Module 1: Communication

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1. Introduction

This module aims to provide you with techniques to:

- learn new ways of communication
- Use an effective communication.

❖In a sense, to listen, to think and to communicate in a more creative way.

At the end of this module, you should be able to…

Objectives
1. ___
2. ___
3. ___
4. ___
5. ___
6. ___

- Define communication
- Identify main elements of the communication
- Understand the communication process
- Recognize effective communication
- Identify communication barriers
- Enhance communicative attitude at work

*Introductory video will be also available in national Languages with subtitles in English. **LINK!**

1. Introduction

This module offers you different activities to achieve those objectives.

- Communicate activity is intended to trigger participants' creative thinking and to take a multiple perspective approach when thinking.

- Brainstorming activity is intended to generate spontaneously a large number of ideas to solve a problem and to share different points of view.

As a complementary activity you will find K-W-L Know-Want to know-Learned activity. In this case, you will be guided in thinking actively while reading and understanding a text.

Duration of the module: 60 min

2. Contents

2.1 What is communication?

Communication is:

- Two-way **process** of reaching **mutual understanding**, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning.

- In general, communication is a means of **connecting people or places**.

- In business, it is a key function of management,
an organization cannot operate without communication between levels, departments and employees.


Find more at:

1.- Business dictionary. http://www.businessdictionary.com/definition/communication.html#ixzz3PunQL6xA

2.- What is Organizational Communication? (full version).

https://www.youtube.com/watch?v=e5oXygLGMuY. **VIDEO!**

- **The sender** sends a **message** with a certain intention in mind.

- **The receiver** of the **message** tries to understand and interpret the message sent.

- He/she then gives **feedback** to the original sender, who in turn interprets the feedback.

Sender

Message

Receiver
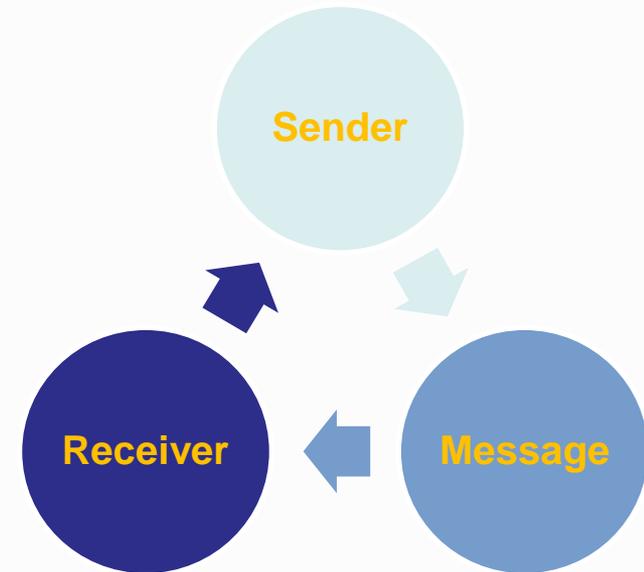
This process,
repeated continuously, constitutes communication

1. **Sender**: **The person** who intends to convey the message with the intention of passing information and ideas to others.

2. **Ideas**: This is **the subject** matter of the communication: an opinion, attitude, feelings, views, orders, or suggestions. (**Message**).

3. **Encoding**: Since the subject matter of communication is theoretical and intangible, its further passing requires use of certain **symbols such as words, actions or pictures**. Conversion of subject matter into these symbols is the process of encoding.

4. **Communication Channel**: The person who is interested in communicating has to choose the channel for sending the required information and ideas. This information is transmitted to the receiver through **certain channels which may be either formal or informal**.

5. Receiver: Receiver is the person who receives the message or for whom the message is meant for. It is the receiver who tries to understand the message in the best possible manner in achieving the desired objectives.

6. Decoding: The person who receives the message or symbol from the communicator tries to convert the same in such a way so that he may extract its meaning to his complete understanding.

7. Feedback: Feedback is the process of ensuring that the receiver has received the message and understood in the same sense as sender meant it.

Find more at:

1.- Introduction to communication. http://www.oum.edu.my/oum/v3/download/OUMH1203.pdf

2.- 7 Major elements of Communication Process. http://www.yourarticlelibrary.com/business-communication/7-major-elements-of-communication-process/25815/

1. **The use of jargon.** Over-complicated, unfamiliar and/or technical terms.

2. **Emotional barriers and taboos.** Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.

3. **Lack of attention, interest, distractions, or irrelevance to the receiver.**

4. **Differences in perception and viewpoint.**

5. **Physical disabilities** such as hearing problems or speech difficulties.

6. **Physical barriers to non-verbal communication.** Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.

7. **Language differences** and the difficulty in understanding unfamiliar accents.

8. **Expectations and prejudices** which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

9. **Cultural differences.** The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

Find more at:

1.- Communication: The process, barriers and improving effectiveness.
http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf

2.- Barriers to effective communication.
http://www.skillsyouneed.com/ips/barriers-communication.html

3.- The nature of communication in organizations.
http://my.ilstu.edu/~llipper/com329/mccroskey_chapter.pdf

2.4 Tips for effective communication

- Pay attention to your **body language**, it can communicate more than you think.

- Do **not try to get too many messages across**. People do not retain more than three ideas from a presentation or a discussion.

- Use **face-to-face communication** as much as possible as people generally prefer that type of communication.

- Be aware of the danger of misinterpretation or misunderstanding while communicating in a **multicultural environment**.

Helpful Tips

- Effective communication is **timely and open**.

- **Share the thinking** not just the conclusion.

- If there are no bad news or issues, **it does not mean there is nothing to communicate**.

- **Communication is a process** not a product (information needs interaction).

Reference: http://aslect.eu/documents/case1_Doing2learn/Doing2learn_Communication_Handbook.pdf

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Find more at:

1.- The importance of effective communication. http://www.flexstudy.com/catalog/schpdf.cfm?coursenum=95027

2.- Effective communication. Group works. http://www.umext.maine.edu/onlinepubs/PDFpubs/6103.pdf

3.- Effective Communication in the Workplace. http://www.fmlink.com/a/31179

4.- Effective Communication Skills. http://www.maximumadvantage.com. **VIDEO!**

5.- Stop communicating INEFFECTIVELY. https://www.youtube.com/watch?v=m2upjBWRrfU. **VIDEO!**

3. Activities

3.1 Communicate!

3.2 Brainstorming

Let´s practice!

Activity 1: Communicate! (25')

For this activity, you have to **create a short story** using imagery as a prompt, based on *Five Card Flickr* technique.

You are asked to write a short story (50-100 words approximately) **based on the pictures** provided with the link to the search results of Flicker photos specified by the tag **"metalworking":**
https://www.flickr.com/search/?sort=relevance&text=metalworking

Choose 5 of them a create your story!

Remember you have 25'

An example of the intended activity outcome is available here:
http://5card.cogdogblog.com//show.php?id=34932

Think creatively.

Take a **multiple perspective approach** when thinking.

Congratulations, you have just completed your first activity!

Now you can proceed to Activity 2!

Activity 2:
Brainstorming (25')

Rules of brainstorming are:

1st: Focus on quantity

This rule is a means of enhancing divergent production, aiming to facilitate **problem solving** through the maxim **"*quantity breeds quality*".**

The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.

2nd: Withhold criticism

Everyone's contributions are valued and **criticism of ideas is put 'on hold'.** By absence of judgment, you will **feel free to generate unusual ideas.**

3th: Welcome unusual ideas

To get a good and long list of ideas, unusual ideas are welcomed. They can be generated by looking from new perspectives and suspending assumptions.

4th: Combine and improve ideas

Good ideas may be combined to form a single better good idea, as suggested by the slogan **"1+1=3".**

Think out of
the box!

You will find **a topic of discussion**, e.g.: the "invisible sector", to communicate the strengths of metalworking sector, new products in the metal articles industries, etc.

In turns, each student will enter **one idea in response**. Five rounds will take place.

After the five rounds are conducted, **one of the students will categorise the responses** and the results will be displayed in categories.

❖ **Time: 25'**

Further references:

Brainstorming

Creative thinking skills

Congratulations, you have just completed your second activity!

Now if you want to practice more you can proceed to the complementary activity!

Complementary activy:

K-W-L
Know-Want to know-Learned (25')

In this activity you have to work with chapters 4 and 5 of the publication:

"*Spotlight on Europe's 'invisible' sector*. The *metalworking* and *metal articles industries",* *available in the following links:* English*,* German*,* Greek*,* Italian*,* Polish*,* Portuguese *and* Spanish*.*

The reading topic will be the opportunities, threats, challenges and prospects of the metalworking industry.

The activity database will consist of the following three fields:

> 1st.- What I know
>
> 2nd.- What I want to know
>
> 3rd.- What I learned

You will begin by listing **what you know** about the *opportunities, threats, challenges and prospects of the metalworking industry.* Enter this information in the first field of the database*.*

Then generate a list of questions about **what you want to know** about the topic, which will be typed in in the second field.

The next step is to read chapters 4 and 5 of the text. During or after reading, you will list **the new information you have learned** *in the third field.*

Further references: The KWL strategy

An organization cannot operate without communication between levels, departments and employees.

All the elements of the communication process are key. Sender, receiver, people who work together in a project need to learn and **improve better communication**.

Communication barriers can be solved. **We can learn how to communicate in a effective way**.

Remember: **communication is a process** not a product. We can be part of it.

Some more readings:

http://www.slideshare.net/Antonia_Clare/creativity-in-eltslides

http://www.sparringmind.com/creative-thinking/