**Presentation notes to each slide**

**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.

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.

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.

Categories 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**](https://www.skillsyouneed.com/ips/verbal-communication.html), which includes face-to-face, telephone, radio or television and other media.

[**Non-Verbal Communication**](https://www.skillsyouneed.com/ips/nonverbal-communication.html), 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.

[**Written Communication**](https://www.skillsyouneed.com/writing-skills.html): 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.

**Visualizations**: [graphs and charts](https://www.skillsyouneed.com/num/graphs-charts.html), maps, logos and other visualizations can all communicate messages.

Communication channels

Encoding Messages  
Effective communicators encode their messages so that they fit both the channel and the intended audience.

They  use appropriate language, conveying the information simply and clearly.

They also anticipate and eliminate likely causes of confusion and misunderstanding. They are generally aware of the recipients’ experience in decoding similar communications.

**Successful encoding of messages for the audience and channel is a vital skill in effective communication.**

Decoding Messages

**Once received, the recipient needs to decode the message. Successful decoding is also a vital communication skill.**

People will decode and understand messages in different ways.

This will depend on their experience and understanding of the context of the message, how well they know the sender, their psychological state and how they feel, and the time and place of receipt. They may also be affected by any [Barriers to Communication](https://www.skillsyouneed.com/ips/barriers-communication.html) which might be present.

Successful communicators understand how the message will be decoded, and anticipate and remove as many as possible of the potential sources of misunderstanding.

Feedback

**The final part of a communication is feedback: the recipient lets the sender know that they have received and understood the message.**

Recipients of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions.

Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

Bear in mind that the extent and form of feedback will vary with the communication channel.

Feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet.

Barriers to communication – difficulties . Video

Worksheet 2.1

**Presentations**

According to research, only 7 per cent of a speaker’s credibility comes from the presentation itself. The other 93 per cent comes from the speaker’s visual characteristics and voice. Body language, which includes posture, gestures, facial expressions and eye contact, affects the way a presentation is received. Appropriate body language, paired with a confident-sounding voice, can help keep listeners attentive and focused on what the presenter is saying

When preparing a presentation, the first step is to explore the topic: What do I want the audience to know? How much do I already know? What additional information do I need to research? Two related strategies for exploring a topic are listing and clustering. They can help you see possible elements of a topic that you could include in your presentation. Then you can choose from these elements to create an outline for your presentation.

**Presenting your home town**

**- Listing**

**Clustering**

**Structuring**

**Delivering a presentation**

**Introduction**

**Introduction**

Signposting (also called signaling) is a technique used in public speaking to alert the audience to the structure of a presentation. When signposting, a speaker uses words or expressions (signposts) to indicate to the audience where he/she is in the presentation and where he/she is going to go next. The following are some signposts you could use in a presentation:

Signposts

Signposts

**Ending**

The conclusion of a presentation is short and gives a summary of what was presented. It may also contain recommendations, when appropriate. Here are some expressions for concluding a presentation.

During a presentation, the appropriate use of intonation and pausing can help listeners understand and follow what is said. In general, we use pausing and lengthening of a syllable (or emphasis) at the end of each thought group (a group of words about one idea).

This helps the listener separate ideas and process the meaning easily.

For example, signposting words (e.g., I’d like to begin with…, now I’d like to discuss…, for example...) require a pause after them. The pause helps the listener notice the new idea.

Using incorrect intonation or pausing can confuse the listener.

• Use of emphasis:

This system used to work **very well**. (better than anything else)

This system **used to** work very well. (but doesn’t any more)

• Use of pausing:

When the wheel stops, **-pause-** quickly turn it in the opposite direction.

When the wheel stops quickly, **-pause-** turn it in the opposite direction.

Worksheet 2.2

MEETINGs

Exchanging information and opinions is an integral part of meetings. Giving opinions in a meeting can involve:

• presenting ideas and supporting them with facts, examples and reasons

• asking for input and opinions from others

• responding to another person’s point of view

**Opening a discussion**

**Giving your opinion**

**Supporting your opinion**

**Asking for opinions**

**Asking for support or details**

**Agree – Disagree**

Worksheet 2.3

Transaction analysis **technique**

We think of behavior in terms of *behavior development* by using a communications system called Transactional Analysis. This is a useful underpinning framework which can help us understand better how we interact with students, and which can act as the basis for such behavioral development.

The teacher has ‘ordered’ the student to carry out a task and is expecting a ‘child-like’ instantaneous compliance.

However, the student makes a reasonable comment, explaining logically that a focused activity is being quickly completed; if this adult response was offered by a colleague in the staffroom it would be accepted without thought, but because the teacher has instigated a parent-child interaction, the adult response feels out of place and may well lead to the escalation of a negative conversation.

In the previous example, a more adult initiated start to the transactions, such as the comment,

‘Doesn’t the gum you are chewing bothering you to from speaking?”

By consciously realigning the transaction through focusing on an adult to adult stimulus, there is a greater chance of developing a positive response with the student involved.

**Effective communication** skills are the ability to express yourself clearly and concisely, in a way that things are understood. A person with good communication skills can read other people’s behavior, compromise to reach an agreement, avoid and resolve conflict, and adapt to new and different situations.

Become a good listener

The best thing you can do to improve your communication skills is learning to listen.

Pay attention to what others are saying, let them put their point across without interrupting them, show interest in what is being said, and set aside your judgments.

This will help you become an engaged listener, which is a key quality of a good communicator.

If people think you are interested in their thoughts and opinions, they will be willing to listen to your ideas in turn.

**WORKSHEET 2.4.**

Learn articulation – be brief but specific

Nobody likes listening to long speeches or reading long mails when the same message could have been implied through few words.

Try to keep your communications short and crisp, be clear about the point that you are trying to make, and avoid beating around the bush.

People lose interest easily when any form of verbal or written communications lacks clarity and brevity.

Tailor your message to your audience

If you are addressing a room full of students, include stories/anecdotes that will be relevant to them. For example, if you are talking to students about the importance of community service, you might want to throw in short stories about some famous person from their generation, or add references to the latest movies or TV shows. This will get them interested in your speech, and your message will be conveyed to the audience with much better impact.

Improve your body language

While communicating face to face with people, it is important to watch your non-verbal signs along with the words that you say.

Use your body language to bring attention to your words. For example, pounding your fists to emphasize your point, or using air quotes to highlight something.

Also, try to maintain a steady stance as you communicate, as moving too much is a sign of anxiety and under-confidence.

Make eye contact with your audience from time to time, which also reflects your confidence and keeps them involved in the conversation.

**Worksheet 2.5**

Assert yourself

You can communicate the best only when you believe in whatever you are saying. Value your opinions, know your needs and wants, offer constructive criticism, and always receive feedback positively.

Ask questions

Communication is a two-way street. If you want others to be interested in whatever you write or say, you need to prompt them to express their thoughts and opinions too. This will ensure engaging and fruitful communication.

Learn new skills

Join a club of your choice at college, volunteer for presentations, and explore new opportunities around you and develop on them. Stepping out of your comfort zone and engaging with new people will help further sharpen your proficiency.

Do not be afraid

In order to be a good communicator, you need to convey your thoughts with confidence and assertiveness. So, do not be afraid of expressing yourself; you will only get better with each mistake.