

DEPARTMENT OF CONSUMER AND CORPORATE AFFAIRS

MANPOWER PLANNING AND DEVELOPMENT PROGRAM

SUPERVISORY DEVELOPMENT PROGRAM

SELF-INSTRUCTIONAL COURSE NO.2

COMMUNICATION

prepared by:

MANPOWER PLANNING
AND DEVELOPMENT DIVISION
PERSONNEL BRANCH

DECEMBER, 1968

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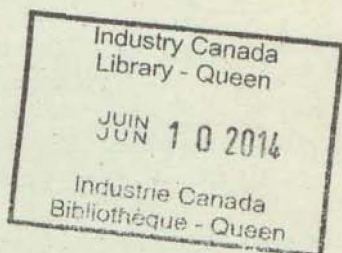
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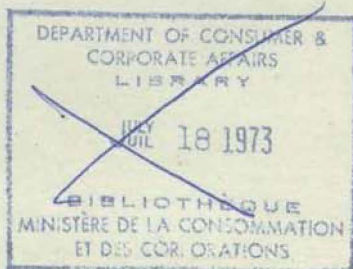
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NOTE

This is a self-instructional manual. It will be used differently than other books or manuals.

Instead of looking at each page in sequence (page 1, 2, 3, 4, etc...) you will decide on page 1 what your answer is and then turn to the page indicated under that choice. Other answer choices will refer you to other pages back and forth in the manual.

You can keep this manual and refer to it.

ACKNOWLEDGEMENT

The content of this course is based on the content of the course "Communication for Managers" conducted by the Public Service Commission.

NOW TURN TO PAGE 60

CHAPTER I

EFFECTIVE COMMUNICATION

INTRODUCTION

Effective communication is everyone's problem and this is particularly so for the executive, the administrator and the supervisor.

Peter Drucher writing in Fortune Magazine a few years ago commented, "As soon as you move one step up from the bottom, your effectiveness depends on your ability to reach others through the spoken word.", commenting further in a more recent publication, the Practice of Management, he stated; " The executive makes a team of the people responsible for various jobs, and he does it through constant communication, both as a manager to his subordinates, and from the subordinates to the manager."

Communication is the oldest of arts and yet we have much to learn about it.

What is the most important factor which affects the success of communication?

- a) the tone in which we communicate (turn to page 22)
- b) individual differences (turn to page 18)
- c) the process of communication (turn to page 26)

Your answer: because we have no control over behaviour.

You see a nice watch in a jewelry store and you would like to have it. You have no money to buy it, however. You are looking at the watch and you notice that nobody is watching you and you think that it would be very easy to steal it. However, you put the watch back on the counter.

Didn't you control your behaviour? Your final behaviour was to put the watch back on the counter and you "overruled" the behaviour of taking the watch.

In most courses of action in your life, you have a choice of behaviours. You select the behaviour which you think is the right one. Therefore, you can control your behaviour.

Turn to page 11 and select another answer.

Your answer: Learning can't occur unless
the individual does something.

That is the underlying principle of the learning process. Learning can't occur if you're not doing anything. Therefore, behaviour is the factor necessary to learning.

(turn to page 48)

Your answer: self esteem needs.

Self esteem needs are also called "ego" needs. For example you are satisfied when your boss compliments you on a job well done. Your "ego" is satisfied. Also, you have a need for recognition. You want to be recognized for your good qualities. These needs are very important. However there are some needs which are more important. Perhaps by answering these questions, you will find the right answer.

Why do you eat?

Why would you defend yourself if you were attacked by something or someone?

Turn to page 17 and select another answer.

Your answer: Money.

It is impossible that all behaviours of a person be related to money. Often, money is a motivator. More often, however, money is a dissatisfier. Money is not the "only motivator" of behaviour.

Turn to page 33 and select another answer.

We have learned that the only motivator of behaviour is an unsatisfied need. You buy food and you eat it to satisfy your hunger need. You work because you need to.

This is an easy principle to understand. Yet, many supervisors often act against this principle. Because many supervisors do not understand human needs and their structure, they attempt to motivate even if the need has been satisfied.

If, for example, an employee has satisfied his self-esteem need by performing, at a very high degree of proficiency, all the duties of a position, he will not be motivated if you keep on giving him these same duties. He needs other responsibilities and duties. This, perhaps, is the reason why so many employees are dissatisfied with their job. Their job is no longer filling an unsatisfied need, and therefore, the employee is no longer motivated.

Do you understand this principle? If yes, what are you doing about it? If no, what do you intend to do?

Turn to page 28.

Your answer: because they are satisfied.

Yes... this is the right answer. Once you've satisfied a need, that need becomes less important in your mind. We forget our survival needs because we can easily satisfy them. If you're hungry, you eat. If you're thirsty, you drink. Hunger and thirst are survival needs but cease to be needs when they've been satisfied.

Now, why do we have needs other than survival needs? This leads us to our third principle. Turn to page 45 and find out what is this third principle.

Your answer: because each individual has his own personality.

This is one of the reasons why each individual is different from others. There are more reasons.

Turn to page 32 and select another answer.

Your answer: anyone can learn anything.

This is not correct. If you thought that this was the right answer, you did not properly understand the section dealing with individual differences. Now turn to page 29 and select another answer.

Your answer: because no individual is exactly
the same as the other individual.

This is the correct answer. Because of individual differences, two individuals will possibly react in two different ways to a given stimulus. Let's study individual differences further.

Turn to page 32.

THE INDIVIDUAL

Since communication can be described as relations or contacts between individuals, it is most important to learn more about the individual. We will attempt to discover why it is essential to understand the individual in order to understand communication.

What makes you "tick"? Why are you reading this book? If your answer is not because you have a need for it, this course will be of little or no value to you. If you don't have a need for this course, you are not motivated.

Motivation..... now there's an important word. What does it mean? Well, we will all agree that you have never seen a motive. It is a word that deals with the behaviour of a person.

The first principle of motivation we will study is that all behaviour is motivated.

Why do we say that all behaviour is motivated?

- a) because there is a reason, a purpose for anything we do (turn to page 30)
- b) because we have no control over behaviour (turn to page 2)
- c) this principle is not correct (turn to page 1)

Your answer: because each individual has his own intelligence and aptitudes.

Intelligence and aptitudes are certainly two very important reasons why each individual is different from all others. However, there is a third reason, which is very important.

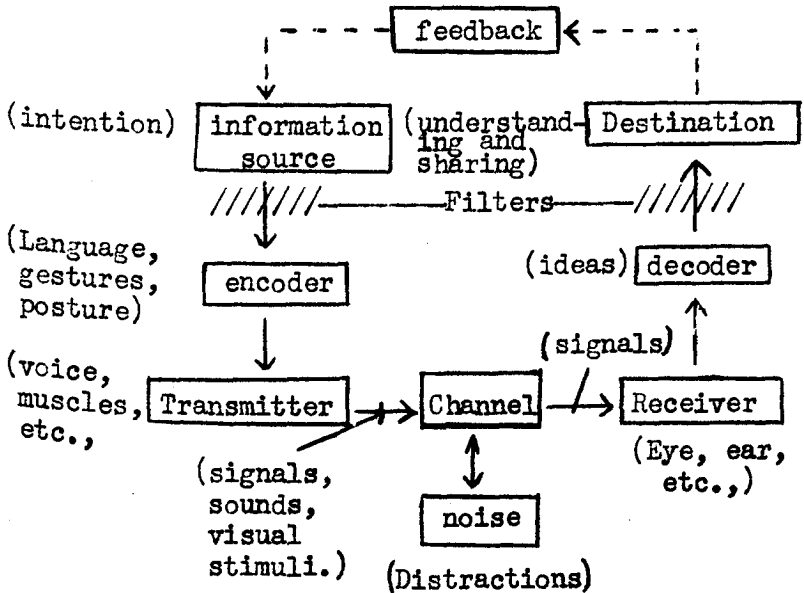
Turn to page 32 and select another answer.

COMMUNICATION

We started out this course by mentioning that it is important to understand the individual, his needs and behaviour before we studied communication. If you've understood what we have discussed about the individual, you've already taken an enormous step in improving your communications. Communication is the interchange of facts, ideas, or viewpoints, said or written, to assure unity in understanding in order for a group to achieve an objective.

BASIC MODEL OF HUMAN COMMUNICATIONS

(Behaviour)



Look at and study this model. Define on a separate sheet of paper, your definition of each step of this communication process. Once you have done this, turn to page 16.

Your answer: by improving lines of communication.

This is an excellent idea and would improve the environment. But think of all we have said about motivation and then turn to page 46 and select a better answer.

Your answer: This principle is not correct.

Think of anything you did to-day. Can you name one action which did not have a reason. You ate breackfast because you were hungry. You came to work because you need the money.

Yes, all behaviour is motivated.

Turn back to page 11 and select another answer.

(intention) information
 source

INFORMATION SOURCE

Communication starts here, at the information source. For example, you want to say something. You are the information source. Now what you say is the communication. What you want to have as a result of your communication is the intention.

Two very important points to consider at this time:

1. Know exactly what you want to have as a result of the communication. In other words, your intention must be clearly defined in your mind.
2. Make certain that what you say is exactly what you want to say. In other words, what you say is a clear verbal expression of your intention.

By looking over the model on page 13, you see that the next factor is called filters. How did you describe filters. Check your answer with the description of filters on page 24.

We have said, therefore, that all behaviour is motivated. This is the first principle of motivation.

We say that all behaviour is motivated because there is a reason, a purpose for anything we do. This reason or purpose is called a need. The need gives rise to a motive which results in behaviour. The process, therefore, is as follows.

NEED → Gives rise to motive → BEHAVIOUR (to satisfy need)

All of us have needs. These needs provide the necessary force or energy called motive which results in an action which is the behaviour. The aim of the behaviour is to satisfy the needs.

Needs, therefore, are very important to understand when we speak of motivation. The second principle of motivation, therefore, is that all persons have needs and that there is an hierarchy of needs. By this we mean that there are some needs that are more important than others.

What are your most basic needs?

- a) love and belonging needs (turn to page 34)
- b) self esteem needs (turn to page 4)
- c) physiological needs (turn to page 23)

Your answer: individual differences.

That is the correct answer. Communication involves at least two people, a speaker and a listener, a writer and a reader. The two involved in communication are two different individuals. What one individual says is not necessarily what the other individual will understand. This is because there are differences between individuals.

The speaker thinks of an idea, he develops this idea, he decides on the order of presentation and he codes his idea and selects the words to present them. A listener listens, decodes and deduces an idea.

The problem is that because each individual is different from the other, the idea of the speaker may not get "across" to the listener.

Why is this? Well, perhaps at this point it would be a good idea to study what is an individual and what makes him different from all the other individuals. If you've not asked yourself these questions before, you probably have had problems of communication.

Turn to page 11.

Your answer: because they are not difficult to satisfy.

This is part of the answer. All of us have three good meals a day and can easily satisfy other survival needs.

Turn to page 37 and select the correct answer.

Your answer: satisfaction.

You act in order to satisfy a need. Satisfaction itself is not necessarily the reason why you behave. There are many times when your behaviour does not result in your being satisfied.

Turn to page 33 and select another answer.

Your answer: by being motivated yourself.

Setting a good example always helps, but think of all we have said of motivation, then turn to page 46 and select a better answer.

Your answer: the tone in which we communicate.

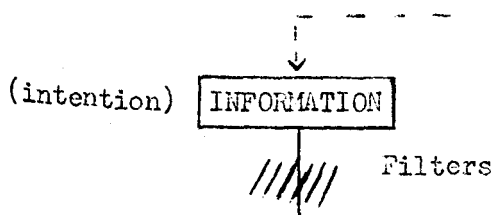
The tone of communication is extremely important. It matters just as much how we say something as what we say. For example if you said "John, you did a great job" with an angry voice, what would John think. However, there is one factor which is much more important than the tone of communication. Turn to page 1 and select another answer.

Your answer: physiological needs.

Correct. Physiological needs are also known as survival needs. These are the most basic needs. If you do not satisfy these needs, other needs such as love and belonging needs and self esteem needs are not important.

Let's study these needs and how they are structured.

Turn to page 37.



FILTERS

Filters are the sum total of an individual's felt needs, prior experiences, attitudes, and self-concept. In other words, what you want to say goes through this filtering process without changing the communication too much. Points to consider at this point are:

1. Do not let your needs, experiences, attitudes and self-concept interfere too much with what you want to communicate.
2. A good way of doing this is to consider the person to whom you are communicating.

Now, what is the third step in the model. Turn to page 13, look at the definition you gave and then turn to page 31.

Your answer: an unsatisfied need.

Correct. The only motivator of behaviour is an unsatisfied need. You always behave in order to satisfy a need.

Let's study this further. (Turn to page 6)

Your answer: The process of communication.

There are many factors involved in the process of communication such as what we say, why we say it, to whom we say it, how we say it and other factors. All of these factors are most important as they often result in the degree of success we have in communicating. However, there is one factor which is even more important than the process of communication. Turn to page 1 and select another answer.

Your answer: because each individual has his own personality, intelligence and aptitudes.

You're right. These are the reasons why you are different from anyone else in this world. Once you have recognized this principle, and apply it when you deal with your subordinates, you have taken a big step in the right direction. When you speak to one of your subordinates, treat him as an individual, because he is. You cannot deal the same way with all your subordinates because they are very different individuals.

Let's have a closer look at these three factors.

(Turn to page 44)

We have discussed motivation and human needs.
Our next step is to discuss individual differences.

You say the same thing to two of your employees at the same time. Why is it that, in most cases, the two employees will each have a different interpretation of what you said and will each behave in a different way?

- a) because you are not communicating correctly
(turn to page 41)
- b) because they are not listening
(turn to page 57)
- c) because no individual is exactly the same
as the other individual
(turn to page 10)

LEARNING

We have discussed why behaviour occurs. Behaviour occurs to satisfy a need. In your work environment, you must understand this process. Now let's relate what we have discussed about behaviour to learning.

New employees are constantly appointed to positions of this Department. These employees must "learn" what to do. The supervisor's job is to help the employee learn his job. Many supervisors have difficulty in this area. The reason, perhaps, is because they don't understand how a person learns, that is, the learning process.

The learning process is very easy to understand. A person tries different behaviour to satisfy the same need. If he doesn't satisfy the need, he tries other behaviours. Then, when this need occurs again, he will choose the behaviour by which he can best satisfy his need. This is the learning process. The following illustration demonstrates the learning process.

NEED → BEHAVIOUR 1 → to satisfy need

SAME NEED → BEHAVIOUR 2 → to satisfy need

BEHAVIOUR 1 + BEHAVIOUR 2 = LEARNING PROCESS

WHAT IS THE UNDERLYING PRINCIPLE OF THE LEARNING PROCESS ?

- a) anyone can learn anything (turn to page 9)
- b) Learning can't occur unless the individual does something (turn to page 3)
- c) Learning is not necessary on the job (turn to page 47)

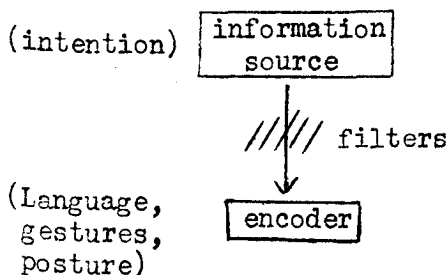
Your answer: because there is a reason, a purpose for anything we do.

You're right. You never do anything without having a purpose, a reason for doing it. Even the most insignificant actions you take during the day are motivated, that is, you have a purpose, a reason for doing them.

The reason, or purpose, is called a need.

Lets study what we mean by this principle that all behaviour is motivated.

Turn to page 17.



ENCODER

The encoder is the step where you prepare yourself to communicate and you decide on how you are going to say it. Here, simultaneously, and even without noticing or thinking about it, you decide on which language you are going to use, what gestures you will make and your posture. The encoder is actually your communication which you have "codified" in a package.

By looking over the diagram on page 13, you note that the next step is "transmitter". Read your description of transmitter and then compare it to the description on page 43.

You of course realize that you, as supervisors, deal and supervise a group of individuals. You recognize, as a basic principle, that no one individual is exactly the same as the other individual. It is important to know this, of course, but it is also important to know why this is so, why each individual is different from all the other individuals.

Why is this so ?

- a) because each individual has his own personality
(turn to page 8)
- b) because each individual has his own intelligence
and aptitudes (turn to page 12)
- c) because of a) and b)
(turn to page 27)

We have studied that we behave in order to satisfy our needs. We have described what our needs are. Now let's take a closer look at what is behaviour.

You see a brand new car. Your first behaviour is to look at the car, which is the object. You'd like to satisfy your need of buying this car. What do you do? Well you consider the "+" factors: it's nice, it's comfortable, it's fast and you'd like it. Then, you consider the "-" factors: it's expensive and you still have other debts to pay. Your final behaviour in this case would probably be not to buy the car. That is the usual Process of behaviour.

We have said that all behaviour is motivated. Now, let us consider this question:

What is the only motivator of behaviour?

- a) satisfaction (turn to page 20)
- b) money (turn to page 5)
- c) an unsatisfied need (turn to page 25)

Your answer: love and belonging needs

Love and belonging needs are commonly called social needs. No doubt that they are very important to each of us. However, there are needs that are much stronger than these needs. Perhaps by answering the following questions you will be able to find the right answer.

What is the basic reason why you work?

Why do you sleep?

Now turn back to page 17 and select another answer.

Your answer: you don't.

That is the correct answer. It would be preferable to say that you can't motivate people. We have said that motive is internal, in each individual. The only person who can motivate is the person himself. Your role as a supervisor is to create an environment where individuals can motivate themselves. You cannot create a motive.

What are you doing in your own shop in order to create a motivating environment?

Now turn to page 29.

If you said that you saw a bowl of some sort, you're right. If you said that you saw two faces facing each other, you're right. For those who saw the bowl, place your hand over half the picture. Now look at the dark area. Isn't this a graph of a face? Then take your hand off and look at the other dark area and you have another illustration of a face facing the first one.

For those who saw two faces, look at the area between the faces, Isn't this a bowl of some kind.

This proves that two persons, looking at the very same thing, may very well see two different things. The same thing applies to words and communication. If you say the same thing to two individuals, it is possible that they will hear and understand two different things.

This brings us closer to the topic of this course: communication.

Turn to page 13.

HIERARCHY OF NEEDS

We have said that the second principle of motivation is that all of us have needs and that there is an hierarchy of needs. Maslow identified five groups of needs:

1. PHYSIOLOGICAL NEEDS:

These are the most basic needs, the survival needs (hunger, thirst, sleep, etc...)

2. SAFETY NEEDS.

3. LOVE AND BELONGING NEEDS:

These are the social needs. You have a need to love and be loved and a need to belong. How would you feel if nobody in your office would speak to you?

4. SELF-ESTEEM NEEDS:

These are the "ego" needs.

5. SELF-ACTUALIZATION NEED:

This is the most difficult to attain. It is the ultimate goal that you want to achieve in your life.

These, then are the five groups of needs.

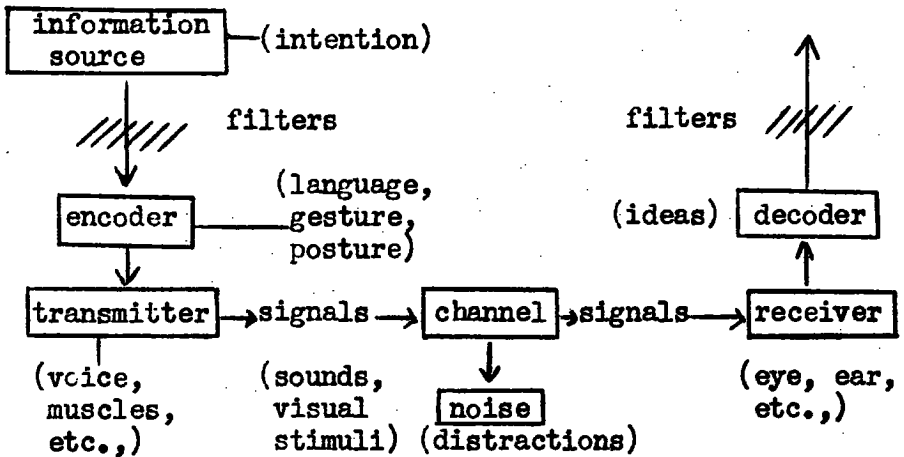
Why is it that, if the survival needs (physiological needs) are the most basic, we do not consider them important?

- a) because they are not important (turn to page 40)
- b) because they are satisfied (turn to page 7)
- c) because they are not difficult to satisfy (turn to page 19)

It is important that you understand what we have discussed up to now. By completing the following questionnaire, you will have an idea of how well you have understood. If your score is low, you should read over from page 1. Answer each question, and then turn to page 56 to check your answers.

- | | T | F |
|---|---|---|
| 1. Communication can be described as relations or contacts between individuals. | — | — |
| 2. It is not necessary to understand the individual when we discuss communication. | — | — |
| 3. Motivation deals with the behaviour of a person. | — | — |
| 4. Behaviour causes needs. | — | — |
| 5. All behaviour is motivated. | — | — |
| 6. The aim of behaviour is to satisfy a need. | — | — |
| 7. There is an hierarchy of needs. | — | — |
| 8. Man must satisfy his basic needs before he can go to higher needs. | — | — |
| 9. People behave not on what or how it is but rather on what or how they think it is. | — | — |
| 10. The most difficult need to satisfy is the self-actualization need. | — | — |

Now turn to page 56 and see how you made out.



DECODER

This is the process where the person to whom the communication is directed, during and after receiving the communication, decodifies the communication. This is where he defines the meaning of the words as they come. This is where ideas are formed, that is, where he starts getting a picture of what is said or written.

Points to remember:

1. attempt to use words which have the same meaning to both you as the communicator and to the person receiving the communication.
2. communication should be clear and concise.

FILTERS: Here the same thing we discussed about filters on the communicator's side of the process happens on the receiver's side of the process. In other words, the communication is affected by the receiver's needs, prior experiences, attitudes and self concept.

Now turn to page 111.

Your answer: because they are not important.

The survival needs are most important. You need to eat, sleep, drink. Just place yourself in a situation where you have nothing to eat or drink for a couple of days and you will find how important these needs become. It is a basic thing within each one of us to survive.

Turn to page 37 and select another answer.

Your answer: because you are not communicating correctly.

This may be the case, but, even if you do communicate correctly, there is still a good possibility that the two employees will behave in two different ways.

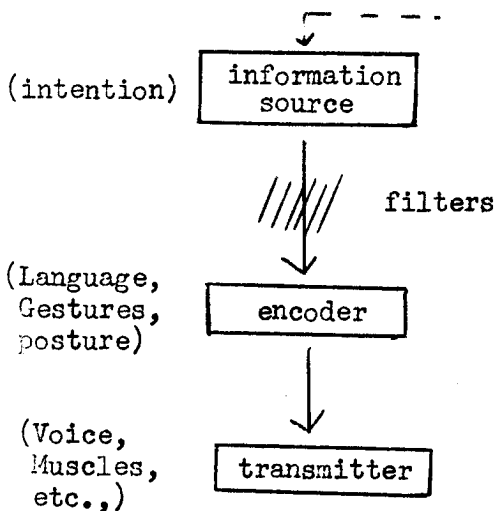
Turn to page 28 and select another answer.

TEST: COMMUNICATION PROCESS
(answers on page 80)

1. Draw a graph illustrating the various stages in the communication process:

COMPLETE THE FOLLOWING SENTENCES

2. Communication is affected by one's self concept, needs, attitudes and prior experiences. This is known as _____ in the communication process.
3. Communication is the _____ of facts, ideas or viewpoints, _____ or _____, to assure unity in _____, in order for a group to achieve an objective.
4. The process where the receiver has accepted the communication, has interpreted it and has understood it, is known as _____ in the communication process.
5. The only way you will know how well you have communicated is to examine the receiver's _____ after the communication. This is known as _____ in the communication process.



TRANSMITTER

This is the actual communication. This is how you say something. Points to remember here are:

1. use proper tone of voice (if you're writing, use the correct words)
2. expression on your face must reflect what you are saying (if you're writing, make sure that the words reflect what you want to say).
3. articulate or (if writing, write clearly and briefly).

The next step consists of the signals. Check your description then turn to page 63.

We have just learned that an individual is different from all other individuals because of his personality, his intelligence and his aptitudes. Let's study each factor briefly.

PERSONALITY: is the integration of the most descriptive structures of an individual, of his behaviour, his interests, attitude, capacities and aptitudes. The following factors affect the personality; character, physical factors and social factors.

INTELLIGENCE: is the one function which may be defined as the ability (flexibility) and mobility of adaptation. The factors of intelligence are: ability of perception, reasoning, verbal comprehension, facility of verbal expression, and memory.

APTITUDES: are usually assessed in terms of the degree of success in the execution of a given task. It is often referred to as potential.

The important thing to remember here is that individuals are different because of their different personality, intelligence and aptitudes.

FAILURE TO RECOGNIZE INDIVIDUAL DIFFERENCES IS A MAJOR SOURCE OF DIFFICULTY IN COMMUNICATION.

Turn to page 58.

We have seen that the first principle of motivation is that all behaviour is motivated. The second principle is that there is an hierarchy of needs. The third principle that we will now consider is that man must satisfy basic needs before he can go to higher needs.

For example, if you did not have enough food and water to satisfy your hunger and thirst needs, most of your attention and your behaviour would be directed in satisfying these basic needs. In this case, the higher needs such as your safety needs and your social needs are less important.

If, on the other hand, a person feels that he has to satisfy his social needs, it means that his survival needs and his safety needs have been satisfied therefore, it can be said that man must satisfy his basic needs before he can go to higher needs.

As a supervisor, keep this in mind: in today's society the three basic groups of needs are easily satisfied. The supervisor must work in an environment where employees have satisfied the three basic groups of needs and where they are looking, in the work situation, to satisfy their need for self esteem and their need for self-actualization.

Also remember that people behave not on what or how it is but rather on what or how they think it is.

Turn to page 38.

We have discussed the basic principles and theories of human needs and motivation. The problem is to put theory into practice. Tomorrow, when you go to work, will you put this theory into practice? If you are determined to do so, you will have less problems in communication.

Now, before we go on to human relations, let's ask ourselves this question:

How do you, as a supervisor, motivate your subordinates?

- a) you don't (turn to page 35)
- b) by being motivated yourself (turn to page 21)
- c) by improving lines of communication
(turn to page 14)

Your answer: learning is not necessary on the job.

If you consider this as the right answer, you therefore take it for granted that a new employee knows what he has to do on the job. If you believe this, you will have serious problems.

Turn to page 29 and select another answer.

HUMAN RELATIONS

We have studied the relation of needs to behaviour and of behaviour to learning. We have also discussed why motivation is so important, concluding that all behaviour is motivated.

Needs, behaviour, motivation are all important when we speak about human relations. We say this because human relations can be described as the behaviour of individuals within a group of individuals.

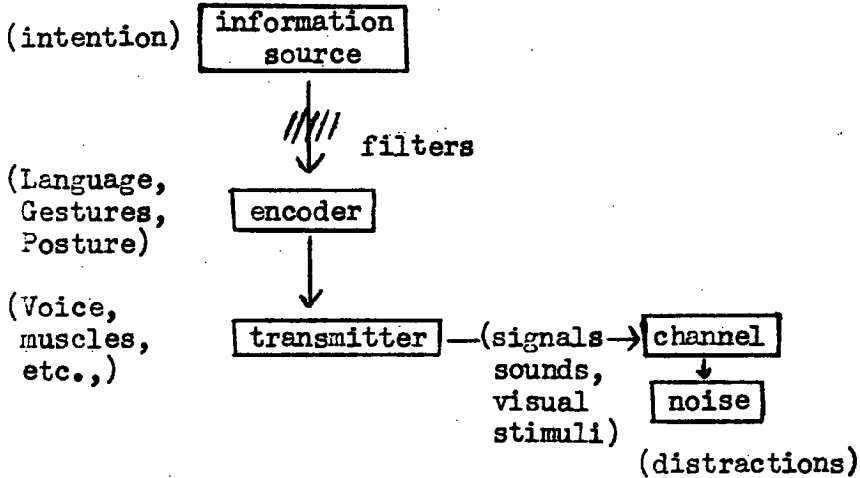
There are two basic principles in human relations:

1. Human beings never look at isolated experiences. They relate anything that is said or done to other experiences.
2. Perception is very important because in human relations, managers should be aware that individuals perceive everything based on their experience.

By perception, we mean that two persons may look at the same thing but may see two different things. Turn to the illustration on page 113 and describe what you see:

- a) a bowl of some sort
- b) two faces
- c) both a and b.

Once you have described what you saw, turn to page 36.



CHANNEL

The channel is the means of communication. Is it verbal communication or written communication? Is it meant for one individual or more than one individual? Noise is a very important factor. For example, if you are communicating verbally and there is someone or something making a lot of noise, this will be a distraction to both yourself and the receiver. There are other distractions also.

Things to remember:

1. Try to communicate in a right atmosphere.
2. Ensure that distractions will be kept to a minimum.

Up to now, we have spoken about the person communicating. The other person, the one receiving the communication is also very important in the communication process. What was your description of "receiver"? Check your answer with the description on page 72.

Your answer: motivation

Motivation is certainly a very important factor in communication and we have discussed this topic in some detail. But when you studied the illustration of the bowl or two faces, we were discussing something which is, in some way, related to motivation.

Turn to page 42 and select another answer.

BARRIERS TO COMMUNICATION

Because of individual differences, communication is difficult. It is even more difficult because we are often guilty of creating barriers to communication.

The purpose of this section of the course is to describe these communication barriers for how can we prevent them if we don't know them.

BY-PASSING

The first barrier to communication is what is known as by-passing. Suppose that you walk in the office of one of your subordinates and you see that his desk is full of paper. You say: "Better clean up around here", and leave the room. In a couple of hours you return and you note that the desk is still full of papers and you ask your subordinate why he didn't clear his desk. He answers: "I thought that you meant to clean the whole office up and not only my desk; so, I started by cleaning the filing cabinets". This is by-passing.

By-passing, therefore, means:

- a) that a word or sentence has different meanings to different people. (turn to page 59)
- b) that a word or sentence has no meaning unless you describe what you mean. (turn to page 85)
- c) that it is preferable to say few words. (turn to page 74)

Your answer: An observation.

We described observations as products of personal experience. To observe something, we said, we must see, hear, smell, or taste it. Did you see or hear your fellow worker being fired? Then, this is not an observation.

Turn to page 70 and select another answer.

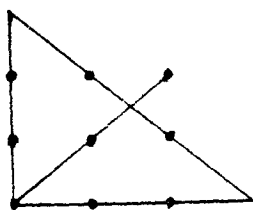
HARDENING OF THE CATEGORIES

This is the tendency to categorize and therefore it is more difficult to discover the individual differences. This is dangerous because the "guilty" will deal with similarities between individuals rather than dealing with the differences of individuals. It is also dangerous in communication because "A" does not behave like "B".

Based on what you know of this barrier, how can you overcome it.

- a) by becoming sensitive to individual differences.
(turn to page 61)
- b) by dealing with similarities between individuals. (turn to page 79)
- c) by being aware of when we are inferring as distinguished from observing.
(turn to page 116)

The solution is



This gives us a good example of problem-solving and how we can restrict our idea of a problem. If you looked at this problem as being a difficult one, you attempted to solve it through a sophisticated process. Actually the solution is simple. Therefore we can say that blinding is:

- a) to discover a sophisticated process of solving problems (turn to page 77)
- b) to restrict our idea of a given problem. (turn to page 102)
- c) to find a simple process to solve a given problem. (turn to page 110)

FROZEN EVALUATION

Frozen evaluation is to "freeze" your evaluation of somebody or something. It is to have but one evaluation.

For example, if you have an employee who was not efficient last month and everytime you see him or think of him in subsequent months, you say to yourself that this is an inefficient employee, you are guilty of frozen evaluation. The employee's efficiency might have improved but you still have the same evaluation of this person.

The solution to this barrier is to accept the promise of change. We should be mindful of the constant changes that are characteristic of the world and, above all, we must be willing to change.

Think of some examples of frozen evaluation which occur in your daily work. Write them here.

Now let's discuss "blinding" which is another barrier to communication (turn to page 62)

1. T
2. F: it is necessary to understand what makes the individual "tick".
3. T
4. F: needs cause behaviour.
5. T
6. T
7. T
8. T
9. T
10. T

SUMMARY

Since communication can be described as relations or contacts between individuals, it is most important to learn what makes the individual "tick", that is, what motivates the individual.

a) PRINCIPLES OF MOTIVATION

1. All behaviour is motivated.
There is a purpose for anything we do.
This purpose is called a need and we act (behaviour) to satisfy the need.
2. There is an hierarchy of needs.
 - physiological needs (survival needs)
 - safety needs
 - social needs (love and belonging needs)
 - self-esteem needs
 - self-actualization needs.
3. Man must satisfy his basic needs before he can go to higher needs.

Now let's go on with the study of the individual.

Turn to page 33.

Your answer: because they are not listening.

This may be the case but, even if they were listening, there is a good possibility that they would behave in two different ways.

Turn to page 28 and select another answer.

Again here you are given an opportunity to test your learning. If there are any parts you do not understand, you should read the material over again.

- | | T | F |
|---|-------|-------|
| 1. The only motivator of behaviour is a satisfied need. | _____ | _____ |
| 2. Behaviour will not occur if there is no need. | _____ | _____ |
| 3. Managers often try to motivate even if the need has been satisfied. | _____ | _____ |
| 4. All individuals react the same way to the same stimulus. | _____ | _____ |
| 5. Intelligence is the integration of the most descriptive structures of an individual. | _____ | _____ |
| 6. Personality is often known as potential. | _____ | _____ |
| 7. Aptitude is usually assessed in terms of the degree of success in the execution of a given task. | _____ | _____ |
| 8. Failure to recognize individual differences is a major source of difficulty in communication. | _____ | _____ |

Turn to page 67 and check your answers.

Your answer: that a word or sentence has different meanings to different people.

This is correct. By-passing means the tendency to avoid the fact that a word has different meanings to different people.

Can you think of examples of where you were guilty of by-passing.

The Solution to by-passing is simple, if you remember it: use words which have the same meaning to the receiver. You explain your words. Don't look for the meaning in your words but look for the meaning of the word the receiver will have.

1. Be person-minded, not word-minded: what will be the meaning he will get.
2. Query and paraphrase: ask questions to find out if the receiver understands. Encourage receiver to ask questions if he doesn't understand.
3. Be sensitive to contents.

It is easy to be guilty of by-passing but it is easy, also, not to commit this error by thinking of the solution to by-passing.

Let's study a second barrier to communication.

Turn to page 68.

GENERAL CONTENT

I- INTRODUCTION

II- MOTIVATION:

- a) principles
 - needs
- b) description of behaviour
- c) personality and individual differences
 - personality
 - intelligence
 - aptitudes
- d) learning
- e) human relations

III- COMMUNICATION

- a) definition
- b) process of communication
- c) perception and defensiveness
- d) barriers to communication

IV- COMMUNICATION WITHIN THE MANAGEMENT GROUP:

- a) patterns of communication
- b) model of management in action
- c) role of management in communication

V- LISTENING:

- a) skills which make up communication
- b) real communication
- c) good listening

NOW TURN TO PAGE 1

Your answer: by becoming sensitive to individual differences.

You're right. This is the basic method of overcoming hardening of the categories. By becoming sensitive to individual differences, you are accepting the premise of uniqueness, that is, the premise that an individual is different from all other individuals. We have said that we must understand and agree with this if we are to understand communication.

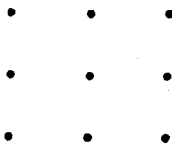
Now let's study the use of "either/or" which is another barrier to communication.

Turn to page 90.

BLINDERING

Let's try an experiment. The objective of this experiment is to draw through all the nine dots hereunder. You must observe the following restrictions:

1. Start with your pencil on any one of the dots.
2. Draw four straight lines without removing your pencil from the page.
3. You may cross over lines but you may not repeat them; for example, trace back on them.



4. Once you have tried to complete this experiment, with or without success, turn to page 54 for the solution.

(intention) information
source

filters

(Language,
gestures,
posture) encoder

(Voice,
muscles,
etc.,) transmitter signals
(sounds,
visual
stimuli)

SIGNALS

Signals occur during the communication and in some cases assist and in other cases hinder the effectiveness of the communication. Sound during a conversation, for example, is a signal. A person speaking with an accent, say a French accent, while the person listening does not like people speaking with an accent, this will be a signal detrimental to communication.

Points to remember:

1. Know the individual or individuals to whom the communication is directed, if possible.
2. Try and prevent signals which might be detrimental to communication.

What is known as the channel in the communication process.

Turn to page 49.

Your answer: projection

By this factor we mean that a person, in order not to be blamed for an error, projects it to another person. The statement does not infer this. Therefore, turn to page 76 and select another answer.

Your answer: behaviour

What we were discussing could influence behaviour. Turn to page 42 and select another answer.

Complete the test and check your knowledge.
Answers are given on page 71.

The following are the barriers to communication.
Match them to the proper description.

- | | |
|-------------------------------|------------------------|
| • by-passing | • the use of either/or |
| • allness | • frozen evaluation |
| • guess proneness | • blinding |
| • hardening of the categories | • Thalamic reaction |
| • the use of and | • the use of is |

1. _____ is to restrict our idea on a given problem.
2. _____ means jumping to conclusion.
3. _____ should be used to illustrate contradictories.
4. _____ is the tendency to avoid the fact that a word has different meanings to different people.
5. _____ is the tendency to confuse the word's simple arithmetic meaning with its far more complex meanings.
6. _____ should be used to represent the fact and not to interpret the fact.
7. _____ is mistaking inference for fact.
8. _____ is to have but one evaluation of someone or something.
9. _____ is the tendency to categorize and therefore be less able to discover the individual differences.
10. _____ is the tendency to think that you have said everything there is to say about a given topic.

ANSWERS

1. F: the only motivator of behaviour is an unsatisfied need.
2. T
3. T
4. F
5. F: personality is the integration of the most descriptive structures of an individual.
6. F: aptitude is often known as potential
7. T
8. T

SUMMARY

- The only motivator of behaviour is an unsatisfied need.
- Before a person behaves, he considers the "+" and the "-" factors.
- It is important to know that no one individual is exactly the same as the other individual. The following is a chart illustrating what makes us different from one another.

INDIVIDUALSDIFFERENT BECAUSE OF

<u>PERSONALITY</u>	<u>INTELLIGENCE</u>	<u>APTITUDES</u>
the integration of the most descriptive structures of the individual:	the ability (flexibility) and mobility of adaptation	usually assessed in terms of the degree of success in a given task.
<ul style="list-style-type: none"> • behaviour • attitude • interests • capacities 	<ul style="list-style-type: none"> • ability of perception • reasoning • verbal comprehension • facility of verbal expression • memory 	
<u>Influenced by</u>		
<ul style="list-style-type: none"> • character • physical factors • social factors 		

ALLNESS

Allness is the second barrier to communication. It occurs when you think you have said everything about a subject or topic. Words are only labels describing certain aspects of a thing which is seen completely in the communicator's mind. Be careful of the tendency to think that you have said all there is to say on a subject.

The principle here is that:

- a) it is impossible to say everything about a given thing or subject (turn to page 114)
- b) there is a tendency to avoid the fact that a word has different meanings to different people (turn to page 84)
- c) the listener is responsible for understanding what you are saying (turn to page 78)

Your answer: always use either/or with contradictories and not with contraries.

Correct. If you understand this and put it into practice, you have overcome a barrier to communication. Use either/or when you want to illustrate two things which do not permit any middle ground.

Now let's study another barrier to communication.

Turn to page 55.

GUESS PRONENESS

Another barrier to communication is what is called "guess proneness". It occurs when someone mistakes an inference for a fact.

All of us make inferences and we must attempt to identify these inferences. Often, supervisors will infer something and, assuming that the inference is a fact, they will act as if the inference was a fact. This means that supervisors take an unrecognized and uncalculated risk which may sometimes prove costly.

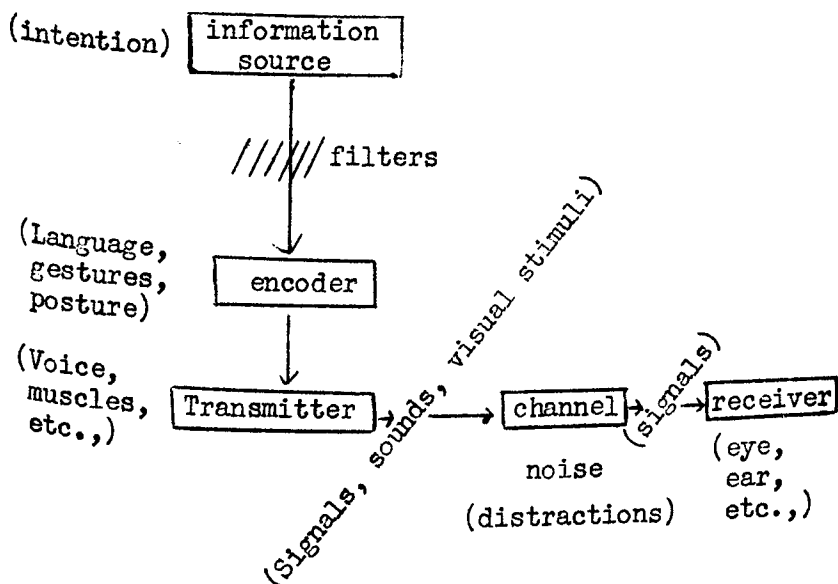
What is an inference? An inference is a decision we take about the meanings of our observations. Observations are products of personal experience. To observe something, we must see, hear, smell, or taste it. We must make a distinction between the two.

You arrive at the office one day and you find that one of your fellow-worker's desk has been moved. You say to yourself: "Well, he's been fired". Did you make:

- a) an observation (turn to page 52)
- b) an inference (turn to page 82)
- c) a statement of fact (turn to page 73)

1. blinding
2. thalamic reaction
3. use of either/or
4. by-passing
5. use of and
6. use of is
7. guess proneness
8. frozen evaluation
9. hardening of the categories
10. allness.

For a summary of the barriers to communication, turn to page 108.



RECEIVER

This word describes what this function means, that is, the function of receiving the communication. What the listener or reader sees, hears, the noise, the signals, the sounds and distractions are all part of the receiving process.

What is the next step in the process. Turn to page 13 and find out. Then read the description on page 39.

Your answer: a statement of fact

The only fact that you have is that your fellow-worker's desk has been moved. When you say: "Well, he's been fired.", you are not stating a fact.

Turn to page 70 and select another answer.

Your answer: that it is preferable to say few words.

It is questionable whether it is preferable to say few words or not. This largely depends on the situation. This is not what we mean by "by-passing", however.

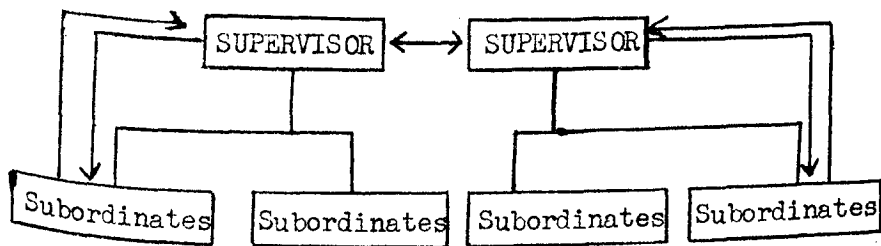
Turn to page 51, read the example over again and select another answer.

COMMUNICATION WITHIN MANAGEMENT

We have discussed motivation and human relations. In this study, we described the individual and his needs and how this was important to communication. This lead us to the process of communication and to barriers of communication. Now let's see how and why communication is vital within the management group.

PATTERNS OF COMMUNICATION

First of all, we must determine what patterns of communication exist. The following diagram shows these patterns of communication. (The arrows indicate the patterns)



The three patterns of communication are:

- a) lateral communication
- b) downward communication
- c) upward communication

When a subordinate comes to see you to explain a problem, this is known as:

- a) lateral communication (turn to page 100)
- b) downward communication (turn to page 97)
- c) upward communication (turn to page 105)

As a supervisor, there are certain areas of perception which you must always be on the lookout for:

- a) STEREO TYPING: this is where an individual makes a judgement based on ethnic groupings (i.e. "Ah, all managers in the Public Service are the same; they can't make decisions.") You cannot generalize in this fashion, since all managers in the Public Service are not the same.
- b) HALO EFFECT: this area of perception acts as a "pure spring" and prevents supervisors from judging the trait of employees. For example, in studies made, it was found that supervisors thought that a good attendance record meant that employees having this record also had good productivity and quality of work.
- c) PROJECTION: this occurs when a person gets away from being blamed for an error by projecting it to another. These persons usually have less insight of their own personality. This is commonly known as "passing the buck"...
- d) PERCEPTUAL DEFENCE: If you run your employees "by the whip", you are responsible for creating this atmosphere. This is a behaviour resulting from an individual perceiving threats.

"Since this employee is producing and the quality of his work is above-average, he must have potential to become a supervisor". If you say this, you are guilty of:

- a) perceptual defence (turn to page 88)
- b) projection (turn to page 64)
- c) halo effect (turn to page 81)

Your answer: to discover a sophisticated process of solving problems.

Some problems may require some sophisticated process for solving them. However, this is not what we mean by blinding.

Turn to page 54 and select another answer.

Your answer: the listener is responsible for understanding what you are saying.

Let's say at this point that if you believe this, you will have serious problems in communication. We will discuss the "listening process" later.

Turn to page 68 and select another answer.

Your answer: by dealing with similarities between individuals.

If you deal with similarities between individuals rather than with differences between individuals, you are guilty of hardening of the categories. Therefore, this is not the method to overcome this barrier.

Turn to page 53 and select another answer.

ANSWERS TO TEST ON PAGE 42

1. Graph is illustrated on page 13.
 2. filters
 3. interchange, said or written, understanding.
 4. destination
 5. behaviour, feedback.
-

SUMMARY

- Communication is the interchange of facts, ideas or viewpoints, said or written, to assure unity in understanding, in order for a group to achieve an objective.
- The communication process is important since understanding it will assist us in better communication.
- In order to communicate, you must have a right atmosphere, a motivating atmosphere.
- When you communicate, very few employees have an open mind.

Let's go on with our study of communication.

Turn to page 112.

Your answer: Halo effect.

This is the correct answer. If an employee is good in one or more areas, it does not necessarily mean that he is good in all areas.

As a supervisor, therefore, you must:

- a) be aware of these areas of perception which can easily hinder communication.
- b) always be flexible in order to avoid these areas of perception.

We have discussed, earlier, the communication process. Now let's see some of the barriers to communication.

Turn to page 51.

Your answer: an inference.

This is the correct answer. If you fail to recognize this inference and if you act as if it were a fact, you are guilty of guess proneness which is a barrier to communication. Just imagine how stupid you would look if you were to say to another co-worker that your friend has been fired and, a few minutes later, your friend arrived for work.

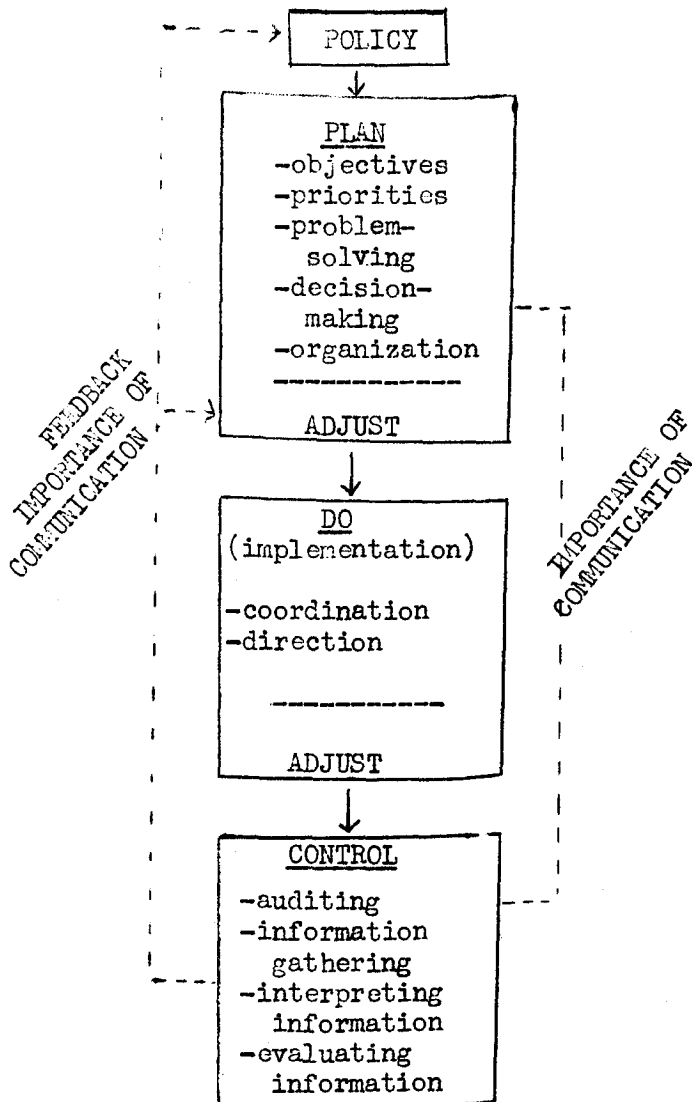
The basic procedure for avoiding guess-proneness is twofold:

1. We must be aware when we are inferring as distinguished from observing.
2. We must calculate the degree of probability that our inferences are correct.

Another barrier to communication is called hardening of the categories. Let's turn to page 53 and study it.

MODEL OF MANAGEMENT IN ACTION

IMPORTANCE OF COMMUNICATION



IN ALL SEGMENTS OF THE MANAGEMENT PROCESS,

COMMUNICATION IS VITAL

Turn to page 107.

Your answer: there is a tendency to avoid
the fact that a word has different
meanings to different people.

This, if you remember, is the description of
the barrier "by-passing". Turn to page 68
and select another answer.

Your answer: that a word or sentence has no meaning unless you describe what you mean.

A word or sentence does have a meaning to the listener regardless of whether you describe what you mean or not. The advantage of describing what you mean is that the listener will have the same meaning of the word or sentence as you have. This is not the correct description of what is known as "by-passing".

Turn to page 51 and select another answer.

Your answer: perception

Right. We were discussing the fact that individuals, because of their differences, can see different things even when looking at the same thing. You, as an individual, perceive certain things in certain ways. However, as a supervisor, there are certain areas of perception which you must avoid.

Turn to page 76 and find out.

Your answer: Always use either/or with
contraries and not with
contradictories.

This is wrong. We said to use either/or when
you want to illustrate two things which permit
no middle ground. Contraries permit middle
ground.

Turn to page 90 and select another answer.

Your answer: perceptual defence.

This is a behaviour resulting from an individual perceiving threat. Therefore, this is not the correct answer.

Turn to page 76 and select another answer.

ANSWERS - TEST ON PAGE 101

GENERAL TEST - PART 1

1. motivated
2. hierarchy
3. basic
4. unsatisfied
5. intelligence
6. communication
7. does something
8. motivating
9. uses
10. open.

Turn to page 99 for Part II of the
general Test.

THE USE OF EITHER/OR

This is a very important barrier in communication because many of us don't understand what it means and when we should use it.

We all know that the English language often uses the words either/or. We must be careful of how we use these words. The thing to remember and understand is that either/or permit no middle ground. Let's explain this.

"At any given time or place, you will either marry or you will not marry".

Here we are using either/or to illustrate contradictions. Contradictories are things that are opposed between them. They permit no middle ground between the alternatives; "You will marry or you will not marry." There is no alternative possible other than the two mentioned here.

"People are either tall or short".

Here we are using either/or to illustrate two contraries. Contraries are things that, by nature, are completely opposed one from the other. There is a lot of middle ground between tall and short. You cannot say that all people are either tall or short. Therefore, you should not use either/or here.

Therefore we can say:

- a) always use either/or with contraries and not with contradictories (turn to page 87)
- b) do not use either/or (turn to page 98)
- c) always use either/or with contradictories and not with contraries (turn to page 69)

Three other barriers to communication, which we will describe only briefly are : Thalamic reaction, the use of is, and the use of and.

THALAMIC REACTION

This is the tendency to react too fast to certain stimuli, so that only the sub-brain (thalamus) registers those stimuli, and the upper brain (cortex), where we do our thinking, never gets a chance to consider them. In other words, jumping to conclusions which, as you know, is very dangerous.

THE USE OF IS

Take care of what you mean by the use of the verb "to be". When you say that "he is a good manager", do you mean that there is no question that everyone agrees that he is a good manager or do you mean that in your opinion he appears to be a good manager. "This is the organization's policy". Do you mean this or do you mean that, as you understand it, this seems to be the organization's policy.

Always use "is" to represent the fact and not to interpret the fact.

THE USE OF AND

This is the tendency to confuse the word's simple arithmetic meaning (2 and 2 equals 4) with its far more complex meaning.

Now, let's test your understanding of the barriers to communication. Turn to page 66.

If you can answer these questions, you're an expert in communication. If you don't know the answers, you should probably read over the pages dealing with the barriers to communication. This section starts on page 51.

1. What is the essence of each of the "barriers"?
From what does it stem?

2. How valid are each of these concepts? Do they
square with reality as we know it?

3. How useful is each concept?

4. Are the contents just "common sense"? But uncommonly used?

Here are some of the poor listening habits:

1. making premature decisions
2. pretending attention
3. failing to adjust to speaker
4. yielding to, or promoting distractions
5. avoiding listening to difficult material
6. dismissing prematurely a subject as being uninteresting
7. yielding to emotional prejudices

Mental activities involved in good listening.

1. The listener thinks ahead of the talker.
2. The listener weighs the evidence used by the talker
3. The listener tries to understand this evidence
4. The listener relates the evidence to his situation.

Principles of listening

1. Judgements and decisions should be withheld until the speaker has finished.
2. If we make up our minds to seek out the ideas that might prove us wrong as well as those that might prove us right, we are less in danger of missing what people have to say.

Turn to page 106 for the conclusion.

SKILLS WHICH MAKE UP COMMUNICATION

There are four skills which make up communication.

These are:

WRITING | —————→ EXPRESSIVE SKILLS
SPEAKING |

LISTENING | —————→ RECEPTION SKILLS
READING |

These are the areas of communication. The quality of these skills, to a great extent, determines the success of communication.

This course was mainly designed to illustrate the importance of communication and the barriers which often hinder good communication. It is up to each one of us to improve the quality of our expressive and reception skills.

Before concluding the course, however, let's briefly discuss "listening" since so many problems in communication occur because we are not good listeners.

Turn to page 104.

ANSWERS: GENERAL TEST - PART II (Page 99)

1. allness
 2. guess proneness
 3. frozen evaluation
 4. blinding
 5. by-passing
 6. False: use either/or to describe contradictories.
 7. False: use "is" to describe the fact.
 8. False: observations are things that you see, hear, or feel.
 9. True.
 10. True.
-

If you have 15 good answers or more on this test, you understand the meaning of the course. If you have less than 15, it would perhaps be to your advantage to read the manual over again.

Your answer: downward communication.

Downward communication occurs, for example, when a supervisor gives an order to his subordinate.

Turn to page 75 and select another answer.

Your answer: Do not use either/or

This is alright if you qualify the statement by saying do not use either/or if you don't know how to use it. However, the proper use of either/or is very helpful in communication.

Turn to page 90 and select another answer.

GENERAL TEST: PART II

(answers are on page 96)

The following are definitions of five barriers to communication. Indicate the barrier defined in the proper space.

1. _____ is the tendency to think that you have said or know everything about a subject or topic.
2. _____ is mistaking inferences for observations and failing to recognize that the inferences were made.
3. _____ is to have but one evaluation of someone or something.
4. _____ is to limit or restrict our idea on a given problem.
5. _____ is the tendency to avoid the fact that a word has different meanings to different people.

TRUE OR FALSE:

T F

- | | | |
|---|-------|-------|
| 6. use either/or to describe contraries | _____ | _____ |
| 7. use "is" to interpret the fact | _____ | _____ |
| 8. observations are opinions that you have on a given fact | _____ | _____ |
| 9. real communication is difficult to achieve | _____ | _____ |
| 10. listening is one of the reception skills in communication | _____ | _____ |

Your answer: lateral communication

Lateral communication occurs when people of the same level in an organization discuss together or write each other. Therefore, this is not the correct answer.

Turn to page 75 and select another answer.

GENERAL TEST - PART I
(answers are on page 89)

Choose the correct word from the list and write it in the appropriate space.

unsatisfied hierarchy motivated open
communication does something uses basic
motivating intelligence

1. All behaviour is _____.
2. There is an _____ of needs.
3. Man must satisfy his _____ needs before he can go to higher needs.
4. The only motivator of behaviour is an _____ need.
5. Personality, aptitudes and _____ make us different from all other individuals.
6. _____ is the interchange of facts, ideas, or viewpoints, said or written, to assure unity in understanding in order for a group to achieve an objective.
7. Learning can't occur unless someone _____ . Thus, behaviour is the factor necessary to learning.
8. In order to communicate, you must have a right atmosphere, a _____ atmosphere.
9. When you are using words, you must be certain that the receiver _____ these words in his vocabulary and that he understands them.
10. Almost all employees, when you communicate, do not have an _____ mind.

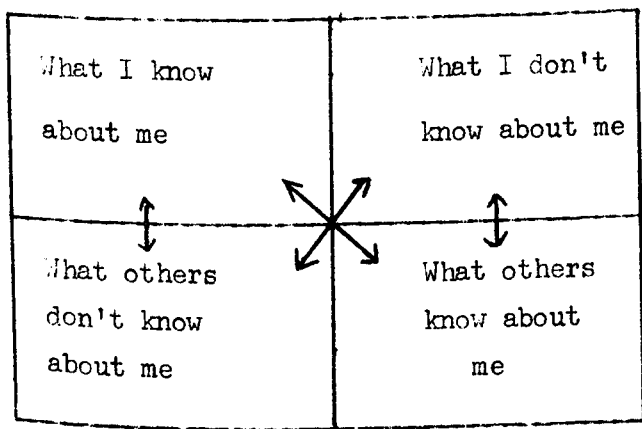
Your answer: To restrict our idea of a given problem.

Correct. This is what we mean by blinding. Too often we limit ourselves to what we see or hear. There may be some "hidden facts" which we must seek.

The three last barriers to communication are described on page 91. Please turn to that page.

The communication window summarizes some of the factors that may affect communication. The interaction between these factors brings up additional factors and the results are the barriers to communication which we have studied earlier.

COMMUNICATION WINDOW



Turn to page 101.

LISTENING

WHAT ARE THE RULES OF GOOD LISTENING ?

1. maintaining an awareness of one's own motives in listening;
2. sharing with the speaker responsibility for communication;
3. arranging favourable physical conditions for listening;
4. exercising emotional control during listening;
5. recognizing patterns in subject-matter arrangements and relating a particular oral presentation to preceeding and following units;
6. striving always to grasp the central ideas in the presentation;
7. analyzing or anticipating points;
8. seeking frequent opportunities to listen to difficult expository material.

Can you name some of the poor listening habits? List them here and then compare them with those described on page 94.

Your answer: upward communication

This is the correct answer. Upward communication means communication originating from the lower echelons of the hierarchy and directed towards the higher echelons.

Let's study where communication is important in the management process. Since this course is not aimed at discussing the management process, the diagram shown on page 83 only identifies where, in the process, communication is important.

Turn to page 83.

What have we attempted to learn by this course?
Why is the individual so important to communication?

These are questions that we should be able to answer if we have understood the content of this course.

We have attempted to illustrate that communication is difficult because it is made between individuals who are different from one another and yet who live in a same general environment. In other words you, as an individual, live in two worlds: your own private world and the world in which all individuals live.

Real communication occurs when the private world meets with the real and common world. The diagram on page 115 illustrates this "real point" of communication.

ROLE OF MANAGEMENT AND SUPERVISORS IN
COMMUNICATION

Managers and supervisors

1. are part of the information system
2. engage in the three patterns of communication
3. are a source of feedback of information
4. are a part of the appraisal system
5. should provide a climate for communication by being people-oriented.

Turn to page 95.

SUMMARY: BARRIERS TO COMMUNICATION

BARRIERS TO COMMUNICATION

HANDY FORMULA

- | | |
|--------------------------------|--|
| 1. by-passing | Don't look for meaning in words but in the person who is using them. |
| 2. allness | Mentally attach to every description label reading "ETC.," |
| 3. guess proneness | Never take an uncalculated risk. |
| 4. hardening of the categories | Remember that no two objects are identical and that every human being differs from every other human being in an unaccountable number of ways. |
| 5. either /or thinking | Whenever you find contraries, examine the middle ground. |
| 6. frozen evaluation | Accept the premise of change |
| 7. blinding | It is essential that we define, delimit, categorize, classify, organize our data and experience. |
| 8. Thalamic reaction | Take time to think. |
| 9. Misuse of "is" | When you hear someone use "is", mentally translate it: "seems to me to be", or "appears to me". |

BARRIERS TO COMMUNICATION

HANDY FORMULA

10. misuse of "and"

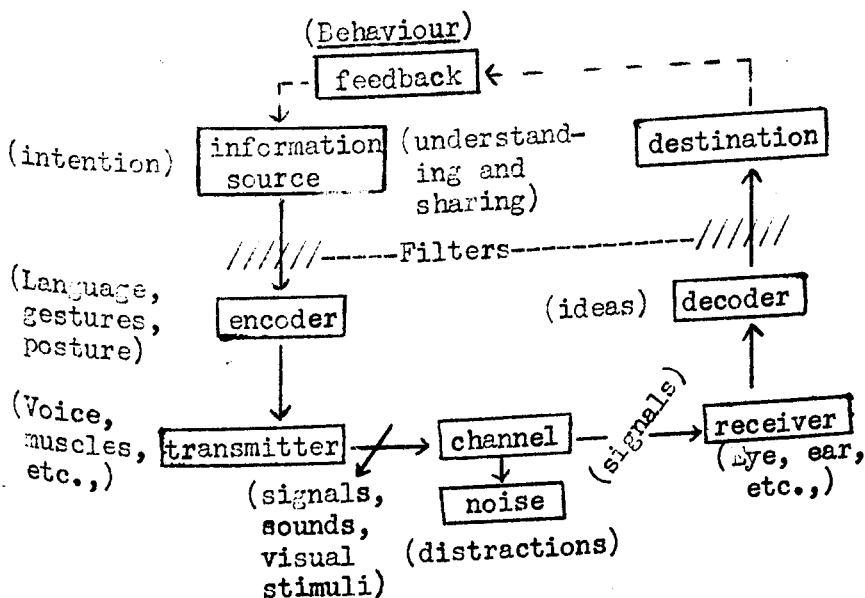
Remember that "and" is used not only as a handy substitute for the arithmetic plus sign but also is used in such phrases as "man and wife", where it implies a highly complicated relationship.

Now turn to page 92 where you are asked to discuss certain points.

Your answer: to find a simple process to
solve a given problem.

This is a good idea since too often we attempt to solve problems by methods or processes that are too complicated. However, this is not what we mean by blinding.

Turn to page 54 and select another answer.



DESTINATION

This is where the receiver has accepted the communication as he interprets and understands it. The problem in communication is to ensure that what has been communicated is exactly the same as what has been understood by the receiver.

BEHAVIOUR FEEDBACK

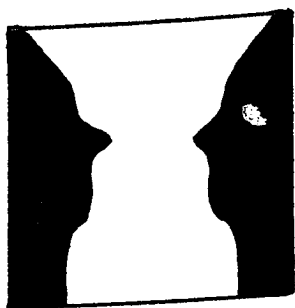
The only way you will know how well you have communicated is to examine the receiver's behaviour after the communication. For example, if you have told an employee to do a certain duty in a certain way and he turns around and does it in a different way, your communication has not been successful.

DO YOU UNDERSTAND THE COMMUNICATION PROCESS ? If not, go back to page 13 and read all the pages relating to this topic over again. If yes, then turn to page 42 and try the test.

In studying the "filters" in the communication process, we said that communication is influenced by both the communicator's and the receiver's self-concept, needs, attitudes and prior experiences.

Now let's relate this to a topic which we discussed earlier. When you saw the illustration of the two faces and/or the bowl, we were discussing

- a) motivation (turn to page 50)
- b) perception (turn to page 86)
- c) behaviour (turn to page 65)

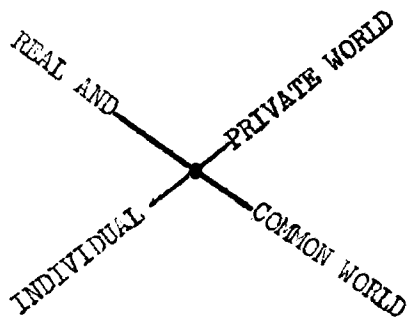


Your answer: it is impossible to say everything
about a given thing or subject

This is the correct answer. If you think that
you've said everything there is to say about a
given subject or given topic, you are guilty of
"allness".

Turn to page 70 for the description of another
barrier to communication.

REAL COMMUNICATION



The point where these two worlds meet is the
"point" of real communication.

Turn to page 103.

Your answer: by being aware of when we are
inferring as distinguished from
observing

This is not the correct answer. Go back to
page 53, read the definition over again and
select another answer.

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DATE DUE
DATE DE RETOUR

[illegible]

