BIJU PATNAIK INSTITUTE OF IT & MANAGEMENT STUDIES, BHUBANESWAR

ENGLISH LANGUAGE COMMUNICATION (IMEV 1001)
Notes for First Semester Univ. Exam, January 2026

CONTENTS

PART – A
(SHORT ANSWERS)2x10

MODULE 1

Q1. What is Grapevine communication? Give examples.

Communication through informal channels existing within an organization is called 'grapevine' communication.. The Grapevine develops by itself without planning, in situations where the employees meet and talk, for example, in office corridors, at the water cooler, or in the company canteen. Gossips, false rumours, and sometimes useful information form the content of Grapevine communication.

Q2. Define two-way communication.

Ans. Two-way Communication may be defined as "the sharing or exchange of information, ideas and feelings between persons or groups through a common language or code of symbols". In Two-way Communication model, the Receiver's Feedback is very important for the communication cycles to continue.

Q3. What is Proxemics?

Ans.: Proxemics is the study of use of personal space. Personal space is the space you place between yourself and others during communication. One's physical distance communicates mental attitudes. As the distance decreases, the degree of intimacy increases. However, most business transactions require a standard distance of 4 feet between two persons.

Q4. What is Oculesics? What is its significance as non-verbal communication?

Ans.: Oculesics is the study of the ways eyes are used during a communication exchange. This includes eye contact and the avoidance of eye contact. Eye contact is an effective tool for indicating attention and interest, for influencing others, for or regulating interaction, and establishing dominance. Through eye contact, a speaker captures the audience's attention and convinces the listeners of his sincerity and confidence. The avoidance of eye contact can signal a lack of confidence or honesty. It can also help maintain psychological distance. This is the significance of Eye Contact as non-verbal communication.

Q5. What is Haptics?

Ans.: Haptics is the study of physical touch in communication. Touch is an important form of non-verbal communication. Although used most frequently

during greetings and departures, touching may occur in a variety of circumstances, including a conversation. Touching comes in the form of pats, hugs and handshakes. Touch is an important way to convey warmth, comfort and reassurance.

Q6. What is paralanguage?

Ans.: Language deals with what is said; paralanguage deals with how it is said. Just as we can communicate various attitudes through our gestures and postures, we can express emotions and feelings with the help of different aspects of speech such as voice, tone, inflection, pitch, volume and tempo.

Q7. Why is feedback important in the process of communication?

Ans.: Feedback refers to the reverse flow of information from the Receiver to the Sender. Through feedback, the Receiver indicates to the Sender whether and how far the sender's message has been received and understood. Without feedback, communication becomes one-sided and thus loses the qualities of 'sharing' and completeness.

In the process of communication, the original sender and the original receiver switch roles and take turns so that the communication cycles can continue. In this turn taking, giving and receiving feedback is extremely crucial.

Q8. What do you mean by Information Overload?

Ans.: In some instances of communication, the sender loads a message with too much of information. This reduces the receiver's ability to concentrate on the important parts of the message. In certain situations, the receiver receives so many different messages that (s)he is unable to cope with the information. These are cases of information overload.

The receiver facing information overload develops a tendency to ignore some of the messages, delay responses to messages which (s)he considers unimportant, or reacts only superficially to all messages. All these result in miscommunication.

To overcome information overload, the sender should realize that some of the information is not necessary and should therefore include only relevant information. The receiver, on his/her part, should set priorities for dealing with the information flow and focus only on the necessary pieces of information.

Q9. What qualities of speech do you miss in written communication?

Ans.: In written communication, we miss the following qualities of speech. These are   the merits of Oral Communication.

i) Immediate feedback
ii) Speed of transmission
iii) Body language
iv) Time-saving method of group communication

Q10. What do you mean by the 'grapevine'? How is it useful in internal business communication?

Answer: Informal channels of communication existing within an organization are called the 'grapevine'. Informal channels develop by themselves without planning, in situations where the employees meet and talk.

An informal communication network is useful in the following ways:

a. It is speedy and spontaneous in comparison with formal communication.
b. It is multidirectional; it can flow in any direction.
c. It strengthens the social relations in an organization.
d. It supplements formal communication in an organization.

Certain matters which are difficult to communicate through formal channels can be easily and effectively communicated through the grapevine. For example, feedback on the feelings of employees towards executives regarding a particular decision can easily be obtained through informal channels.

Q11. What are the characteristics of horizontal communication? Mention its advantages.

Ans. : Horizontal communication refers to the flow of information and ideas between persons of equal rank either of the same or different departments in a company. Horizontal communication can   also take place between professional peer groups working at the same level   in the company hierarchy.

The following are the advantages of horizontal communication:

a. It is less formal and structured than downward or upward (vertical) communication.
b. It creates mutual trust and understanding among different departments and solves interdepartmental problems.
c. It facilitates co-operation and co-ordination among different individuals and departments in an organization.

Q12. What are the characteristics of diagonal communication? What are its merits?

Answer: Diagonal communication takes place when persons in an organization interact with each other irrespective of their hierarchical status and established reporting relationships. For   example, the   Production Manager talking with a salesperson to get his opinion on customer preferences is an example   of diagonal communication. The merits of diagonal communication are:

a. It facilitates quick decisions.
b. It builds an atmosphere of trust and co-operation.
c. It boosts the morale of the bottom-level employees.

Q13. "All the gestures and postures have a fixed and permanent meaning in communication situations." Comment.

Ans.: Not all the gestures and postures have a fixed and permanent meaning. There are some gestures like the V sign for victory, which have a fixed universal meaning. They are called emblems. But many gestures and postures have varied meanings in different cultures. Thus, the Thumbs Up sign means energetic admiration in many cultures, but in Iran and Afghanistan it is a major insult.

MODULE 2
(Short Answers)

Q14. **Define LSRW.**

Ans. LSRW stands for the four major language skills of Listening, Speaking, Reading, and Writing. A language learner needs to learn these skills in order to acquire the language. Of these, Listening and Reading are called Receptive skills, and Speaking and Writing are known as Productive skills.

Q15. Differentiate between hearing and listening.

Ans. Listening involves hearing with total attention. Hearing is an involuntary physical act of receiving sound waves on the ear-drum and transferring them to the brain. On the other hand, listening is a conscious intellectual act involving conscious efforts to hear with attention and understand the message.

Q16. What is 'Active Listening '?

Ans.: Active listening refers to listening with a purpose, while passive listening is purposeless listening which leads to poor understanding the message.

Active listening demands that the listener should enter every interaction with a strong desire to understand the other person's point of view. He or she should not allow personal feelings, likes and dislikes to influence the listening activity. He or she should suspend judgment until the   listening process is complete. Active listening is a 4 step process that includes sensing, decoding, evaluating, and responding.

Thus, active listening is purposeful, attentive, bias-free, and therefore, effective.

Q17**. What do you mean by 'Clear Articulation'?**

Answer: 'Clear articulation' refers to the correct pronunciation of the sounds and words of a language. Clear articulation of English sounds and words primarily requires a non-native speaker to correctly pronounce its 24 consonants and 20 vowels. An effective speaker should also master the patterns of speech rhythm that comes from correct stress and intonation. The basic requirement for clear articulation is a neutral accent free from Mother Tongue Interference. This is essential for effective speech.

Q18. What does 'Voice Quality' refer to?

Answer: 'Voice Quality' refers to the set of features that distinguishes one voice from another. One's voice cannot be totally changed, but there is a need to refine the quality of one's voice after identifying its weak points (such as too low, or too harsh). One's voice can be trained for impact by cultivating sensitivity to sounds through ear-training and by practicing voice modulation according to the meaning and intent of the message. The ideal voice is a deep and resonant voice.

Q19. Which IPA symbols would be used to represent the sounds that are heard at the beginning of the words given below:

   I. Sugar - /ʃ/
  II. Youth - /j/
 III. Thin - / θ /
  IV. rich - /r/
   V. huge - /h/
  VI. industrial /I/
 VII. therefore – /ð/
VIII. thousand - / θ /

Q20. Which IPA symbols would be used to represent the sounds that are heard at the beginning of the following word:

(i) chin: / tʃ /   (ii) ring : / r /   (iii) dear : / d /
(iv) thought: / θ /
(v) critical: / k /   (vi) jargon: /dʒ /   (vii) understanding: / ^ /
(viii) tough: / t /
(ix) share : / ʃ /   (x) rather: / r /   (xi) first: / f /
(xii) yesterday: / j /

Q21. Write the IPA symbol for the vowel in each of the following words:

Ans.: i) sun: /∧/ ii) right :/aI/ iii)how: /aU/   iv) peer :/I∂/
v) poor: /U∂/ vi) here:/I∂/   vii) make:/eI/   viii) boat:/∂U/
ix) can: /æ/ x) note :/∂U /   xi) no :/∂U /   xii) now: /aU/

Q22. **What are 'minimal pairs'?**

Ans.: Two words with a difference of only one sound form a minimal pair. For example, 'bit' /bIt/ and 'beat'/bi:t/ form a minimal pair, the difference in pronunciation being created by a difference in only one sound – /I/ and /i:/.
In ear training, learners are given practice with minimal pairs.

Q23. **Make a list of English sounds which Indian learners of English find difficult. Why are they difficult?**

Answer: Indian learners find the consonant sounds / f, ʋ, s, z, ʒ/ difficult because these sounds do not exist in their mother-tongue, and they experience mother-tongue interference in producing these sounds.

The vowel sounds of English which create problems for Indian learners of English are : /eI/ as in 'take', /∂U/ as in 'note',/ ʌ as in 'sun', and /∂ / as in 'about'.

Q24. **What do you mean by "Intonation'?**

Answer: Intonation refers to the change of tone (or modulation of voice) on the last stressed word of an utterance. The tone may be rising or falling.

In an utterance, 'The boys have 'left', the last stressed word is 'left'. Therefore, the tone changes on 'left', and since the utterance is a statement, there is the falling tone: The ǀboys have ⌄left.

Intonation produces rhythm in connected speech. It also expresses the speaker's attitude. For example, statements and wh-questions are normally made with a falling tone. The falling tone shows a matter-of-fact attitude on the part of the speaker. But when a statement or wh-question is said with a rising tone, it suggests friendliness or excitement of the speaker.

Q25. **Show syllable division in the following words and mark the stressed syllables:**

i.	academic	:	a.ca.ǀde.mic
ii.	communication	:	com.mu.ni.ǀca.tion
iii.	photography	:	pho.ǀto.gra.phy
iv.	however	:	how.ǀever
v.	presentation	:	pre.sen.ǀta.tion
vi.	rewrite	:	re.ǀwrite
vii.	information	:	in.for.ǀma.tion
viii.	psychology	:	psy.ǀcho.lo.gy
ix.	pleasure	:	ǀplea.sure
x.	understand	:	under.ǀstand

Q26. **Write phonetic transcription of the following words.**

(i) sit : / sIt / (ii) seat : /si:t/ (iii) set : /set/ (iv) sat : /sæt /
(v) sell: / sel / (vi) sale : /seIl / (vii) full : /fUl/ (viii) fool : /fu:l/
(ix) son :/s ɔn/ (x) sun :/s n /ʌ (xi) knit :/nIt/ (xii)neat : /ni:t/
(xiii) bud : /bʌd / (xiv) bird : /b3:d/ (xv) computer: /k∂mǀpjut∂/
(xvi) war : /wɔ:r/ (xvii) yellow :/jel∂u/ (xviii) the : /ðI/
(xix)some : /sʌm/ (xx) she:/ʃi:/

daughter	/ˈdɔːtə/	dictionary	/ˈdɪkʃənrɪ/
explain	/ɪkˈspleɪn/	advance	/ədˈvaːns/
dominate	/ˈdɒmɪneɪt/	arrange	/əˈreɪndʒ/
guide	/ˈgaɪd/	picture	/ˈpɪktʃə/

Q27. What is Contrastive Stress?

Ans.: Normally, only the content words are stressed in a sentence. However, if one wants to convey special meanings, one can stress any of the words in the sentence. The meaning will change according to which word is stressed. This word is said to take contrastive stress because the stress suggests: this, not its opposite. For example:

Amir saw a <u>black</u> dog yesterday. (black, not white)

Amir saw a black <u>dog</u> yesterday. (dog, not cat)

Amir saw a black dog <u>yesterday</u>. (yesterday, not last week)

Q28. What do you mean by "Intonation'?

Answer: Intonation refers to the change of tone (or modulation of voice) on the last stressed word of an utterance. The tone may be rising or falling.

In an utterance, 'The boys have 'left', the last stressed word is 'left'. Therefore, the tone changes on 'left', and since the utterance is a statement, there is the falling tone: The ǀboys have left.

Intonation produces rhythm in connected speech. It also expresses the speaker's attitude. For example, statements and wh-questions are normally made with a falling tone. The falling tone shows a matter-of-fact attitude on the part of the speaker. But when a statement or wh-question is said with a rising tone, it suggests friendliness or excitement of the speaker.

Q29. What are the differences between an efficient reader and an inefficient reader?

Ans.: The following are the differences between an efficient reader and an inefficient reader.

An efficient reader	An inefficient reader
1. Reads by word-groups	1. Reads word by word
2. Adjusts reading speed to the reading purpose.	2. Reads every text at a slow speed.
3. Sets the purpose of reading right in the beginning.	3. Reads every text casually without a purpose.
4. Uses different subskills of reading according to need.	4. Reads every text in the same way.

Q30. What are the main reading faults? How can you correct them?

Ans.: The three main reading faults are :

1. Sub-vocalizing: Forming the sounds of words and even murmuring them aloud.
2. Finger-pointing: Moving the finger from word to word while reading.
3. Regressive eye movement: Moving back the eyes to check previous words instead of steadily moving forward.

For correction of these reading faults, a reader can aim at avoiding these faulty habits, speed reading by taking in a group of words in one eye span, and keeping the mind alert for smart comprehension.

Q31. How is 'Skimming' different from 'Scanning'?

Answer: Both 'Skimming' and 'Scanning' are sub-skills of Reading. Skimming is a more sophisticated   skill than scanning. It refers to the process of reading a text in order to get its main idea. It is a rapid reading technique that prepares the reader for detailed reading.

On the other hand, scanning refers to the sub-skill of locating specific information in a text as quickly as possible. While trying to look for a word in a dictionary or looking for a telephone number in the directory, we scan and look for specific information. Scanning is an important rapid glancing technique for searching a specific piece of information.

MODULE 3

(Short Answers)

Q32. How do verbs of state differ from event verbs?

Ans.: In terms of meaning, verbs are classified as verbs of state (= stative verbs) and event verbs (=dynamic verbs). The verbs which describe actions are called event verbs or dynamic verbs. For example, <u>run, throw, fight, write</u>, etc. express actions, and are therefore, dynamic verbs. There are certain other verbs, such as <u>be, become, seem, like, love, see, hear,</u> etc. which describe a state, and are called stative verbs. It is noteworthy that stative verbs cannot normally be used in the continuous form, whereas there is no such restriction in the case of dynamic verbs :

- ✓ *He is writing a letter now*
- * *She is loving him.*
- ✓ *She loves me.*

Q33. Correct the errors.

a) One of the pupils in our class <u>own</u> a laptop.**(owns)**
b) Ten grams <u>are</u> the smallest quantity they sell.**(is)**
c) Some people dislike traveling by sea, as it <u>make</u> them sea-sick.**(makes)**
d) Ill news <u>travel</u> fast.**(travels)**

e) A lot of time <u>have</u> been wasted.**(has)**

f) The scissors <u>is</u> on the table**.(are)**

g) He will go to <u>the</u> Paris next year**.(X)**

h) She is working in <u>an</u> university in <u>the</u> London**.(a, X)**

i) The manager has joined <u>the</u> office <u>on</u> 10 AM**.(X, at)**

j) Either the employees or the manager <u>are</u> responsible for the strike.**(is)**

k) Their intention was to get good jobs and then <u>deceiving</u> people.**(deceive)**
   Note: X means "Delete".

Q34.Correct the errors in the following sentences:

(i)   The owners of all these houses <u>is</u> selling them away.
      Ans.: **The owners of all these houses are selling them away.**

ii)   The teacher along with her students have arrived.
      Ans.: **The teacher along with her students has arrived.**

iii) You must avoid to meet her on the way.
      Ans**.: You must avoid meeting her on the way.**

iv)   The team captain as well as his players <u>are</u> anxious.
      Ans :**The team captain as well as his players is anxious.**

v)   I look forward to spend time with my family after the exams.
      Ans.: **I look forward to spending time with my family after the exams.**

vi)   Mary resembles to her mother.
      Ans :**Mary resembles her mother.**

vii) The jury was divided in its opinion.
      Ans :**The jury were divided in their opinion.**

viii) The new manager is owning a magnificent building on the Juhu Beach.
      Ans**.: The new manager owns a magnificent building on the Juhu
Beach.**

ix)   For achieving success, we sometimes employ means which <u>is</u> unfair.
      Ans.:**For achieving success, we sometimes employ means which
      are   unfair.**

x)   The <u>informations</u> sent by you <u>are</u> not really sufficient.
      Ans.: **The information sent by you is not really sufficient.**

Q35. Choose the right alternative.

    i)   The majority of nurses in our country is / are women.

    ii)   Either James or his brothers has / have written the mail.

    iii)   Research and development is / are the main focus of our university.

    iv)   The foreign delegation comprising many experts is/are likely to visit our university next week.

Q36. Change into the passive.

1. The boys have broken the window.
   Ans. The window has been broken by the boys.
2. Someone stole my purse.
   Ans. My purse has been stolen (by someone).
3. People use a thermometer for measuring temperature.
   Ans. A thermometer is used for measuring temperature.
   4. The Air Chief gave the pilot a medal.
   Ans. The pilot was given a medal by the Air Chief.
         A medal was given to the pilot by the Air Chief.
   5. People believe that he is dishonest in his dealings.
   Ans. It is believed that he is dishonest in his dealings.

Q37. Edit the following sentences for parallel structure:

1. We want to talk to our System Administrator and then <u>taking</u> the petition to the CEO.
   Ans.: We want to talk to our System Administrator and then take the petition to the CEO.
2. Their intention was to get good jobs and then <u>deceiving</u> customers.
   Ans.: Their intention was to get good jobs and then deceive customers.
3. The natural forces are neither malicious nor <u>helping</u> people.
   Ans.: The natural forces are neither malicious nor helpful to people.
4. We don't know whether the guest has arrived and <u>his liking for</u> long speeches.
   Ans. : We don't know whether the guest has arrived and whether he likes long speeches.
5. The new manager is tall and well-built but <u>coward</u>.
   Ans.: The new manager is tall and well-built, but cowardly.

Q38. Edit the following sentences for clarity. (Parallel Structure)

    I.   The Baker Project would have gone smoothly if <u>reports were prepared on time</u>, we returned their calls, and <u>would have included some sort of follow- up</u>.

Ans.: The Baker Project would have gone smoothly if we prepared the reports on time, returned their calls, and included some sort of follow-up.

    II.   The team envisioned a successful future through strong leadership, <u>making decisions effectively, and new approaches being tried</u>.

    III.   The team envisioned a successful future through strong leadership, effective decision making, and new approaches.

    IV.   Complete the inventory, <u>calls should be made to distributors, and the accounts tabulated</u>.

      Ans.:   Complete the inventory, make calls to distributors, and tabulate the accounts.

V.   Your new investment should perform well in these markets and <u>a high dividend produced</u>.

Ans.:   Your new investment should perform well in these markets and produce a high dividend.

VI.   The issues we need to discuss are <u>accounts that are delinquent</u> and the revised budget.

Ans.:   The issues we need to discuss are delinquent accounts and the revised budget.

Q39. Edit the following sentences to achieve clarity (Parallel structure):

I.   When you have time, call the distributor and the delivery date   should   be confirmed.

II.   At the meeting, we plan on discussing the survey and to make recommendations.

III.   Open the file, make changes, and then the information should be saved.

IV.   Jamie's duties include answering phones, to file dockets, and greet clients.

V.   The instructions were to develop a policy and staffs should be informed.

Q40. Use Capital letters and punctuation marks wherever necessary:

(a) You are under arrest said the policeman.

Ans.: "You are under arrest", said the policeman.

(b) At the time of independence Jawaharlal Nehru said at the stroke of midnight hour when whole world sleeps India would awake to life and freedom.

Ans.: At the time of independence Jawaharlal Nehru said, "At the stroke of midnight hour when the whole world sleeps, India would awake to life and freedom."

(c) Running a massive enterprise is a tricky business being a woman and being at the helm of such an empire makes the situation all the more difficult to handle says apoorva tandon the ceo of silkways Designers, new delhi and a premier fashion designer making men believe in womens calibre is the toughest thing in the world they can make errors and still can sound error free whereas even if an efficient woman errs just once she becomes fallen for ever says ms tandon one of the most talked about fashion designers of the last two decades in the country.

Ans. Running a massive enterprise is a tricky business. "Being a woman and being at the helm of such an empire makes the situation all the more difficult to handle," says Apoorva Tandon, the CEO of Silkways Designers, New Delhi, and a premier fashion designer. "Making men believe in women's calibre is the toughest thing in the world. They can make errors and still can sound error-free, whereas even if an efficient woman errs just once, she becomes fallen forever," says Ms. Tandon, one of the most talked-about fashion designers of the last two decades in the country.

PART B

MEDIUM-LONG ANSWERS (6 marks)

Q1. Explain the process of communication. Why is the two-way communication model more effective?

Ans.: The word 'communication' is derived from the Latin word 'communis' which means 'to share'. Thus, Communication can be defined as "the sharing or exchange of information, ideas and feelings between two persons or groups through a common language or code of symbol.''

Process of Communication
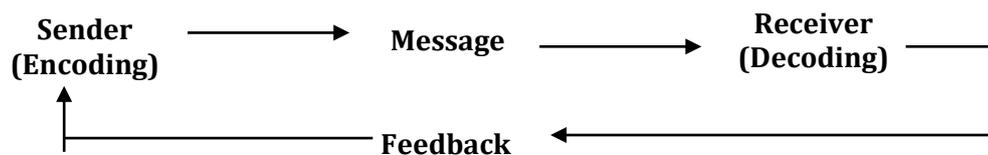
The process of communication involves decisions and activities by the two persons involved: the Sender and the Receiver.

Communication is a 5-step process in which (i) the sender hasan idea and encodes this idea into a message, and (ii) the message is transmitted through speech, writing or body language. As the next step (iii) this message is received, decoded and understood by the receiver. (iv) After understanding the message, (v) the receiver encodes a response, and finally sends appropriate feedback to the sender. This completes one cycle of the process of communication. There are multiple cycles of the process even in a brief interaction. Communication continues between the original Sender and the original Receiver, who take turns and co-operate with each other throughout the process of communication.

The two-way communication model is more effective because

(i)   it regards communication as an interactive process instead of a one-directional transmission of information;

(ii)   it ensures shared understanding, clarity of content, and engagement of the participants.

Q2. "The Grapevine can be used for the management's benefit." How?

In the larger perspective , grapevine is often described as the barometer of public opinion. Therefore, in the organisational framework howsoever well structured or disciplined it is—the importance of grapevine is a well recognised truth. Its advantages

- Grapevine acts as a safety valve in time of stress and threat, and provides emotional relief to all those who are a part of the grapevine.
- It can raise the morale in times of difficulties at the personal or group levels.
- Functions in addition to official channels of communication with the distinct advantage of greater speed of transmission.
- Provides much needed feedback to the management when many other channels have dried up.
- If properly used and efficiently handled, the management of an organisation can turn it into a constructive tool.

Effective Use of the Grapevine

Management can use the Grapevine as a constructive tool in the following ways:

1. Keep the employees well-informed about policy matters and future plans and   prospects to check speculation.
2. Organize group activities to enhance knowledge, skills and self-worth of the employees.
3. Follow open-door policy without an eye on popularity.
4. Identify leaders and win their confidence.
5. Associate them with the decision-making process.
6. Plant desirable stories in the interest of the organization

Finally, managers need to combat the identified causes and disseminators of the rumours. As counter measures, managers should feed the grapevine with actual information and seek to get the facts through the informal channels of communication.

Q3. Give an account of Psychological Barriers to communication.

Ans.: Psychological Barriers are related to the minds of the Sender and the Receiver, and create a psychological distance between both, resulting in misunderstanding of the message. The following are the major types of psychological barriers.

(a) *Filters:* When we communicate, our personal experience and view of the world serve as the background of the message. Each of us sees the world through some mental or psychological filters. The sender of a message sees the world through one set of filters and the receiver has a different set of filters. Thus, each message in communication passes through two sets of filters. Ordinarily, we manage to communicate in spite of these varying sets of filters. However, if the filters are very powerful and opposed to each other, they can totally block the communication and become barriers.

(b) Halo Effect: Sometimes, two persons in a communication situation do not listen carefully to each other because of fixed impressions based on their earlier interactions. This is known as the halo effect which may

disrupt communication.

(c) Emotional Interference: Communication is a purposeful activity based on reasonable and calm interaction. For effective communication, the people involved should be in a composed emotional state; they should not be emotionally charged (for example, very excited/nervous/angry). Over-arousal of emotions may adversely affect both encoding and decoding of messages.

Q4. Write a note on the Organizational Barriers to communication.

Ans.:   Organizational Barriers occur as a result of factors operating in an organization, create a distance among employees and hinder the smooth flow of communication in the organization. They are of the following kinds.

(a) Complex organizational structure: If an organization has a tall complex structure, there will be a long line of communication resulting in information loss and information distortion. Such barriers are rare in organizations adopting a flat structure.

(b) Organizational Culture: The culture and climate of an organization has a great influence on the freedom, trust and interaction pattern among its employees. The rigid rules and regulations of an organization may channelize the flow of information in the wrong direction.

(c) Bypassing: 'Bypassing' refers to miscommunication resulting from missed meanings. Bypassing prompts the employees to hide their inner feelings. This leads to the absence of free and transparent exchange of feelings and facts which is an essential aspect of effective communication.

(d) Information Overload: Information overload describes a situation where too much of information is communicated to an employee. As a result, (s) he is unable to cope with the large quantum of information and misses the important pieces of information. Thus, information overload acts as a barrier in communication.

Q5. Give an account of the types of listening according to the listener's purpose.

Ans.: Understanding the types of listening is essential for the employees of an organization. With this understanding, they can enhance their ability to practice effective communication in diverse situations. There are mainly three types of listening according to the listener's purpose:

1. Content Listening: The focus in Content Listening is on gathering information. The three key strategies to be followed in this type of listening are:
    (i)   Avoid judging or arguing with the speaker.
    (ii)   Take notes.
    (iii)   Ask questions to clear factual doubts.

2. <u>Empathic Listening:</u> The goal of this type of listening is to understand the speaker's feelings. Empathic listening may not indicate whether the listener approves the speaker's feelings, but the purpose is to give a patient hearing to what is being said.

3. <u>Critical Listening:</u> In Critical Listening, one has to analyse the situation and the speaker. When an external consultant or a salesperson is speaking, Critical or evaluative listening becomes necessary, and the listener has to focus on the logical analysis, evidences, implications, and the intention of the speaker in order to arrive at a decision.

In all these types of listening, however, it is important for the listener to engage the speaker in a mode of Active Listening.

Q6. Mark stress and tone in the following sentences.

i. 'Pick up that 'piece of 'paper at once.
ii. 'What is the 'meaning of this word?
iii. 'What a 'pleasant surprise!
iv. 'Is she the 'daughter of your friend?
v. Could you 'get me a 'glass of water?
vi. Shall we' take a' bus to the station?
vii. After he had eaten, / he 'went to bed.
viii. When the 'bus finally arrived, / we 'found there were no seats.
ix. You 'look unhappy. 'What's the problem?
x. 'When the !police 'searched the 'thief's bag, / they 'found a 'knife, / a 'gun / and a 'five 'hundred 'rupee note.

[Please note that the tone mark (rising or falling) is put only on the last stressed word of the utterance. One utterance has only one tone mark.]

Q7. Mark stress and tone in the following sentences:

i) They have 'saved 'enough 'money to 'buy a car.
ii) Could you 'pass me the 'curd, please?
iii) I 'need a 'purse for my friend.
iv) 'How did you 'spend your vacation?
v) He 'has a toothache.
vi) 'Suresh 'bought 'new 'shoes yesterday.
vii) Is he 'going to the dentist?
viii) Do you 'want some coffee?
ix) She's 'totally confused, isn't she?
x) 'Go and 'see a doctor.
xi) 'What 'are your 'views on privatisation?
xii) Have you 'seen him or not?
xiii) We have 'finally 'done our 'part of work.
xiv) The 'client will 'meet you soon.

Q8. "Time and tense are not the same". Explain.
  Answer:

Time is an essential element in states, actions and events expressed by the verb. The finite verb in a sentence tells us when an action or event takes place with reference to the time of speaking or writing. The time of speaking is Now or the present. We look backwards from the point NOW into the past or look forwards from that point into the future.
  Examples:
  Sunita has a headache (now).
  Sunita had a headache (yesterday).
  Sunita will have a headache (tomorrow).
  Thus, time which is an element of our experience has three divisions: present, past and future.
  The term 'tense' refers to the different forms which a verb takes to indicate 'time reference'. Tense is not time, although it refers to time. Time is something that exists outside language. Even if human beings did not have language, time would still exist, although we would have no means of talking about it. Different languages found different ways of talking about time. In languages such as English, Hindi, Oriya etc., verbs are mainly used (along with adverbs) to talk about time. Verbs take different forms when they are used to refer to actions or events taking place in different 'periods' of time, and it is these forms of verbs that we call tense.
  Tense is a grammatical marker on the verb. In English, there are only two such   markers – Present and past. In English, there are only two tenses through which we can express actions and events happening in all these three divisions of time.

  Examples:
  We like ice-cream very much.
  We liked ice-cream very much.
  English does not have a future tense. The speakers of English use the present tense forms to express future actions and events.
  Examples:
  It is going to rain tomorrow.
  We will visit you next Sunday.

Q9.   Write a paragraph of about 150 words on 'AI and its impact on our life'.

PART – C
LONG ANSWERS (16 marks)

Q1. "Body language plays a vital role in making communication more effective". Elucidate.

Ans. Non-verbal communication refers to the transfer of meaning by body language, sign language, space, time, and paralinguistic features of speech. Kinesics or Body Language is the most important aspect of non-verbal communication, and it plays a vital role in making communication more effective.

Body language or Kinesics refers to the movement of a part of the body, or movement of the whole body. Our body movement includes our head, eyes, shoulders, lips, eyebrows,neck, legs, arms, fingers, hands, posture, and gestures. Together these pieces can convey if we are comfortable, unhappy, friendly, anxious, or nervous.

(i) **Facial Expression:** Face is the primary site for expressing emotions. It reveals both the type and the intensity of feelings. Facial expressions are usually a reliable indicator of the speaker's inner feelings. A wide range of meanings can be communicated by facial expressions. These are happiness, sorrow, fear, anger, surprise disgust, interest, confusion and determination.

(ii) **Eye-contact:** Eyes are especially effective for indicating attention and interest, influencing others, regulating interaction, and establishing dominance. Eye contact has a cultural dimension. For example, in the USA, lack of direct eye contact connotes distrust or dishonesty and that the speaker is hiding information, whereas in many Asian countries eye contact is a sign of disrespect.

(iii) **Posture:** The body position of a person conveys a variety of messages.The posture of straight back expresses confidence and readiness to face challenges. Closed Postures, with features such as folded arms and crossed legs, indicate a closed personality and lack of confidence. A leaning posture towards the speaker conveys the listener's interest and attention, while leaning back away from the speaker means that the listener is disinterested and bored. Legs also communicate non-verbal messages. A person shifting from one leg to another while standing expresses nervousness. One needs to keep the legs still in interviews and meetings. One should never cross legs in formal settings.

(iv) **Gesture:** Gestures refer to movement of arms, hands and fingers. Many gestures have a specific and intentional meaning, for example, a wave of the hand means hello or good-buy. Most of us, when talking with our friends, use our hands to describe an event or an object. Ideally, a person's gestures should flow with the vocal channel so as to enhance the effect of verbal communication.

Arms give away clues as to how open and receptive a person is in an interaction. Keeping arms out on the side of the body or behind the back shows that the person is not scared to take on whatever comes his way and that he meets things "full frontal". In general terms, the more outgoing you are, the more you use your   arms   with   big

movements. When you want to be seen in the best possible light, you should avoid crossing the arms.

Palms slightly up and outward are seen as a mark of an open and friendly person. On the other hand, palm down gestures are generally interpreted as indicative of a dominant and aggressive person.

Conscious gestures made with fingers are known as emblems. Examples of emblems are the thumb-and-index-finger gesture that signals 'Okay', or the thumbs-up gesture expressing 'You win'.

Thus, body language influences the effective communication in several ways. It reinforces verbal communication most of the time. It can replace verbal communication altogether in certain situations. Most importantly, whenever non-verbal communication contradicts verbal communication, it is non-verbal communication which is believed to be true.

Q2. "It is not just the body language but other paralinguistic features which determine the effectiveness of a professional speech or presentation".

Ans.: Non-verbal communication contributes to the effectiveness of verbal communication in various ways. Apart from body language, paralanguage is a very important aspect of non-verbal communication. Body language consists of Facial expression, Eye contact, gestures and postures. Paralanguage refers to how we express our feelings and attitudes through our voice.

Language deals with what is said; paralanguage deals with how it is said. Just as we can communicate various attitudes through our gestures and postures, we can express emotions and feelings with the help of different aspects of speech such as voice, tone, inflection, pitch, volume and tempo.

When we receive a call and hear 'Hello', we are able to make out the gender as well as the socio-linguistic and educational background of the caller. We can also identify whether it is a known voice or an unfamiliar voice. None of these meanings are contained in the word 'Hello'. These are all derived from paralinguistic features of the voice.

Tone: Tone is used to convey an attitude. It can be direct, commanding, harsh, soft, gentle, comforting, etc.

Inflection: Voice inflection is the way we change the tone of our voice to emphasize key words. The variation is caused by stressing or stretching a word or phrase and by pausing before a word or phrase.

Stressing: I've got a BIG project.

Stretching: I've got a b – i – g   project.

Pausing: I've got ……. a big project.

Pitch: Pitch refers to the rise and fall in tone. Pitch variation allows an oral message to acquire dynamism. It helps to remove the monotony of speech and also make the articulation persuasive. People in higher positions in an   organization use high-pitched voice as compared to their subordinates. A high pitch   characterizes   a person who is emotionally charged, for example, when he is angry.

Volume: Maintaining an adequate volume of the voice is crucial for creating the right kind of impact on an audience. The speaker who speaks at a low volume is likely to be seen as someone lacking confidence and conviction. On the other hand, a speaker whose volume is too high may be seen as arrogant or boorish.

Tempo: Tempo refers to the rate of speaking – the number of words we utter per minute. Speaking too fast shows the speaker's lack of confidence. If the pace of speaking is too slow, the audience loses interest and feels bored. A speaker should, therefore, use a pace that is fast enough to keep the audience interested and to show the speaker's confident knowledge of the subject.

Thus, it is indeed true that, for delivering an effective speech or presentation, the paralinguistic features are as important as the body language.

Q3. Why is good Listening skill essential for professionals? How can you improve your listening skill?

Ans.: Listening is the communication skill we use most frequently. Recent surveys have established its importance. 45% of the time of a business professional is spent in listening. Employees come to a manager with inquiries, suggestions, proposals, comments and complaints. This requires effective listening on the part of the manager. The higher a manager is in the corporate ladder, the more time he/she spends in listening to others. The managers who are rated most highly by their subordinates are good listeners. However, most professionals are poor listeners. This is why effective listening is very important for business professionals.

Most of us are poor listeners, and Active listening requires efforts. We can improve our listening skill if we think strategically about listening and follow the steps given below:

1. **Decide your goals for the interaction.**
   Skilled listeners think about the purpose of their interaction, and act accordingly.

2. **Choose when to talk and when to listen during the interaction.**
   If one keeps the purpose in mind, one can then choose when to talk and when to listen, when to clarify and when to listen attentively. Good listeners always keep control over their listening and speaking.

3. **Avoid negative feelings and attitude towards the other participant(s).**
   Guard against personal biases, and avoid impatience, argumentation and criticism.

4. **Adopt Active listening practices of:**
    a. Asking questions
    b. Paraphrasing for clarification, and
    c. Interpreting and analyzing the speaker's message.

We can improve our listening skill significantly if we follow these steps systematically.

Q4. What are the 7C's of communication? Give examples to illustrate them.

Ans.: Communication is effective only when the Receiver receives the meaning of the message as intended by the Sender. There is no mistake in interpretation of the message by the Receiver, and the sender gets the right feedback.

We need to keep in mind certain principles of effective communication while composing effective oral or written messages. These principles provide guidelines for   choice of content and style of the message adapted to the purpose and receiver(s) of   the message. Proposed by *Herta A. Murphy*, these 7C's of effective communication are:

1. Courtesy   2.Clarity   3. Credibility   4. Correctness
5. Completeness   6. Concreteness   7. Conciseness

1. *Courtesy:* Courtesy involves mutual respect and consideration. It comes from a sincere you-attitude and a positive attitude.

Instead of saying, "You must send the refund to me soon", we can say – "Please send the refund to me soon".

Courteous communication demands that we:
    (a) Become sincerely
    (b) appreciative,
    (b) Use expressions that show respect, and
    (c) Choose bias-free expressions.

2. Clarity: Clarity refers to the quality of being immediately understood. Getting the   meaning from the Sender to the Receiver accurately is the purpose of clarity.

Clarity is achieved by choosing precise, concrete and familiar words.
Example:-
   ❖ After our perusal of pertinent data, the conclusion is that a lucrative market exists for the subject property.
   ✓ The data we studied show that your property is profitable and is in high demand.

Constructing effective sentences of average length of 17-20 words, having one main idea in a sentence(*unity*), and arranging words so that the main idea occurs early in the sentence contribute to the *coherence* and clarity of a message.

3. Credibility: Credibility is the quality of being trusted and accepted. If the sender can establish his credibility, the receiver trusts and accepts the message. It is a process in which the receiver through constant interaction with the sender establishes his credibility on the basis of his expert

knowledge and truthful conduct.

4. Correctness: Correctness requires that we communicate accurate facts in appropriate language. We can achieve correctness in our communication by

(a) using the right level of language in the message for the receiver,

(b) Checking accuracy of figures, facts and words and

(c) Maintaining correctness in grammar, punctuation and spelling.

5. Completeness: A message is complete when it contains all facts the reader or listener needs for the reaction, you desire. Completeness requires us to communicate all relevant details with comprehensive coverage of the subject matter.

Completeness offers many benefits. First, complete messages are more likely to bring the desired results without the expense of additional messages. Second, they can do a better job of building goodwill. Thirdly, communications that seem unimportant can become surprising important if the information they contain is complete and effective.

A communicator can strive for completeness by:

(a) Proving all necessary information,

(b) Answering all questions asked, and

(c) Giving information beyond specific questions, when desirable.

6. Concreteness: Communicating concretely means being specific, definite and vivid rather than vague and general. Often it requires the use of denotative (direct and explicit) words rather than connotative words (general ideas suggested by particular words). Thus, one should use wife / mother instead of female.

Instead of saying, "There has been a considerable rise in the sales as compared to last year", we should say –

"The sales have risen by 50% in one year".

The following guidelines should be followed to compose concrete and convincing messages:

(a) Use specific facts and figures.

(b) Put action in your verbs and use sentences in the active voice.

(c) Choose vivid, image-building words.

7. Conciseness: Conciseness means saying what we have to say in the fewest possible words without sacrificing the other six Cs. A concise message is complete without being wordy.

Example:

❖ It should be clear to everyone, and there should be no doubt in anyone's mind, that our company would never be the one that encourage, incompetence and lethargy.

✓ Our company does not encourage incompetence and lethargy.

A concise message saves time and expense for both sender and receiver. Secondly, conciseness contributes to emphasis; by eliminating unnecessary words, we let important ideas stand out. Finally, concise messages show respect for recipients by not cluttering their professional life with unnecessary information.

To achieve conciseness, we should:

(a) Eliminate wordy expressions.

(b) Include only relevant material.

(c) Avoid unnecessary information.

The seven Cs discussed above point to the fact that effective communication is a consciously planned and developed skill.

Q5. Explain the important sub-skills of Reading.

Reading is a complex communicative process of receiving and interpreting the written word. It involves recognizing the letters and words and understanding the main points and supporting points as well as the connections between different points of the written message.

Sub skills/ Strategies of Reading:

The following sub-skills of reading are important for communication in professional life:

    (i)   Skimming (for Global comprehension)

    (ii)   Scanning (for Local comprehension)

    (iii)   Inferring

    (iv)   Guessing the meaning of unknown words.

    (v)   Intensive Reading

    (vi)   Extensive Reading

    (vii)   Critical Reading

I.   Skimming:

An efficient reader always tries to have an over-all meaning of the text in the first reading. It stands to reason that a skilled reader goes from the 'whole' to the 'parts'. Having a whole view of the text and getting the 'over-all' meaning through reading is called **global comprehension**. Global comprehension requires the sub-skill of skimming (literally meaning 'moving along quickly'). The reader reads through the text at high speed to pick up the main idea or ideas.

II.   Scanning:

While skimming means going through a text to get an over-all idea, scanning refers to searching the text for a specific piece of information. A reader who is scanning a text for specific information will see little or nothing other than the information he is looking for. For example, we use scanning when we are looking up a newspaper page of advertisements. We look for an advertisement for a particular job and exclude all other advertisements from our focused attention. It may be noted here that both skimming and scanning require speed reading.

III.   Inferring:

Inferential comprehension refers to the reader's ability to understand the implications or indirect conclusions of what the writer has stated in the text. Inferential understanding of a text requires the reader to look for clues provided in the text and think of them together to arrive at a conclusion. For example, if in a text a character is described as hiding something about himself and there are blood stains on his shirt, one may infer that the man has perhaps murdered somebody, although this is not mentioned anywhere is the text.

IV. Guessing the meaning of unknown words:

If a reader looks up a dictionary to find the meanings of all unknown words in a text, (s) he cannot simply proceed in reading and understanding the text. Therefore, every reader has to guess the meanings of most of the unknown words from the context in a text. An efficient reader needs to use the skill of guessing the meaning of words, using contextual clues. One does not need to know the meaning of all the words in a text to achieve comprehension of the text.

V. Intensive Reading:

In intensive reading, a reader reads a text at least three times. The first reading is speed reading done with the purpose of forming an overall impression of the text regarding its main idea. In the second reading, scanning for required information and local comprehension is attempted. In the third and later readings, the purpose may be to form an idea of how the ideas are organized in the text and how this structure of the text helps the writer's purpose. Most texts possess the unity of ideas, which refers to the way in which the supporting ideas are related to the main idea. A good reader must be able to comprehend the structure of a text to achieve an adequate comprehension.

VI. Extensive Reading:

It is noteworthy that one's reading speed varies according to the purpose of reading. For example, if a reader is skimming for global comprehension or scanning for specific information, the speed of reading increases, naturally. Intensive reading of a text requires the reader to slow down the reading speed. Thus, reading purpose determines the reading speed.

When one reads a novel or any long text for pleasure, one doesn't read for details. One has to read very rapidly, keeping the story outline in mind so that the long text can be covered. This is known as Extensive Reading strategy or skill.

VII. Critical Reading:

Critical reading or Evaluative comprehension refers to the reader's ability to judge the truth value of what the writer says in the text and how effectively(s) he has been able to express it. This kind of comprehension requires the reader to respond to the text critically and to judge the writer's bias if any, the force and accuracy of argument, and finally, the effectiveness of expression. Thus, critical reading focuses on the writer's attitude and point of view expressed in the text.

A good reader needs to use the above sub-skills to get the best out of a reading text, and use specific sub-skills according to the reading purpose.

Q6. Discuss the Barriers to Communication? How can you reduce their effect?

The important barriers commonly found in the communication process are:

        (i) Semantic Barriers

    (ii) Psychological Barriers
    (iii) Organizational Barriers
    (iv) Cultural Barriers
    (v) Physical Barriers
    (vi) Non-verbal Barriers

(i)   **Semantic Barriers:** Semantic barriers refer to the fact that different people assign different meanings to one particular message. These barriers arise from :

    a. *Words having similar pronunciation but different meanings:* Take for example, the three homonyms, *sight*, *site*, *cite*. While the sender says 'sight' (meaning scene), the receiver may understand it as "site' (meaning location).

    b. *Improper encoding:* Lack of clarity and precision in the message at the encoding stage leads to confusion and misunderstanding.

    c. *Faulty decoding:* The receiver's assumptions about a concept may be different from those of the sender, and result in the faulty decoding of the message.

    d. *Specialist language:* The use of technical jargon or specialist language by the speaker leads to incomprehension by the listener who may not be familiar with their meanings.

(ii)   **Psychological Barriers:**
    a. *Filters:* When we communicate, our personal experience and view of the world serve as the background of the message. Each of us sees the world through some mental or psychological filters. The sender of a message sees the world through one set of filters and the receiver has a different set of filters. Ordinarily, we manage to communicate in spite of these varying sets of filters. However, if the filters are very powerful and opposed to each other, they can totally block the communication and become barriers.

    b. *Halo Effect:* Sometimes, two persons in a communication situation do not listen carefully to each other because of fixed impressions based on their earlier interactions. This is known as the halo effect which may disrupt communication.

    c. *Emotional Interference:* Communication is a purposeful activity based on reasonable and calm interaction. For effective

communication, the people involved should be in a composed emotional state; they should not be emotionally charged (for example, very excited/nervous/angry). Over-arousal of emotions may adversely affect both encoding and decoding of messages.

(iii)   Organizational Barriers

a. *Organizational Culture:* The culture and climate of an organization has a great influence on the freedom, trust and interaction pattern among its employees. The rigid rules and regulations of an organization may channelize the flow of information in the wrong direction.
b. *Bypassing:* 'Bypassing' refers to miscommunication resulting from missed meanings. Bypassing prompts the employees to hide their inner feelings. This leads to the absence of free and transparent exchange of feelings and facts which is an essential aspect of effective communication.
c. *Information Overload:* Information overload describes a situation where too much of information is communicated to an employee. As a result, (s) he is unable to cope with the large quantum of information and misses the important pieces of information. Thus, information overload acts as a barrier in communication.

(iv)   Cultural Barriers :

People of different socio-economic and cultural backgrounds often form different perceptions because of differing cultures. Thus, differing cultural values may become barriers in inter-cultural communication. For example, when a Japanese says "Yes, (s) he means – "Yes, I am listening", whereas an American would take it as meaning "Yes, I agree".

(v)   Physical Barriers :

Physical distractions can easily disrupt communication. Any element in the environment that restricts one's ability to concentrate on the communication at hand hinders effective communication. Such distractions are called noise. Examples of environmental noise are: music played in high volume, poor sound system (acoustics), extreme temperature, uncomfortable seating, poor telephone connections and unclear photocopies of handouts.

(vi)   Non-verbal Barriers: Non-verbal signals, often referred to as body language, can provide valuable feedback on verbal communication. Such signals include facial expressions, gestures, body movements, eye contact and head movement. Non-verbal barriers to communication include (a) inappropriate signals and (b) conflicting signals.

a) Inappropriate Signals

Many non-verbal signals vary from culture to culture. People belonging to different cultures are likely to use and interpret non-verbal signals in quite different ways. This may result in miscommunication.

b) Conflicting Signals

It may so happen in a communication situation that the body language of the speaker conveys a feeling or a message opposite to what his/her words convey. This may cause confusion and miscommunication.

To conclude, communication may not always be smooth and total as there are various barriers which hinder the smooth flow of communication and result in miscommunication. However, success in communication can be achieved,

i) if the sender uses clear and unambiguous language at the encoding stage,

ii) if the receiver practices Active Listening,

iii) if noise and distractions in the physical environment are avoided, and

iv) Finally, if a flat organizational structure and harmonious work culture is developed.

Q7. What are the steps in the process of writing effective messages?

The process approach focuses on the main elements and aspects of composing by giving the writer supports and procedures for generating an effective piece of writing. In this approach, the writing process consists of five distinct phases of activities: **Pre-writing, Drafting, Revising, Formatting, and Proof-reading**.

Prewriting: This is the planning stage in which you think through your writing assignment and develop a plan for accomplishing it. During the prewriting stage you should:

- Determine your purpose
- Know your readers
- Search and collect data for your message
- Organize and prepare an outline

Drafting: Good business writing is concise and to the point. The shorter the sentences and paragraphs, the more likely will the message be understood. In this stage, our aim is to express our ideas in short sentences and exact words, and to tailor our language to the audience.

Revising: It is always advisable to review your business messages carefully after completing your first draft. Revising is the process of modifying a document to increase its effectiveness. In short, revise you document for content, clarity, conciseness, and readability by using the right words in the right context and with the right tone.

Formatting: The first thing the readers will notice about message is its appearance. Good looks can help get the message across, especially to busy readers. Use a variety of design elements, such as white space, margins line justification, typefaces, and type styles to make your message look professional, interesting, and up-to date.

Proofreading: Some tips to help do a better job of proofreading your business messages are given below:

- Do not try to proof a document by reading it on your computer screen, read from a printed copy.
- Reading your message aloud is a great technique for finding errors in construction.

The final look should be for capitalization, spelling of name, and numbers used in sentences. Double-check all the names because it is so easy to misspell a person's name.

By adopting the above five steps of process writing, we can produce effective business messages.

Q8. Why are formal channels indispensable to an organization? Describe different types of formal channels.

Formal Communication Channels are those channels which are designed by the management to channelize the flow of communication along the formal structure of the organization. Such communication flow is created along official positions to ensure regular, smooth, orderly, accurate and timely flow of information. Without this communication flow, an organization cannot function and achieve its goals. Therefore, the formal channels are indispensable to an organization.

The advantages of formal channels are:

(1) They maintain the authority structure of the organization, and ensure accountability.

(2) They facilitate co-operation and co-ordination.

(3) They circulate reliable information.

However, on the downside, they are time-consuming, and they do not contribute to the social

and emotional bonding among employees.

Formal channels are of the following four types according to the direction of the flow of communication.

(i) **Downward Communication:** Downward communication refers to the flow of information from the superiors to subordinates in an organization. A communication from the general manager of a company to the branch managers is an example of downward communication. Downward communication is essential for the efficient functioning of an organization.

The first problem associated with downward communication is that information is quite often lost or distorted in its journey down the chain of command. It is time consuming; the more the levels, the more chances of delay or dilution of information.

(ii) **Upward Communication:** Upward communication is the flow of information in an organization from lower levels to higher levels. As an example, when a Marketing Manager submits a report of a market survey to the Vice President (Marketing), (s) he is using the upward channel to communicate. The main purpose of upward communication is to provide feedback and suggestions on different areas of organizational functioning.

The upward flow of communication often creates a psychological problem. Generally the higher-ups do not like to be 'told' by their subordinates or to take their suggestions. As a result, the employees may feel let down and reluctant to participate in upward communication.

(iii) **Horizontal Communication:** In horizontal communication, messages flow among members of the same work group or among managers at the same level belonging to different departments or divisions. The communication between the Marketing Manager and the Production Manager is an example of horizontal communication. The purpose of horizontal communication is to facilitate co-ordination and harmony among work groups or departments in an organization.

Horizontal communication takes place mostly during committee meetings or conferences where peers interact with one another and take decisions or prepare inter-departmental reports. This channel of communication is necessary for inter-departmental conflict resolution and co-ordination.

(i) **Diagonal Communication:** Diagonal communication takes place when employees in an organization communicate with one another beyond hierarchical status and established reporting relationships. The Production Manager (higher level) communicating with salesmen (bottom-level employees) of the marketing department to get their suggestions is an example

of diagonal communication. Diagonal communication is the result of the growing realization of fraternity and common concerns in the corporate sector. It promotes trust and co- operation among managers and employees and expedites work.

On the downside, however, diagonal communication can encourage indiscipline and power-play among employees. It can also create coteries or favoured groups around a power – loving manager to the detriment of the organization.

These four types combine to create the network of formal channels in an organization.

Best of Luck