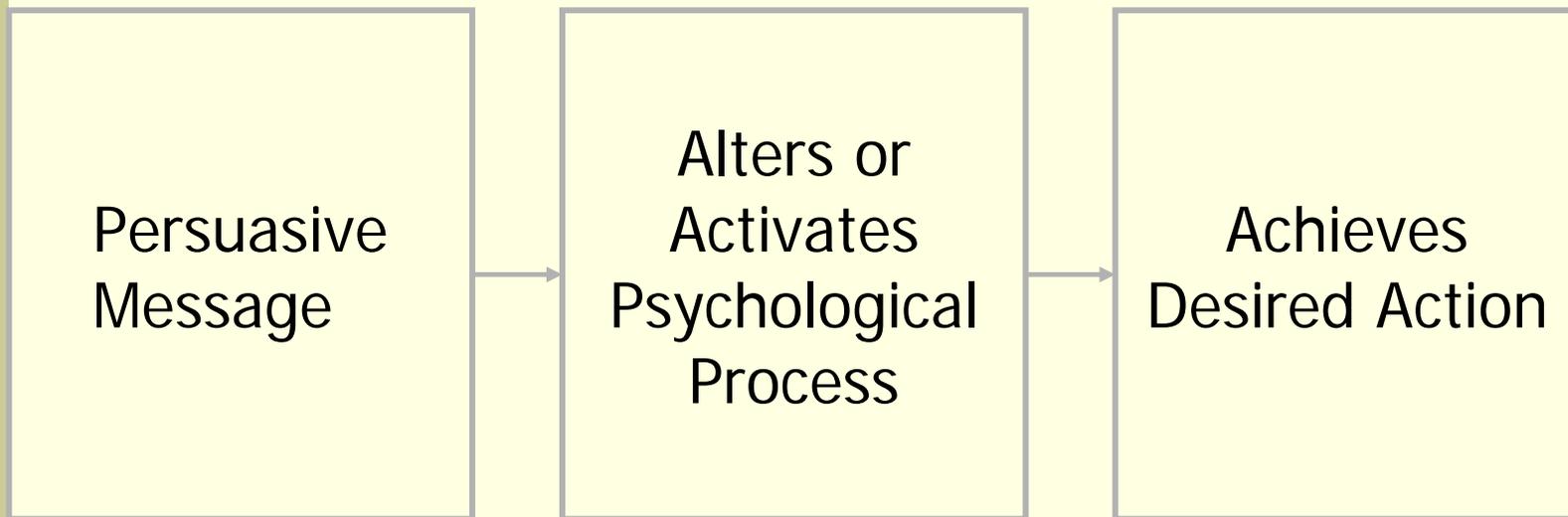
Definition of Persuasion

- The intended use of communication to form a desired response from receivers to their social environment

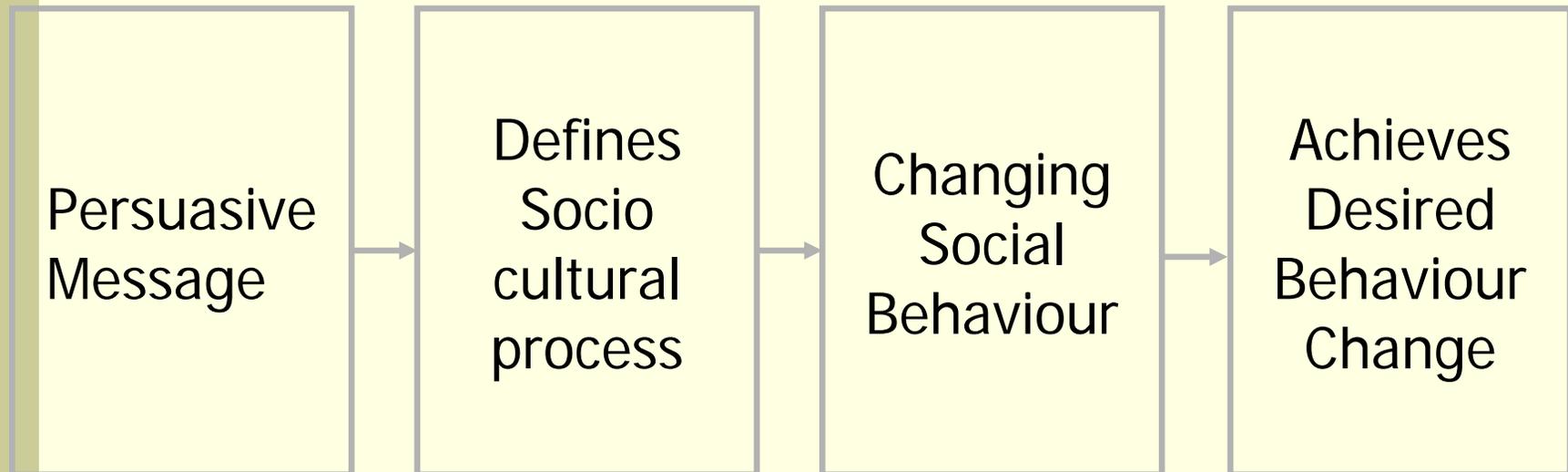
Models of Persuasion

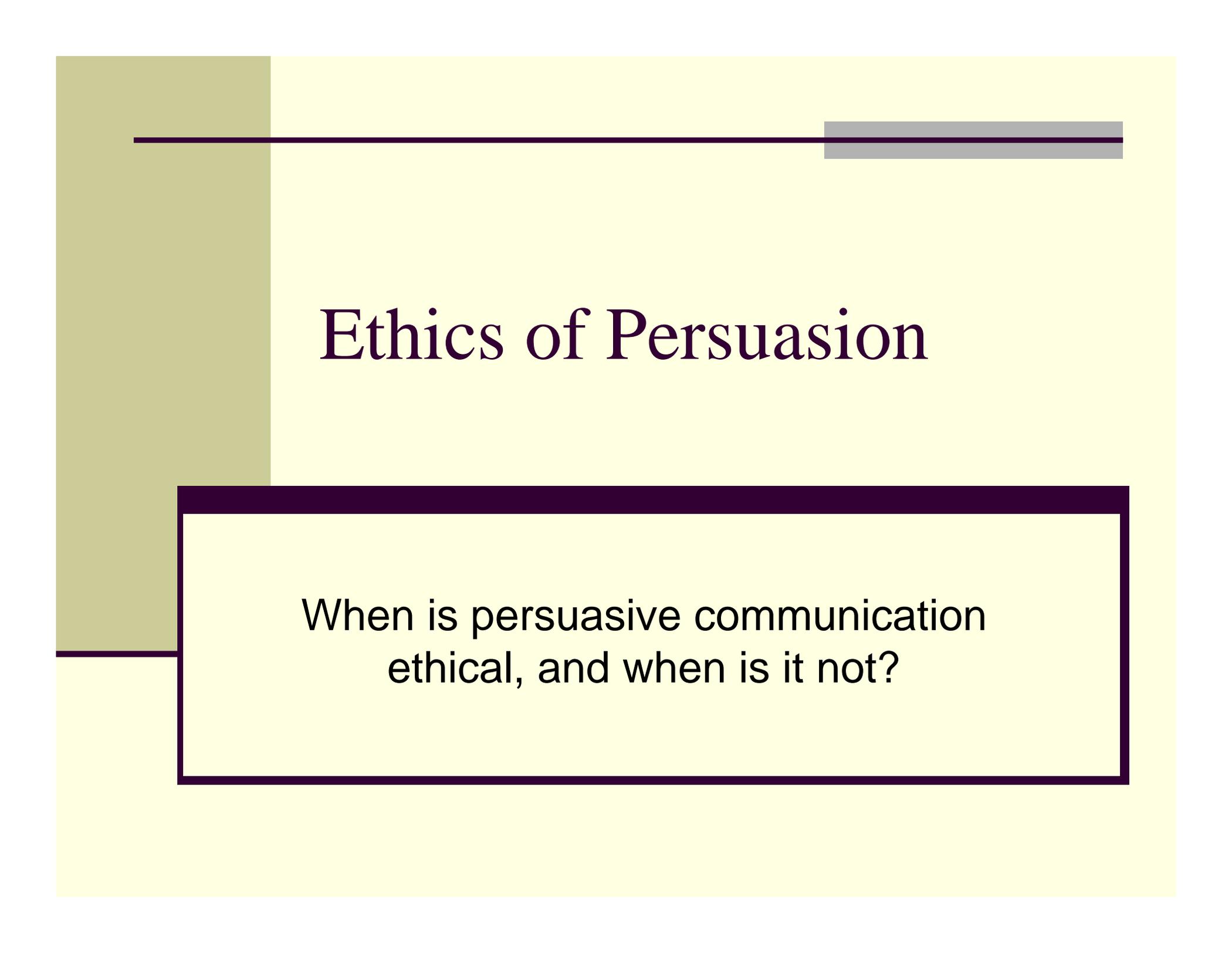
- Psychodynamic model
- Socio cultural model

Psychodynamic Model



Socio Cultural Model





Ethics of Persuasion

When is persuasive communication ethical, and when is it not?

Attitudes

- Attitudes can be formed toward “objects” or “situations”.
- Persuaders always try to appeal to attitudes or values that we have.

***Interpersonal Skills
For
Effective
Communicator***

Public speaking

Leadership & problem solving

Persuasion and motivation

Clear messages

Active listening

Human consideration

Definition of Attitude

- An attitude is:
 - a relatively enduring
 - organization of beliefs
 - around an object or situation
 - predisposing one to respond
 - in some preferential manner.

Formation of Attitude

- Early Childhood
- Association between individuals or the formal and informal groups
- Unique and isolated experiences
- Those three sources must be considered within the framework of society and its culture.

Functions of Attitudes

What do attitudes do?

Attitudes Functions:

- The adjustment function :
- Dynamics: need of satisfaction, within the society by maximizing external rewards and minimizing punishments
- Arousal conditions: activation of those needs
- Changing conditions: Shifting rewards and punishments

-
- The ego-defensive function:
 - Dynamics: Protecting against internal conflicts and external dangers.
 - Arousal conditions: Posing of threats or hatred appeals
 - Changing conditions: Development of insight and removal of threats

-
- The value expression function :
 - Dynamics: maintaining self-identity&self-expression,self-determination.
 - Arousal conditions: Appeals to cues associated with values to reassert self image.
 - Changing condition: some degree of dissatisfaction with self.

-
- The knowledge function:
 - Dynamics: need for understanding meaningful cognitive, organized and consistent and clarity
 - Arousal conditions: enforcing cues associated with old problems
 - Changing conditions: more meaningful information about problems

Persuasive Communication

- How can we effectively communicate and reach persuasion?

The Persuasive Communication Model (p. 37)

Factors related to source

- Source specialization
- Source credibility
- Source status
- Audience love to the source

Attention

Understanding

Knowledge

Factors related to message

- Arrangement of ideas
- Organization of arguments
- One-side or both sided
- Stating conclusion

Emotional
Acceptance

Attitudes

Factors related to audience

- Audience characteristics
- Hostility
- Social withdrawal
- Richness of fantasy
- Self-esteem

Persuasion

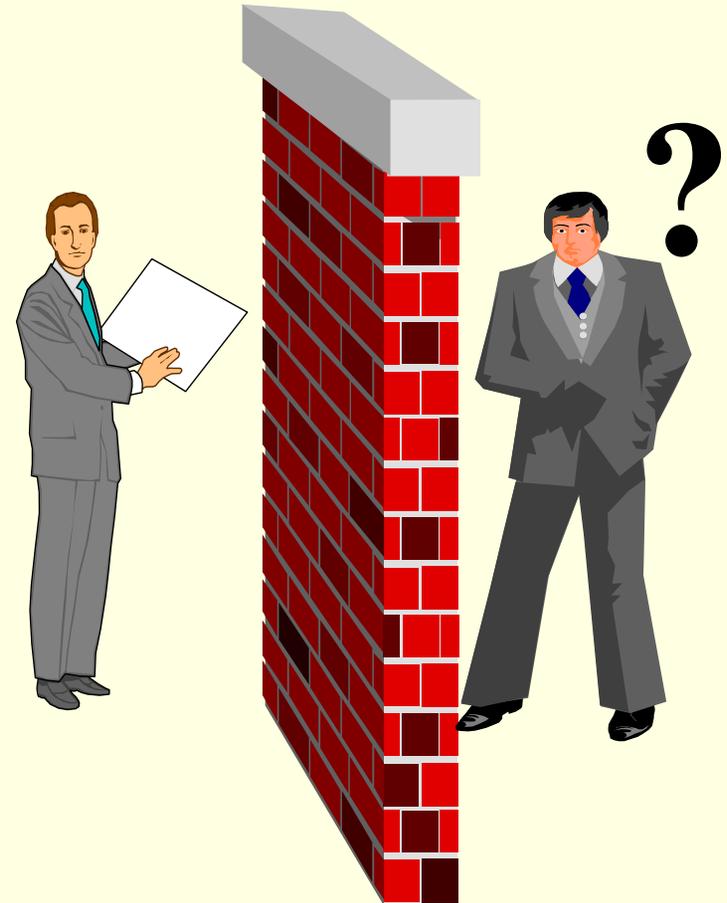
Practice

Activity:

- In groups suggest topic underline the factors of the sender , persuasive message and characteristics of your audience in order to persuade them.

Barriers to Effective Communication

- **Language**
- **Defense mechanism**
- **Meaning / Interpretation**
- **Inconsistency with beliefs**
- **Feelings of alienation**
 - Education barrier
 - Status barrier
- **Lack of trust**



How to overcome those barriers?

- Activity:

State at least an example for each barrier, and possible procedures that can overcome them?

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Communication Skills

Chapter Three

Communication Skills

Overview

- Reception Skills
 - Listening
 - Understanding the Audience & Feedback
- Transmission Skills
 - Presentation Skills
 - Preparation
 - The Body Language
 - Writing Skills



Transmission Skills

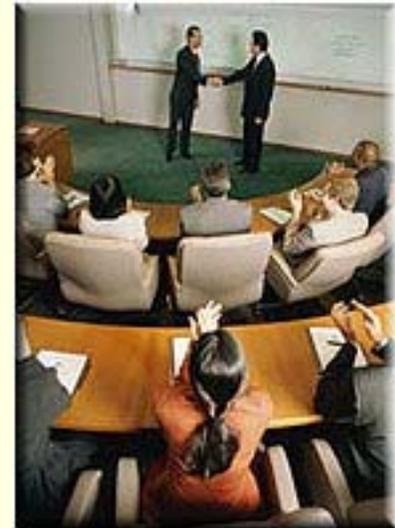


Presentation Skills

- Structure your presentation
- Opening
 - Welcoming courtesies
 - Self-identification - your name and job, your background
 - The intention of the presentation
 - The route map
 - The rules of the road
- Attention grabbing, creative openings
- Memorize your opening to maintain eye contact
- First impressions do matter

Rehearse your Presentation

- Get familiar with it, you don't have to memorize it
- Strategies:
 - Speak in a mirror
 - Speak to a friend
 - Speak to in a tape recorder, or better a video camera
- Check face, eyes, posture and gestures.
- Check tone and transition.



Conclusion:

- ❖ Attitude can be found toward “objects” and “situations” and in many cases the two are not compatible which creates the problem of correspondence.
- ❖ Persuaders are always trying to appeal to attitudes that we hold or values that we have.
 - ❖ Not clearly linked to behavioral change, attitudes and opinion are important to persuaders.
- ❖ Whether attitudes affect behavior or not, persuaders think that they do and build their messages accordingly.

Make the arrangements

- Notify audience
- Room and seating arrangement
- Check visual aids
- Check handouts or material
- Prepare what you'll wear according to the occasion, make sure it gives you comfort and self confidence.



A Guide to Verbal Skills

Do speak:	<ul style="list-style-type: none">• With expressiveness and enthusiasm in your voice.
Do not speak:	<ul style="list-style-type: none">• In a boring monotone.
Do speak: Do not speak:	<ul style="list-style-type: none">• In a warm, pleasant tone.• In a distracting tone, for example, too nasal too high, too rough, or too whiny.
Do speak: Do not speak:	<ul style="list-style-type: none">• Audibly• Too quietly aware of this pitfall especially<ol style="list-style-type: none">(1) you are using visual aids,(2) you are woman.(3) your volume tends to drop tow the ends of your sentences.

A Guide to Verbal Skills

<p>Do speak:</p> <p>Do not speak:</p>	<ul style="list-style-type: none">• At the correct speed: slowly enough so you can be understood, quickly enough to maintain energy:• Varying your rate to avoid droning;• With effective pauses, such as, before or after key term, separating items in a series, indicating a major break in your thought• Too slowly (which may bore your listeners) too quickly (which may lose them),• At a completely consistent speed, droning with no variation or pauses.
<p>Do enunciate</p> <p>Do not</p>	<ul style="list-style-type: none">• Clearly• Mumble (which may be associated with talk, too quietly);* Use run-on words (which may be caused with talking too quickly);• Drop final consonants,

The Power of Body Language

- Eye Contact
- Gestures
- Posture
- Facial Expressions



A Guideline for Effective Body Language

Full body movement Do Do not	<ul style="list-style-type: none">• To change mood or pace;• To draw attention to and from your visual aid;• To reinforce an idea• Nervously;• Continually, such as constant pacing or swaying
Do gesture: Do not move	<ul style="list-style-type: none">• Naturally, as you would in conversation;• To reinforce your content• Nervously, such as ear tugging, scratching, and lip licking (distracting gestures);• Into one position for too long• With stylized, artificial, unvaried, constant repeated gestures.
Facial expression Do Do not	<ul style="list-style-type: none">• Relaxed, animated, conversational facial expression.• Stony expression.

A Guideline for Effective Body Language

Eye contact Do look at	<ul style="list-style-type: none">• The entire group, rather than at just one side of the room;• The key decision-makers in the group;• Good listeners who nod and react.
Do not look at:	<ul style="list-style-type: none">• A prepared script,• The middle of the back of the room;• The bad listeners who may distract you;
Posture Do stand	<ul style="list-style-type: none">• In a relaxed, professional manner,• Comfortably upright, with your weight distributed evenly;• With your feet, neither too close nor too far apart.
Don't stand	<ul style="list-style-type: none">• In a formal militaristic "Attention" pose;• In an informal slouch (keeping weight to one side or swaying side to side;• In a narrow-angle, ankles together reciting school-child stance;

A Guideline for Effective Body Language

Dress	<ul style="list-style-type: none">• Appropriately for the occasion and the audience.• Comfortably and in good taste;• To project an image consistent with your communication objectives.
Don't dress	<ul style="list-style-type: none">• In any clothing that will distract from your message, e.g. exaggerated dangling Jewelry, cloud ties.
Approach	<ul style="list-style-type: none">• Calmly and unhurriedly;• With a brief pause for eye contact before launching into your presentation.
Do	



Writing Skills

Structure your writing

- Define your subject
- Know your reader
- Organize your message:
 - Opening
 - Body
 - Conclusion

Strategies to enhance writing skills

- Be clear.
- Be natural.
- Be concise.
- Be precise and accurate.
- Diversify your style.
- Check understanding of your written message before delivery.
- Improve your writing skills by reading.

Organization of Persuasive Message

- Two-Sided Messages is more effective:
 - if the individual addressed is opposed to the issue
 - if the subjects are likely to be exposed to subsequent counterpropaganda, so they it "immunizes" the audience
 - with the better educated group, regard-less of their initial position
- When the message contains only one viewpoint, it is desirable first to target the receiver's needs and then to present information that may satisfy such needs.

Organization of Persuasive Message

- Starting a Conclusion is better:
 - the message with a conclusion was more effective in changing the attitudes of the less intelligent subjects
 - Credibility of the source
 - The intelligence, personality type, and sophistication of the audience
 - The complexity of the argument
 - Familiarity of the topic

Organization of Persuasive Message

- The Effects of Order of Arguments
- Most convincing argument in the beginning or the end, has no particular effect
- Logical sequence is more important
- repetition helps to make persuasion successful



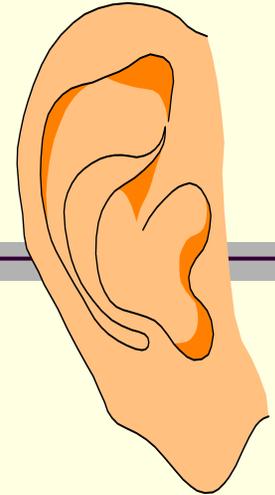
Reception Skills

Listening



- The importance of Active Listening
 - means the search for the real meaning of the message
 - Listening and Job Success
- Types of Listening
 - Selective Listening (e.g. TV)
 - Comprehensive Listening (e.g. Lecture)
 - Critical Listening (e.g. for analysis of speech)
 - Appreciative Listening (e.g. music)

Signs of Poor Listening



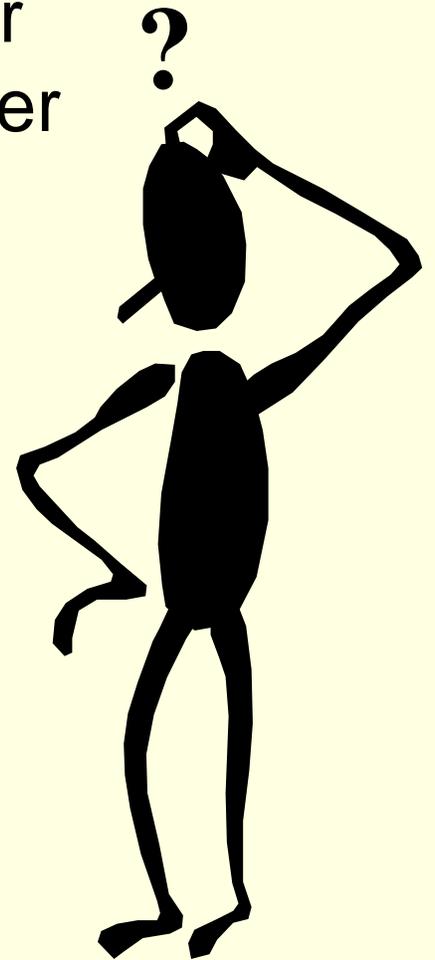
- Condemning the subject as uninteresting without hearing (Prejudice)
- Criticizing the speaker's delivery or aids
- Getting Personal (Criticizing the speaker himself)
- **Interrupting!!**
- Selective listening
- Day Dreaming

Signs of Poor Listening (continued)

- Evading the difficult or technical (giving up to listen when you don't understand)
- Submitting to emotional words
- Sleeping (e.g. in Egyptian Parliament)

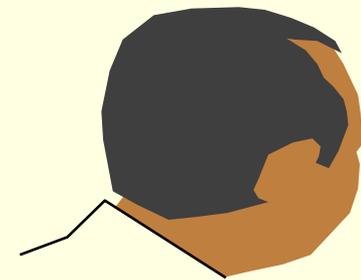
Class Activity

Try to apply those nine signs of poor listening on situations you encounter in personal life or watch in mass media.



Guide to Good Listening

- Find Area of Interest
- Judge content, not delivery
- Hold Your Fire = Control Yourself!!!
- Listen for Ideas
- Be flexible



Guide to Good Listening (continued)

- Work at Listening
- Resist Distractions
- Exercise Your Mind
- Keep your mind open
- Use your thought speed

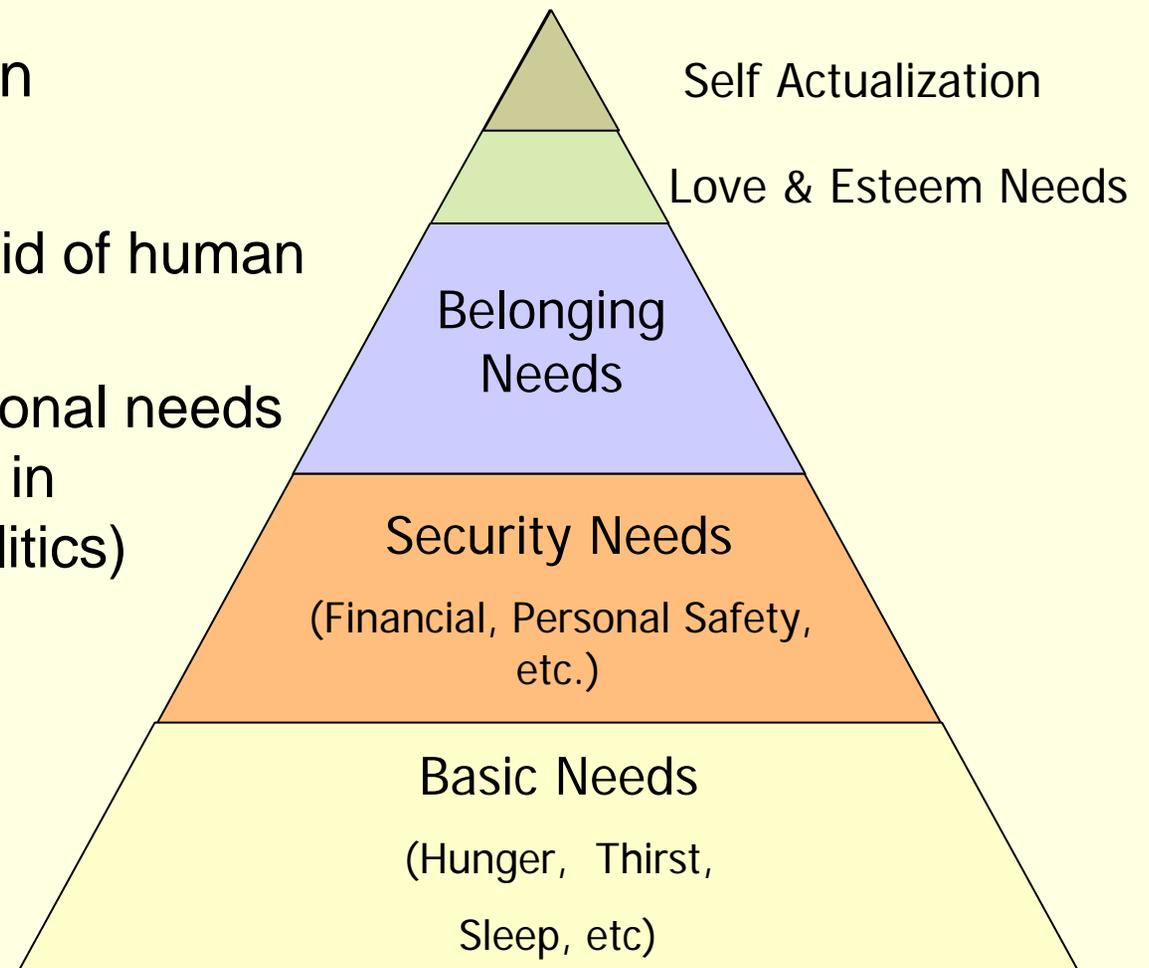
Strategies to Improve your Listening Skills



- Prepare to listen.
- Limit your own talking.
- Be patient, provide the time needed.
- Concentrate.
- List interjections.
- Clarify and confirm your understanding.
- Rephrase in your own words.
- Avoid jumping to conclusion.
- Practice listening.
- Listen to verbal, watch non-verbal.
- Listen for emotions and feelings.

Understanding the Audience

- Audience is human
- They have needs
 - Maslow's Pyramid of human needs
 - Packard's Emotional needs (used especially in advertising & politics)



Effective Communication

- Persuaders must direct their messages towards audience needs
- There are:
 - Individual Needs:
 - Physiological
 - Psychological, Social
 - Cognitive
 - Environmental Needs

Feedback



- **It tells us if we are on track or track**
- **feedback gives us indications to what extent did receivers understand our messages**
- **Communicators should always encourage the audience to give their feedback (by questions)**

Questions

- seeking information
- encouraging discussion
- Probing questions (Follow-up)
- Hypothetical
- stimulating thoughts
- showing interest or expressing feelings



Response



Paraphrasing

Enriching

Internal

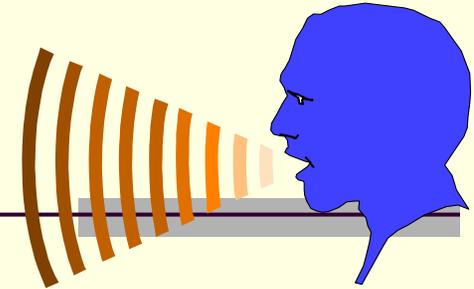
Judging

Analyzing

Withdrawing

Supporting

Verbal Feedback



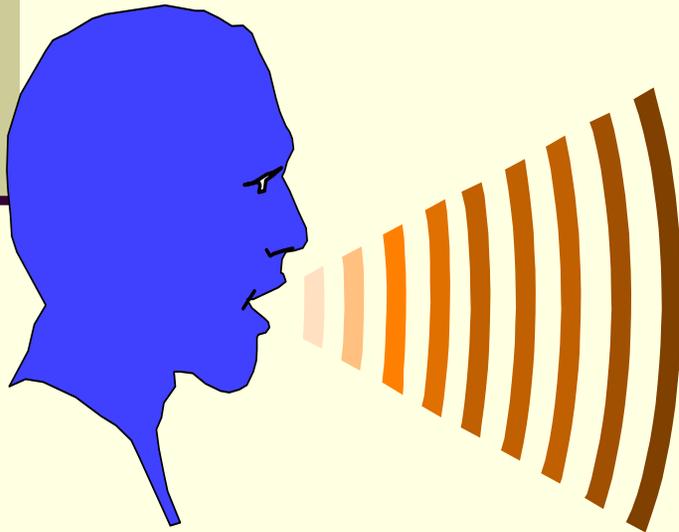
Productive Interruptions

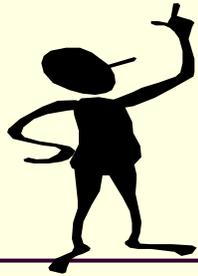
- Clarification.
- Elaboration.
- Bringing to focus.
- Reinforcement, encouragement.
- Questions

Verbal Feedback

Non-Productive Interruptions

- Put-Downs.
- Objection.
 - Joking.
- Corrections.
- Judgments.
- Jumping to conclusions
- Changing the subject





Nonverbal Feedback

- Eyes: open, focused
- Crossed Arms: are a clear sign that this person is resistant to what you say.
- Purposeful positive head movement: is an excellent signal, e.g. nodding.
- "Ah-hah!" experience
- Shaking heads: It's OK, but a bad thing to disagree on all points.
- You want to see people leaning forward, not leaning back.

The Engagement Factor

The Audience Clue	What it Means	How to Adjust
Shut eyelids	Boredom, tired crowd	<ul style="list-style-type: none">•Change pace, volume, and subject matter•get them laughing with humor
Wandering eyeballs	Fidgety, distracted Boredom, they've heard it before	<ul style="list-style-type: none">•Dramatic action,•call attention to an important point and ask for audience focus,•humor •Change tactics, pointed humor•do something dramatic to re-connect them, •move on to the next point, work on content, add controversy
Leaning bad in seats	Apathy, waiting for something better	<ul style="list-style-type: none">•Dramatic action,•insert an exercise to involve them,•humor

The Engagement Factor (continued)

Shaking heads	Disagreement	<ul style="list-style-type: none">•Confront a selected head-shaker ("You disagree? Tell us why?"),•offer an alternative viewpoint that others embrace
No questions during Q&A	Disinterested, confused, hesitant	<ul style="list-style-type: none">•Plant questions with several people in the audience ahead of time•directly call on people who you read as being most engaged during the presentation
People aren't doing your exercises	Disconnected, your exercises need work	<ul style="list-style-type: none">•Better explain your exercises,•walk around during the time they are doing the tasks and help those who are inactive
"I don't know" response	Disconnected, drafting, shy	<ul style="list-style-type: none">•try again once,•move on to someone else