Introduction

Communication is the act of transmission of information. Every living creature in the world experiences the need to impart or receive information almost continuously with others in the surrounding world. For communication to be successful, it is essential that the sender and the receiver understand a common language. Man has constantly made endeavors to improve the quality of communication with other human beings. Languages and methods used in communication have kept evolving from prehistoric to modern times, to meet the growing demands in terms of speed and complexity of information. It would be worthwhile to look at the major milestones in events that promoted developments in communications, as presented in Table 15.1. Modern communication has its roots in the 19th and 20th century in the work of scientists like J.C. Bose, F.B. Morse, G. Marconi and Alexander Graham Bell. The pace of development seems to have increased dramatically after the first half of the 20th century. We can hope to see many more accomplishments in the coming decades. The aim of this chapter is to introduce the concepts of communication, namely the mode of communication, the need for modulation, production and deduction of amplitude modulation

The word 'Communication' comes from the Latin word commūnicāre, meaning 'to share'. In Figure 1.1, you can see that communication is the 'sharing' of information between two or more individuals or within a group to reach a common understanding.

Need of Communication

We communicate for a variety of reasons! We use communication to share information, comment, ask questions, express wants and needs, develop social relationships, social etiquette, etc. Communication is much more than wants and needs. Our main reasons for communication change over time just slightly. Based on the research of Janice Light, during the life span, we are communicating for social reasons over 50% of the time. Wants and needs make a very small part. Exchanging information grows through the years.

Importance of communication

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relationships. For example, you can inform about something or you can also influence others through communication. Communication skills are needed to:

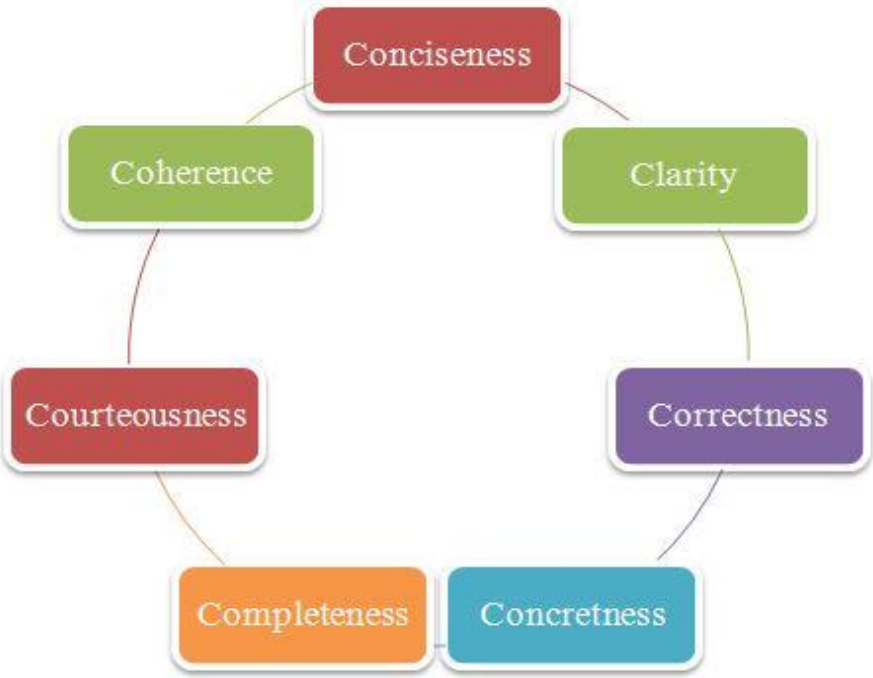
• **Inform:** You may be required to give facts or information to someone. For example, communicating the timetable of an exam to a friend.

• **Influence:** You may be required to influence or change someone in an indirect but usually important way. For example, negotiating with a shopkeeper to reduce the price or helping a friend to overcome stress due to exam or any other reason.

Express feelings: Talking about your feelings is a healthy way to express them. For example, sharing your excitement about doing well in your exams or sharing your feelings with your parents and friends.

Basic Principles of Communication Process

Principles consist of the validated guidelines that are used in performing different tasks or functions to achieve pre-defined goals. To make communication effective, few principles or guidelines of communication are defined that should be followed. One can covey his/her message in a more precise form if the communication is clear and effective. The same applies to an organization or business point to view. Below are the basic principles of communication that are also known as 7 C's of communication:



1. Principle of Conciseness

The principle of Conciseness states that the message should be conveyed in concise form i.e. in the best shortest possible way. In other words, the message or information should be articulated completely in such a way that it is forwarded to the desired audience or receivers in fewer words or signals. By following this principle, individuals and organizations can save time and cost as well. It also helps in a much better understanding of the message by excluding unnecessary and excessive parts of the message. This way, it is more convenient to understand the concise message by the receiver as well.

2. Principle of Clarity

While communicating, clarity or clear communication is also an important aspect for individuals and in business communication. By following the clarity principle of communication, one can focus on a specific message at a time. So, the message that is being conveyed must be clear. It also helps the receiver to easily understand the given message or idea. Due to clarity, there is much appropriate and exact message transmission. Clarity should be there while communicating through verbal words or in writing.

3. Principle of Correctness

One can better understand or interpret the more accurate message. The guidelines for correct or accurate communication are covered under the principle of correctness. If the message is correct then its impact is also great and it also boosts the confidence of the sender. So, the correct use of language is essential in effective communication and it also increases the trust factor between the sender and receiver.

4. Principle of Concreteness

The clear and particular message is defined as a concrete message. The concreteness principle of communication states that while communicating, the message should be to the point or specific, definite, and clear instead of being general or unclear. Concrete communication includes facts and figures to strengthen the message or idea. As the message is clear and specific, there are minimal or zero chances of misinterpretation of the message.

5. Principle of Completeness

The next principle of communication states that communication should be complete to be effective. A message is said to be complete when the recipients of the message receive all the necessary information that they want to be informed. It also consists of a call to action i.e. a statement that is specifically meant for getting instant response from the receiver. The facts and figures in messages are also part of it. The more complex communication sometimes requires additional information or more elaboration so that there is no doubt for the audience or receivers.

6. Principle of Courteousness

The principle of courteousness states that while communicating, the sender should show respect to the audience or receiver. So, the sender should be polite, enthusiastic, reflective, and sincere. Being courteous is when the sender takes care of own and receiver's feelings. These messages are focused on the audience, positive, and unbiased.

7. Principle of Coherence

The communication should be coherent i.e. both consistency and logic should be part of the sender's message. Without being logical or coherent, the main purpose or idea behind the

message can't be conveyed properly. All terms of the message should be interconnected and relevant to the message being conveyed. Moreover, consistency should be maintained in the communication flow.

So, the above C's of basic principles make communication effective.

LEVELS & TYPES OF COMMUNICATION

Scholars categorize different levels and types of communication. These distinctions are somewhat artificial, since types of communication more realistically fit on a continuum rather than in separate categories. Nevertheless, to understand the various types of communication, it is helpful to consider various factors. The distinguishing characteristics include the following:

- Number of communicators (one through many).
- Physical proximity of the communicators in relation to each other (close or distant). *f*
- Immediacy of the exchange, whether it is taking place either (1) live or in apparently real time or (2) on a delayed basis.
- Number of sensory channels (including visual, auditory, tactile and so on). *f*
- The context of the communication (whether face-to-face or mediated).

Note that each level of communication may be formal or informal, personal or impersonal. Note also that the purposes of communication may vary and overlap, giving a communicator a potentially wide list of choices for communication channels. Broadly speaking, the levels of communication can be categorized in a four-fold pattern as intrapersonal, direct interpersonal, mediated interpersonal, and mass.

Intrapersonal Communication

Intrapersonal communication takes place within a single person, often for the purpose of clarifying ideas or analyzing a situation. Other times, intrapersonal communication is undertaken in order to reflect upon or appreciate something. Three aspects of intrapersonal communication are self-concept, perception and expectation.

- **Self-concept** is the basis for intrapersonal communication, because it determines how a persona sees him/herself and is oriented toward others. Self-concept (also called self-awareness) involves three factors: beliefs, values and attitudes. Beliefs are basic personal orientation toward what is true or false, good or bad; beliefs can be descriptive or prescriptive. Values are deep-seated orientations and ideals, generally based on and consistent with beliefs, about right and wrong ideas and actions. Attitudes are learned predisposition toward or against a topic, ideals that stem from and generally are consistent with values. Attitudes often are global, typically emotional. Beliefs, values and attitudes all influence behavior, which can be either spoken opinion or physical action. Some psychologists include body image as an

aspect of intrapersonal communication, in that body image is a way of perceiving ourselves, positively or negatively, according to the social standards of our culture. Other things that can affect self-concept are personal attributes, talents, social role, even birth order.

- Whereas self-concept focuses internally, perception looks outward. Perception of the outside world also is rooted in beliefs, values and attitudes. It is so closely intertwined with self-concept that one feeds off the other, creating a harmonious understanding of both oneself and one's world.
- Meanwhile, expectations are future-oriented messages dealing with long-term roles, sometimes called life scripts. These sometimes are projections of learned relationships within the family or society.

Intrapersonal communication may involve different levels of communication activity: internal discourse, solo vocal communication, and solo written communication.

- Internal discourse involves thinking, concentration and analysis. Psychologists include both daydreaming and nocturnal dreaming in this category. Prayer, contemplation and meditation also are part of this category, though from a theological point of view the argument may be made that this is not solely internal to one person. In Sufi tradition, this is similar to the concept of nafs, negotiating with the inner self. Example: Consciously appreciating the beauty of a sunset.
- Solo vocal communication includes speaking aloud to oneself. This may be done to clarify thinking, to rehearse a message intended for others, or simply to let off steam. Example: Talking to yourself as you complain about your boss.
- Solo written communication deals with writing not intended for others. Example: An entry in a diary or personal journal.

Direct Interpersonal Communication

Direct interpersonal communication involves a direct face-to-face relationship between the sender and receiver of a message, who are in an interdependent relationship. Because of interpersonal communication's immediacy (it is taking place now) and primacy (it is taking place here), it is Unit 4. Intrapersonal and Interpersonal Communication Page 37 characterized by a strong feedback component. Communication is enhanced when the relationship exists over a long period of time. Interpersonal communication involves not only the words used but also the various elements of nonverbal communication. The purposes of interpersonal communication are to influence, help and discover, as well as to share and play together. Interpersonal communication can be categorized by the number of participants.

- **Dyadic communication** involves two people. Example: Two friends talking.

• **Group communication** involves three or more persons, though communication scholars are inconsistent as to the top end of the number scale. The smaller the number in the group, the more closely this mode resembles interpersonal communication. Often group communication is done for the purpose of problem solving or decision making. Example: University study group.

• **Public communication** involves a large group with a primarily one-way monologue style generating only minimal feedback. Information sharing, entertainment and persuasion are common purposes of public communication. Example: Lecture in university class.

Another way of categorizing interpersonal communication is on the function or setting of the communication.

• **Organizational communication** deals with communication within large organizations such as businesses. This is sometimes considered part of group communication, but communication scholars have built up a body of knowledge focused primarily on organizations. Example: Work focused discussion between employer and employee.

• **Family communication** focuses on communication patterns within nuclear, extended and blended families. Like organizational communication, this too is sometimes seen as part of the general category of group communication, but much research has been focused specifically on communication within a family relationship. Family communication can be enhanced by the long-standing and close relationships among participants as well as the likelihood that families have shared heritage, similar values, and social rituals. Patterns differ in communication between spouses, between parent and child, among siblings, and within the wider family context. Example: Conversation during a holiday meal.

Additionally, some scholars identify a category of impersonal communication. This is a distinction between impersonal and interpersonal communication on the basis of the quality of the interaction. Impersonal communication is that which involves functional short-term exchanges such as might occur between a shopper and a salesman; the label of interpersonal is reserved for communication that functions in deeper and more meaningful relationships.

The process of interpersonal communication includes several stages over an extended life cycle. Communication scholar Mark Knapp has outlined one useful framework for understanding the coming-together process. Note that these stages can be applied to personal friendships, romantic relationships, business encounters, and many other types of interaction. ⍰

- **The initial encounter** offers a first impression that can be full of communication data. Likes or dislikes can be instantaneous, though many people have learned that first impressions may be misleading.
- **Experimenting** is the second step in interpersonal communication. In this step, information is exchanged on a variety of topics – general and "safe" at first, gradually becoming more personal and more self-revealing.
- **Intensifying** follows when the experimentation leads to positive mutual conclusions that the relationship is worth pursuing.
- The fourth step in interpersonal communication is **integration**, in which mutual decisions are made that the relationship is fulfilling. This is the stage of intense friendships, close business partnerships, romantic commitments, and so on.
- **Bonding** is the final stage, in which the relationship is sealed (often formally with contracts or written agreements) and generally is publicized (such as through announcements).

Knapp also outlined a similar reverse pattern for the unraveling of interpersonal relationships:

- Differentiating mirrors the initiating phase but focuses instead on the differences that people notice about each other.
- Communication likewise plays a central role in the circumscribing stage, during which time participants in the relationship begin to minimize their communication and confine it to mainly functional topics.
- Stagnating is the next stage, in which the relationship becomes flat and personally unfulfilling and is continued mainly for reasons beyond the relationship, such as religious or family obligation, contractual obligation, or social expectation.
- Overt unpleasantness is evident in the avoidance stage, in which the participants in interpersonal communication both avoid each other and express mutual annoyance when they encounter each other.
- Termination if the final stage of breakdown, at which time legal, religious or other formal contracts are abrogated and the demise of the relationship is announced to others.

Mediated Interpersonal Communication

Mediated interpersonal communication involves technology that assists or links the sender and receiver of messages. This may involve immediacy (live, or so-called real time). It does not involve a primary context but instead uses technology to link the various parties in communication.

• **Dyadic communication** includes two people, with some of the elements of interpersonal, but the context is not face-to-face. Example: Two business colleagues using the telephone or e-mail.

• **Group communication** includes a small group of people. Example: Teleconference in a distance learning class.

Mediated communication offers the advantage that it allows people to communicate over a distance or throughout a time span that would not be possible in direct communication. E-mail offers instantaneous global communication, and cell phones are highly mobile. Computer technology makes it possible for people to do their job without being physically present, allowing them to work from their home or from across the world.

Like direct communication, mediated communication may be formal or informal, personal or public. Feedback may be immediate or delayed. Machines even can assist in communication across language barriers.

Mediated communication has several inherent limitations, including the ability of telephone or Internet users to mask or disguise the source of the message, or the susceptibility of machines to various mechanical or technological noise sources.

Mass Communication

Mass communication is a more public form of communication between an entity and a large and diverse audience, mediated by some form of technology. This may be either real time or on a taped delay basis or it may be rooted in the usually recent past. Examples: Radio and television, newspapers and magazines.

Elements of Mass Communication

- **Mass communication** is characterized by the transmission of complex messages to large and diverse audiences, using sophisticated technology of communication.
- **Mass media** refers to the institutions that provide such messages: newspapers, magazines, television, radio, film and multimedia Web sites. The term also is used for the specific institutions of mass media, such as radio networks and television stations, movie companies, music producers, and the Internet.

Here are some distinguishing characteristics of mass communication.

- The source of mass communication message generally is a person or group operating within an organizational setting. Examples of these

sources are news reporters, television producers and magazine editors. Likewise, the source generally is a multiple entity, and the resulting message is the work of several persons. For example, producers, writers, actors, directors and video editors all work together to create a television program. Publishers, reporters, editors, copyeditors, typesetters, graphic designers and photographers together produce a magazine article. ▯

- Mass media messages are sophisticated and complex. Whereas the message in interpersonal communication may be simple words and short sentences, mass media messages are quite elaborate. Examples of mass media message are a news report, a novel, a movie, a television program, a magazine article, a newspaper columns, a music video, and a billboard advertisement. ▯
- Channels of mass media, also called mass vehicles, involve one or more aspects of technology. Radio, for example, involves tape machines, microphones, devices that digitize sound waves, transmitters that disseminate them and receiving units that decode the sound waves and render them back into audio form approximating the original. Sometimes, as in the case of musical recording, the channel of mass communication may even enhance the sound quality of the original. ▯
- Audiences generally are self-selected; people who tune in to a particular television or who read a particular magazine. Mass audiences also are heterogeneous, meaning that they are both large and diverse. They actually are made up of groups of people with dissimilar background, demographics, and socio-political characteristics; they are spread over a vast geographic area. Such audiences are brought together by a single shared interest in the particular message available through the mass medium. Message sources generally have only limited information about their audiences. Radio station managers may know audience demographics such as average ages, incomes, political interests, and so on, but they know little about the individual members of the audience. Indeed, one characteristic of mass media is that the audience members essentially remain anonymous. ▯
- Feedback is minimal in mass media, and no real give-and-take is practically possible. Message flow typically is one-way, from source to receiver. Traditionally, feedback has been minimal and generally delayed. A newspaper reader could write a letter to the editor; a television viewer might respond to a survey. With the Internet, new possibilities are being found to increase feedback, but it remains limited. ▯

Like other forms of mediated communication, noise exists in the mass context. Noise may be semantic, environmental or mechanical.

Formal and Informal Communication

Communication taking place within an organization may be broadly classified as formal and informal communication.

Formal Communication

Formal communication flows through official channels designed in the organization chart. This communication may take place between a superior and subordinate, a subordinate and superior or among same cadre employees or managers. The communications may be oral or written but generally recorded and filed in the office. Formal communication may be further classified as – Vertical and Horizontal. Vertical communication flows vertically i.e., upwards or downwards through formal channels. Upward communications refer to flow of communication from subordinate to superior whereas downward communication indicates communication from a superior to subordinate. The examples of upward communication are – application for grant of leave, submission of progress report, request for grants etc. Similarly, the examples of downward communication include – sending notice to employees to attend a meeting, ordering subordinates to complete an assigned work, passing on guidelines framed by top management to the subordinates etc. Horizontal or lateral communication takes place between one division and another. For example, a production manager may contact marketing manager to discuss about schedule of product delivery, product design, quality etc. The pattern through which communication flows within the organisation is generally indicated through communication network. Different types of communication networks may operate in formal organisation. Some of the popular communication networks are presented and discussed in given figure.

Single chain: This network exists between a supervisor and his subordinates. Since many levels exist in an organization structure, communication flows from every superior to his subordinate through single chain.

Wheel: In wheel network, all subordinates under one superior communicate through him only as he acts as a hub of the wheel. The subordinates are not allowed to talk among themselves.

Circular: In circular network, the communication moves in a circle. Each person can communicate with his adjoining two persons. In this network, communication flow is slow.

Free flow: In this network, each person can communicate with others freely. The flow of communication is fast in this network.

Inverted V: In this network, a subordinate is allowed to communicate with his immediate superior as well as his superior's superior. However, in later case, only prescribed communication takes place.

Informal Communication

Communication that takes place without following the formal lines of communication is said to be informal communication. Informal system of communication is generally referred to as the 'grapevine' because it spreads throughout the organisation with its branches going out in all directions in utter disregard to the levels of authority. The informal communication arises out of needs of employees to exchange their views, which cannot be done through formal channels. Workers chit chating in a canteen about the behaviour of the superior, discussing about rumours that some employees are likely to be transferred are some examples of informal communications. The grapevine/ informal communication spreads rapidly and sometimes gets distorted. It is very difficult to detect the source of such communication. It also leads to generate rumours which are not authentic. People's behaviour is affected by rumours and informal discussions and sometimes may hamper work environment. Sometimes, grapevine channels may be helpful as they carry information rapidly and, therefore, may be useful to the manager at times. Informal channels are used by the managers to transmit information so as to know the reactions of his/her subordinates. An intelligent manager should make use of positive aspects of informal channels and minimize negative aspects of this channel of communication.

Grapevine Network

Grapevine communication may follow different types of network. In single strand network, each person communicates to the other in sequence. In gossip network, each person communicates with all on non-selective basis. In probability network, the individual communicates randomly with other individual. In cluster, the individual communicates with only those people whom he trusts. Of these four types of networks, cluster is the most popular in organizations

Process and Components of Communication

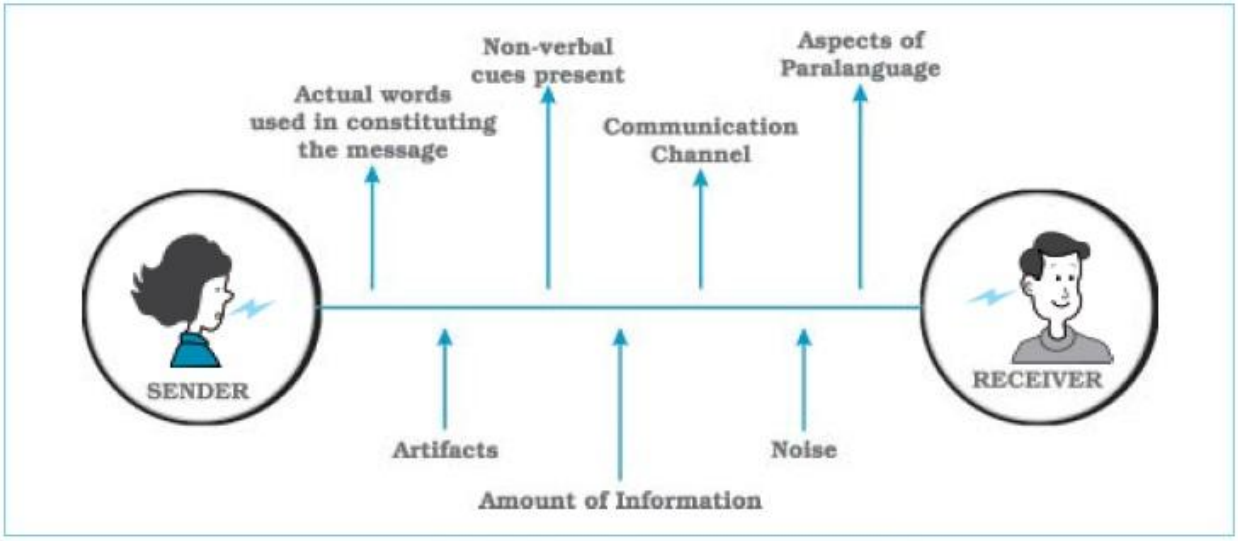


Fig.9.1 : Basic Communication Process

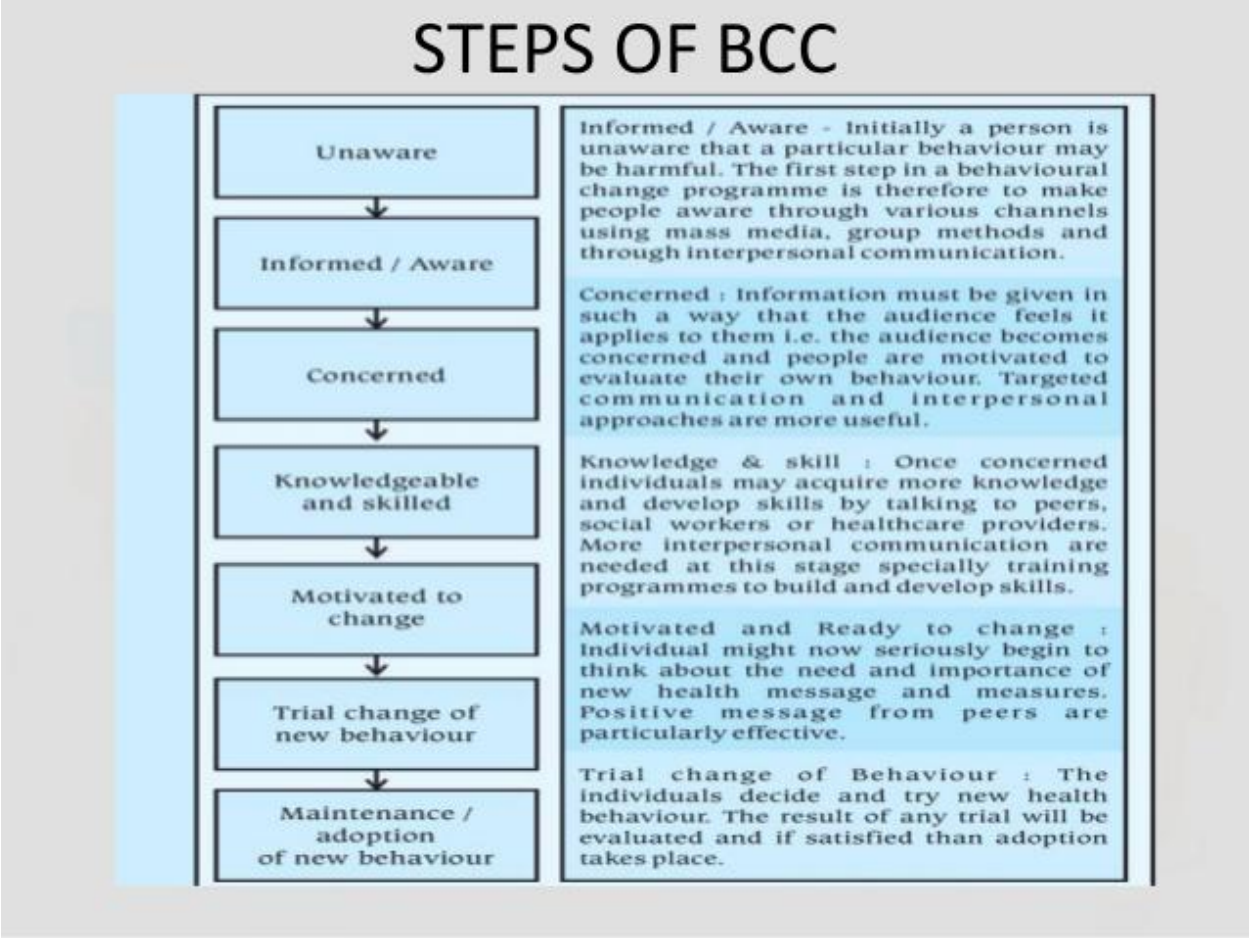
What is Behavior Change Communication (BCC)?

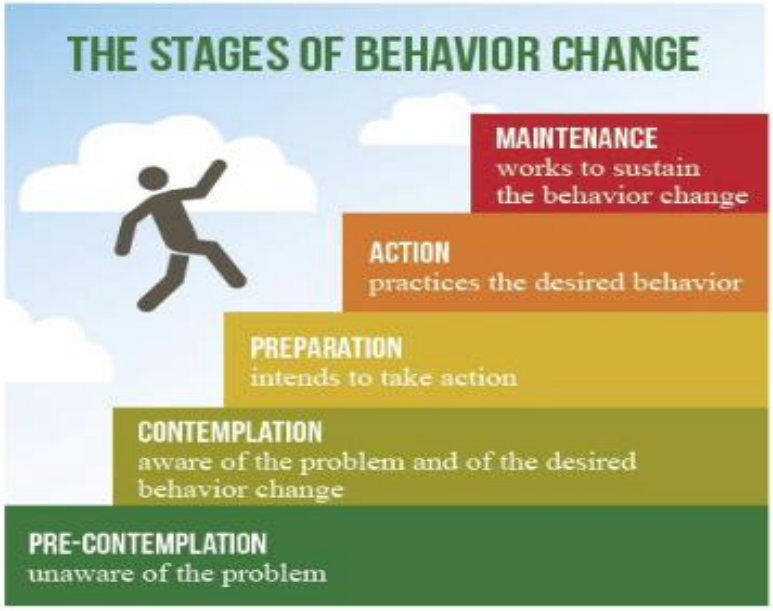
- Behavior Change Communication (BCC) is a communication strategy which encourages individual/community to change their behavior.
- It is a strategy that triggers people/society/communities to adopt healthy, beneficial and positive behavioral practices.
- BCC is an effective communication approach which helps to promote changes in knowledge, attitudes, norms, beliefs and behaviors
- BCC is an interactive process with communities (as incorporated with a general program) to create custom-fitted messages and methodologies utilizing an assortment of correspondence channels to create positive practices; advance and support individual, network and cultural conduct change; and keep up suitable practices.
- BCC is a powerful and fundamental human interaction – communication – which positively influences dimensions of health and well-being.
- BCC is a direct approach towards changing behavior. It is different to traditional IEC materials as IEC materials are not considered for creating awareness and giving information as compared to BCC.
- BCC is described by its straight approach towards changing behavior.

Importance of BCC:

- Increase in knowledge and attitude of the people
- BCC helps to trigger and stimulate people for adopting positive behavioral approaches
- BCC promotes appropriate and essential attitude change

- BCC strategies and messages are tailored for specific target groups, these strategies are efficient and effective.
- BCC approaches are more sustainable and acceptable
- BCC helps to increase learning and skills
- It improve aptitudes and feeling of self-adequacy





Information, Education through communication

IEC is a concentrated pre-planned educational endeavor with specific objectives, focused towards specific programme goals in order to reach specific audience either in individual, or group settings through skillful use of proper methods and media.

Information:

The word 'Information' in Social Interaction, is used in different ways. We speak of useful, valuable, factual, reliable, precise true information and so on. Information is about something. It can be about an object, people, situation or events etc. The information involves informants, advisers, reference book compilers as well as those act on the information.

Clarity, usefulness and value of certain information depends upon the person, his needs and circumstances. The reliability depends upon the personal experience of that particular source of information. Factual or preciseness do not require a person or user. For example the following statements convey increasingly precise information to anybody. For creating potential action in the recipient, semantic precision is necessary.

"A car will leave from somewhere, for elsewhere soon"

"A car will leave from Madras for Madurai today".

"A non-stop car will leave from Madras Central Bus stand for Madurai at 10.30 AM. Today".

Information adds to the store of knowledge of an individual Information in an organized way is concerned with transfer of facts. Information is mainly used to inform the people about Government policies, plans, programme achievements, etc.,

Function of Information:

Reduces uncertainty or disorganization

Regulate the level of social tension.

"Temperature controlling Agent" Raise social aspiration. 4. Fill the gap in knowledge and create awareness

Inspire people to move.

Education:
Education is concerned with opening out the horizons to choose his interests and mode of living. It is a process of continuous interaction in which both teachers taught and get benefitted. It helps to mould the behaviour pattern of man and to adjust himself. Educational process is a planned effort to achieve pre-determined objectives related to thinking, feeling and practices.
Communication:
Communication is a process of transmission of ideas, thoughts, feelings, behaviour from one person to another and thus to obtain desirable response to what is being transmitted.

The IEC strategies adopted in Govt./NGO's in promoting people's involvement for Health and eye health programme with special reference to group and impersonal approaches are as follows:

- Identifying the communication needs to plan IEC activities
- Training Health Functionaries
- Training of Community leaders/Volunteers
- Training of Mothers (M.S.S.)
- Training and working with TBA, Indigenous Medical Practitioners. Involvement of Health related sector personnel - A WW,CNW, Teachers Gramasevaks, Animators and postmasters.
- Use of Satisfied adopters
- Involvement of NGO's
- Adopting Social Marketing Technique
- Effective use of Mass Media for back-up (Cable TV, Folk Media) Strengthening inter personal communication and
- Follow-up of the programme.

IEC approaches:

People vary in their life-style and the level of knowledge. An uniform lEC approach may not be suitable. So, a mixture of different approaches may be used depending upon the local situation, audience, purpose, programme needs and felt needs of the community. These could be classified as

Group Approach

Individual Approach

Each approach has its own advantages and limitation depending upon the purpose and situation.

For interpersonal and group approaches, appropriate methods and media have to be selected depending upon the community and content of the messages. It is also better to find out already existing communication channels and level of information through KAP study. Based on the KAP findings, the worker has to select methods and media suitable on promoting people's involvement with special reference to interpersonal and group approaches. Common methods and media which are suitable for rural areas for interpersonal and group approaches are given below:

Methods and Media for Group and Interpersonal Approaches: Communication :

Approaches	Method	Media
Group Approach	Group Discussion Demonstration Role-play	Film Tape-recorder T.V. Video Flashcard Flannel-graph Puppet-show Flipbook

		Booklets Leaflets
Inividual Approach	Home visit Individual contact Counselling	Photo-folder Booklets Leaflets Kits Flashcards Models

WHAT IS A PLAN FOR COMMUNICATION?

Planning is a way to organize actions that will lead to the fulfillment of a goal.

Your goal in this case is to raise awareness about your initiative's long-term benefits to your community.

To develop a plan for communication of any sort, you have to consider some basic questions:

- Why do you want to communicate with the community? (What's your purpose?)
- Whom do you want to communicate it to? (Who's your audience?)
- What do you want to communicate? (What's your message?)
- How do you want to communicate it? (What communication channels will you use?)
- Whom should you contact and what should you do in order to use those channels? (How will you actually distribute your message?)
- The answers to these questions constitute your action plan, what you need to do in order to communicate successfully with your audience. The remainder of your communication plan, involves three steps:
- Implement your action plan. Design your message and distribute it to your intended audience.

- Evaluate your communication efforts, and adjust your plan accordingly.

Keep at it

Communication is an ongoing activity for any organization that serves, depends upon, or is in any way connected with the community. The purpose, audience, message, and channels may change, but the need to maintain relationships with the media and with key people in the community remain. As a result, an important part of any communication plan is to continue using and revising your plan, based on your experience, throughout the existence of your organization.

WHY SHOULD YOU DEVELOP A PLAN FOR COMMUNICATION?

- A plan will make it possible to target your communication accurately. It gives you a structure to determine whom you need to reach and how.
- A plan can be long-term, helping you map out how to raise your profile and refine your image in the community over time.
- A plan will make your communication efforts more efficient, effective, and lasting.
- A plan makes everything easier. If you spend some time planning at the beginning of an effort, you can save a great deal of time later on, because you know exactly what you should be doing at any point in the process.

WHEN SHOULD YOU DEVELOP A PLAN FOR COMMUNICATION?

As soon as your organization begins planning its objectives and activities, you should also begin planning ways to communicate them; successful communication is an ongoing process, not a one-time event.

Communication is useful at all points in your organization's development - it can help get the word out about a new organization, renew interest in a long-standing program, or help attract new funding sources.

HOW DO YOU DEVELOP A PLAN FOR COMMUNICATION?

One way to look at planning for communication is as an eight-step process. The steps are:

- Identify the purpose of your communication
- Identify your audience
- Plan and design your message
- Consider your resources
- Plan for obstacles and emergencies

- Strategize how you'll connect with the media and others who can help you spread your message
- Create an action plan
- Decide how you'll evaluate your plan and adjust it, based on the results of carrying it out

1. IDENTIFY YOUR PURPOSE.

What you might want to say depends on what you're trying to accomplish with your communication strategy. You might be concerned with one or a combination of the following:

- Becoming known, or better known, in the community
- Educating the public about the issue your organization addresses
- Recruiting program participants or beneficiaries
- Recruiting volunteers to help with your work
- Rallying supporters or the general public to action for your cause
- Announcing events
- Celebrating honors or victories
- Raising money to fund your work
- Countering the arguments, mistakes, or, occasionally, the lies or misrepresentations of those opposed to your work.
- Dealing with an organizational crisis that's public knowledge – a staff member who commits a crime, for example, or a lawsuit aimed at the organization.

2. IDENTIFY YOUR AUDIENCE.

Who are you trying to reach? Knowing who your audience is makes it possible to plan your communication logically. You'll need different messages for different groups, and you'll need different channels and methods to reach each of those groups.

There are many different ways to think about your audience and the ways they could best be contacted. First, there's the question of what group(s) you'll focus on. You can group people according to a number of characteristics:

Demographics

Demographics are simply basic statistical information about people, such as gender, age, ethnic and racial background, income, etc.

Geography

You might want to focus on a whole town or region, on one or more neighborhoods, or on people who live near a particular geographic or man-made feature.

Employment

You may be interested in people in a particular line of work, or in people who are unemployed.

Health

Your concern might be with people at risk for or experiencing a particular condition – high blood pressure, perhaps, or diabetes – or you might be leveling a health promotion effort – "Eat healthy, exercise regularly" – at the whole community.

Behavior

You may be targeting your message to smokers, for example, or to youth engaged in violence.

Attitudes

Are you trying to change people's minds, or bring them to the next level of understanding?

Another aspect of the audience to consider is whether you should direct your communication to those whose behavior, knowledge, or condition you hope to affect, or whether your communication needs to be indirect. Sometimes, in order to influence a population, you have to aim your message at those to whom they listen – clergy, community leaders, politicians, etc.

For instance, in the 1970's, advocates wanted to stop Nestle from selling baby formula and paying doctors and nurses to recommend it to parents in the developing world; since most parents couldn't afford formula after the free samples ran out, and many didn't have clean water to mix it with, the practice led to large numbers of unnecessary infant deaths. Rather than target Nestle or the medical professionals who were selling the formula, advocates aimed at Nestle's customers around the world, instituting a boycott of Nestle products that lasted for over ten years. Ultimately, the company agreed to change its practices.

3. THE MESSAGE

When creating your message, consider content, mood, language, and design.

Content

In the course of a national adult literacy campaign in the 1980's, educators learned that TV ads that profiled proud, excited, successful adult learners attracted new learners to literacy programs. Ads that described the difficulties of adults with poor reading, writing, and math skills attracted potential volunteers. Both ads were meant to make the same points – the importance of basic skills and the need for literacy efforts – but they spoke to different groups.

You should craft your message with your audience in mind; planning the content of your message is necessary to make it effective.

Mood

Consider what emotions you want to appeal to.

The mood of your message will do a good deal to determine how people react to it. In general, if the mood is too extreme – too negative, too frightening, trying to make your audience feel too guilty – people won't pay much attention to it. It may take some experience to learn how to strike the right balance. Keeping your tone positive will usually reach more people than evoking negative feelings such as fear or anger.

Language

There are two aspects to language here: one is the actual language – English, Spanish, Korean, Arabic – that your intended audience speaks; the other is the kind of language you use – formal or informal, simple or complex, referring to popular figures and ideas or to obscure ones.

You can address the language people speak by presenting any printed material in both the official language and the language(s) of the population(s) you're hoping to reach, and by providing translation for spoken or broadcast messages.

The second language issue is more complicated. If your message is too informal, your audience might feel you're talking down to them, or, worse, that you're making an insincere attempt to get close to them by communicating in a way that's clearly not normal for you. If your message is too formal, your audience might feel you're not really talking to them at all. You should use plain, straightforward language that expresses what you want to say simply and clearly.

Channels of communication

What does your intended audience read, listen to, watch, engage in? You have to reach them by placing your message where they'll see it.

Posters

Fliers and brochures - These can be more compelling in places where the issue is already in people's minds (doctors' offices for health issues, supermarkets for nutrition, etc.).

Newsletters

Promotional materials - Items such as caps, T-shirts, and mugs can serve as effective channels for your message.

Comic books or other reading material - Reading matter that is intrinsically interesting to the target audience can be used to deliver a message through a story that readers are eager to follow, or simply through the compelling nature of the medium and its design.

Internet sites - In addition to your organization's website, interactive sites like Facebook, Twitter, and YouTube are effective mediums for communication

Letters to the Editor

News stories, columns, and reports

Press releases and press conferences

Presentations or presence at local events and local and national conferences, fairs, and other gatherings

Community outreach

Community or national events - The Great American Smokeout, National Literacy Day, a community "Take Back the Night" evening against violence, and other community events can serve to convey a message and highlight an issue.

Public demonstrations

Word of mouth

Music

Exhibits and public art - The AIDS quilt, a huge quilt with squares made by thousands of people, commemorating victims of the HIV epidemic, is a prime example.

Movies - Since the beginnings of the film industry, movies have carried messages about race, the status of women, adult literacy, homosexuality, mental illness, AIDS, and numerous other social issues.

TV - TV can both carry straightforward messages – ads and Public Service Announcements (PSAs) – and present news and entertainment programs that deal with your issue or profile your organization.

Theater and interactive theater - A play or skit, especially one written by people who have experienced what it illustrates, can be a powerful way to present an issue, or to underline the need for services or change.

Several interactive theater groups in New England, by stopping the action and inviting questions and comments, draw audiences into performances dramatizing real incidents in the lives of the actors, all of whom are staff members and learners in adult literacy programs. They have helped to change attitudes about adult learners, and to bring information about adult literacy and learning into the community.

4. RESOURCES

What do you have the money to do? Do you have the people to make it possible? If you're going to spend money, what are the chances that the results will be worth the expense? Who will lose what, and who will gain what by your use of financial and human resources?

Your plan should include careful determinations of how much you can spend and how much staff and volunteer time it's reasonable to use. You may also be able to get materials, air time, and other goods and services from individuals, businesses, other organizations, and institutions.

5. ANTICIPATE OBSTACLES AND EMERGENCIES

Any number of things can happen in the course of a communication effort. Someone can forget to e-mail a press release, or forget to include a phone number or e-mail address. A crucial word on your posters or in your brochure can be misspelled, or a reporter might get important information wrong. Worse, you might have to deal with a real disaster involving the organization that has the potential to discredit everything you do.

It's important to try to anticipate these kinds of problems, and to create a plan to deal with them. Crisis planning should be part of any communication plan, so you'll know exactly what to do when a problem or crisis occurs. Crisis plans should include who takes responsibility for what – dealing with the media, correcting errors, deciding when something has to be redone rather than fixed, etc. It should cover as many situations, and as many aspects of each situation, as possible.

6. STRATEGIZE HOW YOU'LL CONNECT WITH THE MEDIA AND OTHERS TO SPREAD YOUR MESSAGE

Establishing relationships with individual media representatives and media outlets is an important part of a communication plan, as is establishing relationships with influential individuals and institutions in the community and/or the population you're trying to reach. You have to make personal contacts, give the media and others reasons to want to help you, and follow through over time to sustain those relationships in order to keep communication channels open.

The individuals that can help you spread your message can vary from formal community leaders – elected officials, CEOs of important local, businesses, clergy, etc. – to community activists and ordinary citizens. Institutions and organizations, such as colleges, hospitals, service clubs, faith communities, and other health and community organizations all have access to groups of community members who might need to hear your message.

7. CREATE AN ACTION PLAN

Now the task is to put it all together into a plan that you can act on. By the time you reach this point, your plan will already be essentially done. You know what your purpose is and whom you need to reach to accomplish it, what your message should contain and look like, what you can afford, what problems you might face, what channels can best be used to reach your intended audience, and how to gain access to those channels. Now it's just a matter of putting the details together – actually composing and designing your message (perhaps more than one, in order to use lots of channels), making contact with the people who can help you get your message out, and getting everything in place to start your communication effort. And finally, you'll evaluate your effort so that you can continue to make it better.

8. EVALUATION

If you evaluate your communication plan in terms of both how well you carry it out and how well it works, you'll be able to make changes to improve it. It will keep getting more effective each time you implement it.

And there's really a ninth step to developing a communication plan; as with just about every phase of health and community work, you have to keep up the effort, adjusting your plan and communicating with the community.

BARRIERS TO COMMUNICATION

A dark cloud covers the sun, closed windows stop winds entering the house. Likewise, sometimes by themselves, simple things prove as obstacles. Communication seems a simple process, but obstacles and difficulties are found which prevent the obtaining of the desired results. This is because every person has his own point of view and perception, so what happens is that the 'thing' is one but everyone sees it differently. In this process, the message may be twisted or perceived as half truth.

To put it another way, it is a process of entering in the other person's world; in form of ideas, knowledge, challenges and so on, which is often quite difficult. Here are some barriers which pose from the receiver's side: (1) He wants to receive what he likes the most. He does not choose to go against tradition even for necessary changes. It is a psychological barrier. (2) The receiver interprets every word according to his own dictionary of experience. (3) The receiver's 'yes' or 'no' is not a proof of his accepting new ideas. May be, he wants to keep away from performing an action. (4) Sometimes,-one word may have a different meaning for two persons, which creates positive or reverse effects. (5) A bias for a particular person also plays a part in communication. To get the message from a person whom you do not like, the message passes from that emotional mental condition. (6) A person's ego also plays an important role in this context. He believes that he knows everything. It is said that it is easy to teach the uneducated but difficult to teach over-educated! Occasionally, it may be difficult to communicate with a

person who has a certain kind of ego. These are some of the barriers which start, first, with the receiver himself.

There are also barriers created by the communicator: (1) His over-enthusiasm, because of that communicator forgets other's attitude, the environments etc. (2) A long and crowded message makes the receiver unable to grasp it. (3) Frankness and simplicity should be the base of the communicator. If he is artificial and showy, in the long run he will face suspicion, doubt and complexes. These prevent a smooth and natural flow of communication. In addition, there are also some physical barriers: (1) A large crowd seated in a very small room. (2) The communicator is good and the receivers are also receptive, but it is a hot day, there are no ventilators, and the microphone may be malfunctioning etc. (3) The communicator's voice plays a vital role in his work. He speaks either too softly or too loudly. The gestures, movements, and position of the communicator are very important. (4) Ignoring the time and convenience factor is also a barrier to good communication. One has to be careful in arranging a meeting for a women welfare center in the evening. Because labouring youth are hardly available, accept on their sanctioned holidays.

In this manner, barriers could be physical, psychological or mental. The key to overcome these barriers is for the communicator to develop an emphatic personality, and to place himself on the receiver's side. He must understand in order to be understood, and must learn to listen before speaking.