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EXAM ASSINGMENT: BUSINESS ENGLISH

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Q1. Traditionally, public relations have been portrayed as a simple communication` function and various communication theories in public relations or communication have been proposed but how do you investigate the barriers of communication and its consequences on efficiency of public institutions?

A1: Objectives of the Study: The objectives of this research study were,

1) To investigate into the barriers of Communication and its consequences on Public institutions.
2) To identify the types of Communication barriers and how those barriers prevent the success of institutions.
3) To let the Administrators of institutions in general and the Ndu Council Administrators to know that there exist barriers in Communication which at times hinders the achievement of goals but mostly are unnoticed?
4) To identify those administrative misunderstanding and misfunctioning of the enterprise or Public Institution is resulting from Communication barriers.

1. **BARRIERS TO EFFECTIVE COMMUNICATION:** A school administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why then does communication break down? On the surface, the answer is relatively simple. I have identified the elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur. The author, George Bernard Shaw wrote, ‖The greatest problem with communication is the illusion that it has been accomplished‖ (Shaw, 2011). Four types of barriers (called noise, process barriers, physical barriers, semantic barriers, and psychosocial barriers (Eisenberg, 2010).

1.1. Process Barriers: Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:

1) 1) Sender barrier. A new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.
2) Encoding barrier. A Spanish-speaking staff member cannot get an English-speaking administrator to understand a grievance about working conditions.
3) Medium barrier. A very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to-face.
4) Decoding barrier. An older principal is not sure what a young department head means when he refers to a teacher as "spaced out."

5) Receiver barrier. A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation

6) Feedback barrier. During a meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding.

5.2. Physical Barriers:

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, and distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop-in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people.

5.3. Semantic Barriers:

The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member. Technology also plays a part in semantic barriers to communication. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology jargon that only other similar staff and technical experts can understand. And if people don't understand the words, they cannot understand the message

Reference : https://www.arcjournals.org/pdfs/ijhsse/v3-i10/3.pdf

Q2. The digital age has brought many new ways to communicate such as email, Twitter, and Facebook. Does the process of communication change? Justify the answer.

A2. Ways Technology Has changed the Communication Field:

Technology is now the most important communication tool for organizations. Technology has transformed how organizations conduct public relations and marketing, including how they interact with the media and stakeholders. Graduates with a master's degree in communication gain skills to guide and perfect an organization use of communication technology to better achieve goals.

1. Traditional Media vs New Media:

The rapid development and adoption of new technology has changed the face of communication through traditional media. The word of the day, according to the [Newspaper Association of America,](#) is innovation. Professional journalists in print and broadcast media have had to compete with amateur publishers for readers' limited attention spans. Media organizations that fail to keep current on communication technology may find themselves swallowed up by other more agile organizations that can. Web-based and mobile apps like Twitter, Instagram, and Facebook are often the first places readers go when they want breaking news. Respondents to Reuters Institute's 2015 Digital News Report indicated how individuals consume news.

- 11% paid for news online

- 26% accessed it through a smartphone

- 32% shared news stories through email and social media

2. Traditional Marketing Communication vs Digital Marketing Communication:

The technology revolution has dramatically altered marketing as well. Companies can no longer rely on traditional advertising to generate revenue. This trend has resulted in a number of developments in marketing communication:

- Native advertising, which is driving customers to a website by embedding a sponsored link within a news feed, which offers value-add content

- Retargeting ads, which are "sticky ads" that follow users around as they visit other sites

- Customer relationship management automation, which allows users to build drip-style email marketing campaigns based on user triggers

- Big data, which has enabled marketers to collect vast amounts of data about their audiences so they can predict what they might do next

- The need to carefully craft a messaging strategy that addresses all stakeholders according to their specific needs

3. Public Relations in a Digital World:

Social media has made public relations (PR) more challenging, but it has also broadened an organization's accessibility. Public relations managers must be diligent in the way that communication is used. In the past, high-ranking officials in an organization may have left most communication outside of the business to a PR representative. Now each time senior managers interact with stakeholders, the media and the public, they are vulnerable to misrepresentation. With the proliferation of smart devices and real-time reporting, PR

professionals must educate and monitor everyone in an organization. They must also develop crisis communication plans when embarrassing and negative news goes viral over social media.

4. Devices for Communication Technology:

The growing abundance of technological devices means that virtually every person in the company has a computer at home and a mobile phone in their pockets. It is also commonplace for employees to bring their mobile devices to work or to conduct work off of them from their home. This practice puts organizations at risk for data breaches. Even the [federal government](#) is adopting this approach, called BYOD (Bring Your Own Device). The idea that employees might be doing work on their personal devices means that communications (and IT) professionals must consider how sensitive work-related data might be used by employees both on and off the clock.

5. Communication in the Workplace:

The accessibility that non-technical professionals have to devices and applications raises a question regarding how businesses practice organizational communication outside their walls. The Institute for PR ([IPR](#)) sees this as an excellent opportunity for communication professionals to "think outside the firewall." In other words, communication professionals should consider the merits of making content available outside of their organization's private servers. Allowing employees to access digital files and work email outside of a business firewall might increase productivity.

Reference : https://programs.online.american.edu/msc/masters-strategic-communication/resources/5-ways-technology-has-changed-the-communication-field

Q3. How some valid Principles assess the communication skills in different age group of people and what does the impact of that assessment in different communities (education community, business community and Sports community)?

A3: Communication skills:

Communication skills are abilities you use when giving and receiving different kinds of information. Some examples include communicating ideas, feelings or what's happening around you. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media.

Communication skills in different age group of people:

Communication skills are very important in a person's life. Having good communication skills makes a person more comfortable and confident in the society.

Every age group of people have different way of communication. Knowing these different

ways, we can communicate with every age group of people. Following are different age groups of people and their ways:

Children:

1. Give right amount of information (avoid over-explaining; child will cue when satisfied)

2. Be aware that fear is often present

3. Communicate at the child's level; position yourself face to face

4. Listen attentively

5. Allow child to express feelings

6. Exercise patience

Adolescents:

1.Keep in mind developmental tasks (transition to adulthood; desire for independence, yet remain dependent; some of the same needs as children)

2.Offer privacy and respect

3.Expect concerns of a sexual nature; address risks

4.Educate; don't assume they know everything even though they say so.

5.Listen more than you talk.

6.Avoid judgmental, authoritative attitude.

Adults:

1.Avoid temptation to adopt "expert" role.

2.Make an effort to learn about the client.

3.Distinguish between developmental tasks of young and middle adulthood.

4.Some young adults experience an extended adolescence.

5.Emphasize wellness and prevention.

6.Honor right to privacy.

7.Be realistically hopeful; avoid false reassurance.

8.Recognize impact of disease or disability on identity and role.

Older adults:

1.Fastest growing demographic in our society

2.Life and functional changes impact identity and performance

3.Outlooks on life and end of life vary

4.Attend to challenges of aging in youth-oriented society

5.Offer respect; avoid being overly solicitous or protective

6.Encourage active engagement.

Impact of Assessment in Education Community:

• enable communities and civil society to engage with educational issues at the school level, raise issues with educational providers and promote accountability of provision and promote public engagement with educational reform programmed

• increase public awareness of educational rights and make the uptake of educational services more likely, both for children and adults

• provide evidence to support decision-making processes

• improve the quality of policy formulation

• build shared understandings which may lead to social change

• improve educational service delivery and policy implementation

• involve the voices of the marginalized groups, to make educational provision relevant to their needs.

Impact of Assessment in Sports Community:

If you are considering a career in sports administration, it is a good idea to think about what drew you to sports in the first place. Perhaps it was the hard work and physical conditioning, or maybe the fun and excitement of the game. For many, playing sports is attractive because of the social interaction: being part of a team working toward a common goal. The desire to be part of a community is an important aspect of human nature, and communication is perhaps the most important part of developing a healthy community.

The same is true in a sporting community. Developing good communication between coaches and players results in better, more effective teams. In addition, healthy communication both internal and with the public has been shown to be vital to creating successful business environments.

Impact of assessment in business community:

One of the benefits of communication in business is that it can keep relationships strong. When you rely on suppliers or business partners as part of the success for your business, you need to maintain a constant level of communication. When you communicate effectively, you can avoid employees, clients and vendors making invalid assumptions that could harm your business. another benefit of effective communication is that it can save time. Instead of

having to clarify everything, you can move on after receiving or issuing orders.

Miscommunication is one of the most common issues that businesses have. If you can avoid miscommunication, your business activities will be much more effective. Miscommunication often occurs between different levels of management in a company. For example, if a member of senior management issues a memo, it can sometimes be misinterpreted by other employees in the company. To prevent miscommunication, it is important to think about what you are saying and how other parties could interpret it. For example, after writing a memo, read it out loud so that you can slow down and think about what others will hear when they read it.