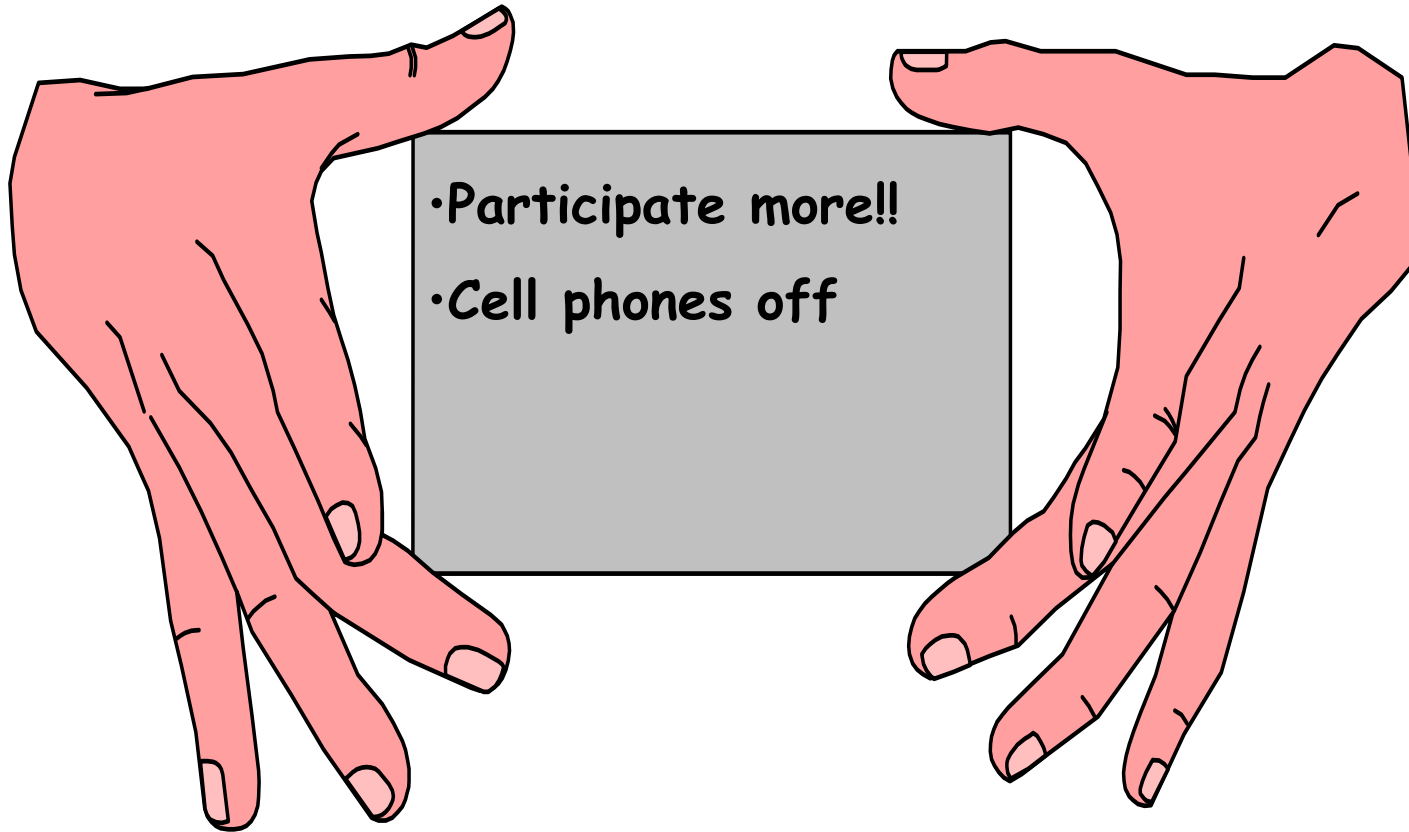




Effective communication

Namrata

GROUND RULES



OBJECTIVES

- To understand principles of effective Communication
- To practice and improve Communication skills !

**Your personal &
professional progress is
dependant on the impact
you have on others**

Your impact will largely be dependant upon your ability to communicate effectively with the important people in your life



Bad Communication Leads to...

- ▶ Wasted time & other resources
- ▶ Misunderstandings
- ▶ Slow problem solving
- ▶ Unclear objectives
- ▶ Low morale
- ▶ Loss of business...

Good Communication leads to...

- ▶ Clear objectives
- ▶ Right usage of resources
- ▶ Appropriate information to complete tasks
- ▶ More respect
- ▶ More influence
- ▶ More peace of mind
- ▶ More satisfying closeness with others

Communication - A Definition

It is the art of imparting or conveying ideas, views or information from the mind of one person to the mind of the other

**Communication
is a Skill**

**Communication
is a Process**

?

Foundation

TYPES

VERBAL

- NON VERBAL

TYPES contd...

VERBAL

WRITTEN

SPOKEN

TYPES contd...

NON VERBAL

- BODY MOVEMENT, GESTURES, FACIAL EXPRESSIONS
- COMMUNICATING THROUGH TOUCH
- COMMUNICATING VIA EYE CONTACT

TECHNICAL TERM

KINESICS

HAPTICS

OCULESICS

FEATURES

- COMMUNICATION IS DYNAMIC



PROBLEM..

**YOU CAN NOT
NOT
COMMUNICATE**

FREUD said...

He that has eyes to see and ears
to hear may convince himself
that a mortal can keep a secret.

If his lips are silent, he chatters
with his fingertips, betrayal
oozes out of him at every pore.

FEATURES

COMMUNICATION IS DYNAMIC

COMMUNICATION IS INTERACTIVE

COMMUNICATION IS IRREVERSIBLE

- COMMUNICATION OCCURS WITHIN A CONTEXT

The Process



EFFECTS

- ▶ **LEVELING** – Reduces Information
- ▶ **SHARPENING** – Highlights Information
- ▶ **ASSIMILATION** – Simplifies Information

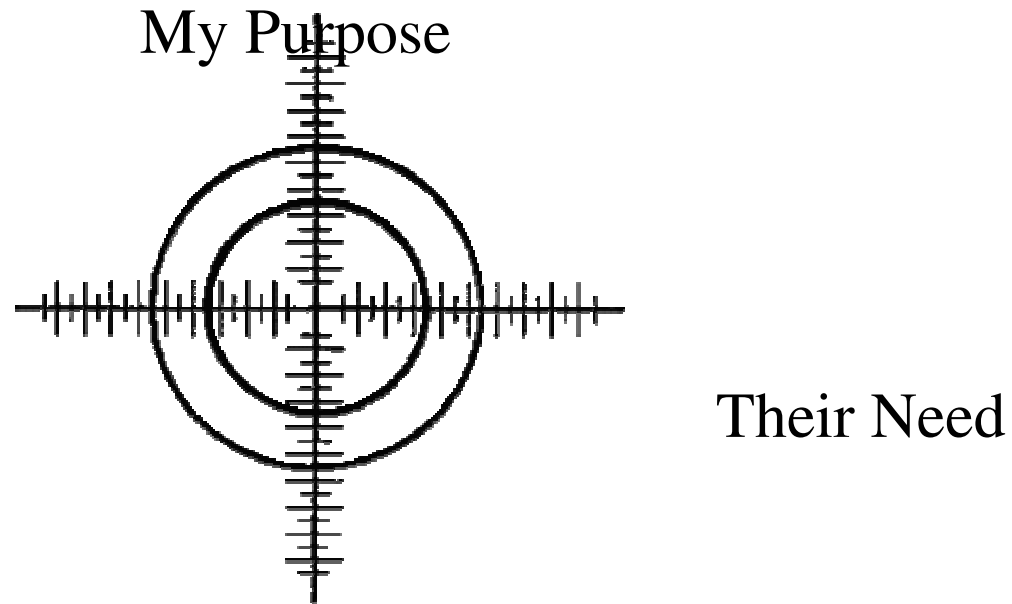
Clarity

- Define your Objective
- If you know your audience, Plan your delivery-(keeping the audience in mind)
 - Theme...
- Check receptivity level of your audience
- If you don't know your audience, Check level of understanding.
- Relate to your audience
- Outline the message
- Give a background if necessary
- Continuously check for understanding
- Summarize and close

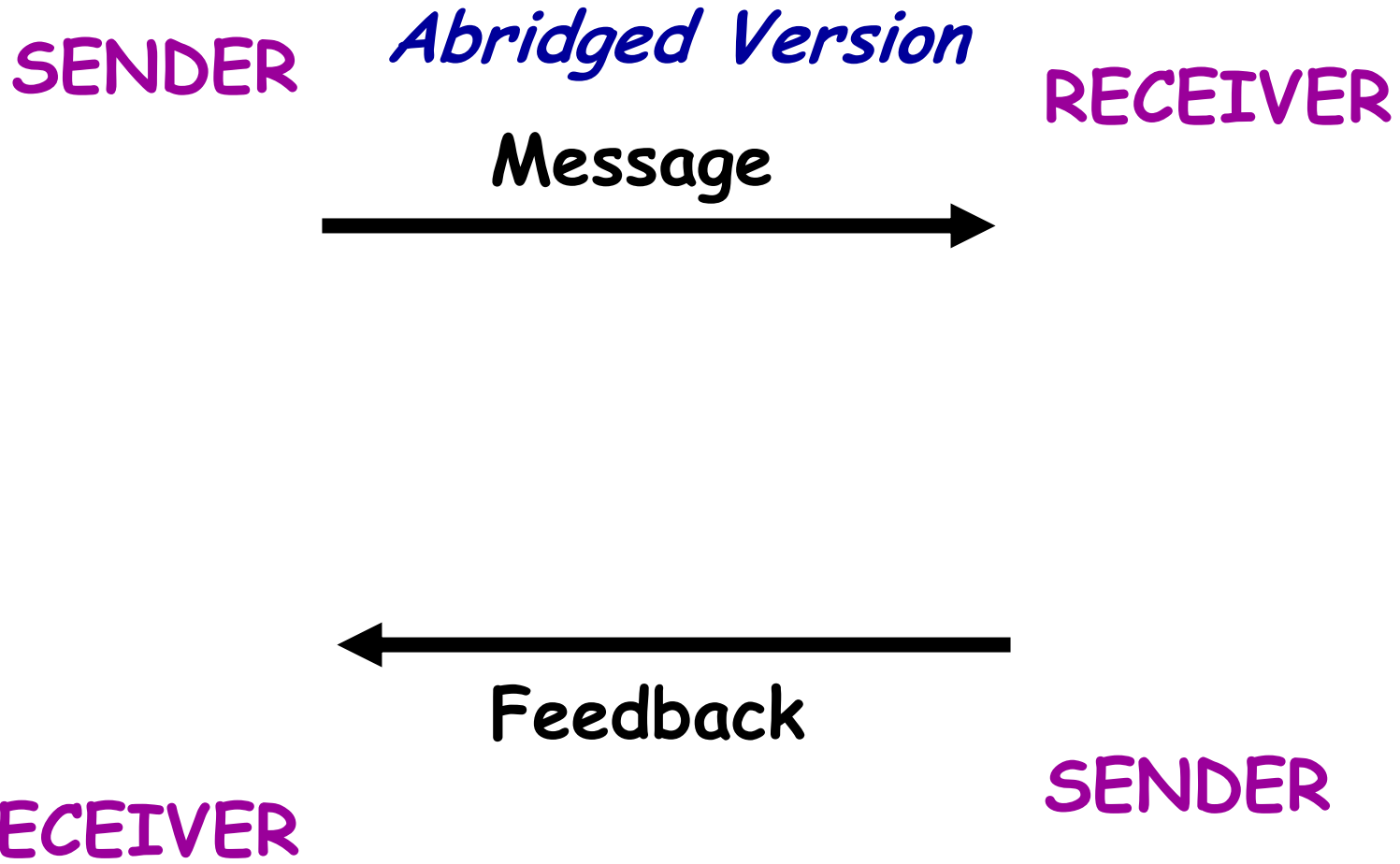
**Watch your
body language**

Watch your Tone

Target



The Loop



**What steps will you
take to ensure clarity
in communication...**

The Process

Unabridged Version

SENDER

Intended Content

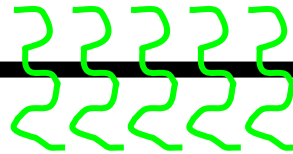
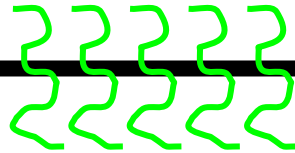
(Encodes)

RECEIVER

Perceived Content

(Decodes)

FILTERS



FILTERS

RECEIVER

Intended Effect

SENDER

Actual Effect

FILTERS

CULTURE

- LANGUAGE
- KNOWLEDGE BASE
- MESSAGE CONTENT
- REPUTATION & AUTHORITY
- BACKGROUND
- PREOCCUPATION

Culture

- Professional standards, attitudes and morals may differ
 - From country to country
 - region to region
 - OR company to company....

Language

- Not everyone on the project may be fluent in the prevailing language
- Technical language may differ from discipline to discipline
- The project may, or may not have its own glossary of terms
- Use of jargon
 - *Windows, code*

Knowledge base

- Not all recipients may have the same level of knowledge, education or intelligence
- Or they may have insufficient attention span to master the whole of the message

Message Content

- The message may be based on certain assumptions
- Explicit or implicit
- Or there may be "hidden agendas" at play

Authority

- The reputation or seniority of the sender may be such that the message content is accepted without demur even though it is improperly understood
- Or the message implies "No questions, please!"
- Or the message structure is so compelling that it is followed without question

Background

- There may be special "environment" conditions such as fear of exposure, down-sizing or dismissal which colors or distorts the message
- This sometimes results in irrational or dysfunctional behavior, at odds with the original intent

Preoccupation

- The recipient may already be heavily engaged with little time to properly decode the message
- Or spatial separation may render the message apparently obsolete on arrival

*A mixture of
fact & fantasy
word & picture*

Tell Me a Story...



LEVELS

- ▶ 'Peripheral Listening' - This is done at a subconscious level and can occur in formal and informal situations
- ▶ 'Apparent Listening' - We look as if we are listening but in fact we are not really concentrating

LEVELS

- ▶ 'Active' or effective listening - This involves really concentrating on the message being transmitted by trying to understand, not only what is being said, but how and why it is being said

- ▶ When people want to talk about something, their capacity to Listen is greatly diminished.
- ▶ When people feel that they have been heard, they are much more likely to listen.

Do you ever find yourself falling into any of these habits?

1. **Interrupting the speaker.**
2. **Not looking at the speaker**
3. **Rushing the speaker and making him feel that he's wasting the listener's time.**
4. **Showing interest in something other than the conversation.**
5. **Getting ahead of the speaker and finishing her thoughts.**
6. **Not responding to the speaker's requests.**
7. **Saying, "Yes, but . . .," as if the listener has made up his mind.**
8. **Topping the speaker's story with "That reminds me. . ." or "That's nothing, let me tell you about. . ."**
9. **Forgetting what was talked about previously.**
10. **Asking too many questions about details.**



LISTENING

- ▶ Suspend Judgement
- ▶ Clarify
- ▶ Paraphrase
- ▶ Summarize
- ▶ Listen for “ideas”
- ▶ Listen for “feelings”
- ▶ Use attending Skills

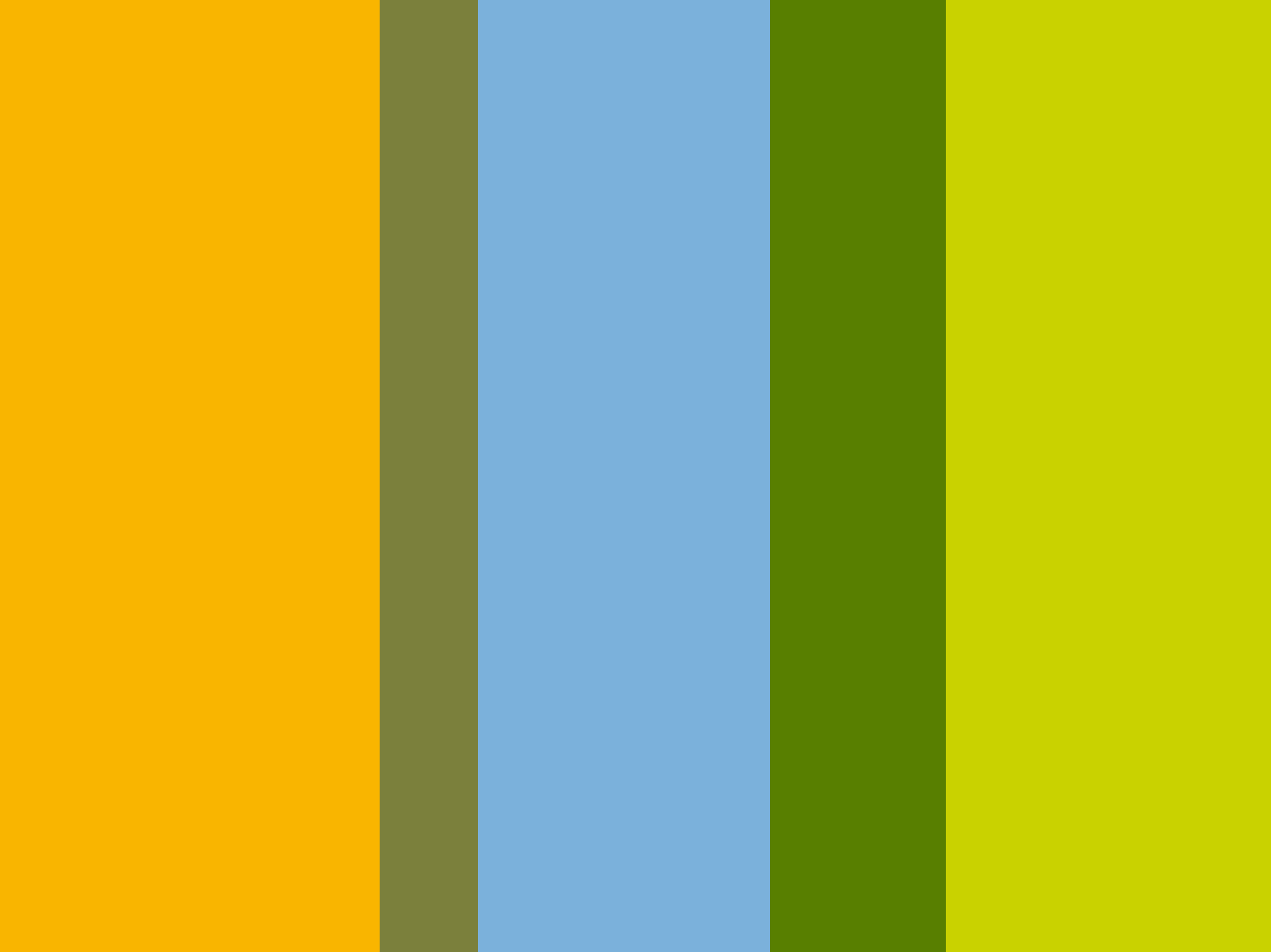
This is the only time the Listener speaks

L.I.S.T.E.N

- ▶ **L** – Look Interested
- ▶ **I** – Inquire with questions
- ▶ **S** – Stay on Target
- ▶ **T** – Test your understanding
- ▶ **E** – Empathize before you evaluate
- ▶ **N** – Neutralize your feelings



Where do you need to improve in Listening? What steps will you take to improve?



WHAT IS ASSERTIVENESS?



ASSERTIVENESS

What it is :

- ▶ The right to express yourself without violating the rights of others.
- ▶ The ability to say No
- ▶ The ability to say Yes
- ▶ The ability to say maybe

What it isn't:

- ▶ Aggressiveness
- ▶ Passivity
- ▶ Nagging
- ▶ Passive-aggression
- ▶ Decision making
- ▶ Solely dependant on size, weight, gender, ethnic origin

IT IS NOT...

- ▶ Getting your own way all the time.
- ▶ A series of quick fix tricks or techniques.
- ▶ A way to manipulate and manage other people.

WHY SHOULD I BE ASSERTIVE?

- ▶ It helps you to get more of what you want.
- ▶ It helps you feel good about yourself.

My Rights...



3 STEPS

Step 1

- ▶ Actively listen to what is being said and then show the other person that you both hear and understand them

Step 2

- ▶ Say what you think or what you feel

Step 3

- ▶ Say what you want to happen

TECHNIQUES IN ASSERTIVENESS

The Broken Record

- ▶ Reiterating a non-negotiable
- ▶ Sticking to your guns - persistence

Fogging

- ▶ Used to calm down aggressive people.
- ▶ Used to fend off manipulative criticism.
- ▶ Don't accept or deny the criticism – maybe, perhaps...

Negative Assertion

- ▶ Calmly accepting the fact that one has made a mistake.

Negative Inquiry

- ▶ Prompting for criticism.
- ▶ Asking - what specifically is the problem?

Free Information & Self Disclosure

- ▶ Revealing something about oneself – Self Disclosure.
- ▶ Looking for information that the other person is giving you, so that you can build on the conversation – Free information.

Workable Compromise

- ▶ When both parties are assertive.
- ▶ Offering a workable solution.
- ▶ Useful when some solution is better than no solution.

NEGATIVE FEELINGS ASSERTION

- ▶ Business, like the rest of life is full of feelings, State your feelings.

“Each time you arrive at the meeting unprepared, it means we have to recap for your benefit alone. I feel irritated about this. In future, I would ask you to come prepared.”

DISCREPANCY ASSERTION

- ▶ Point out inconsistencies in messages, always maintaining objectivity.
- ▶ *“Earlier this month, we agreed that I would be given additional resources to manage the month end figures. Today I got a message from you saying that we are cutting back on staff numbers. I’d like to be clear as to how this affects our first agreement.”*

email etiquette

- ▶ General format
- ▶ Writing long messages
- ▶ Attachments
- ▶ The curse of surprises
- ▶ Flaming
- ▶ Delivering information
- ▶ Delivering bad news

Lists and Bullets

When you are writing directions or want to emphasize important points, number your directions or bullet your main points.

For example,

- 1) Place the paper in drawer A.
- 2) Click the green “start” button.

Another example,

- ▶ Improve customer satisfaction.
- ▶ Empower employees.

Attachments

- ▶ When you are sending an attachment tell your respondent what the name of the file is, what program it is saved in, and the version of the program.
- ▶ “This file is in MSWord 2000 under the name “LabFile.”

Long messages

- ▶ Create an “elevator” summary.
- ▶ Provide a table of contents on the first screen of your email.
- ▶ Create headings for each major section.

Elevator Summary and TOC

- ▶ An elevator summary should have all the main components of the email.

“Our profit margin for the last quarter went down 5%. As a result I am proposing budget adjustment for the following areas...”

- ▶ Table of contents

“This email contains

- A. Budget projections for the last quarter
- B. Actual performance for the last quarter
- C. Adjustment proposal
- D. Projected profitability”

Delivering Bad News

- ▶ Deliver the news up front.
- ▶ Avoid blaming statements.
- ▶ Avoid hedging words or words that sound ambiguous.
- ▶ Maintain a positive resolve.

Writing a complaint

- ▶ You should briefly state the history of the problem to provide context for your reader.
- ▶ Explain the attempts you made previously to resolve the problem.
- ▶ Show why it is critical for the problem to be resolved by your reader.
- ▶ Offer suggestions on ways you think it can be resolved or how you are willing to help in the matter.

Surprises

- ▶ Do not wait until the end of the day to introduce a problem or concern via memo or email.
- ▶ Avoid writing a litany of concerns that you have been harboring for a long period of time.

Flaming

- ▶ Flaming is a virtual term for venting or sending inflammatory messages in email.
- ▶ Avoid flaming because it tends to create a great deal of conflict that spirals out of control.
- ▶ Flame fights are the equivalent of food fights and tend to affect observers in a very negative way.
- ▶ What you say cannot be taken back; it is in black and white.

Flaming contd...

- ▶ Before you send an email message, ask yourself, “would I say this to this person’s face?”
- ▶ Calm down before responding to a message that offends you. Once you send the message it is gone.
- ▶ Read your message twice before you send it and assume that you may be misinterpreted when proofreading.

Flaming contd..

- ▶ There are times when you may need to blow off some steam.
- ▶ Remember your audience and your situation before sending the email.

Here's a way to flame:

Flame On

Your message

Flame Off

Responding to a flame

- ▶ Empathize with the sender's frustration and tell them they are right if that is true
- ▶ Explain what led to the problem in question
- ▶ Avoid getting bogged down by details and minor arguments
- ▶ If you are aware that the situation is in the process of being resolved let the reader know at the top of the response
- ▶ Apologize if necessary

The 'Even ifs' in Email

Even if you

- ▶ Have bad news and don't have a solution yet, respond the same day
- ▶ Have no news, respond the same day.
- ▶ Don't like the person, respond the same day.
- ▶ Know the person, respond the same day.
- ▶ Don't think it's important, respond the same day.

International

Countries differ in their use of formats to represent

- ▶ Dates
- ▶ Time
- ▶ Measurement

Global

- ▶ Gestures and body languages have different meaning depending on the cultural interpretation.
- ▶ Consult with someone from your intended audience culture.
- ▶ Symbols, images and even color are not free from cultural associations
- ▶ Be sure the graphics you use have no religious implication

Email Writing

- ▶ The tone is somewhere between a telephone conversation and a memo
- ▶ Keep workplace email professional
- ▶ Be scrupulous about typing email addresses
- ▶ Do not write in all uppercase
- ▶ Use emoticons sparingly

- ▶ What do you put in the signature file?
- ▶ When do you “reply all”?
- ▶ What font should you use?
- ▶ Email content should have one / many ideas?
- ▶ Sensitive Information - reply to without attachment
- ▶ What format should you send an attachment?

- ▶ Who should you cc?
- ▶ Do you save your messages?
- ▶ SUBJECT LINE! IS IT IMPORTANT?
- ▶ After three emails on the same subject, and the client still isn't clear, what you do?

When Email Won't Work

- ▶ There are times when you need to take your discussion out of the virtual world and make a phone call.
- ▶ If things become very heated, a lot of misunderstanding occurs, or when you are delivering very delicate news then the best way is still face-to face.

What do you need to improve your writing skills? What steps will you take to improve?

TELEPHONE SKILLS

- ▶ Have paper and pen ready
- ▶ Avoid getting overloaded. Your attention should be on the customer
- ▶ The power of the first few minutes – Sound enthusiastic
- ▶ Treat each customer as if they were the first of the day

TELEPHONE SKILLS

- ▶ Find something genuine to say which is positive about the customer
- ▶ Do not keep people waiting
- ▶ If it is necessary to put on hold, explain to the customer what is being done
- ▶ If appropriate, apologize for keeping on hold – thank the customer for holding...
- ▶ Communicate clearly, in the words the customer understands
- ▶ End with clear action plans

When initiating the call...

- ▶ Identify yourself
- ▶ Check if it is an appropriate time to call

Telephone etiquette

- ▶ Avoid using “I don’t know” try *“I will get back to you”*
- ▶ Use “may I know who is calling please” rather than “who is this”
- ▶ If appropriate “Smile”
- ▶ Be careful about time gaps in speech

With the emotional caller

- ▶ **L** – Listen, allow the caller to vent
- ▶ **E** – Empathize, acknowledge feelings
- ▶ **A** – Apologize appropriately
- ▶ **P** – Be positive
- ▶ **S** – Suggest solutions or ask how you can help solve the problem

Teleconferencing...

- ▶ Exchange pleasantries if appropriate
- ▶ Introduce all concerned
- ▶ Establish ground rules
 - Agenda
 - Methodology
 - cues

Teleconferencing...

- ▶ Clarify, Confirm, paraphrase, summarize
- ▶ Close for action
 - Who will do what
 - Clarify deadlines
 - Thank and close

VOICE MODULATION

- ▶ Volume - related to breathing & Posture
- ▶ Tone – Pitch – dependant on volume of air expelled through the vocal cords.
- ▶ Inflection – Variation of pitch

VOICE MODULATION

- ▶ Pace - WPM
- ▶ Pause
- ▶ Diction – Quality

Emphasis

- ▶ I am glad that you are here
- ▶ I am glad that you are here
- ▶ I am glad that you are here
- ▶ I am glad that you are here
- ▶ I am glad that you are here

Emphasis

- ▶ I didn't say you stole money
- ▶ I didn't say you stole money
- ▶ I didn't say you stole money
- ▶ I didn't say you stole money
- ▶ I didn't say you stole money
- ▶ I didn't say you stole money

Qualities

- ▶ Alert
- ▶ Expressive
- ▶ Natural
- ▶ Pleasant
- ▶ Articulated

TIPS

- ▶ Listen to yourself occasionally
- ▶ Develop flexibility
- ▶ Posture

Taking Care of the Voice

- ▶ Prevent excessive muscular tension
 - Try this – Peter Piper picked a peck of pickled pepper: a peck of pickled pepper, Peter Piper picked: if Peter Piper picked a peck of pickled pepper, where's the peck of pickled pepper that Peter Piper picked.

Taking care of the voice

- ▶ Regulate breathing
 - Exercise?!!! – increases lung capacity
 - Tension causes irregular breathing, may cause dizziness.
- ▶ Breathe deeply with shoulders still and body relaxed

Taking care of the voice

- ▶ Breathe in for a count of four, hold for a count of four, release for a count of four.
- ▶ Gradually increase exhaling time.
- ▶ Repeat above while leaning forwards, turning to the left and right while inhaling, exhale while returning to the upright posture.

Visual, auditory & Kinesthetic

- ▶ Visuals learn best when they can see, such as with graphs, pictures, written text...
- ▶ Auditory participants learn best when they hear an oral presentation
- ▶ Kinesthetic participants learn best when they do something... eg:- case studies...

