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Key elements of communication pdf

Many theories have been suggested to describe, predict and understand the behaviors and phenomena that make up communication. When it comes to communication in business, we are often less interested in theory than in ensuring that our communication delivers the desired results. But to achieve results, it can be valuable to understand what communication is and how it works. The root of the word communication in Latin is *communicare*, which means to share or make together. Communication is defined as the process of understanding and sharing of meaning. At the heart of our communication studies is the relationship that involves the interaction between the participants. This definition serves us well by emphasizing the process that we will examine in detail in this text in order to effectively understand and share someone else's point of view. The first keyword in this definition is *process*. A process is a dynamic activity that is difficult to describe because it changes. Imagine you're thinking alone in your kitchen. Someone you know (say, your mother) enters the kitchen and you speak briefly. What has changed? Now imagine that your mother is accompanied by someone else, someone you haven't met yet – and that stranger listens attentively as you speak, almost as if you were giving a speech. What has changed? Your perspective could change, and you could watch your words more closely. The feedback or response from your mother and the stranger

(who are essentially your audience) can cause you to re-evaluate what you say. When we interact, all these factors – and many more – influence the process of communication. The second key word is to understand how to connect our perception and interpretation with what we already know. Understanding means combining our perception and interpretation with what we already know. When a friend tells you a story about falling from a bike, what picture does you think of? Now your friend is pointing out the window and you see a motorcycle lying on the floor. Understanding the words and concepts or objects to which they refer is an important part of the communication process. Next comes the word sharing something along with one or more other people. Sharing means doing something together with one or more people. You can share a shared activity, such as when you participate in the creation of a report, or you can jointly benefit from a resource, such as if you and several employees have a pizza. In communication, sharing occurs when you convey thoughts, feelings, ideas, or insights to others. You can also share with yourself (a process called intrapersonal communication) when you bring ideas to the fore, think about how you feel, or find the solution to a problem and have a classic Aha! moment when something becomes clear. After all, this means what we share Communication. what we share through communication. The word bicycle stands for both a bicycle and a short name for a motorcycle. If we look at the context in which the word is used and ask questions, we can discover the common meaning of the word and understand the message. To better understand the communication process, we can divide it into a number of eight essential components: Source Message Channel Receiver Feedback Environment Context Interference Each of these eight components serves an integral function in the overall process. Let's explore them one by one. The source person who introduces, creates, and sends the message. introduces, creates, and sends the message. In a public speech, the source is the person who gives the speech. He or she conveys the message by sharing new information with the audience. The speaker also conveys a message through his tone of voice, body language and choice of clothing. The speaker begins by determining the message first – what to say and how to say. The second step is to encode the message by selecting the correct order or the perfect words to convey the intended meaning. The third step is to present or send the information to the recipient or audience. Finally, by paying attention to the audience's response, the source perceives how well it has received the message and responds with clarifications or supporting information. The messageThe appeal or meaning generated by the source for the recipient or audience. is the stimulus or meaning generated by the source for the recipient or the audience. If you intend to give a speech or write a report, your message seems to be just the words you choose that convey your meaning. But this is just the beginning. The words are merged with grammar and organization. You can save your most important point for the last one. The message also consists of the way you say it – in a speech, with your tone of voice, your body language, and appearance – and in a report, with your writing style, your punctuation and the headings and formatting you choose. In addition, part of the message can be the environment or context in which you present it, and the noise that may make your message difficult to hear or see. For example, imagine you're addressing a large audience of sales people and realizing that there's a World Series game tonight. Your audience may have a hard time settling down, but you can decide, with I understand that tonight is an important opens. In this way, by verbally expressing something that most people in your audience know and are interested in, you can capture and focus their attention. The channelThe way in which a message or message is transmitted between the source and the recipient. is the way a message or message reaches between the source and the recipient. Think of your TV, for example. How many channels do you have on your TV? Each channel takes up space, even in a digital world, in the cable or the signal that brings the message of each channel to your home. Television combines an audio signal you hear with a visual signal you see. Together, they transmit the message to the recipient or the audience. Turn off the volume on the TV. Can you still understand what is happening? Often you can do that because body language conveys part of the show's message. Now turn the volume up, but turn around so you can't see the TV. You can still hear the dialogue and follow the action. When you speak or write, use a channel to deliver your message. The spoken channels include face-to-face conversations, speeches, phone calls and voicemail messages, radio, public address systems and VoIP (voice-over Internet protocol). Written channels include letters, memoranda, orders, invoices, newspaper and magazine articles, blogs, emails, text messages, tweets, etc. The recipient receives the message from the source, parses and interprets the message in a way that is intentional and unintentional from the source. receives the message from the source and parses and interprets the message in a way that is intentional and unintentional from the source. To better understand this component, think of a receiver of a football team. The quarterback throws the football (message) to a receiver who needs to see and interpret where he can catch the ball. The quarterback may want the receiver to catch his message in a way, but the receiver can see things differently and miss the football (the intended meaning) completely. As a recipient, listen, see, touch, smell and/or taste to receive a message. Your audience will magnify you, just as you might check them long before the stage or open your mouth. Your listeners' non-verbal responses can serve as hints on how to adjust your opening. By imagining in their place, you anticipate what you would be looking for if you were them. Just as a quarterback plans where the receiver is to place the ball correctly, you can also see the interaction between source and receiver in a business communication context. All this is happening at the same time and shows why and how communication is constantly changing. If you respond to the source intentionally or inadvertently, provide feedback. FeedbackThe verbal and/or non-verbal response to a message. consists of messages that the recipient sends back to the source. Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately (or how bad ly inaccurate) the message was received. Feedback also provides an opportunity for the recipient or Audiences to ask for clarification, to agree or disagree, or to point out that the source could make the message more interesting. As feedback increases, so does the accuracy of communication. For example, suppose you are a sales manager who is on a conference call with four salespeople. Participates. They want to tell the replays to take advantage of the fact that it's World Series season to close the sale of baseball-related sports equipment. You specify your message, but you don't hear any responses from your listeners. You may assume that this means that they understand and agree with you, but later in the month you may be disappointed that very few sales have been made. If you send your message with a request for feedback (Does that make sense? Do you have any questions?) You may have the opportunity to clarify your message and find out if one of the salesreps believed that your proposal would not work with their customers. The environment incorporates the physical and psychological aspects of the communication context. is the atmosphere, physically and psychologically, where you send and receive messages. The environment can include the tables, chairs, lighting and sound equipment that are in the room. The room itself is an example of the environment. The environment may also include factors such as formal clothing that may indicate whether a discussion is open and caring or professional and formal. People are more likely to have an intimate conversation when they are physically close to each other, and less likely if they can only see each other from anywhere in the room. In this case, they can write each other text, even an intimate form of communication. The text selection is influenced by the environment. As a speaker, your environment will have an impact and play a role in your speech. It is always a good idea to find out where you will be speaking before the day of the actual presentation. The context includes the setting, scene and expectations of the people involved. Communication includes the setting, scene and expectations of the people involved. A professional communication context may include business suits (environmental cues) that directly or indirectly influence the expectations of language and behavior among participants. A presentation or discussion does not take place as an isolated event. When you came to class, you came from somewhere. So did the person who sat next to you, as well as the instructor. The degree to which the environment is formal or informal depends on the contextual expectations of participants in communication. The person sitting next to you may be accustomed to informal communication with instructors, but this particular teacher may be accustomed to verbal and non-verbal representations of respect in the academic environment. You may also be accustomed to formal interactions with teachers and the question of your classmate Hey Teacher, do we have homework today? be considered rude and ill-considered when they think it is normal. The teacher's non-verbal response will surely give you an indication of this how they perceive the interaction, both the choice of words and how they were said. In the context, it's about what people expect from each other, and we often eliminate those expectations. Notes. Traditional gatherings such as weddings or quinceaeras are often formal events. There is a time for quiet social greetings, a time of silence as the bride walks down the aisle, or the father can have the first dance with his daughter as she is transformed from girl to woman in the eyes of her community. At both celebrations it can celebrate and dance in a time-fearful way. You may be asked to give a toast, and the wedding or quinceaera context will affect your presentation, timing, and effectiveness. Figure 1.2 In context, it's about what people expect from each other. Who speaks first in a business meeting? This probably has some connection to the position and role that each person has outside the session. Context plays a very important role in communication, especially across cultures. Interferences, also called noise, can come from any source. InterferenceAnything that blocks or modifies the intended meaning of the message. is anything that blocks or changes the intended meaning of the message. For example, if you've driven to work or school, chances are you've been surrounded by noise. Car horns, billboards or perhaps the radio in your car interrupted your thoughts or your conversation with a passenger. Psychological noise is what happens when your thoughts occupy your attention while you hear or read a message. Imagine it's 4:45 p.m. and your boss, who is at a meeting in another city, emails asking for last month's sales figures, an analysis of current sales forecasts and sales from the same month of the last five years. You can open the email, start reading and think: Great - no problem - I have these numbers and this analysis here in my computer. They are firing a response with last month's sales figures and current forecasts. Then, at five o'clock, turn off your computer and go home. The next morning, your boss calls to tell you that he was uncomfortable because you failed to include sales from previous years. What was the problem? Interference: By thinking about how you wanted to respond to your boss's message, you have prevented yourself from reading carefully enough to understand the whole message. Faults can also come from other sources. Maybe you are hungry, and your attention to your current situation interferes with your ability to listen. Maybe the office is hot and stuffy. If you were a member of an audience listening to an executive speech, how could this affect your ability to listen and participate? Noise interferes with the normal encoding and decoding of the message that is between source and receiver. Not all noise is bad, but noise interferes with the communication process. For example, your phone ringtone can be a welcome sound for you, but it can interrupt the communication process in class and disrupt your classmates. Researchers have observed that when communication is the source and recipient can send messages at the same time, which often overlap. You as speaker will often play both roles as source and receiver. You focus on communicating and receiving your messages to the audience. The audience will respond in the form of feedback that gives you important clues. Although there are many communication models, we are focusing on two that offer perspectives and lessons for business communicators. Instead of looking at the source that sends a message and someone receives it as two different acts, researchers often see communication as a transactional communication model in which actions take place simultaneously. (Figure 1.3 Transaction model of communication), where actions often take place simultaneously. The distinction between source and receiver, for example, is blurred in conversations in which both participants play both roles at the same time. Figure 1.3 Transaction model of communication Researchers have also explored the idea that we all construct our own interpretations of the message. As the State Department quote at the beginning of this chapter shows, what I said and what you heard can be different. In the constructivist communication model, which focuses on the negotiated meaning or commonality when trying to describe communication. Model (Figure 1.4 Constructivist Model of Communication), let's focus on the negotiated meaning, or commonality, when we try to describe communication, imagine that you visit Atlanta, Georgia, and go to a restaurant for dinner. If you want a coke, you can answer for sure. The waiter can then ask you again: What kind of species? and you can answer: Coke is fine. The waiter can then ask a third time: What kind of soft drink do you want? The misunderstanding in this example is that in Atlanta, home of the Coca-Cola Company, most soft drinks are commonly referred to as Coke. When ordering a soft drink, you need to specify what type, even if you want to order a drink that is not a cola or not even made by the Coca-Cola Company. For someone from other regions of the United States, the words pop, soda pop or soda can be the familiar way to refer to a soft drink; not necessarily the Coke brand. In this example, you and the waiter understand the word coke, but you all understand it as something else. To communicate, you need to recognize everyone what the term means to the other person and create a common ground to fully understand the request and give an answer. Figure 1.4 Constructivist Communication Model Because we have the multiple meanings of words, gestures With ideas in us, we can use a dictionary to guide us, but we still have to negotiate meaning. The communication process encompasses understanding, sharing and meaning and consists of eight essential elements: source, message, channel, receiver, feedback, environment, environment, and interferences. Communication models include the transactional process, in which actions take place simultaneously, and the constructivist model, which focuses on common meaning. Exercises Draw what you think communication looks like. Share your drawing with your classmates. List three environmental cues and how they affect your communication expectations. Please share your results with your classmates. How does the context affect your communication? Let us look at the language and culture with which people grew up and the role they play in communication styles. If you could design the perfect date, what activities, places and/or environmental cues would you include to set the mood? Please share your results with your classmates. Watch two people talk. Describe their communication. Check to see if you can find all eight components, and provide an example for each component. What are the assumptions in the transaction model of communication? Find an example of a communication model in your workplace or classroom, and provide an example for all eight components. Components.

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