

Ashwini Bhat  
Dr. Hemanth Kumar. S

# TECHNICAL COMMUNICATION

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JERSEY CITY, USA

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Dr. Hemanth Kumar. S





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First Published 2022

*A catalogue record for this publication is available from the British Library*

*Library of Congress Cataloguing in Publication Data*

Includes bibliographical references and index.

Technical Communication by *Ashwini Bhat, Dr. Hemanth Kumar. S*

ISBN 978-1-64532-896-4

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# CHAPTER 1

## INTRODUCTION OF TECHNICAL COMMUNICATION: AN ASSESSMENT

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### ABSTRACT:

The term "technical communication" refers to a variety of techniques used to communicate intricate details regarding technical services, goods, systems, or procedures to specific audiences. It covers a range of communication channels, specialist knowledge, and educational resources for technological and scientific products such as computer hardware, software, and production or research tools. Technical communication graduates can find work in information technology, healthcare, market research, digital publishing, human resources, public relations, business-to-business marketing, and other disciplines that are related.

Technical communication is a practice-based area that places a strong emphasis on writing that is clear, concise, and instructive. It frequently calls for expertise in design, analysis, and research as well as knowledge of the editing and publication processes. Any kind of communication that has one or more of the following features falls under the wide category of technical communication. Talking about complex or specialized subjects, such as computer programs, medical processes, or environmental laws.

### KEYWORDS:

Technical Communication, Research Tools, Assertive Communication, Aggressive Communication.

### INTRODUCTION

Scientific research, health education, scientific and medical policies, environmental communication, and computer software, to name a few, all depend on technical communication. Scientific research and grant proposals, instructions on how to troubleshoot a specific technical issue, pharmaceutical pamphlets that explain a particular medication's mechanisms, and internal resources like online wikis and training programs that assist employees with onboarding are all examples of technical communication [1], [2].

Technical writers and editors may also be involved in instructional design, user experience design, information architecture, training, document design, translation and other activities because technical communication is used in so many various ways across a wide range of industries.

Technical project documents, product catalogues, product release notes, scientific journal articles, reference guides, and other types of content used to convey technical information to internal and external audiences are just a few examples of the detailed informational products that technical writers, document specialists, instructional designers, and other experts produce using technical communication strategies [3], [4].

## **Types of Communication**

### **Assertive Communication:**

Transparency on the part of the communicator is reflected in this style of communication. It might be forceful. The speaker strives to make clear his thoughts and feelings. He expresses whatever is on his mind. Regarding the goal for which it is made, this is the preferred method of communication and it could be highly efficient. Some people act, think, and speak differently when speaking in public. These persons might not be trustworthy. People who communicate assertively are honest; there are no covert political agendas. They don't tamper with other people's emotions. They don't take part in manipulating. Positive, assertive communication promotes the growth of shared confidence. The communicator's goals are well stated. The debate or negotiations include an open discussion of the plus and minus aspects. In this situation, it is simple to reach a consensus without damaging either party's reputation. All people, regardless of level, should practice this form of communication. Reality, however, is different. Everyone has a vested interest in advancing it over the opposing side and enjoys doing so. It contaminates the communication environment [5].

### **Aggressive Communication:**

Aggressive communication effectively becomes one-way communication. The worried individual believes that he is correct and that everyone else is mistaken. He is unwilling to consider the opposing viewpoint. He is unable to understand the arguments made by the opposing side. There is typically a generational divide between parents and children. Their ideologies will differ as a result of their varied backgrounds and experiences. Parents may use harsh communication to attempt and impose their beliefs on the kids. In the worst-case scenario, their rhetoric is ominous. Such issues become crucial while selecting a career or marriage partner. It can occasionally ruin relationships. The boss is always right mentality also prevails in offices. He will use aggressive communication to impose his viewpoint and course of action on the staff. Other people hardly ever have a voice, not even in departmental meetings.

What the boss wants is dictated. In interpersonal interactions as well, when one side is in control, it seeks to silence the other by using combative language. In the short term, it may give the satisfaction of establishing dominance or power, but over time, the employees lose respect for the boss. Till they become powerless, they will obey. If given the chance, they might revolt. Aggressive communication is disrespectful to the opposing side in interpersonal relationships as well. The relationship's sweetness has been lost. Without any harmony or interest, the relationship is basically pulled along. Neither the organization nor society will benefit from it. Some people employ harsh communication during sporting events and other competitions. Even if they might not be right, they strive to influence the judgement in their favors by making an aggressive plea. It regularly occurs in cricket.

### **Passive Communication:**

A compromised person will want to avoid a confrontation. He is not challenging while being aware that the opposing side is incorrect. Some individuals view this as a positive trait, while others see it as a capitulating attitude. This strategy is compared to a teacher who uses neither punishment nor instruction. Regarding the opposite side's approach, he is impassive. It could occasionally be an issue with obedience. Always willing to accept the other viewpoint or seniors and are voiceless. Such a person communicates minimally, and he typically prefers to hear and follow the boss's instructions. He can be referred to as "his master's voice." Such a disposition is viewed as being weak. The opposition gets more powerful. We take greater

responsibility because it encourages the boss to take on an autocratic role. Some people exhibit the same passive communication style at work. They will make an effort to avoid the boss's eyes since they are unable to respond. They don't take any initiative, and the system's effectiveness suffers. The boss believes that everything is going well but that the company could eventually fail [6].

### **Passive-Aggressive Communication:**

Some people are logical or intelligent. He is a passive communicator when things aren't going his way. He agrees to the instructions of the boss, a superior, or anyone else. People perceive him as a submissive, flexible, and perpetually agreeable individual. However, he is giving up on a specific precondition. He is watching for the chance. When he receives a promotion and the help of others, the boss finds himself in a bind because of his restrictions. This kind of individual will irrationally turn hostile. He bravely expresses what he wants in a public setting, which puts the other participants in unpleasant situations. He makes use of the circumstance. In a similar manner, a parent can repress his son until he is not yet an adult or independent. His violent behavior begins as soon as the son starts working and the father retires. In general, a certain form of communication may not always be effective.

The strategy is determined by position, power, the position and power of the opposing side, constraints, and personal stake in the outcome, the other side's interest, and supporters. The approach is dependent on position, power, the position and power of the other side, constraints, and personal stake in the outcome, the other side's interest, supporters for or against you, the setting, and the timing. Different communication modalities may be used by the same person in various contexts (time, location, and circumstance). Those who are unable to dynamically adjust their style may also lose. The person's innate qualities are what determine his attitude and altitude.

Miles A. Kimball et al. [7] this article describes the evolution of the technical communication profession through three eras: Brass, Beige, and Glass from a historical viewpoint. The expansion of noninstitutional technical communication, the body of tactical technical communication that takes place outside of organizations and institutions, and the rise of the academic discipline are two developments I liken to this one. As a result, I would characterize the present as the Golden Era of technological communication. I come to the conclusion that technical communication should be expanded and made available to everyone as a set of valued abilities.

Rudy McDaniel and Peter Telep [8] this article explains Video Game Theory and Design, an honours course that is both multidisciplinary and partly online. The learning goals for the course are developed after an assessment of the literature on video games and technical communication.

The writers outline team- and individually-produced projects and provide game design strategies for inspiring pupils. We describe the evaluation process for various projects, such as oral game pitches and the intricately technical Game Design Manuals that serve as students' final products. Lastly, we talk about how strategies used in game design provide fresh viewpoints on writing and create fresh opportunities for technical communication projects. In order to teach technical communication to students in hybrid and fully online courses, we conclude by recommending three strategies: (a) nonlinear association for creative thinking; (b) team-based assignments for writing and editing using game-based tools; and (c) iterative prototyping and playtesting for multimodal production. Each strategy is explained in its proper perspective using real-world examples.

## DISCUSSION

Documents such as proposals, mails, reports, podcasts, and computer help files, blogs, and wikis are routinely used to convey technical knowledge. Technical communication includes both the process of producing and reading tweets, texts, and other social media posts as well as engaging in videoconferences with coworkers. Technical communication refers to a variety of actions individuals take to gather, process, and communicate information. The four main communication modes listening, speaking, reading, and writing are used when producing technical communication to study an issue, locate and assess data, and develop conclusions. These are the same methods and techniques you use while writing in college, and technical communication follows the same rules as other types of writing. The primary distinction between technical writing and the other types of writing you have done is that technical writing has a somewhat different emphasis on audience and purpose.

The first step in technical communication is to identify a problem and consider solutions. People transmit technical knowledge for a variety of reasons, many of which fall into one of two categories because of the range of issues and solutions in the working world: communicating in a way that aids others in understanding, performing, or making decisions. A film explaining to residents how to utilise a website to manage their Medicare benefits, for instance, may be produced by a media production firm under the direction of Department of Health and Human Services officials. To explain to staff members why management chose to phase down production of one of the firm's goods, the president of a manufacturing company can publish an article in the company newsletter.

A community service organization's board of directors could create a grant application to submit to a charitable organisation in the hopes of receiving funding. Communication that encourages readers to act by reinforcing or changing their views. A wind energy business may design a website with text and videos to demonstrate the numerous advantages and little dangers of constructing wind turbines off the coast of a popular tourist location. A homeowners' organisation may construct a website to provide the opposing case, arguing that there would be many hazards and little advantages to installing wind turbines. In each of these two situations, the goal of information dissemination is to convince listeners to embrace a viewpoint and motivate them to take action, possibly by contacting their elected officials and expressing their opinions on this matter of public policy. An extract from a website that encourages the construction of wind farms off the coast of Massachusetts.

A variety of professions are brought together in technical communication to effectively communicate specialised knowledge to those who need it to complete a specific activity or objective. Depending on an organization's demands, the scope of technical communication may vary, but often it includes the following fields. Technical editing is the process of evaluating documentation to make linguistic and technical adjustments. Technical writing is the process of creating material for documentation.

1. Graphic design is the process of producing graphical material for documentation, such as diagrams, schemas, etc.
2. Information architecture refers to the structuring of material for efficient communication.
3. Usability, user experience, and user interface design - the creation of user-product interaction with a focus on simplicity and effectiveness of the design to enable user objectives
4. Technical training, which includes planning, setting up, and leading instructional courses on technology-related subjects.

5. Technical translation: adapting technical writing for use in various linguistic and cultural settings.

### **The Economic Benefits of Technical Communication**

Technical communication plays a significant role in the product development process and greatly affects how consumers and partners see an organisation. Many clients find a well-documented product more alluring since it often means lessening the expense and time needed for staff training as well as for the adoption, use, and maintenance of the product. Technical communication may be effectively employed as an effective marketing technique because a company that can afford to provide such deliverables as part of a well-established process and in accordance with accepted standards is more likely to win the confidence of potential business partners.

The ability of technical communication to reduce costs for the company in the field of product support is another significant feature and advantage. Customers are more likely to fix many of their issues on their own without contacting the product support department if a product is provided with a list of frequently asked questions (FAQ), a troubleshooting section, or tips for best practises. This reduces costs for the business while also improving consumer happiness. On the other side, inaccurate, lacking, or inadequate product documentation may significantly lower the value of the product and, in certain cases, endanger consumers. If customers are not given clear instructions on how to use the product, they are unlikely to be able to use it at all, which might affect user happiness and how the product and company are seen. Also, any problems with the product's safety instructions may have a negative impact on the company's legal standing as well as represent a grave risk to the users' health and lives.

### **Information Lifecycle**

The life cycle of information is seen to be independent of the life cycle of products in this curriculum. Although businesses may tailor product life cycles to suit own requirements, the information life cycle managed by technical communicators should ideally assume the form

### **Technical Communication Psychology**

Technical documentation creation necessitates a significantly different mentality than other product development phases. While it is true that developers or testers can document their products with the right attitude and set of skills, it is more common to delegate this task to a technical communication specialist in order to maintain a clear and narrow focus area and guarantee an impartial viewpoint from professional writers. Writers must get somewhat acquainted with the particular product in order to provide trustworthy product documentation. The minimum requirement for technical communication professionals is that their skill set enables them to grasp the idea behind the product to the point where they themselves become apt users and understand the scenarios, best practises, as well as limitations for using the product. However, it should be noted that not all technical communication professionals must be experts in their technological area of focus.

Collaboration is important when writing for a product team. Teamwork between the technical communication specialist and individuals acting at various organisational levels and during all phases of the process, from design creation to knowledge transfer and content development to reviews and feedbacks, results in well-organized and comprehensive documentation or training. Hence, in order to interact effectively with people of various profiles, authors must have good interpersonal skills. It is in the authors' best interest to make

sure that there is a fruitful exchange of ideas and information with upper management representatives, testers, and product developers. Consistency and curiosity, as well as empathy for peers and the audience, are the most important qualities that contribute to the achievement of this aim. The success of their project is the shared aim that all collaborators are chasing, and this is the most crucial message that authors need to convey.

Apart from the technological components of the process, the production of such material necessitates that the writer has a thorough understanding of the psychology of the audience since many deliverables of technical communication serve as a direct connection between the product and its consumers. Delivering appropriately catered material and attending to their requirements is crucial to facilitating effective communication. When writing for shop floor labourers, skilled IT personnel, and a CEO of a corporation, for instance, a distinct grammatical register and degree of complexity will be appropriate.

Development of the documentation adds another layer of testing at the project level. Professionals in technical communication often use products before anybody else, which indicates that they share responsibilities with the quality assurance department for reporting any problems. This sort of activity often takes the shape of testing carried out beyond the scope of the QA test plans and is driven by the writer's immediate demands. These requirements may be as basic as recreating a certain scenario in order to take a screenshot of a newly updated section of the product, or they could be as complicated as running through a series of protracted use scenarios in order to create training materials.

### **Code of Conduct**

The primary duty of a technical communication specialist is to provide users with relevant and correct information. The secrecy of sensitive or privileged information pertaining to the company, its clients, or other stakeholders is also crucial. Technical communication specialists need to comprehend and uphold the ethical grounds suggested by their job in order to fulfil these obligations, in addition to practical training. The ITCQF® officially declares the following code of ethics for experts in technical communication. The following rules must be followed by all certified technical communicators.

1. Act in the best interests of their clients, employers, managers, and coworkers; respect the public interest; maintain the highest quality standards for their deliverables with regard to the benefit of the product; act to uphold the integrity and reputation of the profession; and contribute to the writer's community.
2. Always raise the standard of their own work, both in terms of technical proficiency and the language they use.

### **Technical Communication Career Pathways**

Many fields are covered by technical communication, thus there are various opportunities for professional development. Technical communicators who pursue the management career route might become:

1. Technical communication manager, whose responsibility it is to oversee small teams of technical communication experts.
2. Technical communication manager - responsible for supervising sizable teams or whole departments of technical communication experts, including leaders, and reporting to top management.

## CONCLUSION

Although technical communication has both benefits and drawbacks, communication technology has significantly impacted how people's lives are improved. Without a question, CT has a significant impact on the media of today and our future. As an alternative, technical communication specialists might hone their abilities and focus on one of the following roles: Usability expert, user experience designer, user interface designer, graphic designer, information architect, technical writer, technical editor, technical trainer, and technical translator. The normal career path may also include becoming a specialist outside of technical communication in one of the following fields, depending on the technical communication professional's background, expertise, and areas of interest. Configuration management, product development, manufacturing, marketing, project management, quality control, and technical support are just a few examples.

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## CHAPTER 2

### AN INVESTIGATION ON BASICS OF TECHNICAL COMMUNICATION

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#### **ABSTRACT:**

Any kind of communication that has one or more of the following traits falls under the wide category of technical communication. Talking about complex or specialized subjects, such as computer programs, medical processes, or environmental laws. An explanation of the idea of technical English communication models. It establishes the foundational principles required for the correct development of the theoretical and practical skills essential for engineering and other technical students to effectively employ both written and spoken models of communication in both academic and professional settings. Theoretical considerations associated with technical communication models for the engineering domain are positioned within the broader framework of general communication practices. By seeing science as the direct product of communication, the close relationship between science and communication becomes clear. Written and oral communication both have social roots and develop within certain social and cultural contexts. The same may be said for science and technology in particular.

#### **KEYWORDS:**

Practical Skills, Technical Communication, Product, Science.

#### **INTRODUCTION**

The following are the goals of this study. Introduce technical communication as a unique aspect of social and professional interaction; describe the characteristics that distinguish technical communication as a sub-domain with a clearly defined professional purpose; acquaint the target audience (engineering professionals and students) with the fundamental ideas of technical communication features. Technical vs non-technical communication The English technical discourse, which goes by a number of other names, including "technical English," "English for Science," and "English for Technology," is a subset of the larger field of "English for Specific Purposes," which itself is a subfield of the broader field of "communication in foreign languages." Because of globalisation and all of its unavoidable effects, as well as the need to find a lingua franca of technology that should serve as the means of disseminating the most recent advancements and innovations in this field, the use of the English language to disseminate the results of engineers' activity is now overwhelming.

By including the field of technical communication into the greater framework of general communication, the communication of science maintains its social character that is firmly rooted in the reality of the community of speakers. Technology is a social endeavour that requires teamwork, human connection, cooperation on many levels, and finally, communication tactics tailored to the particular needs. Technical achievements are not developed in a vacuum, in a sterile and isolated setting. Technology communication, although possessing many of the same characteristics as general communication, cannot, however, be fully described and understood in words that are entirely the same [1]–[3]. The

sender (encoder), a communication channel, and a decoder are the components of a communication act, according to the generic communication scheme (receiver). The start of the communication act is the sender (encoder), who is given a stimulus to convey his message. He selects a relevant verbal or non-verbal code and provides the message the proper shape (channel). The receiver (decoder) receives the message, decodes it, understands it, and responds (some feedback). This theory of human communication seems to be lacking when applied to the particular area of technological communication.

For this incompleteness, James Collier and David Toomey cite two causes: By concentrating only on the message, it overlooks the significance of the individuals participating in the communication process. A competent technical communication theory should also focus on the communication roles' players, their professional traits, the unique aspects of their creation, and the environment that aided the communication act. According to this generic communication model, the act of communicating serves merely to transmit the message. Technical communication, however, can serve a variety of purposes, among which the dissemination of information is only one. It can also be used to propose, argue, persuade, defend, coerce, or impart information, among other things. Another common misunderstanding about the nature of technical discourse is that communicators should only focus on the content, using the example of the classic Latin adage "res ipse loquitur," because this sort of discourse is free from any subjective interpretation and alternative meaning (words speak for themselves). Technical discourses do not often include stylistic embellishments, yet it is also true that individuals pronounce the words.

When individuals (actors in the communication process) adjust the model of communication in a manner that best suits their objectives, content is only relevant and the aim of the communication act is only achieved in this way. The choice of the appropriate model and its resulting qualities should be made with considerable care, especially in the case of technical discourses for engineers where correctness and precision in communication are of the highest significance. Although an exhaustive examination of technical communication models is outside the purview of the current paper, it is still useful to provide a brief overview of the communication styles that, in our opinion, are most prevalent and widely used in engineering settings, both for academic and professional purposes. The technical report, the laboratory report, the instruction manual, as well as more generic texts from the field of professional communication, like the memo, the proposal, the formal letter, as well as the dissertation paper and the scientific article, are examples of written models of communication. The oral forms of technical communication include we focus on oral defences in front of an audience, technical presentations, and job interviews. Technical communication is referred to as "strategic communication" Based on the aforementioned principles, it is helpful to view technical communication as a "strategic" sort of communication in order to give it a more logical and practical purpose. The two main styles of communication are expressive and strategic, respectively, according to scholars [4]–[6].

a) When the only goal of communication is to communicate ideas, emotions, or attitudes, communication is considered "expressive." The sender and the message from the previously discussed communication scheme are what important in expressive communication, with absolutely no consideration for the recipient or for response.

b) In a specific social setting, strategic communication has a clearly defined goal and equally obvious effects on a particular audience. Each component of the communication plan actively participates in communication. Recipients are supposed to accept the message, comprehend it, debate it, and respond to it. Strategic communication is a kind of technical communication that takes many different forms (or "models"). According to Luis Trimble, the technical

discourse is as follows: The objective of EST (English for Science and Technology) writing is to transmit information (facts or hypotheses) from authors to readers; as a result, it employs a constrained set of rhetorical strategies. Such rhetorical techniques as editorialising, illogical arguments, lyrical imagery, or techniques that evoke emotions like laughter or melancholy, for instance, are not used. According to this viewpoint, the following components must be taken into account for the expert creation of precise communication models: The audience is the first thing a skilled communicator in a technical subject should take into account while speaking or writing. The message's recipients might include coworkers, bosses, professors, subordinates, customers, members of the professional or academic community, etc.

The audience to whom the communication is addressed will have a significant impact on the discursive elements and register markings used. Relationship: The connection between the communication agents is crucial in choosing the appropriate discursive patterns, and it is strongly connected to the first factor. The connection between the message sender and the audience has an impact on the communication model that is selected as well as its subsequent characteristics. The discourse's defining features must be carefully crafted to fit the connections that have previously been created. Purpose: Every act of communication has one or more goals in mind. These goals determine which communication model, strategy, and style should be used. Historically, communication actions serve one of three purposes: O instruction (information), meant to communicate and enhance the audience's knowledge with respect to certain features. O persuasion, when the communicator attempts to persuade the audience of the validity of the principle, ideas, or thoughts he/she offers. Entertainment, designed to promote leisure, enjoyment, or relaxation. These three objectives, however, are too limited for the variety of potential uses that modern unique modes of communication may have.

## DISCUSSION

In the academic setting, we come across a variety of speech and writing situations, including conversations with friends, teachers, or colleagues to achieve various goals; seminars, group discussions, written tests, and examinations; and the submission of laboratory or project reports on a variety of topics. Similar interactions occur at work, when we speak with superiors and subordinates face-to-face or over the phone, as well as read and write emails, letters, reports, and proposals. The dissemination of information unites all of these operations. For instance, you advise your professor that you need some clarification when you ask them to go over a subject in class that you found difficult to grasp. The professor now has this knowledge, comprehends it, and reacts by providing a justification that allays your concerns. If you find this explanation to be satisfactory, you thank the professor and the conversation is over. If you are still unsure, you ask for explanation once again and the process continues.

The act of transmitting and exchanging thoughts, information, emotions, or plans of action is referred to as communication. During this process, we exchange, receive, or share information with others. This technique fundamentally doesn't change whether the message is spoken or written. When one joins any group, they must communicate, and they must communicate well. Without communication, no organisation could endure. The centre of all an organization's actions is communication. Our prospects of making rapid development are higher the stronger our communication abilities are. Regardless matter how skilled one is in other areas like labour, information, thinking, and organisation, those things are useless without effective communication. For instance, even if you have a stellar academic record, you may not succeed in an interview if you can't adequately communicate your thoughts to the person sitting across from you. Those who are successful in their employment often have outstanding communication skills, which is one of the main factors in their success,

according to observation. Let's learn more about the function that technical communication serves in an organisation as the majority of this is technical communication[7]–[9].

### **Why Technical Communication Is Important**

In any setup, whether it be a company firm, an industry as a whole, or an academic institution, technical communication is crucial. All management or administrative tasks, including planning, organising, hiring, coordinating, and decision-making, include communication. You engage in communication when you create reports, offer directions, or read brochures and manuals. An organization's communication may be used as a tool to assess its success or development. For instance, papers released by R&D firms highlight their advancement. Each of the attendees learns about these accomplishments when the chief executive officer (CEO) of a corporation shares his or her company's successes in a meeting. One has a stronger need to communicate the higher up they are in the organization. For instance, a worker may not participate in formal communication as much as a senior executive. The many forms of communication allow communicators to acquire the necessary skills while also assisting an organization's growth. While the majority of professionals are fully aware of the value of communication, they do not effectively hone their abilities in their line of work. The more individuals engage in communication, the more effectively they learn to gather and organise information, analyse and evaluate facts, recognise the distinction between facts and inferences, and communicate. One must communicate constantly in order to develop their communication skills. No other way out is available.

### **Technical and General Communication**

Both inside a company and in everyday life, communication is crucial. It is an essential component of everyday life. The sound of an alarm clock signalling one to get out of bed is communication by sound. It's likely that the television (TV) advertising for a brand of toothpaste that a person feels loyal to have effectively conveyed their message. Other forms of communication include watching the news on TV, saying goodbye to relatives, and ordering a taxi and providing instructions. All actions performed at work centre on verbal or written communication. Communication may take several forms, such as interacting with one's employer, reading the newspaper at home, or even dreaming while one is sleeping. General-purpose communication refers to communications that are casual or non-technical in character, whereas technical or business communication refers to communications that deal with technical, industrial, or commercial issues.

### **Technical Communication Objectives and Characteristics**

Technical communication occurs when experts talk about a subject with a clear audience and a particular goal in mind. Typically, technical communication aims to accomplish the following: To provide well-organized data that facilitates prompt decision-making. To encourage business collaborations · To communicate information verbally or in writing. Let's consider the case of a consumer who just purchased a washing machine but is unsure of how to use it. After reading the user manual, the consumer progressively gains the confidence necessary to run the washing machine alone. This is a good example of effective technical communication. The salesman walks you through all the technical aspects of each model when you're unsure which camera to purchase.

If doing so influences your purchase choice, then again, technical communication has been effective. Technical writing must be true, exact, concise, suitable, and precise. Information that is accurate is unbiased information. It should be simple to comprehend and written in straightforward terms. If the communication is done via a phone's user manual, keep in mind

that most users won't utilise it until they are really stuck. Also, if they run into trouble, they will search for immediate information to address the issue. In order to make it simple for a user to access pertinent information, the material must be succinct and organised in a logical order. Moreover, it is crucial that the manual's technical data be correct.

### **The Communications Process**

The sender and the receiver are the two parties necessary for communication, which is an interactive process, to take place. Without these two people, information exchange is impossible. One is always active while the other is inactive. Nevertheless, this is not enough; they also need to be able to communicate and work together. The sender and the receiver both have an impact on the other by what they are able to convey. They need to speak a common language that is composed of signals that are mutually understood. Hence, the exchange of knowledge, ideas, and information between a sender and a receiver using a common set of symbols may be referred to as communication. Only when the recipient understands the message from the sender's point of view can anything be considered effective. Otherwise, it becomes a misunderstanding. Cycle of Communication Take into account the communication mechanism. The next paragraphs go through each component of the communication cycle in detail. Formulation is the initial phase, during which the sender drafts the message's content. The sender's degree of expertise, intellect, knowledge, and goal all factor into this formulation. Once produced, the content is referred to as the message. The sender uses a simple tool to encrypt the communication. The language used words, actions, signs, objects, or a mix of these is the only thing that this instrument is. The message is prepared for delivery after it has been properly encoded. Via communication channels or media, this delivery takes place. It may take place in person, on paper, online, or via other electronic or digital means. The message is delivered, decoded, and then acted upon by the recipient. If the message sent and the message received are the same, the reaction will be suitable; if not, the communication has broken down or been interfered with, therefore the answer will likely be improper or unexpected.

The decoding phase of communication is impacted by noise. Feedback is the communication of the recipient's answer to the sender. Feedback is crucial since it gauges how well communications work. When a message is sent, the communication cycle is not over until the message's receiver responds. The message must be sent again if not. The message has been successfully sent to the other party when a response is received. For instance, you may post a notice requesting attendance at a meeting of your student council on a certain day, time, and place. On the scheduled meeting day, you discover that some of them have arrived while the others have not. You had both favourable and unfavourable reactions to your message in this instance. Nevertheless, the communication procedure is over since you received some feedback. Also, you are aware that it worked, at least from your perspective. So, there must be some feedback, which is nothing more than an observation of the recipient's reaction, in order to determine if the communication has been effective or not. Only when the intended reaction is received from the recipient is the message really successful. Communication works best in a structured environment.

The communication environment is what we refer to as. The setting for communication when a teacher gives lectures to pupils is a classroom. Without the right atmosphere, such a message will not have the intended outcome. In a similar way, a teacher's office becomes the setting for dialogue when a student visits them in private. Hence, the following are crucial components of good communication: A clear communication context, cooperation between sender and receiver, choice of an acceptable channel, proper message encoding and decoding, and feedback are all required.

## Technical Communication Visual Aide

### The use of visual aids is crucial in textual technical communication

You may have noticed that the majority of technical reports, whether they are lab reports, project reports, or studies on feasibility, contain graphics like tables, graphs, maps, diagrams, charts, or images. In reality, words and images work best together when communicating technical information. To reinforce the information and data being given, presentations often include visual aids. In technical writing, the following components may be represented visually.

#### Concepts

This component shows conceptual, immaterial objects and their connections. You may create an organization chart, which consists of boxes and circles linked by lines to indicate how everything is grouped and interconnected in your firm in terms of the links between the various departments and authorities. This is an example of a graphic that shows a notion.

#### Objects

The sorts of graphics that display items include photographs, drawings, diagrams, and schematics. In order to adequately describe a fuel-injection system, you will usually require a graphic or diagram. You'll need some examples of how to graft a fruit tree if you're going to describe how to accomplish it.

#### Numbers

While displaying facts and statistics, numbers are utilized. A table containing the data for five-year intervals starting in 1995 in the columns might be used to demonstrate the growing cost of housing in a certain city. The rows can represent various house kinds. The same data might be shown using bar charts, pie charts, or line graphs.

#### Words

Words are also represented visually in graphics. You may have noticed that textbooks often provide important definitions and examples in word boxes. When For representing a large number of numbers and intricate concepts, illustrations are particularly useful. The most effective ways to communicate statistical data are via tables, graphs, charts, maps, diagrams, or photos. Text and images work well together in technical communication, as was previously noted. We thus employ visual aids if the information to be conveyed is too complex or sophisticated to do it verbally. They must not, however, be utilised only for the sake of employing them. There are several levels of communication, including interpersonal, intrapersonal, organisational, and mass communication. The direction of communication inside a company might be vertical, horizontal, or diagonal. The use of visual aids in textual technical communication is crucial. To support the facts and data being looked into and presented, they are often utilised in reports, presentations, and proposals. Tables, graphs, charts, drawings and diagrams, pictures, and maps are just a few examples of the different visual aids that may be utilised in technical texts [10]–[12].

## CONCLUSION

The crucial main points or ultimate results based on research or data are captured in technical communication conclusions, which aid audiences in understanding the data-based outcome. Read more about the structure, goal, and techniques used to keep it clear and succinct. Technical communication is the process of communicating information with a

particular audience for a particular purpose through a variety of media. The procedure includes the dissemination and exchange of ideas, information, emotions, and courses of action.

Communication in the technical field differs from communication in general. Presenting accurate, precise, clear, succinct, and pertinent information is the goal of technical communication.

Six key components make up the communication process: the sender, the message, the channel, the receiver, the reaction, and the feedback. Positive feedback is key to effective communication. Because of the noise, a message may sometimes be received that is different from the one intended by the sender.

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## CHAPTER 3

### EXPLORING THE KEY BARRIERS TO COMMUNICATION

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#### ABSTRACT:

Anything that prevents someone from receiving and comprehending signals sent to them to express their ideas, thoughts, or any other sort of information is considered a communication barrier. The message that someone is attempting to deliver is blocked or impeded by these numerous communication obstacles. The capacity of parties to comprehend one another and be able to respond appropriately determines successful and meaningful communication at work. It's critical to have effective communication in the workplace. Otherwise, the negative effects of not being able to comprehend one another may arise, making it impossible for two sides to come to an agreement. Finally, it can be said that communication barriers do arise, but in order to communicate effectively, people should have effective speaking and listening skills, ensure that their listeners understand their viewpoints and concepts, use simple language in both oral and written communications, be courteous and polite so that people do not misunderstand any type of communication, and possess the qualities.

#### KEYWORDS:

Communication, Barriers, Exchange of Information, Emotional Barriers.

#### INTRODUCTION

The practice of exchanging information between persons through a system of signs and symbols is known as communication. Communication is the exchange of information between a sender, a message, and a recipient. The communication is sent by the sender, and it is received by the recipient. As a result of communication obstacles, the communication process is never easy[1]–[3]. Communication barriers can cause confusion, which can result in the transmission of false information, or miscommunication, which can result in a loss of business. Some of the obstacles to good communication include the following:

- 1. Physical Barriers:** Communication that is nonverbal and vocal are both impacted by the physical limitations. These obstacles can be found all around us in the environment, such as noise, technical issues, poor design, etc.
- 2. Attitude Barriers:** Overconfidence, poor management, a lack of desire, and behavior can all lead to attitude barriers. People are unable to communicate with others effectively because of attitude obstacles. These people are less endearing in general. These obstacles develop from a lack of comprehension that might lead someone to misjudge and disregard another individual. Our ability to advance in the workplace through higher sales and productivity is facilitated by our respectful, kind, and pleasant behavior.
- 3. Emotional barriers:** The degree to which a person can communicate with comfort and ease depends on their emotions. It appears because of a deficiency in emotional intelligence. We can respect other people's feelings if we have a deeper grasp of our own inner emotions. The ability to go through emotional obstacles is crucial for effective communication.

4. **Cultural Barriers:** Cultural barriers can exist at any level of a society or an organization and can exist across nations, faiths, castes, colors, etc. Different people have various values, gestures, beliefs, and behavioral patterns. No culture or religion should be taken lightly.
5. **Language Barriers:** Linguistic barriers are another name for language obstacles. Small language differences between people might cause enormous misunderstandings. When communicating, it is advised to utilize basic words and terminology.
6. **Gender disparities:** Gender barriers refer to differences in options, decision-making methods, etc. that exist between men and women. Women prefer to speak about the issues verbally. For workplace equality to remain, gender obstacles must be removed.
7. **Absence of attention and eye contact:** Lack of concentration and eye contact could turn off listeners or viewers. Any cause, including inadequate sleep, working too many hours, alcohol use, stress, etc., can result in a lack of concentration.
8. **Fear of making errors:** The process of communicating involves mistakes. The easiest way to minimize our errors is to practice; we can do exercises to enhance our communication abilities. Always strive to improve upon your mistakes.
9. **Psychiatric Barriers:** A person's psychological condition, including their opinion, consciousness, emotions, attitude, and behavior, can be a barrier to communication. The user is diverted from communicating while paying attention. For instance, a person with poor self-esteem or confidence may not react appropriately when speaking with the superior.
10. **Perceptual Barriers:** Barriers to perception prohibit a person from making accurate assumptions about others, such as expectations. The ability to recognize any information depends on how we examine the world around us. Finding a solution that is constructive is the best way to get through these obstacles.
11. **Feedback Issues:** Feedback makes ensuring that the speaker or sender's message was accurately interpreted by the recipient.

There are different ways to Overcome Barriers to Effective Communication

1. **Clear thinking must come before communication:** The message sender should be certain of the message he or she wishes to deliver. He should be aware of the message's goal, and in response, he should organize his ideas logically.
2. **Sender should communicate based on the needs of the recipient:** The message's structure should be framed by the sender taking the recipient's level, comprehension, and environment into consideration rather than his or her own.
3. **Talk to others first before communicating:** All parties involved should be asked for comments during the communication planning process. The key advantage is that everyone participating in communication planning will contribute to the communication system's success.
4. **Be aware of the message's tone, content, and language:** The message should be sent using language that is simple, straightforward, and easy to understand. The message's tone shouldn't offend the recipient's sensibilities. Therefore, make an effort to construct the message's topic succinctly and be careful to steer clear of technical terms.
5. **Communicate with the Listener in a Helpful Manner:** The message's information should be beneficial and valuable to the recipient. Before communicating, the recipient's needs and interests should be taken into consideration. In these circumstances, communication becomes more effective.
6. **Be sure to receive appropriate feedback:** To determine whether the recipient has correctly absorbed the meaning of the communication received, it is important to seek

feedback. When speaking face-to-face, it is simple to read the recipient's response from their expression.

7. **Consistent messaging is required:** There should be no inconsistency in the message provided to the recipient. The information that is communicated must be in line with the organization's goals, plans, policies, and methods. A sender should always make notice of the fact that a new message has been sent in place of the previous one to avoid confusion.
8. **Continuity of Communication:** The management should make an effort to identify the communication system's weaknesses in order to improve communication. In this situation, an effort should be made to determine whether it is best to priorities formal or informal communication.
9. **Be an Effective Listener:** In order to effectively communicate, both the sender and the recipient must be good listeners. Both parties need exercise patience, focus, and a positive outlook in order to comprehend one another's points of view. If a receiver is a good listener, he or she can learn a lot of useful information.

#### **Communication Barriers' Drawbacks:**

1. May feel embarrassed as a result of poor communication, which may impair your confidence. Dealing with the problem is crucial for a healthy development of the personality.
2. You are unable to communicate your views because of communication problems. It's crucial to communicate clearly and fluidly.
3. It might be detrimental to your personality to lack effective communication abilities.
4. It can take precedence over your personality's strong interests.

### **DISCUSSION**

A communication barrier is what this is. Shaw asserts that the belief that communication has been successful is its biggest issue. This delusion may cause workers to believe they are unreliable subordinates in the eyes of their bosses. Environmental and human impediments to communication may be separated into two groups. Both obstacles have the potential to obstruct, filter, or skew the message both during encoding and transmission as well as during decoding and reception. Two things that may make communication difficult are (a) accent differences and (b) unclear language. First of all, even when two individuals speak the same language, communication might still go wrong sometimes. Yet, the accents of these two speakers may vary. Secondly, when a message is not clear to both the sender and the recipient, it may occasionally generate communication issues inside an organization. Lack of clarity is often the cause of communication failure. The findings of a study looking into verbal disputes between native and non-native English speakers revealed that the native speakers had two opposing viewpoints on hiring non-native English-speaking coworkers. Some of them said they were okay with hiring non-natives, but the majority saw this as a problem for them, particularly in communication, pointing out how the foreign accents of those employees had made it difficult for them to communicate with one another. In a separate study, the researcher noted that having a foreign language was the primary cause of communication issues. The participants in his study, which was performed at a Malaysian construction site, said that speaking a foreign language constantly bothered them while interacting. Several building site tasks have been hampered by the language barrier[4]–[6].

It is believed that one of the most important systems, which is necessary for development in all sectors, is communication. No matter how effective, well-developed, and well-formed a communication system is, obstacles do exist within them, whether they are in a business, a family, a social network, an institution, or another setting. Every person wants his or her

functioning to be carried out in a smooth manner without the occurrence of barriers. For example, when a person is discussing a crucial issue with someone, or two friends are having a friendly conversation, and a doorbell ring or someone enters, then in most cases, it is upsetting. There are a variety of causes for these barriers to occur. For example, if a doorbell rings while a crucial task is in progress and someone enters right away, this might have happened for a specific reason. There are also a variety of factors that can be physical barriers, such as telephone system malfunctions, internet outages, or random barriers[7]–[9].

### **Several Types of Communication Barriers**

There are obstacles to communication, which come in many forms and have a variety of traits.

#### **Physical and Environmental Barriers**

Following is a taxonomy of obstacles under environmental and physical barriers: Time is the obstacle that prevents the development of swift and efficient channels of communication. For instance, if the process of communicating with someone takes a long time, like mailing letters, it becomes a barrier. If communication, whether formal or informal, takes a long time, it becomes a barrier. Therefore, for effective working, people need to develop faster means of communication, like using email instead of the postal service.

#### **Space**

If the situation calls for it, as it sometimes does in telephone conversation, it is crucial to remove any unnecessary distance from the communication system. When two people need to talk about a crucial issue but one of them lives in India and the other in the United States, a phone call may not be the best option. Instead, they might email each other the pertinent information.

#### **Location**

The space where the communication is occurring should be open and not too congested. It goes without saying that noise pollution may make it difficult for individuals to communicate effectively, therefore in quieter regions and in areas with fewer people, sufficient ventilation is necessary for conversation to take place.

#### **Medium**

The communication process should be carried out using an acceptable and effective media. The medium utilised for communication should be accurate, exact, and intelligible. Communication may take many different forms, including spoken, written, audio, and video.

#### **Semantic Barriers**

It is important to use suitable terms, vocabulary, and language when speaking with others, regardless of the kind of communication method used or whether it is formal or casual. All forms of communication should be polite. If a person only speaks English and a word is used in Spanish, he may or may not understand the word. For example, if a person only speaks English, it is possible that he has studied other languages like Spanish or French. Language and vocabulary used in communication should be understandable to the people. When two or more people are speaking to one another, they should do it in a language that all of them can easily comprehend.

**Cultural Obstacles** People of many nations, faiths, castes, creeds, races, and ethnicities may also communicate with one another. In other words, there could be cultural variances

between two people speaking with one another. It is crucial to go beyond any obstacles that may come up during conversation. It is essential to let those with whom you are speaking know about your own culture. It is essential to develop a knowledge and acceptance of another person's culture via dialogue [10]–[12].

### **Psychological Roadblocks**

Understanding each other's thinking and mental capability is essential throughout the communication process; this is true whether a professor is delivering a lecture or an employer and employee are speaking. The process of communication will not be successful if one person communicates with another person or group of people in a way that conveys indifference or reluctance. In this situation, it would have been assumed that the communicators' attitude is improper for the goal of making the communication process effective. So, it is seen to be essential to get over the psychological obstacles.

### **Vision of Reality**

It's critical to comprehend other viewpoints while speaking about a scenario, an issue, or a problem. While discussing a certain subject, condition, problem, issue, circumstance, conundrum, tension, or notion, there are several levels of perspectives at play. Lack of knowledge about various perception levels may prove to be a hurdle. Gaining a "view of reality" information concerning facts, knowledge, statistics, actuality, and what is true is essential for implementing successful communication. It's crucial to be honest, adaptable, and open while talking.

### **Organizational Barriers to Good Communication and Techniques for Overcoming Them**

Any organisational structure requires people to work collaboratively, conduct meetings, and discuss a variety of topics related to their functions and activities. However, if people develop strained relationships and hard terms among themselves, they will not be able to work effectively and will not be able to incur profitability, productivity, and goodwill with their customers. Every company has certain communication-related hurdles. People often think that communication is a relatively easy and uncomplicated process, which is true. Nevertheless, barriers are what make communication tough, challenging, and time-consuming. The presence of obstacles makes communication challenging. The following are typical hurdles to communication inside an organisation.

Perceptual barriers are those that develop as a result of disagreements between two people's points of view. Since these barriers are so significant, efficient communication is necessary to overcome them. Any kind of conflict between two individuals is unhealthy for the operation of the company.

### **Emotional Barriers**

On occasion, it occurs that individuals lose interest in interacting with their coworkers as a result of internalized emotions such as fear, distrust, wrath, or frustration. These are referred to as emotional barriers.

Language is seen to be the most efficient way of communicating with people, hence language barriers are a concern. Language facilitates comprehension of the ideas that a person wants to convey or share with others. When two people or groups of people are speaking with each other and if they use a language that is universally understood, their goals will be achieved and the communication process will be successful. Creating a shared language inside a

company is essential for effective communication. English is regarded as the common language that is known by everyone and used for communication, for instance, when overseas students arrive to study in India and are not acquainted with the local tongue.

### **Cultural Barriers**

People from many nations, regions, cultures, religions, castes, creeds, and status groups work together inside an organisation. These individuals sometimes learn about the cultures and origins of other people, while other times they are completely clueless. The difficulty of individuals from various cultures to effectively communicate with one another may be caused by a variety of things, including different backgrounds, languages, customs, opinions, ideas, thoughts, and so forth.

### **Physical Barriers**

It is essential to have team spirit inside an organisational structure. Individuals should cooperate with one another and work in unison. Within an organisation, official and informal channels of communication exist. Within an organisational structure, proximity is one of the most important elements. There is a hierarchy, and people at the top of the hierarchy are physically far from their subordinates and have closed doors, offices, and cabins. This creates a physical barrier to efficient communication since it prevents subordinates from speaking with them.

Forming a good attitude in the workplace is one technique to enhance the process of communication with an organisation and eliminate obstacles to efficient organisational communication. To foster a collaborative workplace, it is essential to be kind, respectful, and pleasant to one's coworkers, superiors, and subordinates. Barriers are very ineffective and do not promote the organization's goodwill. It is the obligation of the person to overcome obstacles, collaborate with coworkers, effectively supervise and manage subordinates, and preserve trustworthy relationships with one's employers and superiors.

### **Communication Limitations Caused by Psychology**

It is said that communication is a continual process. Everyone is always speaking with others around them, including their family, friends, helpers, neighbours, relatives, coworkers, and when they go shopping, they are also communicating with the shops and other customers. One must possess the ability to communicate effectively in order to get by in everyday life. This ability may be developed either via personal practise or through watching others. There are many types of psychological impediments to successful communication:

#### **Marital Barriers**

When a person is married, communication is still seen as one of the most crucial aspects of a relationship. Psychological barriers to communication between spouses may arise for a variety of reasons, including irrelevant information, fear, insecurity, or misconceptions. Although these reasons are not always true, they are a possibility when a marital barrier arises. When couples have chosen to be divorced or separated, there is a lack of communication between them. For instance, over time, partners may feel that they are unhappy together, and the end result may be divorce or separation. The spouses' psychological obstacles are suggested by these elements.

#### **Academic Culture**

At academic institutions like universities, there are many departments, each of which is headed by a chairman and staffed by professors, students, and other employees. Effective

communication is essential in any academic setting, whether it be a university or other educational setting. For instance, if a professor is teaching a class on a certain subject and some of the students have opposing opinions, it does not preclude the professor from instructing or communicating with those students. There are many different cultures, subcultures, nationalities, traditions, norms, and values at the university. In a single classroom, there might be a small number of Sikhs, Muslims, Christians, or Hindus; nonetheless, they all need to form relationships with one another and communicate effectively with one another in order to learn academic material. Some students could struggle with certain courses, or they might find some ideas challenging. These challenges are seen as psychological barriers since they prevent the students from seeing the material from a different perspective from a logical standpoint.

The Flow of Communication According to the communication flow hypothesis, people can only communicate to a certain degree because of how little information they really know. Directly speaking, this means that smart people have better communication skills than people who lack knowledge. However, this also depends on the personality of the individual; for example, people who are solitary, have a small social circle, and don't practise communication with others shouldn't be held accountable because they lack the knowledge necessary for effective communication. The person determines whether or not he or she has effective communication abilities.

### **Limitations to Efficient Communication due to Content**

According to one definition, content barriers are anything that prevents, hinders, disturbs, or otherwise interferes with communication. These barriers have a tendency to skew, obstruct, modify, or otherwise misrepresent the information being sent between the sender and the recipient. Communication obstacles often occur anywhere, regardless of the setting, including the office, home, entertainment area, shopping centre, etc. The identification of these obstacles and the implementation of solutions to remove them are crucial. Several categories have been established for content barriers.

1. **Non-assertive Conduct** - This behaviour creates a barrier during communication since it causes a breakdown in the flow of information between the parties involved. It also makes people less likely to interact with unsure individuals.
2. **Anger or Frustration** - This is a barrier because when someone is angry or irritated, nobody wants to talk to them since they have a negative attitude. People often avoid talking to angry or frustrated individuals because they often speak inappropriately when they are feeling these emotions.
3. **Personal Bias** - When a person is personally biased towards one person over another, communication between people breaks down. For example, teachers occasionally have a tendency to favour one student over another in class. When students perceive that a teacher is favouring a particular student, they often become hostile and communication breaks down.
4. **Team Diversity** - As it has been recognised, people come from different backgrounds, have different religions, castes, cultures, traditions, norms, beliefs, customs, ethnicity, and sometimes even speak different languages within organisational settings, educational institutions, and other places; consequently, all of these factors are stated to be barriers to effective communication.
5. **Lack of Confidence** - When two or more people are communicating with one another, it's important for them to be confident and have the necessary communication skills. When someone lacks these qualities, they may find it difficult to engage in oral or written conversations with others or to write to them. This creates a barrier to

effective communication. It turns out that uneasiness, anxiety, and fear act as impediments to efficient communication.

6. **Improper Priorities:** When a particular priority appears that is unsuitable, it creates a barrier to effective communication. Priority is defined as the condition or characteristic of being earlier in time or occurrence. A family emergency is deemed to be an inappropriate priority during the course of a manager's employment, for instance, if the manager is in the middle of a meeting or group discussion with his subordinates when all of a sudden a family emergency arises, requiring him to rush home and prevent him from attending the meeting.
7. **Organizational Structure** - In some instances, an organisational structure is developed in a convoluted manner that proves to be a barrier to effective communication; the structure should be simple and not complex; for example, if the structure is large and there is a lot of space, employees may not even see each other and may not be able to communicate with each other effectively, so it is crucial that within the organisational structure, the employees should be w
8. **Distractions and Interruptions** - There are many interruptions and distractions that can happen when communicating, such as during telephone conversations, line disturbances, when the internet is down, some background noise, people working and the doorbell ringing, individuals entering a room without being invited, etc.
9. **Tunnel Vision** - When one is not exact and precise regarding the issue, case, notion, or condition about which communication is taking place, this is also a barrier to successful communication. Tunnel vision is the inability to represent correctness at the 100% level.
10. **Rank Differences** - When there are disparities in the rank of individuals within an organisational setting, it creates a barrier to effective communication. People who are subordinates, or low in rank, tend not to communicate effectively with people of the higher rank; they may feel unfairly treated. Rank disparities appear to be hurdles to successful communication since not only economically disadvantaged groups within the community are unable to converse effectively with upper class, rich persons.
11. **Task Preoccupation** - In this scenario, for instance, a person needs to depart for a crucial formal meeting with a customer, but just as he is ready to leave, he starts to feel preoccupied. When a different customer arrives to settle certain concerns, it is his responsibility to address those issues before departing for the meeting; in this situation, a client entering suddenly and without warning proves to be a barrier to successful dialogue.

Effective communication is crucial for the growth and progress of organisational structures, educational institutions, academic learning, or the implementation of one's daily routine tasks, but it is also crucial for the individual as a whole, as will be emphasised in the concluding section of this manuscript. Environmental and physical barriers, semantic barriers, cultural barriers, psychological barriers, and perceptions of reality are just a few of the obstacles that might arise during communication. There are many barriers within an organisational structure, and there have been developed measures and procedures for overcoming them, including perceptual barriers, emotional barriers, language barriers, cultural barriers, and physical barriers.

The most successful and effective way to overcome barriers of effective organisational communication is by forming an optimistic outlook within the workplace, and it is regarded as mandatory to develop politeness, go with the flow, and show consideration for others. Marital obstacles, academic culture, and communication flow may all be psychological roadblocks to efficient communication. Non-assertive conduct, rage or irritation, personal

prejudice, team diversity, lack of confidence, improper priorities, organisational structure, interruptions and diversions, tunnel vision, rank discrepancies, and task obsession are examples of content obstacles to successful communication. The steps for overcoming communication barriers have been identified in the final section of the manuscript. These include removing perception differences, using simple language, reducing and eliminating noise levels, active listening, emotional state, simple organisational structure, avoiding information overload, giving constructive feedback, choosing the right media, and flexibility in meeting the goals.

## CONCLUSION

Many communication hurdles that may be the fault of the sender or recipient may cause communication to break down. Consequently, understanding the hurdles is necessary for efficient communication. It's crucial to choose the appropriate communication channel since the inappropriate medium might dilute the message. It is important to understand the sources of the obstacles in order to remove them. Some barriers can be removed, while others cannot be, leaving a person with little choice but to deal with them. Maintaining current technology, improving one's communication and listening skills, showing respect, being fluent in English, refraining from talking to one another while working on a crucial assignment, developing effective leadership, managing stress, anger, and time, and other such skills are some of the ways that lead to the avoidance of barriers; some of the barriers are unavoidable, such as inappropriate priorities, when these kin are involved. Effective communication and efficiency in accomplishing the intended goals and objectives result from the implementation of solutions to eliminate such obstacles.

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## CHAPTER 4

### AN ANALYSIS OF DIFFERENT COMMUNICATION SKILLS

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#### ABSTRACT:

The capacity to successfully transmit or exchange ideas and sentiments is referred to as communication. According to a number of experts, effective communication skills entail conveying messages without deceiving or misinforming people. The act of sharing, expressing, or transferring information and ideas via writing, speaking, and gesturing is known as communication. When we talk of communication skills, it suggests formal education or attempts to develop them. Expression may take the form of communication. A newborn is a stranger to the world. It cannot talk for nearly a year, but after that, it can communicate with the mother and other people. It needs to express its thirst, preferences, enjoyment, comfort, displeasure, mood, etc. It begins expressing itself by moving its hands and feet, making facial expressions, moving its lips, and shining eyes. It communicates without speaking or understanding any language, sometimes by crying, grinning, or making common noises. Physical appearance varies, yet certain newborns are adored by everyone and are fondled by everyone, regardless of physical appearance. Some babies are disliked by people quite a little. It is when communication as an art form first emerged.

#### KEYWORDS:

Communication Skills, Information, School, Engineering.

#### INTRODUCTION

The kid begins acquiring spoken communication after around a year. Even if it cannot communicate itself adequately, we nevertheless like hearing it. We appreciate the effort it makes to communicate. Gestures help to support it more. That is best understood by the child's mother. It is referred to as frequency matching and impedance matching in engineering. We value and support the kid. Some youngsters start talking sooner than others, depending on their surroundings. The language that is spoken in the household, especially by the mother, is the first language that the kid learns. It's referred to as the mother language. We refer to it as inheritance or culture, but the language that the family and close relatives speak has a greater influence. Some of the people close to you teach positive things, but some teach harmful things as well.

Regular school begins at five or six years old. Some of them attend schools where the local language is taught. Nowadays, its common practise for well-off, educated families to enrol their children in English-medium schools, often also for reasons of competitiveness and pride. Some of the schools are really English-medium schools, while in some of the purportedly English-medium institutions, even the instructors struggle with the language. In any case, the youngster begins formal instruction in the alphabet and a regional or English language. It encounters other kids on the street and at school and begins conversing with them in the relevant language. In some families, the language used at home for

communication differs from the one used at school for education. It is challenging for these kids to succeed in school. They struggle with a sense of inadequacy. Some kids are able to adjust well. They are able to manage both circumstances. Adolescence then begins. They interact with various individuals at various times, places, and locations. They pick up a lot from their surroundings and, via their actions, influence others. The skin tone, facial characteristics, and overall body shape all contribute to one's inherent attractiveness. People are drawn to such people. But, for other individuals, God is not as kind in distributing these qualities. Despite these inherent restrictions, some

People are gorgeous, enchanting, elegant, and appealing. You like getting to know, conversing with, seeing, and working with them. Now comes communication, the art of communication, and communication competence. Broadly speaking, communication also refers to the dissemination of knowledge or the transfer of data. Since writing and printing were unknown, instructors (Gurus) also instructed their students verbally, passing on their wisdom from one generation to the next. For many centuries, the Vedas and Puranas have been passed down. The lyrical rendition of the shlokas may be easier to recall. They eventually began writing on leaves. Writing on rocks to send positive messages first gained popularity during Samrat Ashok's time, and now we have a variety of ways to store and transmit information. There are several alternatives, including landline and mobile phones, wired and wireless communication, audio and video communication, information storage and transmission on cassettes, CDs, and computer memory, as well as the internet, intranet, VOIP, and satellite communication. With telemedicine, these modalities have also altered the way that commerce, business, education, and medical are conducted. Yet, this communication is distinct from the personal communication that is the subject of this article.

Communication may be hampered by language or cultural differences, although these factors are not the main cause. Only verbal communication benefits from it. But, there are a lot of different ways to communicate. Those who are stupid or deaf may also communicate clearly. By using "Mudras," Kathak dancers express the whole narrative and message. For decades, Laurel and Hardy kept audiences amused without ever saying a word. Overall communication involves more than only verbal or vocal expression, even for individuals who can talk. It is backed by body language and facial emotions. I'm delighted to meet you, but that's not enough. In the face, the joy should be visible. Saying "I'm sorry" without expressing remorse has no value. You can tell when someone is just half-hearted in their greeting. When we're outraged, our words are backed up by fiery eyeballs. The muscles in the face are stretched and the teeth move closer as we exert more strain.

When we pray, our faces are serene, and our eyes may be closed or utterly still. A mother will speak to her kid with loving words while fondling the infant's body with her hands. Sometimes the hand is lifted officially when the saint blesses or welcomes the congregation of disciples. The saint (Guru) places his hand on the back or head of the chosen pupil. It boosts the disciple's mental confidence. He is relieved of his suffering and agony. It is a well-liked healing method. When someone is scheduled to appear for an exam, an interview, or any significant task, parents and family members wish them luck with words of encouragement and by placing their hands on their heads, shoulders, or backs. The degree of confidence rises as a result. We get well wishes from friends as well, and we are confident and prepared to face the task. A soldier's wife applies a tilak before he crosses the border to give him the courage to confront his foes. Little boys and girls may first lack the guts to speak when they first see one another or simply cross paths. Simply, the eyes cross. Sometimes the face expression and eyes may send conflicting information. If the message is

to disregard the other person, smile at them, invitation to meet again, expressions of dread and humiliation, as well as a change in heartbeat, may all be unpleasant encounters.

## DISCUSSION

Language and a wide vocabulary are just two aspects of communication. What you say doesn't matter as much as how you say it. From person to person and from level to level, communication differs. A youngster has no fear while speaking to its mother. That feels morally correct. It is assumed that the mother would accept whatever it says, whatever it says it, or what it asks, and will do it with love. Mother constantly speaks to her kid in a kind and caring manner. A parent is shown in a slightly different way. He must take on a more responsible position whether he wants to or not. Because of this custom, the youngster sometimes hesitates to talk to the father. Friend to friend, friend of opposite sex, student to teacher, teacher to student, disciple to guru, guru to disciple, colleague to colleague, worker to supervisor, supervisor to worker, staff in an office to superior, superior to staff, employees to employer, employer to employees, union leader to staff, managing director to public, and police to public all communicate very differently.

The key idea is that a doctor cannot provide the same medication to every patient for every illness. The communication should vary from person to person depending on the scenario, the authority and authenticity of the parties engaged, the level of the participants, the time of the communication, the communication's goal, and the mutual goals of the two parties. People at various levels or those at the same level may communicate. One person may be speaking to another in the conversation. A teacher, a public speaker, a news reporter, or an actor may communicate with one person or all of them. It might be one-way communication in public speaking, radio or television discussions, or remote learning. When instruction in a classroom is interactive, it could be bidirectional. The instructor in a classroom and the performer in a play may both observe the audience members' faces or reactions. The speaker cannot see the audience's reaction or facial expressions while speaking on radio or television. The communication's efficacy is likewise impacted.

The sender and the receiver are the two persons necessary for information exchange since without them, interaction in communication is impossible. One is always active and the other is always inactive. However, this is not enough; there must also be mutual respect and cooperation between them. The sender and receiver both have an impact on one another by what they have to say. They ought to share a common language composed of signals that are understood by both parties. Thus, the exchange of knowledge, ideas, and information between a sender and a receiver through a recognized system of symbols is what is meant by the term "communication." Only when the recipient understands the sender's intent from the same angle can something be said to be effective. Otherwise, there will be a misunderstanding [1].

The process of communication requires the use of both verbal and nonverbal cues to send and receive messages. Achieving understanding between two or more people requires communication, which is a two-way process of exchanging knowledge in the form of ideas, opinions, and thoughts.

A message is transmitted by one person and then passes via a resistance chain as part of the communication cycle.

When a message is sent, the recipient receives it, processes it, and then sends it back to the sender with feedback. Graphs, written text, and spoken language are all examples of communication techniques.

## Component of Technical Communication

### Encoding

The sender chooses how she wants to communicate her thoughts during the encoding phase of the communication process. Encoding a notion can be done by using the appropriate words, accompanying symbols, or gestures, tones, and noises in nonverbal communication. It is essential to know who the receiver is in order to facilitate encoding. For instance, Ruskin Bond uses clear, concise language that evoke images to arouse curiosity in his young readers.

### Message

The sender chooses what she wants to say and how she wants to say it before forming a message. Another name for it is encoding. Depending on the medium utilized and the target audience, the message's essence may alter. Never forget that understanding the message by the listener or reader is crucial for effective communication.

### Channel or Medium

One must pay particular attention to the medium, a key wheel in this cycle, in order to more clearly understand the communication process. The newspaper that comes through door every morning, the screen you're reading this article on, and the television used to view favorite movies are all examples of media. When encoding the message, it is crucial to take the medium of information transmission into account to ensure that the audience is efficiently reached.

### Receiver

Without a recipient to "lend an ear," communication cannot be completed. Every single thing a sender says, writes, sings, or expresses is intended to be read or experienced. The receiver is an important component of this procedure. The information supplied or transmitted by the sender is gathered by the receiver, who then starts to comprehend it. We alternate between sending and receiving messages. When watching a movie, we are the receiver, and when discussing it with friends, we are the sender.

### Decoding

No matter how skillfully the message is written (or encoded), it will be ineffective if the recipient lacks the means to decode it. For example, a nine-year-old might not grasp the significance of Harari's book. Develop the capacity to decode numerous messages as we become older. Even if the term "beautiful" had a universal definition found in all dictionaries, it would definitely imply different things to various individuals. We interpret any message according to our own procedures, ideas, and recollections.

### Feedback

The act of communicating takes time. After a thought, an idea, a statement, or a word is said, communication does not end. It makes waves through time, much like a stone dropped into a tranquil lake.

One of the final phases of communication is feedback. The communication must continue after a message has been encoded, transmitted through a media, received, and decoded. By providing feedback, a recipient can transmit their opinions regarding the material they have just received. Noise is a crucial element that is present in this cycle. This is a reference to the challenges that individuals have while engaging in communication [2], [3].

## Technical Communication Objectives and Characteristics

Technical communication occurs when experts discuss a subject for a specific purpose. Typically, technical communication aims to accomplish the following:

1. To offer well-organized data that facilitates prompt decision-making.
2. To encourage corporate collaborations.
3. To communicate information verbally or in writing.

Let's consider the case of a consumer who recently purchased a washing machine but is unsure of how to operate it. After reading the user manual, the consumer progressively gains the confidence necessary to run the washing machine alone. This is a good illustration of effective technical communication. The salesperson walks through all the technical aspects of each model when you're unsure which camera to buy. If doing so influences purchase decision, then again, technical communication has been successful. Technical writing must be true, exact, concise, suitable, and accurate. Information that is accurate is unbiased information. It should be simple to understand and written in clear terms. If the communication is done through a phone's user manual, keep in mind that most people won't utilize it until they are really stuck. Additionally, if they run into trouble, they will search for immediate information to address the issue. In order to make it simple for a user to access pertinent information, the material must be succinct and organized in a logical order. Furthermore, it is crucial that the manual's technical data be correct[4], [5].

## Importance of Technical Communication

The purpose of the communication is to successfully transmit a message to others. Both the message sender and the message receiver are involved in this procedure. Nevertheless, one or more of the parties involved may frequently misinterpret messages. In the workplace, effective communication is crucial, for instance when a manager wants to advise his employees of probable layoffs. The sending of this message incorrectly could result in a disgruntled and/or unproductive staff. Only when both the sender and the recipient perceive the message to mean the same thing is it successful. Effective communication of concepts and ideas depends on the transmission of messages. When transmission fails, the thoughts and ideas expressed may not accurately reflect their true intent, resulting in a breakdown in connections and communication[6], [7].

No matter the setting a company enterprise, an entire industry, or an academic institution technical communication is crucial. Planning, organizing, recruiting, coordinating, and decision-making are all managerial or administrative operations that include communication and engage in communication when read brochures and manuals, produce reports, or offer instructions. A measurement tool for an organization's development or success is communication. For instance, research and development (R&D) organizations' publications disseminate their findings. Each participant in a meeting learns about these accomplishments when the chief executive officer (CEO) of the corporation discusses his or her company's accomplishments. One needs communication more to advance in their position. A worker, for instance, might not participate in formal communication to the same extent as a top executive. The In addition to enabling a company to thrive, different forms of communication to help communicators acquire the necessary abilities. Although the majority of professionals are aware of the value of communication, they do not effectively develop their skills in their line of employment. the bigger the crowd the more actively they engage in the communication process, the more they hone their abilities in gathering and organizing information, evaluating and analyzing data, and understanding the distinctions between facts,

conclusions, and efficient communication. To improve one's communication skills, one must: has to keep talking and talking and talking. Other options are unavailable [8].

### **Communication and Education**

Every career needs a basic understanding of communication. The ability to communicate is crucial in the teaching field as well. Your ability to communicate effectively will amaze the kids. Your first impression of the class will stick with you. You may instruct the kids in your own style after you've gained their acceptance and are comfortable in the classroom. Some students may cause some disruption to test the instructor, especially if they are brand-new to the profession. The instructor shouldn't lose his or her cool. He should act deftly in this tricky position. Some educators attempt to buy popularity. They start shayri or tell jokes in front of the class. This kind of student entertainment is not anticipated from the instructor. He may use examples and analogies throughout the lecture that are linked to the subject, which may be humorous and make the lesson more enjoyable. It is stated that during lectures, attention may only be sustained for a maximum of 20 minutes. Our engineering lectures last an hour and are jam-packed with facts, numbers, and theories. As a result, the lectures become exceedingly lengthy.

In the classroom, effective communication bolsters subject matter expertise. Your pronunciation should be audible when you talk. While there isn't a lot of language used when teaching engineering subjects, you should nonetheless avoid making any errors. It's important to speak clearly and consistently. It shouldn't be positioned so low that it could not even touch the final bench. The volume shouldn't be too loud to disturb the nearby class. While voice is an inherent talent, you may also learn it. It need to be smooth and silky. Hammering shouldn't be occurring. There was just one senior instructor there while I was doing my undergraduate degree. While he covered the topic well, his voice had a few standard issues. That kept ringing in our ears. His voice did not sit well with us.

The speaker or instructor should face the audience and make eye contact with everyone there. For a teacher or skilled speaker, just reading the speech aloud is ineffective communication. Your focus should be on the speech while you are giving the lecture. In order to prevent losing sight of the topic. Points are provided on the board, a transparency, or a slide to help you. Your eyes should simultaneously be able to view the whole class. Maintaining eye contact and looking directly at the kids can encourage trust in them. Their expressions will show whether or not they are comprehending your talk. Some pupils like nodding their heads to show that they are paying attention to the discussion. Sometimes it could even be deceptive. Some students nod their heads inadvertently or just out of habit, and simply nodding your head by the first two or three seats is insufficient. As you go forward, the pupils' eyes show their attention, curiosity, and comprehension. Their facial expressions might sometimes show that they are trying to learn from you but are unable to do so. If required, you check to see whether they are still following in between.

When required, repeat a section. The previous lecture's material should typically be reviewed in the first two to five minutes of the current session, and the presentation itself may be summed up in the last two to five minutes. Jokes should be avoided when lecturing, but you may use some lighter examples or analogies to break up the monotony. To gauge their comprehension, several questions could be posed in between. Try to get the same item from them sometimes at a regular interval that you will talk about. That could keep them vigilant. Several students sometimes nod off during a one-hour lecture, especially after the lunch break. According to one perspective, engaging discussions are beneficial. The pace of covering could be slower if the whole lecture is interactive. It is undesirable for the instructor

to feel pressed for time at the conclusion of the semester and to have an incomplete syllabus. To enable engagement, the interactive system needs that the students have read the assigned readings, understood the subject, and have a working knowledge of the topic. The technique may work at IITs because they attract intelligent, career-focused students and have enough computer and internet/intranet facilities for two-way communication between students and lecturers. Most colleges in India lack certain amenities, have students with varying academic levels, and are merely willing to feed them with a spoon. Also, for special lectures or lectures by experts,

For experts, this approach could be effective. Its subject content is often repeated for various audience groups, in different locations, and at different times because they aren't concerned with covering the whole syllabus. Professionalism may be seen in the speech of certain speakers. They don't really discuss or offer much of the information. They pay attention to how they sell their image and programme. The in-depth discourse often requires purchase or registration. Even if a teacher creates unique speech, innovative presentations, or innovative course content, they virtually never get compensation for their intellectual property. Also, I have seen that it is really challenging to conduct interactive sessions for the whole hour with the typical mass of students that we encounter at typical educational institutions. After fifteen to twenty minutes, for one or two minutes, you may ask some questions to break up the monotony and get their attention before returning to your regular teaching style. The first challenge we have if we attempt to continue in question-and-answer interactive format is that the pupils are not intellectually and academically ready for it. If you pose the question, the pupils begin to respond collectively rather of raising their hands and speaking one at a time as you requested. This option causes a lot of commotion, grumbling, and disruption in the classroom.

## CONCLUSION

Communication is of utmost significance. To live a richer and better life, it is necessary to express one's ideas and emotions to others. More communication results in less suffering and happier attitudes about everything in our environment. The instructor should monitor the whole group of students during the presentation. On occasion, although the front row of pupils listen intently, the rear row shows signs of disinterest. The brightest students used to sit in the front row, while other less interested students used to sit on the rear side, according to an old tradition. The front seats may be left empty these days, while the back side is usually overcrowded.

Even intelligent pupils like the rear benches for seating. I don't follow the reasoning. For brand-new, inexperienced instructors, the back benches may sometimes be a source of irritation. Some students find it difficult to focus in class. They sometimes annoy the younger instructors by mumbling or making particular remarks. Often, they inquire only out of curiosity or to demonstrate their status. The lack of familiarity with them may be exploited by the pupils. Students won't risk any misadventures in class if you start getting to know them all by name and if they are aware of it.

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## CHAPTER 5

### A COMPREHENSIVE REVIEW ON LEVELS OF COMMUNICATION

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#### **ABSTRACT:**

People need to be aware of the many levels of communication when they are focused on improving their communication abilities. Individuals need to communicate on a variety of levels throughout their lives. They must consider a variety of issues while interacting with people at different levels. The many methods that individuals communicate are referred to as levels of communication. Verbal, nonverbal, and behavior-based communication are the many forms of communication. Yet, in general, there are four separate levels involved in the classical theory of communication: intrapersonal, interpersonal, group, and cultural. The most effective method to understand these four levels is often to think about instances of each level. The manners in which people communicate with one another are referred to as levels of communication. Depending on the situation and the parties involved, communication can be broken down into many categories and degrees. Verbal, nonverbal, and behavioral communication are three crucial modes of communication. Verbal communication involves the use of words, while non-verbal communication involves the use of body language, gestures, and facial expressions.

#### **KEYWORDS:**

People, Communication, Verbal, Nonverbal, Situation.

#### **INTRODUCTION**

People convey their intentions by their behavior, or behavior communication. This can range from their appearance to their social interactions. Depending on the circumstance and the parties involved, the appropriate communication level, style, and intensity will vary. For instance, formal business meetings typically call for a higher level of focused communication than social gatherings with friends. Depending on the social groupings in which it takes place and the technological tools that are used to enable it, communication has been divided into a number of categories. The varieties include group and mass communication as well as intrapersonal and interpersonal communication[1]–[3].

Even though there are many fascinating areas of research on animal and interspecies communication, this book focuses on human communication. Although while all animals can communicate, only humans have the unique ability to employ symbols to talk about things that are not directly related to our current temporal or geographical reality (Dance & Larson). For instance, we have the ability to describe a topic that encompasses many elements of teaching and learning using abstract symbols, such as the term education. We may think back on the past and project into the future. We are only able to produce complex belief systems, works of art, philosophical ideas, and academic theories because we have the capacity to think beyond our immediate experience. A gorilla can be taught to sign words like "meal" and "baby," but its symbolism does not reach the same degree of abstraction as ours. Humans haven't always had the advanced communication technologies we enjoy today, however.

According to some academics, humans' initial words were onomatopoeic. Onomatopoeia, which includes terms like boing, drip, gurgle, swish, and whack, is the study of words that mimic the sounds of the objects they describe. You may recall this from your English lessons. Just consider how well an ancient person may have communicated with these words and hand signals. He or she may gurgle to signal the proximity of water or swish and whack to describe a hunt's events. In any event, this rudimentary capacity for communication offered a selective advantage throughout evolution. The ability to communicate let people to work together, exchange knowledge, create better tools, impress mates, and alert others to danger. As a result, these individuals had more children who were also more inclined to communicate (Poe, 2011). Eventually, during the "Talking Period," this caused the emergence of a "Talking Culture." Talking was the sole form of human communication available throughout this 150,000-year era of human evolution, from 180,000 BCE to 3500 BCE.

In 3500 BCE, the transition from an oral to a written society was marked by the start of the "Manuscript Period." Communication improved at the same time as society moved towards a more settled, agricultural way of life. Hunter-gatherers used accounting systems to keep track of their resources and record transactions when they moved into small towns and started to plan ahead for how to grow, store, defend, trade, or sell their food. Symbols, perhaps etched into clay, subsequently functioned as the main means of record keeping, replacing real things that indicated a quantity at first—for instance, five pebbles represented five measures of grain. In this instance, five dots may equate to five grain measurements.

As many prosperous farmers who became businesses succeeded and rose to positions of leadership during this time, communities also formed class structures. Moreover, religion evolved, and a new group of spiritual authorities appeared. Armed forces were soon required to defend the accumulated wealth from potential thieves. The development of elite social strata and the establishment of armies necessitated the maintenance of books and records, which accelerated the spread of written symbols. The systems grew increasingly intricate as writers from the church, the ruling class, and philosophers started to write. Yet, the shift to writing did not undermine oral communication's dominant position. Literacy, or the capacity to read and write, did not become widely available to all people throughout the almost 5,000-year "Manuscript Period" outside the most privileged members of society. In actuality, widespread literacy did not exist in the globe until the 1800s.

The "Manuscript Age" came to an end, and communication technology began to advance quickly. The development of the printing press and the capacity to create written texts in large quantities ushered in the "Print Age," which lasted from 1450 to 1850. The "Audiovisual Period," which only lasted 140 years, from 1850 to 1990, and was characterized by the creation of radio, telegraph, telephone, and television, replaced this 400-year span. The "Internet Age" that we are now living in just began in 1990. The proliferation of the Internet and the growth of digital and personal media heralded the advent of the digital age, which saw the fastest spread of a new form of communication.

The area of communication studies has been impacted by the growth of communication medium from spoken word to digital technology. We must go back in time to the "Manuscript Age," which witnessed the creation of the first works on communication, in order to better comprehend how this area of study evolved. In fact, communication was the subject of the earliest book and essay ever discovered (McCroskey, 1984). Aristotle is a sensible place to start when tracing the evolution of the communication studies, even if this essay and book precede him. While not the first, his works on communication are the most thorough and organized. The art of rhetoric, which is defined as speaking effectively and persuasively, was the subject of theories from ancient Greek philosophers and intellectuals

like Aristotle. Nowadays, rhetoric is often used negatively. A politician, for instance, could dismiss the arguments put up by the opposition as "simply rhetoric." This gives rise to the notion that rhetoric refers to deceptive, fraudulent, or immoral communication, which is completely at odds with how the term is used by both ancient and modern communicators. Although rhetoric does largely relate to communication strategies that are intended to persuade, a lot of rhetorical analysis and instruction stresses the need of being an ethical communicator. So, a speaker who uses deceptive, ambiguous, or dishonest language is not utilising rhetoric; rather, they are speaking unethically.

The study of rhetoric was largely concerned with oratory employed in court proceedings, speeches designed to condemn or commend another person, and discussions or disputes about laws and policies. The links between rhetoric, governmental decision-making, and judicial processes demonstrate how communication and citizenship have always been intertwined with each other. We'll keep drawing linkages between communication, ethics, and civic participation throughout this book. Roman orators like Cicero were influenced by ancient Greek rhetoricians like Aristotle. By advancing views on the five canons of rhetoric—*invention*, *arrangement*, *style*, *delivery*, and *memory*—Cicero made a contribution to the discipline of rhetoric. The most researched of the five canons is *invention*, which is the use of facts and reasons to think about things in novel ways. *Arrangement* denotes how speech is organised, *style* denotes how language is used, and *delivery* denotes a speaker's vocal and physical traits. The procedures used by speakers of that age to remember and then repeat a lot of material are referred to as *memory*, the least researched of the five canons. A huge amount of philosophical and scientific works on various facets of human life were produced during the Age of Enlightenment in the 1700s as a result of the shift in society towards scientific research and information accumulation. By the creation of discrete departments of communication studies, this emphasis on academic advancement persisted throughout the 20th century.

Just a little more than a century had passed since the establishment of communication studies as a separate academic field with departments in universities and colleges (Keith, 2008). Communication departments were nonexistent, despite the fact that rhetoric has always been a crucial component of higher education and that schools and universities have long understood the value of speaking. Early in the 20th century, teachers with training and experience in communication were often situated in departments of rhetoric or English and were sometimes referred to as "professors of speech." Tension between English academics who studied rhetoric as the written word and speech professors who studied rhetoric as the spoken word started to rise about this time. The National Association of Academic Teachers of Public Speaking, which later developed into today's National Communication Association, was founded in 1914 by 10 speech instructors who were also members of the National Council of Teachers of English. The emphasis and areas of interest among speech instructors varied as well. Some concentrated on coaching the performance and delivery parts of public speaking while others focused on the quality of ideas, arguments, and organisation (Keith, 2008). The latter's instruction emphasised the value of "oratory" or "elocution," and this interest in reading aloud and speaking out loud is still taught in many communication departments' oral interpretation sections in addition to theatre and performance studies today.

A broader understanding of the function of communication resulted from the formalisation of speech departments. While Aristotle and other early rhetoricians and philosophers explored the relationship between rhetoric and citizenship, the emphasis shifted from the message itself to the role of the presenter. There are "two incentives for learning to talk," according to James A. Winans, one of the earliest contemporary speech instructors and a supporter of

communication education in higher education. Improving one's potential for success and capacity for service (Keith, 2008). Speech communication academics then noticed connections that might be made to further broaden definitions of communication to encompass social and psychological aspects as social psychology started to gain ground in academic institutions.

## DISCUSSION

These days, communication departments study aspects of all these numerous communication-related topics. We can examine the scope of the communication sector by using President Obama as a case study. Traditional rhetoricians who analyse President Obama's speeches in contrast to past presidential rhetoric may be found in one department. Others may research presidential candidate debates, analysing the rhetorical gimmicks used, for instance, by Mitt Romney and Barack Obama. In addition to messaging, researchers may also look at routes of communication, such as how various media sources cover presidential politics. Researchers may look at the kind of interpersonal disputes that arise in families with liberal and conservative members. Communication academics should investigate the cultural implications of how the election of an African American president shapes the notion of postracial politics. Obama was the last stop on our brief, but hopefully informative, trip from Aristotle. Let's now talk about the five main types of communication.

1. Communication Levels
2. Humans must be able to communicate on a variety of levels. It may include extrapersonal, intrapersonal, interpersonal, organisational, professional, mass, and self-communication as well as communication with the soul and God.

### Personalized ExtraCommunication

In general, we are concerned with human communication at all levels and in many formats. Yet sometimes, animal to animal contact is required. They may not speak our language, but with enough teaching, practise, or time spent together, they will be able to grasp our instructions via certain noises, phrases, or gestures. They may also react to our thoughts of hate, rage, etc. by understanding and sharing our feelings of pleasure, grief, etc. While doing certain tasks in a circus, the animals adhere to the ringmaster's directions. Pets kept inside should also follow our advice. Domesticated cats and dogs use common noises or gestures to convey their emotions, hunger, happiness, grief, etc. We are all aware with how dogs wiggle their tails, bend down with their front legs, nod their heads, look lovingly into your eyes, and growl at strangers. A parrot may mimic someone's speech without comprehending it, without considering the context or the presence of other people, and without hesitation. The animals in a circus get specialised instruction in order to learn the motions. Pets raised in households are trained via repetition, experience, familiarity, and affection. So, it essentially requires some kind of calibration between the trainer, owner, or teacher on a student or pet on one side, and the other.

Compared to other animals, certain animals can understand things quickly and more effectively. Our body has a brain, which serves as the supreme controller and supercomputer system. Intrapersonal Communication. The neural system of the body is evenly dispersed throughout. Our actions are managed by the brain throughout the whole day and lifetime. Programming is done in advance for certain activities. We do not need to think in order for our hearts to beat, for our bodies to breathe, or for our bodies to digest food. Certain tasks are completed on an independent basis. Naturally, some of these behaviours may also be intentionally managed. We won't go into the specifics of it, however. Each of our five senses has associated sensors. Skin to touch and feel, eyes to see, ears to hear, tongue to taste, and

nose to smell. Our bodies have become used to certain environmental factors. The five sensors and nerves located throughout the body convey messages to the brain through bio receptors and transmitters in response to changes in the environment. The body contains internal controls that allow it to maintain its physical parameters and reach a comfortable level. Various individuals from various backgrounds have varying degrees of tolerance. Some of them are able to wait for the innate regulation, while others are unable. To reach the desired degree of comfort, they instantly return to exterior supporting mechanisms and appliances. Use of a fan, air conditioner, heater, parasol, audio system, or any other device may be included. The nervous system alerts the brain when a sensor detects an external disruption, and the brain may then decide whether to take internal or external remedial action. In essence, it entails the internal and external transmission of signals, or internal communication inside the body and with the brain. In order to communicate or interface with the outside world, some kind of external communication is required, but a person's body is also engaged in internal communication at the same time. Intrapersonal dialogue is taking place[4]–[6].

### **Having Conversations with The Soul**

Our body is what communicates with the outside world. Intrapersonal communication, which is also physical communication but is neither visible nor audible, is carried out for the body's physiological well-being and to carry out the physiological activities. There is one somewhat higher level internal communication. Instead than seeing oneself as Mr. X interacting with Mr. Y, a person is thought of as a soul. The soul is seen to be God's gift since it is serene and pure. It beyond what the physical body can experience. When a person separates themselves from their identity as a physical body, they become aware that they are souls and are above temporary emotions like physical delight, worldly happiness, sadness, grief, wrath, etc. This super channel uses a distinct method of communication with the brain. The brief wild disruptions are removed via filtering. Excitation, rage, and other fleeting emotions are restrained. New levels of maturity and balanced behaviour are the outcome. It leads to a calm mental state. It gives peace of mind in the current era of difficulties, rivalries, uncertainties, and tensions. Decisions and behaviours taken in these circumstances are more mature and may assist to strengthen interpersonal relationships. Moreover, it has been noted that spirituality and method help the body recover from the pressures and strains of modern, fast-paced living. Blood pressure and heart rate return to normal levels. Furthermore, the breathing rate stabilizes. A person experiences improved physical resistance to externally upsetting factors as well as excellent health and mental tranquilly. Communication with God or the super soul occurs during prayer.

Interpersonal communication: People are social creatures. He needs to be in close contact with numerous individuals in his daily life. This kind of communication often occurs one-on-one or in a small group between two individuals. It determines our level of interpersonal competence and our likelihood of success in life. Communication quality is a reflection of interpersonal relationships. Ineffective communication may lead to enemies while effective communication can lead to allies. Like a family, interpersonal communication often involves a small group of people. They are really situated in a tiny, stationary building. The parties are in close touch while communicating. They may use all of their senses for communicating because of their close physical contact. They can interact face-to-face, meet and greet, shake hands, smile at each other, communicate effortlessly, and hear one other's voices. They can also examine the results of their conversation.

The likelihood of misunderstanding may be reduced in interpersonal communication because of the small group size and intimacy among the participants. Any party may ask for personal

explanation if they are unsure. Bidirectional or mutual and participatory communication is this kind. The speaker is able to feel the receiver's reaction extremely effectively because of the sender's extensive use of gestures and facial expressions, which enhances the effectiveness of the communication. The other side has responded directly. Hence it is not essential to have a different setup for feedback. Due to our busy lives nowadays, there may be communication gaps even within families, which leads to a number of issues.

While there are fewer people participating in interpersonal communication, the nature of the communication varies too much. Whether or whether the parties are acquainted will depend on their level of acquaintance. Members of a family, a workplace, or a group of friends are acquainted with one another. It is casual. It could be a regular feature of the friends' get-togethers or everyday schedule. It could depend on the members' age, education, background, nature, and interests. In contrast, there are occasions when the communicators in a formal or commercial setting are not fully aware of one another. The meeting's internal and external objectives may vary. Meetings of this kind entail formal communication. Each participant may attempt to surpass or surpass the other participant. It has to be handled carefully on both sides. The meeting shouldn't end if the participants are getting together for a shared interest or purpose. The salesperson can make an effort to persuade the other side by outlining the advantages of his offering. Yet, if he lacks communication skills, he can become stuck in a conversation and the worst parts might come out. By communicating effectively, medical representatives, insurance agents, credit card agents, and loan agents may succeed or fail.

### **Organizational Communication**

There is some organisational structure in every organisation. For instance, at a university, the hierarchy may begin with the chancellor, go on to the vice chancellor, the registrar, several institutes led by directors, and then professors, staff, students, department heads, and division heads within the institutions. A director general, a board of directors, managing directors, chief operational officers, engineers, supervisors, and employees may be present in an industry. Controlling officials do not operate any organisation alone. All of the organization's members are involved in running it. The effectiveness of an organisation relies on effective communication at various organisational levels, depending on the goal, time, and level. There might be personal, professional, and internal operational communication.

### **Internal Operational Communication**

Internal communication is required for an organization's operation or functioning. A set of rules and regulations govern how the organisations are operated. They are sometimes announced by the organization's leader. At the time of recruiting, various requirements are expressed for the newly hired individuals. There are academic rules at a university. The vice chancellor and the registrar sometimes publish them. This first exchange may take the shape of a written document. Nonetheless, the university has a number of entities, including the faculty, academic council, senate, and syndicate, to come to the written text. At these levels, extensive conversations take place. The vice chancellor/registrar, head of the institution, head of the department, section head, etc. provide written circulars, offer verbal instructions, and sometimes request specific information for ordinary, day-to-day work. These details might be gathered verbally or in writing. Nowadays, intranet is utilised for both one-way and two-way internal communication. There may be weekly meetings at the institutions to assess the work and plan new tasks. A special, urgent meeting of everyone involved may be convened in the event of an urgent matter, or only the individuals or group that are involved may be summoned. Meetings of directors, operational officers, engineers, and supervisors are also called in an industrial organisation.

## External Operational Communication

Communication with external entities, external people, or stake holders is necessary for the organisation to function. University interaction with other universities, the university award commission, and the government necessitates communication. Communication with the AllIndia Council for Technical Education is necessary for a technological university (AICTE). The director of an educational institution must communicate with potential faculty, potential students, external board members, the faculty and academic council, equipment suppliers, guardians, project financing organisations, R&D organisations, and the businesses that hire the students. This external contact could take the shape of printed correspondence or emails. There could sometimes be phone conversations.

## Personal Communication

We are what we are. Working together inside the organisation might lead to the emergence of intimate friendships. For organisations to be healthy, it is essential. It is bad if people spend the whole day sitting next to one other, like two adjacent machines, and then get up in the evening. Nonetheless, workplace coworkers often form personal bonds with one another. They function like a family at work. They communicate their sentiments, joys, sorrows, and family issues in addition to saying hello. There may be personal discussions in addition to the sharing of formal information. It is crucial for the creation of a good organisation. Personal touches between coworkers and from senior officers promote team development, foster mutual trust, and boost confidence[7]–[9].

## Mass Communication

This kind of communication often involves one ton people, with  $n$  typically being a huge number. It might be delivered verbally, in writing or print, or even as a mix of the three. A local or distant mass communication may be used. A leader's inauguration address or an invited speech by a renowned speaker might be examples. It could also be a general body meeting of stockholders, an election meeting, a general public assembly of a leader or a religious leader. Common courses of 200 to 300 students are being set up at the first-year level at various educational institutions. The local address could be limited to a building or a gathering place. It needs setting up a podium with a public address system, including microphones and audio amplifiers, to cover the vast crowd. Closed-circuit TV cameras and projection displays are also set up if the room or the area is particularly vast.

Mass communication is not only restricted to meeting spaces and halls. Mass media communication uses a variety of various channels nowadays. News publications, regularly published news bulletins on paper, handbills, journals, books, audio and video cassettes, TV channels and programmes, movies, SMS and MMS via mobile phones, the internet, email, and websites are the first to spread information. E-books, e-journals, and e-libraries are becoming more and more commonplace in place of print media. The earlier conversations are essentially face-to-face. Mass communication loses the personal touch in both directions. Without a communication medium acting as the information transmitter mechanism, it is not feasible. In many instances, the communication tries to raise awareness, form favourable opinions, win votes, warn the public, or entice consumers by making the product or service more well-known.

Three characteristics define mass communication. Absence of a personal touch, the dispersion, and the need for a gateway and gatekeeper. Because of modern communication technologies, distances between places are no longer an issue. It can reach every region of the globe and every individual who is connected to the internet. One drawback of mass

communication is that it often only allows for one-way communication, with performers and speakers unable to see their audiences. In this mode, there is no audience or spectator reaction online. Online comments and improvement are not possible. Although teleconferences and distant learning programmes attempt to do this, they are not as successful as in-person meetings or in-class instruction. The gatekeeper and gateway are at blame for the second issue. An organisation owns a newspaper, and that organisation also employs the editor. The editor's and the company's policies may slant the news. The majority of the organizations that control TV networks may be profit-driven. Unwanted communications and ads are present on both the Internet and mobile devices. When there is time between commercial breaks, TV shows attempt to be entertaining. The audience or spectator does, in theory, have a choice, but doing so would take a lot of time. He is dependent on other people[10]–[12].

### CONCLUSION

The improvement of communication skills is something that people need to focus on on a daily basis. The people must provide data on different degrees of communication in order to improve their communication abilities. The many communication levels include content, method, interactions, and sentiments. In addition to producing information for these levels of communication, it is crucial for people to be prepared for other levels of communication as well. They include the levels of communication at the interpersonal, intrapersonal, emotional, organizational, educational, environmental, public, and mass, small-group, and written levels. The entertainment industry has grown to be the largest in the world today. Hence, advertising material is forcibly included into the entertainment. The audience's vulnerability to the middleman is mass communication's worst drawback. The menu is chosen by the editors. These could skew the data. In this situation, choosing and looking for the right information takes a lot of time.

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## CHAPTER 6

### ROLE OF THE INTERPERSONAL COMMUNICATION

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#### **ABSTRACT:**

Interpersonal communication is the spoken or nonverbal exchange of information, ideas, and emotions between two or more individuals. Information is often exchanged face-to-face through voice, body language, facial expressions, and gestures. In essence, it is the process through which individuals exchange ideas, knowledge, emotions, and intentions via messages and signs. All conversations between individuals that take place face-to-face, online, or over the phone are considered interpersonal communication. Interpersonal communication is the sharing of information between two or more people. Furthermore, it is a branch of study that seeks to understand how people use verbal and nonverbal clues to accomplish various interpersonal and personal goals. Many academics have described their research as an examination of interpersonal communication. There are many different conceptual and practical ways to explain this area of inquiry. Since it incorporates so many different study methodologies and academic traditions, the field of interpersonal communication is exceedingly complicated.

#### **KEYWORDS:**

Ideas, Interpersonal Communication, Academic Traditions, Oral Communication.

#### **INTRODUCTION**

Interpersonal communication includes, for instance, communication between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, etc. A common definition of interpersonal communication is the exchange of information between individuals who are related to one another and depend on one another. Even while it usually happens in couples, interpersonal communication can also be used to small, close-knit groups like families. Interpersonal communication includes both face-to-face interactions and communications conducted online via social media. The study of interpersonal communication covers a wide range of issues and employs both quantitative and qualitative approaches. There is growing interest in perspectives on interpersonal communication from the biological and physiological perspectives. The escalation and de-escalation of romantic or platonic relationships, as well as language, emotional experience nonverbal cues and expression, social networks, supportive communication, and relationship life, conflict, influence, computer-mediated communication, interpersonal skills, interpersonal communication in the workplace, and intercultural perspectives on interpersonal communication are some of those topics that are covered [1].

The ability to engage, communicate, and collaborate with people and groups effectively falls under the category of interpersonal skills. High communicators both verbally and nonverbally, those with strong interpersonal skills are frequently referred to as being "good with people." These abilities are crucial for success in both your professional and personal lives.

## Interpersonal Communication Types

Four types of interpersonal communication can be identified:

1. **Oral communication:** Any spoken engagement, such as phone calls, public speeches, and in-person chats, is considered oral communication.
2. **Written communication:** This category includes texts, emails, letters, and messages in addition to emoticons and GIFs.
3. **Nonverbal communication:** nonverbal communication. Nonverbal cues include things like posture, tone, hand gestures, eye contact, dress, and fragrance.
4. **Listening:** Interpersonal communication includes listening, which requires more than just hearing what people are saying; it also requires actively comprehending what they are saying. In other words, it stands for attentive listening without comment.

## Importance of Interpersonal Communication:

By communicating with one another, usually through chatting or texting, we make sense of the world and establish connections. A friend that can be trusted and relied on is someone who has strong interpersonal communication skills. These abilities will enable you to advance professionally, take advantage of new possibilities, and realize your individual objectives. The following are some instances illustrating the significance of interpersonal contact in your life:

1. **Teamwork:** Today, the adage "Teamwork makes the dream effort" is still true. Being a team player needs strong communication and people skills, which are essential at any workplace. Learning interpersonal communication techniques will be quite beneficial to you regardless of the situation that calls for you to be a true team member.
2. **Settling disputes:** need conflict resolution techniques whether you need to stop a fight between siblings or a hushed argument between coworkers. You can determine how to proceed through interpersonal communication if you listen to both sides and cooperate rather than oppose them.
3. **Problem-solving:** The ability to discover and investigate opportunities is a crucial one for daily living, whether it be at home, school, or the workplace. Can recognize an issue and come up with a solution that works for you or your goal with the aid of interpersonal communication.
4. **Listening intently:** Giving someone your full and undivided attention while paying attention to what they say, their body language, or other signs, and generally participating in the discussion are all examples of actively listening to someone. Effective communication and avoiding misunderstandings at business, in personal relationships, in the classroom, and even with children depend on active listening.
5. **Connection:** Being socially connected is a crucial aspect of being human. Being socially isolated has a detrimental effect on both mental and physical health. It can raise your risk of dying by at least 50% and contribute to obesity, heart disease, smoking, melancholy, sleeplessness, and cognitive decline. Building a support network and making connections with others can both help you feel better when you're stressed out [2].

## Four Interpersonal Communication Principles:

When thinking about interpersonal communication, there are four essential principles to keep in mind. These guidelines should help you gain a deeper grasp of the nature of interpersonal interactions.

1. **Inescapable:** It is virtually impossible to avoid engaging with others. Even if you enjoy your alone time, you'll probably be interacting with others online frequently.
2. **Irreversible:** The things we say or do when interacting with people cannot be undone. Our initial message cannot be changed, not even if apologies or provide an explanation for what we did or said.
3. **Complicated:** It's hard by nature since there are so many facets to interpersonal communication that go beyond what is actually expressed. Things can frequently be perceived in a variety of ways, and it can be particularly challenging for some neurodivergent individuals to pick up on subtle indications. Similar to this, a lot of neurotypical people are unaware of various communication methods, which can also lead to various perceptions.
4. **Contextual:** Given the additional influences at play, it might be challenging to influence how our communications are received. Who is hearing the message, where are they, and why are they understanding it in that way? Context has a major role in this [3].

## DISCUSSION

Interpersonal Barriers: Internal factors prevent intrapersonal communication. Interpersonal communication is hampered by an external obstacle. In electronic communication, the power of the transmitter and the impedance compatibility between the transmitter and the receiver determine the efficacy of the transmission. The interference or noise is a second component. Person-to-person communication is also influenced by the communicator's fortitude, communication skills, and capacity to get through obstructive elements[2], [4], [5].

### Linguistic Proficiency

When two native speakers are speaking, they are conversing in the same language. Even if it is easy to communicate, it is possible that an outsider who has to be reached does not speak the local tongue. Communication is made feasible in this scenario if both sides are conversant in a shared national or international tongue. Language serves as a conduit for communication, but it is up to the people to carry it out. They must learn communication skills via training. Even in their native tongue, some individuals find it difficult to communicate. Language facilitates communication but does not entirely resolve all of its issues.

### Vocabulary

Sentences made up of words are used in our verbal communication process. It requires a strong vocabulary or extensive word knowledge. We sometimes remark, "I have no words to describe," while praising someone or expressing our happiness after a victory. Even when we talk modestly, there are instances when we find ourselves speechless. That could occur in conversation at first. Sometimes we attempt to communicate in English while thinking in our native tongue. In certain situations, we convert our speech internally from the native tongue to English. Yet, once you master communication, it will turn into a pastime. You'll think and speak in English right away. Forget about translating while pondering. Get your thoughts out in the language you want to use, and your tongue won't get stuck trying to find words that are similar. Your discourse will be clear and concise. Never consider the words others have used while speaking. You must speak in your native tongue. You must communicate with your audience in a way that will reach their hearts and minds. It will be artificial if not. It will be a dubbing created for another person. Do not hold off till you have a larger vocabulary. Start exchanging words. Once you talk with confidence, what you say doesn't matter as much as how you say it. Really, it's not the words themselves that count, but rather how you use them. When you work on your communication skills, you'll become aware of your weaknesses. Try

consciously expanding and improving your vocabulary. Typically, I tell my young friends and family members to read local newspapers in the beginning in order to expand their vocabulary before moving on to English-language publications. Through reading dictionaries and encyclopedias, the vocabulary cannot be developed. They should only be used to dispel doubts. Use a dictionary anytime you are in any question about how a word should be spelled in written communication. Sometimes we have a nice selection of dresses in our closet, but we seldom ever wear some of them. You're unsure of how you'll seem in that[6]–[9]

Dress. Dressing differently enhances your individuality. In a similar vein, immediately use the terms in your repertoire. There are several terms that might be used that have similar meanings. By using it, you are able to choose which word to use when. The location, the time, and the audience type all affect the words that are chosen. Depending on the circumstance, there should be a change in language. We cannot use colourful language in a sympathy letter. The statement must be carefully structured around certain key terms. You may play with the words if you have a large vocabulary. The same or similar words might have several meanings in the same phrase. You may use many words that start with the same letter in one phrase. So first learn to stand, then walk if you feel comfortable, then leap, and eventually run while using your communication skills.

### **Misalignment of Nonverbal And Verbal Cues**

We say "pleased to meet you" or "it is our pleasure to have Mr. so and so here" when we welcome or greet someone. If there is no expression of joy on our faces, it is meaningless. The voice of the defence minister should be loud enough and his fist should be firmly lifted in the air to convey the power and resolve when he declares, "We are ready and prepared to confront any challenge from the adversaries." He shouldn't have to steady his feet. The nonverbal communication, such as body language or gestures, supports spoken communication. The voice must be raised, and the eyebrows must be arched, if the employer must terminate the employees. When we apologise or express remorse, our faces should reflect our feelings of regret or repentance. When the institution director summons the misbehaving student and their guardians, they verbally apologise but their facial expressions don't support their written or speech commitment. Why certain performers in films or plays may captivate audiences with their performance by synchronising verbal and nonverbal cues even when they are not going through sadness or tragedy.

One must correctly employ both verbal and nonverbal cues, as well as body language, for efficient communication. If not, it could result in misunderstandings and have unfavourable effects. Communication also heavily depends on how someone seems. Our idea of a police officer or military officer is a big, sturdy individual with a moustache and a powerful face. In a teaching line, a lecturer needs a clear, strong voice and a fair framework. We don't have control over certain things. A small, slender body type may make it harder for the lecturer to maintain class discipline. He has to make up for it with greater effort and technical prowess. Clothing also represents how we express ourselves. Colorful attire denotes a happy mood, white attire is appropriate for a gathering to offer condolences, a tidy, polished appearance conveys decency and dignity, Khakhi, or a dark green colour, denotes authority, and saffron signifies a fighting spirit. The person's hairstyle also reflects his personality. Wearing sleepers, chappals, or shoes that are polished, unpolished, or broken also demonstrates simplicity, fashion awareness, carelessness, decency, etc.

Different individuals have distinctive ways of sitting, standing, walking, and talking that reveal something about their personality, characteristics, or mood. It is simple to make a distinction between the father of the bride and the father of the bridegroom in a marriage.

Many of these characteristics need close observation, comprehension, and interpretation. This procedure happens instantly. There could also be misunderstandings from time to time. But, in general, it offers a useful hint. Even handwriting supposedly reveals a person's personality. There are certain specialists with this kind of knowledge accessible nowadays.

### **Emotions**

In certain situations, emotions may be helpful in communicating. A talented performer immerses himself or herself in the terrible scene's realism, which may cause audience members to cry and elicit pity. Yet sometimes it seems out of the ordinary. Tears caused by glycerin could be seen. The subject of cricket match rigging once came up. One well-known batsman broke down in tears while speaking on TV to demonstrate his innocence. Nonetheless, he was unable to articulate himself throughout this procedure. He could have made his point more effectively if he had been able to contain his emotions. When someone retires and has to communicate their thoughts, if they get emotional, they find it difficult to do so. If a politician faces accusations and loses his passion rather than defending himself with reasoned justifications, the public may conclude that he is in error. Some women use crying to demonstrate their innocence, but it may also show the opposite. Some individuals lose control during group discussions.

Normal conversation turns into a dispute as a result of their momentary emotional reaction. Some people's unchecked emotions can turn formal discussions personal when they make personal accusations. Natural emotions that are well-controlled may improve communication. But, when shown, irritable feelings or overly exaggerated emotional displays have a detrimental impact. Some individuals think that the best defence is an assault. Even when they are correct, they alienate other people by their aggression. Being nice in conversation is ideal, but you shouldn't come off as a beggar. Overbearing politeness may sometimes be seen. If the other man is mature enough, he will see that it is just flattery. Flattery may make some people happy, but it may not always be effective with everyone or all of the time. When some persons communicate in this way, other people who hear the conversation may be able to determine the vested interests of the concerned individuals rather readily. This condition is quite damaging in the long term. Unnecessarily elevated voices occur when certain individuals get annoyed while conversing. They disrupt the flow of conversation. Hence, one should restrain their emotions while speaking. A person should keep his or her voice in check, know the difference between flattery and civility, and avoid turning a conversation into a fight, and refrain from using too theatrical facial expressions.

### **Selectivity**

The selectivity serves as a filter in both oral and written communication. In electronic communication, analogue and digital filters are taken into account. Bandpass filters are a kind of filter that allows the signal in a certain frequency range. The second sort of filter is a band stop filter, which stops a signal in a certain frequency range from propagating. However, in general communication, such selection may be detrimental to one or both parties. Students may choose which exams to take. Oriented research the majority of them may not be interested if you attempt to teach them the principles or specific skills that they will need in their future lives or careers. There are many advertising in TV shows these days. Some picky viewers won't even see the ads. The general public may be addressed from a commercial perspective, but discerning viewers are lost. Nonetheless, the majority of viewers just regard television as entertainment. Religious or educational programming cannot reach such a discerning audience. In these situations, the communicator conveys the message or ideas, but the effectiveness of reception is limited by the audience's, viewers, or students' preferences.

Similar to this, at a multidisciplinary conference, the keynote speaker, invited speaker, or inaugural speech speaker shouldn't be picky about his field of interest or experience. Members of the audience from different fields should be able to comprehend and value transdisciplinary concepts.

### **Disturbances**

Cost and technology are key factors in electronic media including radio, TV, telephone, and communications. If subpar gear or technology is used just for cost savings, there may be a lot of interferences. The clarity and quality of the audio and video are compromised. Inconsistency or poor communication results from frequent pauses and communication loss. The biggest disruption in news publications and multimedia communications is unwelcome advertising intrusion. Even electronic media is not immune to this issue. There are several physical ways that annoying noise might interfere with intended communication. In a classroom, it might be the teacher from the adjacent classroom; in a political gathering, it might be a voice from another gathering nearby; in a parliamentary setting, it might be a disturbance brought on by the opposing camp; and in a social setting, it might be a disturbance brought on by antisocial elements.

### **Cultural and Linguistic Barriers**

Globalization has created a sea of possibilities for people from all walks of life. Business and education are not an exception. The language of the destination country should be understood by any students, instructors, or professionals travelling there. Hindi is the official language of India. Hindi proficiency is required for intercultural communication at the national level. English serves as the universal language of communication on a worldwide scale. English may be helpful for research academics to search the literature. Knowing German and French may give you an advantage while researching a certain subject or place. Owing to British control in India, English has grown in popularity and has shown to be quite helpful in today's era of global competition. While China's economy and technology are advancing quickly, its biggest disadvantage right now is the country's low English-speaking population. The ability to communicate in the target language is essential for businesses and industries interested in capturing international markets. Knowing the culture is as important as knowing the language.

The regional norms and traditions. Different etiquettes are observed in various regions of the globe. If you don't adhere to it, you could be seen as disrespectful and rejected by that culture. In various areas of India and throughout the globe, people welcome one another in a variety of ways. Religions, holidays, clothing, cuisine, and other cultural practises vary greatly from one location to another. You are an outcast if you dress differently. Politicians are shrewd enough to adapt local clothing codes when they go to various parts of the state or nation, allowing them to claim to be native sons of those lands. There are higher possibilities of cheating when you go sightseeing since people can tell you are an outsider by the way you dress and speak.

The mall culture has migrated to India, but in order to be successful, they must understand the business practises of regional hawkers or shops as well as the psychology of the local populace. Indian consumers prefer credit over cash payments and desire affordable, high-quality goods. International hotel and restaurant chains exist. They have to be familiar with the customs of both vegetarians and non-vegetarians. It is important for catering the meals, even for aircraft. The idea of Jain cuisine is being adopted by numerous restaurants and caterers, even among vegetarians.

## Listening Skill Barriers

A good listener comes before a good communicator. Bidirectional communication is often effective. Although we may talk, we must also give others a chance to do so. Listening is essential for a two-way conversation. Hearing is only possible through the ears. Some things are heard, whether we want them to be or not. Even if we don't want to, there are instances when we hear the loudness and other people's abuse as well. We may respond, "You may speak; my ears are open," if someone wants to talk but we are not interested in hearing it. Hearing is only a mechanical process. Hearing carefully is listening. It is sustained by the mind's attention. If it is heard in this way, the brain may get some important information, analyse it, and then use it to make a choice or come to a logical conclusion. We take into account signal to noise ratio in data collection systems. The signal must outweigh the noise. Otherwise, important information will be twisted or lost.

Some individuals are conceited or haughty. They engage in one-way dialogue. They attempt to impose their thinking on others while preventing them from speaking, or even when they do, they ignore them. Without hearing the other person out, we are unable to understand his point of view. We cannot determine if something is right or bad without understanding the purpose. The lack of listening is another factor that often leads to arguments or breaks up sessions. Sometimes the two sides are so enraged and enthusiastic that they are unable to hear one another. Little errors may occur on either side of a traffic collision and are mostly accidental. But, no one is prepared to listen to one another, so they start fighting. Every conflict may be resolved quickly if both sides keep quiet and listen to one another in silence.

We must make sure the other side knows you are paying attention to him while listening. Eye contact, a smile, a brief head nod, or other kind gestures may all be signs of attentive listening. Someone needs consolation if they are dissatisfied, experiencing problems, or failing a key task or test. He will be alleviated of his sorrow if someone is willing to listen to his awful tale. When a person loses their father unexpectedly, they need someone to listen to them talk about the grief and provide them a shoulder to cry on. If it is acceptable, he is excused without any expressions of sympathy. A kid needs its mother's lap so that it may rest its head, express its distress, and cry. The child's confidence that his or her mother will pay attention is the world's greatest comfort.

## Interpersonal Communication Functions

For effective interpersonal communication to develop. Interpersonal communication in the workplace may sometimes rapidly degenerate into appearing like a group trying to dance the Macarena, only that everyone is executing the movements in a different sequence. We often construct our thoughts about communication using conventions. Yet the phenomena is really much too dynamic to be reduced to a few straightforward guidelines. The spoken words, facial expressions, tone, and gestures are all components of effective interpersonal communication, despite how disorganised this may appear. They both show how it is being perceived in the moment and assist influence how it is meant to be understood. There are, however, several elements that might skew this process. This is what communications theorists refer to as "noise," which is anything that obscures a message's intended meaning. There are different sorts of noise that might impair staff communication in the workplace, in addition to the literal definition of noise, which refers to noises from the physical environment interfering with the receipt of a message from poor mobile phone connections to the sounds of a busy café. Language and cultural barriers may add another degree of complexity, which might make it difficult to understand what the communicator is trying to

say. Similar to this, overusing jargon or informal language may make it difficult for the listener to grasp what is being said.

The context in which a communication is presented greatly affects how it is understood. The communicators' shared social circumstances are considered the context in addition to the communication's professional location (an office, a restaurant, or when moving between destinations). Does one control the other? Are the people communicating in question allies, rivals, or both? The manner in which a communication is received might depend on the interpersonal ties and social standing of the two parties conversing the method used to transfer a message from one person to another is equally significant. Is it over the phone or in person? Email or text? While a worker is being trained? The term "channel" used by communication theorists to describe the method of communication might have an impact on how the message is intended to be perceived. An official email sent from a coworker's work email account creates the impression that the message is an "official" one. A more social environment would be implied by a channel like a Facebook message, which would signal a different, less formal engagement style. Sometimes picking the right medium for the message may be just as crucial as the message itself.

## CONCLUSION

Interpersonal communication is essential for creating positive working connections, which in turn boost productivity. It is impossible to exaggerate the value of interpersonal skills in the workplace. Lack of these abilities may result in misunderstandings, unhappiness, and inefficiency; on the other hand, having good interpersonal skills can help your business and your career succeed. We often imagine communication to have a clear sender and recipient, with one person sending and the other receiving messages. The issue with this paradigm is that interpersonal communication seldom goes smoothly; rather, it's more common for individuals to send and receive signals simultaneously in a challenging, involved process. In order to have effective interpersonal communication, active feedback has to be fostered. Simply simply, feedback is what a recipient says in response to the original sender. The ability to modify a message in response to feedback allows for better communication. Feedback happens throughout a dialogue, not simply after a statement has been made.

Many social signals, such as nodding or making positive noises like "mm-hmm," as well as interruptions that actually occur in conversation, may be utilised to show that one person is genuinely listening to the other.

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## CHAPTER 7

### AN ANALYSIS OF VERBAL COMMUNICATION

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#### **ABSTRACT:**

Verbal communication is when you or another person speaks out while expressing yourself verbally. Verbal communication is the use of spoken words to convey a certain message to a listener. Effective verbal communication may strengthen bonds between people, spur teamwork and productivity, and foster trust. Communication that is clear both reduces the likelihood of conflict and speeds up its resolution if it does occur. The definition of verbal communication is the exchange of information, ideas, and opinions through speech and other sounds. Face-to-face interaction is typically involved in the spoken portion. Verbal communication also refers to communication on the radio, television, or mobile devices. The language is defined by its vocabulary and grammatical conventions. If two or more people are aware of their respective languages, they can communicate quickly. Without a mutually understood language, communication may be challenging. There needs to be a shared language that everyone in the room can comprehend in order for communication to be effective. Good relationships at home and at work are a necessary component of effective verbal communication.

#### **KEYWORDS:**

Communication, Verbal Communication, Person, Small Group Communication.

### INTRODUCTION

#### **Verbal Communication Types**

Beyond words, sounds, and languages, verbal communication is multilingual. For better communication, you must understand your audience. Keep in mind that you can use the Pyramid Principle and begin with your core point before adding supporting evidence. Based on your audience, you can divide verbal communication into four categories.

#### **Intrapersonal Communication**

This is your personal line of verbal contact. You express your thoughts and chat to yourself. You'll get more self-assurance and mental clarity by talking to yourself. It will aid in decision-making, sentence structure, word choice, and effective interpersonal communication. This will assist you in earning the respect of your coworkers.

#### **Interpersonal Communication**

Another name for this is one-on-one verbal communication. This kind of communication takes place between two people. It enables you to determine whether your ideas are being understood clearly. You can tell if you're being understood or not by the other person's reactions, responses, and verbal and nonverbal indicators. Make sure to give the other individual your full attention. Talking to someone is just one aspect of communication. It involves listening as well. So pay attention, reflect, and then react. Make sure you don't upset anyone with your response by giving it some thought.

## **Small Group Communication**

When communicating in small groups, there are more participants. You switch from speaking to only one person to a few more. These intimate gatherings could be team, board, or sales meetings. Participants can communicate with one another because there aren't many of them. To ensure that you stay on topic during small group meetings, come prepared with a topic. Be sure to stay on topic and give everyone a chance to speak.

## **Public Communication**

This style may also be referred to as "public speaking." Here, a single person speaks to several individuals at once. A few instances of public communication are speeches, campaigns for office, and presentations. Since there are more individuals in the audience for this sort of communication, make sure you use language they can readily understand and organize your thoughts before speaking to the group. You will feel more comfortable speaking in front of an audience if you are more prepared [1].

## **Importance of Verbal Communication**

In the workplace, verbal communication can have a big impact. To conduct a meeting, give a presentation, or have private talks is necessary. Effective verbal communication typically extends beyond talking and may include both how you send and receive messages. Below, you may read more about the importance of oral communication:

### **Aids in Self-Expression**

You could find it easier to express your ideas, thoughts, feelings, and experiences by using various verbal communication techniques. You can use this to consider your personal strengths. You might describe yourself as tenacious, cooperative, or patient, for instance. It's critical to communicate your strengths, priorities, and expectations to others, especially if you plan to collaborate with them. Team members that are familiar with your working style and skill set may aid in your transition to your new position.

### **Organizes Complex Ideas**

You might have several thoughts regarding your assignments, due dates, and priorities as you work. You can organize several ideas into a concise message by speaking your thoughts out loud to a team member. Additionally, when you plan or manage a job project, your team members could value your ability to clearly communicate complicated concepts. This ability can also be used to pitch concepts to clients or business partners.

### **Aids in Thinking**

Verbal communication can also aid in future decision-making and reasoning. You can think back on your previous employment experience, analyse your current position, and mull over your potential future opportunities. You can use this to your advantage at work. For instance, verbal communication can be used to reflect on the past and help you perform better in the future. You can brainstorm project ideas with your coworkers and team members.

### **Influences your Mood**

Your mood may be affected by the way you speak or interact verbally. Your viewpoint and attitude regarding your current employment may be influenced by the way you and your boss communicate. For instance, you might be pleased when a manager recognizes your contribution to the team. In your group or company, others' sentiments may be impacted by

what you say. People may feel better and work more enthusiastically if you, for instance, compliment their efforts

### **Provides Clarity**

Clarity can be added through spoken communication, which could strengthen connections and increase participation. When someone gives knowledge to them directly or when they witness someone perform a task in front of them, it is easier for people to remember it. Participants may ask questions and receive prompt answers during group meetings or training sessions, assisting them in understanding the job at hand or a scenario.

## **DISCUSSION**

In today's society, verbal communication which includes speech and language seems to be a crucial connection and source of action in interpersonal relationships. While connecting with people, verbal communication accounts for 80% of all interactions, which is a great approach to increase search efficiency. Marsenach and Merand chose four categories to describe this discourse. These are relative communications on instructional topic, and they are connected to both the task's operation and the student's motivation for taking action. The temporal and geographical characteristics of the session's hardware and the way the course is conducted are mentioned in organisational and verbal communications. Verbal encouragement includes all spoken cues given before, during, and after the activity to support, encourage, and congratulate the pupils. Last but not least, vocal reprimands from the instructor that are considered to be disciplinary might be mild or harsh. Despite this, Miyata (2004) and Loisier (2009) feel that it is important to reevaluate the teacher's speech to the class in order to help the students understand that there are many factors to consider (speed, intonation, punctuation, and timeliness) while trying to influence verbal communication. Hence, oral communication is crucial to the development of abilities throughout the curriculum, making it a crucial component of a balanced and coordinated academic programme.

True, we talk and use language in our instruction more than before, and professors often advise students to engage in debate (Lebrun, 2007; Loisier, 2009). According to Vinson (2013), there is a connection between this relationship to knowledge and processes relating to gender, level, and identity in terms of boys and girls. In terms of gender relations, the school replicates what occurs in society, like other institutions. In fact, according to many studies, the school helps to create a "school disparity" between males and girls. The historical and metaphorical origins of sports and physical activities are with men. It is regarded as one of the key components in the creation of masculinity in many cultures, whether ancient or contemporary. Due to the sexual marking of the physical behaviours, several gender stereotypes are in play (Baudelot & Establet, 2007; Mosconi, 2004; Marro, 2012). There is some gender discrepancy due to things including teachers' expectations, the weight of preconceptions, physical activity, sports, and sexually explicit art (Vinson, 2013). In fact, according to Mosconi (1998, 2001), instructors intervened with males 56% of the time compared to girls 44% of the time. Nevertheless, McBride (1990) discovered that the elementary, middle, and high school physical education instructors engage with females and boys equally. According to Davaisse (2004) and Weiller & Doyle (2001), females engage in greater teacher interaction than boys do. Instructors converse differently with males and girls (Wright, 1999, 2000). Teachers, whether they are male or female, engage in more verbal contacts with males than girls, according to Mosconi and Loudet-Verdier (1997). They also point out that the substance of arithmetic exchanges varies across girls and boys; typically, instructors ask guys more questions.

Wright (1997) noted that the instructor creates lengthier conversations with females than with boys whereas exchanges are shorter as part of Physical Education and Sports as a drawback. He continued by saying that instructors commend guys more often than they do girls. They are motivated by the task's effectiveness in showing girls support for broader initiatives. Also, physical education is a field where biological disparities are so pronounced that they might obscure the social component (Combaz, 1992). Contrary to what is shown in Physical Education, when all subjects are merged, females do worse than boys. If one looks at the outcomes of the sporting and physical education competitions, many of the girls suffer embarrassment as a consequence of the planned educational scenarios (Dav-isse & Volondat, 1987; Moreno, 2006). The quantity of motor interactions during the Sports and Physical Education sessions favour males, according to Couchot-Schiex and Trottin (2005). Boys are more likely to acquire orders authorising their appointment to create the learning environment and organise their work if girls and boys receive similar amounts of feedback about the transfer of knowledge.

It has also been shown by Mosconi (1989), Duru-Bellat, and Felouzis (1997) that instructors treat boys and girls differently, although unintentionally, and that the aims of these encounters are likewise different. According to gender, the feedback is also given to pupils differently. In fact, the findings also indicated that there is a much greater rate of disrespectful verbal communication directed towards guys than at girls. As a result, guys are given more authority and physical allure is used to support authority in sport and physical education. Sometimes, girls must struggle against their perceptions of what women should be (Bouchard et al., 2001). In addition, despite the findings of Mac-study, Donald's females are not getting more messages from the organisation (1990). Last but not least, despite research suggesting that interactions are less engaging for females. The straightforward and conditional command form of disciplinary messages is substantially more common in males than in girls. In contrast, according to Cogérino and Lechelard (2003), females get more value judgment-style incentive signals. According to Simpson and Erickson (1983) and De Voe (1991), if instructors engage with guys more often, it's not because they're trying to discriminate against girls; rather, it's because boys tend to behave more actively and seek out their teachers[2]–[4].

By our capacity to communicate oneself, verbal communication enables us to address a variety of demands. We utilise verbal communication to ask inquiries that provide us precise information in terms of our instrumental requirements. We explain objects, people, and concepts verbally as well. We shall discover later that the three main goals of public speaking are to educate, convince, and amuse people. Verbal communication aids in all three of these objectives. We also establish our interpersonal ties via the words we use. Language is expressive at its core. We can convey our views, ideas, emotions, and requirements verbally 9.

The ability of language to communicate our identities differs depending on the situation and where the label comes from (self-chosen or externally imposed). Individuals may feel uncomfortable with the labels others bestow on them, but they are often at ease with the language they use to define their own identities.

Many individuals proclaim their "Irish" identity, although the rest of the year they may not give it any thought. There are several instances of individuals purposefully using labels that were placed on them and often have negative connotations in ways that are contrary to the original intentions. The word "redneck" has been reclaimed by several country music performers and comedians, who now use it to identify themselves and are proud of it rather than as a derogatory slur. The 1960s "black is beautiful" movement, which reclaimed black as

a positive identity marker for African Americans, and the 1980s and 1990s "queer" movement, which reclaimed queer as a positive identity marker for some gay, lesbian, bisexual, and transgender people, are two other instances of people reclaiming identity labels. Reclaimed terms still have their negative meanings and are not universally accepted, despite the fact that some individuals welcome them.

Language Affects How Credible We Are this chapter's primary objective is to improve your verbal communication skills. Depending on how you talk and what you say, people will draw judgements about your reliability. The standards that regulate verbal communication, such as grammatical rules, are arbitrary now that we know that meaning resides in people rather than words, yet these conventions still have some significance. To be taken seriously, you don't have to use faultless language. Since speaking naturally isn't as formal and organised as writing, you would really sound funny if you strictly adhered to written communication's grammatical norms. Yet, in order to come out as knowledgeable, you still need to back up your arguments and explain your findings. In order to be taken seriously as a trustworthy person, you must speak plainly and take responsibility for your words. At a professional job interview, breaching the social rules we've spoken about up to this point and using casual language won't help you seem more credible, but it could with your buddies at a tailgate party. Politicians are aware that how they communicate has an impact on their credibility, but they are also aware that employing language that is very scholarly or scientific might make them seem to be elitist, which would damage their credibility. Politicians and many other individuals in positions of leadership need to be able to communicate effectively, connect to others, and project confidence and competence.

The term "control" has a bad reputation, yet in this context, we may use it to mean anything good, neutral, or bad. Verbal cues may be used to praise and chastise. To compliment someone, we might use verbal communication in the form of reinforcement. As a type of unfavourable reinforcement, we might withhold verbal communication or utilise it in a critical, combative, or harmful manner. Speech that attempts to persuade another individual to do something is known as a directive<sup>10</sup>. These might be anything from a courteous plea or ask to a more stern order or insistence. Context affects when and how we provide instructions, as well as how others take them. Promises, whether implicit or expressed, should be followed in order to communicate ethically since they are often used in conjunction with directions to urge individuals to comply. Keep this in mind to prevent setting the other person up for disappointment.

The way we speak produces general communication climates that might influence many people as opposed to verbal communication being used to control one individual. Verbal communication that demonstrates empathy, understanding, respect, and honesty fosters open environments that encourage increased cooperation and information sharing. Controlling, dishonest, and evasive verbal communication fosters a closed environment where individuals are less open to conversation and less trustworthy.

Verbal communication is essential for establishing and sustaining interpersonal connections. Whether on purpose or accidentally, the words I, you, we, our, and us have an impact on our relationships. We, our, and other terms that express inclusivity are referred to as "we language." When expressing ideas, wants, and emotions, "I language" may be helpful since it encourages us to "own" our statements and prevents the inclination to incorrectly assign the origin of our thoughts, needs, and feelings to other people. By not making our discussion partner feel guilty or defensive, adopting "I language" to express our emotions may also encourage others to share their feelings. For instance, you may say, "I'm beginning to feel extremely worried since we can't make a decision on this," rather than, "You're driving me

insane!" In contrast, "you language" may make individuals defensive and feel assaulted, which can cause division and a sense of interpersonal rift. Beyond the words we use, communication frequency has an influence on relationships. Of course, what is said matters, but research indicates that relationships are less stressful and uncertain and are more likely to last when couples interact often with one another as well as with shared friends and family members[5], [6].

An Introduction to Interpersonal Communication, by Steven McCornack, Bedford/St Martin's, Boston, MA, 2007, p. 237. People will inevitably come together when regular contact is combined with supportive messages<sup>14</sup>, which are communications that are expressed in an open, sincere, and non-confrontational manner. Speaking the same language may bind individuals together, as we can observe when we go from the interpersonal to the societal level. Finding someone who speaks the same language as you may be quite reassuring when you are surrounded by individuals who don't speak your mother tongue. The ease of language compatibility is reassuring and may immediately establish a social relationship even amongst strangers. A shared language results in certain shared viewpoints because, as we have previously taught, language shapes our social reality.

The ability of a common language to bring people together has given rise to universal language movements that push for one universal language, while there are undoubtedly individual variances within a language community. The 1600s saw the start of serious efforts to establish a common tongue, often known as a lingua franca or auxiliary language, as globe travel led to an increase in commerce and Latin lost its effectiveness as a commercial language on a global scale. Several auxiliary languages have been discovered since then, but none have attained significant worldwide use or received formal recognition as an international language. Woodstock, NY: Overlook Press, 2005. David Crystal, How Language Works: How Infants Babble, Words Change Meaning, and Languages Live or Die, 423. Some of these movements sought to advance commerce and profit, while others aimed to advance understanding among people, more effective diplomacy, and peaceful cohabitation.

The most well-known and commonly used auxiliary language that was intended to serve as a single international language is Esperanto<sup>15</sup>, which has the meaning "hopeful." A Polish ophthalmologist created Esperanto, which currently has between one and two million native speakers worldwide. Many unique literary works and scholarly papers have been created in Esperanto, in addition to numerous translations of major documents like the Bible and the Qur'an and literary classics. Radio shows in Esperanto are also aired in certain nations. Esperanto will need to overcome a number of obstacles in order to become widely used over the world. In order to motivate people to learn a language that is not necessary for their daily lives and that no one else speaks, there would first need to be a tremendous amount of effort put into a period of simultaneous learning. Secondly, as we have learned, people take pride in their linguistic identity and find pleasure in playing with the rules of language, creatively inventing new words and meanings that constantly change a language. An auxiliary language may not be able to accept such modifications. And last, the hope of a universal language gradually loses way to actuality.

The education system has a challenging challenge in preparing pupils for the needs of the global 21st century. The focus of 21st-century education is on developing life skills, learning and cognitive abilities, and Computer literacy. In the twenty-first century, critical thinking, creativity, and cooperation are essential skills for students to possess. Physics is one of the high school science courses that are offered. Physics education Pupils are required to comprehend a phenomena, have a working knowledge of how things operate, and be capable

of resolving issues associated with the topic. The optical is the subject in physics lessons that requires extra attention. Results from the 2015 National Examination revealed that this subject was less well-absorbed than other topics overall. With a percentage of 57.20%, the subject of optics and waves received the third-highest percentage in 2015–2016 when compared to other topics. The optics and waves subject received the second-lowest percentage in 2016–2017, after dynamics, with 44.67%.

The subject of light and waves received the lowest percentage of any other topic in the 2017–2018 academic year, at 40.61%. Students have to be capable of articulating abstract physics ideas. Students need communication, media, and critical thinking abilities to effectively address problems. The instructor still does not devote enough time to communication skills in the classroom, therefore these abilities are still not very high in Indonesia. Students who lack communication skills must explain and defend the concepts they have conveyed both vocally and in writing. Since knowledge is delivered via a process in a study, communication skills have a significant influence on students' accomplishment as well. Interaction between individuals is necessary for communication in order to create and share messages with others. Both verbal and nonverbal forms of communication are possible. Oral or written messages are sent verbally using words and phrases; non-verbal messages are communicated through sign language (gestures, mimicry, or symbols).

A presentation in class helps improve verbal communication abilities. Start with the simpler assignment and work your way up to the more difficult one. Both verbal and nonverbal communication are crucial for information transmission. In the 21st century, problem-based learning is appropriate for achieving educational objectives. This instructional strategy places a strong emphasis on critical thinking, communication, and creativity. Problem-based learning's key features include: (a) a focus on student-centered processes; (b) learning via small-group instruction; and (c) the ability of teachers to serve as both moderators and facilitators. Problems may be used to inspire students to learn and to direct the organization's attention. They can also serve as a foundation for the development of clinical problem-solving abilities, and self-directed learning can aid in the learning of new material. To meet the requirements of the 21st century, problem-based learning has to be coupled with digital technologies. Problem-based learning may be coupled with Schoology, an interactive e-learning platform. The media helps instructors, students, and parents create a community of students who work together to achieve the educational objectives of the twenty-first century.

Schoology instructs students on how to use technology and communication into their studies. Schoology develops an interactive teaching tool that can be modified to accommodate fresh ideas from both instructors and students. The following are some of the features that Schoology has added to help learning: 1. the ability to construct a class of topics in Program (Program); 2. Group (group), a tool for forming groups; 3. Resources, a tool for adding content (Learning Resources) (assignments, quizzes, files, discussions, and media album). A handout is a simple educational resource that instructors may create. Handout utilised to complement other teaching subjects or instructor explanations as well as to facilitate and offer help or information as a handling educational resource for students, A handout based on fundamental skills and the major subject often presented to students was prepared from some of the relevant literature. Its contents are drawn from several writings that have some bearing on the subject matter being taught. A handout will guide instructors in providing regular and concise instruction. Moreover, handouts will encourage students to take less notes since taking numerous notes may be time-consuming. The only significant difference between the handout and the E-handout was its form. Regular handouts created in printed form (printed teaching materials), as opposed to an electronic handout created without printing[7]–[9].

## CONCLUSION

Verbal communication includes conveying ideas via speech. The quality of verbal and nonverbal communication is a key factor in evaluating how well an organization communicates overall. Filtering overload and distortion are the main barriers to spoken communication. A manager's words of acknowledgement or praise might increase productivity by boosting employees' self-confidence. Reading an impersonal email frequently looks less authentic than hearing a motivating speech. Verbal communication can also improve team members' perceptions of value and comprehension. For instance, a face-to-face meeting can give staff members the chance to discuss their issues with management or coworkers. Regular conversations and meetings with the group of employees can improve teamwork. When working in a group or team, the leader typically assigns duties and conveys expectations to the participants. Giving directions verbally rather than in a memo or email might help you adequately express the task and goals and resolve any ambiguities before team members begin their work. Everyone will concur with what you are saying and comprehend it, saving you time.

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## CHAPTER 8

### AN ASSESSMENT OF NON-VERBAL COMMUNICATION

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#### ABSTRACT:

Nonverbal communication is the process through which individuals communicate their feelings, needs, intentions, attitudes, and ideas without using words. Actions rather than words are used to transmit signals to others in nonverbal communication. By reacting nonverbally, people may convey their joy, involvement, worry, thankfulness, and confidence. This might include verbal and nonverbal cues including tone of voice, body language, facial emotions, eye contact, and hand gestures. Education, or teaching, like other types of communication in human societies, involves good communication with the learner if it is to be successful. One of the essential talents for someone in the holy profession of teaching is the ability to read non-verbal cues or body language. The major objective of this article was to ascertain the link between the quality of instruction and the instructors' use of non-verbal communication and its influence on success in teaching utilizing the results of the research that were completed. In this study, we reviewed the relevant research on the following topics: concepts of verbal and non-verbal communication, teaching concepts and various teaching communication skills, obstacles to effective non-verbal communication during teaching, and recommendations for teachers to be successful in effective non-verbal communication with the students.

#### KEYWORDS:

Communication, Non-Verbal Communication, Education, Teaching.

#### INTRODUCTION

The definition of non-verbal communication is communication that doesn't include writing or speaking. Now let's look at some of its features that set it apart from verbal communication. It is not possible to avoid non-verbal communication - unlike verbal communication, which can be avoided by refusing to speak or write, non-verbal communication cannot be avoided. This is due to the fact that, contrary to spoken signals, nonverbal communication is not always purposeful. Sometimes, even quiet it can be quite meaningful. As an illustration, a presenter may discover that the audience is not particularly engaged. Instead, he observes yawning during his lecture from the audience. When he asks for input at the end of the session, there is complete quiet. The sample above indicates that the audience is disinterested in the discussion. Since they are silent, they have not paid attention to the session, and the feedback is unfavorable [1]–[3].

- 1. Nonverbal Communication Has Great Influence:** We can create snap judgements and first impressions of people thanks to nonverbal communication. Most of the time, first impressions stick with us.
- 2. Consider the scenario:** When you arrive for a job interview fifteen minutes late and wearing casual clothing. You avoid making eye contact when being asked certain questions. Your mindset is immediately revealed by this, and people will have the impression that you are careless, insecure, and ignorant.

3. **The ambiguity of nonverbal communication:** Non-verbal communication is not always clear and simple to grasp, however verbal communication can be improved by using specific phrases to guarantee that the message is understood clearly. One indicator of boredom or exhaustion, for instance, is to sit back and relax. In a similar vein, avoiding eye contact with your audience may indicate that you are either embarrassed or guilty. As a result, it is impossible to fully comprehend the signals that are being expressed through non-verbal conduct.
4. **Nonverbal Expression of Ideas Cannot Communicate All Messages:** Only nonverbal behavior may convey a person's attitudes, sentiments, level of interest, and liking or disliking for anything. There are some communications regarding thoughts or concepts that can only be communicated verbally or in writing. Take the following as an example an oral presentation or written report are the two options available to a sales manager who wants to announce that sales for the current year have surpassed targets. His non-verbal cues can only show how happy he is about the rise in sales if he is giving an oral presentation.
5. **Across cultures, nonverbal communication differs:** While certain nonverbal behaviors are universal, others may vary depending on the culture. Examples: In oriental and western cultures, the appropriateness of the handshake is governed by distinct standards. In general, physical contact of any kind is not prevalent in oriental cultures like India and is seen as intimate, although it is allowed in western nations. Similar to this, in some cultures a head nod denotes acceptance while in others it denotes rejection. It is crucial for you to comprehend these variations in this era of cross-cultural business communication, especially when conducting business abroad. Failure to do this could result in costly errors [4].
6. **Nonverbal Communication Classification:** We have seen how crucial nonverbal communication is in business interactions. Understanding the many forms of non-verbal communication is crucial given how important it is. There is a widespread assumption that non-verbal communication simply refers to body language and is therefore synonymous with it. The fact is that it is a broad topic that has received a lot of attention and covers a variety of topics. The various forms of nonverbal communication are included in the table below along with the associated communication terms.

**Non-Verbal Communication Types:** Use several nonverbal communication modalities to convey various messages. The many types consist of:

1. **Body language:** How you hold your body might influence how people interpret your message. You might cross your arms, for instance, if you're anxious or irritated.
2. **Gestures:** These can either be deliberate or accidental. For instance, you might see Americans giving something a "thumbs up" sign to show their approval.
3. **Facial expressions:** The most typical kind of nonverbal communication is facial expressions. People typically express themselves through their eyes, brows, mouth, and facial muscles when making facial expressions. It is effective in conveying both knowledge and feeling.
4. **Touch:** Some people express themselves through touch, for instance, by offering support or comfort. Use it sparingly and only when you are certain of the reaction you will get from the recipient.
5. **Tone:** Your message is emphasized by your tone. A voice can convey joy, grief, politeness, or wrath. To get people to pay attention to your message, especially when you're speaking to a large group of people, you need to use the right tone. A vibrant and adaptable tone sounds more expressive and will pique your audience's interest,

causing them to concentrate on your content. Only when you have your audience's full attention can you clearly express your point.

6. **Appearance:** Your outward look can either give people a favorable or unfavorable initial impression of you. Your presentation conveys your interests, aesthetic preferences, and self-control practices. Therefore, when going to an interview, you need to dress appropriately and appear good. Your chances of getting a job can increase if you look well-groomed.
7. **Space:** Maintaining your personal space while talking to someone is polite, but where you stand can also convey how comfortable you are with them [5].
8. **Five functions can be performed via nonverbal indications:**
9. **Repetition:** It reinforces the point you're trying to make vocally by repeating it.
10. **Contradiction:** It can run counter to the point you're making, giving the impression to your audience that you might not be telling the truth.
11. **Substitution:** It can take the place of a spoken communication. For instance, your look typically makes a much more powerful statement than words ever could.
12. **Complementing:** It might enhance or support your spoken word. The impact of your message as a boss can be increased if you give a pat on the back in addition to praise.
13. **Accenting:** It can underline or emphasize a spoken statement. For instance, banging the table can emphasize how important your message is.

The utilization of gestures, the tone of voice, emotions, body posture, and other nonverbal cues to convey a message is known as body language. But why is it so crucial to recognise these wireless cues? A vital component of communication, body language enables you to convey an emotion or mood to others. You may reassure people, attract them to you, earn their trust, or you might frighten them off or give them a bad image depending on how you speak and act. Body language is an essential component of communication that is crucial when speaking with your family, spouse, or kids, as well as in private conversations. It is also crucial to your profession. Managers and businesspeople stand to gain greatly from being cognizant of non-verbal communication. It facilitates:

1. Enhance the way you express your thoughts, opinions, and feelings.
2. Improved interpersonal connections
3. Strengthen relationships
4. Improve clarity and trust [6]

## DISCUSSION

One of the wonderful blessings that God has given to us is the ability to communicate. God not only gave the human body the ability to communicate in a variety of languages, but also instructed him on how to utilise it via inspiration, his innate sense, or outside direction. Several signals are delivered and evaluated by each participant as well as any observers of their encounter when a person communicates FTF with another person. These signals may be audible and deliberate, such as adopting a common language while communicating to one another, or nonverbal cues that are understood by both parties. Sometimes these signals are not as easy to identify specifically, but we still process their existence and understand the influence they may have on FTF communication. A person may communicate nonverbally to others around them by using a variety of facial expressions and body language. These actions include gestures, postures, eye movements, tone of voice, and facial emotions. The primary means of expressing emotions is nonverbal conduct.

These nonverbal signals aid in turn-taking, offer feedback, control conversation flow, and transmit nuanced meanings. FTF dialogue is hence a very structured procedure. Little

interruptions or lengthy silences occur in typical FTF conversations, and involvement is evenly distributed yet tilted towards higher rank members (McGrath, 1990). Others claim that it is difficult to comprehend language in the FTF context without taking non-verbal communication into account when examining the role of non-verbal communication in FTF interactions. The absence of non-verbal cues in exclusively online media like text messages, emails, and social media might make it difficult for the recipient to understand what was said. These issues might lead to a message being misunderstood and a breakdown in effective communication between the two parties. The orderliness and efficacy of communication often seen in FTF information sharing are altered when solely CMC methods of communication are used since non-verbal communication is eliminated from the equation. The depth of information shared between people is also impacted by the absence of nonverbal clues.

Media richness was described by Daft, Lengel, and Trevino (1987) as "the power of information to transform knowledge within a time interval" (p.560). Many information signals (such as spoken words, voice tone, body language, etc.) and feedback are possible with rich media. In a non-verbal cue lean medium, such as CMC, where there are few non-verbal signals to understand, such as FTF communication, it takes group members more time and effort to reach the same degree of mutual understanding as in a rich medium, where there are many non-verbal clues to comprehend (Warkentin, Sayeed, Hightower, 1997). According to Sproull and Kiesler (1986), CMC lessens "social context clues," such as nonverbal hierarchical status cues and environmental cues (Siegel, Dubrovsky, Kielsler, & McGuire, 1986), the lack of which is thought to hinder interpersonal impression. Without non-verbal weapons, a sender cannot readily change the atmosphere of a message, transmit a feeling of identity, or exert authority or charm, according to Kiesler (1986).

Communicators see less uniqueness in others and a stronger feeling of anonymity (p. 48). Facebook and other SNS (Social Networking Sites) use may affect one's ability to decode nonverbal cues (Ho & McLeod, 2008). Customers that primarily engage in social networking online are particularly at a disadvantage when it comes to understanding nuanced non-verbal cues like those provided in FTF encounters (Flaherty, Pearce, & Rubin, 1998, and Chenault, 1998). "Language in FTF discourse is constituted of both audible and visual actions, and while these acts may be analytically separated, they are entirely intertwined in performance," noted Bavelas and Chovil in 2000. (p. 164). Considering the significance of non-verbal actions in communicating emotions, various studies have suggested that sustaining successful relationships depends heavily on one's capacity to decipher non-verbal emotional indicators.

The value of nonverbal communication is most seen when it is used to interpret both the intentions of communicators as well as their emotions. It has been shown that when someone is lying, they often make an attempt to control and mask their non-verbal indicators. Nonetheless, some of the uncontrollable, spontaneous displays of emotion are difficult to totally hide (Ekman, & Friesen, 1982). Decades of study have gone into establishing precise and thorough assessment tools to ascertain emotion and purpose in communication because of curiosity about how non-verbal signs may change when individuals lie (Ekman, & Friesen, 1982). I'll concentrate on three categories of non-verbal communication in particular: facial expressions, posture, and eye behaviour, to demonstrate the significance that non-verbal communication has in FTF communication in particular and overall communication in general. As most cultures employ these nonverbal signals often, we may infer cues based on their universality.

There is scarcely any aspect of social interaction that is unrelated to nonverbal communication (NVC), which is the common denominator in social life. NVC is characterised as facial, physical, or vocal activity without any language content in other words, everything except the words. A wide range of topics are covered in the study of human NVC, including its evolutionary roots, developmental processes, physiological and neurological processes, intra- and interpersonal usages, correlates, antecedents, and consequences, group differences (such as culture, gender), the accuracy with which people are able to use NVC to convey intended meanings, and the accuracy with which people are able to understand the meanings of others' nonverbal cues. To characterise NVC as everything except the words is not completely accurate. The conclusions made by a perceiver (the person receiving the sender's nonverbal information) and the mental and language processes of a sender (the person transmitting or encoding nonverbal information) are both influenced by the intricate link between nonverbal and verbal conduct.

Understanding messages expressed often requires taking into account both verbal and nonverbal channels. In reality, a substantial body of research demonstrates that hand gestures used while speaking are an integral element of an integrated speech production system, together with the words (Goldin-Meadow & Alibali 2013). Yet, even while verbal conduct should be taken into consideration for a thorough comprehension of NVC, this examination primarily focuses on nonverbal indicators. We agree with the frequently cited caution that there is no dictionary of nonverbal cue meanings because contextual factors such as encoder intentions, their other verbal and nonverbal behaviours, other people (who they are and how they behave), and the setting will all affect meaning. It is crucial to link NVC to its intended or inferred meaning. Within a particular cultural group, certain specific gestures (sometimes referred to as emblems) do have meanings that are generally accepted. In North American society, examples include crossing your fingers for luck or extending your middle finger infuriatingly at someone. Nonetheless, the whole set of gestures used in NVC makes up a very small percentage of all gestures. The words nonverbal communication (NVC) and nonverbal behaviour (NVB) may be distinguished theoretically in an essential way.

Signal vs sign, or alternatively, cues that are provided versus given off, are terms that describe this contrast (Goffman 1959). Signs are actions that may be instructive but are unplanned and not communicative in the traditional meaning of the word. In contrast, signals are actions that are a part of a mutually accepted message system and include interpersonal purpose. While analytically sound, this distinction frequently fails because it is difficult to determine the sender's intent (e.g., is a yawning sender trying to tell me she is bored, or is she just tired?) and because it is unclear whether the parties are actually communicating in a linguistically meaningful way. The words NVC and NVB are often used synonymously in research, as we do in this study. The study of NVC is really multidisciplinary, despite the fact that we concentrate on research in psychology. NVC has deep roots in anthropology, ethology, and sociology and is a common subject in the field of communication studies and in publications in this area (such as *Human Communication Research*). NVC is often researched in the practical domains of business, law, education, mental health, and criminal justice. NVC is studied by computer scientists in order to train robots and avatars.

Many areas of psychology's subdisciplines discuss NVC. The fact that 297 separate publications, many of which were outside the discipline of psychology, published the 1,000 most-cited research on visible nonverbal signals speaks to the subject's interdisciplinary nature (Plusquellec & Denault 2018). Unification of the NVC field into a single theoretical framework is not possible. Several different views are represented by theories, including biological or evolutionary (Ekman 2017, Puts et al. 2014), social or communicative (Fridlund

2017), sociopolitical (Burgoon & Dunbar 2006), functional (Patterson 1982), and dyadic or process (Patterson 2018). According to its many functions, which include displaying affect (such as anxiety or happiness), revealing attitudes (such as interest, prejudice, or intimacy), managing interaction (by taking turns or directing attention), managing impressions (by projecting competence or bravery), disclosing physical and mental conditions (such as pain or mental disorders), and exerting interpersonal cohesion, the range of topics that relate to NVC is quite broad (as in displaying dominance). The NVC industry is developing quickly. Research opportunities are expanded by technological developments like autonomous measuring, brain imaging, and affective computing. Also, there is increasing interest in NVC as a potent behavioural window into psychological processes as a result of the requests for greater assessment of real social behaviour as opposed to self-reports and measurements of nonsocial behaviours like response times.

Lastly, broad psychological tendencies encourage interest in NVC. One is a fascination with unconscious processes (implicit, automatic cognitions and behavior). The study of stereotypes, bias, and discrimination is one active area in this respect, and NVC may be examined as an expression of hidden or implicit attitudes (e.g., Richeson & Shelton 2005). The study of emotions and their behavioural correlates, especially facial expressions, is another topic that has a significant impact on NVC. The amount of NVC research is now sufficient to support numerous handbooks (e.g., Hall & Knapp 2013, Harrigan et al. 2005, Manusov & Patterson 2006, Matsumoto et al. 2016), as well as numerous monographs (e.g., McNeill 2016, Todorov 2017), edited volumes (e.g., Fernandez-Dols & Russell 2017, Hall et al. 2016, Kostic & Chade (Journal of Nonverbal Behavior and Gesture). A review of the NVC literature may be set up in several different ways. One is to include research results pertaining to a particular NVC modality, such the grin (Abel, 2002) or behavioural imitation.

Another strategy would be to examine several NVC models in relation to a specific issue, such as gender (Witt et al. 2006), psychological immediacy (Banziger et al. 2014), or emotion (Cohn et al. 2007). (Hall & Gunnery 2013). The contrast between normative or group impacts and individual variations (Elfenbein & Ambady 2002) is another significant one that might serve as an organising framework (Hall et al. 2009a). This review primarily focuses on two types of behaviour: first, conduct that is encoded (sent, performed, or otherwise exposed); and second, behaviour that is decoded by perceivers, including both the conclusions that perceivers reach and the reliability of those conclusions. Since the operational definition of what a cue signifies may depend on how its receivers interpret it or how it affects them, we accept that such a separation may sometimes be arbitrary. It follows that the difference between encoding and decoding is heuristic. Our discussion of applications of Brunswik's (1956) lens model, which provides insight into how a criterion variable (for example, an emotion, truth versus lie, or a personality trait) is manifested in nonverbal cues, how the cues are then interpreted by perceivers, and how accurate those perceivers are in judging the given criterion based on the available cues, brings together these two foci as well as some of the others.

The component of communication that is not represented via words is often referred to as nonverbal communication. All nonverbal activities are included under this category because to the assumptions that "one cannot not communicate" and "all motions are to some extent expressive. According to this definition, nonverbal communication includes a broad variety of activities, some of which may not even be universally regarded as behaviours. So, in addition to more overt nonverbal cues like facial, vocal, and gestural emotions, touch, proxemics, and gaze, we may also include physical attractiveness, face morphology, and cues like hairstyle, dress, and jewelry or appearance more generally as nonverbal cues. Some

academics have even included tangible items that have communicative purposes in a culture (such as a parlour organ; Ames, 1980) within this category.

Darwin's influential book *On the Expressions of the Emotions in Man and Animal* (1872/1965) is often seen as the foundational work for the scientific study of nonverbal behaviour. Darwin's main thesis was that emotional expressions are adaptive and developed, at least historically, and he supported this claim by describing animal and human emotional expression activities. Additional early significant contributions to the field came from anthropology, namely work on proxemics (the study of personal space; Hall, 1963) and kinesics (the study of bodily movement; Birdwhistell, 1970). The first part of the 20th century saw the writing of significant early overview pieces and in 1972, Hinde (1972) released a famous edited book with chapters on everything from cultural influences on human nonverbal communication to communication in lower vertebrates and invertebrates.

In reality, nonverbal communication is innately cross-disciplinary and has attracted the attention of many other disciplines, including, in addition to psychology and linguistics, as well as medicine, sociology, anthropology, ethology, and law, to mention a few. As a result, a vast array of investigations have produced a wealth of literature. The communication of states in people and animals, most often emotions, has been studied in relation to nonverbal communication. The latter is applicable to human first impressions as well as expressive characteristics that define certain moods, such as "the booming voice of extraversion" (Scherer, 1978). Yet, it is true that this literature is often quite biased towards the study of face expressions, and in particular, facial expressions of emotions, particularly when it comes to humans. Additional study focuses on paralinguistic features like voice tone and gesticulation, and more lately, gaze has once again drawn interest. Yet, the other facets of nonverbal communication have received comparatively little attention.

I shall thus focus on study on human emotional face expressions in the current situation. After a brief explanation of how facial expressions are assessed, I'll move on to models of nonverbal behaviour and then discuss a recent study on the significance of facial expressions. I'll make references to more recent studies on the significance of gaze in this context, as well as briefly touch on studies on the dyadic synchronization of nonverbal behaviour. The last segment will focus on how nonverbal conduct affects first impressions. The component of communication that is not represented via words is often referred to as nonverbal communication. All nonverbal activities are included under this category on the grounds that "one cannot not communicate and "all motions are to some extent expressive. Nonverbal communication encompasses a broad variety of activities, some of which may not even be seen as behaviours by everybody, as this definition shows. Hence, in addition to more overt nonverbal cues like facial, vocal, and gestural emotions, touch, proxemics, and gaze, we may also include physical attractiveness, face morphology, and cues like hairstyle, attire, and jewellery, as well as more overt cues like look in general [7], [8]. Yet, the majority of this research is significantly skewed towards the study of facial expressions, and in particular, emotional facial expressions, particularly when it comes to humans. Additional study focuses on paralinguistic elements like voice tone and gesticulation, and more lately, gaze has once again drawn interest. Yet, the other facets of nonverbal communication have received comparatively little attention.

## CONCLUSION

The way we express meaning and information to others, as well as how we perceive body language during talks, all depend heavily on nonverbal communication. Giving out the proper nonverbal indications is crucial for business people. Nonverbal communication is a method

of conveying messages without using words. Non-verbal communication has many different facets, such as proxemics, haptics, and kinesics. Kinesics, which is the study of bodily movement, has been the main topic of the writings. In reality, nonverbal communication is naturally cross-disciplinary and has drawn the attention of many other disciplines, including, in addition to psychology and linguistics, as well as medicine, sociology, anthropology, ethology, and law, to mention a few. As a result, a vast array of investigations has produced a wealth of literature. The communication of states in people and animals, most often emotions, has been the subject of research on nonverbal communication. The latter is applicable to human first impressions as well as expressive characteristics that distinguish certain moods, such as the booming voice of extraversion.

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## CHAPTER 9

### EXPLORING THE IMPORTANCE OF WRITTEN COMMUNICATION

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#### ABSTRACT:

Any written communication between two or more persons is referred to as written communication. Compared to spoken communication, written communication is often more formal but less effective. Emails are an example of written communication. SMS texts. Laying down clear concepts, norms, and procedures for an organization's operation via written communication is helpful. It serves as a constant channel of communication. It is beneficial in situations when record keeping is necessary. It aids in the effective delegation of duties. In the modern business world, written communication is extremely important. It includes mental innovation and originality. Business owners and managers must cultivate strong written communication skills, and they must encourage their staff to do the same. For the creation of worthwhile promotional materials for business development, effective written communication is a requirement. Effective writing requires thoughtful word selection, proper word placement within sentences, and coherent sentence construction.

#### KEYWORDS:

Written Communication, Different Forms, Spoken Communication, Sentence Construction.

#### INTRODUCTION

Letters, office memos, manuals, telegrams, bulletins, reports, circulars, and other forms of written correspondence are all examples of written communications. It is a stricter, more official manner of speaking. It cannot be changed. A properly maintained written record serves as a lasting record for use in the future [1].

#### Different Forms of Written Communication

In business, there are many different written communication routes. However, regardless of the channel, the message's content is either transactional, instructive, or informational.

#### Transactional written communication

To obtain outcomes, a transactional message is delivered. It could be an urgent request for clarification, a meeting request, or a favor.

The goal is to hear back from the recipient of the message or the source of the most accurate information. When sending transactional messages, the sender essentially takes on the role of the recipient, so they have the authority to select the channel that best suits their informational requirements. It's better to use an online medium of textual communication while sending a transactional message. The goal of asking a question is to receive a prompt response. When a response is required, sending a written message on paper will keep you waiting without the data you require. Instant messengers and other online written communication tools are ideal for asking a quick query and receiving an answer as soon as feasible.

## Informational Written Communication

In written informational communication, the sender conveys a message to the recipient for their advantage. There is no need for a response because this is less reliant on the receiver. If the recipient asks a question or expresses a concern, the dialogue will return to transactional communication. Both online and offline channels can be used to provide informational messages to an individual or a community. An entire group can be addressed and reminded of the facts by a written message posted in various spots around the office. In contrast, an email will probably include a notification or alert for the recipient, making the content difficult to miss. Make sure the audience will receive the message through the chosen channel before having to put the knowledge into practice.

## Instructional written communication

Written instructions provide recipients with instructions for a particular task. These communications must be clear and comprehensive if the recipient is expected to take any action. It is always vital to include the fundamentals because some people might not be as knowledgeable as others on the subject at hand. The objective is to inform the audience about a topic that they should understand and potentially use in the future. The format matters more than the method when disseminating educational material. Most instructions follow a step-by-step procedure. The method can be simplified graphically by using bullet points or numbering phrases in the instructions [2].

## 5'C of Written Communications

The audience, the subject, its intended audience, as well as other considerations, all play a role in effective written communication. However, all successful written communication shares the following traits:

1. **Connection:** Effective writing forges a connection between the author and the reader.
2. **Clarity:** It's crucial to communicate in writing in a basic, clear manner.
3. **Cause:** The goal of writing must be clear to both the author and the reader, including any specific actions you are requesting of your audience.
4. **Conciseness:** Clear written communication doesn't ramble or include a lot of extraneous information. It goes right to the point.
5. **Correctness:** The tone, language, and grammar must be appropriate for written communication to be effective.

Written communication can be kept, understood quickly, and utilized as legal documentation, among other advantages. But like everything else, "written communication" has two sides. We'll go over the disadvantages of textual communication in more detail. Relating to the various advantages of texting are given below.

## Written Communication's Benefits

1. It is beneficial to establish in written communication the principles, expectations, and processes that will govern how a company operates.
2. It functions as a continuous line of communication.
3. It assists in the efficient delegation of responsibilities in circumstances when record keeping is required. It can be challenging to establish and delegate responsibilities in oral communication since the speaker may recant or refuse to acknowledge what he has said.
4. Written communication is more precise and clear.

5. Effective written communication helps build and enhance an organization's reputation and provides ready-to-use material and sources.
6. Since written communication produces accurate records, it can be used as a defence in court.

### **Problems with Written Communication**

1. Written correspondence is not more affordable. Letter writing, typing, and delivery require a lot of work and expensive stationery.
2. If the receivers of the written communication are geographically separated and need to clear up any misunderstandings, the answer is also not spontaneous.
3. Written communication takes time because responses take time to come in. It takes time to encode and transmit a message, and writing successfully requires strong language and vocabulary use skills. Poor writing skills and quality have a negative effect on an organization's reputation.
4. There is simply too much email and paperwork to handle.

### **DISCUSSION**

Since others evaluate us, our businesses, our goods, our services, and our professionalism based on how we write, behave, dress, speak, and handle our duties, communication is just as crucial as what we say. Simply put, interpersonal communication skills. Successful individuals understand effective communication techniques. Without harming the individuals, they work with, they know how to express what they mean and obtain what they want. You need to have a strong communication style since you communicate with peers, outside groups, customers, workers, and supervisors on a regular basis. Despite our best efforts and planning, there are always dangers involved in communicating; we can never be completely certain of our success. No message ever makes it from the sender to the recipient in the exact form that the sender intended. Moreover, no matter how hard you try, the message is always what people hear, not what you say. Yet, if you follow a strategy, you may at least lower the risk and increase your chances of success. In order for communication to take place, there must be a two-way exchange of thoughts, sentiments, and values as well as the clarification of signals and the honing of skills[3]–[5].

Success in many areas of life depends on having effective communication. Dewey (1938/1997), who said that "all human experience is fundamentally social. It entails interaction and communication," emphasised the significance of language as a major channel through which learning occurs in educational and daily situations. People need to be able to communicate effectively in order to transmit or share information, knowledge, and ideas with others in academic, professional, and social contexts. The development of writing skills increases in importance as students move through grades K–12; the focus shifts from the acquisition of foundational print literacy and transcription skills to the composition of narratives about one's experiences, to expositions or analyses of phenomena, and ultimately to more complex tasks, like writing arguments or research reports. Writing well in standard written English is especially essential in higher education, where being able to communicate well in writing is seen as a crucial student learning outcome (SLO).

According to a 2011 study by the Association of American Colleges and Universities, 433 higher education institutions' chief academic officers regarded writing as one of the most crucial intellectual abilities for their students. The most frequently mentioned competency that respondents believed to be essential for both academic and professional success was written communication, according to a more recent study by the Educational Testing Service (ETS, 2013a) that involved provosts or vice presidents of academic affairs from more than

200 institutions. Internationally, textual communication is also prioritized. Notably, the Assessment of Higher Education Learning Outcomes (AHELO) project, an initiative to assess the general learning outcomes of college students across nations and sponsored by the Organization for Economic Co-operation and Development, includes written communication as a generic skill expected of all students (OECD, 2012). Workforce reports concur with those from higher education. Over 93% of respondents said written communication was "very important" for the workplace, but 28% of respondents said the writing skills of 4-year college graduates entering the workforce were "deficient."

Written communication was among the most desired skills mentioned by a sample of 431 employers from various industries surveyed by the Conference Board. The greatest recommendation of any talent covered in the study, according to 89% of 302 businesses polled by the AAC&U (2011), was for schools and universities to focus greater emphasis on communication skills. For the workplace, written communication skills are essential, but many businesses believe that graduates from colleges are unprepared for the writing activities that must be completed at work. Conversely, college graduates claim that mastering the art of effective writing was one of the most crucial lessons they gained throughout their undergraduate studies. These differences in opinions across stakeholders highlight the need of genuine, trustworthy written communication evaluations as a learning outcome that may provide institutions, companies, and particular students with useful information about students' abilities. Current demands for assessment reform also highlight how crucial it is to provide tests that are instructionally relevant, give instructors and students feedback, and can be utilised to enhance curriculum.

In order to improve students' writing abilities, to make wise hiring choices, and/or to provide them feedback on their readiness for future academic or professional endeavours, a next-generation evaluation of written communication proficiency at the higher education level might be employed. A specific description of the written communication construct that is supported by and compatible with the most recent empirical research on writing in higher education should serve as the foundation for such an evaluation. There is significant disagreement about how to define this ability, despite the fact that excellent communication abilities (both oral and written) are generally acknowledged to be vital. The concepts of effective communication from seven significant frameworks of general education competences in higher education were examined by Markle, Brenneman, Jackson, Burrus, and Robbins in 2013. The capacity to "successfully convey numerous sorts of messages, communicate across multiple formats, and effectively deliver messages to varied audiences" is how the authors characterised this skill based on this synthesis.

The three components of communication that are highlighted by this definition are the message's kind (i.e., genre), form (i.e., medium), and receiver. It's crucial to comprehend these communication elements in both written and spoken forms. These factors may not entirely define the spectrum of abilities that precisely define written communication ability, however. The overwhelming preference for written communication among stakeholders' points to the need of reviewing current frameworks with a focus on writing-specific results. The definitions of writing talent differ between frameworks, much as those of communication in general. In a similar vein, the degree to which current writing examinations are intended to evaluate certain abilities varies. For instance, the writing section of test is intended to measure writing in English as a second or foreign language, with special attention to the integration of reading, writing, and listening skills, as well as the use of specific rhetorical forms, like summary or description.

The specific configuration of writing skills assessed in the TOEFL test is consistent, but not entirely overlapping, with the writing skills required for college admission. Hence, there are many conceptions of what constitutes good writing at the college level, despite the seeming unanimity about the significance of written communication as a crucial competence. A precise concept definition is required for the objectives of planning and developing next-generation written communication assessments for higher education. This article's main objective is to provide such a definition. The identification and discussion of the problems and difficulties that must be taken into account when creating a written communication assessment as a learning result is a secondary objective. We explore current frameworks and definitions of written communication in higher education in the first portion of this paper.

We also talk about ideas and models from the area of writing study that might help us define this concept. We analyse recent analyses of written communication with regard to construct coverage, item formats, and reliability and validity findings in the second section of this study. The difficulties in creating written communication exams, including the use of automated scoring methods, are then covered. Its applicability to curriculum and teaching is also discussed. In the last section of this report, we propose an operational definition for a next-generation assessment of written communication based on a synthesis of the frameworks examined; this definition is especially meant to support the development of assessments of this specific SLO in higher education contexts. We also provide examples of different item categories that are used to test important writing abilities. The overview of current written communication assessments that is included in the second section of this study is especially meant to help higher education institutions choose among a variety of other tests. Research shows that learning institutions are increasingly emphasising SLO assessment and using a diverse range of evaluations and strategies to satisfy accountability needs.

Higher education institutions find it difficult to navigate the variety of instruments and evaluation techniques that are accessible, hence the present synthesis is meant to act as a useful road map. Moreover, we anticipate that institutions will use our technique to building a next-generation written communication evaluation as a guide for creating their own writing exams. As part of the assessment design process, higher education institutions and testing agencies should collaborate to ensure that SLO assessments exceed technical quality criteria while enhancing instructional relevance. *Definitions of Written Communication in Major Frameworks: A Survey of the Literature and Current Frameworks* The capacity to successfully communicate a variety of messages, in a variety of formats, to a variety of audiences, using a written medium, is referred to as written communication. Writing, however, has several facets and is described differently in different sources. Even professionals disagree on what makes excellent writing. Arguments for the use of specific techniques for evaluating students' writing are frequently based on opposing theories about the nature of the writing construct, including those that view writing as a set of discrete skills, a cognitive (or instructional) process that develops over time, and more recently, as a meaning-making and highly social activity that varies across contexts and purposes for writing, as stressed by Murphy and Yancey (2008).

Considering that these different viewpoints have an impact on assessment design choices, it is crucial to ascertain how stakeholders interpret the underlying architecture. The National Institutes of Health's (NIH) definition of communication competency (OHR-NIH, 2014), the Quality Assurance Agency for Higher Education's Framework for Higher Education Quality, the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWPFramework)'s for Success in Postsecondary Writing (2011), and others are presented in Table 1. (Binkley et al., 2010).

Table 2 displays the relationships between each framework examined and the numerous writing construct aspects that are indicated in the definitions. Although there is some similarity in the definitions and learning objectives across the many frameworks, it's noteworthy to note that no two frameworks describe the construct precisely the same way in terms of the combination of traits believed to underlie good writing at the college level. Importantly for our current purposes, no single assessment of college writing has been created on the basis of any of these frameworks or on the basis of a synthesis of them; these frameworks suggest learning and assessment targets but have not directly influenced the creation of particular large-scale assessments. In the second section of this research, we examine the connections between current evaluations and components of the writing construct.

### **Important Components of Written Communication**

A framework articulating the rhetorical and 21st century abilities necessary for success in reading, critical thinking, and writing at the college level was created by members of the CWPA, NCTE, and NWP in 2011. This Framework for Success in Postsecondary Writing aims to define college readiness, or the anticipated knowledge, skills, and abilities of a student who has finished a first-year composition course in college and who exhibits readiness to engage in more challenging intellectual work in subsequent academic or professional settings. Writing processes (including planning, drafting, editing, revising, and responding to feedback), rhetorical knowledge (including understanding of various purposes, audiences, contexts, genres, and forms of writing), critical thinking (including analysis of reading materials, evaluating the usefulness and reliability of information sources, and using research to support writing), and knowledge of conventions are the five dimensions into which the Framework divides literacy skills. The following evaluation is structured around these five characteristics because they perfectly match the frameworks for writing in higher education and the workforce and seem to include all of the important components of written communication. Significantly, this Framework emphasizes the writing process and critical interaction with the use of sources, two abilities that are seldom discussed in the collection of frameworks we studied. The Framework also emphasizes links between reading, critical thinking, and the development of skillful writing; it is commonly known that these literacy abilities are interrelated[6]–[8].

Thus, it is crucial for students to strengthen their communication abilities. This optimism runs counter to what really happens in Indonesia. Based on the 2018 Scientific Journal Rankings (SJR) statistics, Indonesia is ranked 48th, followed by Malaysia (34), Singapore (32), and Thailand (48). Due to this circumstance, the Indonesian government issued a policy to increase the number of publications in Indonesia through the publication of provisions for students who will finish their studies in the high-level, including at S1 (undergraduate), S2 (graduate), and S3 (postgraduate) levels. Students are required to be able to express their ideas in written communication in the form of a scientific paper, according to this policy.

Writing is a kind of scientific communication that is the outcome of thinking from a person functioning in the cognitive domain since written communication is directly tied to the capacity to express thoughts in written form (Sinclair, 2010). Writing exercises allow one to express thoughts, find solutions to issues, and comprehend how the world is changing. Moreover, writing is one way to express oneself. Writing is a bridge to understanding the future so that kids may better prepare for their academic future (Wanket, 2005). In the study of mathematics, the capacity for written communication aids students' development of their ability to reason as well as their comprehension of scientific phenomena. Rodriguez-Martnez Using a journal is one technique to help students express their thoughts in writing.

This writing technique aids pupils in recognising their misconceptions and developing their conceptual understanding. The focus of student writing should be on reflections regarding their knowledge and experience in order to help students expand their knowledge (Hand, Prain, & Wallace, 2002). Reflective writing may thus assist students in learning actively and improve their text-based learning resources. Reflective writing may be thought of as a writing exercise that investigates the issues brought on by encounters that enable one to perceive things from a different perspective (Brockbank & McGill, 2007). As a consequence of this integration, students' conceptual knowledge of gathering, evaluating, and interpreting data on the basis of an experiment they conducted as part of their learning may be improved (Lee, Woods, and Tonissen, 2011). The future career and professional growth of the students will be impacted by this learning environment (McCarthy, 2011). Because of this, a teacher's professional growth or career aspirations need them to possess written communication abilities in the form of scientific papers.

The Minister of State Apparatus Reform's decree number 118/1996 regarding the functional department of Teachers and their credit numbers, as well as the joint decision of the Minister of Education and Culture and head of the BKKN number 0433/P/1993, number 25, govern a teacher's career development and professionalism in the event that they possess the ability in written communication in the form of scientific writing. With the publication of Permenegpan No. 16 of 2009, which sets the obligatory requirements that have an impact on a teacher's advancement and level of welfare, it has become even more crucial. Teachers, however, often struggle to convey concepts via written scientific texts. This is seen from the vast number of educators who struggle to get credit for their scholarly papers. As a result, some instructors' professional career advancement was impeded. If promotions for teachers happen regularly and easily throughout this time, which is every two years, then this is not the case during the promotion process for group IV/A to IV/b.

Written communication is the earliest known method of communication after oral communication. Written communication is any type of communication that is recorded in writing and is sent from one party to another. Letters, memoranda, research papers, reports, and other types of writing are examples of written communication. It is a highly tangible kind of recorded proof and may also be referred to in the future. As the information is written down, it may be simply sent to a large number of recipients, making it a bulk communication technique. The veracity of the information presented is the same for the whole audience since it does not vary from person to person.

1. Follow completeness, clarity, and accuracy in your writing if you want to assure a successful written communication form. Written communication must be precise and thorough in order to guarantee that the intended message is conveyed since there can be no rapid feedback.
2. Moreover, make your communication clear and error-free. Written communication also has its drawbacks, such as the absence of feedback and effective message modulation, etc. They may be efficiently solved by combining written and spoken communication in order to combine their benefits while also removing their downsides. When Writing is the Best Kind of Communication Communicating Complex Information.

### **Reduced Need for Direct Audience Interaction**

Written communication is also appropriate when direct audience engagement is either unnecessary or undesired. Ensuring Uniformity of Application: The sender should choose

written communication over oral communication where a message must be implemented consistently at many locations[1], [9]–[11].

### CONCLUSION

As the conclusion is the final section of your work that a reader will read, it must make a strong, favorable impression. Strong conclusions summaries the paper's major points and draw attention to the arguments' wider relevance.

Written communication is more effective than spoken communication when the sender has to communicate complicated information. The recipient may read the written material many times until he or she fully comprehends it. In cases when a permanent record is required for future reference, written communication is preferred. Communicating with a Big Audience: Written communication is effective when audiences are numerous and geographically scattered.

The same written document or information sheet might be used by the sender to convey several times.

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## CHAPTER 10

### AN ASSESSMENT OF ORAL COMMUNICATION

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#### ABSTRACT:

The capacity to communicate ideas verbally with a single individual or a group of people is known as oral communication. A straightforward presentation of a topic with each notion cogently expressed is a sign of effective verbal abilities. Everything about it is influenced by the words we use. Science and technology are advancing quickly in the 21st century. The importance of human longevity has increased as research and technology have developed, for instance in the field of scientific education. One of the talents students need to succeed in the 21st century is communication. Communication is often understood to be the act of exchanging information from the one providing it to the person receiving it through vocal and non-verbal cues. This study provides an assessment of oral communication.

#### KEYWORDS:

Oral Communication, People, Education, Human.

#### INTRODUCTION

The term "oral communication" denotes verbal exchanges. It comprises people communicating with one another, whether it be face-to-face or over the phone. Oral communication includes discussions, speeches, and presentations. When a direct engagement is needed or the communication is of a temporary nature, oral communication is typically advised. Building rapport and trust requires face-to-face contact (meetings, lectures, conferences, interviews, etc.) [1].

#### Fundamentals of Oral Communication

1. In oral communication, the language and meaning of the words should be clear to prevent audience misunderstanding. Technical, extremely difficult, or literary words should be avoided.
2. The message should be clear and easy to understand for all types of audiences.
3. The information sources used in the communication should be trustworthy, and the audience should be made aware of the source to boost trust.
4. A sensible decision should be made about the quantity, weight, expansion, and subject content. Lengthy, intricate, and challenging communications are uninteresting. Information overload strains the brain's cognitive abilities. Thinking and acting with the audience in mind.
5. Figures and information presented in the communication shouldn't be at odds with the institutions' goals, aims, or programs.
6. The exchange shouldn't last for longer than necessary. The audience is left with a positive picture of the principle of time.
7. In today's fast-paced business, it is important to try to keep the communication's message consistent while still giving the changer the respect they deserve. In other

words, it's important to try to balance the uniformity of language with its potential to evolve or adapt.

8. The presenter should be mindful of the audience's age, education, ability, knowledge, and organizational position in order to build a joint understanding with them and remove any needless complexity of meanings.
9. Since some communication lacks logic and intellect, there needs to be an emotional appeal made in order to elicit a favorable response from the listener.
10. The communicator should consult with all relevant parties in order to make a communication effective. In this approach, new suggestions and ideas can be obtained.
11. Following communication, the communicator should look for the audience's views, ideas, opinions, objections, and feelings. This helps the two of them comprehend one another and achieves the goal of communication.
12. The communication's aim should be completely understood and stated in the communicator's mind. There could be one or many objectives. The message may be intended to inform, inspire, or express sympathy.
13. While communicating, the communicator should put themselves in the audience's shoes. This results in a shared understanding and similar viewpoint.
14. Before speaking, one should practice at least three times. This boosts self-assurance and facilitates conversation [2].

### Five components of oral communication

1. **Sender:** The sender is the one who first contacts the receiver in a communication.
2. **Medium:** The format in which the communication is being conveyed is referred to as the medium. For instance, a PowerPoint presentation, a voicemail, or a face-to-face talk.
3. **Channel:** The platform on which the message is conveyed is referred to as the channel. For instance, a meeting, a phone call, or a podcast.
4. **Receiver:** The recipient hears the message being sent by the sender and decodes it. Then, in response to the message, the receiver provides feedback to the sender.
5. **Feedback:** Feedback is the recipient's response, which can be expressed verbally or in writing. Another kind of feedback is when the receiver makes no response at all. The cycle of oral communication is now complete.

### Oral Communication Types

In a professional setting, oral communication can take many various forms. For career advancement, you require a variety of oral communication skills. Let's examine many forms of oral communication:

1. **Elevator Pitch:** Imagine that you ride the elevator with the CEO of your company. Before they leave on the next floor, you have 30 seconds to introduce yourself. Your elevator pitch is as follows. You must briefly explain who you are and what you need from the other person in this type of spoken communication.
2. **Formal Conversations:** These occur frequently at work since you have to communicate with supervisors, coworkers, and stakeholders like clients and customers all the time. Formal exchanges are brief, concise, and direct. Everyone has a limited amount of time, so you must make your argument in a concise manner.
3. **Informal Discussions:** These are the types of discussions you have with your coworkers, as well as your friends and family. The majority of them lack agendas.

You can share your day's events, organize your lunch, or talk about your weekend plans. These are cordial discussions laced with light humor.

4. **Corporate Presentations:** Here is where you should utilise your speaking abilities to the fullest. If you wish to control a crowded room, public speaking is a crucial talent to master. Harappa's LEP and PAM Frameworks, as well as the Four Ps of Pitch, Projection, Pace, and Pauses, must be used for this.
5. **Speeches:** Speeches are crucial in industries like event planning and community service. Speeches are only allowed for top management and leaders in a corporate setting [3].

### **Oral Communication Benefits**

1. Since oral communication is interpersonal, it is highly understood and transparent.
2. Oral communication does not involve any rigidity. Changes to previously made decisions are flexible permitted.
3. In oral communication, the response is immediate. Decisions can be made immediately and without delay as a result.
4. Oral communication not only saves time, but also money and resources.
5. The most effective method of problem solving is spoken dialogue. By discussing the difficulties, disagreements, and numerous conflicts, they can be resolved.
6. Oral communication is crucial for fostering a sense of unity and teamwork.
7. Employee morale in an organization is encouraged and made more receptive through oral communication.
8. When transferring private and secret information, oral communication works best.

### **Limitations/Disadvantages of Oral Communication**

1. Because business communication is professional and well-organized, relying solely on oral communication may not be sufficient.
2. As they are casual and less structured than written communication, oral communication lacks the authenticity of written communication.
3. When it comes to regular encounters, oral communication saves time, but lengthy speeches during meetings can sometimes be ineffective.
4. Oral conversations are unstable because they are difficult to maintain.
5. Due to incompleteness and the lack of key information, there may be misconceptions.
6. It demands the audience to be very receptive and pay close attention.
7. Speeches and other forms of oral communication are rarely used as legal documents outside of investigative work.

## **DISCUSSION**

There are four suggested educational activities to help pupils improve their communication abilities: A) incorporating oral communication instruction into the teaching of fundamental science; B) practising and rewriting; C) identifying ways to provide student work a genuine audience; and D) extending training to oral communication. Earth science is included in one of Indonesia's seventh-grade science curricula. Broadly speaking, it is discussing the earth's crust, earthquakes, tsunamis, and volcanoes. Earthquakes are brief shockwaves that occur in the earth's crust or, in very rare instances, in the upper mantle as a result of natural forces and processes. A tsunami might be produced by an earthquake that occurs beneath the sea. When the ocean surface suddenly shifts, tsunamis may be as certain as long-period water waves. Usually, it is considered that tsunamis are caused by seismic disturbances on the ocean bottom, and that these disturbances are caused by underwater earthquakes, subaerial or

undersea mass movements (slides), volcanic eruptions, sea floor collapse, or oceanic bolide effects. Volcano sub-content in particular discusses volcanic eruption.

A volcanic eruption is a dynamical process of outflow that is taken into account for the following reasons: (1) mechanical properties, composition, and structure of the erupted products; (2) their mass rate of eruption; (3) their velocity; and (4) the flow regime, or how these characteristics change over time. The development products of computer-assisted instruction are called multimedia-based integrated instruction (MBI2) (CAI). MBI2 is used in this research to integrate synectics learning model, student activity sheet, ebook, multimedia shows, and evaluation of earth-science material. The majority of the class's sub-contents are seen by the students as abstract content. For instance, a simple experiment cannot directly examine the process of a tectonic earthquake or a volcanic eruption. Using computer simulation is one technique that may assist students in learning about abstract concepts. Student abstract knowledge benefits from computer simulation. The main objective of this project is to use multimedia-based integrated education to improve students' oral-communication skills on earth science topic[4]–[6].

The business world of today is quite competitive. Companies aim to choose new hires who have the relevant abilities while making their selections. Companies nowadays are more likely to prioritise individuals who have a range of talents and personal traits in addition to the necessary technical knowledge for the position in order to remain ahead of rivals. According to studies, only 25% of long-term work performance is dependent on technical knowledge and 75% is dependent on soft skills (Prabhakar, 2004). Employers are thus actively seeking candidates with strong self-efficacy in their capacity to carry out the necessary duties and communicate effectively in the current employment market. Many companies place communication abilities at the top of their list of desired talents. Employers now, for instance, evaluate candidates' communication abilities during interviews. One's prospects of getting employed as an employee by a firm might be hampered by a lack of confidence and poor English communication skills (Zeigler, 2007). Graduates are forced to demonstrate their potential by enhancing the value of their hard abilities with soft skills in order to stand out from other job hopefuls in the competitive job market. The Board of Engineers, Malaysia (BEM), which oversees the engineering curriculum in Malaysia, has established certification requirements, and one of the qualities necessary for engineering graduates is the capacity for effective communication.

From a study of significant engineering companies in Malaysia, Lee (2003) finds that employers prefer to recruit recent graduates who not only have the technical abilities necessary for project management, but but have the non-technical skills as well. One of the top six skill traits that companies look for in candidates is interpersonal communication, according to him. Highlights the importance of oral presentations as a means of gaining professional advantages for engineers. The old wisdom that an engineer's employability depends only on his hard abilities is being challenged by this emerging phenomenon of employers looking for soft-skilled engineering professionals. This inquiry is crucial because training programmes often overemphasise technical knowledge at the expense of the qualities that are thought to boost a graduate's employability. The assumption that "soft skills" are incidental or even insignificant is fostered, in Ziegler's opinion, by this attitude and practise. The employment market is now more competitive than ever because to globalisation. Employers are becoming pickier, and the business climate is becoming harder. Every higher education institution's strategy should prioritise producing graduates who are employable. This is due to the perception that graduates often lack the essential soft skills required in today's workplace and are less prepared than industry employers anticipate (May & Strong,

2006). (Hissey, 2002). One of the things that contribute to graduates who are unemployed is a lack of communication skills. In Malaysia, more graduates are joining the workforce on a yearly basis[7]–[9].

Oral communication strategies definitions after reviewing empirical studies and pertinent literature in the area of research, two key and often occurring concepts emerged: compensation schemes and communication strategies, with the former appearing more frequently in our investigations. Additionally, oral communication methods, or speaking tactics, have been the focus of the majority of the research chosen. Certain tactics are subcategorized under language tactics (as in the Swedish curricula) or learning tactics (as in Oxford, 1990), whilst some tactics are classed in a different way. As a result, ideas on what comprises and defines communication tactics vary. For this literature study and our research topics, the following definitions are the most relevant. The psycholinguistic definition of communication strategies emphasises on them as cognitive structures related to verbal production and reception, which includes speech, as stated by Faerch and Kasper (1983). There are two main factors to take into account: problem-orientedness and potential consciousness, where the former refers to the speaker's ability to address linguistic deficiencies and the latter to a potential for developing a strategy-consciousness, as in the case of being influenced by instruction.

The definition of communication techniques is different from the interactional standpoint, however. The phrase "communication strategies" is seen as efforts to bridge the linguistic gap between the interlocutors during conversation, based on the perception of language as a living entity generated between interlocutors. Nakatani (2010) also uses the phrase oral communication techniques, albeit the emphasis is on the negotiation between interlocutors when dealing with communication failures. This is because she has taken a viewpoint that is similar to the interactional perspective. The phrase "compensation strategies" is used by Oxford, but the psycholinguistic and interactional viewpoints discuss and describe communication techniques. These methods fall within the category of indirect learning methods and are comparable to communication methods. By concentrating on overcoming linguistic barriers in speaking and writing, they support language acquisition by increasing prolonged practise. The phrase "linguistic strategies" (*språkliga strategier*) is used in the Swedish English course syllabuses to refer to problem-solving and interaction-improving communication tactics. Paraphrasing, queries, and clarifications are suggested in Lgr11.

A few recommendations are available for Gy11, like taking turns and nodding in agreement (Skolverket 2015: 9). These linguistic techniques may be used in speaking, writing, reading, and listening, while some of them may also be used in oral communication depending on the situation. As was already noted in the background, these curricula are linked to the CEFR, which defines production techniques for speaking and writing. "The choice of a certain path of action in order to maximise effectiveness" is the definition given for the word "strategies" (Council of Europe 2001: 57). In conclusion, there are a variety of terminology that all, in some way, pertain to addressing a lack of linguistic expertise and catering to this deficit in various communication settings.

## 5.2 Effective and Unproductive Oral Communication Techniques

Although the Swedish syllabi for English in Lgr11 and Gy11 and their accompanying commentaries offer suggestions for linguistic strategies and oral communication strategies, there are no explicit values applied for the strategies suggested; they are merely examples of linguistic strategies that advance communication. The syllabi also mention in their objectives that linguistic techniques are to be taught, which raises the issue of what tactics are to be promoted by instructors. The course curricula are linked to the

CEFR, which gives definitions of oral communication methods as well as definitions of both potentially good and negative ones.

According to the CEFR (Council of Europe 2001: 63), the terms "attainment" and "avoidance strategies" are used. The former refers to a student who takes a proactive approach to filling in linguistic knowledge gaps, such as by paraphrasing, while the latter refers to a student who adjusts the goal to fit the available linguistic resources. These two definitions are quite similar to those found in the psycholinguistic approach, which holds that two behaviors—achievement behaviour and avoidance behaviour rule the two main definitions. A reduction strategy relies on modifying the communication objective, but an accomplishment strategy aims to retain the goal. A reduction strategy is governed by achievement behaviour, whereas a reduction strategy is governed by avoidance behaviour. The employment of accomplishment techniques is widely acknowledged to have the ability to have a learning impact (Frch & Kasper 1983: 54). While the psycholinguistic viewpoint and the CEFR's criteria seem to be comparable, reduction and avoidance tactics may be seen as counterproductive since they do not assist language acquisition. It should be noted that Nakatani (2010) utilises the same terminology, reduction and attainment techniques in reference to the psycholinguistic viewpoint and CEFR. Nakatani also makes references to students' unfavourable conduct while utilising reduction techniques and their favourable behaviour when using accomplishment strategies, which further suggests that the sort of tactics utilised has a value.

Oxford does not provide a value to certain compensation schemes, in contrast to these definitions. Oxford points out that subject avoidance is often harmful to communication and emphasises this when discussing it. The idea that students may avoid conversation in order to feel emotionally comfortable is also mentioned by Oxford. Positive emotions have a good influence on students' performance (1990: 140). This element runs counter to the psycholinguistic implications of subject avoidance, a word that roughly corresponds to the Oxford definition of communication avoidance (partially or fully). Topic avoidance is a reduction strategy, according to Frch and Kasper (1983), which does not aid in language acquisition. In conclusion, certain studies and scholars suggest that some sorts of methods are preferable over others. For our future careers as EFL instructors, this is significant in terms of the pedagogical ramifications.

Information is transferred verbally and visually between parties during oral conversation. Presentations, speeches, conversations, and other oral forms of communication are examples. Although if the content is communicated via words, oral communication is often carried out efficiently through the use of non-verbal cues like body language and tone variations. Visual aids are sometimes used in conjunction with spoken communication to assist in the establishment of a clear message. □ Examples include using presentations at a meeting or seminar to clearly convey the idea. To guarantee that optimum efficacy is attained, oral and textual communication techniques may be combined[10]–[12].

There are several strategies for producing a good oral communication. It's crucial to make sure the words are delivered with the appropriate pitch and tone. An efficient oral communication system must have the qualities of clarity, conciseness, and accuracy. To ensure that the information is adequately communicated, it is advised to stay away from complex words and jargon. Establishing eye contact and adjusting body language in accordance with the message are crucial. For instance, a rigorous instruction may be transmitted more effectively with a formal, stern body language than with a casual, pleasant one. Oral communication has numerous benefits, but it also has its share of drawbacks. This method of communication is particularly prone to misunderstanding or misinterpretation.

Effective oral communication requires a high level of expertise and is not something that everyone can do. It cannot be used as documented proof either since it is not a form of communication. When speaking out loud is more efficient when a human touch is required in communication, oral communication is more successful. It also helps to build direct relationships, keep secrets, come to an agreement, and prevent complications with oral permission[13]–[15].

1. Faster interaction when it's necessary to speak with someone right away, oral communication is more successful.
2. A Complete Description of Policy Oral communication is the ideal form of communication when a manager's directive or a corporate policy or practise has to be explained.
3. Establishing direct communication Oral communication should be used when it's crucial to forge a direct connection between the sender and the recipient or between employees and management.
4. Upholding secrecy when information has to remain confidential, oral communication is the best option. Written communication loses confidentiality when it is passed from person to person.
5. Quick reaction Oral communication is more effective when the recipient must respond right away.
6. Striking a balance of understanding In order to establish an agreement, open debate is sometimes necessary. Only oral communication allows for such a dialogue.
7. Receivers with no literacy Written communication is worthless to those who are illiterate. The sole method of communicating with them is verbally.
8. Reducing bureaucratic red tape Complex administrative procedures cause communication delays. Spoken communication should be utilised instead of written communication to prevent any delays brought on by red tape or bureaucracy.

### **Causes of Oral Communication Failure**

1. Lack of preparation if the oral communication's message is poorly organised, listeners won't be interested in listening to it. Thus, the speaker should make the appropriate preparations before giving an oral message.
2. Excessive assurance while communicating verbally, the communicator should feel confident. While self-assurance is crucial for oral communication, excessive confidence might cause the conversation to fail.
3. Overcommitment Spoken communication often takes place in a hectic setting. The message could be distorted as a result of this. Communication loses its effectiveness as a result.
4. Fast shifting when a communicator conveys information or a message rapidly, the listener may not fully comprehend all of it. If the message is not repeated in this situation, communication will break down.
4. Awful and flawed presentation Oral communication requires presentation as a crucial component. Sometimes a speaker's weak or imperfect presentation renders communication ineffective.
5. Ignorance Oral communication failure is mostly the result of inattention. Both sides must give the communication message their full attention. Communication between the parties becomes useless if one of them is not paying attention.
6. Emotional content both parties' emotions may have an impact on how well they communicate. Parties may sometimes lose emotional control during spoken conversation. Their emotional conduct could make dialogue fruitless.

7. Status disparity Oral communication is highly impacted by the status differences between the speaker and the listener. Communication between the parties will be cut off if any side brags about his position while ignoring the other.
8. Insufficient evaluation Oral communication has limited opportunities for message evaluation on the part of the speaker and the listener. Moreover, this undermines spoken communication.
9. Language obstacle another reason why oral communication fails is bad language. Language barriers are caused by the use of unfamiliar terminology, technical terms, jargon, and accent differences, among other things.
10. Ignore the receiver while communicating verbally with subordinates, leaders sometimes may treat them with disdain. Subordinates may become less interested in the message as a result of this contempt.
11. Personality variations while communicating verbally, the listener is drawn to the speaker's personality. The audience won't pay attention to the speaker's message if the speaker lacks charisma.
12. Interpretation by the receiver the efficacy of oral communication is significantly impacted by the receiver's perception of the message. Often, listeners attempt to deduce the speaker's meaning from their own emotional state. Listeners may misinterpret the message in such a scenario.

### CONCLUSION

Few advantages of oral communication: By allowing you to speak directly to the other person and get their reaction right away, it saves time. It's the safest way to communicate about crucial matters and crucial information. Face-to-face communication aids in dispute resolution. The advantages of oral communication are many. This mode of communication is quick and straightforward. It is beneficial to get your point through quickly to the recipient, whether it be a complaint, compliment, or piece of information. This sort of communication makes it possible to get fast feedback, making it a means to allow two-way conversation. The primary benefit of this technique of communication is that it enables the message to be communicated with the appropriate pitch and tone. Also, it significantly reduces the amount of work required and saves a great deal of time. Compared to other methods, oral communication is less official, which gives your message a more personal touch. Oral forms, when used in conjunction with the proper verbal communication, may inspire trust and loyalty in the sender from the recipient.

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## CHAPTER 11

### AN EVALUATION OF GROUP COMMUNICATION BENEFITS

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#### ABSTRACT:

Sending and receiving messages to several group members is known as group communication. In a professional setting, groups often use this kind of communication to share ideas, establish objectives, and inspire other participants. Group communication suggests a many-to-many communication in contrast to dyadic communication (i.e., one to one) and mass communication (i.e., one too many). In most companies that embrace the idea of an open organisational atmosphere and participatory management, such as factories, corporate offices, research labs, universities, hospitals, law offices, and government agencies, teamwork and group communication are key components. This is partly because judgements involving groups as opposed to individuals need more nuanced reasoning. Teams and groups both use similar communication procedures even though they vary in that teams are process-based and groups are function-based.

#### KEYWORDS:

Communication, Group Communication, Benefits, Government Agencies.

#### INTRODUCTION

For instance, a corporation may deploy one of its project teams to work on developing software for one of its customers in another country. Nonetheless, the group takes into account a function when the firm designates one to talk about the modifications it could want to implement in its production unit. To put it another way, a group, on the other hand, is more active in debating and planning the accomplishment of long-term objectives. A team, on the other hand, has an aim that is specified, and the members are given particular roles to achieve a specific goal. Yet, when a group's shared goals are understood by all members and its leaders are recognised, the group transforms into a team. A group of an organization's members may communicate with one another to accomplish any of the following goals:

1. Discuss and discuss ideas and information.
2. Gather data or suggestions on any project, policy, or plan.
3. Reach a conclusion about crucial topics.
4. Find a solution to a challenge that affects the whole company.
5. Talk about topics that affect the group as a whole or that will help a bigger audience.
6. Ask for comments on any work you've done or study you've done [1]–[3].

Decision-making and the development of relationships both heavily rely on discussions. In the parts that follow, we'll look at several elements of recruiting and organisational talks as well as the many kinds of group communication, as well as the abilities and tactics needed for effective group communication. **GROUP COMMUNICATION FORMS** Group communication goes by a variety of titles, such as discussion, meeting, conference, seminar, group discussion, symposium, convention, etc., depending on its objectives, organisation, and features. As oral communication is a necessary component of all these group communication

methods, individuals must be able to effectively express and debate their own or their organization's points of view on the discussion subject.

Group communication and body language group communication requires more contact among the participants than any other kind of communication, hence body language is very important. In contrast to public speaking and formal presentations, when only the speaker's body language is seen, in this setting each member of the group has the chance to utilise body language for successful communication. Each individual in a group displays and pays attention to the postures, gestures, and facial expressions of others to ascertain the motivations behind what is being expressed verbally. Yet, the usage of body language may differ depending on how formal the organisations are. For instance, although GDs, which are less formal, may feature greater use of body language as a tool for efficient communication, formal meetings at work may not. The basic rules for using body language in groups effectively are listed below.

1. Use facial expressions that convey interest and passion for involvement when speaking and listening to others. During a debate or argument, control your emotions.
2. To avoid invading others' personal space while conversing in a small group, utilise subtle hand movements.
3. Members of a group may have certain mobility restrictions while they sit and converse with one another. Try to alter your posture when sitting as well, by sitting cross-legged, resting one arm on the chair's back, slightly leaning on the chair, etc.
4. The location for group communication should be set up with enough distance between the chairs to prevent participants from sitting too close to one another.
5. Pay attention to other people's body language and attempt to decipher their verbal clues' hidden meanings.

A brief overview of certain non-verbal signals often utilised in group communication and their meanings is provided in Table 9.3. Scenario 4 from the CD's group discussion shows how to employ empowering body language. The main group communication techniques that are often employed in academic and professional contexts, together with their characteristics, are covered in the sections that follow. We begin by providing a brief overview of talks before describing the many ways that they might be handled [4]–[6].

## DISCUSSION

Conversations that take place face-to-face or over the phone are referred to as discussions. They might be professional or casual. Typically, they are started in order to educate, convince, evaluate, reach conclusions, or resolve issues. Say you want to make some adjustments to the yearly technical festival as president of the students' union at your institution. You may wish to discuss the specifics with your professor, who is the faculty member in charge of the festival, before calling a formal meeting. Nonetheless, you would like to contact your buddy and discuss the specifics with him before seeing your professor. When you consider these different communication contexts, you could conclude that your interaction with your professor qualifies as a formal discussion while your conversation with your buddy qualifies as casual. As shown in these cases, talks may happen between two individuals, but they can also happen between three or more people, in which case they are referred to as group discussions. The next sections go through each of the several tasks that conversation participants do.

**Identifying oneself and Others** When starting a conversation with someone we've just met, we usually introduce ourselves before asking others to do the same so that everyone feels comfortable before the conversation starts. It is preferred to use one's initial name when

introducing oneself in casual settings and one's full name in official settings. It would be customary to make eye contact, smile, and provide a quick introduction that includes our entire name and position. While presenting oneself, stay away from titles like Mr., Mrs., Dr., or Prof., but use them when introducing others. I'm Dilip Kulkarni, the coordinator for Techfest 2010, so good morning. Here is Mr. Naresh Kohli, the captain of the sponsorship team, presenting myself. (Introduce other people) Could you all kindly introduce yourself, excuse me, friends? (If you want other people to say hello) Leading and guiding conversations In order to determine what must be done in a scenario and to know how to accomplish it, we need to be extremely clear in our minds about the discussion's goals while leading and guiding debates. The goals should be briefly explained before the members are asked for their thoughts. To be sure we have grasped someone's point of view accurately, we may need to repeat it or paraphrase it. The following advice may be useful:

1. Pay close attention.
2. Make notice of other people's perspectives.
3. Don't let anybody squander time.
4. Don't let anybody stray from the subject's core point.
5. Ask the speaker to clarify any questions you may have
6. After analysing all available viewpoints, choose one that you agree with, and then get everyone else's approval before moving forward.
7. Choose what should be done in certain circumstances and specify how to execute it.
8. Assign tasks to each team member and set a due date for completion.
9. Encourage and motivate participants to reach the discussion's goal.

### Expression of Thoughts and Views

We may use the ORE (opinion, reason, and example) format for expressing our opinions, as shown in the sample below: What do you think about banning cell phones from our college? YOU: I believe/I believe it is not a good idea/I believe it is not a good idea (O). Y: Why? YOU: I believe/I hold the opinion that mobile phones are the ideal way to communicate with people in college (R). X: Why do you wish to communicate through mobile phone when all of your friends are present in college? YOU: Let's suppose you want to ask a buddy who isn't with you about a book's contents while you're at a library, or let's say your parents need to get in touch with you right now and want to send me a message or speak to me if I'm available (E). Please be aware that you may still use the ORE pattern even if no one else asks any intermediate questions. It paints a thorough picture of your viewpoint for others[7]–[9].

Agreement/Disagreement Expression You shouldn't count on all of the group members to share your viewpoints when you voice your own during group talks. Although some people may have the same opinions, others may not. You may similarly choose to accept or reject other people's recommendations. Although expressing agreement with the words "exactly," "correct," "yeah," etc. and a lively tone is simple, expressing dissent respectfully with the phrases "I'm not so sure," "Do you think so?" "Well, it depends," etc. and with restrained body language is more difficult. If you do not, you may express your disapproval clearly by using phrases like "I disagree," "I cannot agree with you," "I am afraid your opinion is erroneous," etc. Consider the following instances: Accord X: In my opinion, we shouldn't fully ban the usage of mobile phones. YOU: Accurately. Do you want to suggest that we should permit Internet use during working hours? X nods in agreement. YOU: Exactly what I said, I believe. (Showing utter agreement) X: I believe that cell phone usage at our campus should be banned. YOU: If it simply applies in schools, I'm in agreement. (Partially/under some conditions) Disagreement I do not believe it is a good idea to cease using mobile phones, despite the fact that it is true that doing so may have certain benefits. (Strong

disagreement) I accept that ceasing mobile phone usage may have certain benefits, but I believe that it is important to have a complete discussion. (Polite disapproval) Choosing and Planning Despite our best efforts, if we make the wrong choices, our talks may not be successful. A choice differs from an intention in that a decision is what we will really do.

For instance, we could want to fly but decide to do so after receiving confirmation of our ticket. So, choices allude to settling or focusing on the same, whilst intentions may refer to the likelihood of a desired action. Intentions and choices may sometimes coincide while occasionally they may diverge. We may need to convey both throughout a conversation. I want/want to adopt. we want to make changes. the company wants to introduce are used to convey intents, while I will adopt; we are making changes; the firm is introducing, etc. are used to indicate choices. Have a look at the following claims: Stopping cell phone usage at college is not a smart idea. I'd prefer to quit utilizing them in schools, and I may accomplish that. Stopping the usage of mobile phones at college is not a smart idea. I'll cease using it in schools, and I already have. (Decision) Posing Queries You may have seen the lively debates that take place during legislative sessions. In talks, asking questions is both necessary and natural. Questions may be asked for a variety of reasons, including to get additional information, paraphrase, cast doubt on something, make an offer, ask for permission, etc.

Effective Feedback-Giving and Feedback-Receiving an essential instrument for evaluating communication efficacy is feedback. It takes both offering and receiving feedback to make a conversation goal-oriented. The following are some helpful pointers for providing feedback:

- Be more particular than general: Rather of giving generic comments on proposals intended for colleges as a whole if the issue is "limiting the use of mobile phones at your college," provide specific feedback on the ideas to be implemented in your college.
- Verify the precision: When offering comments on each suggestion, make sure you are aware of the specifics of the discussion.
- Show off your sincere intentions: Demonstrate that you are offering input with the purpose of attaining the discussion's objective. It is usually beneficial in this situation to address the good features first before moving on to the negative ones.
- Express your opinions on others' views rather than criticising the speakers themselves.
- Choose the correct moment to provide feedback:

During conversations, ideas are often brought forward one at a time. So, it is important to provide comments after each subject has been covered. Assessing the value of our opinions and points of view in relation to the discussion's objective is always aided by seeking feedback. Thus, constantly seem interested in hearing what other people have to say. While getting feedback, you may adhere to the following rules:

1. While taking criticism, have an open mind.
2. Use proper body language to convey an eagerness to hear criticism. · Pay close attention before responding to the feedback.
3. If someone criticises your ideas and points out their shortcomings, accept the criticism if it's accurate or calmly defend your positions if they're true.
4. Put your judgement on hold and pay attention to the comments.
5. If you need more information on any feedback, ask questions or for examples.
6. You might also inquire about the other participants' reactions to the input. · Show gratitude to those who offered suggestions.

Delivering and Talking about Bad News Addressing delicate concerns like inappropriate behaviour (such as mistreating junior workers), giving an employee a critical performance assessment (because the individual didn't perform well during a project), etc., may be seen negatively. Conversations on these topics often result in strong emotional responses, both vocal and nonverbal. Such topics may need to be managed carefully to prevent uncomfortable situations from arising during the discussion sessions.

Counselling Discussions may sometimes be conducted to provide advice to persons who need it or who haven't acted on some advice or help from others. For instance, a kid may need to get counselling for subpar academic achievement or unacceptable behaviour in the classroom. If a patient refuses to take medication, the doctor may provide counselling. While offering advice to someone, keep the following in mind:

1. clearly state what was required of them.
2. Ask them nicely why they didn't live up to your expectations.
3. Offer them the chance to discuss the causes of their subpar performance or failure to heed the recommendations.
4. Listen to clients with patience and interest so that they will grow to trust you.
5. Give your counsel, demonstrating it with sufficient examples to show why it would be effective.
6. Indicate the next steps and, if necessary, a time for the conversation.

Concluding many phrases that may be used to end a discussion were previously covered in Chapter. The following advice might be helpful in drawing a conversation to a close: · Express gratitude to everyone for making a substantial contribution to the discussion's objective as you draw to a close. Mention the most important points brought up by specific participants if required to acknowledge their input into the decision-making process.

### **Group Conversations**

In group discussions (GDs), a certain number of individuals (between three and eight) get together in person to generate, exchange, and debate ideas via free oral contact. In many businesses, group discussions are often utilised for decision-making and problem-solving. They are also often used as a personality test for comparing many applicants at once when choosing individuals for management positions, particularly in the service industry, as well as for choosing students for admission to professional schools. First to use GDs and include them in their battery of examinations for officer recruiting was the Indian Defense Forces. Since then, GDs have gained favour with several hiring organizations because to their simplicity of use and efficiency in terms of time and money. Before going on to the last round of the selection process, the interview, the majority of reputable business schools ask students to engage in a group discussion (GD). In a few instances, the GD may not be an elimination round; instead, everyone who takes part in the GD is given the chance to participate in the interview. We were acquainted with the numerous tasks carried out by a participant during a discussion in the earlier section on talks. All of those tasks are performed by a GD as well, thus the same rules apply. Yet when we talk about things as a group, we need to emphasise group behaviour traits like group orientation, orderly behaviour, time-sharing, including everyone, respecting others' opinions, collaboration, etc. We'll go through a few techniques in the parts that follow on how to excel in group talks.

The capacity to communicate with other group members after a limited period of acquaintance is a sign of a person's group behaviour (team spirit). Good interpersonal

connections are supported by emotional maturity and equilibrium. You should focus more on other people and less on yourself. For instance, do we maintain composure when someone offends us with a personal remark, or do we lose it? Are we seen as being impartial, sympathetic, and non-threatening? These qualities make an excellent team member. Coordination and collaboration among the different members are necessary for participation in a GD. The selecting committee takes notice of the members' varying levels of engagement. It's possible that some members engage more and others contribute less. Some members' engagement levels can change. In other words, they could be quite active at first but then become quiet as the conversation goes on, or the opposite. The panellists also pay attention to who speaks to whom, who keeps the conversation moving, and how the quiet members are handled. The applicant who actively participates in the process by staying engaged throughout the GD will be chosen as the winner. How successfully we perform the roles of an initiate, informer, illustrator, leader, coordinator, and moderator determines how successful we are in a GD.

The ideal applicant will spend time with people, pay attention to their opinions, and respond to them. As a result, an excellent communicator opens doors rather than shuts them. A key quality of an effective communicator is the capacity to analyse a situation and convince others to see it from many angles without upsetting other group members. We should be able to successfully convey our own viewpoints while respecting those of others without overtly disagreeing with them. Also, avoid speaking only for the sake of speaking. Start your argument at the moment the last speaker left off. If you disagree with what the person before you just said, by all means, express your opinion, but do it politely and modestly. We could benefit from having some supporting evidence on hand for our argument. With strong arguments and proper verbal and nonverbal communication techniques, a group may be convinced. During a GD, the capacity to persuade people is a crucial skill. GD Scenario 2, 3, and 6 on the CD, respectively, show you how to express agreement and be forceful without being aggressive. Leadership qualities Each team's performance is largely dependent on its leader. Without a leader, a group cannot efficiently do its given tasks. Although if there isn't a designated leader at a recruiting GD, one frequently develops as the conversation goes on. The leader will be the individual who has both coordinating and functioning skills.

Knowledge, physical and mental stamina, emotional stability, objectivity, communication prowess, moral rectitude, and emotional intelligence are all components of functional ability. Coordination skills need qualities like group enthusiasm and group flexibility. Group adaptability refers to a person's capacity to change along with other group members and to act as a unifying factor that turns the group into a single entity rather than a collection of individuals. Group motivation refers to the capacity to inspire and influence others, to maximise team members' contributions, and to foster communication, collaboration, and a sense of camaraderie. The selecting committee would undoubtedly favour the democratic leader. Leaders must be able to cope with conflict and "bulldozers," people with a lot of physical strength but little common sense[10]–[12].

## CONCLUSION

Group Communication is of utmost significance. To live a richer and better life, it is necessary to express one's ideas and emotions to others. The more we communicate, the less suffering we experience and the happier we are with everything. Therefore, being a leader entails having an impact on the discussion through constructive participation, logical justifications, persuading other participants of a particular point of view, building support by cooperating with group supporters, logically undermining the opponent's point of view, etc. During the GD, the selection panel looks at the leadership approach. Certain people make for

powerful leaders. They try to pressure the other group members into endorsing their choices or imposing their ideals or will on them. They also criticise the opinions of other members. Also, they obstruct progress when it does not follow their desired path. Some bosses are friendly.

They continually work to keep the GD environment serene by preventing disagreement or bad sentiments from being communicated. Yet another sort of leader adopts a democratic approach.

Such leaders make an effort to include everyone in the conversation and share their thoughts and emotions honestly and freely without passing judgement on others. They make an effort to resolve disputes as a problem-solving activity.

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## CHAPTER 12

### A COMPREHENSIVE REVIEW OF ORGANIZATIONAL COMMUNICATION

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#### ABSTRACT:

The elements of intra-organizational communication and is going to assess how these elements affect the effectiveness of organisational managers. Organizational communication research is crucial because it focuses on establishing internal and external connections, delivering and receiving messages to achieve shared objectives, and sharing information orally and in writing. Formal and informal communication in an organisation may be roughly divided into these two categories. Formal communications are those that are official, are a part of the established communication system, and are used in the management of the company. These exchanges might happen verbally or in writing. A formal communication may be internal to the organization or with the outside world from a superior to a subordinate. Formal contacts happen outside of the company, i.e., with external parties like vendors, customers, labour unions, governmental organizations, and neighborhood associations

#### KEYWORDS:

Organizational Communication, Managers, Neighborhood Associations, Vendors.

#### INTRODUCTION

Formal messages might be required, suggestive, or explanatory. Mandatory communication, also known as briefings, instructions, and other euphemism terms, suggests a directive that must be carried out. This kind of communication is often vertical and one-way, from top to bottom. Every level may have suggestive or explicative communication, which may be vertical or horizontal [1]–[3]. Informal communications develop as a result of social interactions between coworkers. They are governed by traditions, norms, and culture rather than any chart on the wall. In the form of grapevine, such communication gives helpful information for upcoming occurrences [4]–[6]. One more category for organisational communication is give as follows. The following categories apply to organisational communication:

1. Downward communication
2. Increasing Communication

Laterality in Communication

1. Communication That Is Interactive
2. Downward Communication, first

One of the critical stages of corporate communication is downward communication. By enabling the flow of information between them, it creates connections between individuals. There are five goals for downward communication:

1. To teach staff members on their roles and specialised assignments.

2. To educate brand-new workers on corporate policies and practises.
3. Outlining the purpose of a position to a new hire.
4. To provide comments to subordinates on their effectiveness at work
5. To provide the information that various teams and departments need to fulfil their objectives.

The first two reasons were the only ones that organisations focused on in the past; contemporary organisations place equal emphasis on all five. Employees will not get all the information they need about their employment and won't be aware of the significance of their work if the communication method fails to accomplish these goals. They could not care about them since they think their employment is not very important to the company. Only because their supervisor has instructed them to do so are they allowed to do their job. The performance of the company will suffer as a result of employee attitudes like these. The upward and horizontal flow of knowledge will be negatively impacted since it will foster an authoritative environment. Hence, it's critical to explain to every employee how their work will advance company objectives and how their exceptional or subpar performance will impact other positions within the company. As a result, the purpose of downward communication should be to better understand workers' roles and assist them connect their objectives with those of the business. The dissemination of information in downward communication relies on several forms of print and oral media. Organizations utilise a variety of written media, including guides, manuals, periodicals, newspapers, bulletin boards, notices, posters, reports, and memoranda. The use of oral media for downward communication includes direct commands or instructions from senior executives, speeches, meetings, public address systems, telephones, and closed-circuit video.

### **Increasing Communication**

Instead of being directional like the downward communication process, the upward communication process is non-directive. Only when companies give their workers autonomy and let them freely participate in decision-making can effective upward communication take place. To encourage upward communication in companies, the following methods are used:

1. The grievance resolution process: Allows staff members to appeal to management and request resolution of their issues.
2. Open-door policy: Enables staff to speak with management about any issues they may be having at any time.
3. Counseling, attitude surveys, and departure interviews: The Personnel Department may run non-directive counselling programmes to assist staff in resolving issues with their jobs as well as conflicts between their jobs and their personal lives. Periodically, attitude surveys may be used to gather information on how people feel about their jobs and workload. Exit interviews may be conducted with departing workers to ascertain their motives and their ideas for enhancing the workplace.
4. Participatory techniques: Upward communication may be conducted formally via union-management committees, suggestion boxes, junior boards, and quality circles, or informally through employee engagement. According to research, workers who take part in these programmes exhibit higher dedication to their work, are more content with their jobs, and perform better than non-participating employees.
5. The ombudsperson: A position established to take queries, complaints, requests for policy clarification, or claims of employee unfairness and to provide a response.

Employees may settle their issues promptly and without going through cumbersome systems by using an ombudsperson.

Those who thought they had been treated unjustly by the government bureaucracy had a place to vent when this post was first established in Scandinavia.

### **Laterality in Communication**

Crossing command chains is a part of lateral communication. The cooperation of departments is made easier. It most likely occurs because individuals choose informal lateral communication over formal downward and upward communication. "Boundary spanners" are those who engage in active lateral communication. Such people have enormous influence and enjoy increased prestige by screening and talking with others since "border bridging" enables the acquisition of massive volumes of knowledge.

### **Communication That Is Interactive**

When peer interaction is required for activities that call for coordinated effort, interactive communication is advantageous. Interactive communication would, however, lead to less productivity if they are not engaged in activities that need teamwork. Peer interaction and communication may negatively impact vertical communication. There may be open communication among employees at each level, but there is no upward or downward communication. Interactive communication's primary goals are: 1. Task coordination; 2. Issue resolution; 3. Information exchange, and

### **Resolving Conflicts**

Interactive communication often takes one of two forms: Networks a network is a collection of individuals who keep in touch with one another to informally exchange information about shared interests.

1. The act of actively exchanging information is referred to as networking.
2. Networks may exist within or outside of an organisation. Employees from various departments and business units are connected via internal networks. External networks are those that go out to customers, business partners, and sometimes even rivals outside of the organisation. Attendance in social clubs, professional organisations, and other such associations helps workers build external networks.
3. Employees may broaden their interests and learn about latest advancements in their area via networks. If they have particular interests, a competent networker may get access to prominent and powerful individuals. An improvement in job performance may be the outcome of effective networks that aid in the formation of fruitful working connections.

### **Grapevine communication**

It is an addition to official channels of communication and conveys information that is not shared via them. Information about the organization's unwritten policies and significant management choices are provided (well before they are implemented). The grapevine is often not a source of information for managers. With their devoted employees, they do their best to monitor the information spreading through the rumour mill. This aids managers in figuring out the problems that make workers anxious.

They have the ability to communicate in a way that calms their anxieties and phobias. In order to filter out rumours and stop their detrimental effects on organisational performance, managers employ the grapevine as a feedback mechanism. One of a grapevine's key qualities is that it is out of management's control. Workers mostly utilise it to further their own personal and social interests, making it more dependable in the eyes of the workforce than official channels of communication.

## DISCUSSION

Organizational communication includes everything an organisation says and does in addition to everyone who is impacted by the organization's presence and activity. Similarly, organisational communication is described by Mumby as "the process of generating and negotiating collective, coordinated systems of meaning via symbolic practises focused towards the fulfilment of corporate objectives. Comprehensive statements like organisational communication is seen as a dialogic activity that manages discourse to achieve the defined goals and outcomes by the companies; organisational communication is seen to be dialogic, dedicated to build relationships, understanding, and authentic debate through discourse or dialogue in the public sphere. An excellent opportunity to concentrate the study of organisational communication on how organisations present and promote themselves as well as how organisations interact with their audiences is provided by the emergence of strategic communication as a unifying paradigm for studying purposeful communication of organisations.

Companies may communicate with a variety of audiences, including clients, staff, investors, and via a variety of channels, including annual reports, websites, organisational newsletters, press releases, brochures, general presentations, and commercials. Organizations showcase various characteristics of their team members, training programmes available to workers, and recruiting details in specialised parts of their annual reports and websites. According to Fox, Fox, an organization's public discourses may be very regular (organisation news), periodic (annual reports), or quite uncommon (organization mission statements). In order to achieve certain communication goals, organisations naturally produce a variety of communicative events, which leads to the emergence of new genres. The default genres of an organization's public discourse include things like organisational mission statements, yearly reports, and business standards. According to Stanton, workers have a significant role in reputation management, brand awareness, and image. Instead of promoting their goods and services, businesses are now emphasising images of people, and more especially, of their workers, as being their most significant tactical advantage. Employees are often featured on the front cover of annual reports by companies to demonstrate how vital they are to their businesses. As this study makes a significant contribution to enhancing employee-related organisation communication in annual reports[7]–[9].

This suggestion may have the advantage of broadening the complexity and variety of materials accessible to communication academics in their study of the tumultuous conflict between formal authority and informal freedom in culture. In the sections that follow, we model this interaction by talking about a few recent books that raise issues that are relevant to the developing fields of corporate communication and cultural studies. These issues include the interaction between organisational and cultural identities, the cultural discourses around labour and class, the depiction of work and workers in the media, and the pervasive dialectic between consumption and production in postmodern society. We analyse numerous ramifications that result from the fusion of these domains as we get to a conclusion. We define our terminology first. In this article, organisational communication is the discipline that conceptualises organisation as a cooperative effort attained symbolically.

Despite the fact that this field employs a variety of theoretical and methodological approaches, it could be argued that this image of organisation as the logical coordination of labour, technology, and resources to produce goods and services for capitalist markets has become more common in industry and corporations. Many types of organised human activity have been sidelined as a result of this normalcy, which has also limited how it is portrayed. The pragmatic concern with using language to educate and convince corporate audiences is

the foundation of organisational communication. In the American academy after World War II, the discipline became institutionalised as a tool for studying influence tactics used in business and professional contexts. Throughout the 1960s and 1970s, it expanded beyond its early, constrained concentration on case studies of administrative success to encompass more sophisticated use of statistical, ethnographic, and literary-critical methodologies (Redding & Tompkins, 1988). Media and message flow, climate, socialisation, "external" rhetoric, decision-making, networks of information and influence, leadership, innovation, and the adoption of new technology have all been traditional study areas. The relationship between organisational communication and practical (i.e. management) goals (including profit, efficiency, and control) was badly harmed throughout the 1980s by academics pushing for a pervasive "cultural revolution."

The development of social realities at work is comprehensive, collaborative, and contentious as a result of this paradigm shift. By the acceptance of critical viewpoints concerned with control tactics that compel consent, prevent rival voices from auditioning, and eliminate options for thinking and practise, further intellectual diversity has evolved. This article has been made possible by cultural-critical advances, but we also draw our inspiration from more recent modifications of some of the dominant ideas in the field. These characteristics include a spatial "container" metaphor that arbitrarily distinguishes organisational "insides" (such as distinctive, autonomous work cultures) from the "outsides" of community and place (Cheney & Christensen, in press), a preference for studying private, for-profit, corporate bureaucracies, a presumption of singular, formal rationality, a preference for depicting structure over process (Mumby & Stohl, 1996), and intellectual.

The organisational and the cultural are increasingly articulated as communication scholars pay more attention to more widespread, virtual, and "unofficial" forms of organising (such as gangs, networks, genocide, federations, clans, tribes, colonies, ventures, coalitions, insurgencies, and counterinsurgencies). By this, we imply that "organisational communication," as it is often understood, shimmers and reemerges as "culture communication as and about organisation." Taylor's claim that the nuclear weapons organisation is both a real thing and a significant cultural symbol through which audiences have negotiated their relationships to the institutions, technologies, policies, individuals, and events that make up the nuclear condition is one illustration of this conceptual revision. Another is the claim made by Giroux and Trend (1992) that media professionals, educators, and artists should be considered as "culture workers" involved in upholding and reshaping hegemonic narratives, for instance by creating subversive products like "critical literacy." Comparatively, we see cultural studies as an interdisciplinary discipline that examines all of the structures and behaviours that go into being human in a postmodern environment.

By the exchange of textual forms among certain interpretative communities, this world is seen as the scene of an intense struggle between dominant and marginalised groups (e.g., the American middle class). These subcultural economies include intricate and fluid interactions between the creators of commodities, the people who perform them, and the people who buy them. These relationships have evolved as a result of historical circumstances like the development of revolutionary technology, industrialization of production, rapid urban and suburban growth, the emergence of strong, bureaucratic nation-states, the rise and fall of Western colonialism, and sharp fluctuations in global commodity markets (Berman, 1982). These traumas have traditionally been reflected in a variety of symbol systems (such as fashion and architecture) and have impacted how social, interpersonal, and individual identities are reproduced.

As an anti-elitist, radically contextual, and multimethodological endeavour concerned with extending the spheres of political and economic freedom for the working class, cultural studies was weakly defined in Britain. The main tactics used to achieve this aim were legitimising this group's cultural customs and using them as a source of revolution. Cultural studies often examine objects (like television shows) as complicated representations of several, conflicting ideas. According to this perspective, people use their existing skills to interpret overdetermined texts in a variety of ways depending on the context. These interpretations may support, modify, or reject the prevailing influences etched into the form. Cultural studies are currently divided over issues like how British cultural studies should be adapted to an American academy that values diversity and how postcolonial subjects specifically interested in cultural imperialism, diaspora, and the nature of human rights are increasingly challenging First World cultures and scholarship (Saenz, 1997). By categorising these volumes in accordance with the decisions they make in presenting two specific connections, our evaluation is heuristically organised. The first connection is with the study location as it is envisioned in a specific work. In this case, we consider culture and organisation to be mutually informing "dialects," so that the discourse of one is always already permeated by the other (e.g., in the vernacular linkage of character to signs of economic status and productivity).

The way a book is organised shows its interest in real workplaces and industries within the framework of cultural structures and procedures. In this design, the owners, managers, employees, regulators, investors, consumers, and community members are seen as the nodes through which greater cultural work, such as sexism, is achieved via contact with one another. Another definition of culture is a broader realm of structures and activities where social meanings are replicated, challenged, and altered. These processes exhibit patterns that imply they have been "arranged" in accordance with ideological reification and legitimation techniques. This growth is often scaled geopolitically to reflect the local, regional, national, and global environments in which certain organisations operate. The circulation of discourses that form experience and interaction in a range of contexts, including the workplace, is the subject of volumes that show this pattern.

The extent and character of social impacts resulting from actions shown in a given work's site of study make up the second connection in our organising structure. Organizational subjectivities, such as class, occupation, and profession, are forms of meaning that are (relatively directly) connected to productive action in this context. The construction and performance of different forms of identity in varied contexts are shown in volumes that place emphasis on this aspect. Cultural subjectivities, a similar concept, includes a variety of meanings that shape both production and consuming behaviours, allowing for a more thorough analysis of the interrelationships between leisure and work-related activities. Although volumes that emphasise this feature may speak to productive identities, they also detach such identities from purely instrumental contexts, goals, and times. Instead, via "novelistic" encounter with artistic and political discourses that highlight their contingencies and overall output in history and culture, such identities are relativized and decentered.

These are the key components of communication, but in reality, what we refer to as communication is a kind of action that, whether it be vocal or nonverbal, conscious or unconscious, or purposefully or accidentally, has a message of its own and is understood by the other party. Yet if it is understood, it becomes a message that is communicated. The connection is ruined and becomes dysfunctional as a result of this message misinterpretation. Life is a means of communication and the origin of many pleasures and pains. A life full of friends is a joyful existence. It goes without saying that we will act differently with various

individuals. Communication is successful when common features are emphasised. We have a lot of characteristics as humans, and with a little work, we may come to be friends and unified with others (cakes, 1995). Interpersonal communication that regulates the working relationships of individuals inside an organisation is known as organisational communication. Such communication has its origins in speech training for business leaders in the late 1920s, but it first gained popularity in 1927. Corporate communications research had the largest growth in 1980 and was the subject of several theoretical and methodological approaches. Research projects on organisational communication that are seen as opening up new vistas include the following:

1. Information processing viewpoint;
2. Rhetorical perspective;
3. Cultural perspective;
4. Political perspective.

Organizational communication was performed and prevailed theories and concepts that were typically formed by specialists in these fields and organisational communication scholars have argued about. These fields include industrial psychology, social psychology, organisational behaviour, and administrative sciences[10]–[12].

### CONCLUSION

Organizations' advantage considering how important strategic corporate communication is now in the broader area of communication studies. The difficulties that companies confront in communicating support the need for more creative and effective organisational communication techniques and tactics. Today's environment requires us to interact and connect with people. What is clear is that no one can achieve their basic requirements without aid from others and connection with them. The issue that now emerges is: How should we interact with others? What can we do to enhance this communication, or what should we avoid doing? While interacting with people, we should be gracious, courteous, and happy; being resentful of anybody is terrible. If we put ourselves in the other person's shoes and speak in their language, we can frequently achieve the intended outcome, and our very presence in their class may serve as an effective message. Some individuals think that speaking, writing, and having discussions are the sole forms of communication.

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## CHAPTER 13

### EXPLORING MAJOR DELIVERABLES FOR TECHNICAL COMMUNICATION

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#### **ABSTRACT:**

Technical Deliverables are any documents or products that include technical information and are delivered to the Authority in accordance with the Contract's requirements. This chapter's goal is to organize the outputs created by experts in technical communication. In order to make it feasible, this syllabus defines the key deliverables, explains their objectives, target audiences, typical organizational structures, and publication features. A user guide (sometimes known as a user handbook) is a document created to provide guidance for a specific feature of a product or service. This kind of documentation is all-encompassing; it is not exclusive to one industry and can be used to instruct expert-level readers on sophisticated systems as well as end users on basic use situations. This book chapter explores the major deliverables for technical communication.

#### **KEYWORDS:**

Technical Communication, Technical Deliverables, Product, Service.

#### **INTRODUCTION**

Installation, use, maintenance, modification, and other aspects of product user support are covered in this area of technical communication deliverables. The objective of a user guide is to describe a product from many angles and to fulfil a variety of functions. As a result, several various kinds of guides may be developed based on the use environment and determined audience requirements, such as, users may use administration guides to help them manage their systems, and how-to guides to walk them through a process so they can accomplish a particular task [1]–[3]. Implementation guidelines, which describe how to enable a solution. Installation guides are used to help users install products. Quick start guides are used to help users get started with a product. Technical manuals are used to cover low-level operations.

#### **Audience**

Diverse audiences may be catered to with this form of documentation since user manuals provide a variety of choices in terms of how they cover product categories. A user guide often has a book-like format and is arranged into regular chapters supplemented by illustrations and diagrams since it is intended to be read as a complete. A user guide could just include one chapter or perhaps just one instructional diagram in extremely short texts.

#### **Publishing**

Depending on the features of the product, this sort of documentation is often provided to the consumers as a hardcopy or in a printable format (such as PDF). For many software applications, an electronic version may be preferable due to delivery methods (typically

downloaded rather than shipping physical media), as well as for the user's convenience presenting the guide on the screen immediately next to their programme is often more comfortable. When the items are not utilised in close proximity to a computer, printed books are often used.

### **Online Support**

A topic-based manual that comes with software or operating systems is called online assistance. While utilising IT products, the material is intended to be presented on the screen for rapid help.

#### **Purpose**

Online help serves to quickly assist users from inside the programme or module to which it is referring. The assistance should be available at any point during product use and be presented in light of the programme or system's current configuration. When experiencing problems logging into an application, for instance, using the help menu from the login page should immediately show the topic that addresses logging in rather than the usual welcome topic.

#### **Audience**

No matter their degree of experience, end customers of a certain software product are intended to be supported by this kind of documentation. It may be used effectively as basic advice for new users as well as a low-level reference for seasoned users.

#### **Structure**

The subjects in online help should include a variety of characteristics of the product itself and potential use scenarios. Books may be used to group similar or related topics together and can be placed in a tree structure. According to the user's immediate demands, online assistance is often not read in its entirety but rather simply selected material is utilised as a reference. Consequently, rather than detailing the basic content flow, the major emphasis should be placed on cross-referencing relevant material enabling rapid access to further information.

#### **Publishing**

Online assistance is designed to be shown on the computer screen and called up straight from the programme it relates to. Linking help topics to specific product screens is a smart idea so that, with a single keystroke, the assistance may be presented in the relevant context. A user should be able to get support within the login window, for instance, if they are having trouble logging into an application (using a keyboard shortcut or a dedicated button). The user should be immediately directed to the part about logging in by the help. While the tools for accessing this kind of material often have a printing option, it should only be utilised in extreme circumstances (collaboration, brainstorming, etc.). Online assistance is not intended to be printed in typical circumstances[4]–[6].

## **DISCUSSION**

### **Assistance for Mobile Applications**

Software that runs on mobile devices, such as smartphones, tablets, e-book readers, etc., uses this form of documentation. Mobile application help may be used to simplify access to the material and to improve user experience connected to documentation since utilising online help or a user guide on smaller displays is not always feasible[7]–[9]. The aim of mobile application support is to provide consumers immediate assistance with the product they are

using. This kind of documentation enables material presentation to be tailored to the unique features of the user's device, particularly in terms of screen size and navigational options.

### **Audience**

Help for mobile applications is designed to serve various user demographics. They may be mobile gamers, in which case a more relaxed approach could be suitable, or they may be corporate users, in which case a formal approach would be appropriate. Also, there are consumer application end users that fall somewhere in the middle of the two aforementioned categories, therefore the assistance must be tailored to the particulars of each programme. Users of mobile software are hesitant to consult any paper documentation or to utilise another device (such a PC) to seek support from other electronic sources. This kind of audience often wants to be able to get assistance right where they are using the software on their device and right away.

### **Structure**

The structure of the assistance should be modified to accommodate the restricted field of view and navigation choices offered by the individual devices on which this sort of material is delivered. Smaller programmes could simply have a few questions and answers or a single quick start subject in their documentation. A more ordered structure is needed if the functionality is much more complicated and calls for greater explanation. In these circumstances, the assistance may be organised according to topics, much like internet help, but with navigation tailored to the ergonomics of the device.

### **Publishing**

Without having to close the programme or otherwise interfere with its operation, the assistance should be available straight from the programme it refers to. It might be presented as one of the pages (or a collection of pages) within the programme by being embedded into the software. As an alternative, the assistance might be hotlinked into the programme from an outside location (like a corporate website) and presented using a browser or a specific content reader while the programme was still open in the background.

### **Knowledge Bases**

A knowledge base is an online database that contains information about a certain topic, such as frequently asked questions (FAQ), installation guidelines, fast start guides, use guidelines, etc. It may function as independent user help, serve as a repository for various kinds of documentation, or serve as a platform for knowledge exchange. Large IT products often employ a knowledge base, but it may also be effectively used in other sectors (for example, electronics, consumer goods, etc.). The major goal of this kind of documentation is to compile all information available on a particular product in one location that is easily accessible to end users. When several kinds of material need to be gathered in one location or when huge amounts of content need to be displayed, it is employed when other forms of user assistance cannot be used effectively.

### **Audience**

As this form of documentation is universal in nature, there are no constraints on its target audience since it can meet all user demands. **Structure** The structure of this kind of documentation may be tailored to the particular requirements of the audience for whom it is intended. A knowledge base may be separated into many sorts of material, such as FAQs, articles, forums, tutorials, and even a download area for patches, firmware, drivers, etc.,

depending on the demands. It should also include a search feature for rapid access to the necessary areas when conventional navigation may not be effective enough, especially given the amount of information obtained.

### **Publishing**

A knowledge base may be made available online (for wider access) or on an intranet for a company (for internal purposes only). Usually, a number of writers work together or separately to contribute their ideas as brief informational fragments at various times. As a result, if a knowledge base is released, it no longer has to be scheduled for further release cycles since the information may be changed or added to at any time by any authorised writer under the supervision of designated moderators.

### **Release Notes**

This kind of documentation gives a summary of the modifications made to a certain software product version. Unlike other documentation categories, it does not go into as much depth about features. The release notes document's main objective is to inform customers of any changes made to a particular iteration of the product. Additions and deletions of features, as well as bug fixes and solutions to recognised problems, may be among the modifications. Release notes may, if appropriate, also instruct users on how to do any manual actions necessary to implement specific updates.

### **Audience**

Release notes are written with end users who want to update to a certain software version in mind. The purpose of such documentation is to make the process of planning and creating additional documentation easier. It may also be utilised internally before the product is released. Based on the mentioned product alterations, release notes may also aid in the construction of tests.

### **Structure**

Depending on the needs and the sort of information to be shared, each company normally designs its own unique release note structure. The most common format includes a brief introduction, a list of changes and/or known problems, followed by an explanation of the effect that each change has on the product.

### **Publishing**

Release notes, which are normally just a few pages long, may either be published in electronic form and distributed with the programme, or they can be incorporated in the product they cover (for instance, as a pop-up window or as part of the "About" section). The three most popular file types for release notes are TXT, PDF, and HTML. Seldom are release notes provided in written form.

### **Documentation for API**

A deliverable that explains how to use and interact with an application programming interface is called API documentation (API). It provides a succinct overview of an API's endpoints, required arguments, data types, potential return values, and more. Formats. End-to-end tutorials and thorough example scenarios are also commonly included in API documentation.

## **Purpose**

The API documentation has two main goals:

1. To outline an API's features, commercial benefits, and potential applications.
2. To provide anyone working with an API Audience a fast reference.

Two groups are targeted by this form of documentation: developers and decision-makers. API documentation explains a product's function and potential uses, which aids stakeholders in determining the product's value in relation to their business objectives. It is a crucial source of information for developers on how to interact with an API and contains authentication and authorisation procedures, a list of endpoints the API has made available, and detailed scenarios that show typical use cases in their entirety.

## **Structure**

API documentation must be readily searchable and is thus web-based since it is mainly a source of reference data. It could cover a variety of subjects such use cases, tutorials, and the commercial value of an API. Nonetheless, the endpoints are the focus of the majority of the content. Each endpoint documentation often begins with a brief explanation of the function of the endpoint, followed by details on the HTTP methods that may be used to access it and the parameters that the endpoints anticipate. Often, response forms are also shown. Some API docs are interactive and let users make calls to endpoints right from the text.

## **Publishing**

Usually, code is used to generate this kind of documentation, either fully or partially automatically. This information comes from the code's structure as well as developer comments. To automatically reflect software changes, the build process may be connected with continuous delivery pipelines or started on demand. End users are often provided with API documentation in a web-based manner, such as a website on the Internet or a set of downloadable HTML pages.

## **Instructional Resources**

The purpose of the deliverables in this category for technical communication is to facilitate learning.

### **Presentations**

Presentations are instructional resources that showcase information via a slide show.

### **Purpose**

While conducting training sessions or providing knowledge on a certain topic, presentations are utilised as a reference. This kind of content aids the trainer or presenter in maintaining a predetermined session structure and aids the audience in picturing, comprehending, and remembering the topic to be learnt. Presentations may be used for a variety of purposes, including education, business (such as marketing, announcements), entertainment, interpersonal communication, or any combination of the aforementioned.

### **Audience**

Every audience, including product trainees, workers, end users, management boards, business partners, and the general public, may utilise this form of training materials.

## **Structure**

A presentation often comprises of slides that are shown in a predetermined sequence, along with presenter notes that are included for each slide's reference. An example may consist of a greeting slide outlining the theme of the session and the author or issuer of the document, an agenda outlining the structure and list of subjects, content slides delving into the topics, and a closing slide outlining resources and contact information. A slide may include components including text, photos, music, and video, as well as animations used to organise or emphasise the material of a slide, depending on the demands.

## **Publishing**

This kind of training materials may be printed for the participants to use as a reference or distributed in electronic form so that the presenters can utilise it to show it on the screen.

## **Classroom Instruction**

Materials for classroom training are designed to instruct user groups gathering in a single space. Purpose The purpose of classroom training materials is to instruct participants on how to utilise a product via the explanation of theoretical concepts and the execution of practical activities under the guidance of a trainer. This kind of training often includes actual product use, which gives opportunities to serve both educational and marketing objectives. The opportunity to use newly acquired skills and the chance for interaction amongst participants all serve to improve the learning experience. Participants also contribute to the knowledge obtained by sharing their experiences.

## **Audience**

Depending on the nature of the topic to be taught, this form of training materials may be tailored for any type of user. An example of a typical audience would be product end-users learning how to handle the most crucial features or software architects learning the specifics of a certain platform. Yet, it is crucial to presume a certain degree of topic fluency in users and adapt the information appropriately. The intricacy of the materials may not be appropriate for certain group trainees if the projected fluency range is too broad (either too high or too low).

## **Structure**

The majority of classroom training materials are composed of theoretical lectures that are combined with textbooks (in the form of user manuals) to complete labs in a specific real-world or simulated setting. Pre- and post-training questionnaires, quizzes, and completion certificates may all be used to augment the contents.

## **Publishing**

A series of presentations for the instructor to show during class, printed textbooks for participants, and a setting intended for product use or demonstration are all examples of published classroom training materials.

## **E-Learning**

E-learning is a method of education that uses physical or digital media. It enables completion of a course, training session, or even a university degree without the need of being present in a real classroom.

**Purpose**

When holding a classroom session is neither feasible nor convenient, e-learning gives participants other options for becoming trained. As no trainers are needed, no location needs to be reserved, and no surroundings need to be sent, this form of training also helps save costs. Moreover, e-learning is intended to be the most flexible type of instruction; provided that all technical criteria are satisfied, it may be finished anywhere and whenever the learner chooses.

**Audience**

E-learning is intended for users who are unable to attend classroom sessions or do not prefer to do so.

**Structure**

These training resources could include lectures (optionally with recorded instructor narration), labs, tests that must be taken in a certain setting, as well as videos and audio recordings. They are often made accessible as whole sessions, with the option of chapter and sub-chapter division so that pieces may be finished on various dates and not all at once. Online or physical media may be used to publish e-learning resources. Individual chapters are often made accessible in a predetermined sequence through an application or website. An individual session is often only made accessible when a certain requirement has been satisfied; for example, chapter three of a session will not be made available till the trainee has successfully completed chapters one and two.

**Webinars**

A webinar is an online seminar that uses webcasting technology to enable two-way contact between the instructor and the audience.

**Purpose**

When a classroom session is not feasible or the constraints of e-learning make it impossible to adequately teach a topic, webinars are utilised for training reasons. The possibility for contact with a trainer during a webinar gives participants the chance to ask any questions they may have about the training's topic. Both commercial relationships and demo purposes often employ this kind of communication.

**Audience**

Webinars are appropriate for students, business partners, clients, and potential clients.

**Structure**

This kind of instruction might be given through an online lecture with audio and/or video, often accompanied with a presentation. For additional opportunities for elaboration on the topic of the training, a demo session, desktop sharing, and/or file sharing may be conducted after the presentation. To assess the effectiveness of the training session, webinars may also include exams or quizzes at the conclusion.

**Publishing**

To assist the trainers for online usage, the webinar materials including presentations, audio and video recordings, assessments, and quizzes should be made available electronically.

## **Procedure Recording**

This group of technical communication deliverables is devoted to systematising or monitoring a sequence of steps that result in the accomplishment of a certain objective.

## **Project Documentation**

Before work on a project can begin, project documentation must be developed and authorised as a deliverable. Project proposals, requirement specifications, feasibility studies, business cases, etc. are a few examples of this kind of paperwork.

### **Purpose**

The document's objectives are to define the scope of labour necessary to finish a project, to justify the project's need, and to provide methods for doing so. This information often includes a technical viewpoint on the issue, a workable management strategy, and the resources available to carry out the required duties.

### **Audience**

This document is intended for the organization's decision-makers and project stakeholders who review and approve project plans.

### **Structure**

The structure of project documentation is similar to that of user manuals. The issue statement (motivation), goals (what should be done), problem solution (how to accomplish it), and project management are the primary components that need to be included in the document (who should do it and when it should be done).

### **Publishing**

All interested parties are given access to the project documentation, which is published in a printable format (such as PDF) or as a hard copy. After the stakeholders' analysis of the document, any required revisions are made in accordance with the input obtained, and the document is then reprinted in its original format. The final version of the project proposal is kept for future reference and review if no more modifications are needed and the document is authorised by the necessary parties.

## **Rules and regulations**

A collection of rules, concepts, and guidelines developed or put into place by an organisation in order to accomplish its objectives is referred to as this form of paperwork.

### **Purpose**

In order to organise and standardise how an organisation should operate, policies and procedures are developed. This kind of document is intended to help quality management and process improvement projects, as well as to strengthen the transparency and repeatability of an organization's processes.

### **Audience**

With regard to their job characteristics, duties, authority level, and department membership, policies and procedures are meant for members of a certain organisation.

## Structure

The format of this kind of documentation may resemble that of a brief user guide. Mission statements, best practises for the business, templates, etc. are examples of extra information that may be included in policies and procedures. Publication Policies and procedures may be printed and provided to interested parties as a paper copy or published as a file (such as a PDF) that is accessible to the organization's workforce. Wiki pages, independent diagrams, web pages, etc. are more potential choices.

## Reports

A report is a piece of analytical writing that presents information on a particular topic to a specified audience. Purpose Reports are written with analysis in mind. They are prepared to provide the requested information to the asking party in a presentable manner on demand (once or frequently). Reports are crucial for company decision-making, remedial action, assessment, and other processes. The production of test reports for quality assurance leaders, sales performance reports for managers, or inventory reports for warehouse workers are a few examples.

## Structure

The goal and intended audience of the report have a significant impact on the form of this kind of paper. If the report's only purpose is to collect raw data for the requesting party to evaluate later, a spreadsheet format with a table showing the data and/or charts for visualisation may be appropriate. A user guide structure, however, will be more appropriate to provide opportunities for elaboration on all pertinent parts of the acquired material if the report is required together with proper analysis from the writer's perspective.

## Publishing

Reports may be printed or released electronically depending on the requirements of the person making the request [10]–[13].

## CONCLUSION

Technical communication's ultimate objective is to effectively and efficiently transfer crucial information that enables you and those around you to do your tasks properly. Understanding the intent and substance of technical reports, proposals, and other papers is necessary when exploring key outputs for technical communication. An overview of the report's principal topic and goal, as well as an overview of its contents, are provided through descriptive and educational abstracts.

Analysis of technical communication delivery failure points might yield success criteria and metrics. The timetable should include important project deliverables or milestones as well as the dates or deadlines for finishing each stage. Technical communication is transactional and comprises a deliberate exchange of information between sender and receiver that serves definite, practical aims. Technical writers create a wide range of written materials, including proposals and requests for proposals (RFPs). The fundamentals of technical communication are being precise, succinct, direct, and clear.

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## CHAPTER 14

### INVESTIGATING THE TECHNICAL PRESENTATION: STRATEGIES AND TECHNIQUES

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#### **ABSTRACT:**

Presentation skills are the key talents for implementing change, working successfully, communicating facts at professional conferences, or communicating in the business or educational environment. Presentation skills are the capacity to effectively communicate to an individual or a crowd. Many fresh grads aren't found to have these specific talents, however. These fall under the category of soft skills, which are now considered to be crucial for job searchers. It is essential to have a solid grasp of voice modulation, enough knowledge of nonverbal cues, strategic planning, audience awareness, time management, communication mastery, active listening, and excellent reading habits while giving a presentation. Understanding the tactics and approaches utilized to clearly and succinctly convey complicated information is essential to investigating the technical presentation. The complicated material contained in a formal report is frequently condensed and translated into visual and audible communication forms in the context of technical presentations, a particular genre. Depending on the audience, goal, and context, presenting information in a variety of methods or formats, such as podcasts, videos, or webpages, might boost accessibility.

#### **Keywords:**

Strategies, Technical Presentation, Techniques, Webpages.

#### **INTRODUCTION**

Presentation is the process of putting information and ideas in front of a group of people in a much-organized way for a specific goal while using visual aids. Goal, aim, motivation, reason for being, and objectives of presentation. Making well-informed and persuasive presentations requires analysing and assessing data, claims, and concepts. In technical presentations, effective visual information design is crucial to enhancing audience comprehension of both the topic and the presentation's structure. Outlining the presentation is essential since the audience wants to know where a discussion is heading and when they may anticipate its end. When preparing for and giving an oral presentation, technical communicators should concentrate on the audience, their reasons for listening, and their interests and background.

1. To inform or educate
2. To influence
3. To Encourage or Motivate
4. Forms to Entertain

Presentations can be categorized into the following types depending on their intended audience:

1. **Informative Presentations:** Informative presentations instruct, teach, or show a topic or procedure to an audience, such as rules and regulations. These presentations are also known as Informative Presentations.
2. **Presentations that Persuade:** Presentations that persuade are meant to persuade an audience to accept a falsehood or take action. These presentations are often known as Persuasive Presentations.
3. **Presentations with a motivational theme:** Presentations with a motivational theme aim to reassure the audience. These presentations are often known as Persuasive Presentations.
4. **Instantaneous Presentations:** Without any prior planning or preparation, these presentations are recreated.
5. **Presentations Scheduled:** The presentations are created with much attention and planning.
6. **Individual presentations:** For individual presentations, one person is in charge of planning, conducting research, and giving the presentation. He has every right to claim complete ownership of the finished work.
7. **Group presentations:** In contrast, group presentations can feature more difficult tasks, necessitating the participation of more people [1].

### **Qualities of a Strong Presentation**

1. The presentation concepts ought to be effectively tailored to the audience. Connect the presentation's message or idea to the audience's interests. A good presentation should be focused on the subject and be brief.
2. The necessary information should be capable of being communicated through a strong presentation.
3. A strong presentation requires planning.
4. Practice and rehearse your presentation.
5. Make eye contact with your audience and smile.
6. More queries from the audience should be encouraged by the speaker.
7. In slide shows, try to use 10 to 30 slides.
8. Share tales.
9. Utilize your voice wisely.
10. Finish the presentation with a summary.
11. When making a presentation, the speaker needs to look professional.
12. Attempt to capture and hold the attention of the audience by including uplifting phrases, humor, or astonishing facts.

### **Mode of Presentation**

The four presentation modes, delivery styles, and nuanced delivery are listed below.

1. **Memorizing the Manuscript:** This presentation technique may be one of the more successful ones. However, the presenter must possess amazing memory power since if they forget their content, their voice would appear s[2]tilted, artificial, or too professional.
2. **Reading the Manuscript:** This refers to reading aloud the written text. This approach is frequently utilized whenever a technical or sophisticated presentation is presented, such as the description of a machine or organizational policy issues. Contact between the speaker and the audience is frequently broken in this.

3. Extemporaneous / Speaking from Notes: The speaker prepares notes on a sheet or cards before making his presentation with the aid of the proper audio visual equipment. The delivery is simple and remarkable thanks to this technique.
4. Impromptu Speaking: Impromptu refers to actions taken without prior thought or planning. So, here is the presentation that was given without any prior planning, or impromptu speech delivery [2].

Education Presentation: Giving presentations in class helps kids gain confidence. They assist the pupils in acquiring the fundamentals of speaking, writing, listening, and reading. It benefits pupils to express their opinions to their peers and to deepen their comprehension.

### **Classroom Presentation Techniques**

1. Both verbal and nonverbal communication methods are acceptable.
2. The classroom should serve as the presentation's podium.
3. The voice ought to be loud and clear.
4. Maintain the proper tempo, pitch, and tone.
5. Use loud, appropriate motions and facial expressions.

### **Student Presentation Skills Advice**

1. Your presentation's primary points from its framework.
2. Refrain from reading notes aloud.
3. Create cue cards that include crucial words.
4. Use presentations, charts, and graphs as visual aids to support your arguments.
5. Present yourself in acceptable attire.
6. Speak aloud and clearly.

### **Importance Effective Presentation Techniques**

1. Effective presentation methods are crucial because they enable you to convey concepts in a clear, succinct, and engaging manner.
2. A strong public speaking ability enables you to authoritatively present your knowledge and makes you stand out at work.
3. Therefore, in order to portray our best selves whenever we speak in public, we need to identify effective presentation tactics that work for us.
4. The best presentation skills you may learn in light of the many materials available on how to speak in public [3].

## **DISCUSSION**

Presentation abilities are a key component of communication skills, which are one of the top concerns for most firms. Presentation abilities are crucial in almost every aspect of academic and professional life, from meetings and conferences to trade shows and job fairs (Dolan, 2017). In reality, professional talents are a group of highly developed communication skills. In order to successfully and efficiently transmit knowledge and expertise, presentation skills are essential in communication. Presenting information succinctly and clearly is a key skill for making a point or getting a message through, and it is now required in almost every industry. The ability to present and talk in front of an audience is helpful in many aspects of work and life, such as business, sales, training, teaching, and lecturing, as well as other social situations[4]–[6].

According to Skidmore et al. (2010), giving presentations at conferences is a significant part of academic life. Unfortunately, going to a conference often takes a lot of time and effort, as

well as money for travel. Why is making the time, effort, and financial commitment necessary to attend academic conferences so important? This could be due, in part, to the current nature of the knowledge presented at conferences. Journal articles on education and allied social sciences may take a few weeks to many years to appear in publications.

Effective presentations start with thorough preparation, which includes techniques like speaking naturally to the audience, standing rather than sitting, changing the tone, making eye contact, using visual aids, checking timings, structuring the presentation, remaining focused and alert throughout the presentation, and providing clear, concise responses to any questions that are posed. It is important to state the purpose clearly from the start in order to speak about, report on, explore, teach, outline, fill, provide an overview, emphasise, and debate the topic of the presentation (Swathi, 2015). Good oral presenting abilities span a wide range of planned and unexpected communication topics. Planning includes the speech preparation, visual aids, notes, handouts, venue, and audience type. Unexpected factors include coping with interruptions and disturbances as well as speech, speed, composure, confidence, and/or anxiety.

Presentation systems may either supplement or replace older visual aid technologies including handouts, chalkboards, flip charts, posters, slides, and overhead transparencies. Each pages may include text, images, videos, and other things. These pages are sometimes referred to as "slides" or "foils." Due to the extensive use of presentation software, the word "slide" now more often refers to a slide projector, which has partially lost its relevance. Slides may be moved in the presenter's direction while being printed or (more often) shown on a computer screen. There are many different techniques to animate both the appearance of elements on a slide and the transition between slides. According to educational business and communication literature on these unplanned elements, most instructors collaborate extensively with students on the overall individual presentation but do not concentrate on how to eliminate the majority of the noise. The most effective method for improving presentation skills is videotaping the presentation and having the teacher and student give it feedback.

Presenting abilities are crucial for students. Presentation skills are a crucial aspect of communication, which is considered as one of the biggest issues in virtually every firm. Presentation abilities are crucial in almost every aspect of academic and professional life, from meetings and conferences to trade shows and job fairs. Presentation abilities and leadership qualities typically go along. According to *Businessstopia* (2019), improving presenting skills fosters people's personalities and enhances communication. The effectiveness of teaching oral presentation skills to engineering students utilising Flipgrid, an online video-mediated communication platform. This programme allows students to record their oral presentation skills, practise them, and get fast feedback. The research found that Flipgrid helped students improve their oral presenting abilities (Mehta and Mehta, 2019). Presentations are essential to the success of a business or organisation because they encourage internal communication, which raises morale and lowers stress. Misunderstandings consume time and cost a business a lot of money. It clarifies the company's rules and improves the chances of selling a service or concept. As a consequence, how effectively a company markets itself affects its rating. A presentation's voice (38%) acceptability, topic (7%), and body language (55%) should all be considered. (2015) Swathi

### **Essential Components and Presentation Planning**

Before discussing the backdrop design, font style, or even font size, it is necessary to address the presentation's content, which is the most important element. No piece of software can

make a person's confused, fragmented ideas make sense. The presentation involves speaking to and interacting with audience members about the key themes of the paper, in addition to what is on the PowerPoint slides (Skidmore et al., 2010). We should think about the topic's major points, the talk's goal, the audience's expectations, the presentation duration, and information transmission. The phrase "know who you are talking to" relates to the audience's history, the event's goal, and the venue of the presentation.

Starting with appropriate material that appeals to the audience is the first step in presentation preparation. The viewer's value simplicity. More planning is necessary for simplicity. And making preparations to deliver the message's main points. The finest presenters use a huge whiteboard and a pen and paper to jot their ideas and objectives, which gives them complete creative freedom. Key concepts are discussed in the PowerPoint, and quick ideas are illustrated using charts or pictures. Storytelling is a key component of effective presentations because it helps the audience retain information. The presenter comes up with attractive, succinct, and engaging tales or examples to support important ideas. Good tales have clear starts, captivating content, and a satisfying conclusion. The presenter must provide professional and relevant auxiliary materials and a cogent presentation flow. One should often practice using the computer and projector to reduce fear and boost confidence[7]–[9].

### **The Six Presentation Types**

1. **Information Exchange:** To deliver updates on a project or upcoming event, this format might include anything from a team meeting to a product showcase.
2. **Showcasing a Skill:** Your Company has introduced a new system or procedure that calls for staff to get familiar with the new tool and adhere to the procedure.
3. **Progress Reporting:** When you incorporate the new method into your daily activities, your supervisor wants to hear how it's doing. To discuss the progress, you may organise a divisional or group off-site meeting.
4. **Presenting a Product or Service for Sale:** A briefing like this might contain a summary of the product or service, next actions and action items, or a discussion of requirements and improvements before the product is ready for sale.
5. **Making a Decision:** Ideas are flying about for the annual Christmas party at the company. While giving input about the venue, be sure to include both the essential and desirable features for the event. While choosing a final option, you may evaluate your suggestion against the other choices.
6. **Problem-solving:** When a problem is recognised, the facts are given, and a list of potential causes is created, this may take place in a panel setting or at another meeting. You present the ideal situation, provide remedies, and then explain your suggestion.

Prior to presenting any presentation, know your objectives. If your objective is to educate or update, you will almost probably use one of the first three kinds of presentations. In order to convince someone, choose one of the following three presenting styles. The conventional presentation format is not required for every presentation. For certain presentations to be effective, a different strategy is needed. They need greater information, better organisation, trusted data sources, and maybe more engaging delivery. These training sessions should be held in every workplace, including those of business owners, CEOs, scientists, programmers, archaeologists, physicians, engineers, etc. At some time in their careers, every one of them will have to explain their thesis, research papers, or the fundamentals of their profession to

experts and novices. These are the top eight strategies you may use to produce a faultless technical presentation, even if most of us may find it to be a taxing endeavour.

### **Identify Your Audience**

Although it is a fundamental requirement for any presentation, understanding your audience is more important for a technical one. It is critical to be aware of your audience. Forms, surveys, or polls may be used to gather this data throughout the registration process. After your audience research, you must be prepared to respond to a few questions, such as:

1. How much do they already know about the topic?
2. Do they plan to enrol to learn or to inquire?
3. In what age range are they? (This might assist you in assessing the learner's style.)
4. What do they anticipate the presentation will cover?
5. How does it impact their job and research?

### **Limit Your Subjects**

Only a few subjects from the subject should be included in your presentation's study. It is usually preferable to keep your presentations neat and orderly with enough material rather than stuffing them full of extra information. Also, this will enable you to present the essential information while avoiding unnecessary facts and numbers in your material.

### **Provide for those with less knowledge**

Write down information on the individuals who are the least informed after you are aware of the knowledge level of your audience. Consider their degree of technical expertise and adjust your material appropriately. Serving those who are incredibly knowledgeable may seem very fancy, but it's important to look after those who are less knowledgeable than others. It enables them to learn and will aid in their long-term memory of you.

### **Add Your Standout Selling Point (USP)**

Why would somebody come to your presentation when there is so much information online? What is the one thing you possess that the internet lacks? By making these things clear to your audience, you may increase their level of interest and improve your performance. In a world of fierce competition, including the USP and making the audience aware of it are very essential.

### **Understand Your Topic Well**

When presenting a technical issue, go deeply into it. Even if this is true for all other subjects, you need to be aware of every word on your slide while discussing a topic that is less theoretical. A thorough understanding of the topic will increase your confidence and enable you to effectively communicate your stuff. It will assist you in exploring all facets of a subject, including its issues, solutions, dangers, possibilities, related theories, etc. Also, because there can be audience members who have much more expertise than you, it enables you to be ready for and address any unexpected queries.

### **Employ Jargon**

While giving a highly technical presentation, it's crucial to employ buzzwords and jargon. Do your best to employ six to seven keywords consistently throughout your session, but avoid using them excessively. Employing technical terms enhances your credibility as a presenter and shows how well-versed you are in the topic. For instance, you must include buzzwords

like equity, bullish, bearish, stop-loss, etc. if you are giving a presentation on share market patterns or trading. Make sure you are familiar with the definitions of all the terms you use.

### **Avoid Making it Dull**

Not simply for non-technical presentations should visual aids be used. Your tech presentations may be made unique by inventively using attractive PowerPoint slides. It will not only rejuvenate you, but it will also aid in winning over the hearts of your audience. For instance, if you give a lecture on the Metaverse, you may employ eye-catching images, such as a live augmented reality platform that allows your audience to briefly see oneself in the future. This will assist you in fostering a culture of inquiry and captivate your audience.

### **Give Examples**

Your sessions must have information and facts, but they must never be monotonous. Don't forget to use examples, analogies, tales, and anecdotes. Since people react to tales and find resonance with their values in them, this is one of the finest methods to clearly communicate your topic. Also, it keeps the audience riveted to you the whole presentation. Provide instances of those who began their trip and became millionaires and also of others who lost their money in it, for instance, if your subject is blockchain cryptocurrency. By doing so, you may encourage active participation from your audience and help them connect to your material better.

### **The Advantages of a Powerful Technical Presentation**

1. Possessing strong presenting abilities enhances your reputation and displays professionalism. Imagine you are presenting your company concept at a pitch meeting. Without visual aids, your presentation will stumble along the road; but, with the appropriate design, your audience will understand your content more clearly.
2. While giving a technical presentation, you can prevent any misunderstandings since you've previously planned what you want your audience to take away from it. Training in technical presentation skills can assist you in creating a compelling, rehearsed, and grounded presentation that will demonstrate to your audience that you are a leader. Your leadership abilities will be put to the test when you have to persuade a challenging audience, but with presentation skills training, you will be able to influence and show leadership in all kinds of circumstances[10]–[12].

## **CONCLUSION**

If your audience remained attentive during the presentation and you were successful in giving them the information they sought, you will have won the technical presentation. When you adhere to the aforementioned guidelines, achieving these two objectives is not difficult. The complicated material contained in a formal report is frequently condensed and translated into visual and audible communication forms in the context of technical presentations, a particular genre.

Making well-informed and persuasive presentations requires analysing and assessing data, claims, and concepts. In technical presentations, effective visual information design is crucial to enhancing audience comprehension of both the topic and the presentation's structure. Outlining the presentation is essential since the audience wants to know where a discussion is heading and when they may anticipate its end. When preparing for and giving an oral presentation, technical communicators should concentrate on the audience, their reasons for listening, and their interests and background.

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## CHAPTER 15

### EFFECTIVE PRESENTATION STRATEGIES: AN ANALYSIS

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#### ABSTRACT:

Imagery is a powerful tool in presentations. Avoid filling PowerPoint slides with so much material that no one will read them if you're speaking from them. Use visuals to break up your presentation and intersperse just the most important elements on the slides to keep your audience's attention and engage their senses. One of two things will happen in a good presentation: either it will educate your audience or it will motivate them to take action. But if the audience isn't interested, none of those things will occur. Delivering a fascinating and captivating presentation requires the use of effective presenting tactics. To make sure that the presentation is suited to the needs and interests of the audience, the presentation's purpose should be specified, and the audience and setting should be examined. To make sure the presentation is well-structured and simple to follow, organizing the content and creating an outline are essential. A successful presentation should be well-organized, have a clear subject, meet the purpose, and be appropriate for the audience.

#### KEYWORDS:

Presentation, Strategies, PowerPoint Slides, Audience, Software.

#### INTRODUCTION

Presentation matters at all stages and in all spheres of life. What you know or who you are don't matter as much as what other people know about you. You might be a person, a group, or an industry when I say "you". There is a saying that states you cannot sell your berries without communicating. Selling is more than just a business transaction; it's about persuading someone else of the merits of your concept, theory, or product. Presentation skills have been emphasized from elementary school. Your presentation approach will depend on the setting, the audience, and the goal of the presentation to determine how best to use your presenting talents. You may need to adapt your plan from time to time by keeping an eye on your rivals or competitors. As a student at engineering institutions, you will have to take a lot of tests and interview questions. Engineering education is inadequate without practical's or laboratory practice. You do the laboratory work and give the report.

You are making a written presentation. You must demonstrate your practical knowledge orally throughout the test. The laboratory work serves to verify the theoretical work you have been studying. You may demonstrate your comprehension of the theory and its application in practise during the oral examination. Seminars are a requirement for the upper semesters as you progress. Several subjects are assigned to the students, and they must prepare and deliver the seminar. Your written presentation is part of the seminar report, and your oral presentation is part of the seminar delivery. There are also smaller and bigger undertakings. These tasks might include some software development, design and manufacture, and theoretical research. Written reports, demonstrations, and presentations are required in this situation as well. A lot of literature review, analysis, modelling, simulation, design, manufacturing, and software development are needed.

Once again, both the written and oral presentations will be used as the basis for the examination. Technical papers must be presented in conferences and symposiums held at the state, national, and worldwide levels for students, researchers, academicians, and professionals. Throughout the process of teaching and learning, the instructors use a variety of presenting formats. Several presentational techniques are used in both expert lectures and well-attended seminars held in colleges. Presentations are scheduled when various equipment, hardware, and software companies visit institutions. Pre-placement presentations are held when national and international corporations visit engineering colleges or business schools for placement in order to inform the students about their business, their product, their activities, future goals, and the need for human resources. For admission to the institution, for the University Grants Commission's permission, for the initialThe head of the department at the institute or the principal/director of the institute must arrange presentations for the committee members before beginning courses and later for renewal of approval by All India Council of Technical Education (AICTE) and during assessment of programmes by National Board of Accreditation (NBA or NAAC). The institution must persuade the state-level fee committee established by the state government about the charge structure[1]–[3].

When academics are sought for for teaching positions, trial lectures are often scheduled. When a professor or research researcher requests a project grant from a public or private funding body, he or she must persuade the committee members of the feasibility, breadth, and societal significance of the study. Budget requirements must also be supported through presentation inside the organisation. The shareholders and board of directors must be persuaded when a corporation must make a significant financial choice. When there is a significant change in business policy or operations, the managing director must gain the trust of his employees, supervisors, and engineers via presentation and engagement. A pharmaceutical business must persuade the public, physicians, and government authorities while developing new medications via presentations at different levels. A presentation is required to raise awareness of the product and its benefits whenever a large corporation launches a new product or the most recent model of a vehicle, scooter, refrigerator, washing machine, TV, home theatre, or piece of software.

During an election, several parties and their candidates are required to give speeches outlining their platform, accomplishments, ideologies, and long-term goals. Organizations like SAC/ISRO are required to provide public presentations in the case of significant accomplishments like the "moon mission". The ministers and government must set up presentations detailing the stance and measures taken as well as government policy during certain crises, disasters, or significant events like terrorist attacks. Financial and activity reports must be given and approved at each organization's annual general meeting. Periodic reviews of the activities and progress in relation to the financial or activity objectives are customary in many organisations. A section head or group leader must here discuss the work completed, the issues encountered, the actions taken, and the next course of action. These reviews may be presented every month or every three months. It will assist in resolving issues with upkeep, raw materials, equipment purchases, marketing, manpower shortages, hiring, training, and strategy changes, among other issues.

Identifying the purpose: As was previously underlined, presentation is often required. A good presentation plan may help you accomplish your presentation's goals. The presentation may be created by internal specialists, but in modern times, external experts are also able to aid with strategy selection and presentation creation. The presentation has a clear goal in mind. The format of the presentation and the accompanying approach rely on the goal. First, it is essential to clearly identify the aim and communicate it to the person preparing the

presentation. As a technical institution student, you are focused on your academic goals. Presentation of laboratory work, technical seminars, a technical paper, a small project, an M.Tech. Thesis, or a doctoral thesis are all expected of students. The university's faculty, departmental heads, and directors/principals are involved in presentations for the purpose of programme or institute affiliation, programme or institute accreditation, grant or budget approval by university, state and federal funding authorities, recognising and accrediting authorities, and private and public funding agencies. Presentations to stakeholders on a product, a policy, and activities are a problem for the organisations. Some presentations have a marketing focus. Certain presentations serve as a means of accomplishment promotion. Some presentations are only for show, to announce or explain the policy, to prevent public panic, to inform about the organization's or government's operations. A general body meeting, a budget meeting, an annual activity report, a periodic review, or a training activity could all include presentations as part of the regular course of business. So, it is important to specify the presentation's goal, and the person or organisation creating the presentation should adhere to the requirements[4]–[6].

## DISCUSSION

**Audience and Location Analysis:** The first discussion focuses on the overall breadth of the presentations. Also, it is emphasised that the presentation has a clear goal. One method of mass communication is a presentation. Typically, one individual interacts with a lot of people during a presentation. The presenter starts the conversation, which the audience or viewers then take in. Knowing the target audience is just as important for presentations as knowing the goal. Students, professors, professionals, coworkers in the office, clients, board of directors members, new hires, stockholders, members of the general public, devotees, conference delegates, selectors, and panels of experts from the government, university, or any other body may be in the audience for affiliation or approval continuation of sanction of a project or grant. The presenter may be acquainted or unfamiliar with the group, and it may be homogeneous or not. The members' social, economic, political, and educational backgrounds may vary, and they may be educated or ignorant. If the audience or viewers are interested in the presentation, it will be warmly received. We sometimes schedule a joint expert talk for engineering students from different disciplines.

If the expert is also an engineer, he can have biases in favour of his area of engineering. He could concentrate on a particular area of engineering. The audience may not have been pleased with the presentation. It suggests that without the audience's right context, it is impossible to build and keep the audience's attention. For the lecture, we sometimes mix together students from various semesters. Sometimes our auditorium can hold more people, so we fill the room with students from various semesters to wow the speaker and demonstrate the event's success. If the subject is more complex, students in higher semesters will be able to enjoy it, but students in lower semesters won't be able to since they won't be able to comprehend it. As a result, audience level is important. It's conceivable that the students don't comprehend the lesson, but if they are well-behaved, they could make an honest attempt to pay attention and follow along. Hence, audience discipline and sincerity are crucial. Certain educators are regarded as being of the highest calibre.

They are best able to control their subjects. Yet, the pupils may not take well to the same instructor if he discusses a different subject or attempts to clarify principles. They concentrate on exams. The significance of the principles or any other subject under discussion escapes them. As students reach their final year and encounter these questions during school interviews, they will understand the importance of fundamentals. This implies that audience interest is also significant[7]–[9].

We have found that a variety of characteristics, including background, level, interest, discipline, and sincerity, are crucial for the presentation's effectiveness, even when it is being given to a young audience. These elements could also be relevant to other audiences. So, in order for your audience to comprehend you, you must first understand them. It is good to get some insight into the audience's characteristics before giving a presentation to an unfamiliar location and audience. You may use it to determine their needs and expectations. You may suitably plan your presentation. Professionals, marketing staff, political, social, and religious leaders must communicate with many populations that have various social, economic, cultural backgrounds and levels of language proficiency.

There are many different languages spoken in one nation. English is regarded as the most widely used language for communication on a global scale. The world's two fastest-growing economies are those of India and China. India benefited from the expansion of English as a common language because of British influence in the past. China first had a difficulty since there weren't many people who spoke English, but it is currently steadily resolving this issue. However, there are many accent variations in the same English language that is spoken across India and the rest of the globe. Even if the words may be the same, geographical differences in pronunciation make it difficult to comprehend. Once again, communication is not only verbal, communicated via words, but also includes nonverbal communication, such as body language and gestures. Lips, face, eyes, fingers, hands, legs, and their normal motions are not universally common or standardised as signals and codes. They sometimes have completely different connotations depending on where in the globe you are. In certain circumstances, it could lead to ambiguity, confusion, and misunderstanding.

Also, certain social and religious convictions must be taken into account. While we may term it blind faith, it is hard to argue against. There may be several important topics in this reference, such as child marriage, widow marriage, family planning, changing one's faith, corruption, etc. If you have to discuss any of these, you must treat both the subject and the audience with care. Some presentations have responses that are age- or gender-specific. Due to modern health awareness, yoga practise has gained a lot of popularity. A yoga guru has spoken to schoolchildren, adults, professionals, members of the medical council, and students at the Indian Institute of Management, a group of rural women, yoga instructors, engineers, and even politicians. He can adapt his presentation to the various audiences, as I have seen. We must also take the audience's disposition into account. When pupils are upset about anything, they may not be in the right frame of mind to listen to their greatest and most cherished instructor. Workers may not appreciate and listen to their managing director if they are on strike and under the direction of political labour union leaders.

So, the audience's emotion also influences the outcome. You must make particular preparations for your presentation in order to address the audience's mood or temperament. Sometimes students do not go on a mood strike at certain institutions where surveillance is lax and punishment is lax. They make the decision about whether to study and when not to. If your audience is well-prepared, there can be dialogue and regular responses to questions. The inquiries and questions are predictable. You might have a presentation that is well-prepared for the same. Some astute, knowledgeable presenters anticipate these questions and concerns, and their delivery is so flawless that all of the audience members' inquiries are answered without their having to ask them. If queries are raised, such a presenter won't get unsteady. He feels inspired and driven since they listen to whatever he says.

The audience in formal presentations could be well-known. The presentation can be a standard practise. The audience may be aware of the presentation's main topics and psychologically ready for them. The speaker is also aware of the audience's preferences,

background, and educational level. Senior officers who make formal presentations are treated with respect and discipline because of their status. The criteria and expectations from the visiting team may be clearly stated when a committee or delegation arrives. The institution must demonstrate its aptitude and fortitude, as well as strong work habits, accomplishments, and competitive advantages. The institution's leader or another proven senior individual may be tasked with making the presentation for such an event. Moreover, with a set agenda, are budget meetings and yearly general meetings. Informational in nature, the presentation. It mostly contains data and information. At the budget meeting, the audience is told on the costs, income, profit, dividend, and tax liabilities. The actions carried out during the year, the goals attained, the success and failure, restrictions, and effects of future activities and growth plans may be provided, and external influences, changes in government policy, etc., may be noted.

The audience size might be rather tiny. Your guide and a few internal and external examiners could be a part of it. The examiners are often subject matter experts. The talk is entirely technical. It need to be precise and direct. As a presentation, the applicant must persuade the audience of the significance of the work completed, the purpose, the hardware and software used, new concepts created, and the application. He should be prepared to answer several inquiries. He should expect and be ready for the majority of them. The panel may sometimes include specialists from several fields. To persuade exporters from other regions, further effort is needed. The purpose of these questions is to examine the candidate's mental stability and ability to respond quickly. You should respond graciously to such inquiries. If you are unsure or if it falls beyond the purview of your employment, be honest and make it clear. Do not play a bluff. Do not overstate or make inflated claims about your work in the presentation. Not all scientists can be Newton or Einstein. The presentation should be methodical, well-structured, and follow a suitable order, and it should be accompanied with illustrations like diagrams, photos, observation tables, graphs, etc.

Your contribution or labour should be addressed in full even if certain parts, like review work, may be done quickly. If a half-hour time limit is set for such a presentation, many applicants squander time on the introduction and review tasks. The time is nearly up before they begin the major task. The most crucial portion of the task must be completed quickly. They suffer on the evaluation side since they are unable to persuade the panel of the high quality of their work. Similar to how audiences might be diverse at technical conferences. It may also take a different amount of time for the paper presentation. Original time limits of 30 minutes might be changed to 20 minutes throughout the session, 10 to 15 minutes before the session begins and when it's your turn. You need flexible planning. Presentation of a technical document differs from reading the paper. The layout of the paper may be a detailed one for printing in the procedure. Nevertheless, the presentation's real content could take the form of slides that emphasise different parts of the document. Some of this passage must also be seen in fast forward. Spend more time developing your programmed or conducting experiments. Information might be saved for the question-and-answer period, depending on when they are asked. Complete your primary presentation before the warning signal, and then come to a close. In this kind of presentation, careful thought must be given to the content, time management, order, and priority.

Presentations for marketing purposes fall under a different category. A product, concept, piece of software, consumer good, food item, medication, proposal, piece of real estate, film, TV show, policy, etc. may all be the subject of marketing. Clients, customers, medical professionals, physicians, engineers, or industry specialists may be among the field, suppliers, sales representatives, sales and service engineers, viewers, media professionals, and

sometimes members of the general public. The target market and technique may change depending on the product or item being offered. Presentations may serve both educational and entertaining purposes. There are several programmes available on TV stations. Some of them are aimed at young children, some at school-age children, others at young adults, others at women, others at intellectuals, and yet others at those looking to pass the time. They blend fun elements with the facts, numbers, events, anecdotes, etc. in order to appeal to the target audience. Making one station or one show more popular than the other is a fiercely competitive endeavour. They add a number of engaging aspects based on the audience's age, sex, educational level, and interests. Some of them are effective in getting mentally weakened persons addicted to their programmes. They sometimes lose sight of what is good and wrong in the rush to finish. Occasionally, under the name of a reality programme, the truth is twisted, vulgarity is added, and some fake things may be displayed that may harm the developing brains of children.

Your presentation's locale, locality, location, and setting are all crucial. They choose the audience's size and calibre. The technical event might be a national or worldwide conference organised by a reputable professional organisation like IEEE, ISA, ISTE, or another. It could be scheduled at a reputable institution that is strategically located in a large city. Apart from the event's scientific importance, a large and high-quality audience is drawn there because of the allure of sightseeing. Such organisers have a wealth of resources, thus the event grows to be huge. In certain instances, it develops into a local or state-level event. The local chapter or state section of that professional organisation may plan it. The audience in this scenario may often be local or from adjacent cities. It could be on a small or larger scale. There could be a limit on the number of participants. Certain events benefit from the good name of the organising organisation. It makes a big impact if a conference is organised by a reputable international institution. The Indian Institutes of Technology and the Indian Institutes of Management are known for organising conferences in India. The site is chosen based on the event's goals, level, and organisers. For the presenter, the venue's amenities are also crucial. It determines the event's atmosphere and the presentation facilities provided.

In the past, we solely used oral presentations. The room's and the microphone system's acoustical design can guarantee adequate audibility. Bidirectional vision of a presenter and the audience is achievable in tiny settings with a small crowd. The crowd reaction is visible to the presenter. The audience's verbal reaction, body language, and gestures may inspire or demoralise him. He has the ability to flexibly alter his delivery. For a while, projectors for film and slides. They utilised. These days, presentations often make use of multimedia technologies. Overhead projectors and transparencies may be used for a straightforward presentation or a typical teaching session. For a modestly sized space of 80 square metres or less, it would be feasible. It allows the presenter more time to make eye contact with the audience, saves time by projecting the essential ideas and graphics, and makes the presenter more comfortable. Computers, laptops, CDs, and LCD projectors with an appropriate sound system are utilised for general presentations. A pen drive is a highly convenient method to transport presentations and has a huge memory. They permit presentations in a closed auditorium for a crowd of 100–500 people. The presentation is backed by closed-circuit television, cameras, and high-quality audio equipment at yoga retreats as well as religious and political gatherings. The audience for the presentation is expanded to hundreds of thousands of individuals. Since it is one-sided, the human touch is gone. It is often set up on an open field. That makes sense for a major media campaign. State and federal organisations provide several teaching and learning events for distant learning programmes.

A closed recording studio with strong audio, video, and computer capabilities and several cameras is available to the presenter. In order to simulate a classroom setting, some local audience members or students may be organised before the expert delivers his lecture. However the major audience is dispersed around the state, country, or perhaps the whole planet. Some educational channels in India include Techsat, Edusat, and Eklavya. Several universities have reception centres with the requisite gear and software. Via satellite communication, a presentation from a top-tier specialist is sent right to your door. There is an opportunity for audience members to offer questions. Most of the time, voice communication is bidirectional for interaction while video transmission is one way. For repeated usage of the same presentation, certain recorded presentations may also be delivered.

These days, videoconferencing is gaining popularity as well. At one end, linked to a variety of receiving centres for the audience, there could be a presenter or a panel of experts. Both audio and video may be bidirectional in certain circumstances. The presenter may prepare his presentation and receive an idea of the facilities that are available based on the location. Depending on the presence, mood, reaction, inquiries, and queries of the audience, dynamic changes or revisions may sometimes be feasible. The hardware, software, and other expenditures are part of the added facility. A facility may be utilised to its full potential depending on the money that is available and the desired outcome.

An auditorium has to be well-designed acoustically in order to aid the presentation; echoes should be minimised. A good sound system and microphone placement are essential. The presenter may keep both hands free by using collar and pocket microphones. He may use them to make appropriate motions. Some hallways are rectangular, but others may be square. In order to maintain visibility, pillars and other impediments should be avoided. Certain hallways must incline. The placement of the chairs might vary depending on an arc shape. Usually, a stage is set up on the front side of the room to provide the presenter or expert the necessary height. On one side of the stage, a podium is often present. The podium is equipped with small, movable microphones. Screen configuration and a remote control with a laser pointer may be offered for LCD projectors. The lecture hall lights could be on during the oral presentation. You may maintain eye contact with the crowd. Most of the time, when an LCD projector is utilised, the hall's lights are turned off. In the dark, mob psychology is effective if the presenter is a little shaky or if the material is less engaging.

The visibility of projected content is affected by the amount of light in the room. Several latecomers enter the room if the entry is close to the stage, disturbing both the speaker and the crowd. If there are two doors in the auditorium, the front entrance should be closed after the presentation has begun. The back gate should be used for late admission. The air conditioner needs some time to cool down in a large hall. It has to be started as soon as possible. An issue might arise if the temperature is too low. The audio and visual equipment won't function if the mains power goes off during the presentation. It is a source of disruption once again. A diesel power generator is installed in good halls. It has to be started right now. The host should be able to control the program verbally if it is delayed or does not begin [10]–[12].

## CONCLUSION

A solid ending is crucial because it gives the speaker one more opportunity to emphasize the significance of the message and enables them to both announce the end of the speech and aid the audience in recalling the key points. The crowd, especially the students, can cause some commotion. The speaker has to be equipped to deal with this circumstance. It is advisable to keep some lights on at the back of the auditorium, and if required, volunteers might be enlisted to maintain watch. The audience becomes disinterested if the presenter just reads the

slides. The slides are used as prompts, to organise the points into a logical order, and to display diagrams and other intricate features or tabular data. The majority of the presentation should be delivered orally. Many presenters have a tendency to wander about the stage while giving their speech and often utilise their hands. Noise may sometimes be heard coming from the collar or pocket mike cord. In order to arrange his presentation, a skilled presenter will first inspect the auditorium and surrounding spaces. If the equipment is not properly maintained and there is no backup plan, it has been seen that CDs cannot be read, USB ports are unavailable, and at the last minute, the presenter is placed in an embarrassing situation.

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## CHAPTER 16

### EXPLORING THE KEY MODES OF PRESENTATION

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#### ABSTRACT:

Those that need continuous use of their program might utilize the presentation mode option. It assists in removing any bothersome pop-up windows, reducing CPU consumption, and preventing any disruption from antivirus operations. This report has already been written and printed. It's not required that he cook it himself. Normally, his subordinates could prepare it. It could be a collection of information gathered from several parts. This kind of report is often read aloud during the presentation. In the case of an engineering institution, it could also incorporate recent activity. The institute's programs, admission standing, outcomes, student placement, faculty strength, extracurricular and extra-scholastic activities, accomplishments of students, faculty, and support staff, research and development initiatives, project consulting undertaken by the institution, technical papers published by the faculty, patents registered, ranking of the institute, accreditation status, etc. are highlighted. Only information, facts, and numbers are used in the report's production.

#### KEYWORDS:

Communication, Presentation, Program, Information, Faculty Strength.

#### INTRODUCTION

Manuscript-based, memory-based, extemporaneous, and spontaneous presentations are the four main delivery methods for presentations. Presentation based on Manuscript: Some presentations follow a routine. The institution's leader is required to give yearly reports at the annual day festivities. Without any melodies or music, it is simply like a black and white movie. The report is read since presenting it is required. The audience may cheer the accomplishment portion; otherwise, it is cool and collected [1]–[3]. Similar to this, the chairperson or member secretary gives the report at general body meetings of all organizations as well as meetings of the board of governors or board of directors. While it is termed a presentation, it is often read aloud. A video projector may be used for big gatherings, but the presentation style is the same.

The presenter can be needed to talk verbally in different forms. He must depend on memory since he is not forced to memorise the same information here. Yet prior reading is necessary in order to read the script while giving the presentation. If not, how would you know what was printed where? Certain words could be misinterpreted or mispronounced. You have no way of knowing whether your subordinate's document contains typos, critical lines or words that have been omitted, or contentious information. Even if you don't understand what you're reading, you still have a responsibility to respond to the inquiries and questions. You cannot claim that you did not prepare it. It should be read again, if required. Corrections should be made beforehand if necessary. The highlighter on hand may be used to highlight or emphasise important things. You should talk to your colleagues if you are unsure about any section. You should be aware of when to use commas, semicolons, full stops, question marks, pauses, and expressions while reading. Big phrases and phases should be carefully split up to

ensure correct comprehension and avoid communication errors. You shouldn't read quickly. The script cannot be read in fast forward, however the time should be allocated based on the report's length and average reading pace.

The presentation of the principal guest is printed well in advance and distributed to the audience during the event at university convocation and many other similar events. The speech is often read by the main guest. An influential leader, technocrat, or prominent academician may be the primary guest at such a gathering. He addresses topics of contemporary concern. He has prepared a strong presentation. He has the professional ability to control the presentation reading. People are anxious to hear him speak on the issue and consider his comments as authoritative. Similar to this, the presentations of keynote speakers are often printed beforehand and distributed to the attendees for easy reference. Also printed and included in the proceeding are general papers submitted by diverse attendees to a conference.

### **Delegates First Provided with Copies**

Both benefits and drawbacks: It is feasible to draught and redraft it throughout the drafting stage to get close to perfection. You may schedule the importance of various pieces of information and put them in the right order throughout this procedure. In many circumstances, it becomes an official document after it is completed. It can't be altered. Some information and numbers should be treated carefully since your rivals may contest them. For instance, if you mention that your institution is the top in the state, has accreditation or an A grade, the most placements, the greatest income, and other comparable aspects. You need to be cautious about the income tax and sales tax departments when it comes to the earnings and sales numbers of your business.

You will not feel secure or at ease if you are reading a report that has been produced by someone else. For certain inquiry, you may have to refer to someone else, which \sputs you in an embarrassing situation. The opportunity to make eye contact with the audience while reading the material is absent. You read the report, but you do not hold the audience's attention. One-way communication results. Facial expressions, body language, and gestures don't really mean anything. It turns into a mechanical procedure. There is no room for dynamic presentation adjustment until you complete or shorten it due to time constraints. If the presenter has high reading comprehension, he can keep the presentation moving along. If not, the audience may lose interest and use the presentation as a means of passing the time if the presenter gets lost or confused at some points or is unable to maintain the pace. Sometimes the speaker is powerless. He is unable to make advantage of his communication skills[4]–[6].

## **DISCUSSION**

Presenting Based on Memorization: The presenter must memorise the presentation, as the term suggests. We have some elocution competition practise from our school days. A subject or themes are provided to us in advance. The speech is initially prepared in textual form. Books may be used as a resource. There may be a variety of literature that may assist us in writing the screenplay for such subjects. Students might ask their peers and elders for assistance. The greatest stuff is prepared with the help of all the resources accessible. In elocution competitions, speakers often argue for or against a topic, while in general presentations, speakers may cover the subject from all sides. He may discuss the topic's overall breadth as well as its pluses and minuses, pluses and minuses, benefits, downsides, and restrictions. The basic idea is that the speech has to be prepared beforehand. It has to be

remembered and said aloud. It mostly serves as a memory test. Several of my student mates had excellent memories.

They are able to copy it word for word. It shouldn't be repeated or played back like a cassette with recorded audio. The audience shouldn't have the impression that you are secretly reading some page. Like any other presentation, it should be backed by all the qualities of effective communication, including excellent eye contact, strong body language, and appropriate gestures that add vitality[7]–[9]. This mode is regarded as difficult for seniors. It is incredibly challenging to recall the whole speech word for word. Practically speaking, we can recall the major ideas. A piece of paper or a transparency may be used to carry certain crucial information. Some individuals like using jokes and quotes in their presentations. These may be recalled and added to the presentation at the appropriate time. In broad popular lectures, jokes could be acceptable, but not so much in technical presentations.

Lighter drawings may be utilised in technical presentations. The benefits and drawbacks of memory-based presentations are as follows: No visual presentations or written writing are required. He can better tune in to the crowd by making eye contact. He is able to carry an audience. You don't need to turn off the hallway light. Both he and the audience are able to see each other. He may make the presentation stronger by adjusting his body language, emotions on his face, and gestures. He is inspired and driven by the audience's reaction, as shown by their facial expressions and body language. As he is not required to stick to the written script, he is free to make dynamic adjustments to his presentation and manage the time effectively.

When a novice presenter just repeats the script from memory, the presentation gets boring. The written portion of the script must be practised several times before being read aloud several times so that it is retained. It takes a while. By some inference, the presenter may be able to recall the order of the points, but if a connection is missing, the presenter may get lost and confused. This dread prevents the presenter from daring to stray from the memorised map. Spontaneity mode: This presentation strategy is excellent. In this case as well, the presenter prepares a written script and makes an effort to recall the subject in general if it is known in advance. He generally follows the outline of the screenplay, but not from mile to mile. He may choose to stray from the words or lines, but the message's core will always be the same. He can demonstrate his creativity. He can add further detail. He is able to offer several examples. Such a presentation could impress and excite the audience. Only an experienced presenter would take such a risk. On the one hand, he stays true to the scheduled speech, but on the other, he keeps thinking and gives the presentation some fresh, original touches.

Both benefits and drawbacks since that the subject is known in advance, there is plenty of time to research the subject and craft a strong speech. Speech that has already been printed and distributed is not bound. Your confidence is boosted by planning in advance. It's simple to add additional points as you see fit. The inventiveness of the speech will also astonish the listeners. People will pay attention, acknowledge, and admire your merits. The track is maintained with the aid of one or two slides or transparencies. Further facts and data may be included if the audience is interested and of a higher educational level. It is also possible to provide more quotes and pictures. For a novice speaker, there are issues with confidence, continuity, sequence, and consistency since the written script is unavailable and there is less use of visual aids.

**Manner of Presentation: Impromptu:** When you advance to a higher level, it may occur more regularly for you to get an invitation to a gathering at short notice or to be invited but not

notified that you would be required to speak. In this circumstance, you are not aware of the event's and the audience's character in advance. You are required to utter "two words" when you arrive in order to take advantage of your presence. When you are in a higher position, you may psychologically prepare for such situations by anticipating them. Also, it is possible that you may be given the job if the event's president or principal guest is unable to attend due to an emergency. It's difficult to communicate in this situation. If you are really knowledgeable, up to date on current affairs, and technologically savvy, you may think over the subject for a short while, jot down some key points, and then expound on each one one at a time. You must also have a strong imagination. You continue talking on one side. Your mind creates the ideas or the specifics regarding the previously formed ideas. When you are given this task, for few minutes you may be under some anxiety but, if you can control it, it is conceivable that you come out with an exceptional speech. One may argue that there isn't enough time for planning. Thus, you haven't done anything ahead of time.

Yet a lot of preparation is necessary. It takes years of practise to be able to talk authoritatively on any subject at any moment. Such people do not read for exams, just like students. They still retain the desire for knowledge as they become older. They read a much. They keep the mind, ears, and eyes attentive to everything going on around them. You can only talk in this capacity the one the audience wants to hear then. This group includes genuine academics, scientists, technicians, and leaders in religion and society. You are persuaded after hearing them speak as to why they have gained such a high position in their line of employment. Many politicians like discussing any subject, but some of them struggle to support their points. That may soon be transformed into a political speech. Some politicians are technocrats who are very intelligent and capable of defending the subject. In this context, the IAS officials are quite adaptable. Professors who teach a broader range of courses and are used to using an interdisciplinary approach are also capable of rising to the challenge.

1. Both positives and negatives the event's planners are aware that they have bothered you.
2. Their anticipation can be lower. They will be appreciative of anything you say.
3. Your speech could stand alone from the written and soft materials as well as the other speakers present. By chance, the audience learns some new ideas and may discover new dimensions and directions in your speech. They could be ecstatic about it.
4. You have the chance to voice your unique opinions. You will have a lot of trouble the first few times, but eventually you will master the language and advance in your job.
5. It's possible that the audience is oblivious of your unpleasant situation. They can have a lot of expectations. Hardly little preparation time, materials, or visual aids are available to you.

You have to talk and think at the same time. It might be challenging to keep the two processes in sync at times. The discourse may go off course, and there may be many of breaks. Your speech could be a patchwork of words. It could suffer from a lack of consistency, appropriate sequencing, and continuity. Subtopic weighting may not be appropriate. You either go over or under your allotted time. If you run out of things to say, your conversation may end suddenly.

**Classroom delivery:** At engineering institutions, the delivery is once again a distinct class. The audience size is set for the duration of the semester and is determined by the size of the class. The instructor has the benefit of being well acquainted with the audience, with the exception of a new teacher or visiting faculty. At the conclusion of the preceding semester, the topics are assigned. The instructor has plenty of time to prepare the lesson. He could be repeating the lesson. Typically, 40 lectures of an hour each make up the teaching of one topic. The university determines the course material. The instructor determines the order of

subjects and the hourly weighting of each subject during lesson preparation. A variety of instructors from each affiliating institution teach the same topic. It's the same menu.

But, the secret lies in the teacher's expertise. Because of this, certain institutions are given a stronger preference by students for admission and have a better rating. The academics at these universities are well-known. Each lecturer is free to make their own lecture notes, transparencies, and video presentations for particular themes and lectures. Several of the talks given by well-known lecturers from throughout the globe are now easily accessible online. Last but not least, it matters how the lesson is given in class. The overview and applications of the subject should be covered in the first lecture of the semester for that topic. With this situation's extensive publicity, a video presentation could be beneficial. The instructor may assess the pupils' backgrounds and skill levels during this initial lesson. It may be necessary to go over certain issues again. The first two to five minutes of each subsequent lesson should be spent to recapping the material from the prior course. The subject may be addressed in accordance with the lesson plan.

Blackboards, chalk, and dusters may all be used successfully for this purpose. Models, charts, and other tools may be utilised to promote delivery transparency. The use of body language and gestures should be employed in addition to verbal speech. After 15 to 20 minutes, certain questions should be asked in order to keep the kids focused and aware. For mature students who arrive with the requisite background knowledge and some previous preparation, interactive sessions are productive. At most UG institutions, the general student population is neither very disciplined nor receptive to interactive sessions. Everything was discussed throughout the lecture should be summarised again at the conclusion. Giving out handouts makes sense if the students develop a habit of reading beforehand. It may merely provide the important points. Some professors provide notes in Xerox form. It is criticised for being spoon-fed. Moreover, it inhibits reading and library usage. Because the bulk of students choose exams above education. The order of students in the class, from first to last, varies greatly according to our admissions policy. The target audience for the instructor must be the general populace. Teachers are sometimes held accountable for the kids' poor performance. At our UG engineering colleges, this kind of teaching may thus be effective to get over the class's minimal threshold level.

Both positives and negatives the lecture's topic is well-designed, and the audience is predictable and accustomed. The timetable is set. The presenter has certain latitude while giving a lecture in a classroom. He has some original thoughts that he can present. The earlier semester is when the background information is expected to be acquired. The instructor may reuse his or her lesson plans and teaching tools again. The audience's proficiency level varies widely. The subject and the content cannot be changed. There may not be a video projector in every classroom for ordinary classroom instruction. A junior instructor may be contrasted with a senior professor for the same topic. In cases when pupils do poorly, the teacher is held responsible. Some inconsiderate instructors may be persuaded to employ the same or similar materials for more than ten years. Even if the instructor is not doing well, the pupils must put up with him for the whole semester. Some pupils are required to attend class despite their opposition due to attendance monitoring. Also, the instructor must put up with this bunch.

**Progressive Delivery Mode:** Some speakers might benefit from both the new and the old strategies. The use of computers, multimedia, and information technology has revolutionised presenting techniques. Management schools, the Indian Institute of Technology, and other academic institutions have all the tools necessary for effective presentations. All of this equipment and methodology is used in everyday instruction. Also, the presenters have access

to a wide range of amenities when their location is utilised for national and international conferences and symposiums, which they may use as needed. The presenter and the audience get access to the conference or symposium proceedings, which cover the technical papers. The principal guests' and keynote speakers' addresses are also printed and distributed. This section matches the presentation that is based on a text. During the conferences, certain tutorial sessions or workshops are also provided. This characteristic aligns with classroom instruction. Some conference presenters may have written down or memorised their remarks in advance of the event. The presenter and audience may not have any referencing materials available at the time of delivery. The whole talk might be delivered from memory. Some presenters stick to the key ideas that were planned; they could utilise a piece of paper, a transparency, or a slide to emphasise the points, but their delivery is extemporaneous and free-form. Without any formal preparation or formality, some presenters offer spontaneous, casual presentations.

It might be exceedingly challenging to classify a presentation into one category or the other. It is possible to use the finest tools and methods. Despite having a pre-printed and disseminated presentation, it is common practise for presenters to additionally have a CD, Pen Drive, or have their presentation loaded into the computer's memory. The presentation is shown using a video projector as a series of slides. Both audio and visual equipment is utilised. There is some usage of audio tracks, images, video clips, and live video. These characteristics are being used by student forums to construct eye-catching and captivating presentations of their national level student activities. It is shown at the opening ceremony. It demonstrates the event's calibre and degree. The audience finds it entertaining and educational when all these methods and tools are used to individual presentations.

People enthusiastically attend such talks, pay attention, comprehend, value, and applaud them. The organisers' and presenters' efforts are successful. The audience benefits most as well. The delivery is really powerful. It is possible to actualize notions in two and three dimensions, vector concepts, movements involved, and the operation of moving gear or mechanisms. The use of virtual reality technology creates the sensation of an actual machine, mechanism, or movement that would otherwise have to be imagined. Via these presentations, firms may take a virtual tour of the factory during training sessions. These days, such presentations save the visiting team a tonne of time when it comes to the acceptance of undergraduate and postgraduate programmes as well as the continued continuation of the programmes. This virtual tour of the campus, institution, sections, and labs showcases all the amenities and guarantees that all the conditions necessary for new or continuing institutes and programmes are met. While the ears may be opened voluntarily or involuntarily, other sensory systems need to be prodded open. To make your presentation flawless, consider how your posture, eye contact, gestures, body language, facial expressions, and physical appearance [10]–[12].

## CONCLUSION

An audience will often recall a presentation's beginning and finish the most vividly, thus the conclusion is crucial. Your introduction should pique the interest of your audience. By doing so, you help them care about what you have to say and get them ready for the remainder of your message. The conclusion of a speech should restate its key themes and leave an enduring impact on the audience. Communication Effectiveness and Body Language: In contemporary marketing, packaging is just as significant as product quality. Poor products may sometimes be sold with better marketing and packaging. The same cuisine may be given at various prices at hotels and restaurants simply because of the services and presentation. Similar to how in a presentation, communication is more crucial than substance,

coverage, and quality. In chapter II, the topics of communication skills and tactics are covered in-depth individually. The key to effective communication is not a large vocabulary but rather how well it connects with the audience's hearts, brains, and souls.

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## CHAPTER 17

### PREPARATION OF FORMAL PRESENTATIONS: AN ANALYSIS

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#### ABSTRACT:

Giving presentations that are appropriate to the audience's requirements and qualities, and successfully presenting concepts to people or groups after having had time to prepare. Informing a group of people about something while leaving time for questioning is the goal of formal presentations. Informal presentations, on the other hand, focus more on sharing information, hearing feedback, and sparking conversation. The audience will be more engaged since it resembles a dialogue more. Public speaking and presentation abilities are highly helpful in many parts of work and life, including business, marketing, training, teaching, and lectures that boost confidence. Presentation forms include oral, PowerPoint, multimedia, brief spontaneous, and well-planned. The foundation for an effective presentation is good preparation, which includes techniques like speaking naturally to the audience, standing rather than sitting, changing the tone, making eye contact, using visual aids, checking timings, structuring the presentation, remaining focused and alert throughout the presentation, and responding honestly and succinctly to any questions raised.

#### KEYWORDS:

Formal Presentations, Speaking, Informal Presentations, Marketing.

#### INTRODUCTION

To successfully convey a message or perspective, one must know how to present the material. These days, presenting abilities are necessary in practically every industry. To speak about, report on, investigate, teach, explain, outline, fill, offer an overview, highlight, and discuss the topic of presentation, it is vital to express the aim of the presentation clearly from the outset. There should be three major components to a presentation to successfully convey a message or perspective, one must know how to present the material. These days, presenting abilities are necessary in practically every industry [1]–[3]. In many facets of work and life, including business, marketing, training, teaching, and lecturing that boost confidence, presentation skills and public speaking abilities are highly helpful. Presentation forms include oral, PowerPoint, multimedia, quick spontaneous, and long-planned.

The foundation for an effective presentation is good preparation, which includes using techniques like natural talk to the audience, standing rather than sitting, varying the tone, eye contact, using visual aids, checking timings, structuring the presentation, remaining focused and alert throughout the presentation, and answering the questions raised honestly and succinctly. The aim of the presentation should be stated clearly at the outset in order to speak about, report on, examine, teach, explain, outline, fill, offer an overview, highlight, and discuss the topic of the presentation. The opening, middle, and conclusion are the three basic components of a presentation. Inside the main body of the presentation, divide the essential message into three components and then develop each of these points into three sub-parts. If one is utilising a visual aid like PowerPoint, one should limit the number of bullet points each presentation to three and elaborate on each one as they go. Older visual aid technologies,

such as brochures, handouts, chalkboards, flip charts, posters, slides, and overhead transparencies, may either be used in addition to or in instead of presentation software. Individual pages, often known as "slides" or "foils," are used to place text, pictures, videos, and other things. The slideprojector is referred to as a "slide" in the example since presenting software has rendered it relatively outdated. Slides may be printed or, more often, shown on a screen and moved around at the presenter's direction.

The appearance of items on a slide may also be animated in a number of ways, as can transitions between slides. A presentation often has various limitations, with the most significant being the short amount of time to provide coherent information. Presentation's Value Presentation conveys the content in an engaging, condensed, and understandable manner. According to a well-known psychologist, "The best thing to do is to create a terrific book and design a nice cover for it." People do evaluate a book by its cover. A firm or organisation needs presentations because effective presentations enhance internal communications, which raises morale and lowers stress. Misunderstandings cost a business a lot of money and create unnecessary delays. It makes the company's stance clearer and increases the likelihood of selling a product or an idea. Organizations are so evaluated based on their presentations.

The three components of dynamic delivery are voice (38%), content (7%), and body language (55%). People that are proficient at giving presentations also know how to organise them, what to say and how to say it in order to engage their audience. Even spontaneous presentations are more successful if the presenter is aware of the steps involved in giving a presentation. The audience would be more responsive to the message being transmitted as a result. Also, it allows the presenter to gain confidence from presentation to presentation. Becoming an effective presenter takes practise. The presenter will require visual aids, if suitable, a formal document, or even a brief that the audience can read ahead, after they have planned out what they want to say. Using a flip chart or whiteboard for an informal peer assessment is acceptable. Use of a PC presentation software like PowerPoint may be more appropriate for a more formal event[4]–[6].

### **Advantages**

1. Each presentation has the main benefit of allowing for audience interaction.
2. Each presentation has the main benefit of allowing for audience interaction.
3. While giving a presentation, one may see how the audience responds depending on their body language and immediately make changes to their delivery.
4. Presentation enables determining the degree of receptivity to or resistance to what is being spoken.
5. Key points may be emphasised in presentations considerably more effectively than in printed reports by using animations and pauses.
6. Visual aids may be utilised in presentations to clarify and elucidate ideas, assisting audiences in properly understanding the information.
7. Finally, presentations use observation and inquiry to gauge how well the audience has understood.

### **Disadvantages**

1. While there are numerous benefits to communicating the message, they must be compared against the constraints of this format:
2. Without a handout, participants won't have a formal resource to turn to after the presentation.

3. The presenter does not have enough time to provide the audience background knowledge to aid in comprehension of the difficulties and challenges.
4. The fact that a presentation's efficacy depends on the speaker's ability to convey the material is an evident constraint.
5. The speaker is unable to adapt the tempo to the audience's comprehension level.
6. One may adjust some aspects of delivery in real time while presenting by observing the audience's body language and their responses.
7. Presentation makes it possible to gauge the degree of acceptance or opposition to what is being spoken.
8. Pauses and animations are significantly more effective in emphasising important points in a presentation than they are in a written report.
9. Visual aids may be utilised in presentations to clarify and define concepts, assisting the audience in properly understanding the information.
10. Finally, presentations use observation and inquiry to gauge how well the audience has understood.

### **Disadvantages**

1. Although there are numerous benefits to communicating the information, they must be considered against the restrictions of this format. For example, if there is no handout provided for the audience, they will not have a formal point of reference in the future.
2. An evident constraint of presentation is that its efficacy depends on the speaker's ability to convey the message.
3. The presenter lacks the time to provide the audience background knowledge to assist them grasp concerns and challenges.
4. The speaker is unable to maintain a tempo that corresponds to the audience's comprehension level.

## **DISCUSSION**

Effective and motivating speakers are remembered not just for their eloquence, humour, or superb style, but also, and most importantly, for the way their thoughts and ideas changed the audience's behaviours, attitudes, lifestyles, or helped them understand the goal. This is true for all kinds of presentations, including formal ones, business speeches, lectures in front of a group of people, and so on, particularly in the modern day of quick communication through phone, computer, and fax. Face-to-face business presentations take a lot more time and effort than sending the same message as an attachment in an email, in the form of a memorandum, circular, or notice. This is because it takes time to schedule a date when everyone can attend and make all the necessary preparations for the presentation. Presentations, however, continue to be crucial in business for clear and valid reasons. We will undoubtedly come across several circumstances that call for formal presentations during our careers. To name a few, a project manager may be required to present to a committee the outcomes of a recent project that the company undertook; a team leader may be required to speak before the corporate body regarding a product that his or her team has developed; a top administrator of an institution may be required to discuss the goals, initiatives, and accomplishments of the institution to an important visitor.

These circumstances need presentations that are powerful and unforgettable. While the objectives of these situations vary, the techniques for creating effective presentations do not. We will be asked to give presentations for a range of scenarios and audiences increasingly often as our careers progress. The secret to mastering this talent is consistent practise. While getting ready for a formal presentation, the following things should be taken into

consideration. Planning includes the following steps: selecting the delivery method; outlining and arranging the introduction, body, and conclusion; and planning the occasion, audience, purpose, thesis, and content. Voice tonality and body language PLANNING it might be intimidating to prepare for and give our first public speech or business presentation. Choosing what to say and how to say it may be challenging for us, or maybe the idea of speaking in front of an audience makes us nervous. Indeed, some individuals have a natural gift for public speaking. Yet anybody can prepare and make an effective speech that will be remembered for all the right reasons with the appropriate advice. The natural tendency while preparing a presentation could be to sit down with a pen and paper and go right into the opening sentence. But, investing sometime in the speech's thorough preparation will ultimately save a lot of time and work.

When we are well-prepared, we are able to address any concerns or issues regarding our speech before they come up. Our speech's substance and delivery are based on the following five crucial considerations: Occasion, audience, purpose, thesis, and supporting materials the term "occasion" relates to elements like the time and setting for our presentation, as well as the facilities that will be used. The venue or location, as well as the projection equipment, lighting, seating, ventilation, etc., are all considered facilities. Every place has a distinct physical environment of its own. We may give presentations in grand auditoriums or cramped conference rooms. We need to be aware of the physical environment; ascertain if a platform or a table will be used, whether a public address system will be there, and so on. Also, consideration should be given to the venue's physical attributes, such as the furniture, temperature, and lighting. We should make an effort to determine things like if the audience will be trapped for an hour in a chilly room on hard metal chairs, whether the lighting will be too strong to effectively see our slides, etc. If we anticipate such issues, we may either request alternate arrangements or adapt our resources, visual aids, and presentation style to the situation. Time includes both the time of day the presentation will take place and the length of the discussion.

Although straightforward, factual presentations could be effective in the morning, we might need to modify our statements for an after-dinner address. We should cover the most crucial information in the first few minutes, keeping in mind that most professional presentations are succinct. Context describes the circumstances in which our presentation is made. For instance, while presenting as a team, we must take the team members into account. These may have had a favourable or unfavourable impact on the audience; therefore we would need to adjust ourselves to the current circumstance right before delivering our contribution. In addition to these current events, the presentation may also be impacted by recent corporate events. For instance, if you are preparing to propose a new budget plan just after your business has experienced a financial loss, you should place special emphasis on the budgetary elements that are intended to cut expenses. The setting determines not just the subject matter of our speech but also its length, tone, and audience expectations. For instance, humour may not be acceptable during a sombre sales presentation, but it could be fine during a speech at a wedding or a sporting event. Also, we want to be conscious of our position and any remarks we make while speaking. If you are delivering the final report of your project to a group of professors or senior coworkers, for instance, you must be mindful of the little time allotted, your firm yet courteous demeanour, as well as their expectations.

**Audience** Everyone's audience has something in common. We are communicating with them on the other end. These could be our friends, customers, coworkers, sometimes strangers, or a mix of all of these. The approach we develop for our presentation is directly influenced by the makeup of our audience. Thus, it is essential to have some previous understanding of the

audience. People from a certain culture, for instance, can feel awkward asking inquiries or might not show their emotions visibly. We may frame our presentation and modify our approach to make our audience feel at ease if we anticipate how they will respond. We are also less inclined to get upset by their responses. When addressing an unknowing audience, we may ask our host or the event's organiser for assistance in crowd analysis and add some well-informed guesses of our own to their predictions. We can anticipate that, whether we are presenting locally or abroad, at least some of the participants will come from linguistically or culturally distinct backgrounds.

The rather slow speech and visual aids intended to enhance comprehension will be appreciated by those who are not particularly familiar with English or with our accent. We should also modify our approach to account for cultural variations. While discussing a contentious subject, we should set aside some time to address any audience criticism. For instance, if your subject is "Criteria for selection of projects," you can encounter a lot of pushback from teams that don't meet the requirements. You must thus be patient while you listen to them before acting. Create the impression that you want to discuss your ideas with your audience. Pauses, audience interactions, and stylistic shifts in delivery are all effective ways to further underline a presentation's structure. We may set aside some time prior to our presentation to communicate with folks who will be impacted if we will be discussing a sensitive topic or if we must deliver terrible news. This will assist to:

1. Increase support;
2. Foresee issues;
3. Think about techniques

The strategy will be improved with some preliminary testing, so to speak. Talk firmly and with conviction. Make sure your arguments are unambiguous and simple to grasp. Have a confident and aware demeanour. Invite audience members to ask questions. Participation from the audience provides a chance to clarify any misunderstandings. Purpose A presentation may have one of three purposes: to inform, to analyse, or to convince. The goal of a presentation influences not just the content and style but also the degree of audience participation. For instance, we often engage with the audience in a restricted way when our goal is to educate or analyse a situation. A presentation during the new employee orientation programme or an explanation of our project status are two examples of common presentation types with an educational goal.

The contact would be greater, though, if our goal were to influence individuals to follow a certain course of action, work together to solve an issue, or make a choice. We often start by presenting data to deepen our viewers' grasp of the topic; we could also include justifications for certain suggestions and conclusions. Also, we encourage them to take part by expressing their requirements, offering potential solutions, and developing conclusions and suggestions. Yet, this would need a great deal of "on-the-spot" thinking abilities and in-depth topic knowledge. Persuasive presentations include speeches given during elections, sales presentations, and speeches by political figures. Our aim may sometimes be to make the audience laugh. When we greet attendees at a conference, we are urging them on and getting them ready for the programmes that will follow. Similar to this, our goal while delivering an after-dinner speech at a corporate event or an awards banquet is to make the audience feel upbeat. We should be adaptable enough to take into account fresh information and unanticipated audience responses, depending on the aim. Thesis assertion the thesis statement in a presentation is crucial since it clarifies the topic and determines the audience's reaction to it. It serves as a presentation's main concept as well. It is best to refrain from using a question or a sentence fragment.

A comprehensive, declarative assertion should be framed in straightforward language. Let's have a look at the following examples of thesis statements created by students for presentations on selecting reputable institutions of higher learning. We can see that the first two are weak for the reasons given in the parenthesis, but the third makes a strong argument. Why should we exercise caution while selecting a reputable university? (Question: Does not accurately represent the material). Selecting a reputable institution for higher education offers five important benefits, however this piece doesn't say anything in particular and just repeats the presentation's theme. (Tells the audience that after listening to the presentation, they will understand these advantages)

As soon as you have chosen your subject and determined your goal, start developing your thesis statement. After then, give yourself ample time to investigate and refine your ideas. The stages you must take to develop your thesis statement are listed below: The best universities to go for higher education are discussed. Area of study: Benefits of a reputable university Generally speaking to explain Specifically, I want to inform my audience about the advantages of selecting a reputable institution. Thesis assertion: For higher education, choose a reputable institution provides five important benefits. Material when we've finished constructing our thesis, we need to create the data that supports it. Research is necessary while gathering information. For instance, the primary text of our presentation will include the stages required when we are discussing a process or method. Similar to this, when we offer a product, we may need to gather information on the characteristics of the rival items in addition to the entire information about our own product.

We may need to check the library, the Internet, periodicals, newspapers, organisational data, statistics, and publications for the majority of professional presentations. In certain cases, we may even need to conduct surveys or conduct interviews to gather information. For certain of our presentations, we may also need to get in touch with other groups. After we are done gathering information and suggestions for our presentation, we should put everything together in one location. On a sheet of paper, we may make a list of every thought before organising it. Summary And Structure An outline serves as a framework into which other components of the presentation's content may be inserted. It acts as a road map to direct us along the proper course for our presentation. So, taking the effort to create an overview is always worthwhile. In truth, we may utilise an outline as our "script," but we should be ready to change it based on the input from the audience. Imagine that we are preparing to give a presentation to a college's graduating class on "Graduate study in the USA." The processes and prerequisites to pursue an MS or PhD degree at US institutions may be discussed in a thirty-minute talk. The outline may take the shape of phrases, clauses, or whole sentences: Introduction, decision-making, fundamentals of US higher education, MS and PhD graduate programmes, application forms, admissions procedures, and requirements Personal traits, professional growth, academic ability, presentation abilities, and letters of recommendation are all required [7], [8].

1. In summary the subheadings under each or some of these major subjects may need to be revised. Yet, as was previously said, we should be prepared to exclude or include specific things if the audience requests it.
2. For a presentation to be successful, the content must be properly organised or structured.
3. The introduction should be eye-catching, explain the subject, provide a plan for building credibility, preview the speech, lay out ground rules for questioning, and flow smoothly into the body of the text.
4. The main body should include all of the key ideas and supporting information, and the content should be arranged logically.

5. The conclusion need to include a signal, a highlight or summary, a final remark or reiteration, a vote of appreciation, and an invitation to questions.

### CONCLUSION

Presentations may be used in many different ways and have a lengthy shelf life on several platforms. They propagate information about companies or a corporation and are the embodiment of content. Use of concise, exact, suitable, lively, and comprehensible language is equally crucial. A well-planned presentation may improve the clarity of our words, have the intended impact on our audience, and improve our public image as speakers. On the other side, meandering or taking too long to get to the point, adding unnecessary information, leaving out crucial details, or jumbling up the concepts might result in a disorganized structure. Even seasoned presenters might run afoul of their audience if their presentation is poorly structured and causes confusion. To solve each of these issues, we must arrange our thoughts according to a recognized pattern. Initially, we must state our intentions for our audience, then we must present our thoughts, and lastly, we must restate what we have previously stated.

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## CHAPTER 18

### AN ANALYSIS OF GROUP DISCUSSION ON COMMUNICATION

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#### ABSTRACT:

Group discussion (GD) is a thorough method for determining a person's fitness and appropriateness for a job, scholarship, or other opportunity. GD evaluates a person's total personality, including their ideas, emotions, and behaviour, within a group. The group members are given a subject to discuss. Group discussions, sometimes known as GDs, involve participants discussing thoughts or actions. Everyone in the group conversation is related by a single fundamental concept. Everyone in the group reflects their viewpoint based on that premise. The general discussion (GD) is a session in which the candidate abilities are evaluated, including leadership, communication, and social and behavioral skills, courtesy, teamwork, listening skills, general awareness, self-assurance, and problem-solving abilities. Usually, the Group Discussion comes after the entrance exam for a professional degree. Depending on the firms or organizations, the group discussion may be the first or the last step in the hiring process.

#### KEYWORDS:

Communication, Group Discussion, Leadership, Behavioral Skills.

#### INTRODUCTION

The location of the group conversation does not have to be at the table. Any seating arrangement is OK as long as everyone can see one another faces. It is not just a regular talk; it is also one that is informed by information and facts. Every student seeking is aware of the benefits of group discussions. The final-year candidates are well educated about it. It has a significant impact on the interviewing process. Understanding an interviewer's point of view is necessary to comprehend the function of the group discussion [1]–[3]. How crucial it is for a candidate and how to prepare for it Remember to study up on some of the most popular MBA interview questions and the reasons why all interviewers love them. This round is used to evaluate a candidate capacity for interaction. A group conversation is more like swimming in a soup where you interact with people you have preferably never met before. You'll be evaluated on how well you get along with them and how well you can communicate your ideas without coming off as disrespectful, abrasive, or harsh. It also determines if you can work well in a group or are a people person. When studying for the entrance exam, it is recommended to practice for this round because it provides you plenty of Mtime to familiarize yourself with current events and other important topics. Work on your body language, soft skills, and eye contact as well.

You may encounter a variety of group discussion formats when you are students and afterwards as professionals. We have one-to-one communication when we are talking to others personally. Communication at formal gatherings may occur between two or more participants and even hundreds of individuals. A seminar includes presentations from scholars or specialists as well as conversation among them. Public presentations are part of a symposium. A panel discussion requires professionals to address a particular subject in front

of a large audience. There are presentations by various speakers, one at a time in a session, at conferences and conventions as well. The lectures are followed by a question-and-answer period. Another kind of group communication is group discussion. It might be done by five to 10 people, or more than two. To prevent a throng and mayhem, the top number is restricted. Information sharing between several group leaders in an organization may be organized. It might be between the department leaders of an institute and the institution heads of a university. There are times when an organization's manufacturing, marketing, maintenance, or management issues need to be resolved. While a new policy is being developed, a group discussion is important to examine the pros and cons of the policy, as well as to persuade one another. Group discussion is required to explore all choices and make decisions when changing the curriculum, adding new branches, or increasing enrollment in an engineering college.

Today's national and international businesses set up group discussions for the likely candidates throughout the interview process. It is a step in the hiring process. In addition to the applicant's stated academic accomplishments, projects, training, extracurricular activities, and extracurricular activities, the group discussion aids in discovering personal qualities of the candidate that may be crucial in relation to the employment position in the organisation. Group discussion is a crucial component of the application process for admission to business schools as well. It assists in evaluating a candidate's leadership qualities, personality, problem-solving skills, and capacity to make decisions. We may focus more on the panel discussion during the hiring or admissions process. Throughout your final year and pre-final year of your degree programme, set aside some time to prepare for your job interview or MBA interview. Attend seminars and other symposiums that are organised for professionals and students at the state or national level. Present technical papers, listen to industry specialists, take part in the question and answer periods, and watch the pros moderating a panel discussion. Find some time for this during your lab sessions and other free time. This ability cannot be acquired instantly on a day or two before the campus interview. If required, a professional might be requested to facilitate the group discussion in student forums.

## **DISCUSSION**

### **Conversation in Groups for the Recruitment Process**

**Establishment of Groups:** Companies use aptitude tests as the first step in the hiring process. The objective exam may consist of brief technical questions, general questions, and general knowledge questions to gauge the candidate's aptitude for reasoning and analysis. Certain applicants may be shortlisted from this exam for further interview. They schedule group discussion sessions for second elimination prior to a personal interview. If a considerable number of applicants are chosen for further consideration, subgroups of no more than 10 people may be formed for the group discussion. Therefore, the formation of a fairly small group is the first need for the group discussion. They are seated at a table[4]–[6].

In certain circumstances, a broad subject of current interest could be provided for debate. The applicants may sometimes be given a situational challenge to tackle at the conclusion of the talk to test their abilities to solve problems. The applicants could be given a little window of time to prepare. They do not have time to refer to anything, but if given some time, they may make some notes that would assist them explain their thoughts throughout the debate. They are able to plan out the topics, questions, and order, among other things. There could be more than two viewpoints or solutions if the subject is exceedingly broad. Each group member may have a different viewpoint or solution. With each suggestion, each participant establishes a single-member group. Some issues are up for discussion, such as democracy vs. autocracy,

the benefits and drawbacks of globalization, whether or not government subsidies are desirable, the appropriate level of taxation, whether or not mobile phones should be allowed in educational institutions, and whether or not television broadcasts live by a channel during times of war or terrorist attack should be allowed. Some members may argue in favour of or against these subjects.

The whole group might be split into subgroups A and B depending on their positions in this situation. They could defend the selected course of action. One coordinator may or may not be chosen throughout the debate. If a coordinator is appointed, he or she will be able to see that everyone has an opportunity to speak, that there is no cross-talk, that the discussion proceeds as intended and that the subject is not diverted, that time is shared fairly among groups and individuals, that there is no personality conflict, that the discussion doesn't devolve into a fight, and that a conclusion is reached at the end that lists the benefits and drawbacks. In the event that there are many options, the debate will assist in determining which option is best. It may also recommend a course of action if the brainstorming session is for a formal organisation policy. So, if a coordinator is present for the group discussion, his function is crucial. He must serve without favouritism or bias as a match referee or umpire. Subgroup or any individual. He should be able to analyse the issues quickly so that he can keep an eye on the conversation, step in when required, keep everyone on topic, and come to a conclusion or summary at the end. The shared policy or course of action at the official meetings can be the cause. The other team members of the group discussion are also expected to pay attention to certain details and acquire the essential abilities.

### **Guidelines for Group Discussion in Section**

**Communication:** The majority of pupils are seen to be highly comfortable responding to written questions but less so while speaking. Some students also inquire about their ability to write or draw and explain during oral exams. It exhibits a lack of verbal expressiveness. A strong oral communication ability is the primary prerequisite for group discussions. Good vocabulary is beneficial in oral communication, but efficient vocabulary usage is more helpful than a wide vocabulary. Even if you carry millions of arrows, they will be useless if you lack the competence to employ them when necessary.

**Confidence:** The confidence is the second point. Speaking clearly and confidently will help the other people hear your points clearly, and it will also provide authority to them. Arguments that are just half-hearted show that you are unsure of what you are saying.

**Awareness:** Knowledge of current events is essential when attending an interview that will entail a group discussion. If a topic such as the current state of the stock market, the global economic crisis, the nuclear agreement, the political stability of the nation, or the price of oil is put up for group discussion and you are unfamiliar with any of these topics, you are unable to participate in the discussion and your arguments may not be logical.

**Observation:** By watching others, you may learn a lot about the group conversation. It may be carried out throughout a training phase and a practise session. See how other people respond to comments and questions, and how they agree or disagree with one another. Study proper conversation manners. Learn how to organise group discussions as well.

Practicing will help you improve your group conversation abilities. Create your own group and begin group discussions with the goal of learning. Make an effort to learn how to ask questions, gather information, and get feedback from others. You may evaluate the session after the practical lesson. What are the advantages and disadvantages of each member? How does one team member do better than the others? Just what

What do other team members think of you? How can you get better? Can you assume the role of a coordinator or group leader?

**Participation:** You may be ready for genuine group discussion involvement after observing and practising. In order to prepare questions and arguments, gather illustrations or questions that will support your position, you may at first need prior knowledge of the subject. But, by actively participating in certain group discussions, you will get genuine experience with them. Your talents and shortcomings will become more apparent to you. If you work hard, you can better yourself.

**Listening:** It's important to be patient while presenting your thoughts during a group discussion. You should first pay attention to the other individual. He can be arguing for or against the subject. If you listen to other people, you may comprehend their rationale or that of your adversary. Your argument may be changed on the fly. Sometimes you attempt to bring up an issue that has already been considered and dismissed if you are not listening to others or are unable to hear others. You can find yourself in an embarrassing situation as a result of your lack of focus.

**Arguments:** The justifications must make sense. They ought to be supported by examples or other types of proof. The strength of your voice does not determine the validity of your argument. Maybe it's the other way around. A disagreement arises if everyone attempts to speak louder. The conference ends without producing anything useful. If the other directors are influential, the personalities may conflict during a board meeting. There is no wholesome conversation. If there is discord among the department heads at an educational institution, each one may try to point the finger at the other, refuse to take ownership of mistakes, and fail to raise their hands when anything goes wrong. In these situations, the principle or director must act as a crucial co-ordinator. Such arguments should ultimately aim to comprehend and persuade each other rather than only supersede or overturn the others.

**Participation:** When a pressing subject arises at formal meetings, some attendees shrewdly skip the conversation. They lack the guts to disagree with any side. But doing that is lying to oneself. You cannot afford to remain distant during a group conversation for work-related purposes. Only if you are actively participating can you be evaluated. No marks are present for being silent during an interview. Your supervisor could offer you some credit or a favour for not speaking out in your formal meeting over a contentious topic. Your participation in the current format of the group discussion is the sole factor used to evaluate your talents.

**Opinion:** You can be asked to speak in favour of or against anything during the group discussion in various circumstances. Most of the time, you decide whether to speak in favour of or against the subject. You make the choice to support or oppose a certain ideology, philosophy, policy, or choice. That shows your way of thinking. You might have a good opportunity throughout the encounter to persuade the others to agree with your viewpoint. Your viewpoint should remain constant throughout the conversation.

**Conversation in Groups Etiquette:** To conduct the debate in a healthy way, the participants must adhere to certain guidelines. They must adhere to specific etiquette in order to preserve their mutual respect and the propriety of the meeting.

1. There are several interview etiquette DOs and DON'Ts. DO
2. Talk to the group in a clear, pleasant voice that is not excessively high, low, or loud.
3. Be open-minded as you listen to others, and consider their points constructively.
4. Respect other people's viewpoints. If at all feasible, concur and give thanks.
5. You could concur or disagree. Expressing disapproval nicely

6. Manage your time efficiently, talk precisely, and turn as you speak.
7. Even if you are correct, others could also be correct. Embrace it.
8. Plan out your viewpoint and supporting evidence beforehand or on the go. Discuss pertinent topics.
9. Uphold the dignity of the chairperson or coordinator as well as the other members.
10. Continue to look them in the eye.
11. Display appropriate facial expressions, gestures, and body language.
12. Acknowledge your disagreement first, then gently voice it by saying things like "I can understand, but," "that is a valid point, but," and "I appreciate, but."
13. When in dispute, use appropriate language: it may not always be the case because.... That is not backed by evidence, thus it may not necessarily be true, and I believe you meant that.
14. A few topics should not be brought up during the group discussion.
15. Be quiet during group discussions.
16. While participating in a group discussion, control your emotions.
17. Don't interrupt somebody before they finish speaking.
18. Don't use vulgar language or terms.
19. Don't squander time. Avoid going off-point with your point.
20. Avoid developing biases against other people or their opinions.
21. Be sure of your arguments.
22. Always ask for permission or be polite before speaking.
23. Thank you after finishing your speech.
24. Be rational; if required, offer accurate examples or statistics.
25. Avoid objecting only for the sake of objecting.
26. Avoid placing the coordinator or a group leader in an uncomfortable situation.
27. Refrain from leaving the group conversation.
28. Avoid banging your fist against the table.
29. Don't dismiss the arguments of others.
30. Avoid using nonverbal cues like sarcastic smiles or usual eye movements with your friends or coworkers while the others are speaking.
31. Avoid crosstalk.
32. Don't interrupt the conversation.
33. Refrain from making accusations during group discussions.

### **Role-playing in a Group Conversation**

In ordinary conversation, some positions are set in stone. A coordinator might be only one person. He must serve as a referee or an umpire. He must operate independently of any group, without favouritism or bias towards any group, ideology, or theory, much like the speaker of the parliament. It is his duty to lead the group debate effectively. He will oversee the time, include everyone in the conversation, prevent conflicts, and wrap up or draw a conclusion at the end. Choose a course of action in the event of formal debate. For certain themes, the participants are split into two groups. The participants must choose whether to argue in favour of or against in this situation. The participants might choose from one of three roles.

A number of roles are to be fulfilled by the participants in various group talks. Think about a subject like cell phone use in a school. This subject may be approached from a variety of perspectives, including those of the students, teachers/lecturers, department heads, a principal/director, the management, the university authorities, guardians, and the general public. The participants may be given distinct roles so they can debate from diverse

perspectives and cover a variety of stake holders. Similar to this, the stakeholders in a discussion on capitation fees at engineering or medical schools include students, professors, the institute management, the government, guardians, employers, and the general public. Several roles might be given to the players. There are other topics like this that call for debate from a variety of perspectives. Participants may express their opinions in accordance with the designated position. It turns into a genuine brainstorming session. The issues surrounding the matter may be examined in great detail. If the participants are well-prepared for this sort of situation, they can discuss the benefits and drawbacks, strengths and weaknesses, scope and limitations of monitoring, requirements and abuse.

The number of candidates in the group, their educational backgrounds, their readiness, and the infrastructure all affect how well the debate goes. Anywhere, even in the open or on a lawn, may be used to set up a training session or casual group discussion. Yet careful planning is required when it's a component of the choosing process. Around a circular table or a longer table, the chairs may be positioned. The coordinator may sit at the head of the table on the left side, and the two groups may sit at the head of the table on the right side, where the debate calls for support and opposition. The candidates may be asked to choose a side in specific circumstances. The precise position may sometimes be given to the applicants. The candidates should be able to see and hear each other throughout the conversation. The number of players is limited for this reason, and they are placed in a circle, rectangle, square, or U shape. These could be heard due to the room's acoustics, but placing collar microphones or table microphones is preferable. All participants should be able to see each other and their facial expressions, body language, and gestures thanks to adequate illumination in the room. Company specialists may be seated on the opposite side of a group discussion for selection purposes. The participants are visible and audible to them. These days, a closed-circuit TV camera allows you to see and listen in on the conversation from the other room.

First, the group for the conversation is selected as per process. The subject is declared. The candidates may be given some time to decide which side they would support and to prepare their arguments. The coordinator or referee may be chosen by the competitors or by the business. The participants in a conversation with several stakeholders may be invited to choose a position or they may be given a specified role, and the discussion's goal may be explained before the discussion begins. It is possible to choose the total time allowed for the group discussion and the typical amount of time allotted to each participant. If there are explicit guidelines for the debate, they may be stated or it may be assumed that everyone is aware of and abides by them. If there is a specified evaluation standard and the organisers so choose, they may make an announcement or they may leave it up to the group discussion reviewers. The group conversation may have start and stop indications. Depending on how well the group conversation goes, the time allotted for it may need to be extended or cut short.

### **Characteristics Evaluated in Group Discussion**

**Skill in Communication:** The participant in a group discussion must express his point of view or opinion on a subject. He must argue when a certain duty is given or chosen, taking into account his own position and circumstance. A strong vocabulary is necessary for self-expression in effective communication. Whatever you believe, you need to be able to communicate it clearly. The right words must be chosen from a vast vocabulary. You should be able to speak clearly and loudly while expressing yourself fluently. Your nonverbal communication, which includes appropriate eye contact, expressions on your face, body language, and gestures that don't offend anybody, may assist your spoken message.

**General Information:** The subject of a group conversation may be disclosed immediately after you join. If you don't have time to study or prepare in any way, write down your ideas on paper in the order you think they should be presented, along with any illustrations or statistics that come to mind. You should develop the habit of studying outside of the classroom and during the designated study sessions if you want to achieve this. You should stay up to date on local, national, and international events and topics. You should make it a habit to read newspapers, watch different TV channels, and browse websites to increase your general knowledge.

**Technical knowledge:** It's probable that technical questions about VLSI technology, instrumentation and control communication networks, nuclear technology, non-traditional energy sources, communication protocols, and space technology will be asked during an engineering company job interview. You should have the essential technical background in that field since you are an engineer in that field.

**Logical Approach:** You shouldn't argue only for the sake of argument throughout the conversation. It ought to persuade the other side. Your arguments must be presented logically, in the right order, and where required, with the aid of illustrations or statistics.

**Modes of Group Discussion:** A few dos and don'ts for the group discussion were already discussed. For the Group Conversation, you must adhere to a set of rules and conventions so that you may disagree or dispute without harming anybody. Healthy conversation should be sparked by your tone of voice, your words, your actions, and your body language. Certain sentences provide your message gloss at the beginning or finish.

**Role-playing:** If you are given a certain role in the group debate and can defend it, it shows that you are adaptable to new roles.

**Group Dynamics:** While every one of us does well on a personal level, some of us struggle to fit in with others. We must listen to, comprehend, and respect one another throughout the group conversation. Respect and mutual decency must be maintained between us. We shouldn't become overexcited, according to the counterargument. We must control our fury. We shouldn't lose our cool despite the opposing side's provocation. That occurs often in several of our formal gatherings. Some individuals talk only for the sake of talking. Some individuals like tossing a stone into calm water only to signal their presence. Under such circumstances, you need to be able to retain your mental stability.

**Leadership:** If you are given the coordinator's position in a group discussion, it will demonstrate your leadership abilities. Your leadership abilities will be reflected in how you plan and lead the group discussion, how you manage people and time, and how you guide the group to a shared conclusion. If a disagreement arises between employees or engineers from various areas of a firm while you are working there as a manager, executive, or chief executive officer, you must find a solution.

**Honesty, Integrity, and Frankness:** During personal interviews at various engineering institutions or at the public service commission, I've seen that some of the members are watchers who continually grade you without ever speaking to you. Your words, tone, arguments, facial expressions, body language, and gestures during a group conversation convey your sincerity, integrity, and forthrightness. You are exposed if your verbal and nonverbal cues don't line up.

**Justification of Topic:** When you debate, your points should support the stance you have taken on the subject, either in support of or against it. If you are given a certain position, you

must represent that role's perspective on the subject. Your argument shouldn't be vague in any way. Some individuals fight in both directions at meetings in an effort to win over the boss and avoid upsetting the other participants. Similar to this, you must defend the issue you choose in a group debate.

**Consistency:** You should have a consistent stance while debating. You shouldn't switch colours while the conversation is going on. If your claims are backed up by facts, examples, and convincing data, you are not allowed to budge from your position. You cannot be consistent if you approach the conversation without the necessary background or preparation.

**Time management** is making the most use of your time while avoiding interfering with others' schedules. You may manage your time and contribute to effective time management by eliminating repetition and unimportant topics.

**Convergence:** The conversation should come to a conclusion, summary, or course of action. Each person has a duty to contribute in this direction. If their points of contention conflict, the conversation may go on forever with no useful resolution[7]–[9].

All participants in a group discussion should act with some decorum. Avoid making personal accusations, and adhere to proper conduct, polite language, and appropriate body language and gestures.

## CONCLUSION

Applicants should concentrate on summarising the whole conversation and following its progression. The opportunity to reiterate their key ideas in the conclusion allows candidates to make one last impression. You may demonstrate your leadership abilities in group discussions. One corporation visited our engineering institution for a campus interview. For a few of the applicants who made the short list, a group discussion was to be held. The group discussion might be managed autonomously by one student. He didn't say much throughout the group discussion, but he demonstrated his leadership abilities and was chosen. A candidate shouldn't attempt to dominate a group discussion by speaking loudly or by interrupting others.

A argument is quite different from a group discussion. Your ability to lead people may be shown by grabbing their attention, persuading them with your ideas, being clear in your communication, and using appropriate body language and gestures.

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## CHAPTER 19

### COMMUNICATING WITH TECHNOLOGY: AN EVALUATION

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#### ABSTRACT:

Communication technology is the use of technology to transport messages (information) between humans and/or machines. This information processing may aid in decision-making, problem-solving, and machine control. Communication technology is the use of technology to transport messages (information) between humans and/or machines. This information processing may aid in decision-making, problem-solving, and machine control. Delivering technical information to readers, listeners, or viewers in a way that is tailored to their needs, degree of comprehension, and background constitutes communicating with technology. Any form of communication that demonstrates one or more of the following traits, such as communicating about technical or specialised subjects like computer applications, medical procedures, or environmental regulations, or communicating using technology like web pages, help files, or social media sites, falls under the broad category of technical communication.

#### KEYWORDS:

Technical Communication, Messages, Information, Machines.

#### INTRODUCTION

Programmers, network engineers, hardware designers, graphic artists, web designers, quality assurance specialists, and so on come to mind when people talk of jobs in the IT business. They probably never give the authors of the reference manuals and user manuals that come with each and every product they use any thought. Why only the IT sector? The majority of the items we use on a daily basis, such as music systems, VCD/DVD players, cameras, mixer-grinders, ovens, electric cookers, etc., come with a user guide or instruction booklet. Ever think of having to use a device without an instruction manual? Technical communication is the process of disseminating scientific, engineering, and technical knowledge to an audience in order to help them learn, comprehend, or carry out a job. Any kind of communication that has one or more of the following traits falls under the wide category of technical communication.

1. Speaking about complex or specialised subjects like computer programmes, machinery, medicinal treatments, or environmental laws.
2. Using technology to communicate, such as social media platforms, online manuals, or web pages.
3. Giving directions on how to do a task, regardless of how complex the activity is or whether technology is utilised to produce or deliver the communication.

Technical writing is another name for technical communication. It involves communicating a topic or technology to a particular audience in simple language and a user-friendly style. As it communicates precise knowledge on a technical topic to a specified audience for a defined purpose, technical writing focuses on audience. So, it is accurate to claim that understanding

your audience and fulfilling their needs and expectations is one of the most crucial components of excellent technical writing.

Technical communication is practised by people in a number of settings and with a range of professional backgrounds. Technical communicators or writers are the terms used to describe them. For their investigation, documentation, and presentation of technological processes or goods, this group of authors use a number of techniques. Technical communicators may incorporate the data they collect into written materials, online pages, computer-based training, digitally recorded text, audio, and video, as well as other learning-supporting media. People often base their opinions on a profession's name. Because of this, the phrase "technical writer" might be misconstrued by the writer portion. Many individuals believe that writing, literature, and journalism are all intimately tied to the profession. I can still recall the questions I was asked back when I first started working in this profession. Many were more worried about my professional decision than I was: "You're an engineer. They would inquire, "What are you doing as a technical writer?"

Technical writing combines writing with technology, as the name would imply. Choosing which of the two factors is more crucial might be challenging. The dispute between technical writing and non-technical writing<sup>28</sup> English Technical Communication - I get to choose what comes first.

Do language and writing abilities matter? Is technical proficiency more crucial? Neither! To be a competent and effective technical writer, one must possess both writing skill and technical acumen.

The job profile, the company you work for, the subject matter of the document you are creating, and the weight age of the demand (between the two) are all factors. Because of the topic matter you must write on in certain cases, you must have the necessary subject expertise. So, it is crucial to recognise the significance of both elements of the job description and to avoid underestimating them. Technical author

### **Technical Communication Capabilities**

Technical writers' abilities are up for debate. Various individuals will have different views, and various businesses will seek for various skill sets. Notwithstanding all the variations and controversies, everyone can agree on the fundamental abilities needed to become a technical writer.

Some of the attributes must be innate, while others may be quickly learnt, and yet others can be cultivated through time. Basic abilities are those that come naturally to a person and may be further improved with some work. The capacity to articulate oneself and deliver clear instructions is the most crucial talent outside of language and writing abilities. It sounds very simple, don't you think? Let's talk about some of the key abilities needed for technical communication right now.

### **Language Abilities**

1. The fundamental skill of a technical writer is language. You don't need a master's degree in English or journalism, perfect grammar, or verbal prowess to write well.
2. All you need to be able to do is communicate effectively, have a solid grasp of the language, and be aware of the fundamental grammar and punctuation standards.
3. Each typographical mistake distorts the intended meaning and raises questions. You should be able to express yourself clearly in writing to prevent this kind of misunderstanding.

## Writing Abilities

Making scientific and technical material intelligible to a nontechnical audience is one of the key qualities of technical writing, according to the Occupational Outlook Handbook. The writing process also involves:

1. Express your ideas in clear, simple writing.
2. Recognizing and communicating the information that your readers need.
3. Deciding if images are necessary, creating illustrations, flowcharts, and screenshots.
4. Choose the information that should and should not be included in the paper.
5. Understanding and converting complex material into plain language that is accurate, straightforward, and simple to grasp.
6. Finishing the templates, style, and format.
7. Choosing how information should be organised and structured.
8. Clearly communicating information, thoughts, and ideas to users.

While you write, you may use books to double-check your usage of language and technology. Even though some of the tasks don't directly relate to writing, you should be able to complete all of these tasks if you have a respectable command of both spoken and written language.

1. Writing well cannot be learned. Over time, it may be lovingly nurtured and fostered.
2. Yet, targeted instruction may raise the quality of technical writing.

## Understanding of the Topic

Technical writers were formerly thought to as language specialists. Nowadays, a lot of businesses post job listings for writers with technological backgrounds. This is due to the increased awareness of the fact that technical writers are not only linguistic writers. They carry out a lot more actions and jobs. To successfully express concepts, theories, ideas, designs, and codes, writers must also grasp them[1]–[3].

## DISCUSSION

Communications technology (CT) is a generic word used to describe the integration of telephone networks, computer networks, and audiovisual broadcast systems via a single cabling or connecting system. A word that emphasises the importance of unified communications and the integration of telecommunications, CT is an expanded synonym for information technology. The World Wide Web (WWW), which allows for remote host searches, the Internet browser, which provides a user-friendly interface for navigating the WWW, and the rise of social media, which has exponentially increased the penetration of CT in our daily lives, are some of the significant technological advancements in recent decades that have contributed to this media convergence (Hill & Shaw, 2013). Almost all fields in human services have been touched by CT, including counselling (Chester & Glass, 2006; Richards & Vigano, 2013), health care (Halford, Obstfelder, & Lotherington, 2009; Poon et al., 2006), education (Fu, 2013; Markauskaite, 2003), and more recently social work (Giffords, 2009; Reamer, 2013). Technology has an influence that extends beyond improved service delivery and organisational efficiency in the human services sector. Modern technologies have altered how practitioners carry out social processes and interventions and push them to broaden their realities[4]–[6].

## ICT use in the field of social work is on the rise.

For instance, new standards regarding social workers' abilities to use ICT to support their learning and practises have been established by accreditation training bodies around the

world, such as the National Association of Social Workers (NASW), Association of Social Work Boards (ASWB), and the Quality Assurance Agency (QAA) for Higher Education (NASW & ASWB, 2005; QAA, 2008). The use of ICT in social work practise is covered in books (Dunlop & Holosko, 2007; Hill & Shaw, 2011; Watling & Rogers, 2012). For social work professionals and students, professional and academic websites have been built that provide daily access to current information, such as news and pertinent Internet resources for practise (for example, <http://ifp.nyu.edu/>). The Australian Association of Social Workers (AASW) and the British Association of Social Workers (BASW), two professional organisations for social workers, have recently developed social media policies that expressly recognise the value of social media in social work practise (AASW, 2013a, 2013b; BASW, 2013). Internet-based services are becoming more prevalent.

Information and communications technology (ICT) is a generic word used to describe the integration of telephone networks, computer networks, and audiovisual broadcast systems via a single cabling or connecting system. A word that emphasises the importance of unified communications and the integration of telecommunications, ICT is an expanded synonym for information technology. The World Wide Web (WWW), which allows for remote host searches, the Internet browser, which provides a user-friendly interface for navigating the WWW, and the emergence of social media, which has exponentially increased the penetration of ICT in our daily lives, are some of the significant technological advancements in recent decades that have contributed to this media convergence (Hill & Shaw, 2013). Almost all fields in human services have been touched by ICT, including counselling (Chester & Glass, 2006; Richards & Vignano, 2013), health care (Halford, Obstfelder, & Lotherington, 2009; Poon et al., 2006), education (Fu, 2013; Markauskaite, 2003), and more recently social work (Giffords, 2009; Reamer, 2013). Technology has an influence that extends beyond improved service delivery and organisational efficiency in the human services sector. Modern technologies have altered how practitioners carry out social processes and interventions and push them to broaden their realities.

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The phrase "information and communications technology" (ICT) is often used to describe the integration of telephones, computer networks, and audiovisual broadcast systems via a single cabling or connecting system. Information technology is more often referred to as ICT, which emphasises the importance of unified communications and the integration of telecommunications. The World Wide Web (WWW), which allows content searches on remote hosts, the Internet browser, which was created as a user-friendly interface for navigating the WWW, and the development of social media, which has exponentially increased the penetration of

ICT in our daily lives, are some of the significant technological developments in recent decades that have caused this media convergence (Hill & Shaw, 2011; Lanfranco, 2008; Watling & Rogers, 2012). Almost all human service fields have been touched by ICT, including counselling (Chester & Glass, 2006; Richards & Vigano, 2013), healthcare (Halford, Obstfelder, & Lotherington, 2009; Poonet al., 2006), education (Fu, 2013; Markauskaite, 2003), and more recently social work (Giffords, 2009; Reamer, 2013). ICT's effects go beyond improved service delivery and human services companies' efficiency. Modern technologies have altered how practitioners carry out social processes and interventions and push them to broaden their realities. ICT use in the field of social work is on the rise. For instance, the National Association of Social Workers (NASW), Association of Social Work Boards (ASWB), and Quality Assurance Agency (QAA) for Higher Education have established new standards regarding social workers' abilities to use information and communication technologies to support their learning and practises (NASW & ASWB, 2005; QAA, 2008). ICT applications in social work practise are covered in books (Dunlop & Holosko, 2007; Hill & Shaw, 2011; Watling & Rogers, 2012). For social work professionals and students, professional and academic websites have been built so that they may regularly access news and useful online resources for practise.

The Australian Association of Social Workers (AASW) and the British Association of Social Workers (BASW), two professional organisations for social workers, have developed social media policies that clearly recognise the significance of social media in social work practise (AASW, 2013a, 2013b; BASW, 2013). Internet-based is becoming more prevalent. By 2050, it is predicted that 22% of the world's population would be 60 years of age or older. As a result, social isolation among the elderly is a developing problem. Compared to 7% in the general population, the prevalence of social isolation among adults 60 years and older ranges from 7% to 24% depending on the criteria and assessment. Also, elder old individuals (aged 75–85) had more severe perceived social isolation than younger old persons (aged 57–65). The most significant risk to the mental and physical health of the senior population is social isolation, which may result in depression, self-harm or self-neglect, a greater degree of cognitive or physical impairment, and increased mortality. As a result, several governments are placing a high premium on avoiding or reducing social isolation in that age range when formulating policies.

A precise and consistent definition of social isolation, a multifaceted term, is lacking in the literature. Some academics believe it to be directly comparable to loneliness and use the words interchangeably; while, others think the two ideas are connected but different. For instance, the lack of touch with those who provide social support has been described as social isolation. Others have described it as a two-dimensional term with an objective lack of contacts or interactions with the contacts and a subjective sense of diminished or lost companionship or social support (i.e. loneliness) brought on by having few contacts or interactions. Regardless of the definition used, social isolation is generally understood to be a consequence of the elderly population's decreased social interactions, particularly with family, friends, and community networks, as a result of retirement, physical changes (cognitive and physical disabilities), the unavoidable loss of spouse or friends (shrinking network size), and/or living alone or in institutions.

Four systematic studies that summarised the results of social isolation therapies were found via a search of the literature. These evaluations looked at research with a range of designs, such as randomised controlled trials (RCTs), experiments, quasi-experimental studies, and before-and-after (cohort) studies, that were published between 1970 and 2002, 1976 and 200, and 2000 to 2013. Morris and colleagues concentrated only on the interventions using smart

technologies to synthesise the effect of interventions on social connectedness of the elderly living at home and found conflicting results, whereas three reviews examined all forms of interventions for social isolation.

Our systematic review's goal is to provide a summary of the ICT therapies' clear impacts on geriatric social isolation. The following factors make our review timely and valuable:

1. It examines the impact of ICT interventions on elderly people with different characteristics (such as demographics, health status, and living arrangements);
2. It covers the most recent research, published between 2002 and 2015; and
3. In addition to quantitative research, it includes studies that used qualitative methods (such as observations, in-depth interviews, and focus group interviews) to provide insights into the elderly.

### **Possessing Subject-Matter Expertise Might Mean**

Have sufficient subject knowledge to speak intelligently about it. The capacity to comprehend a technical topic and write about it is more crucial than understanding of the topic. You need varying degrees of domain/subject expertise to write various sorts of papers. You should be able to comprehend and communicate in writing about a variety of topics, including software, engineering, accounting, inventory, law, medical, science, and business. You can only communicate effectively if you know and comprehend what you are trying to say. Possessing the ability to grasp and analyse difficult, technical, and scientific topics For instance, a technical writer should:

1. Be knowledgeable about the topic, not the code, while writing about a product's or software's GUI.
2. Be able to write for sophisticated users by having a fundamental understanding of the hardware, programme, or code.
3. Have enough knowledge of the apparatus to create the installation instructions.
4. Be completely knowledgeable about aviation and aircraft operation in order to develop an operations manual for an aeroplane.

Having just enough knowledge of the technology to describe it with assurance: Regardless of the issue, it is crucial to be able to comprehend the fundamental ideas of the technology, even if you lack the necessary expertise. It will enable you to succinctly and simply convey complicated technology. You don't need to know how to design and create the product to be a writer. You can learn a new product more quickly and write about it more effectively if you have some prior understanding of the subject matter.

1. Technical English Communication
2. Interpersonal Competencies

You will need to speak and clarify things with others in order to operate efficiently and successfully. You won't have a good understanding of the product, you could assume the incorrect things, and you might write inaccurate information or ambiguous instructions if you attempt to keep your queries to yourself out of shyness[7]–[9]. Your job will suffer as a result of this.

### **Analytical Skills**

You should be able to think, study, understand, analyse, write, and rewrite in order to rearrange ideas and information as a technical writer. Analyze is the key to creating quality documentation! You should be able to properly examine the following factors:

1. The documentation project's requirements.
2. Data necessary for the papers.
3. Users' (the target audience's) needs.
4. The project's tools for documentation.
5. Time required to do the task or project on schedule.
6. Powerful means of informing consumers of the information.

### **Adaptability**

After many hours of diligent labour, documents often need several adjustments or may even be abandoned. In employment, you need to be quite flexible. You should have the following qualities: Flexibility to go from a big project to a small one, or vice versa; and Adaptability to new tools, procedures, styles, guidelines, technology, etc. While interacting with individuals, be assertive while being calm and in control. You may need to:

1. Gently prod the SMEs to respond to your queries.
2. Be a bit naive yet really interested to learn the truth.
3. Present yourself as intelligent even if you lack thorough knowledge of the topic.

### **CONCLUSION**

Everything in contemporary society has altered as a result of technology. The development of new innovation in the telecommunications industry has transformed the way we communicate. Today's society makes it easier to connect with others, and this is because of speed.

To comprehend the ideas and/or obtain data, you must communicate with Subject Matter Experts (SME). You have to communicate with people on different teams. To comprehend the demands of the clients, you could also need to speak with them. Thus, it is crucial that the authors possess strong interpersonal skills, some of which include: Good communication (written and verbal) abilities Collaborate together with members of other teams Effective listening React swiftly, clearly, and appropriately to circumstances. Information and communication technology (ICT) may be able to break down social and geographic barriers to social engagement by facilitating simple, cheap textual, audio, and/or visual activities between older people (sometimes with restricted mobility) and others anytime, anyplace. As a result, several academics have looked at its potential to lessen senior social isolation.

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## CHAPTER 20

### ROLE OF COMMUNICATION IN EFFECTIVE INTERVIEW

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#### ABSTRACT:

A job interview is a meeting between a job candidate and a representative of the company that is used to determine if the candidate should be recruited. One of the most often utilised methods for choosing employees is the utilisation of interviews. A conversation between two or more people takes the form of an interview. One side conducts interviews for a certain reason. The interview might be for a new job, a promotion at work, confirmation of a certain role, admittance, choosing a spouse, or any other reason. Media professionals will also speak with public figures, celebrities, or anybody with a message for the general audience. The format of the interview may alter depending on its goal. We may put greater emphasis on the employment interviews. According to him, an interview serves to determine if a candidate is qualified for a job or position or to confirm a candidate's credentials, level, or accomplishment. The name "interview" itself refers to this process. It is important to evaluate all of his qualities, not only his ability to communicate verbally and in writing. Presently, it is said that during job interviews, employers only assign academic performance 50% weight and 50% weight to other life qualities.

#### KEYWORDS:

Communication, Interview, Management, Conversation.

#### INTRODUCTION

Technical skill may be quickly acquired via training or by gaining experience, but innate qualities are difficult to modify. Apart from technical expertise, other crucial qualifications include a breadth of knowledge, oral and written communication skills, flexibility, honesty, integrity, and loyalty, as well as leadership, management skills, and the capacity to operate in a team. Often, a group of professionals conducts the employment interviews. In the panel, many specialists may be present to evaluate the various talents. The technological basis and adaptability are examined by professional specialists. Whatever is learned at college may not be beneficial for the rest of one's life; it is simply required as a foundation[1]–[3].

Since technology is evolving so quickly these days, a person must be able to keep up with the latest developments or risk having his expertise become outdated. Interdisciplinary knowledge and attitude are required even in technical expertise. Working in watertight areas, such as those related to electrical, mechanical, chemical, computer, information technology, electronics, communication, instrumentation, control, or similar fields, is not permitted. Technical experts must interact at various levels and at various times. He need to be able to interact well with coworkers, seniors, and the managing director. Once again, the communication might be spoken or written, private or public, through phone, fax, or email. The selecting committee includes certain individuals with the ability to decipher body language, gestures, facial expressions, eye contact, and eye movement. Several additional qualities, including knowledge, communication, self-assurance, morality, and mental stability, are evaluated directly or indirectly. Background checks are done on social,

economic, and psychological factors. The terms "intellectual quotient," "emotional quotient," and, more recently, "spiritual quotient" are also verified. Using a process called an interview, both qualitative and quantitative information and statistics regarding his abilities and limitations are produced. We encounter several interviews throughout our lives at different points and phases, but the majority of them are informal. We go through them often, but when it comes to job interviews, our future is on the line. They must be taken seriously, and we must be well-prepared. Such interviews are really tense, whether we like it or not. The right preparation is required in order to overcome the stress and tackle them effectively. Otherwise, it's probable that the interview may lead you in the other direction, rather than ahead[4]–[6]. Interviews for jobs might happen at different stages.

## 1 Interview Formats

### 2. Interviewing for Jobs

**Initial Choice:** A new business must hire both technical and non-technical workers. The business will need more technical and non-technical employees as it expands. Every year while the business is operating, some employees may leave for new positions, some ineffective and useless workers may be fired, some employees may retire, and other employees may depart in search of better opportunities. It may be looking for a better job with a greater salary or a more convenient location, for self-employment or for any other reason. It is required to hire new employees to address all of these shortcomings. That is the first round of hiring.

**Task-specific choice:** Initial hiring is often open to everybody. Currently, the majority of information technology (IT) organisations hire students in a variety of engineering specialties as well as non-engineers. After initial recruiting, they go through six months or a year of training. Large corporations work on interdisciplinary initiatives. They evaluate the applicants' attitude, ability, and approach throughout the training period. After training, there is a formal interview to evaluate their talents and assign them to the different responsibilities. It is a choice based on the assignment. Different engineers work on various projects. Several talents are needed for marketing, manufacturing, maintenance, management, design, and R&D.

**Interview for evaluation:** In certain businesses, distinct teams are given different tasks. The whole project assignment is broken down into many modules and given to various groups. The whole project may be a deadline-driven assignment. The completion of numerous modules is necessary for the project to be completed. Each group leader for a module is required to frequently check in with his team members and gauge their progress in order to create a new action plan. Through interaction and interviews, this procedure determines the amount of work accomplished in terms of completed tasks as well as the quality of the work in relation to the supplied specifications. The interviewing procedure also identifies the system's strong and weak points. If certain employees are unable, they may be fired or given more training. The assessment is required for the confirmation of probationers or trainees in several offices and sectors. Moreover, promotion to the next higher grade or job is required.

## DISCUSSION

**Interviews that persuade:** The business could create a new policy. It could decide to pursue a new product in an effort to diversify its business. It could combine with another firm or work together. In this situation, it is important to inform the staff about the obstacles, chances, benefits, and drawbacks of the shift. The objective of interactions and interviews is to provide

a briefing and, if feasible, to look for new avenues or choices. It fosters inter-personal trust and culminates in the workers' unwavering support.

**Counseling interviews:** A successful company needs its workers to have strong family ties. Employees may have family issues, societal issues, or economic concerns in addition to technical duties. The worker could sometimes get irritated. His productivity at work is impacted. Here, a counsellor must be effective. The employee may not be prepared to address his issue with others due to self-esteem issues. He must develop a connection with the counsellor. The worker should sense genuine care for him from someone. Without doing a formal interview, he need to be spoken to in a friendly setting. He'll reveal himself. He will speak openly and without reservation about his personal, professional, and familial issues. He will be happy if they are resolved. He will give his all to the task at hand, increasing his effectiveness and the company's production in the process.

**Resolution of Conflict:** There are several departments in a big company. Everyone attempts to establish their own efficacy. Competitions are beneficial, but sometimes people try to make the other person less effective in order to show that they are superior. Both individuals could flourish on their own. Their efforts, however, are not bilateral. They disagree on egos. Divergent interests result in a decreased effective productivity. In these circumstances, each group must first have an individual interview. It is important to determine the problem's underlying cause. They should get appropriate counselling, and a peaceful resolution should be reached that won't wound their egos. Different departments might sometimes conflict at engineering colleges, posing difficulties for the director. Process and instrumentation departments often disagree in the chemical industry. Production and buying or marketing divisions may conflict in various sectors.

**Interviews for disciplinary action:** There is a work handbook for every organisation. The workers get a briefing on their responsibilities and rights at the time of their appointment. The regulations may sometimes be communicated in writing. Some individuals are unwilling to work out of habit. The commanding officer must accept work from these individuals. It is simple to work alone, but it is highly challenging to get labour from others. There is no concern about losing one's employment at government and semi-government institutions. Labor unions may at times encourage employees in private companies to refrain from working under certain circumstances or to do their duties in accordance with the rules. This breeds disobedience. Due to personality conflicts or personal bias, indiscipline instances are sometimes recorded in everyday situations. The governing officer must make a decision the issue. He has to confirm the information by speaking with the affected parties. He must determine if the complaint is legitimate or not. He must persuade the workforce of the company's rules, repercussions, and importance in order to create a good working environment. He should make an effort to identify the answer. To create good tradition, disciplinary action may be taken against someone who is at fault but refuses to accept responsibility. Those who cause trouble should be isolated, recognised, and punished.

In instances of examination misconduct at a university, the students and their guardians are contacted by the examination reform committee. Their first defence is that, despite a failsafe system in place for alerting them, they are unaware of the regulations. Interviews are conducted with parents and pupils who have been called. They first refuse to acknowledge the error. Following extensive discussion and a question-and-answer period, it is once again determined that there has been an irregularity and that the student will be subject to the proper disciplinary measures. Yet persuading the other side takes a lot of thought. Court cases may be avoided at a university or any other organisation if disciplinary action is done after a methodical interview and dialogue. The examination reform committee's job in this situation

is to interview each party and determine the veracity and seriousness of the complaint. It evaluates the issue objectively as a third party, without favouring one side over the other, draws certain conclusions, and then suggests the course of action to be followed.

**Interviews after Dismissal:** Some workers may lose their jobs in certain organisations. There might be a variety of explanations for the end. Let's say a consulting company hires some staff in anticipation of a new project. But, if no other tasks are offered, the affected individuals must be fired. When an industry has a rapid downturn, the firm may not be able to keep all of its workers, forcing some of them to be let go. Some businesses may decide to diversify their sources of output or activity. The kind of labour that is needed may vary. It could be required to scale down the previous workforce. Several occupations, such as marketing, involve extensive travel, and some workers find it uncomfortable to work remotely or travel often. There are various restrictions on going outdoors, working a shift, and working at unusual hours for female workers as well. There is no other alternative if the current personnel are unwilling to update their skills or training for certain occupations except to fire them. It is simple to fire someone in a private firm, but owing to established norms and powerful labour unions, it is exceedingly challenging to do so in government, semi-government, and public enterprises. The management sets up an interview with the employee to discuss the problem and provide several solutions, such as section change, posting or promotion outside the company, training, deputation, etc. If nothing can be worked out, the individual will be fired. It is challenging for the individual to be qualified for any other employment in the event of a termination. He could get advice to willingly leave. This interviewing process aids in preventing disagreements, disputes, and legal proceedings. After going through this procedure, the departing employee may not have resentment against the business and, even after leaving, he might not act against the interests of the business.

**Exit Interview:** A person may have worked for a business or an organisation in one or more roles, in one or more departments, and then left to take a position with better prospects, go overseas, or retire. There is a method for conducting exit interviews in each of these situations. In most circumstances, a departing employee will keep their feelings to themselves and claim that his departure is solely personal and that there is no issue with the firm. Just a formal leaving interview, really. Employers may sometimes be really eager to learn some important information from the extroverted individual. The extroverted individual sometimes exhibits prejudice. If someone is penalised or denied advancement, he could develop prejudices towards particular individuals and have quite different views. A person will open up if the departure interview is fair and if he is treated nicely. He could provide a lot of information about the company that the CEO would never know. He may discuss politics within the organisation, unethical behaviour by some, autocratic behaviour by some controlling officers, prejudice and favouritism within the organisation, good and bad organisational traditions, unwanted activities, indiscipline, the success and failure of controlling officers, the leadership of some individuals, and so forth. After a lengthy career, a person who departs from a top position could provide some useful ideas for improving the organisation.

Interviews with the media are conducted with politicians, celebrities, and other achievements as well as members of the press and TV channels. In certain instances, the declarations or the interviews are written or shown live on television. The individual should use caution while speaking and nonverbally expressing himself during audio and video recorded interviews. It clearly demonstrates a person's degree of maturity, intellect, and integrity. His reputation is impacted, and sometimes the organization's or party's image is also at risk. Due to a lack of evidence in the print media, the speaker has the option of agreeing or disagreeing with the

speech that was published. That is not possible while capturing audio or video. Several accused individuals are interviewed by the media, and both pro and con opinions are offered. Such interviews skew public perception, making it often exceedingly difficult for judges to determine the truth.

Interviews with candidates for office are conducted by the media during election season. The candidates discuss their own ideologies, party platforms, and visions. If candidates are presented well, it aids voters in learning more about them. Editing is a choice and a right for media professionals. They each have their own prejudices, preferences, and dislikes. It gives the candidate an excellent chance as a tool, but sometimes the media may portray the candidate whatever they choose. Candidates like making a lot of empty promises that they can't keep.

**Marriage Interview:** In the past, this kind of interview was one-sided. To choose a life partner or wife, the males or parents interviewed the girls. Boys and girls nowadays each have their own likes, dislikes, and personal preferences. They strive to learn as much as they can about one another throughout the interview. They enquire about a person's social, economic, educational, and intellectual background, as well as about their family, place of employment, hobbies, and shared interests. When making decisions, the information shared during the interview is helpful. Several hidden traits are also revealed via verbal and nonverbal communication, body language, gestures, style, confidence, etc.

**Tele interview:** In the modern world, it is possible to conduct interviews over the phone, the internet, through email, using a webcam, etc. This is true whether the interview is for a job, a marriage, or a commercial deal. The first interviews may be conducted over the phone, through webcam, or by internet chatting when the potential applicants are dispersed over a broad area. More interviews could be scheduled if there is sufficient initial interest.

**Business Interviews:** When someone needs a loan from a bank to buy a home or start a company, the bank manager asks the client questions about his intentions, job stability, ability to pay back the loan, and the viability of the business idea. After a preliminary review of the submitted materials, interviews are scheduled at educational or research institutions when proposals are received for a new college, a new course, or a research project to determine the project's sustainability and advantages to the stakeholders. Interviews and interactions may be important when two organisations wish to collaborate on a project.

Entrance interviews begin at the kindergarten level in private educational institutions (IV.2.7). The parents are questioned about their socioeconomic, educational, and employment backgrounds rather than the kids. The interviews often have as their goal determining the parents' ability to pay for donations. If the admissions procedure is simplified at the upper secondary and graduate levels, interviews are only used to verify eligibility requirements, the legitimacy of papers, and the results of a written test administered as an entrance examination. First screening at M.Tech and MBA level interviews is based on the results of the admission exams. A group discussion and personal interview come next.

**Passport/Visa Interview:** Certain sorts of documentation are necessary for these interviews. The kind of visa needed will depend on the type of visit—visitor, immigrant, H1 visa, etc. They must provide a certain set of papers, and in most circumstances, the personal interview is more crucial when applying for a visa. They could take into account the candidate's objectives, financial situation, and social and economic background. In addition to providing documentation, the applicant must persuade the committee members of his visit purpose via conversation and body language.

Ph.D. Interview: Before registering as a candidate for a Ph.D., a candidate must submit a research plan. The specialists make an effort to confirm the candidate's academic standing, research technique, and background in the field required to begin the study.

Interview preparation:

The interviewer generally has no restrictions. The sky is the limit for him. The applicant only has a small selection of arrows available to him. Effective usage of each of them is required. Really, he must take use of the chance to shoot all of his available arrows. You might be brilliant, involved in a tonne of extracurricular activities, wear a lot of medals around your neck, have a tonne of certificates highlighting your accomplishments, or even have an excellent grade or mark sheet from a reputable organisation. You might also be very attractive or handsome, but in most cases, these are only basic or preliminary requirements. Only a key or password will let you inside the interview room. Your selection is not guaranteed just by showing up for the interview. Interview success is not based on who you are, what you have, what you know, or what you believe about yourself. The interviewer should be persuaded of who you are, what you know, and what you are capable of by the time the interview is through. There may be many phases to an interview, such as a written exam, a group discussion, and a personal interview.

Often, there is an objective examination while taking a written exam. General knowledge and/or technical knowledge tests may be objective. A selection panel for a personal interview might consist of four, five, or more individuals. The interview may last five minutes or up to an hour. Most of the time, each expert only has brief interactions with you, either directly or indirectly. It takes relatively little time to learn about your academic or professional background, as well as your other accomplishments and experience. Each of them just sees a brief glimpse of your skills, similar to how a camera's flash briefly captures your picture. Hence, at the conclusion of the interview, it is not who you are but how people see you that matters. The level of your job profile is determined during the interview by more than just your responses or dialogue. By maintaining a positive outlook, you should be able to demonstrate not just what you have accomplished but also what you are capable of accomplishing and that too, not just for you but for them.

There are several stages involved in interview preparation. Know the company: Before attending an interview at a specific company, you should research the business to which you are applying for a position. You should be aware of the company's status as a local, regional, national, or international business. What is the business's overall organizational or governing structure? Knowing about the company's operations is more crucial. Regardless matter whether it is a hardware or software firm. Business engaged in manufacturing, providing services, consulting, contracting, marketing, or advertising? Again, in the instance of a manufacturing firm, the product may be hardware, software, electronic, chemical, fertilizer, or medicinal items. Knowing about the business's operations shows that you are sincere and interested in the organization.

Understand the job: Depending on the activities performed by the various sorts of businesses, a job's nature may vary. Any number of positions are available, including those in manufacturing, maintenance, management, marketing, design, research and development, testing, fabrication, software development, consultancy, erection and installation, and even teaching. For various occupations, there may be different ways to prepare for the interview. You should have solid skills in electronic assembly, fabrication, and testing if you're applying to work in the electronic manufacturing sector. A marketing job application requires you to have strong communication and persuasion skills. Analytical aptitude and a basic approach

may be helpful if you are applying for an R&D position. If you're applying for a teaching position, it's preferable that you have teaching experience and an interest in the learning process. A maintenance position at an operational chemical, fertiliser, or petrochemical facility requires knowledge of the process, numerous instruments, equipment, and concepts of preventive and fault maintenance.

Working in the manufacturing sector requires expertise with test facilities and procedures as well as manufacturing or production processes. Being knowledgeable with standards, design tools, and procedures is necessary for a designer's job. Software engineers should have good reasoning skills, the capacity to identify problems and solve them, and the ability to test software.

**Theoretical Knowledge:** Several question kinds are asked in examinations for graduation and post-graduate. Technical expertise is often tested objectively during job interviews. Around sixty objective questions must be answered in an hour. Short questions with (A), (B), or (C) as possible responses are called objective questions (D). The best response should be indicated with a (A), (B), (C), or (D). Several topic groupings fall under various engineering disciplines. Numerous books covering thousands of questions corresponding to various subject groups of those engineering branches have been published by a variety of publishers for the objective questions for branches like electrical, mechanical, civil, electronics, communication, instrumentation, control, computer, information technology, chemical, etc. These brief, objective questions deal with core ideas, common values for certain parameters, or straightforward computations based on engineering equations. In any area of engineering, there may be tens of thousands of similar queries. Its potential is limitless. These books provide some insight into the nature of questions. We attempt to emphasise these basic issues while teaching the engineering topic in the classroom, however at that point, the pupils are being examined and marked.

Or grade-focused, are unable to recognise the teacher's effort. In their last year, when university interviews begin, students become aware of the importance of basics. This shortcoming is also highlighted by the firms who come for interviews. We scheduled special summer learning courses to review the basics throughout the vacation. Fundamentals tablets or concentrated dozes cannot be administered in this manner. The students found these sessions to be tedious and uninteresting. Many pupils are screened using the objective exam. By setting a cutoff point so that a manageable number of applicants may be individually interviewed, a smaller pool of candidates is found. Also, quick questions are answered during a personal technical interview to ascertain the applicants' backgrounds. The range of queries is unlimited on the expert side. These may typically be connected to the sector and duty. A candidate for a job on a state energy board might anticipate inquiries on the electrical power system. It might include power system protection, generation, transmission, and distribution.

One can be questioned about the mechanical equipment used in that business and its maintenance if they are applying for a position as a mechanical engineer in the chemical, fertiliser, or petrochemical industry. The selection, application, operation, testing, and calibration of different instruments, the scada system, and control based on programmable logic controllers (PLC) and distributed control systems may be discussed with an instrumentation and control engineer (DCS). The interviewer's knowledge and experience may influence the questions. In this situation, it is difficult to forecast the questions. If you are applying for a professor position at an engineering college, you should be familiar with the courses that are offered, the topics they cover, and the content. Sometimes the applicant is offered the option of subject or topic in order to favour them. You may take advantage of the chance if you have researched a certain subject or topic or if you excel in a particular field.

Yet some applicants are completely unprepared for either an oral test or an interview. They are unable to choose a subject or topic.

They may not always feel at ease with the subject or topic they have chosen. The applicant will feel uncomfortable if we start inquiring about things linked to his current employment when they are already employed. You need to be able to discuss your experience. If you have completed a project at the undergraduate, graduate, or doctoral levels and are given the chance to discuss it, you should be able to do so with assurance, but most individuals struggle with this as well. A few applicants find it difficult to talk about themselves.

**General Knowledge:** During the personal interview or via a written objective examination, general knowledge may be examined. Currently, generic knowledge is more widely recognised. Several excellent institutions encourage pupils to acquire broad knowledge starting in the early grades. Numerous different publishers have released many general knowledge books. Likewise, in this written component of the exam. During an hour, sixty questions must be answered. A brief inquiry has many possible solutions (A), (B), (C), and (D), and the best one should be chosen. The development of broad knowledge cannot happen overnight. On the day of the interview, it cannot be prepared. There are a lot of information sources available nowadays. It might be the internet, numerous websites, search engines, and books, journals, magazines, TV shows, news articles, etc. that are relevant references. Your broad interest in and understanding of current events and historical events are expected by general knowledge. It might include a wide range of topics, including sports, politics, religion, history, geography, science, movies, global leaders, famous people, and more. Your exam-focused reading and knowledge will not be useful in this situation. During your career, it is a constant process. Make sure your memory isn't volatile and keep your eyes and ears alert. You should read the newspaper and watch the news on TV the day before the interview. The most recent occurrences in your city, state, nation, and the globe should be known to you.

**Mock Interview:** You have a lot of free time while studying. Plan several practise interviews before your campus interviews. Mock interviews are held as part of training and preparation for the interview at several educational institutions. You may take on several roles while conducting and showing up for a fake interview in a student group. Your faculty members will be happy to provide a hand with this endeavour. You may invite some outside experts to conduct the mock interview as part of the student forum activities. It will provide accurate information regarding the whole interview procedure. It will assist you in getting over any fears or insecurities you may have. The audio recording will reveal any communication issues you had throughout the interview. Body language and gestures may be captured on camera. The group should openly analyse each candidate's strengths and weaknesses after the mock interview. That will significantly aid in improvement. Etiquette, manners, style, expression, and other traits may be learned and enhanced as needed. You may only have one opportunity to apply for a real interview with a specific organisation and position, so don't take any chances. But practise makes perfect when it comes to mock interviews. Knowing your limits can help you make improvements. Also, you are aware of the interviewer's strategy. If professionals from other businesses are invited to the mock interview, they may also inform you of what is expected of them. The difference between the institution and the industry is obvious. You may work more to better yourself, and you can concentrate your preparation more.

**Gather Internal Data:** When organisations appear for interviews, they offer a presentation about their business. Then, though, there would be no time for strategy planning. If you are interested in a position with the organisation, attempt to learn more about it. Several

businesses visit your institution often to conduct campus interviews. It's possible that some of your seniors have already started working there. Try to gather information about the company's strategy, selection process, pay structure, total manpower, general policy, perks, working hours, working conditions, the company's strengths and weaknesses, its clients, profitability, potential for expansion, regular manpower requirements, etc. from them or from other sources. If you are chosen, this material will assist you in decision-making and in preparing for the interview. Some applicants just show up for the interview and then get right into the specifics after being chosen. You will be well-prepared for the interview if you are familiar with the selection process, the many phases of interviews for a firm, and the makeup of the selection committee.

**Group Discussion:** Both national and international firms give the interview procedure enough time. They organise group discussions as a component of the hiring process as well. Certain approaches are required for a group conversation, and there are several things to keep in mind. We'll address group discussion approaches separately. Reading a book won't help you get ready for the group discussion. It needs some practise, much like a fake interview. There are two-hour long laboratory sessions at engineering institutions. The practical may often be finished in an hour and a half. You are allowed an additional 30 minutes in each lab session. You may try having a group conversation during this time. Create groups, then have conversations in them. You may also ask your lab professors for assistance. You may also periodically invite in some experts who can instruct you on how to conduct group discussions and take part in them in a variety of ways, as well as provide you advice on tactics for improving your group discussion abilities. After the group discussion is over, you can have another one about how the group discussion session went. You can evaluate the pros and cons of different participants, and you know how to lead, participate in, and summarise the group discussion. You also know how to resolve conflicts that may arise if they arise during the group discussion.

**Communication:** Your ability to effectively communicate will determine whether you succeed or fail in an interview. The first step is listening, followed by communication on your end. Some applicants have a terrible sense of patience, whether it be during an interview or an oral test. They begin to respond before fully hearing the question. It's not enough to just hear the question. You must pay close attention. It is backed by the interviewer's gestures or body language. You can grasp the question and provide an appropriate response if you have listened carefully. Your response may not be relevant if you didn't comprehend the inquiry. Several of the inquiries resemble comments; they can be intended to test your tolerance or receptivity. Being on the receiving end of this procedure, you shouldn't lose your patience. Your response should be succinct and straight-forward. Both a seminar report and a seminar presentation may help you improve your writing and communication skills. ISTE, IEEE, ISA, and other organisations sponsor a variety of student forums at engineering universities. On a local, state, and federal level, they organise a number of seminars and paper presenting events called techfest.

The students should make the most of these opportunities to improve their communication skills, which will be very useful in interviews. Even if some applicants lack in the technical department, they nonetheless have an advantage over the competition due to their superior communication skills. It is challenging to evaluate a person's technical abilities in a short amount of time. Nonetheless, a candidate's communication style shows many of their inborn talents and limitations. The candidate's success is determined by what the other interviewers know about them, not what you know or what you know about yourself. The technique of facing the interview is governed by your communication.

**Résumé:** Often, we provide our résumé with our applications. Two sorts of resumes are possible. One is a comprehensive resume, or CV, that includes your name, contact information, academic history, interests, other training, project, extracurricular and extracurricular activities, publications, and accomplishments. The CV has to be outstanding. It will persuade the other party to read it and confirm your eligibility for the position. The second is a resume summary that highlights the key elements of your background. It should be brief and to the point. Have additional copies of this concise CV on hand for distribution to the experts during the interview. Your 10 page resume could take them too long to read. You may provide further information if there is a question. The information you have included on your resume should be retained in your memory and spoken verbatim. You are not permitted to look up information on your own accomplishments, projects, or experiences in the printed version. It is for quick reference only. That gives the wrong impression if you have to read from the copy. You must immediately address the interviewers. Use the chance to discuss it and make an impression if one of them expresses interest in your project, magazine, or any other topic that you feel strongly about. The resume text may serve as a trigger for you, but it should not be read.

**Questions:** Typically, the interviewer will pose the questions, and the applicant will respond. You are not permitted to respond to their questions. You are not to learn from them. But, if throughout the discussion a certain question is not apparent to you, you may ask for clarification or to find out precisely what they are asking of you. Nonetheless, it must be done formally. If you sense that they are really interested in you and that you are most likely to be chosen but still have some inquiries or questions, you should bring up these concerns at the conclusion of the interview[7]–[9].

## CONCLUSION

In a management interview, the interviewer will largely concentrate on your leadership abilities and experience, but they may also inquire about your history, credentials, and interpersonal abilities. Also, you will be asked to discuss how you have handled conflicts in the past. Engage in a protracted conversation. If you attempt to talk more during the question-and-answer period, you risk trapping yourself. You'll ruin the interview by asking pointless questions. Your voice should be constant, clear, and courteous throughout whatever discussion you have.

Developing effective communication skills takes time and effort. At engineering schools, we work to both directly and indirectly develop it. Technical or communication skills may be taught as a formal curriculum at many engineering universities. Yet reading a book won't help you improve your communication skills. Indeed, it develops by repetition and habit. My granddaughter, who is just in elementary school, has a communication style that surprises me when compared to our age. Seminars are organised at the majority of engineering universities to promote communication.

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## CHAPTER 21

### AN ASSESSMENT OF CONVERSATIONS AND DIALOGUES

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#### ABSTRACT:

Essentially, a dialogue is a discourse between two or more parties. It is a linguistic exchange between two or more talks in works of fiction. A monologue is a self-talking discourse that sometimes occurs. The reader will put the book down if the conversation is poor. Without strong conversation, the whole storyline of the narrative would crumble under its own weight. Hence, it is not a difficult challenge to write dialogue in a manner that encourages the reader to get more interested in the plot. We'll help you follow the right guidelines while writing conversation that has effect. The spoken conversation system primarily serves humans in some capacity; it is the link between beings made of flesh and artificial intelligence. Research in disciplines like computer vision and conversation systems has benefited greatly from the recent fast growth of big data and deep learning. Moreover, it strongly encourages academics to employ big data and deep learning to explore the spoken conversation system from a variety of angles. Speak-to-text systems are intimately connected with mobile devices like Siri, Cortana, and Echo as a result of the growth of mobile Internet. With the dialogue system, users may conversely access information and services. Task-based spoken conversation systems and non-task-based spoken dialogue systems are the two main categories that dialogue systems fall under in terms of application goals (chattering systems).

#### KEYWORDS:

Communication, Conversations, Dialogues, Book.

#### INTRODUCTION

Open domain chat systems, which do not fulfil a specified purpose but instead supply the user with gossip or amusement, are referred to as non-task-based spoken conversation systems. Nowadays, generating techniques and retrieve-based approaches are often used in chattering system research. A task-based dialogue system's goal is to assist users in completing certain activities, such ordering rail tickets or checking theatre tickets, among others. It must gather a specified domain's worth of data. Nowadays, pipeline technique and end-to-end approach are often used in the study of Task-based conversation systems. Also, the task-oriented conversation system has taken centre stage in today's virtual personal assistant, which is drawing increasing amounts of attention[1]–[3].

Communication and dialogue are often seen as instruments for announcing and explaining change, preparing individuals for its benefits and drawbacks, raising knowledge of and commitment to the change among others (Beckard and Pritchard, 1992; Morgan, 1988), and lowering resistance to change (Kotter and Schlesinger, 1987). According to Kanter et al. (1992), the three basic functions of communication are to provide and acquire information, foster comprehension, and increase ownership. These viewpoints see communication as a tool that may be used to the process of transformation. I, on the other hand, believe that change is a phenomena that happens within communication, discussion, and dialogue, as is the case in Ford & Ford (1995) and Zohar (1997). Human-social interactions, which make up

and are made up of communication, are a necessary part of the setting in which change as an organisational phenomena happens (Poole and DeSanctis, 1990). The social structures and behaviours that individuals see as reality are produced and replicated by these encounters (Berger and Luckmann, 1966).

According to Morgan (1986), a large portion of the seeming rationality of daily life lends substance to preoccupations and worries that are not cognizant of them. According to Morgan, people might become mentally stuck and subject to unconscious anxieties formed from their personal past. According to this viewpoint, change is a circular process of social construction in which new realities are produced, maintained, and changed via dialogue and communication (Ford and Backoff, 1988). According to Ford & Ford (1995, p. 543), the following definitions are given: Intentional change is when a change agent consciously and intentionally sets out to create situations and circumstances that are different from what they are now, and then does so by doing a specific action or sequence of acts, either by themselves or in cooperation with others. The change is intentionally made, and the change agent is a factor in the process of bringing about the change. Contrarily, unintentional change is neither purposeful nor conscious; instead, it appears as side effects, accidents, secondary effects, or unexpected repercussions of activity. So, producing purposeful change involves consciously constructing a new reality or set of social structures via communication and dialogue. If this is the case, then rather than the other way around, discourse and communication really drive the transformation process. Intentional change, in my opinion, is created as a result of the growth of these talks.

The second stage entails paying attention to a higher degree of communication and a genuine dedication to cooperation, which Bohm refers to as "dialogue" (in Jaworski, 1996). The term "dialogue" has two Greek origins, "dia" and "logos," which together imply "meaning flowing through." This is in sharp contrast to the words "argument" and "discussion," which have the same roots as "percussion" and "concussion" and imply "to tear things apart," respectively. According to Gerard and Teurfs (1997, p. 16), discourse really consists of four talents and a set of rules: Delaying judgement. It is challenging for us to remain open to various viewpoints since our method of thinking categorises things and establishes what appear to be absolute "truths." Our egos grow attached to the way we see the world. We isolate ourselves from learning and damage our interpersonal connections when defending our beliefs against those of others. We may develop a culture of trust and safety when we "suspend judgement," which allows us to see other people's points of view and hold our opinions lightly.

People feel free to express themselves freely once they realise that they won't be "judged" for having ideas. The atmosphere changes to become more honest and open. Recognizing presumptions. Our beliefs and judgements are often built upon several layers of presumptions, inferences, and generalisations. Without considering the underlying belief system that underlies our judgements, we make choices that produce unpleasant outcomes. The only way to identify what could be troubling us some incomplete or "incoherent" thoughts is to peel back the assumptions. Then, we may investigate disagreements, establish consensus, and resolve misconceptions. Listening. the quality of our listening has an influence on our ability to learn and develop strong connections. We concentrate on strengthening our ability to be present and receptive to the meaning that emerges on both a personal and a communal level. By overcoming common barriers to attentive listening and being present, we may learn to listen and perceive at more nuanced levels. Asking questions and thinking. We delve deeply into issues that are important to us via inquiry and thought, and we make significant strides in our capacity to solve challenges.

We may speed up our collective learning by knowing how to ask questions that result in new knowledge. We become more conscious of our thought processes and the problems that divide and unify us. By developing our ability to work with quiet, we may spot receptive patterns, come up with fresh concepts, find points of commonality, and develop an awareness of nuances. People agree to follow a common set of rules when they engage in conversation, including: listening and speaking without passing judgement; acknowledging each speaker; respecting differences; suspending roles and status; balancing inquiry and advocacy; avoiding cross-talk; focusing on learning; seeking the next level of understanding; letting go of the need for specific results; and "speaking when moved." The majority of what we refer to as conversation, according to Bohm (in Jaworski, 1996, p. 110), is not very serious since there are many issues that cannot be discussed, or what Bohm refers to as the "undiscussables." The "undiscussables" are always there, lurking just under the surface, preventing genuine, heart-to-heart conversation. Also, each of us carries with us fundamental presumptions about how the world works, our own self-interests, etc. Our fundamental beliefs are shaped by our early years, our experiences in life and socialisation, our friends and families, our education, and our reading. We identify so strongly with these presumptions that we hold them so firmly that when they are contested, we will vigorously defend them. We often do this unintentionally[4]–[6].

## DISCUSSION

The two most crucial parts of communication are sender and receiver: the sender writes, and the recipient reads. Similarly, the receiver listens while the sender talks. As a result, speaking and listening activities are complementary. We may be required to speak in front of friends and coworkers or just listen to them in a variety of scenarios in our personal, academic, or professional lives. Yet how well we converse with others determines how well we perform. Specifically, this refers to our capacity for attentive listening, information processing, thoughtful consideration of both the response required of us and the conversational expectations, and suitable response.

While the opinions, comments, and perspectives of the audience may inspire or deter us, it's vital to keep in mind that a large part of this response is a product of how we handled the situation when it was our time to listen or speak. For instance, in order to participate in the discussion, a listener must comprehend what is being said and reply accordingly. The speaker would undoubtedly react favourably if they felt at ease and inspired. While we may utilise body language more successfully in face-to-face interactions than over the phone, the same fundamental methods for effectiveness apply to both. Our speaking and listening abilities are vital in all aspects of discussion, including how we start the conversation, listen to the other people in the room, continue the conversation, and end it. After learning the fundamentals of speaking and listening separately, we will discover how these two actions are blended in different types of communication in this chapter. To begin with, the information in the next part will help us comprehend the word "conversation," its many subtypes, and the methods for holding productive face-to-face and telephone talks.

### Conversations

Let's start with an illustration. During a conference, the break has begun. You select those participants you want to get to know better. They can see you as reserved if you listen to them speak about themselves in length while simply saying "uh-huh" and asking the odd inquiry. Exchanges, not interrogations, make for the finest talks. A general guideline for having productive discussions is to listen intently, ask questions, and offer remarks depending on what the other person is saying. You should also speak about yourself sufficiently so as

not to come across as withdrawn or reserved. If you want the discussion to be vibrant, you should speak between 25% and 50% of the time. Not just putting random ideas into words, conversation is a cerebral activity. Everyone converses in a cordial tone. Yet, a conversation may not be defined as only talking. Even if a person speaks for a considerable amount of time without contributing anything important, his or her presentation would still be entertaining if the other members of the group like hearing it. None of the professional discussions, including those of a teacher, lawyer, public speaker, actor, or debater, can be categorically referred to be conversations. Even if it is a good speech, an unbroken discussion cannot be regarded as a good conversation. A competent conversationalist does neither dominate the discussion nor remain quiet the whole time. The art of conversation is essentially unseen, and attempts to improve it are more felt than seen. Everyone is capable of communicating their views in some form. Yet, a good discussion is a two-way exchange in which the views are not only delivered but are responded to as well. We may benefit from having effective speaking abilities in both social and professional settings. Conversational Styles Conversations may take six different forms. These are the Chat The least formal of all talks, for example, when two friends speak about cricket and the newest trends or when two ladies discuss their spouses. A tête-à-tête talk is referred to as a private or confidential chat in French.

1. Dialogue conversations found in a play, movie, or book. Also, a formal debate between two nations or parties, particularly when they are attempting to resolve a dispute, address an issue, etc.
2. Parley a formal conversation about the parameters of a ceasefire between foes.
3. Colloquy It may also be used humorously to indicate a guarded interaction (a quick colloquy with the arresting officer), which is the most formal of all talks (a colloquy on nuclear disarmament).
4. Communion a kind of communication that may occur at such a deep level that no words are required (communion with nature).

### **Effectiveness Techniques**

1. Every conversational style has a clear-cut goal in mind. We can all increase the interest, inspiration, and influence of our talks by using some of the simple techniques mentioned here.
2. Engaging and maintaining audience attention, beginning and terminating dialogues, appropriately developing ideas, including everyone in the group, and using language that is acceptable are all key components of effective communication.

We learned the value of paying close attention to what the speaker has to say. We also learned how to support the speaker by making it evident that we are interested in what they have to say. We go through the other tactics on this list in the sections that follow.

### **A conversation's beginning and conclusion**

We may not have any trouble initiating or concluding a discussion with friends and acquaintances since we have a lot in common with them in terms of shared events or experiences. Therefore, we should have a plan for how to begin and terminate a discussion with a stranger or someone we don't know well. In these situations, having a fruitful dialogue may be crucial to defining our profession or creating a lasting relationship.

Here are a few discussion starters and closes that we may adapt to various contexts and subjects. Discussion starters to initiate a discussion, we might make a statement or pose a query. We may also begin by grinning and saying a few words of hello. Often, we may begin

a sentence by making a reference to a circumstance or the person we are speaking with. The conversation ends No matter how enjoyable and insightful our chats are, we eventually have to end them. In many cases, signs like boredom, restlessness, silence, etc. suggest that our chat should come to an end. Also, if there is a time limit, we must finish our talk on time or earlier. In any case, we need to wrap it up strongly. For instance, you should thank the panel for the interview and express your enjoyment to them at the conclusion of the interview. Similar to this, while discussing a project with your professor, you should emphasise what you have accomplished so far and what you plan to achieve next.

1. Involving all parties
2. Imagine you are discussing a crucial team presentation assignment with two of your teammates:
3. You could discover during this chat that you didn't consult your coworkers while choosing the presentation's theme.

A competent conversationalist incorporates everyone in the discourse rather than hypnotising the audience with their speech. The other members of the group should not be overlooked since they may have something to offer. Participation of the group as a whole in a discourse is more significant than individual contributions. A discourse is more engaging, educational, inventive, and successful when everyone participates.

Creating and maintaining interest: Discussions are only effective when all of the participants are engaged in the conversation. A discussion that includes questions, replies, viewpoints, expressions, assertions, and facts is almost always engaging. It's often important to have good suggestions from different participants to keep the discussion engaging. Each participant's reaction and behaviour may vary from those of the others. So, it is essential to pique and keep everyone's attention while maintaining a balance between their various interests.

Developing concepts properly: We should have some techniques in place to advance our ideas after we've established the context and started the dialogue. Building a knowledge base that never stops our dialogue is the greatest course of action. Information and facts always help people appreciate the conversation. Reading, listening, watching television, making observations, and having experience are all ways that we might learn. In order to make our interactions more impactful and compelling, we might use the information acquired to inform our examples.

Watch the following discussion between two friends on the West Indies T20 World Cup Cricket Tournament. Both females enrich their discourse by bringing in fresh information from the newspaper, television, etc. The hardest part of a discussion is choosing the right words to say. In discussions, we use language to express our thoughts and emotions, to clarify the ideas that have been spoken, to show appreciation for others, to reflect implications and underlying emotions, and to welcome more contributions. Here are some helpful tips to help you achieve your goals. Practical advice our body language plays a crucial role in supporting what we are saying or hearing. It would improve the quality of our interactions, for instance, if we used gestures like nodding our heads while listening or saying, "Uh-huh," etc., adopted appropriate postures, and maintained intentional eye contact and facial expression.

### **Text Communications and Etiquette**

We may communicate with our family, friends, and coworkers over the phone while seated anywhere in the globe and exchange information, make requests, talk business, and address other issues. On the Internet, we can learn about any location, thing, or person in the world. If we want additional information, we may call the relevant company directly and ask them. In

today's competitive world, the telephone fixed line as well as mobile connections has become a crucial method of communication due to the improvement in technology relevant to numerous areas, such as education, industry, government, consumers, etc.

The two parties cannot see each other's facial expressions or other body language cues during a telephone discussion. This makes it even more crucial for them to use the right tone and articulation in their voices so that the call's goal is effectively accomplished. For instance, when communicating with a new customer for the first time, you need to make a good impression and provide the client with the accurate view of your business operations. Your behaviour becomes very important if you are doing this over the phone. Because of this, even if you cannot see the caller during a telephone discussion, you must still act appropriately when speaking to someone in person.

### Dialogue Formula

A dialogue involves both speaking and listening well since it is a two-way communication between individuals. Dialogues may feature competing points of view and are aimed at understanding and reacting to the other person's views on a specific communication message. We can be required to start or join such talks on a number of times, thus it's critical to understand how to create effective dialogues [7]–[9]. The following are some instances of this kind of circumstance:

### CONCLUSION

With the use of dialogue, individuals may better grasp one another's points of view without competing with one another. No ideas are defended in discussion, and no points are made in opposition. Instead, you give others the chance to speak and express their opinions. To make our conversations productive, we must pay attention to how individuals converse with one another, to the words and phrases they use to convey information, to the questions they pose, and to the ways they persuade others. If utilised wisely, written dialogues always keep a conversation's narrative moving. The conversations have to be crafted such that the reader can tell the speaker's mood and tone of voice from them. Situational Conversations We may need to talk to another person on a number of times or in a variety of circumstances in order to get or provide information, to inquire about something, to make a request, or to accomplish a task. Situational dialogues are the conversations that take place in certain circumstances.

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## CHAPTER 22

### SKILLS FOR SUCCESSFUL READING: A REVIEW

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#### ABSTRACT:

Reading effectively involves picking up a piece of text, paying attention to it, and finishing it. Take notes while they read or annotate written materials (i.e., write directly on the texts). By doing this, you engage with the text and start a conversation with it. Reading successfully refers to reading that facilitates your comprehension, assessment, and reflection on a written material. These abilities are crucial for college students, as you could expect given the fact that reading will be a significant part of any career. We encounter several readings in the course of our everyday activities. Normal writing is read aloud by eyes. Blind people utilise specialised material that has been produced in braille and read by feeling touch with their fingertips. Moreover, there is a system for reading data or information in computer peripherals. Digital data or binary data that has been converted to alpha numeric data may be used. Punch card readers were utilised in the past. The information may now be stored on a tape, a CD, or any other kind of memory with the right reading heads and system. We begin the morning by reading the newspaper while simultaneously watching TV shows on TV channels. Together with visual and acoustic content, such as conversation or music, certain textual messages are presented.

#### KEYWORDS:

Communication, Reading, Skills, Career, Texts.

#### INTRODUCTION

The written script may be used to explain audiovisuals, serve as advertising, or, since breaking news is now broadcast by TV stations, indicate the current prices of different shares along with their names. In the case of mobile phones, the names and phone numbers of the called and incoming numbers are shown. Short, readable alpha-numeric messages are exchanged through SMS. Milestones, indications, store and street boards, and advertising hoardings are all there as we go out, which we may or may not read. We communicate in writing by typing, printing, and faxing letters, memos, and other documents. While searching for information or checking emails on a computer, reading is necessary. Reading computer programmes is required. We are concerned with prices of things presented while making sales and purchases. We encounter menus and invoices at motels. We are concerned with many types of communication in our workplace. In order to facilitate communication, most workplaces adhere to written communication for correspondence and paperwork.

The capacity to read and write in everyday life is the basic definition of literacy. A newborn is incapable of speaking, reading, or writing. It begins learning reading and writing when it enters school. It starts by learning the mother tongue or the local language, and then it could go on to learning the national and international languages. People who can read could encounter many reading genres, at various periods, and for various reasons. It is estimated that a literate individual and an average professional spend roughly one-sixth of their time reading.

## Reading Objectives

Reading may have a variety of purposes for many people at various times. Reading is used in a variety of ways and for a variety of reasons in our daily lives, as was already noted. Nonetheless, it is a crucial kind of communication. Either interpretation is possible—intentional or accidental. It's possible that a deaf individual can't hear. He is limited to reading the material or instructions. During his academic career, a student is quite interested in reading. A Professor is required to compile the most recent research and data. To properly teach, he has to read. We must read emails and information on numerous websites and search engines while communicating electronically. A news editor, proofreader, or examiner must read professionally in order to compile, edit, or judge the content. In an office, normal communication involves reading communications in order to get information, make decisions, or take action. The instrument operator at an industrial facility must read the parameters, instruments, or panels in order to manage the process.

We choose the content based on our interests or goals, and we focus on reading differently depending on those goals. Retention of the knowledge is required when a student or professor reads for an exam or to instruct. Whether we read a newspaper, a novel, a magazine, or a children's book, retention is not crucial. He moves slowly and deliberately. We may retain information, but it is not required to retain the material word for word. It is not required to go through the study papers word for word when a researcher evaluates them. He has to assess what has been done, what the constraints are, and if there is room for expansion, improvement, or adopting a new technique. He is not required to recall, retain, and repeat the exam's material. His evaluation in this regard resembles an open-book exam. He need to have the ability to connect the references. The exact words used are not crucial in formal communication. The office superintendent or a section officer collects the points. He adds a note regarding any information that has to be transmitted, received, or any action that needs to be performed. It's possible that the CEO (chief executive officer) didn't read the whole letter. Certain writing shortcuts are used in SMS to save time while writing and reading, such as writing you as U and two, to, or too as.

It has to be understood in its appropriate context otherwise it might be misleading. The ingredients and method are crucial when a woman reads a recipe. A thorough reading is required to determine if an answer book is correct or incorrect before the examiner rates it. The idea and design may be crucial while reading a technical document. Throughout the reading process of the PG or PhD thesis, focus may be placed on idea, creativity, and comprehension. Real data is more significant. In a classroom setting, the student not only listens to the teacher's speech but also reads whatever is printed on the board. The two senses of hearing and reading are combined. It shows to be a more effective method of communication. The kids' memory retention has improved. The textual content was already printed and accessible. Currently, a lot of information is accessible in soft form because to the growth of e-media and e-libraries. The selection of valuable information is quite difficult because of the flood and uncontrolled radiation of information. For the general audience, a news reader must read the news on the TV station. She just has to alert the people of the news. She must read aloud, clearly, and with the correct pronunciation, without skipping any words. The other reading styles are quiet. It's possible that the other guy isn't reading what you are.

Also, your background and area of interest help the reading. It could be challenging for someone without technical training to understand a technical article. A person may have an affinity for a certain field and be able to focus effectively while reading in that area depending on his or her own interests in poetry, literature, science, technology, politics,

sports, entertainment, and theatre. When we mention reading with purpose, the majority of our pupils are focused on exams. Their goal is to get the highest grade with the fewest efforts. Fundamentals, depth of knowledge, and more reading may not be something that any of them are interested in. If an instructor provides helpful notes, students won't need to study a text book. They may not read other books or reference materials if there is just one excellent text book accessible. We have to provide those seminars, projects, and additional homework at an engineering college, which can tempt them to stray from their textbook and lecture notes. Because of the ample overall choice, a student studying for an exam may afford to neglect certain subjects.

If he is not eager about earning high scores, grades, or medals, he just has to try a small number of well-chosen questions to pass. A teacher who uses reading to teach a subject cannot afford to leave out any material. He needs to read a lot more and very extensively. Nonetheless, we often schedule forty hours of instruction for one topic. If you want to write a book on a technical subject, you cannot restrict yourself to writing only one book on the topic. As a result, his reading options may be limited. You must read a lot of literature on the topic. You may need to read multiple books for different themes. You must compile accurate facts and justification. It takes a lot of work, first in the reading and then in the writing. In general, while we read, our emotions are not involved. While reading speech from a script, an actor or actress must associate their emotions with the words spoken. Words, feelings, facial expressions, gestures, and body language all play a part in acting[1]–[3].

## DISCUSSION

When we get a book from the library or as a free copy, we are curious to find out whether it will be helpful to us or our pupils. Several book salesmen often visit us with a stack of books to suggest for our library or for our pupils. We may verify the title first. In certain cases, the title is deceptive. It doesn't provide any context for the topic being discussed. Even if it provides a general overview of the topic, the coverage is unclear. Comparable topics could also be addressed at school, for a diploma, in college, after graduation, and in research. Initially, we just read the book in fast forward. We flip the pages, attempt to read a few titles and subtitles, a few paragraphs, and try to glean a few important words that may aid in determining if it pertains to and supports the topic of our choosing. These days, several technical publications have large indexes but relatively weak substance. As a Ph.D. student is doing research, he consults hundreds of references to refine his subject. Technical articles were formerly published on paper.

Were pointed to. Currently, we may find hundreds or thousands of references online and in e-books. The issue is not the content itself, but rather the difficult task of choosing valuable stuff. There might be a tonne of references if you provide a wide search key. You may not receive even one reference if you provide an extremely specific search key. The research researcher reads over the articles, papers, or even the paper abstracts in the first round. The in-depth information is of little interest to him. Throughout the references, he wants to look for certain significant phrases or terms. The papers are sorted and listed. He gets into the specifics if he discovers something of value. Skimming is the act of quickly reading a book or reference. It's a preliminary survey. In the earliest stages of a satellite survey of the earth or moon, greater chunks of land are surveyed. Possible resolution units include kilometres.

It resembles skimming. Only when a particular region of interest is found may it be essential to switch the resolution to a metre or square metre. Similar practises are used when evaluating books or the literature. Skimming is the practise of quickly reading through the content. A group coordinator may complicate the process when we produce a project

proposal, a report for the national board of accreditation or NAAC, or a proposal for a new UG or PG programme. The vice chancellor or institution director just reads the report in general before submission. He may not have the time to read it word-for-word, but he can check to see whether the necessary elements are covered. For this reason, whole paragraphs or pages are quickly read[4]–[6].

About 200 words per minute is thought to be the average reading speed. Skimming may occur at a rate of more than 700 words per minute. That reads quickly in this context. The retention rate might be less than 50% because of the quicker procedure. Retention is not as critical when reading for purposes other than exams. A quick glance may help you determine the target audience, their occupation, and their educational level. Also, skimming aids in determining if the message is intended for commercial gain, is a general report, a formal letter, an article, or both. The message may try to describe something, provide information solely, provide an explanation, provide instructions, or persuade. Skimming provides a broad overview of the communication's content, target audience, goal, and nature.

### **Scanning**

A thorough examination of certain printed material is called scanning. For each topic in schools and colleges, a distinct text book is required. The class's contents are taught by the professors and instructors. The learner has to have a thorough comprehension of the material. He needs to read the whole textbook. He'll read the book cover to cover and word for word. He can only comprehend the themes covered by the subject after that. This reading is a cursory review. He must read everything in its entirety slowly. He is not reading only for the fun of it or to pass the time. Prior to the test, he must read, comprehend, and recall the theory, explanation, justification, idea, conclusion, and applications so that he can replicate it in an exam. He must transform the information or facts into knowledge.

You must study and comprehend the equipment specs when a tender enquiry is put out and you want to submit a bid for the item. You may only quote your gear after comprehending. It requires a quick scan or careful reading and analysis of the specs. While evaluating the answer book, the examiner skims through it to determine what is correct and what is incorrect. To check for spelling errors, missing letters or words, and recommend corrections, the proofreader of a newspaper or book must go over the manuscript word for word and letter for letter. A doctor must carefully read the pathology results before he can recommend a medication. The actor or actress might scan the screenplay before taking the part in a film, television show, or drama. Yet, while performing, he or she must scan and replicate it. A person's essay may be evaluated by skimming, while a technical report or technical document has to be scanned.

### **Comprehension**

Merely reading a book, magazine, or the newspaper can pass the time. In this situation, anything can be forgotten by default but we are not making any extra attempts to comprehend, consider, and remember it. Any printed content, however, may not be read only for leisure. It is read with a particular intent. It requires knowledge of the subject matter. After your comprehension of the subject matter, you must take some action. After reading and comprehending the content, action may be performed right away in certain circumstances or it may take a while. The knowledge and comprehension of the subject must be kept over that period. We refer to a volatile memory and a non-volatile memory in computer systems. With a volatile memory, the data is lost as soon as the power is cut off. There is certain information in entertainment, news, and movies that will likely not be very important in the

future. It's OK if anything is comprehended and remembered. But, in the majority of circumstances, such knowledge may not matter in the future.

We may not take the time to consider, comprehend, and remember it. This strategy is not advised for a student. Several of the courses in a semester are prerequisites for subjects in higher semesters, thus the student must study and comprehend the material in order to replicate it on the test at the conclusion of the semester. He cannot comprehend the courses in the higher semesters if he does not retain the understanding of the lower semester subjects. At a technical interview held on campus for a job, understanding of courses from all semesters is required. If a document has a long-term necessity, it should be retained in the mind for a longer period of time after reading and comprehending it. Understanding the knowledge or material implies remembering it and applying it correctly. Understanding is a prerequisite for comprehension.

Comprehension is influenced by background, interest, and focus. The Discovery Channel and Business Channel are less easy for many women to comprehend and remember information from than TV serials. Cartoon movies and video games are the easiest for kids to grasp and remember. A student or researcher must cultivate an interest in the subject matter and acquire the essential knowledge. The literature connected to the professionals' fields should pique their attention. The ability to comprehend is also based on linguistic proficiency. The majority of us are comfortable speaking our mother tongue or a national language, however when our knowledge or vocation advance, we may acquire more languages. Several writers use relatively plain language in parts of their novels. It doesn't take much effort to grasp it while reading. The mind immediately stores the information. The reading speed may be accelerated. Some topics are challenging. There is a lot of technical jargon used, thus cross references are necessary for comprehension. Some writers' writing styles actually make the topic more difficult. The reading and retention rates are slowed. Sometimes the penmanship of a handwritten script makes it difficult or impossible to read. Some writers continue to use vocabulary that is fluid. The information is presented in a clear, logical order. Such information aids in topic preparation via independent research without outside assistance.

### **Enhancing Comprehension Abilities**

#### **Advice for enhancing comprehension abilities:**

Step by step, gradually advance your reading. You can struggle greatly if you attempt to read a book that is on a higher level right away. There might be a lot of cross references needed. Start with a basic or introductory book on the topic before moving on to more advanced works. A strong vocabulary is helpful in comprehending the topic, but it shouldn't get in the way of your learning. Have a dictionary close at hand. Verify the meaning to ensure there are no misunderstandings. The new words may be underlined so you can subsequently comprehend their meaning. Yet it could leave certain gaps that might harm comprehension and retention. Broader bandwidth of themes is preferred. Understanding any topic is aided by interdisciplinary knowledge. That is why we provide introduction courses in various fields in the first year of engineering degree or diploma programmes. Knowledge is no longer contained in airtight containers.

Scanning: Scanning may be more successful if done after first skimming. Some writers outline the structure of the book and provide guidance on how to read it. It could help you read and comprehend the material. A brief amount of reading may sometimes cause us to form opinions on the author, the substance, or the presenting style. By carefully and completely reading it. Only if we have a proper grasp of the text can we avoid bias and prejudice from impairing our comprehension and memory. Form the practise of recording

points as a student so that you can remember what you have read. It could become boring to read continuously. Making lecture notes is a good idea if you're a teacher. After reading, you push yourself to comprehend and articulate. Your comprehension and memory will improve.

Notes: As a teacher, you prepare notes by considering potential inquiries from your pupils. Both the questions and their responses are things you prepare. That will result in complete comprehension of the subject, and it will increase your confidence as a teacher.

Cultivate a keen interest in the topic. You will be discouraged from reading it if you believe this topic is not relevant to you, if you are unfamiliar with it, or if you find it particularly challenging to understand. That will have a negative impact on your comprehension. A competent lecturer would present the topic in the first period in a manner that gives the students a general understanding of it, makes them aware of its applications and importance, and encourages them to read and study it. A competent author should also write the introduction such that the readers will feel as if they chose the book or that it was created just for them.

Reading speed: Each person may have a varied optimal reading speed for various sorts of content. Determine your reading speed, which is the fastest reading pace you can do while still understanding and remembering what you read.

Faster Reading: Your area of study is constrained at the primary or upper secondary levels. The number of books and sources that must be studied grows as you get to a graduate or postgraduate level. With a little practise, you can read more quickly without losing focus.

Reading requires concentration, so keep your thoughts on what you're reading. Some kids' parents require them to read for certain exams. They may read for longer periods of time and during restless nights, but they are unable to focus because of many distractions. Your understanding will increase if you can focus adequately. It is noted that using pranayam and By meditation, you may strengthen your mind's capacity for comprehension and memory.

Environment: Some individuals can focus better in a quiet, enclosed space. We were raised in a variety of social and economic contexts. Not everyone will have access to specialised reading areas. People only establish the habit of reading when there is some disruption. Some folks listen to the radio or watch TV while reading. It just offers the instrumental music. The reader can focus, which results in accurate comprehension and retention.

Engagement: The writers craft the book such that the reader genuinely experiences the world of the story. The reader is absorbed throughout. He feels the same way as the protagonist or heroin of the story. That is just like on a virtual book tour. The impact is greatest in these circumstances.

Analysis: Some readers ponder about a topic, hypothesis, experiment, event, etc. while they read. He studies it. He will keep it in mind if he is persuaded.

Active Reading: As was previously said, some reading may be inadvertent, such as on signboards, mile markers, or adverts on the side of the road. Some reading may be done for leisure, informational purposes alone, or both, such as reading a newspaper, novel, storybook, magazine, etc. Reading actively serves a certain function. It is required for a test, an interview, a presentation, educating pupils, the creation of a report, or the development of a proposal. Academic, educational, governmental, or commercial interests are at stake in this situation. It is carried out with more accountability and honesty, and it is successful.

**Training:** Nowadays, you may learn quick reading with the help of qualified instructors. They aid in improving your comprehension, knowledge retention, and reading speed. You may learn to read paragraphs and pages quickly in place of letters, words, and lines.

**Conclusion:** A lot of work is put into making the computer imitate the operation of the human brain. The power of the computer may be shown in its memory. Human brain comprehends, retains, interprets, extrapolates, and interpolates the knowledge by drawing conclusions from a variety of other items or experiences. The human brain is superior to any computer on the planet in this regard. Likewise, when reading, if

Because of how strong our imagination is, we are able to grasp and interpret particular things by drawing conclusions or connecting them to other things. This kind of knowledge storage has enduring impacts. For both students and instructors. Development of comprehensive skills is most beneficial. There may be a lot of students in a class learning under the same professor, reading the same material from the board and from the same textbooks, but some of them are outstanding, some are average, and others are bad students. What makes the difference is reading comprehension. Certain things are influenced by outside forces, but people are the primary influence. It develops as a result of a growing passion for the topic and the profession. According to a few students, my parents urged me to enter engineering even though I intended to go another department. Homework assignments, background reading, and cross-referencing on the topic and subject may all help students have a better understanding of the subject. Students often depend solely on their teachers, and when they do, they complain that they are being spoon-fed.

As much as comprehension relies on the reader, it also depends on how the written content is presented in a way that promotes, motivates, and makes it easier for the reader to read and remember the information. Written or printed words alone do not communicate the information.

Letters may be written in a wide variety of styles. Reading is made easier by larger letter sizes. To emphasise certain points, you may use bold type, italicised text, underlined text, bigger fonts, etc. under certain circumstances. Titles and subtitles are specified using the variant. This kind of diversity helps in breaking up monotony as well. It is proposed that, for practise purposes, the students be given some passages to read and then asked to respond to certain questions based on the readings during the tutorial sessions[7]–[9].

## CONCLUSION

Reading is only completely accomplished when the words on the paper become thoughts and concepts in your head. Hence, comprehension is the ability to comprehend those concepts. The key to success is putting what you have studied and comprehended into practise. Every print style may have titles, subtitles, and headers with subheadings. The explanation is often accompanied with drawings, photos, line diagrams, figures, graphs, bar charts, and other visuals, along with the appropriate labels. To distinguish and separate diverse topics, the pages are also broken into a number of paragraphs. We have been given some experience with understanding since our school days.

After each paragraph, a series of questions is posed to gauge the reader's comprehension and retention of the material. The inquiry may be directed at the topic, the author's intent, the author's method, the required context or assumptions, the impact of the material, concept development, and conclusion. A reader may sometimes be asked to summaries or provide a title for the subject.

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## CHAPTER 23

### DECISION MAKING AND PROBLEM SOLVING IN GROUPS COMMUNICATION

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#### ABSTRACT:

Bringing together stakeholders who can have an impact on the issue's resolution via their analytical decision-making skills is the method of group problem solving. It is recommended to employ groups while addressing problems since they have a tendency to analyse various strategies and plans of action. Three distinct experts made up the group: a social worker, a psychiatrist, and a school nurse. Their views on how to solve the problem were influenced by the variety in the group's composition. The three specialists' preferred methods of therapy differed, with each considering a certain method to be more significant and beneficial. As the group members had varied degrees of assertiveness, with the psychiatrist being the most aggressive of the group, the variety of the group had an impact on the group members' communication styles. As everyone in the group was eager to defend their perspective, diversity in this situation hampered communication.

#### KEYWORDS:

Communication, Decision Making, Groups, Communication.

#### INTRODUCTION

The social worker backed a more all-encompassing strategy, while the psychiatrist supported medicine. It is clear that the communication was ineffective since each participant was solely concerned in pushing their own chosen strategy without giving the other members' opinions any attention. In this instance, written communication would have been more successful [1]–[3]. This is because each participant would have had to fully consider the views put out by the others before responding to them (Adair, 2009). The use of presentations would have also been beneficial since it would have given each participant time to express their thoughts without interruption from other participants.

#### Making a Playground Plans

Members connect verbally and nonverbally while creating a playground film. The members' nonverbal clues revealed a lack of commitment in several of their proposed solutions. The speaker did not, however, react to these nonverbal cues. All participants were able to clearly express their problems and solutions throughout the verbal interactions, which were extremely effectively stated. The nonverbal cues showed that the speaker was paying attention to what they were saying. The participants' communication was aided by constant nodding and eye contact. The gathering was more organised when people used hand signals like raising their hands when they had anything to say. To express disagreement with the speaker's arguments, nonverbal cues were also employed. Despite the fact that this communication was ineffective, it was supported by verbal communication, which aided in successful communication. Presenting tools would have made it easier to quantify the

problem under discussion and to explain to the audience the thinking behind the recommendations about the playground funding. It would have been beneficial to have written notes of the meeting for future reference (Hargie, 2006).

### **Virtual Communication Errors**

Receiving sound waves and comprehending what the speaker is saying are both parts of listening. The ability to listen well is a prerequisite for successful communication. Also, it avoids misunderstandings and frustrations that arise when a speaker feels unheard. In the virtual misunderstanding situation, listening skills were not appropriately used. No vocal affirmations were used by the listeners to demonstrate their level of participation in the communication process. In addition, there were distractions that prevented the audience from giving the speaker their whole attention. In this video, interrupting a speaker mid-sentence is another example of bad listening behaviour. Active listening, which is characterised by vocal affirmations to show that you comprehend what is being said, is one technique that may have aided the group process. It would have helped reaffirm that the listeners were paying attention and encouraged the speaker to continue.

The group members would have also used paraphrase, which is rephrasing what was stated by the speaker (Cleary, 2004). A method like this would make sure there were no misconceptions, and if there had been, the speaker would have had an opportunity to clear things up. The team members participating in the development process are crucial to the organization's success (Verburg et al., 2013). The true leaders and assets of an organisation are its members who are members of various teams inside the organisational hierarchy. Due to the changing nature of business, a significant portion of the workforce is now employed in positions that need a high level of customer engagement, specific talents, and excellent communication in order to perform their duties. Employees sense the need for both internal and external knowledge in such a situation in order to feel secure and at ease at work.

The success of a company firm greatly relies on good and efficient communication, which is the lifeblood of any organisation (Bisen & Priya, 2008). According to Hynes, "management communication is both tough and interesting since managers used to interact with subordinates quite differently than they do now in the 21st century". Organizations often deal with groups of individuals who must carry out a task that requires a variety of duties, generally in teams (Forsyth, 2010). The answer is to have a team of people that can complete the comparable chores and work in the least amount of time since complex and difficult procedures containing several activities cannot be performed and carried out by a person (Patel et al., 2010). So, the value of communication cannot be overstated, necessitating the group's interdependencies (Cherry & Robillard, 2008). Lewin correctly identified the mechanisms underlying group behaviour and individual behaviour

Group dynamics (Patel et al., 2010), which takes into account many facets of group members' interaction, to changing conditions for businesses in the service industry, this is particularly true. Effective group dynamics and communication are required for the overall organisational aim to be achieved given the growing tendencies in specialisation and labour division in the service sector. In any service Sector Company where the services are provided based on the intangibility component, i.e., the interpersonal communication, interpersonal communication, group dynamics, and collaboration are essential. Sharing information is simply one aspect of communication (Zhu et al., 2004). In actuality, it has a significant impact on whether a company succeeds or fails (Orpen, 1997). An organization's aims and objectives are accomplished through inspiring its workforce via efficient organisational communication (Clampitt & Downs, 1993). (Communicationtheory.org, 2010) claims that there are three

levels of communication in organisations: primary, interpersonal, group, and organisational. There are also three main modes of communication: written, spoken, and non-verbal. Similar to this, depending on the organisational hierarchy, the direction and flow of communication may be top-down, bottom-up, horizontal, or lateral (Postmes, 2003). Downward communication is about peer-to-peer interaction, upward communication is about subordinate-to-supervisor communication, and horizontal or lateral communication is about peer-to-peer interaction. Cross-channel communication is the term for communication across several departments [4]–[6].

## DISCUSSION

It is important for groups to have a decision-making process in place when they need to complete a task. A group leader or all of the group members may decide on the norm of how decisions are made. Let's examine four typical methods for group decision-making. We'll once again show the numerous alternatives groups have for making decisions simply by using a continuum. The techniques that call for the most participation from the group are on the left (consensus and voting). The techniques that include the least amount of input from all members are shown on the right (compromise and authority rule)[7]–[9]. Consensus is the kind of decision-making that calls for the greatest group involvement. Members of the group must agree to embrace the decision as a unanimous one and participate in its formulation in order to establish agreement. The decision will be carried out even if not all members will support it equally. Members of the group may see this alternative as preferable in individualistic societies like the U.S. where independence and freedom of choice are highly valued since no one is compelled to follow a course of action they do not agree with. This method of decision-making has a lot of benefits, but it also has some drawbacks since it takes a lot of time, creativity, trust, and communication from everyone in the group. When a group finds it difficult to come to an agreement, they may choose the next option, which does not need agreement from the whole group.

### Communicating in a Group and You

You can be telling yourself that working in a team or group won't actually be necessary for your future profession. You may want to reconsider, however. According to *The 10 Skills Employers Most Want in 2015 Graduates*, published in *Forbes* magazine, effective collaboration and communications abilities are much more crucial than job-related technical knowledge. In fact, the top three abilities identified are the capacity to operate in a team setting, the capacity for decision-making and problem-solving, and the capacity for verbal interaction with both internal and external stakeholders. To thrive at work, even those who are not majoring in communication need to learn excellent group communication abilities. (Adams, 2014)

Voting by the majority may be as easy as receiving 51% of the vote in favour of a certain choice or it may call for a higher proportion, like two-thirds or three-fourths, to make a choice. Voting is useful because everyone may participate equally in the decision-making process, similar to how consensus is (as long as they vote). Contrary to consensus, the result may not be acceptable to everyone. With a simple majority, 49% of voters might be upset and unwilling to follow the majority decision. In this situation, it can be challenging to carry out and enforce the choice or policy. For instance, a department on our university recently decided whether or not they wanted to appoint a certain individual to be a professor. Two faculty members abstained, while three supported the candidate. It goes without saying that there was some disagreement among the voting academics. After learning about the split

vote, the candidate for the position ultimately decided they did not want to accept it since they believed the two persons who voted against them would not treat them properly.

Compromise lies on the right of our continuum. In the United States, this approach often has a favourable connotation since it is seen as fair when each participant loses something while still gaining something in order to come to an agreement or resolve a conflict. Nevertheless, this decision-making procedure may not be as impartial as it first seems. This is mostly due to what is sacrificed and what is gained. Nothing in a compromise requires that these compromises be equal (that may be the ideal, but it is often not the reality). People or organisations that believe they received an unfair deal may be resentful and refuse to implement the compromise. Also, they could cultivate animosity against other members of the group or have self-doubt for initially agreeing to the compromise. Compromise could be the next best option, nevertheless, if parties are unable to reach an agreement via consensus or vote.

The choice by authority rule is at the extreme right of our continuum. Input from the group is largely not needed for this decision-making process, although it can be required for carrying out the decision. The authority in issue might be a group member with more clout than other members, such the leader, or it could be a figurehead from another organisation. While this approach is undoubtedly effective, members often get angry when they feel they must obey another person's instructions and when they believe their contributions to the group process were not acknowledged.

Groups must be cautious not to fall prey to groupthink while making decisions. Groupthink occurs when members of a group are so intent on reaching consensus and agreement that they fail to consider all of the alternatives. It goes without saying that this may result in profoundly faulty choices and results. As individuals try to reach consensus, groupthink develops, which leads to deceit, coerced agreement, and adherence to the morals and ideals of the group (Rose, Hopthrow & Crisp, 2012). The Bay of Pigs invasion, the Pearl Harbor assault, the North Korean and Vietnam escalations, as well as the Bush administration's decision to invade Iraq, are among some of history's worst judgements, according to many (Rose, Hopthrow & Crisp, 2012). Let's consider groupthink on a more manageable, positive scale. Suppose that you are voting at a group meeting where everyone is voting in favour of a certain topic, but you wish to vote against it. Even when it conflicts with your own preferences, you can feel under pressure to vote "yes" in order to achieve unanimity. Appropriate decision-making methods differ from group to group based on environment, culture, and group members, much like leadership styles do. There is no "one size fits all" method for making choices in groups. When you are part of a task or decision-making group, you should think about assessing the situation first before deciding on the best course of action as a group.

### **Teamwork and Free Time**

You should be aware by now that there are several benefits to working in teams and groups. But, time is one factor that is crucial to group work. Time may be both a cause of irritation and an impetus for cooperation while working in groups. Making choices with two or more individuals takes much longer than making decisions with a single person, which is obviously an issue. Another issue is that scheduling meetings may be challenging when taking into consideration people's demanding schedules for job, education, family, and other personal obligations. On the other hand, working in a group where jobs may be distributed according to resources and talents is often more effective when time is limited and there are several things to do. The amount of work that each member would have to undertake if they were the

only ones in charge of the project is reduced when each person may take on a few different responsibilities. For instance, Alex, Kellsie, and Sierra were all working on separate projects. The project would need a whole semester to finish due to its size. They had to distribute the workload fairly among each worker and according to each person's ability. The amount of time and effort necessary to complete the task alone seemed intimidating. The fact that they could allocate tasks to one another and collaborate to produce a polished end product for their project suggested that working together was the best course of action. In the end, the group's labour provided unique outcomes and perspectives that you would not have reached working alone. Imagine, though, having to work in a group when you feel like you could do the same thing on your own and encountering a lack of synchronicity or connection. It's essential to take time into account while determining whether or not to work in groups. Is working in a group worth the time and effort it takes? Or is it preferable to do the duty alone?

### **Dividing Up Groups' Work**

There are usually kids who declare they detest working in groups when asked how they feel about it. Consider all the groups we participate in on a daily basis, such as our sports teams, families, and extracurricular organisations. We all interact with groups on a daily basis. What are some strategies to increase its productivity, then? Effective communication is the key to solving group issues, as may be predicted from this course. It's crucial that you and your group members communicate well at all times while working in a group. Inform the members of your issue. Inform the group's members if you won't be attending a meeting. Nothing irritates a group more than when someone goes missing for a few days just to come up on the day of the presentation with the assumption that they would be able to participate. Play around with them. Try another one if the first doesn't work for your group. Sharing your working methods and the roles you regularly play in group projects may also be useful. By doing this, you may identify the group's advantages and disadvantages early on. Use your assets and strengthen your areas of weakness.

### *Group Teamwork and Cooperation*

Groups may function cooperatively, collaboratively, or in a way that combines the two. What distinguishes collaboration from cooperation? While the two names are often used interchangeably, there are several key differences between them. According to Roschelle and Teasley, collaborative work is "a coordinated, synchronous activity that is the result of a sustained attempt to construct and maintain a shared conception of a problem," while cooperative group work is "the division of labour among participants, as an activity where each person is responsible for a portion of the problem solving" (1995, p. 70). Often times, students will collaborate on a project, with one person working on the visual aid, another on the research, and still another person doing the writing.

When a group collaborates, everyone contributes to all facets of the project and discusses ideas. The benefit of this is that everyone may contribute, have a chance to point out flaws, and improve the final product. The drawbacks of this include the potential for more time required since choices must be made by the group as a whole, which may be chaotic and result in interpersonal confrontations. By adhering to the advice on handling conflict in this textbook, this may be reduced. While most organisations really combine cooperation and collaboration, groups should generally attempt to be as collaborative as they can. True cooperation is challenging, because it doesn't include making concessions or reaching an agreement. It entails ceding power to others. It denotes vulnerability. It entails having the ability to recognise when to use your sword and when to retreat. Partnership by its own nature is messy. Without stress, great ideas would be simple to come up with. The bottom

line is that members must respect the roles, ideas, and contributions that others make. Also, there has to be trusted. (2016)Hence, the next time you work in a group, collaborate instead of merely cooperating!

### **Six Steps for Fixing Problems**

We encounter challenges every day, thus problem-solving is a crucial ability. Finding answers to challenging or complicated problems is the process of problem-solving. We seek help and direction while addressing challenges, but we also do it on our own. By allowing for multiple viewpoints, a group or team may be a more effective approach to address issues. Better results emerge from the time and effort we invest in problem-solving in groups when we are organised. This, however, is not a natural inclination. The script for problem-solving in groups more quickly is given in the next section.

#### **Step 1: Identify the Issue**

You investigate the nature of the issue, its size, and those who are impacted in this stage. The first step is for the group to agree on a common understanding of the major terminology used in the challenge. Does everyone in your group understand what "retention" means and the effect it has on student learning, for instance, if you're asked to come up with a plan to increase retention at Indiana State University? Members of the group must next identify possible problems with fact (statistical data, comparable cases, etc.), value (identifying who is affected by the issue and should benefit from your solution), and policy (what should be done). Create a research strategy to learn more about the issue and find the answers to the queries posed in the first phase. Although some of this research may be done at your first meeting, the most of it will be finished before your next one.

#### **Step 2: Examine the issue**

Members of the group communicate the findings of their study in step two. What more do you know about the issue you're trying to solve and the people it will affect? It often happens that fresh topics in need of clarification come up during this group discussion. Create a strategy to ask these questions in the future. The next step is for your group to determine how to approach the challenge. What set of requirements (objectives) must be met by any particular resolution to this issue? Conversely, what must be accomplished that is not negotiable?

#### **Step 3: Create Potential Solutions**

Step three's objective is to come up with concepts that might help formulate potential solutions. At this step, you start developing ideas for your conversation by participating in a brainstorming exercise. For the sake of conducting a brainstorming session, your group might establish its own rules or conventions. Would you, for instance, permit reprimands or disruptions throughout the procedure? If not, why not? At the brainstorming session, would you take turns or let everyone contribute? Will there be a note-taker?

#### **Step Four: Consider Other Approaches**

Your group then methodically evaluates each of the potential solutions it has come up with. Choose the top three or four ideas that were produced throughout the brainstorming process. Apply your criteria from step two to your list of potential solutions next. What are the "plusses" and "minuses" of each potential solution, and finally? Moreover, you may wish to review any comparable instances addressed in stages one or two as well as your debate on matters of truth, value, and policy.

### Choose Your Solution in Step Five

You choose a solution that your group feels will best address the issue in this phase. Which option comes out as the best when the criteria, benefits and drawbacks, and comparable instances are considered? Groups often use some degree of synthesis, or the blending of certain components from one solution with another. At any time throughout the process, groups will make decisions either via agreement, compromise, vote, or a mix of all of these. To make sure that everyone's voice is heard, nevertheless, is crucial. One effective technique is to walk around the group and allow each person an opportunity to express their viewpoint[10]–[12].

### Create Your Implementation Plan in Step Six

The last stage of the problem-solving process is essential to ensuring that your group's work turns out well. It is true that having a good concept or solution is insufficient. You need to look forward and have a clear strategy for how your solution will be used or put into practise. Who will be in charge of implementing the solution? What internal or external resources are required to implement this solution? What obstacles may be encountered along the road, and how might these problems be fixed? What is a reasonable timeline for the solution to produce a profit? What will that favourable return entail? How will you evaluate the strength and flaws of the proposed solution?

## CONCLUSION

The steps of problem solving involve recognising the issue, organising it using various kinds of representation, and exploring potential solutions, often using divergent thinking approaches. A group may also decide on guidelines and expectations for itself. It should be in writing, if at all feasible. To create a shared document that is available to everyone online, use a programme like Google Docs. In this manner, if a disagreement arises, the group may go back to the guidelines they all agreed upon. Also, it's crucial to communicate timetables early on.

Tell everyone right away if there is a certain day of the week or hour you are unable to meet. It would be wise to put this in writing as well. By doing this, you may refer to the paper and remind them that you said you couldn't meet on Wednesdays if they organise a meeting on that day despite your availability. Online scheduling services are available that might be helpful in this situation. Doodle, Framadate, and When Is Good are a few of them.

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## CHAPTER 24

### AN ANALYSIS OF CONTENT CREATION PROCESS

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#### ABSTRACT:

In order to create content, you must first choose a fresh subject to write about, choose the format you want the material to take, formalize your approach (using keywords or not), and then actually produce the content. This chapter's goal is to provide a thorough explanation of the content production process. The description covers the stages and responsibilities necessary to complete the full process, as well as the inputs and outputs of each phase. To achieve corporate objectives, the process of creating and distributing content is known as content creation. Assignment of tasks and content pieces is followed by planning, organising, composing, editing, approving, publishing, promoting, analysing, and managing the performance of the content throughout time. A clearly defined content process that keeps marketers, producers, editors, and managers on the same page and on task is essential to the perfect content development process. To ensure content success, the process should be adapted to the demands and interests of the audience, and the material should be optimised, marketed, and disseminated after publishing.

#### KEYWORDS:

Content, Creation, Process, Material, Documentation.

#### INTRODUCTION

A strong content system guarantees that the subject matter is distinct, aligns with the aim, is appropriate for the target audience, and is well-organized. The process of creating content is distinct from strategy and planning, which must be completed prior to the start of the process. All the stages of content creation, from planning and research to promotion, optimisation, and performance tracking, are included in a high-quality content development strategy.

#### Project Planning Inputs for Documentation

A technical communication specialist is in charge of gathering all the data needed for project planning for documentation:

1. By studying current iterations of the product, its prototypes, or its demonstration materials. From any existing project paperwork, such as project proposals, requirements specifications, design specifications, etc.
2. By speaking with individuals with expertise in documentation project planning

#### Outputs

After the project planning phase for the documentation is finished, a technical communication specialist should be aware of the project's goals and limitations, the documentation's needs, the target market for the product, the product's end users, and the project's budget, human resources, technology, and timeline.

A technical communication specialist should produce the following items as a consequence of the documentation project planning:

1. A list of the project's documentation tasks;
2. Estimates for finishing the activities.
3. A list of known dangers
4. Details regarding identified dependencies

### **Project Objectives and Limitations**

Having a comprehensive understanding of the project's objectives and limits is a prerequisite for planning documentation activities in a dependable manner[1]–[3]. A technical communication expert should compile the following project-related data before starting the planning process:

#### **General**

1. The product's intended customers and the documentation
2. The scope of the features in the project
3. The characteristics and function of the product
4. Potential relationships with other products (an independent package vs. a component of a suite) • Availability of the product, prototype, or early version during the project
5. Plans for product localization and customization

#### **Factors Associated To Releases**

1. Hotfixes, service packs, complete versions, and other product and documentation update strategies are discussed along with maintenance costs, support for published versions, and update distribution methods.
2. Standards that must be adhered to include: accessibility standards, industry, local, and international standards; building organisation policies and processes; copyright limitations; and policies on sensitive and private information.

#### **Documentation Standards**

The following elements should be taken into account by the technical communication specialist while designing documentation:

1. Organizational information management rules and practises
2. Typical document templates, such as formats, styles, etc.
3. Written product specifications and other sources of information
4. Access to commercial and technical connections with relevant product expertise; • Access to the product, its prototype, or early versions for documentation developers to consult throughout the proper stages of the project.

#### **Tools and Infrastructure**

A technical communication specialist should learn about any needs for infrastructure and tools for developing, maintaining, publishing, or presenting documentation before beginning

a project. A technical communication specialist should make sure that a tool has the following capabilities before choosing it:

1. Composing, formatting, and editing text;
2. Generating or editing illustrations;
3. Reviewing content;
4. Testing documentation;
5. Publishing documentation.

### **Resources accessible**

Technical communicators should confirm the availability of:

1. themselves (holidays, vacations, or other scheduled absences);
2. the finished product, its prototype, or early version, as well as the environment that enables usage of the product for the intended purpose;
3. The equipment and software used in the production, administration, and translation of product documentation
4. The setting for conducting documentation tests
5. Technical information sources including business analysts, subject matter experts, testers, product developers, and product owners[4]–[6].
6. Collaborative positions such as editors of content, graphic designers, and usability specialists;
7. Evaluative positions such as reviewers and testers;
8. Legal connections;
9. Translators;
10. Printing and packaging infrastructure

### **Cost Projection**

An expert in technical communication may aid in determining project costs by helping to assess costs in terms of:

1. Tools and infrastructure for managing documentation projects
2. Business and technical connections (for knowledge transfer and evaluation);
3. Documentation creation and maintenance (writing, editing, illustrating, and reviewing); Documentation production and delivery;
4. Documentation testing;
5. Training;

## **DISCUSSION**

### **Research and Design Inputs for Information**

The results of the documentation project planning process are the basis for the information research and design duties that a technical communication expert does.

1. Whatever documents already in existence for the project, such as bids, requirements, design specifications, etc.
2. Product demonstrations
3. The finished item, a prototype, or an early version
4. Outputs
5. Information research and design should lead to the following results:
  6. Listed user duties within the context of the audiences;
  7. Listed user roles and audiences;
  8. Identified the forms of paperwork that are necessary.
  9. The approximate quantity and size of the papers.
  10. Tasks for updating and estimating documentation

### **Audience Research**

A technical communication specialist should first identify and list the user roles that will utilise the documentation before classifying them into audiences that have a common product consumption profile. The following should be considered when analysing an audience:

1. Product use context and frequency
2. User technical skills
3. Prior product experience (new end-user or skilled solution implementer?)
4. The users' working conditions (office or field operations?)
5. The users' native tongue (should the manuals be translated?)

### **Product Use Analysis**

A technical communication expert should identify and evaluate the tasks that each set of users is likely to carry out while using the product once the audiences have been determined. This may be accomplished by speaking with or watching consumers, gathering data through user story documentation, using simple surveys, or just replicating typical product use situations[7]–[9].The following data must be gathered: the task's justifications, frequency of performance, probable use strategy, order of task completion within a usage scenario, task requirements, task correction options, and task failure repercussions.

### **Designing Documentation**

A technical communication specialist may decide what kinds of documentation will work best for each audience and the tasks they are likely to complete based on the findings of the investigation. While making a choice, it's common to take into account things like: information characteristics (complexity, size, etc.); the context in which products and documentation are used; user convenience; and technical options for the creation, distribution, and use of documentation.

### **Inputs for Content Development**

The following are some examples of the inputs for content development:

1. The results of the planning process for the documentation project;
2. The results of the information research and analysis process;

3. The acceptance of the documentation design by project stakeholders;
4. Agreed functional requirements for the product;
5. Product nomenclature agreed upon with the product team.

### **Outputs**

A content management system-supported draught version of documentation is the end result of content development (CMS).

### **Draft Documentation**

Based on the following details, a technical communication specialist should create a draught of the documentation:

1. The experience of the content developer with the product;
2. Product requirements documents;
3. Product design information;
4. The knowledge of business and technical connections and the product team;

### **Workflow Management for Content Creation**

Professionals in technical communication must effectively arrange their activities throughout the content generation process. The following are examples of best practises for organising the workplace:

1. Defining (if not previously done) and implementing an organization-wide template for each form of documentation; • using a content management system for collaboration and content storage;
2. According to the guidelines for content production outlined in the organization's rules and procedures

Utilizing tools for reporting time spent on each activity to analyse and fine-tune the work plan in the project and for future reference when presenting estimates in following product versions. Employing workflow and issue management systems for improved visibility of necessary project activities.

### **Corrections and Enhancements**

#### **Inputs**

The outputs of the documentation project planning phase, the information research and analysis process, and the content generation process are among the inputs for enhancements and corrections.

#### **Outputs**

The results of the upgrades and corrections should include:

- a. A table-style assessment plan
- b. A list of suggestions for resolving any problems with the product or the documentation that have been discovered as a result of the feedback gathered from key stakeholders in a previously agreed format
- c. A suggestion for more assessment cycles, if required.

- d. An updated version of the written materials
- e. Suggestions for process improvements in content creation

### **Evaluation Preparation**

In order to maintain the high quality of documents in any project, the documentation evaluation process is necessary. It entails the following steps:

- a. Documentation review - evaluation of structure, formatting and styles, technical accuracy, scope and level of detail, consistency with the product, coherence, safety, etc.
- b. Documentation testing - evaluation of usability and functioning, such as the ability to display, browse, and search on-screen documents, print quality and accuracy.

### **Assessment Activities**

#### **Getting ready for assessment**

A technical communicator should work with the project manager to prepare for the assessment. These preparations should contain a description of the assessment needs, explicit acceptance criteria for quality, essential activities (scenarios and scripts) with roles that are suitable for each, and information on the scheduling of the activities. Also, it has to be stated how the assessment will be scored and how the findings will be reported.

#### **Conducting the assessment**

An expert in technical communication should assist a project manager in ensuring that the scheduled activities are carried out by the assigned responsibilities within the predetermined timeframes.

#### **Evaluation findings analysis**

When the assessment is finished, a technical communication expert should review the findings. The technical communication specialist should create a list of suggestions for resolving the issues raised in the evaluation based on the findings of this analysis.

#### **Documentation revision**

An expert in technical communication should take on the list of suggestions created during evaluative analysis and make the required improvements and adjustments to the documentation. Also, the development team should be informed of any product-specific difficulties, and the project manager should be advised of the need for additional review cycles if required.

#### **Roles in evaluation**

In addition to technical communication specialists, other jobs that might be included in the review process include:

1. Product managers, who can provide insight into overall quality, business requirements, strategic features, and competitiveness.
2. Technical editors, who may provide insight into how well the documentation supports the presumptions set out during the analysis process.

3. Developers - to get insight into how the documentation addresses more complex product aspects
4. Documentation maintainers - for specific quality needs, including documentation structure, updatability, and portability to new technologies. Subject matter experts - for a technical viewpoint on the topics covered in the documentation
5. Other technical communication experts - for peer assessment and input from the perspective of documentation creation
6. End users, who may comment on the information's relevancy, accuracy, and usability.

### **Review of Documents**

An independent assessment of the documentation should look at each document's: organisation, technical accuracy, suitability for the target audience, editorial coherence and language correctness, safety instructions, and legal accuracy. An escalation process should be offered in situations when two or more reviewers offer opposing opinions so that it may be decided whether to accept and apply the modifications.

### **Testing of Documents**

Testing of the documentation's validity and accuracy in connection to the product is its goal. Before a product is released, usability and documentation system testing need to be done at each level of the product development process.

### **Testing System Documentation**

The following areas should be tested as part of the documentation system:

1. Channels for accessing documentation
2. The system's ability to provide information contextually in on-screen documentation

Features for navigating through documentation include: document search capabilities, indexes and a table of contents, links, and expected errors and warnings. The documentation's instructions and their results

### **Testing for Usability of Documents**

Usability assessments look at how easily users can discover, comprehend, and apply the documentation.

While low-level tests should be handled by usability experts to verify compliance with specified usability standards, high-level tests are most effective when conducted by the users themselves (ideally, observed by experts who record and analyse their usage strategies and the problems they found during work with the product) (if applicable). These tests may be conducted live, but they can also take the shape of group discussions, interviews, or questionnaires.

### **Publication and Upkeep of Documents**

#### **Inputs**

The results of the content generation process and the results of the improvements and corrections process are among the inputs for document production and maintenance.

## Outputs

A confirmed version of the documentation, approval for publication of the documentation, and a final version of the documentation should all be products of document creation and maintenance. A process for updating and maintaining documents using a content management system

## Verification and Assembly

A person other than the author should check and, if required, make corrections to the documentation before it is published in terms of:

1. Indexes and the table of contents
2. Editing and visual inspections
3. Cross-references
4. Artwork placement and content;
5. Organization-required page layouts, formatting, and styles;
6. Missing sections;
7. Object numbering

The documentation should be sent back for review and, as a result, corrected by a technical communication expert if repair by the verifier is not practicable.

## Approval

The company need to designate a person in charge of final approval. The individual should ensure that the documentation process has been carried out in accordance with appropriate standards and internal policies and procedures, that the review and testing activities have been finished, and that the legal aspects have been examined by qualified experts as part of the approval.

## Release of Documentation

A content management system should always be used to assist the delivery of documentation. A technical communication expert should advise the publisher that the documentation has been completed and give the necessary supporting details for version identification. The whole finished version should be transferred to a place where published versions are kept as well as a master location where it will be used as the foundation for future versions to be developed (as required by product and documentation release cycle).

## Updates and Upkeep

As product improvements are made or after-release problems are resolved, documentation changes are often anticipated. A content management system should be used to support any updates to the documentation in order to introduce changes more easily and securely and to save previous versions. With the potential exception of extremely large printed publications, when the alterations may be delivered in the form of replacement pages, all updated documents should typically be sent to the users in their entirety. Also, it may be advantageous to identify any significant changes in the form of release notes whenever a set of updates is posted to the documentation. But, release notes must never be used in lieu of full documentation updates[10]–[12].

## CONCLUSION

By creating content, you may attract clients via inbound marketing. By producing fantastic content that addresses their concerns, you may gain the confidence of potential clients. They are likely to come back to you since you gave them assistance for free. A clearly defined content process that keeps marketers, producers, editors, and managers on the same page and on task is essential to the perfect content development process. To ensure content success, the process should be adapted to the demands and interests of the audience, and the material should be optimised, marketed, and disseminated after publishing. A strong content system guarantees that the subject matter is distinct, aligns with the aim, is appropriate for the target audience, and is well-organized.

The process of creating content is distinct from strategy and planning, which must be completed prior to the start of the process. All the stages of content creation, from planning and research to promotion, optimisation, and performance tracking, are included in a high-quality content development strategy.

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## CHAPTER 25

### TOOL SUPPORT FOR TECHNICAL COMMUNICATION

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#### ABSTRACT:

Scientific, engineering, or other technical knowledge is communicated via technical communication. Technical communication is practised by people in a number of settings and with a range of professional backgrounds. Technical communicators and technical writers are a specific kind of person. For the creation, editing, and publication of technical documents such as technical manuals, proposals, and requests for proposals (RFPs), tool support for technical communication is crucial. With its robust authoring system, technical writing software significantly reduces the amount of time needed to create technical content. The greatest technical writing tools have a user management system that enables adding or modifying users as well as assigning them particular roles and permissions. Additionally, built-in reports are available to aid in gaining insightful information about the effectiveness of technical material and its performance. A free cloud-based software programme called Grammarly helps to raise the calibre of technical writing.

#### KEYWORDS:

Communication, Technical Communication, Tool Support, Word-Processing.

### INTRODUCTION

#### Word-Processing Tool Support

Text editing and formatting interfaces are provided by these programmes. These tools should include capabilities like a grammar and spell checker, the ability to utilise templates, stylistic definitions, the ability to export content to various output formats, etc. Technical writers may also utilise word processing programmes to automatically create tables of contents and indexes, cross references, and variables while producing documentation (for product names, version and model numbers, etc.) [1]–[3].

#### Configuration Management Tool Support

Tools for configuration management are required to facilitate technical communication in terms of document storage and version control, particularly for systems with multiple operating systems, databases, browsers, and other software configurations.

#### Content Management Tool Support

A content management system may assist in the production of documentation (CMS). A system like this often combines many tool types into a single set with a central interface that provides options like: Maintaining distinct, secure places for master and working copies of documentation;

1. Implementing version control for that documentation;
2. Working with editors, reviewers, and other relevant roles; and

3. Giving authorised collaborators the proper degrees of access and modification permissions.

### **Support for Graphic Design Tools**

In terms of screen recording and editing, diagramming, schemating, and making drawings, graphic Design tools help technical communication. Graphic design tools with functionality for video capture and editing may be utilised in certain situations.

### **Training Tool Support**

While creating training materials and leading training sessions, training tools help technical communication. They provide experts in technical communication the tools they need to plan and carry out:

1. Exercises and presentations using multimedia material (laboratories)
2. Webinars employing webcast technology;
3. E-learning sessions with interactive audiovisual material;
4. Tests and quizzes to assess trainee progress;
5. Satisfaction surveys to get trainee feedback

### **Translation Tool Support**

Computer-assisted translation (CAT) technologies should be used to help the translation process. Such solutions make use of features like searchable translation memories, language search engines, terminology management, and translation project management to make translation easier. Tool Support for Help Authoring Technical communication deliverables are created using specialised suites known as help authoring tools (HATs). This kind of software may offer simple integration with all of the aforementioned tool types or combine the functions of all of them, depending on the manufacturer. A typical HAT combines with tools for configuration management, content management, training, and translation in addition to having a word processor and a basic visual design tool. With the use of HATs, material may be published from a single source to several output forms, such as presentations, mobile, web, and print.

### **Possible Advantages and Dangers**

When selecting appropriate technologies for a certain company, it is important to thoroughly analyse the implications of such a choice. For a project to be successful, a technological communication specialist must first recognise and comprehend the suggested advantages and dangers of the instrument.

### **Benefits**

The usage of technical communication tools benefits the company in the following ways:

1. Minimize manual labour and avoid misunderstanding by explicitly labelling each piece of documentation;
2. Boost content production efficiency; (e.g., spelling corrections, rewriting similar sections for multiple versions, etc.)
3. Set up a system for updating published versions of the documentation; • Establish a system for producing new documentation.
4. Enable team participation on the same documentation pieces • Enhance product coverage and work progress visibility in documentation projects • Maintain cross-dependencies across documents

## Risks

The risks of using technical communication tools include: misjudging the tool's functionality; misjudging the level of expertise needed to successfully use the tool; misjudging the tool's implementation potential; misjudging the extent of organisational changes necessary to successfully introduce the tool (including reworking the documentation process); and misjudging The maintenance effort necessary to keep the tool operational (e.g., replacement for documentation evaluation, or use of automated translation where manual translation would be better)

1. Keeping track of the dependencies between various tools, including those used for text editing, graphic design, version control, translation, defect tracking, and tools from different suppliers.
2. Modifications to the tool's future development direction or the list of environments it will support in subsequent versions
3. The vendor's decision to stop making the tool;
4. The vendor's lack of adequate assistance in the event of problems

## Implementing a Tool in a Company

The following factors should be taken into account when choosing a tool for a company:

1. Assessment against precise and objective objectives, needs, and criteria for the documentation process and chances for improvements to be made using the instrument
2. Calculation of a cost-benefit ratio based on a specific business case; evaluation of the organisational maturity, strengths, and weaknesses; and assessment of the current skill set (ROI – return of investment)
3. A vendor's evaluation (taking into account support, training, and commercial factors) or support options for non-commercial products
4. Determination of internal needs for teaching and mentoring in tool usage • Assessment of training requirements taking into account the automation expertise of the present documentation team
5. A proof-of-concept, employing a documentation tool to assess if it enhances the product and the efficiency of the present process or to identify product and process adjustments required to utilise the tool successfully.

The process of integrating the chosen tool into an organisation begins with a pilot project with the following goals: Get additional specifics about the instrument; determine if the advantages can be obtained at a fair cost; and assess.

1. Determine standard standards for using, managing, storing, and maintaining the tool and the documentation assets. Assess how the tool fits with current processes and practises, and decide what would need to change (e.g., deciding on naming conventions for files and sections)
2. When the pilot project is over and the findings are assessed, the tool may begin to be widely used. The following are success elements for the tool's implementation inside an organisation:
3. The tool's gradual rollout to the rest of the company. Processes that have been modified and enhanced
4. Assistance for the tool's documentation team Definition of use guidelines, Training and coaching/mentoring for new users, Continuous feedback from the tool's real users ROI (return on investment) monitoring[4]–[7].

## DISCUSSION

The word "free" or "open-source" software (FOSS) refers to software that may be lawfully downloaded for free and used, modified, and distributed by anybody without restriction. By adding the General Public License (GPL), sometimes known as the copyleft licence - a play on the word "copyright" - to the code, the software creator utilises his or her own copyright to provide those rights to all users. Open-source software is created via collaboration and transparency. Such communities include those for Wikipedia, Linux, Open Office, and Mozilla Firefox, as examples. One of the most popular locations for open-source software developers and consumers to publish their projects is GitHub, a platform for storing code for version control and collaboration. Brandon Keepers, GitHub's director of open source, claims that 12 million developers utilise the company's 31 million open-source projects.

It is not simple to contribute to open-source projects, and beginners may find it intimidating. The difficulties that people face while contributing to open-source projects, such as documentation, technical challenges, and social obstacles, have been the subject of multiple studies. Often, joining an open-source project involves a lengthy, multi-step procedure with obstacles that might make people give up on participating [8], [9]. When contributing to open-source projects, point out a number of problems, including both inadequate and confusing documentation.

According to a 2017 GitHub open-source study, documentation is commonly disregarded even if it is highly appreciated. 60% of the contributors said they seldom or never contribute to documentation, despite the fact that outdated and insufficient documentation is a common issue for 93% of all respondents. Open-source projects must include documentation because it makes it easier for people to use the programme, fosters more inclusive communities, helps people become self-sufficient, and makes it possible for more people to contribute to the project, which helps it expand. Without clear documentation, users will hunt for another software programme right away. The easiest strategy to hasten the adoption of open-source software is to highlight its advantages and provide use examples.

### Reasoning

The discipline of computer science has realised several advantages of include open-source software development in their curriculum. Open-source projects allow students the opportunity to gain practical knowledge and experience while also creating a portfolio that highlights their abilities for potential employers [9, 10, 11]. Some of the largest businesses in the world are open sourcing not just their software but also their source code. Every kind of firm now uses open-source software. Governments and businesses are aware that developing software using open source is typically the best option. Employers are increasingly searching for employees with FOSS skills and expertise as FOSS use and acceptance rise.

Since anybody may contribute, open-source software can draw a wider spectrum of talent—people with distinctive viewpoints who might identify issues or create brand-new features that others would find difficult to imagine. Several colleges now include contributions to open-source projects as a required component of their computer science core curriculum as a result of the rising interest in and knowledge of open-source software. The first multidisciplinary minor in free and opensource software was introduced by Rochester Institute of Technology as a result of the growing need for open-source capabilities. To the best of my knowledge, there is still a lack of a comprehensive literature review that focuses on the subject of technical communicators' responsibilities in open-source software and the advantages that students get from participating in open-source software development as a part of their coursework.

Technical communication and strategic information management the understanding that technical communicators are ideally prepared to solve the complex, interdisciplinary difficulties surrounding the efficient use and management of information is part of the expanding viewpoint of technical communication. This understanding was put into practise in a significant, multi-organizational study on the lessons learned from the Y2K phenomenon for strategic information management. Remember that the National Research Council (NRC), possibly the top research organisation in the U.S., selected a technical communication professor and two technical communication graduate students to head and perform this study as you read the short description of this project that follows. We must take into account what this fact implies about our industry as well as potential career paths in corporate positions like Chief Knowledge Officer and even Chief Information Officer.

In order to position itself to take advantage of what was deemed to be "an extraordinary opportunity to learn... how various factors, including current management structures and practises, impact... risk that threatens serious damage to information and other critical infrastructures," the NRC started holding planning meetings in 1998. (NRC). The purpose of these sessions was to obtain comparative data on such a complex system both before and after the 31 December 1999 rollover. The original emphasis of these discussions was on risks resulting from "the interconnection of complex "systems of systems." The planning group understood that important challenges went beyond technology and involved bringing together the differing viewpoints of information owners, users, and audiences as well as creating frameworks for efficient organisational and human transmission of crucial information.

These kinds of problems are what prompted the choice of a technical communicator as the effort's primary investigator. The Institute of Electrical and Electronics Engineering joined as a project sponsor partner in early 1999. The NRC team started collaborating with U.S. Air Force professionals in the middle of 1999 to build up a case study of Y2K and the Air Force. A stateside and overseas base both before and after the end-of-year rollover conducted sets of interviews. On these bases, both working groups and policy-making units were included in these interviews. During the research, supporting phone interviews were done. Subsequently, on April 14, 2000, a full-day workshop on "Y2K lessons learned" for the whole Air Force was conducted in Washington, DC. The tale that emerged was about a very big, technologically reliant, international organisation and its efforts to combat a widespread, concurrent attack to its information infrastructure (Haselkorn forthcoming).

This narrative provided various apparently opposing viewpoints and contained many dissimilar but connected aspects that varied throughout time. In the end, however, it was a tale full of hard-won, often agonisingly discovered insights into the efficient administration of information and accompanying technology. The Air Force was one of the biggest organisations that relies on information and communication technology (ICT) to carry out its duty, making Y2K a special event for it.

During a period of more than 5 years, the Air Force's Y2K reaction changed. In order to counter perceived threats, it eventually required thousands of employees across 108 bases engaging in various, often unorthodox (to the organisation) methods. The development of guidance and support packages, as well as the monitoring of their implementation, involved hundreds more people at numerous major Air Force units, while personnel involved in the purchase, design, development, fielding, maintenance, security, and use of systems and applications also provided responses from their specific vantage points. Whatever the level of an organization's strategic management of ICT, Y2K highlighted the need for new approaches and the incompleteness of current ones[10]–[12].

## CONCLUSION

Writings are written with a specific target in mind. Always, they represent a certain set of objectives or aims. They may include graphic, textual, audio, visual, and even tactile components (think of a book of fabric samples). There are several tools available to assist you in communicating anything you want to any audience of your choice. Addressing a big audience has never been simpler, yet the possibility of speaking with a variety of individuals presents new obstacles for communicators. Any form of communication that demonstrates one or more of the following traits, such as communicating about technical or specialised subjects like computer applications, medical procedures, or environmental regulations, or communicating using technology like web pages, help files, or social media sites, falls under the broad category of technical communication. Technical communication is transactional and comprises a deliberate exchange of information between sender and recipient for concrete, defined reasons. It is frequently tailored to the requirements of a particular audience. Technical communicators create a wide range of written materials and other items, including proposals and requests for proposals (RFPs), technical manuals, and visual and auditory presentations.

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