

# COMMUNICATION SKILLS

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Ans 1:

## **Communication:**

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

As this definition makes clear, communication is more than simply the transmission of information. The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions.

## **A communication therefore has three parts: the sender, the message, and the recipient.**

The sender 'encodes' the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient 'decodes' it.

Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things into the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender.

In face-to-face communication, the roles of the sender and recipient are not distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

Types of Communication:

**There are a wide range of ways in which we communicate and more than one may be occurring at any given time.**

The different categories of communication include:

- **Spoken or Verbal Communication**, Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication. The verbal element of communication is all about the words that you choose, and how they are heard and interpreted.
- **Non-Verbal Communication**, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

When we talk about ‘communication’, we often mean ‘what we say’: the words that we use. However, interpersonal communication is much more than the explicit meaning of words, and the information or message that they convey. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviors.

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics).

These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. Indeed, some estimates suggest that around 70 to 80% of communication is non-verbal!

- **Written Communication**: which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

- **Visualizations:** graphs and charts, maps, logos and other visualizations can all communicate messages

A picture, so they say, will tell a thousand words. But what about a graph or chart?

A good graph or chart can show as much as several paragraphs of words. But how do you choose which style of graph to use?

**This page sets out some of the basics behind drawing and creating good graphs and charts. By ‘good’, we mean ones that show what you want them to show, and don’t mislead the reader.**

Answer No.2

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

### **Skimming:**

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general, follow these steps:

1. Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
3. Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

4. Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read *chapter summaries* when provided.

### **Scanning:**

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

7. Know what you're looking for. Decide on a few key words or phrases—search terms, if you will. You will be a flesh-and-blood search engine.
8. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
9. Let your eyes float rapidly down the page until you find the word or phrase you want.
10. When your eye catches one of your keywords, read the surrounding material carefully.

### Answer No.3

The concept of 7 C's of Effective Communication first appeared in business, where time is precious and there is no room for mistakes done out of misinformation. The 7 C' stand for seven essential principles of communication starting with the letter C. Each one represents a requirement that the message should meet to be effective. Applying these principles to your communication ensures that your message will be in sync with the recipient's understanding and free from ballast.

#### **1. Clarity: Simplicity & Organization**

Clarity is best achieved through short, simple and fluent sentences and paragraphs. Each paragraph should describe only one idea, and paragraphs should be organized from the big picture« at the beginning to greater detail towards the end. The last sentence in a paragraph

should indicate the information in the next paragraph. Appropriate idea flow ensures that the readers are exposed to right information at the right time, especially if they are not from your immediate scientific field. Clarity is interconnected with the principle of completeness and concreteness.

## **2. Conciseness: Get to the Point**

Conciseness means forming your message with minimum number of words possible without invalidating the other 6 C's. Avoid wordiness, repetition, and filler words or phrases, such as in short as stated before due to the fact that this is the first study etc. This is particularly important in project proposals or research papers with strict word limits. Concise message is also more appealing and comprehensible, and will save time both to you and your audience.

Conciseness is interconnected with the principles of concreteness and consideration.

## **3. Concreteness: Specifics Instead of Generalizations**

Concrete message is like a factsheet put to words. For example, it is much better to say In the review of the period from 2010 to 2015, A & B (2016) found that 75 % of publications from the research area of X reported on the phenomenon of Y« than The phenomenon of Y has become increasingly recognized in the recent years«. Avoid also vague words and words with multiple meanings, such as in the future several quicklyetc. Concreteness diminishes the need to guess the meaning and the possibility of misinterpretation.

Concreteness is interconnected with the principles of clarity, conciseness and consideration.

## **4. Completeness: No Necessary Information is Missing**

A complete message should convey all facts required by the audience. In interdisciplinary research, for example, your reviewers might be from another scientific field. It is therefore wise to include more general information than you normally would if you wrote a paper within your narrow expertise. On the other hand, there is no possibility for corrections or follow-up in the

revision process of project proposals. You thus need to ensure that reviewers have all the facts at hand if you wish that your project is convincing.

Completeness is interconnected with the principles of clarity and courtesy.

### **5. Correctness: Facts & Proofreading**

Correctness refers to both factual and linguistic accuracy. All the information you provide needs to stem from valid, reliable, and credible sources that can be located. This is the reason why Wikipedia is not accepted as an information source for scientific publications. Correctness is fundamental in research paper discussions, where your claims need to be supported with facts and figures from your results. Finally, you should always check your writing for typing, spelling, and grammatical errors. If English is not your mother tongue, it is wise to consult professional language editing services.

Correctness is interconnected with the principle of consideration.

### **6. Courtesy: Stepping into Audience's Shoes**

Courteous message is written from the viewpoint of the audience. If you prepare a seminar about your latest discovery, you will need to provide background information for your students, but you can skip those and get right to the details for your coworkers. Messages for general public should always highlight the societal benefits of your research. Courtesy requires some thinking about what the audience knows or doesn't know and forming the message accordingly. However, it is also a way of showing respect.

Courtesy is interconnected with the principle of completeness.

## **7. Consideration: Scientists are People, Too**

Just because scientists are able to deal with complex ideas and tons of information, it doesn't mean that they are able to deal with a flood of unformatted text. Whatever document you are preparing, be considerate and use visual design to make the main messages stand out. Figures, paragraphs, headings, bulleted lists, and highlights are tools you can use to make your paper, poster, or project proposal more appealing and comprehensible. Consideration also entails good language. Visually or linguistically, your message shouldn't look as if it was prepared in a hurry!

Consideration is interconnected with the principle of correctness.

#### Answer No.4

memo is a precise official note, used to inform, direct or advise the members within the same organization. However, the business deals with a number of external parties such as customers, clients, suppliers, government agencies, manufacturers, societies, etc. for which a different tool of communication is used, called as a business letter. A letter refers to a brief message sent by the company to the person or entity, which are outsiders.

Large corporations require an effective system for communication of information and messages, promptly, within and outside the organization. In this context, the telephone is one of the easiest and convenient ways for instant communication, but when it comes to evidence, written modes are considered best. Written records include memos, notes, letters, circulars and orders, which are used by the organization.

The article presented to you attempts to shed light on the difference between memo and letter.

<b>BASIS FOR COMPARISON</b>	<b>MEMO</b>	<b>LETTER</b>
Meaning	Memo refers to a short message, written in an informal tone for interoffice circulation of the information.	Letter are a type of verbal communication, that contains a compressed message, conveyed to the party external to the business.
Nature	Informal and Concise	Formal and informative
Exchanged between	Departments, units or superior-subordinate within the organization.	Two business houses or between the company and client.
Length	Short	Comparatively long
Signature	Signature is not required in a memo.	A letter is duly signed by the sender.
Communication	One to many	One to one
Content	Use of technical jargon and personal pronoun is allowed.	Simple words are used and written in third person.



Ans. 5

The noun **vocabulary** (or *vocab* for short) refers to the words used in a language.

The word *vocabulary* can have at least three different meanings:

**1. all of the words in a language**

- New words are constantly being added to the *vocabulary of English*.

**2. the words used in a particular context**

- If you want to do an MBA you need to improve your *business vocabulary*.
- My neighbor is a doctor so he has an extensive *medical vocabulary*.
- I've just bought a book on the *vocabulary of slang*.

**3. the words an individual person knows**

- The teacher says that *my vocabulary* is good.

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.

**There are 4 types of vocabulary:**

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

**Listening**

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

**Speaking**

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

## **Reading**

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot “grow” your vocabulary

## **Writing**

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.