

HEC

COMMUNICATION SKILLS- Inside Out Approach



Dr. Hamid Rafiq Khattak

Communication

“If all my possessions were taken from me with one exception, I would hope to keep my power of communication --- for by it I would regain all the rest.”

--Daniel Webster, American Journalist

Why Study Communication?

Because.....

- It can improve the way you see yourself through self confidence



Why Study Communication?

- It can improve the way others see or perceive you.



Why Study Communication?

- It can increase what you know about relationships.



My Mom is the Best!

Why Study Communication?

- It can teach you important life skills such as Conflict Resolution, Decision Making, Team Building



Why Study Communication?

- It can help you exercise your freedom of speech



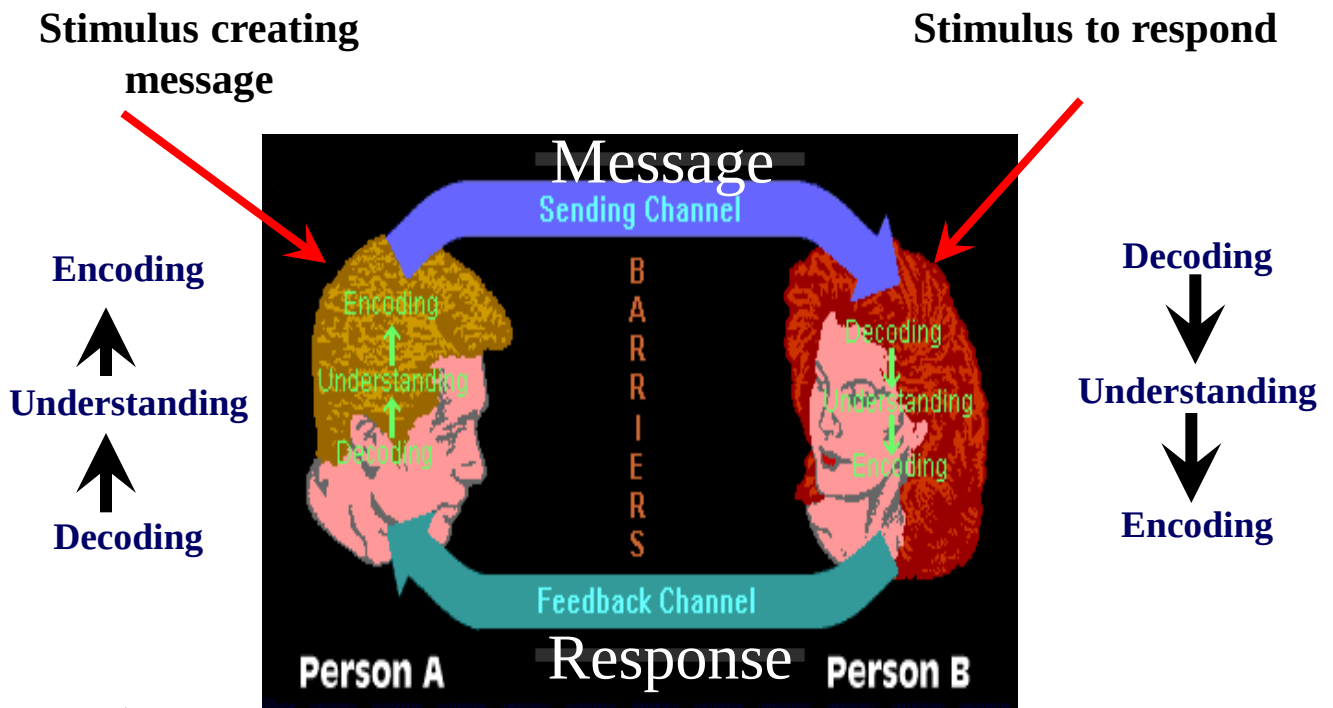
- It can help you succeed professionally



What is Communication?

- It is the Process of **Understanding** and **Sharing Meaning**
 - **Understanding**- perceiving, interpreting, and comprehending the meaning of the verbal and non verbal behaviour of others.
 - **Sharing**- an interaction between people to exchange meaning
 - **Meaning**- shared understanding of the message
 - * Activity-3
-

The Communication Process - Expanded Process



If the senses are common then it is common sense and commonality of senses is essential for communication

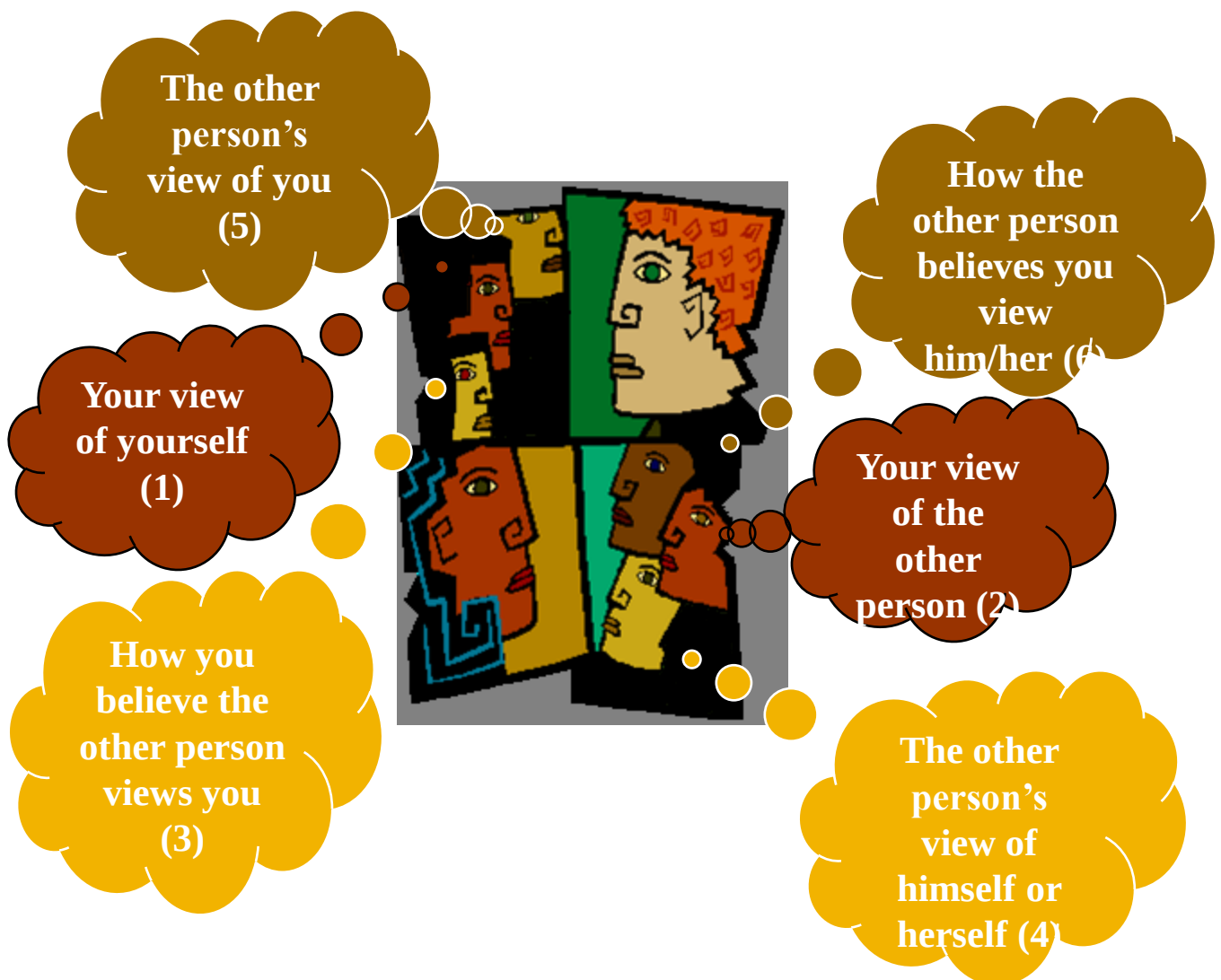
Communication and Self

- Communication starts with self...how we see ourselves can make a great difference in how you communicate.
- Carl Rogers wrote, “Every individual exists in a continually changing world of experience of which he or she is the center”



Communication begins with Self

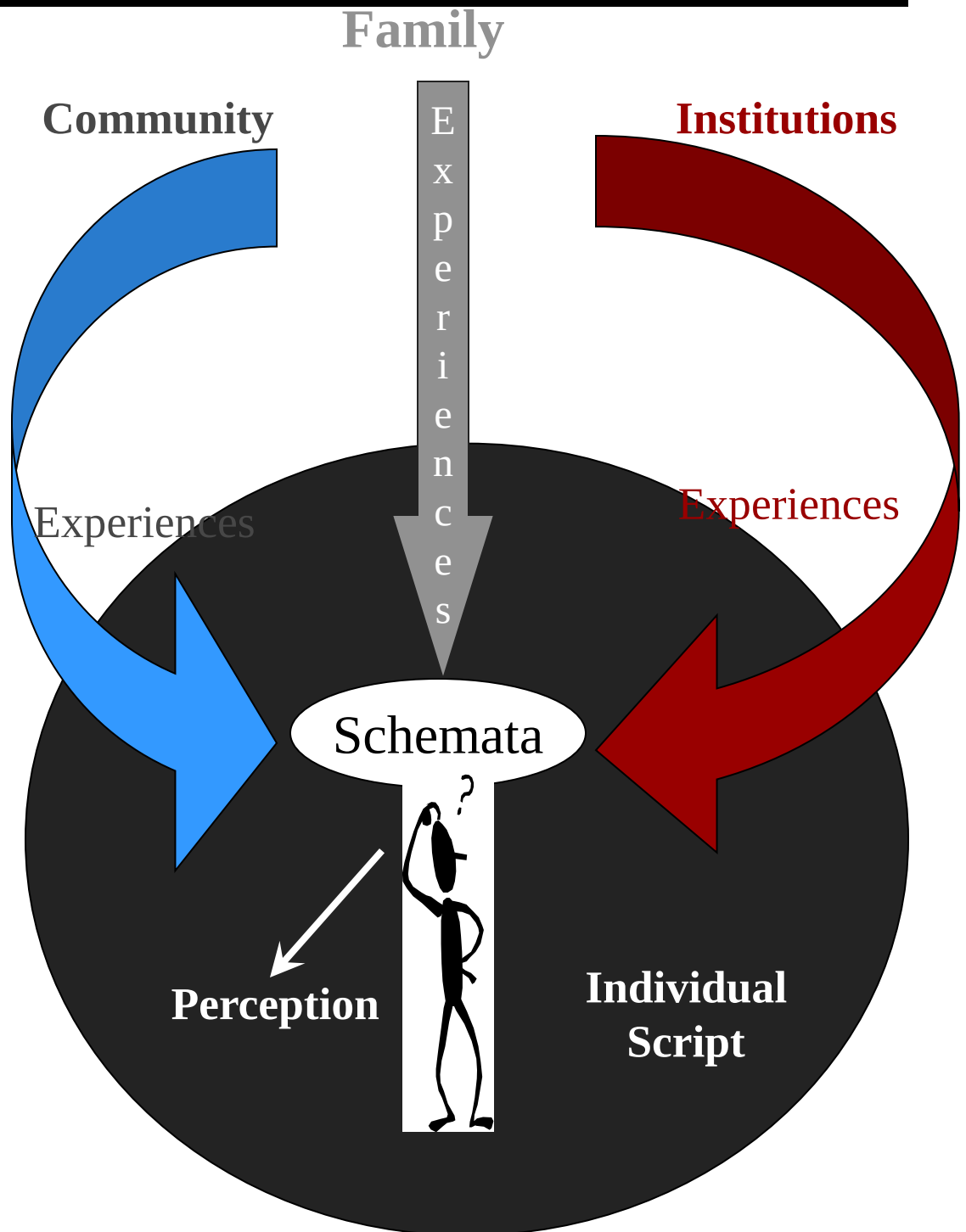
- Dean Barnlund also developed the idea that “six persons” are involved in every two-person communication situation.



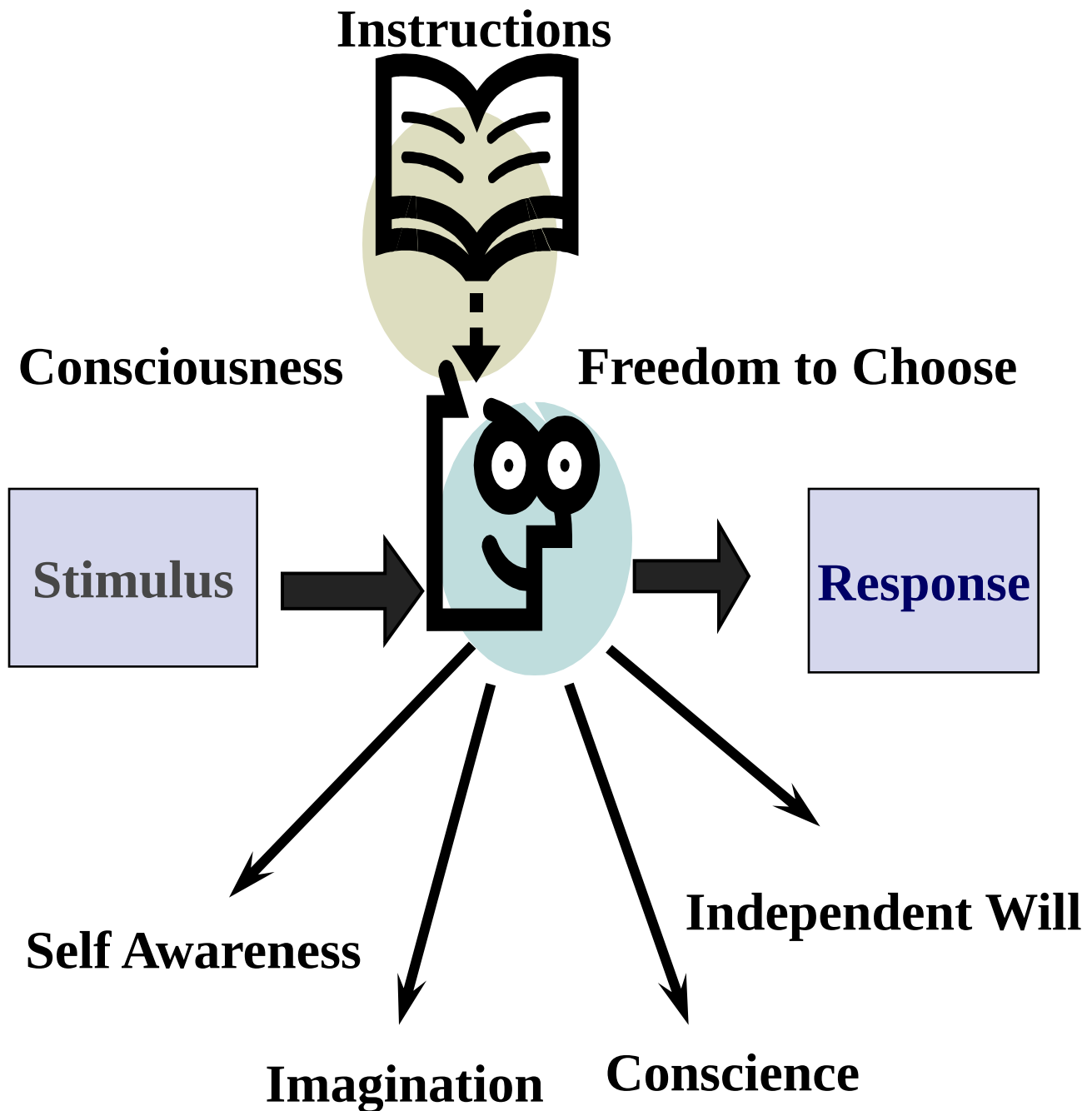
What's in a name?

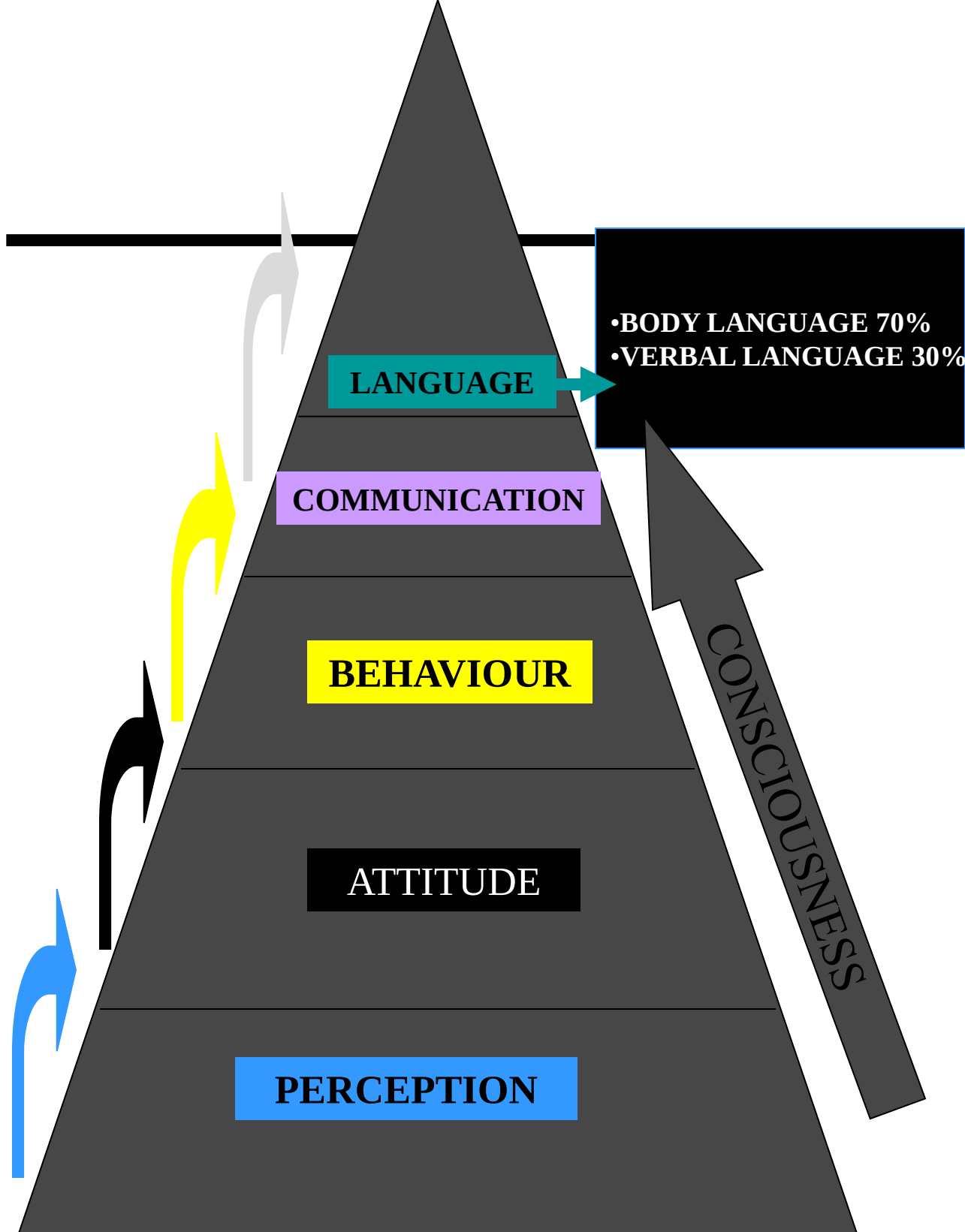
- American name their children after relatives, entertainers, famous people
 - Many Spanish –speaking males are named after Jesus (AS)
 - Muslim males are named after Muhammad (PBUH)
 - Zhao Di, a Chinese name “commands a daughter to bring to the family a younger brother, while ‘expelling’ more younger sisters.”
 - Does your name influence what you think of yourself?
 - Does your name affect how, when, and with whom you communicate?....what's in a name ?!
-

Communication Involves Others



PROACTIVE MODEL





**THE INSIDE -OUT PARADIGM OF
COMMUNICATION**

Barriers to Communication

- Ambiguous, Muddled Messages
 - Semantics
 - Physical Barriers
 - Loss of Transmission
 - Failing to Communicate
 - Competition Barriers
 - Cultural, Linguistic, and Diversity Barriers
-

Psychological Barriers to Communication

■ Perception

- Selectivity/exposure filtering out of unpleasant things and focusing on or recalling things not heard.
- Retention filtering of things that feel good, and the tendency to forget those things that are painful.

■ Experiential Barriers

- The difficulty in understanding things not personally experienced.

■ Emotions

- Emotions influence both what is said and what is heard.

■ Past experience

- Past distorts present expectations
-

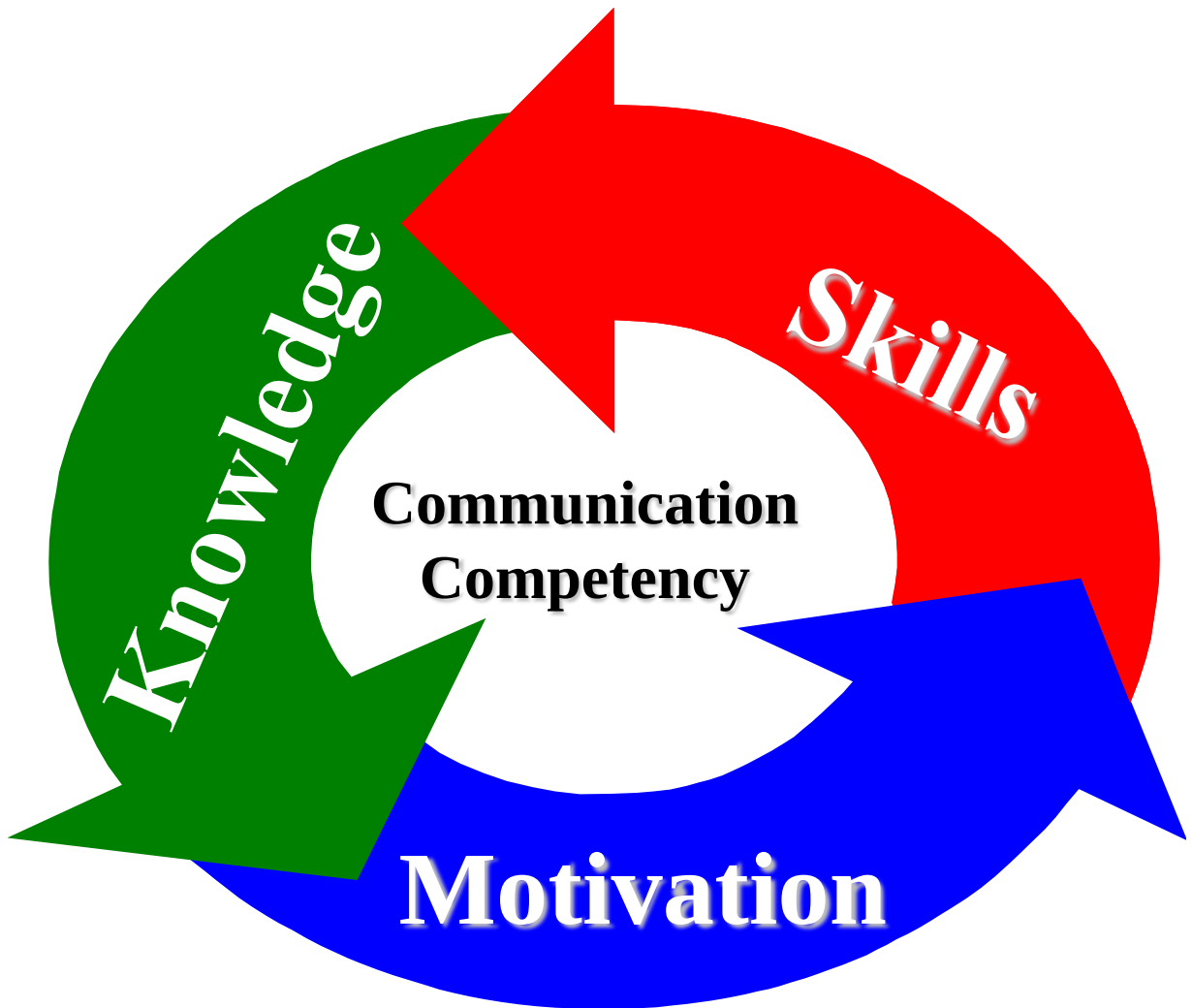
Psychological Barriers to Communication

- **Hidden agendas** serve two functions:
 1. Individual's strategy for poor self esteem
 2. Promote ulterior motives and needs

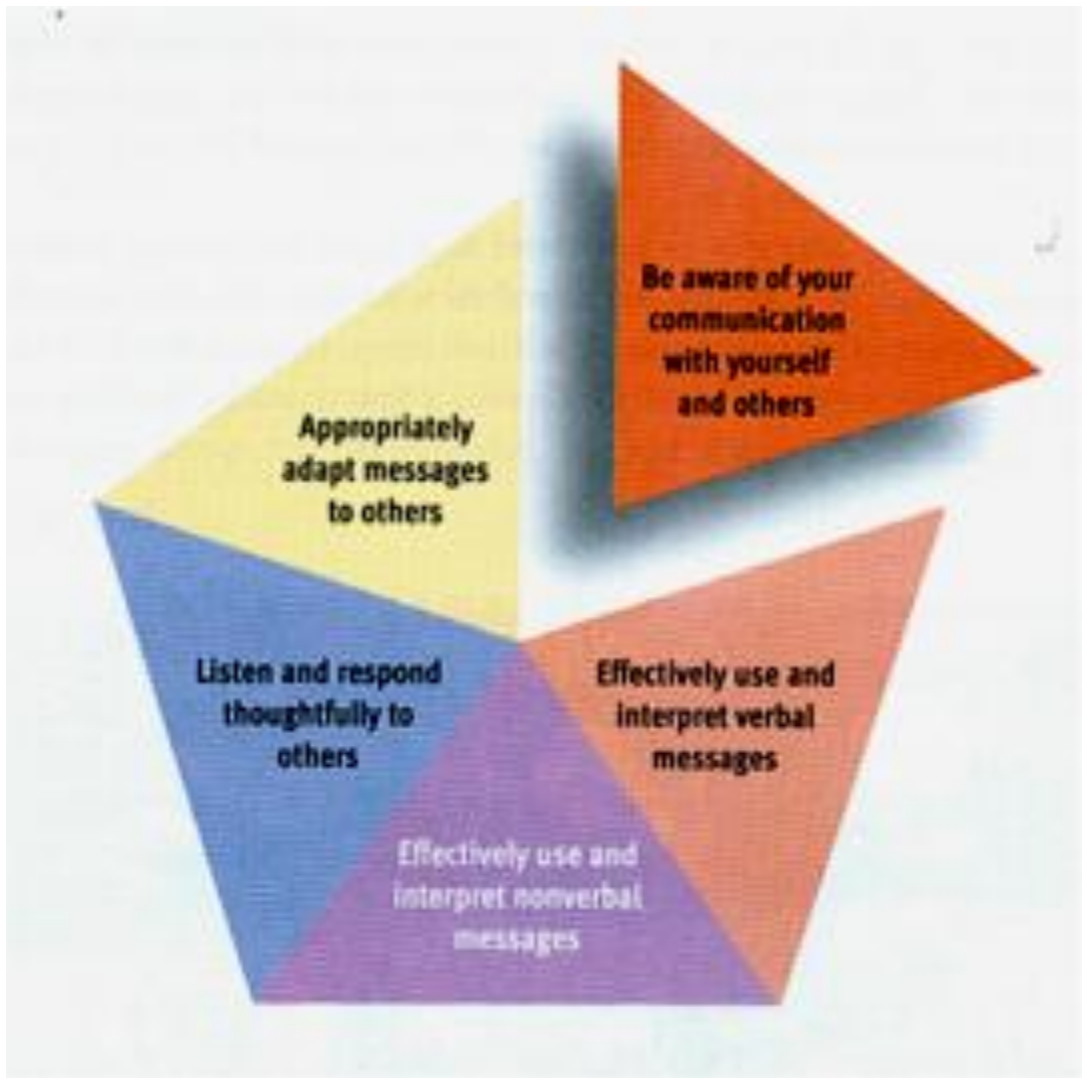
 - **Stereotypes:** Mental images and expectations.
 - A shortcut to forming an opinion of someone.

 - **Ego defense mechanism** – self preservation
 - Fight Defenses
 - Flight
 - Manipulation
-

THE COMPONENTS OF COMMUNICATION COMPETENCY



Components of Effective Communication



Communication Styles

Passive	Assertive	Aggressive
Extends but does not feel entitled to “rights;” accepts responsibilities	Both exercises and extends “rights” and responsibilities	Demands but does not extend “rights;” does not accept responsibilities

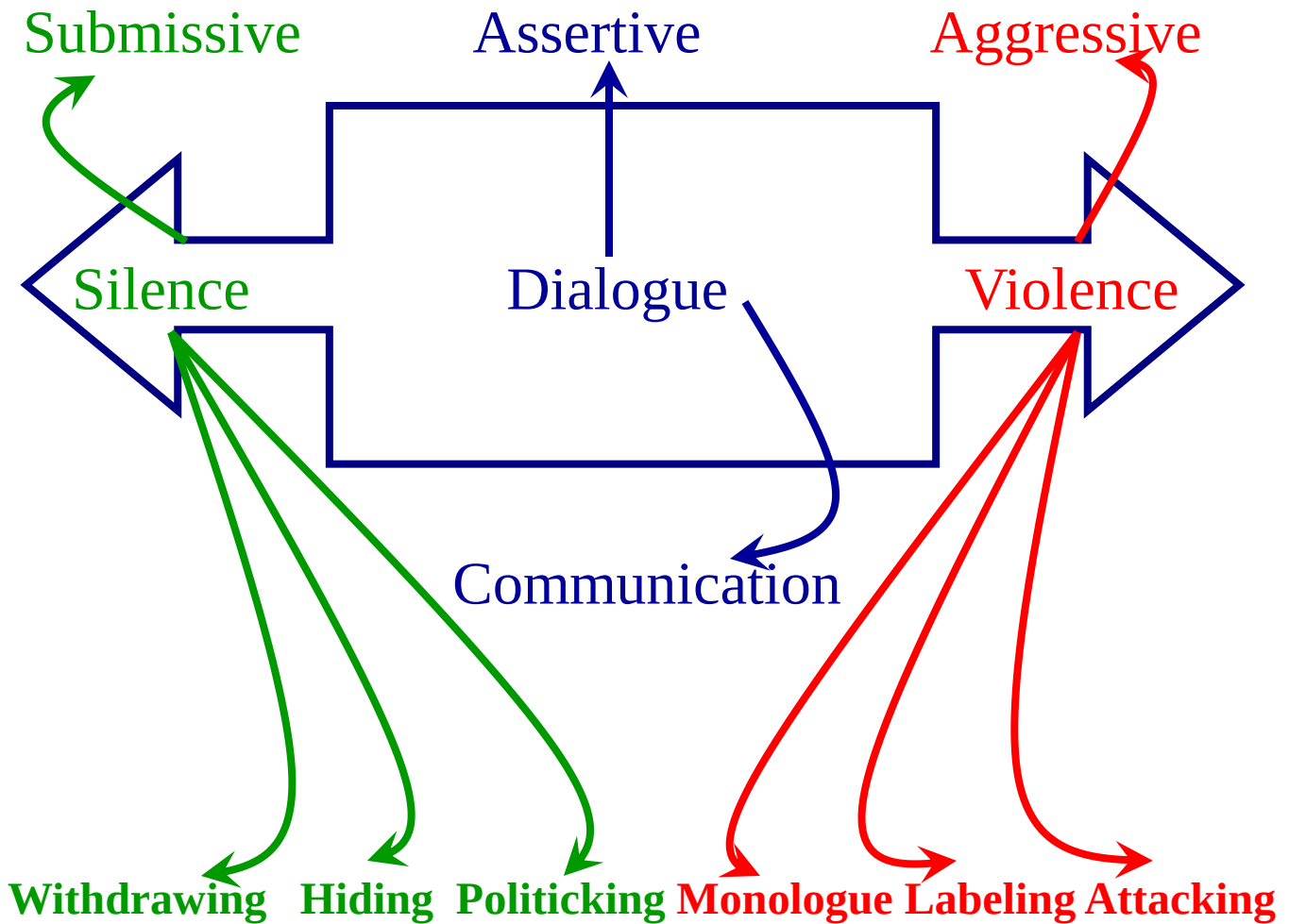
Assertive Communication:

Direct, Honest, Respectful

Interpersonal Communication Options

ISSUE	PASSIVE	AGGRESSIVE	PASSIVE-AGGRESSIVE	ASSERTIVE
Self Esteem	Low	Self-centered	Low	High
Impact	Cares more about others	Cares only for self	Doesn't care about anybody	Cares about self and others
Consequences & Approval	Predicts disapproval and will not risk it	Not concerned with approval or consequences	Avoids consequences; wants approval through minimal effort	Predicts approval and positive outcomes; risks disapproval
Meet needs	Own needs not met	Own needs met at cost of others	Needs of neither met	Own needs met but not at cost to others
Mistakes	Blames self	Blames others	Blames external forces; defends self	Owens them non-defensively
Goal Accomplish-ment	Martyr, self-denying	Uses others	Depreciates self/others; phony efforts	Self-enhancing; supportive of others
Self Awareness	Sees only weaknesses	Sees only strengths	Sees fate as responsible; no need to change	Accepts strengths and weakness
Trust/Control	Lets others control; distrusts self	Controls others; distrusts others	Distrusts everyone	Trusts
Feelings	Depressed and unexpressed	Explosive and hostile	Expressed indirectly and slyly	Expressed authentically and calmly

Silence - to - Violence continuum



Underlying Values

	<u>Silence</u>	<u>Dialogue</u>	<u>Violence</u>
Value	Control outcomes Be right	Shared meaning learning	Control outcomes Be right
Purpose	Keep it hidden	Share openly	Demand your own
Meaning	Disclose little	Share openly	Force your own
Respect	Indirect strategies	Conscious effort	Intentional strategy

Label the Communication Strategies

1. Let me see if I understand.
 2. Oh yeah, you bozo.
 3. If you say so.
 4. Well, guarantee means a lot of things.
So , I guess I could say I guarantee.
 5. I can see you're angry. Is it because we missed the deadline?
 6. There's no time for discussion. Just do it!
 7. No, I have nothing to add. I never have anything to add.
 8. You bean counters always think that way.
 9. I know I missed the meeting, but you guys are doing a terrific job.
-

Communication Strategies

1. Let me see if I understand. -*dialogue. Trying to understand*
 2. Oh yeah, you bozo. - *labeling. Name calling*
 3. If you say so. - *Hiding. Decreased meaning*
 4. Well, guarantee means a lot of things. So , I guess I could say I guarantee. *Politicking. Wanting to allow for different definition*
 5. I can see you're angry. Is it because we missed the deadline? - *dialogue. Trying to understand*
 6. There's no time for discussion. Just do it!
Monologuing
 7. No, I have nothing to add. I never have anything to add. *labeling*
 8. You bean counters always think that way.
labeling
 9. I know I missed the meeting, but you guys are doing a terrific job. *politicking*
-

Let's revisit Self-Awareness & Communication



Self-Concept: Who are you?

- **Self-concept** refers to your subjective description of who you think you are.
- **Self-image** is your view of yourself in particular situations



Self-Concept Components

- **Attitude:** a learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way.
 - **Beliefs:** The way in which you structure your understanding of reality (true/false).
 - **Values:** Enduring concepts of good and bad, right and wrong.
-

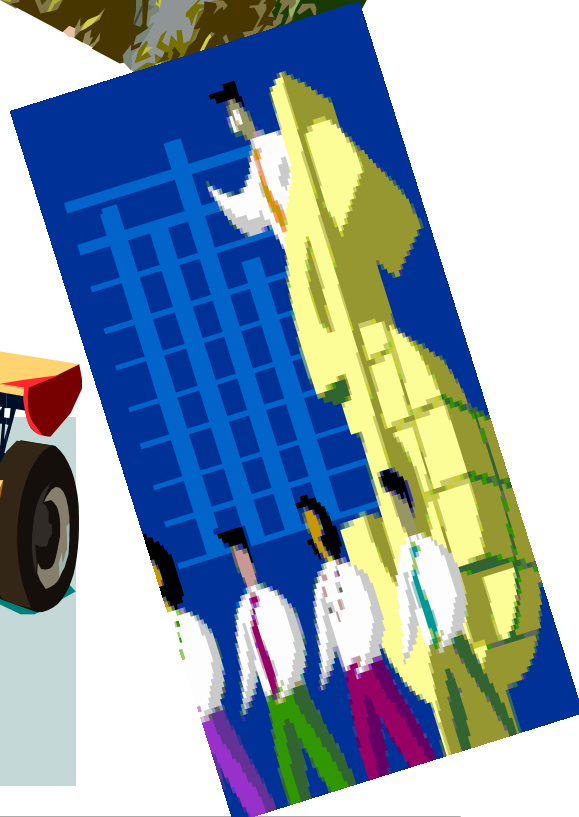
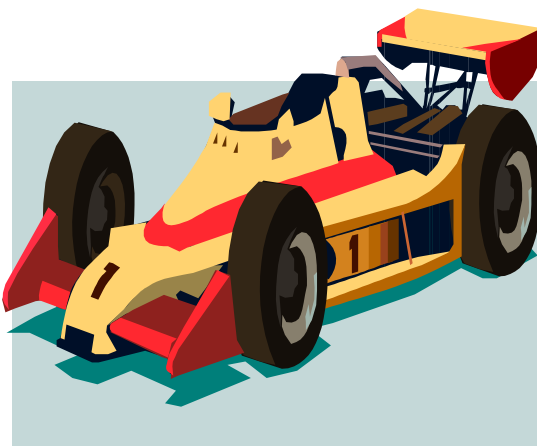
Many Selves?

- **The Material Self**
 - **The Social Self**
 - **The Spiritual Self**
-

The Material Self

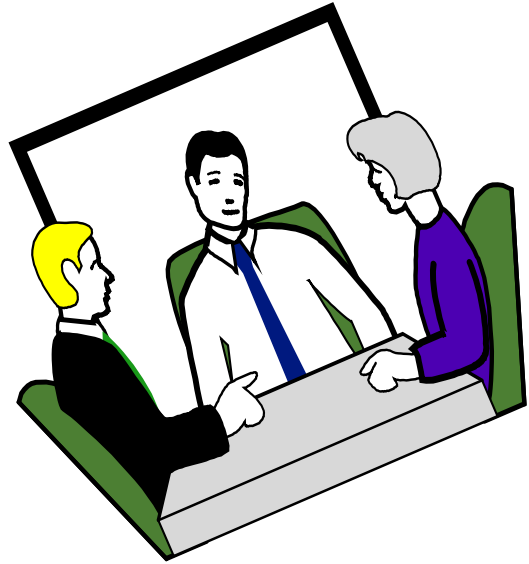
- The **material self** is a total of all the tangible things you own:

- Your body
- Your possessions (both tangible & intangible)
- Your home



The Social Self

- The **social self** is that part of you that interacts with others:



- You change based on interaction with others.

- Each relationship you have with another person is unique.



The Spiritual Self

- The **spiritual self** consists of all your internal thoughts and introspections about your values and moral standards:
 - It is the essence of your consciousness of who you are.
 - It is a mixture of your spiritual beliefs and your sense of who you are in relationship to other forces in the universe.



How the Self-Concept Develops

- Our communication with other individuals
- Our association with groups
- Roles we assume
- Our self-labels



Self-Concept:

Communication with others

- We don't come to know ourselves in a vacuum.
- Charles Horton Cooley advanced the notion of the figurative looking glass.
- Self-concept development begins at birth



Self-Concept: Association with Groups

- Our awareness of who we are is often linked to who we associate with:
 - ↗ Religious groups
 - ↗ Political groups
 - ↗ Ethnic groups
 - ↗ Social groups

 - Peer pressure is a powerful force in shaping attitudes and behavior.
-

Self-Concept: Assumed Roles

- Your self-concept likely reflects the roles you assume in relation to others:
 - Mother
 - Brother
 - Teacher
 - Student

 - Gender asserts a powerful influence on the self-concept from birth on.
-

Self-Concept: Self-Labels

- Self-concept is affected by others but we are not blank slates.
 - **Self-reflexiveness** is the human ability to think about what we're doing while we're doing it.
 - Through self-observation we discover strengths which encourage us to assume new labels.
-

Self-Esteem:

What is your value?

- While self-concept refers to your *description* of who you are, **self-esteem** refers to your *evaluation* and *judgment* of who you are.
 - Your self-esteem can fluctuate and rise or fall within the course of a day.
-

Self-Esteem: Gender Differences

- In *patriarchal* cultures, women and girls suffer loss of self-esteem to a greater degree than men and boys.
 - Boys often feel better able to do things than girls.
 - **Differential reinforcement** (athletics)



Self-Esteem: Social Comparisons

- We become more aware of ourselves by measuring ourselves against others, a process called **social comparison**.
 - It can be self-defeating to take social comparisons too far, to cause your self-esteem to suffer because you compare yourself unrealistically to others.
-

Self-Esteem: Self-Expectations

- **Self-expectations** are those goals we set for ourselves.
 - Self-esteem is affected when you evaluate how well you measure up to your own expectations.
 - Be weary of placing unrealistic demands on yourself.
-

Self-Esteem: Self-Fulfilling Prophecy

- The **self-fulfilling prophecy** refers to the idea that what you believe about yourself often comes true because you expect it to come true.
 - Your level of self-esteem affects the kinds of prophecies you make about yourself and **colors** your interpretation of events.
-

Communication & the Enhancement of Self-Esteem

- Our feelings of low self-worth may contribute to many of our societal problems.
- **Communication** is essential in the process of building and maintaining self-esteem.



Communication & Self:

Engage in POSITIVE self-talk

- **Intrapersonal communication** involves communication within yourself – **self-talk**.
 - Your self-concept and self-esteem influence the way you talk to yourself.
 - Your inner dialogue also has an impact on your self-concept and self-esteem.
 - **Self-talk** is related to the building and maintaining of one's self-concept.
-

Communication and Self: Visualize

- **Visualization** involves “seeing” yourself exhibiting some desirable behavior.
 - Apprehensive communicators can manage their fears by visualizing positive results:
 - **Reduce negative self-talk**
 - **Enhances confidence and speaking skills**
-

Communication and Self: Develop Honest Relationships

- Have at least one other person that will give you honest, objective feedback.
 - You need a “straight scoop”
 - Stuff that’s the hardest to hear about you
 - Nobody else would dare tell you
 - Trust enough to deal with the tough stuff



Communication and Self: Surround Yourself With Positive People

- **Surround** yourself with people who have higher levels of self-esteem but not at your cost.
 - **Don't engage** in pity parties.
 - **Immunize** yourself from negativity by often thinking about all the positives that you have.
-

Communication and Self:

Lose your baggage

- **Avoid** constantly re-living **negative** experiences.
- **Let go** of past experiences that cause your present self-esteem to suffer.



Communication and the Enhancement of Perceptual Accuracy

- Increase your awareness
- Avoid stereotypes
- Check your perceptions
 - Indirect perception checking
 - Direct perception checking



Communication Rights and Responsibilities

RIGHTS

1. You have the right to be treated with respect.
2. You have the right to have and express your own opinions.
3. You have the right to ask for what you need and want in order to be effective.
4. You have the right to set reasonable limits.

RESPONSIBILITIES

1. You have the responsibility to treat others with respect.
 2. You have the responsibility to listen to the opinions of others.
 3. You have the responsibility to acknowledge and address the needs of others.
 4. You have the responsibility to respect the limits and boundaries of others.
-

Writing Skills & Strategies

Dr. Hamid Rafiq Khattak

Formality

Written communication is formal. In general this means that you should avoid the spoken style:

- a. colloquial words and expressions; ""stuff", "a lot of", "thing", "sort of",
- b. abbreviated forms: "can't", "doesn't", "shouldn't"
- c. two word verbs: "put off", "bring up"
- d. sub-headings, numbering and bullet-points in formal essays - but use them in reports.
- e. asking questions.

*

Written Language is Formal

Examples

- Every previous visit had left me with a sense of the futility of further action on my part.
 - Violence changed the face of once peaceful Swiss cities.
 - Improvements in technology have reduced the risks and high costs associated with simultaneous installation.
 - Suggested Answers (These can vary)
 - Opinion in the colony greeted the promised change with enthusiasm.
 - The increased complexity of tasks will lead to the extension of the duration of training programmes
 - The reason for the late submission of my essay was the illness of my children
-

Avoiding two-word verbs - answers

- 1. A primary education system was **established** throughout Ireland as early as 1831
 - 2. This will **reduce** the amount of drug required and so the cost of treatment.
 - 3. The material amenities of life have **increased** in Western society.
 - 4. The press reflected the living culture of the people; it could influence opinion and reinforce existing attitudes but it did not **create** new forms of entertainment.
 - 5. Thus, he should have **investigated** how the patient has coped previously.
 - 6. The aggregate of outstanding balances **fluctuated** quite violently.
 - 7. In 1947 the Treasury **raised** the question of excluding South Africa (and India) from the sterling area.
 - 8. Dieters often feel that they should totally **eliminate** high-fat and high-sugar foods.
 - 9. Western scholars gradually **produced** a corpus of translations from the Arabic and studies of Islam.
 - 10. Discussion of the outcome of experiments that have used this method will be **postponed** until Chapter 7.
-

Avoiding Informal Language-Answers

2. Significantly, even at this late date, Lautrec was considered **somewhat** conservative by his peers.
 3. It focused on a subject that **much** of the bourgeois and upper-class exhibition-going public regarded as anti-social and anti-establishment.
 4. When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation to **commence** specific treatments immediately.
-

Avoiding Informal Language

5. Therefore after six months the dieter is behaving according to all twenty-six goals and she has achieved a **considerable** reduction in sugar intake.
 6. Modern houses have so many labour-saving **devices** that it is difficult for the person at home to have adequate exercise by doing chores, cooking, and looking after a family.
 7. Simply making the effort to reclaim this wasted **material** for fertilizer would have a positive effect on greenhouse releases.
-

Avoiding Informal Language

8. It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of **objects** could be classified in this way.
 9. These exercises can easily be incorporated into an exercise routine, with each exercise **repeated** a number of times.
 10. Effective vaccines prevent such hazards, but only if a social organisation **ensures** that all potential mothers are vaccinated in good time.
-

Objectivity

- This means that the **main emphasis** should be on the **information** that you want to give and the **arguments** you want to make, **rather than you**.
 - Nobody really wants to know what we "think" or "believe". They want to know what we have studied and learned and how this has led us to your various conclusions.
 - The thoughts and beliefs should be based on reading, discussion and research and it is important to make this clear.
-

Precision

- In writing you need to be precise when you use information, dates or figures. Do not use "a lot of people" when you can say "50 million people".

For example: Chemists had attempted to synthesize quinine for the previous hundred years but all they had achieved was to discover the extreme complexity of the problem.

Objectivity

In general, avoid words like "I", "me", "myself". A reader will normally assume that any idea not referenced is your own. It is therefore unnecessary to make this explicit.

- Don't write: "In my opinion, this a very interesting study."
- Write: "This is a very interesting study."

Avoid "you" to refer to the reader or people in general:

- Don't write: "You can easily forget how different life was 50 years ago."
 - Write: "It is easy to forget how difficult life was 50 years ago."
-

Reporting - Paraphrasing and Summarising

- Reporting uses paraphrase and summary to acknowledge another author's ideas. You can extract and summarise important points, while at the same time making it clear from whom and where you have got the ideas you are discussing and what your point of view is.
-

Examples

1. Brown (1983, p. 231) claims that a far more effective approach is ...
 2. Brown (1983, p. 231) points out that a far more effective approach is ...
 3. A far more effective approach is ...
(Brown, 1983, p. 231)
 - The first one is Brown's point of view with no indication about your point of view.
 - The second one is Brown's point of view, which you agree with, and;
 - ...the third is your point of view, which is supported by Brown
-

Concluding

- Conclusion marks the end of the writing activity. It can be a summary, a remark that highlights the final point of view or even a recommendation.
 - The type and purpose of document and the type of information given through the piece of writing determines the type of conclusion
 - Conclusions should be self explanatory and a logical final sequence of the writing activity.
-