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DEPARTMENT OF VISUAL COMMUNICATION

SUBJECT NAME: COMMUNICATION SKILLS

SUBJECT CODE: BVC-DSC03

SEMESTER: II

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UNIT I

1. Uncertainty reduction theory

How we gain knowledge about other people. According to the theory want to be able to predict behavior and therefore they are motivated to seek more information about people

According to the theory we reduce uncertainty in three ways: 1. observing the person.

2. Asking others about the person or looking up info.

3. Asking questions, self-disclosure.

2. Social exchange theory

The theory explains when and why people reveal certain information about themselves to others. theory argues the major force in interpersonal relationships is the satisfaction of both people's self-interest.

This theory states that "relationships grow, develop, deteriorate, and dissolve as a consequence of an unfolding social-exchange process, which may be conceived as a bartering of rewards and costs both

According to the theory human interaction is like an economic transaction, in that you may seek to maximize rewards and minimize costs. You will reveal information about yourself when the cost-rewards ratio is acceptable to you. As long as rewards continue to outweigh costs a couple will become increasingly intimate by sharing more and more personal information.

3. Relational dialectics theory

Connectedness and separateness

Most individuals desire to have a close bond in the interpersonal relationships we are a part of. However, individuals involved within it also having their time alone to themselves

Certainty and uncertainty

Individuals desire a sense of assurance and predictability in the interpersonal relationships they are a part of. However, they also desire having a variety in their interactions that come from having spontaneity and mystery within their relationships as well.

Openness and closedness

In close interpersonal relationships, individuals may often feel a pressure to reveal personal information. may also spawn a natural desire to keep an amount of personal privacy from other individuals.

4. Social penetration theory

This theory is best known as the “onion theory”. Like an onion, personalities have “layers” that start from the outside (what the public sees) all the way to the core (one’s private self). Oftentimes, when a relationship begins to develop, individuals within the relationship undergo self-disclosure.

As people divulge information about themselves their “layers” begin to peel, and once those “layers” peel away they cannot go back; just like you can’t put the layers back on an onion.

There are four different stages that social penetration theory encompasses. At

first, strangers exchange very little amounts of information.

Next, individuals become somewhat more friendly and relaxed with their communication styles. In

the third stage, there is a high amount of open communication between individuals.

The final stage, simply consists of continued expressions of open and personal types of interaction.

If a person speeds through the stages and happens to share too much information too fast, the receiver may view that interaction as negative and a relationship between the two is less likely to form.

5. Cognitive dissonance theory

If the new encounter does not coincide with their preexisting assumptions, then dissonance is likely to occur. When dissonance does occur, individuals are motivated to reduce the dissonance they experience by avoiding situations that would either cause the dissonance or increase the dissonance.

An example of cognitive dissonance would be if someone holds the belief that maintaining a healthy lifestyle is important, but they don’t regularly work out or eat healthy. They may also be inclined to avoid situations that will point out the fact that their attitudes and beliefs are inconsistent.

6. Attribution theory

Attribution theory assumes that we are sense-making creatures and that we draw conclusions of the actions that we observe.

The first step of the attribution process is to observe the behavior or action.

The second step is to make judgments of interactions and the intention of that particular action.

The last step of the attribution process is making the attribution which will be either internal, where the cause is related to the person, or external, where the cause of the action is circumstantial.

7. Transactional Analysis

Transactional analysis

As a theory of personality, TA describes how people are structured psychologically. It uses what is perhaps its best known model, the ego-state (Parent-Adult-Child) model, to do this. The same model helps explain how people function and express their personality in their behavior.

- I'm OK and you are OK. This is the healthiest position about life and it means that I feel good about myself and that I feel good about others and their competence.
- I'm OK and you are not OK. In this position I feel good about myself but I see others as damaged or less than and it is usually not healthy,
- I'm not OK and you are OK. In this position the person sees him/herself as the weak partner in relationships as the others in life are definitely better than the self. The person who holds this position will unconsciously accept abuse as OK.
- I'm not OK and you are not OK. This is the worst position to be in as it means that I believe that I am in a terrible state and the rest of the world is as bad. Consequently, there is no hope for any ultimate supports.

Parent : a state in which people behave, feel, and think in response to an unconscious mimicking of how their parents (or other parental figures) acted, or how they interpreted their parent's actions.

Adult : a state of the ego which is most like an artificially intelligent system processing information and making predictions about major emotions that could affect its operation.

Child : a state in which people behave, feel, and think similarly to how they did in childhood. For example, a person who receives a poor evaluation at work may respond by looking at the floor and crying or pouting, as when scolded as a child. Conversely, a person who receives a good evaluation may respond with a broad smile and a joyful gesture of thanks. The Child is the source of emotions, creation, recreation, spontaneity, and intimacy.

11. Contingency Theory of group decision making

Group decision making is a process where members seek *convergence* (agreement) on a final decision

three elements of action are used to achieve convergence *Interpretation, Morality, Power*
How a group operates depends upon three sets of variables

1. kind of problem, how well defined, impacts
2. previous group experience, urgency of decision
3. cohesiveness, group size, power distribution

11. GENERAL ORGANIZING MODEL

A task group is confronted with two types of problems

Task Obstacles - difficulties encountered by the group, such as planning an event

Interpersonal Obstacles - difficulties encountered between people, In any group discussion, members deal simultaneous with both task and interpersonal obstacles

Assembly effect is when task and interpersonal work is integrated effectively

Synergy is the effort by the group in solving tasks and interpersonal obstacles.

12. GROUPTHINK THEORY

1. Groupthink occurs when cohesiveness is high
2. Groups often don't discuss all available options
3. the solutions are often not examined
4. groups often fail to seek expert opinion
5. groups are often highly selective in the way they handle information

Janis recommends the following to counteract groupthink

1. appointment of critical evaluators for key members
2. breaking into subgroups that work on the same issues, reporting back and comparing notes
3. leader periodically leave the group

13. Aristotle's Rhetoric

Ethos: Aristotle's theory of character and how the character and credibility of a speaker can influence an audience to consider him/her to be believable.

Pathos: the use of emotional appeals to alter the audience's judgment.

Strong emotions are likely to persuade when there is a connection with the audience.

Logos: the use of reasoning, to construct an argument. statistics, math, logic, and objectivity

14. Elaboration Likelihood model of persuasion

When we are motivated *and* able to pay attention, we take a logical, conscious thinking, *central route* to decision-making. In other cases, we take the *peripheral route*. Here we do not pay attention to persuasive arguments whether we like the speaker. In this case although we do change, it is only temporary

One of the best ways motivating people to take the central route is to make the message personally relevant to them. Fear can also be effective in making them pay attention, but only if it is moderate and a solution is also offered. Strong fear will just lead to fight-or-flight reactions.

The central route leads to consideration of both arguments for and against and a choice is carefully considered.

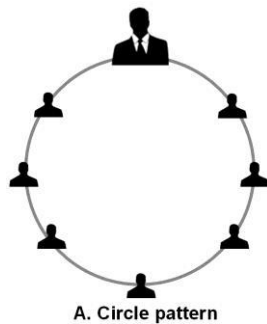
When they are feeling good, they will want to sustain this and will avoid focusing on things that might bring them down again, so they take a more cursory, peripheral route. People in a negative or neutral mood are more likely to take the central route.



Unit II

Patterns of Communication in a Group:

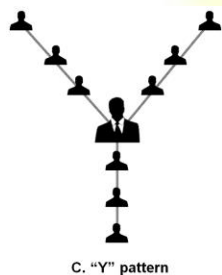
In Wheel, all the group members can communicate directly with the group leader.



In this pattern of communication the sender messages travels all over the group through sharing by its members will take time to reach sender again.



In Chain pattern, the same problems were appearing as like a circle pattern. The worst part in the pattern is the last member receives the modified messages from the leader. In this case the leader can't find whether the last member receives the correct information or not because there is no feedback to identify the message distortion.



In Y pattern, it's more complicated pattern and also has the communication problem which appears in both circle and chain pattern. The group is separated into three and the group members can communicate with the other members group through leader only.



In Wheel pattern, one of the best pattern while compare to other three. The leader has direct contact with all the group members and there are no communication problems

Leadership Styles

Autocratic or authoritarian style

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictators.

Leaders do not entertain any suggestions or initiatives from subordinates. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the group.

Participative or democratic style

The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.

Laissez-faire or free-rein style

A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods

Narcissistic leadership

Narcissistic leadership is a leadership style in which the leader is only interested in him/herself.

Task-oriented and relationship-oriented leadership

Task-oriented leadership is a style in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal.

Relationship-oriented leadership is a contrasting style in which the leader is more focused on the relationships amongst the group and is generally more concerned with the overall well-being and satisfaction of group members.

Leadership Traits or Qualities of a Leader:

Emotional stability. Good leaders must be able to tolerate frustration and stress.

Dominance. Leaders are often times competitive and decisive and usually enjoy overcoming obstacles.

Enthusiasm. Leaders are usually seen as active, expressive, and energetic.

Social boldness. Leaders tend to be spontaneous risk-takers.

Tough-mindedness. Good leaders are practical, logical, and to-the-point. They tend to be low in sentimental attachments and comfortable with criticism.

Compulsiveness. Leaders were found to be controlled and very precise in their social interactions. **High energy.** Remaining alert and staying focused are two of the greatest obstacles

Intuitiveness. Leaders are learning to the value of using their intuition and trusting their "gut" when making decisions.

Maturity. Maturity is based on recognizing that more can be accomplished by empowering others **Empathy.** Being able to "put yourself in the other person's shoes" is a key trait of leaders today. **Charisma.** Leaders who have charisma are able to arouse strong emotions in their employees.

Functional Roles of Group Members

1. **Initiator/Contributor** Contributes ideas and suggestions; proposes solutions and decisions; proposes new ideas or states old ideas in a novel fashion.

2. **Information Seeker** Asks for clarification of comments in terms of their factual adequacy; asks for information or facts relevant to the problem; suggests information is needed before making decisions.

3. **Information Giver** Offers facts or generalizations that may relate to the group's task.

4. **Elaborator/Clarifier** Elaborates ideas and other contributions; offers rationales for suggestions; tries to deduce how an idea or suggestion would work if adopted by the group.

5. **Coordinator** clarifies the relationships among information, opinions, and ideas or suggests an integration of the information, opinions, and ideas of subgroups.

6. **Diagnostician** indicates what the problems are.

7. **Orienter/Summarizer** Summarizes what has taken place; points out departures from agreed-on goals; tries to bring the group back to the central issues; raises questions about the direction in which the group is heading.

8. **Energizer** prods the group to action.

9. **Evaluator/Critic** Constructively analyzes the group's accomplishments according to some set of standards; checks to see that consensus have been

reached. Social/Maintenance Roles

1. **Harmonizer** Reconciles disagreements; mediates differences; reduces tensions by giving group members a chance to explore their differences.

2. **Tension Reliever** Jokes or in some other way reduces the formality of the situation; relaxes the group members.

3. **Gatekeeper** Keeps communication channels open; encourages and facilitates interaction from those members who are usually silent.

4. **Follower** Goes along with the movement of the group passively, accepting the ideas of others sometimes serving as an audience.

Dysfunctional Roles

1. **Blocker** Interferes with progress by rejecting ideas or taking a negative stand on any and all issues; refuses to cooperate.

2. **Aggressor** Struggles for status by deflating the status of others; boasts; criticizes.

3. **Dominator** Interrupts and embarks on long monologues; is authoritative; tries to monopolize the group's time.

4. **Recognition Seeker** Attempts to gain attention in an exaggerated manner; usually boasts about past accomplishments; relates irrelevant personal experiences, usually in an attempt to gain sympathy.

5. **Playboy** displays a lack of involvement in the group through inappropriate humor, horseplay, or cynicism.

Unit III

Functional Roles of Group Members

1. **Initiator/Contributor** Contributes ideas and suggestions; proposes solutions and decisions; proposes new ideas or states old ideas in a novel fashion.
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Ways to Effective Public Speech:

The Cool Presenter captures the audience's attention with clear-headed persuasiveness. During her presentation things will be orderly and stay under control.

The Hot Presenter can blow the roof off a building. You will probably either like or dislike this presenter but no one ignores this kind. Her presentations are fast and furious, and often delivered with rapid speech. *Hot presenters* are emotional, driven, charismatic, impulsive, and daring.

Dull Presenters are afraid to take risks so they remain bland and boring. You've likely endured a boring speech at sometime. Dull presenters are safe but they don't change much.

KNOW YOUR AUDIENCE

Some speakers are ineffective because the topic is not a good fit for their audience. Before you begin to prepare your talk, you must know your audience.

Size of the Group. The size of the group will affect your content, and presentation style. Audience size affects your presentation style; whether you are formal, informal, direct or indirect, and whether or not you will have interaction, as well as what visual aids you will use.

Speaking extemporaneously. The extemporaneous talk is not totally off the cuff as in the impromptu speech. The extemporaneous presentation includes brief notes and is carefully prepared and practiced in advance. However, the exact wording is chosen at the time of delivery.

The extemporaneous method has several advantages. It gives the speaker more control over thought and language and offers greater spontaneity and directness than do the other methods. You can establish strong eye contact, gesture naturally, and concentrate on talking *with* your audience rather than speaking *at* them.

HOW LONG SHOULD I TALK?

If you want to get an audience on your side, you need to choose the right length of time for your message.

There are three things to do at the very beginning:

- (1) **Get the attention of the audience.** You can get attention and interest by relating the topic to the audience. People pay attention to things that affect them directly.
- (2) **Startle the audience with an arresting or intriguing statement.** “Almost one year ago today, a perfect stranger saved my best friend’s life.”
- (3) **Arouse Curiosity.** Give an arresting synopsis of what you will explore. Or you may question your audience. This draws the audience in immediately.

Authoritarian Theory

in [Mass Communication](#), [Political Communication](#)

Authoritarian theory describe that all forms of communications are under the control of the governing elite or authorities or influential bureaucrats.

Authoritarians are necessary to control the media to protect and prevent the people from the national threats through any form communication (information or news). The press is an instrument to enhance the ruler’s power in the country rather than any threats. The authorities have all rights to permit any media and control it by providing license to the media and make certain censorship.

If any media violate the government policies against license, then the authority has all right to cancel the license and revoke it. The government have all right to restrict any sensitive issues from press to maintain peace and security in the nation.

Censorship:

Censorship is a suppression of any communication which may consider as harmful to the people, King, government and its nation. Especially these censorship methods are much familiar in press which against the freedom of speech and freedom of expression. In some other cases, the censorship helps to protect the rulers and authorities from sensitive issues.

There are different types of censors like

- Political censor

[Moral censor](#)

[Religious censor](#)

[Military censor](#)

[Corporate censor](#)

Libertarian theory:

Libertarian theory sees people are more enough to find and judge good ideas from bad. The theory says people are rational and their rational thoughts lead them to find out what are good and bad. The press should not restrict anything even a negative content may give knowledge and can make better decision whilst worst situation. The libertarian thoughts are exactly against or opposite to the authoritarian theory which means the authoritarian theory says “all forms of communication works under the control of government or elite like king”.

Strength and Weakness:

1. Freedom of press will give more freedom to media to reveal the real thing happening in the society without any censorship or any authority blockades.
2. Is reliable with U.S media traditions.
3. It gives more values for individuals to express their thoughts in media.
4. Theory excessively positive about media's willing to meet responsibilities which may leads people into negative aspects.
5. Is too positive about individual ethics and rationality.
6. Ignores need for reasonable control of media.

Ignores dilemmas posed by conflicting freedoms. **Social Responsibility Theory:**

Social responsibility theory allows free press without any censorship but at the same time the content of the press should be discussed in public panel and media should accept any obligation from public interference or professional self regulations or both. The theory lies between both authoritarian theory and libertarian theory because it gives total media freedom in one hand but the external controls in other hand. Here, the press ownership is private. The social responsibility theory moves beyond the simple “Objective” reporting (facts reporting) to “Interpretative” reporting (investigative reporting). The total news is complete facts and truthful but the commission of the freedom press stated that “No longer giving facts truthfully rather than give a necessary analysed or interpretative report on facts with clear explanations”.

The theory helped in creating professionalism in media by setting up a high level of accuracy, truth, and information. The commission of press council also included some tasks based on social responsibility of media, which are as follows:

1. Formulate the code of conduct for the press.
2. Improve the standards of journalism.
3. Safeguarding the interests of journalism and journalist.
4. Criticise and make some penalty for violating the code of conduct.

The theory allows

1. Everyone to say something or express their opinion about the media.
2. Community opinion, Consumer action and professional ethics.
3. Serious invasion of recognized private rights and vital social interests.
4. Private ownership in media may give better public service unless government has to take over to assure the public to provide better media service.
5. Media must take care of social responsibility and if they do not, government or other organisation will do.

Critics of Social Responsibility Theory:

1. Avoids the conflict situation during war or emergency by accepting the public opinion.
2. Media will not play monopoly because the audience and media scholars will rise questions if media published or broadcast anything wrongly or manipulate any story.
3. Media Standards will improve.
4. Media will concern all class audience rather than focus on higher classes in the society.
5. Media may work autonomously but certain thing is controlled by the government and other public organization.

Soviet Media Theory:

Soviet media theory is imitative of Leninist principles which based on the Carl Marx and Engel's ideology. The government undertake or controls the total media and communication to serve working classes and their interest. Theory says the state have absolute power to control any media for the benefits of people. They put end to the private ownership of the press and other media. The government media provide positive thoughts to create a strong socialized society as well as providing information, education, entertainment, motivation and mobilization. The theory describe the whole purpose of the mass media is to educate the greater masses of working class or workers. Here, the public was encouraged to give feedback which would able to create interests towards the media.

According to authoritarian theory, the media controlled and censored by the ministries in the country but libertarian is fully free without any intervention of any authority or government, Social responsibility theory – press freedom in one hand but other hand they controlled the press by raising question and Soviet media theory, the whole control of the media is under the leader of the nation.

Critics of Soviet Media Theory:

1. Soviet media theory looks similar like authoritarian theory but the core part is different from each other. In authoritarian theory is a one way communication, there is no feedback allowed from the public but in Soviet media theory is a two way communication at the same time the whole media is controlled or works under the leadership.
2. Private ownership is not allowed which leads the press without any restriction and it can serve people without any authoritative blockades.
3. Soviet media theory allows some restriction based on the nation interest rather than personal.
4. Under communist theories like soviet media theory, the journalist or press should support the leadership rather than a watchdog.

5. If the leadership is wrong the whole nation will suffer a lot.

Major Features of Development Communication Theory

- ▮ Development roles and objectives
- ▮ To help people
- ▮ No manipulation or propaganda
- ▮ Generates genuine response from the audience
- ▮ Used to develop critical consciousness
- ▮ Self-responsibility and self-determination
- ▮ Two way communication flow
- ▮ Uses development communication tools

Examples of Development Communication Theory

The reports and brochures of international development projects along with the Information Education Communication and Behavioral Change Communication materials can be taken as the examples of development communication tools. The posters, brochures, documentaries, etc. used for development projects like awareness in rural areas are development communication tools.

Strengths of Development Communication Theory

- ▮ Specified tools for communication make [communication effective](#).
- ▮ Helps in international development projects.
- ▮ Participation in communication media makes it inclusive.

Weaknesses of Development Communication Theory

- ▮ It enforces westernization more than modernization.
- ▮ Cultural hegemony is occurred through development communication implementation.

Unit IV

Types of Non – Verbal behaviors:

1. Facial expressions:

A **facial expression** is one or more motions or positions of the muscles beneath the skin of the face. These movements convey the emotional state of an individual to observers.

2. Gestures:

non-vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech. Gestures include movement of the hands, face, or other parts of the body.

3. Paralinguistic or Para language

(tone of voice, loudness, inflection and pitch)

Para-language relates to all aspects of the voice which are not strictly part of the verbal message, including the tone and pitch of the voice, the speed and volume at which a message is delivered, and pauses and hesitations between words.

4. Body language and postures:

Body movements can be used to reinforce or emphasize what a person is saying and also offer information about the emotions and attitudes of a person. However, it is also possible for body movements to conflict with what is said.

two forms of posture have been identified, 'open' and 'closed', which may reflect an individual's degree of confidence, status or receptivity to another person.

Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting. In an open posture you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.

5. Proxemics (how close you stand to the individual)

When someone violates an 'appropriate' distance, people may feel uncomfortable or defensive. Their actions may well be open to misinterpretation.

- Intimate Distance (touching to 45cm)
- Personal Distance (45cm to 1.2m)
- Social Distance (1.2m to 3.6m)
- Public Distance (3.7m to 4.5m)

6. Chronemics (Time)

Time perception differs in various cultures, which can create misunderstandings if a person is unaware of the cultural differences.

7. Eye gaze (looking, staring, blinking)

Looking at someone lets them know that the receiver is concentrating on the content of their speech. Not maintaining eye contact can indicate disinterest.

8. Haptics (physical touch)

Haptics is any form of nonverbal communication involving touch, Spanish-speaking countries of Latin America, people greet each other with one kiss on the cheek.

In the United States, the main form of greeting is shaking hands, though when greeting friends it is not uncommon for them to hug

9. Artifacts (clothing, hairstyle, etc)

Factors which shapes our attitude with respect to communication

Selective Exposure— For example, If you like comedies on television, chances are you will look for them and not dramas. We deliberately select those stimuli that will please us.

Selective Attention— sometimes we can't avoid being exposed to certain stimuli we disagree with or find uncomfortable. So we may pay attention to certain parts of the message and disregard other parts; the parts we don't agree with.

Selective Perception—sometimes we can't ignore stimuli and we must pay attention to them. But those stimuli that are inconsistent with our attitudes are apt to get distorted slightly to better fit our frame of reference. In short, we tend to perceive what we want to perceive; reshaping a message to better fit our attitudes.

Selective Recall—if we cannot avoid exposure, attention, or perception to what we find inconsistent with our attitudes, we may still recall or remember only those portions that are consistent. We commonly remember those things that we like.

Unit V

Functions of Interpersonal Communication

Interpersonal communication is important because of the functions it achieves. Whenever we engage in communication with another person, we seek to gain information about them. We also give off information through a wide variety of verbal and nonverbal cues

Gaining Information

One reason we engage in interpersonal communication is so that we can gain knowledge about another individual. We can better predict how they will think, feel, and act if we know who they are. We gain this information passively, by observing them; actively, by having others engage them; or interactively, by engaging them ourselves. Self-disclosure is often used to get information from another person.

Building a Context of Understanding

We also engage in interpersonal communication to help us better understand what someone says in a given context. The words we say can mean very different things depending on how or in what context they are said. Content Messages refer to the surface level meaning of a message.

Relationship Messages refer to how a message is said. The two are sent simultaneously, but each affects the meaning assigned to the communication. Interpersonal communication helps us understand each other better.

Establishing Identity

Another reason we engage in interpersonal communication is to establish an identity. The roles we play in our relationships help us establish identity. So too does the face, the public self-image we present to others.

Interpersonal Needs

Finally, we engage in interpersonal communication because we need to express and receive interpersonal needs. William Schutz has identified three such needs: inclusion, control, and affection. **Inclusion** is the need to establish identity with others.

Control is the need to exercise leadership and prove one's abilities.

Affection is the need to develop relationships with people. Groups are an excellent way to make friends and establish relationships.

Barriers in Communication

Physical barriers

- ☐ **Noise.** Noise is quite often a barrier to communication. In factories, oral communication is rendered difficult by the loud noise of machines. Electronic noise like blaring often interferes in communication by telephone or loudspeaker system. The word noise is also used to refer to all kinds of physical interference like illegible handwriting, smudged copies of duplicated type script, poor telephone connections, etc.

Semantic barriers

- **Interpretation of words.** Most of the communication is carried on through words, whether spoken or written. But words are capable of communicating a variety of meanings. It is quite possible that the receiver of it message does not assign the same meaning to a word as the transmitter had intended. This may lead to miscommunication.

Socio-psychological barriers

Altitudes and opinion: Personal, attitude and opinion often act as barriers to effective communication.

Psychological barriers

- The psychological barrier of communication is the influence of psychological state of the communicators (sender and receiver) which creates an obstacle for effective communication.
- Communication is highly influenced by the mental condition that the communicators are in and is disturbed by mental disturbance. If the people involved in communication are not emotionally well, they won't be able to communicate properly.

Functions of mass communication

1. Surveillance
2. Interpretation
3. Transmission of values
4. Entertainment.

Surveillance:

These individuals gather information for us that we cannot get for ourselves. The surveillance function can be divided further into two types.

1. Warning or beware surveillance occurs when the media informs us about threats from weather changes, heavy rains, cyclone, war, etc.
2. Instrumental surveillance occurs when the information useful in everyday life is transmitted, such as, stock market prices, new products, recipes and so on. A TV serial may perform a function of instrumental surveillance by portraying new hair or dress styles or women in changing roles.

Surveillance through mass communication can prove dysfunctional also for the society. If news or information goes uncensored, sometimes it may prove harmful for the society.

For example, news of commercial conflicts in some area may result in communal riots in many areas. Sometimes people are warned frequently about possibility of floods, heavy rains or cyclone. This may lead to panic by the people and increase their anxieties.

Interpretation:

They select the important news and issues for the attention of the people and not only provide information of the events but they also provide information on the ultimate meaning and significance of these events.

This prevents the over stimulation and over modification of the population. For example, the editorial pages of newspapers and magazines interpret the event,

comment or opine on it so that the reader gains an added perspective on the event.

Many analytical articles, radio and TV documentaries, panel discussions on an event or issue also perform this function. Sometimes cartoons also provide an added perspective on the fact or event.

This function of the mass communication helps the individual to know the viewpoints of various people, which help him to evaluate an issue. A wide range of expertise is available to the individual to which he or she might not have an access through interpersonal communication.

Transmission of Values:

The transmission of values is a subtle but an important function of the mass media. It is also called socialization function. Our society is portrayed in the mass media and by seeing, watching or reading this people learn which are the important values.

The media present role models which people try to imitate. Thus, they teach us about people, show us how they act and what is expected of them.

Lineage:

The mass media are able to link together different elements of society that are not directly connected by interpersonal channel.

It is also possible that media can create new social or professional groups by linking together the people of same interest. This function is also called 'public making' ability of the mass media.

For example, people interested in geography, science, environment form a group and this phenomenon may account for the growth of some movement.

Thus, the social groups can be mobilized quickly and this may lead to some main action. For example, messages regarding literacy motivated NGOs to take up literacy programmes, health

programmes motivated people to become health conscious or beauty contests telecast generated beauty consciousness.

Entertainment:

Entertainment is the most obvious function of all media functions. In the past entertainment functions were fulfilled by interpersonal communication. The importance of the entertainment function has grown as the people have got more leisure time.

Media content is designed to appeal to the lowest common denominator of taste.

Instead of playing baseball, people might simply watch it on TV. Instead of learning to play guitar, an adolescent might decide to listen to a record of someone else playing the guitar. On more than one occasion critics have charged that the mass media will turn Americans into a nation of watchers and listeners instead of doers".

Ideation: (Process of generating ideas)

Methods of innovation include:

1. **Problem solution** someone has found a problem and as a result, solves it.
2. **Evolutionary idea** taking something that already exists and improving on it.
3. **Symbiotic idea** when multiple ideas are combined, using different elements of each to make a whole.
4. **Revolutionary** breaks away from traditional thought and creates a brand new perspective
5. **Targeted innovation** Creating a targeted innovation deals with a direct path of discovery.
6. **Artistic innovation** Artistic innovation disregards the necessity for practicality and holds no constraints.
7. **Philosophical idea** The philosophical idea lives in the mind of the creator and can never be proven.
8. **Computer-assisted discovery** This uses a computer in order to widen possibilities of research

Lateral Thinking

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic.

Critical thinking is primarily concerned with judging the true value of statements and seeking errors.

A person uses lateral thinking to move from one known idea to creating new ideas.

Four types of Lateral thinking tools are:

1. Idea generating tools that are designed to break current thinking patterns—routine patterns
2. Focus tools that are designed to broaden where to search for new ideas
3. Harvest tools that are designed to ensure more value is received from idea generating output
4. Treatment tools that are designed to consider real-world constraints, resources, and support

