

## TOPIC 1 CHAPTER 1 INTRODUCTION TO BUSINESS COMMUNICATION

### COMMUNICATION IS THE STUDY OF THE TRANSFER OF MEANING

⇒ Body language or 'nonverbal' communication

Remember, nonverbal communication comprises much more than simply communication means that does not involve speaking, and while body language falls under nonverbal communication it is not the entirety of nonverbal communication or nonverbal 'cues'

**Cues** are signals and in this context, they are important indicators of a person's state of mind



- Public speaking and oral presentation skills
- Journalism and writing for media
- Graphic communication
- Leadership, power and managing skills
- Debate, logic, persuasion and skills needed to influence in a meaningful way
- Skills to negotiate and resolve conflict to nurture cooperation
- Interpersonal skills including listening, being attentive, assertive, and questioning and giving feedback properly

Feedback is for the person it is given to and should be expressed consciously and with recognition of the person receiving it. Particular attention should be paid to nonverbal cues because receiving feedback especially that perceived as 'negative' such as a bad score on a performance appraisal is often difficult and the receiver may feel targeted. It is important to listen to both verbal and nonverbal communication to negate this feeling of negativity

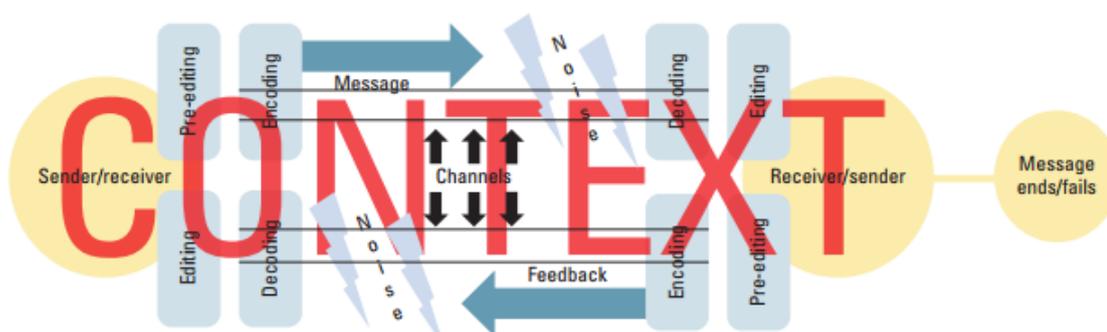
- ⇒ Intercultural communication
- ⇒ Communication in the PR (public relations) domain

## COMMUNICATION VS COMMUNICATIONS

### Dataholic

- A person who is emotionally dependent on communications systems such as mobile phones and the internet. Further, we can speculate the possibility that some people may use communications technologies to avoid engaging in personal, face-to-face communication with others and may prefer interacting through a communications outlet such as the internet.

**Figure 1.9 An expanded model of communication (further explained on page 7)**



### elements of Eunson's expanded model of communication question

You are approached in the street by a person with very poor English language skills, who asks you for directions. Explain the meaning of each of the following elements of Eunson's expanded model of communication. Relate your explanations to the particular **context**, showing how the elements are interrelated

Channel	
The <b>channel</b> is the means by which the message is conveyed, and includes such things as face-to-face discussion, email, video, SMS text or group discussion via video chat such as on Skype	In this case, speech backed up by a diagram or map might be useful. Alternatively written instructions in plain English could be used
Encoding	
<b>Encoding</b> refers to qualitatively transforming a message by the way it is delivered. Decoding refers to the process of interpreting the message and is, of course, related to the way it is encoded	Examples here could relate to slowing down the instructions, using simple English, or using sign language along with the verbal instructions. Use of a sympathetic tone would also be an example here. Decoding relates to how the person interprets these things.
Noise	
<b>Noise</b> is anything that distorts the message or creates a barrier	Obviously the language issue is an example of noise. Other examples could include actual noise if the communication is occurring on a busy street. If you were frustrated or disinterested that would be another example of noise
Feedback	
<b>Feedback</b> is any response to the message, and turns one-way communication into two-way communication	In this example, things such as facial expressions would provide a good indication of how successful the communication has been

## TOPIC 2 CHAPTER 2 DESIGNING DOCUMENTS AND COMMUNICATING THROUGH GRAPHICS

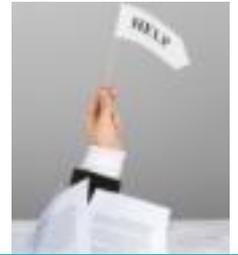
### PLANNING, DESIGNING, DRAFTING AND PRODUCING DOCUMENTS

1. **Planning the information** – understanding what you want to achieve, who will use it (i.e. the audience) and what information they need.
2. **Planning the project** – gaining an understanding of such things as the schedule, budget and staff to be involved.
3. **Selecting content/organising/designing** – gathering, organising, ordering the information
4. **Drafting and testing** – decide upon layout of text and visual aids, write first draft, proofread, revise/edit where necessary, test with users, re-write where necessary.
5. **Producing the final copy** – then proofread and edit again. Produce and release then complete.
6. **Continuing the process** – gather feedback from users, use feedback to revise, continually update.

**Good** communicators must:

- Identify their audience
- Always keep the needs of their audience in mind

- Convey the message clearly and effectively
- Help readers avoid information overload



**RULE:**

More work for the writer, less work for the reader;  
Less work for the writer, more work for the reader

## LAYOUT FACTORS

Good visuals	Bad visuals
Provide evidence and back up words	Can confuse
Summarise effectively and efficiently	Can devalue/trivialise
Engage	Can distract from the main message or distort the main message
Stimulate the discovery of trends, comparisons and possibilities	Be costly
Reduce space and time needed to communicate message	Increase space and time needed to communicate message
Communicate professionalism	Convey a sense of amateurism

### Nonverbal Categories

- ⇒ **Kinesics** – body language
- ⇒ **Oculesics** – use of eyes
- ⇒ **Proxemics** – use of space
- ⇒ **Haptics** – touching behaviour
- ⇒ **Vocalics** (paravocalics or paralanguage) – not WHAT you say but HOW you say it

## PROXIMITY

### **Personal Space/Territory**

Everyone has their own territory which is always consciously acknowledged as part of their spatial awareness and awareness of ‘the self’ along with their personal comfort. You can find diagrams like the one below that describe what distance people are comfortable having others in depending on their association with that person. For example, a stranger would usually not be welcome in the same area as someone held as ‘best friend’ or ‘partner.’

## ACTIVE LISTENING

### **Active or ‘Reflective’ Listening is an Approach that Allows You to:**

- ⇒ Clarify the speaker’s meaning
- ⇒ Check the accuracy of what the speaker has said
- ⇒ Check the feelings of the speaker
- ⇒ Summarise what the speaker has said
- ⇒ Acknowledge what the speaker has said, without making any kind of commitment
- ⇒ Open a door, allowing the speaker to continue

### Active listening strategies

- ⇒ ‘as I understand it, the problem is... [restatement] ... am I hearing you correctly?’
- ⇒ ‘what I think you are saying is...’
- ⇒ ‘you feel that you didn’t get the proper treatment’
- ⇒ ‘I sense that you like the job but aren’t sure how to go about it’

### Effective Listening

This involves the use of both active and passive listening. To develop this skill, the listener needs to:

- ⇒ Learn patience
- ⇒ Affirm the speaker’s right to be heard
- ⇒ Allow the speaker an opportunity to contribute
- ⇒ Gather all the facts and emotions before responding
- ⇒ Allow the speaker to make their own judgements

### Barriers to Effective Listening

- ⇒ Subject Changing – when the listener feels bored, embarrassed or threatened by what the speaker is saying
- ⇒ Daydreaming
- ⇒ Distracted
- ⇒ ‘just give me the facts’ – i.e. ‘I am not interested in your thoughts, values or feelings
- ⇒ Comparing – where the listener loses track or misinterprets what the speaker is saying by comparing what they are saying, to their own views

## REFERENCING

### APA citation style examples

#### Book example

In-text citation: (Taylor, 1911)

Reference: Taylor, F. W. (1911). *The principles of scientific management*. Mineola, NY: Dover Publications.

Place references at the end of the work on their own page. If a reference goes beyond one line on the page, remember to indent where it continues on the next line, like this –

Deresky, H., & Christopher, E. M. (2011). *International Management: Managing Cultural Diversity* (2nd ed.). Frenchs Forest, NSW: Pearson

### *References*

Deresky, H., & Christopher, E. M. (2011). *International Management: Managing Cultural Diversity* (2nd ed.). Frenchs Forest, NSW: Pearson

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