CHAPTER II
REVIEW OF LITERATURE & CONCEPTUAL AND
THEORETICAL FOUNDATION

Review of Literature

Barrett (2008) suggests that the level of change will influence the level of the change in communication. Basic change will usually only require simple one directional messages without the need to assess the success of the communication. Strategic change requires a greater communication effort, using several media, with opportunities for dialogue, and a follow-up assessment to ensure that all employees understand the change. Barrett further suggests that major change requires a carefully planned communication effort such as a multi-media communication plan, with employee workshops, lots of opportunity for feedback, and regular evaluation of the success of the communication. It is, therefore, vital that organizations carefully consider the level of change that they are undertaking prior to developing their communication plan, as misjudging the level could result in the communication effort going awry. If, for example, a major change is being made and insufficient communication efforts are undertaken, all affected employees may not be reached by the communication.

A review of the literature with respect to organizational communication reveals a central, shared emphasis on the issues of control and coordination through proper communication. Organisational communication research has evolved considerably from the early conceptions of communication and its role in the organisation. Recognition for the importance of communication to the management process can be attributed largely to the work of Chester Barnard (1938) who maintained that communication was the very “heart” of the management process. The human relationships movement of the 1940’s contributed significantly to the notion that communication in organisations should be a two-way process. It emphasized the concern for employee attitudes and satisfaction, stimulated research on employee involvement in decision
making, the two-step flow of communication, and upward and downward communication flow. Effective Organizational Communication: a Key to Employee Motivation and Performance

In 1950’s, research on the effects of feedback on employee performance and climate research was initiated. The problem of upward communication distortion was the focus of attention and research methodologies like ECCO (refers to Episodic Communication Channels & Organizations- Davis, 1953) were developed. The term “communication audit” was first used by Odiorne(1954) as a description of the process used to assess the accuracy of management’s perceptions of subordinates’ communication. Communication audit methodologies advanced a general systems approach to the study of organizational communication.

In modern days, we understand ‘communication’ as one of the most dominant and important activities in organizations (Harris & Nelson, 2008). Fundamentally, relationships grow out of communication, and the functioning and survival of organizations is based on effective relationships among individuals and groups. In addition, organizational capabilities are developed and enacted through “intensely social and communicative processes” (Jones et al., 2004). Communication helps individuals and groups coordinate activities to achieve goals, and it’s vital in socialization, decision-making, problem-solving and change-management processes.

Internal communication also provides employees with important information about their jobs, organization, environment and each other. Communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups to make sense of their organization, what it is and what it means. D’Aprix (1996) has given the hierarchy of employees’ communication needs (refer Exhibit no. 1) which reflects the above mentioned points.
We can quote Lukazewski who says “The greatest continuing area of weakness in management practice is the human dimension. In good times or bad, there seems to be little real understanding of the relationships between managers, among employees, and interactions between the two. When there are problems, everyone acknowledges that the cause often is a communication problem; so now what?” (Jim Lukazewski, 2006)

If we consider the role of motivational practices followed in the organization, we can easily find a solution to the ‘communication problem’ mentioned above. Motivating is the work which managers perform to inspire, encourage and impel people to take action (Louis Allen 1986). To motivate the employees, the employee must be reached and to reach him there must be a completed understanding of the complexity of his make-up (Louis Allen 1986). Motivation efforts must be directed towards improving organization operations. To be effective, however they must also be designed to show benefits to the employee. In fact, motivation can best be accomplished when workers are able to merge their personal ambitions with those of the organization.

Traditional management methods (Theory X) might not be the only way to get people motivated. Instead, you could take a different approach (Theory Y) and achieve the same if not more (MC Gregor, 1960). Theory Y, based on the integration of individual and organization goals, states that a person’s commitment to an objective is a function of the rewards for its achievement. Theory Y seems to be the right approach which requires much management efforts but the effects of it would be long lasting for modern organizations. Campbell and Pritchard (1976) define motivation as a set of independent and dependant relationships that explains the direction, amplitude and persistence of an individual’s behaviour holding constant the effects of aptitude, skills, understanding of a task and the constraints operating in the work environment.

The literature on change management is extensive (Leppitt, 2006, Armenakis & Bedeian, 1999), resulting in part from the desire of organisations to manage the change process more effectively. On examination of this literature it became obvious that a major factor in the success or failure of
Organizational change is the communication processes undertaken during the change initiative (Dolphin, 2005, Goodman & Truss, 2004; Kotter, 1999). Prior to conducting this research the author considered it was important, therefore, to both examine literature outlining theories and research on change management, and then more specifically communication within the change process. It was also considered necessary to focus this examination, as there is very extensive academic and practitioner literature pertaining to the field of change management. This literature review focuses on the literature relevant to organizational change management and the communication of change. This review does not aim to be an exhaustive examination of change management literature. This review of the literature details the often conflicting viewpoints on change management and the varying roles communication is ascribed in the change management process. It examines what researchers and theorists see as the process for successful change, with a focus on the implementation of change, as this is probably the area most reported (Armenakis & Bedeian, 1999; Lewis & Seibold, 1998). Change management and change communication models are examined and assessed. Throughout the literature review the tensions between ‘management and organisational’ theorists and ‘communication’ theorists are explored within the context of planned organisational change. The review concludes with a discussion on gaps and future directions in the literature.

Organisational change is not an easy process (Nelson & Coxhead, 1997; Preskill & Torres, 1999); in excess of 70% of change efforts fail (Beer & Nohria, 2000). Lewis and Seibold (1998) suggest that implementation of changes to technologies may have even higher failure rates, sometimes up to 75%. It is perhaps unsurprising, therefore, that this area is studied a great deal, with a resulting vast body of organisational change literature.

Change, whether intentional or unintentional, can be simply described as “the differences between two (or more) successive conditions, states or moments of time” (Ford & Ford, 1995, p. 543). However, organisational change could never be called a simple process owing to the multiple actors
involved in change processes. As Ford and Ford further outline, organisational change requires a change agent to bring in an intended state or result that previously did not exist. Perhaps the most useful definition of planned organizational change discovered in the literature was “change that is brought about through the purposeful efforts of organisational members …” (Lewis et al., 2001, p. 9).

There are a number of reasons why organisations may perceive the need to change including new technology, increased competition, changes in the nature of their business, globalisation and changes in the legislative framework within which they operate. Changes in technology have resulted in changes to the way organisations are structured, their processes, and their ways of communicating with their staff. Employees no longer need to be based in the same building, city or country, as a result of communication technologies such as the internet, computers and mobile phones. Increased globalisation has also prompted organisational change (Burnes, 2004; Cheney et al., 2004). For many organisations, their competitors and consumers were once local, regional, and possibly national. However, increasingly, organisations now have to compete in a global marketplace, with their competitors, consumers, suppliers and employees possibly all being international (Zorn, Page & Cheney, 2000). Organisations need to be able to respond to changes in the requirements of their customers and the actions of their competitors (Quirke, 1995). Increasing worldwide industrialisation and a need to adapt to legislative requirements also force organisational change (Byers, 1997). Associated with globalisation and technological changes is the changing nature of workforces. Whereas once workforces were relatively homogenous (Preskill & Torres, 1999), the modern workforce is increasingly diverse, creating the necessity to adapt to their needs. Quirke (1995) agrees, also suggesting that changes in employee values and in the roles of employees and managers are encouraging change. Hammer (1996) suggests that the factors above have forced organisations to change radically, and to re-engineer their business completely or face failure. These multiple
imperatives for change have resulted in most organisations continually undertaking varying degrees of change.

Virtually all organisations are affected by one or more of the factors outlined above and, thus, change is seen by many as inevitable (Burnes, 2004; Champy & Nohria, 1996; Lawler & Worley, 2006). However, this inevitability may not be a result of the actual need to change, but more the result of a perception that change is good, therefore, organisations should undergo constant change. Zorn et al. (2000) suggest that a “new managerial discourse embodies a powerful bias towards change now operating in boardrooms and on shop floors, a bias that is seldom questioned” (p. 517).

They suggest that this results in a “discursive closure” regarding the need to change, where alternatives to the prevailing framing of an issue are not considered around the idea of change in organisations. This has resulted in a climate where those who question change are labelled as out of touch. This is a refreshing and persuasive alternative view to the management literature, which seldom questions the need for organisational change.

It is interesting to note that change management literature has developed its own language to differentiate between aspects of change. Byers (1991, cited in Cheney et al., 2004), suggests that a whole new lexicon has been developed to describe organisational change, and the literature reviewed suggests he may be right. Phrases and words such as organizational transformation, re-engineering, downsizing, rightsizing, continuous change, continuous improvement, learning organisations, restructuring, process reengineering and business scope re-engineering are all used to describe particular types and levels of organisational change. Preskill and Torres (1999) go so far as to assert that, in response to change, organisations have “reconceptualised and reconfigured themselves into virtual organisations, network organisations, boundaryless organisations, web organisations and empowered organisations” (p. 10); all additions to the change lexicon.

As the language above suggests, organisational change can take many forms and requires different levels of response. Lewis et al. (2001) differentiate
between various types of planned changes including introduction of technologies, programmes, new policies, alterations of organisations’ physical characteristics, changes in staff and role assignments, and introduction of new processes. They suggest that each of these types of change may require different degrees of response from organisations. Cheney et al. (2004) suggest that there are differing degrees of change, and the degree of change often affects the organisation’s requirement to change. First order changes are better described as adjustments as they only involve certain parts of the organisation – they could be a change to a form or process within the institution, usually requiring a low level of change management. A second order change is “when the entity becomes something fundamentally different from what it was” (Cheney et al., 2004, p. 323). This type of change will affect many parts of the entire organisation, and thus the change process will need to be considerably more involved. Second order changes, once fairly rare, are becoming much more prevalent as a result of the factors outlined above. Kotter (1999) calls the most extreme form of second order change ‘transformational change’ as it may transform the way an organization operates.

Atkinson (1964) defines motivation as the contemporary immediate influence on the direction, vigour and persistence of action. The relationship between the employer and the employee should be of mutual understanding with a view to facilitate the employee to identify himself with his work and with the business he is working for. Lack of motivation in return, affects productivity. A number of symptoms may point to low morale: declining productivity, high employee turnover, increasing number of grievances, higher incidence of absenteeism and tardiness, increasing number of defective products, higher number of accidents or a higher level of waste materials and scrap (William Day 1978). A motivated employee is a loyal employee and to be loyal implies that the employee supports the actions and the objectives of the firm. The appearance of the job as a whole has, in fact a bearing on the willingness and quality of an employee’s performance (Martin Bruce 1962).
Internal communication plays a very vital role in implementation of all these ideal motivational practises in the organisation. To quote a recent article in the ‘Sunday Times’, ‘If people understand the bigger organizational picture they will be more willing to stay for the ride and more motivated to do the job you need them to do.’ *(Sunday Times*, April 28, 2002). It is this making people understand the bigger picture, is an important and complex job that demands attention from practising managers. Indeed, the ‘manager who suffers from poor communication skills is likely to feel frustrated most of the time. And he is even Effective Organizational Communication: a Key to Employee Motivation and Performance more likely to be surrounded by a number of unhappy and unproductive subordinates’ (Andrews and Baird 1989).

According to *Scott (2005)*, communication is about sending, receiving, and understanding information and meaning. He claimed that “receiving” and “understanding” are the most important operations in the communication process, since the response of the receiver defines whether the communication attempt is successful or not. He further defined two types of communication that are related to workplace communication; the effective and the efficient communication (*Scott, 2005*). Effective communication, when the message of the sender has a successful decoding from the receiver; and efficient, when the communication is done effectively at a low cost.

Furthermore *Guo and Sanchez (2005)*, defined communication, as the creation or exchange of thoughts, ideas, emotions and understanding between sender(s) and receiver(s). They found a strong relationship among communication and the efficient and effective performance of the organization.

Communication process is the procedure where a sender and a receiver communicate. This scheme incorporates the “encoding-decoding” operations and describes the usual transfer of the message. *McShane and Von Glinow (2003)* have illustrated this process by adding the feedback and communication barriers:

In communication process, feedback is considered an indispensable component, since it contributes correctively to the new inputs of information,
or even works towards the adjustment of sender and receiver. As Guo and Sanchez (2005) asserted, lack of feedback corresponds to oneway communication, where there is no possibility of response. On the contrary, two-way communication is more accurate and information-rich. To this extent, combining with Scott’s findings, the adoption of two-way communication, could direct an organization to effective and efficient communication.

These are the ways that messages and information travel around such as: (a) the verbal communication, (b) the non-verbal communication and (c) the technology-aided communication, which accommodates e-mailing, instant messaging, micro-blogging, ontology, and communities of practice. Verbal communication is considered the spoken and written modes. Non-verbal communication on the other hand, is the communication that transcends the written or spoken word (Gabbott and Hogg 2001). Gabbott and Hogg (2001) identified that non-verbal communication channels incorporates much more complex aspects, and grouped them into 4 categories:

Different surveys have shown that non-verbal communication channels covers the 70% or even the 90% of workplace communication (Dumbrava and Koronka, 2009; Gabbott and Hogg, 2001). In addition, Butkeviciene et al. (2008) highlighted the importance of use of non-verbal components for business purposes as they have greater impact. The impact and reliability of nonverbal communication is higher than the spoken word, but it is conditioned to proper interpretation and the ability to place it effectively in a framework of wide communication which includes other channels as well.

Besides that, the introduction of technology in workplace communication, as well as, the high levels of penetration in the globalised markets, created the essence of effective collaboration. For example Whittaker and Bradner (2000), introduced the terms of interaction and outeraction. Interaction is “exchanging information”, while outeraction means “stay connected” to coordinate impromptu meetings. The components of computer-aided communication such as instant messaging, e-mailing, groupware, phone, other social computing tools etc., have altered the communication process by
providing flexibility, better informed-employees, more accurate decision making and finally by changing the organization structure of the company. Companies that have cultivated a technology-friendly environment in terms of communication have achieved a more competitive position in the fast-changing business environment (Lau et al., 2001).

Micro-blogs, a new technology in broadcasting messages and information, according to Zhao and Rosson (2004), contributed in (a) the enhancement of information sharing, (b) the build of common ground for the participants and (c) the sustainment of the feeling of connectedness among colleagues.

Another research by Kurokawa (2007), introduced the mechanism-protocol of ontology for cross-organizational communication, a fundamental tool for communication, which combines the organization-to-organization communication where colleagues from different areas or even companies could share information in a mutually understandable way.

Nevertheless Randall (2010) argues that technology by itself cannot replace the social aspect, which face-to-face or similar type contacts, enable among colleagues. Any conflicts, misunderstandings or issues that stay unresolved, can be handled with a combination of proper use of communication means.

Internal communication is conceived as strategic communication management (Grunig and Hunt 1984; Grunig and Repper, 1992; van Riel, 1995; Oliver, 1997; Argenti, 1998; Cutlip, Center, and Broom, 2000). Strategic communication management seeks to achieve support from internal stakeholders through building ‘two-way’ relationships. It is argued that if a system of two-way symmetrical communication is designed then “open, trusting, and credible relationships with strategic employee constituencies” (Grunig, 1992, p.559) will follow.

Social-interpretive theory, as advocated by Banks (1995) urges communication practitioners to value cultural diversity among internal and
external publics with the aim of “building strong communities within a more humane global society” (1995, p. 116).

Based on research drawn from organizational communication, cultural studies and public relations, Banks lists a set of theoretical propositions which help to reframe understandings of communication: recognizing both the agency of the public relations communicator in creating meaning in organizations; as well as the agency of the audience member (Banks’ term) in interpreting communicative actions within their own cultural context. Although Banks’ multicultural approach to public relations has been criticized for its idealism (MacManus, 2000) it does, however, ask internal communication practitioners to be mindful of, for example, the impossibility of creating a unified institutional identity “that is consistent with all members’ personal identities” (1995, p. 48).

As various commentators have noted (e.g. Easterby-Smith and Araujo, 1999; Pawlowsky, 2001) there is no widely-accepted theory or model of organizational learning. What we have are divergent perspectives based on, according to Easterby-Smith, six main ‘disciplines’ identified as: psychology/organizational development, management science, organizational theory, strategy, production management and cultural anthropology. To facilitate broad discussion of the literature, Easterby-Smith and Araujo (1999) arrive at two distinct perspectives within the organizational learning literature: the technical perspective and the social process perspective.

The technical, or “information processing” school is largely dominated by Argyris and Schön (1978) whose ‘theory of action’ concepts of single- and double-loop learning have attracted attention among both theorists and managers interested in organizational change (Easterby-Smith, 1999). Single-loop, or ‘instrumental’ learning leaves underlying values unchanged, whereas double-loop learning happens when ‘taken-for-granted’ assumptions and norms are challenged by organizational members and underlying values are changed (Argyris & Schon, 1978). The main emphasis here is on organizations adapting to environmental pressures, detecting and correcting errors based on feedback
(in the case of single-loop learning); or organizations challenging their own worldviews to change the methods and tactics for dealing with the environment (in the case of double-loop learning).

The social process perspective essentially focuses on how people make sense of their experiences at work, and this incorporates three notions of learning: learning as social construction, learning as a political process, and learning as a cultural artifact.

Social constructionists such as Brown and Duguid (1991) believe that new entrants to organizations learn how to perform effectively through informal exchanges with others and rely less on formal, written instructions. Thus the key notion from this perspective is that much tacit, yet crucial, organizational knowledge exists within the organizational community rather than on paper (Easterby-Smith & Araujo, 1999).

Weick’s concept of “the enacted environment” (1979, p. 64) also belongs to the social constructionist school. Weick’s view is that organizational environments or identities are constructed by ‘actors’ in an attempt to create order and reduce equivocality. In Weickian terms, internal communication can be seen as a sensemaking activity that employs language genres (e.g. news; feature-writing) to capture and construct organizational identities and to provide the organizational response (e.g. following a major event or incident such as a crisis). Communication practitioners also create symbols: labels, metaphors and platitudes that “link the present with the past, impose past definitions on present puzzles and provide compelling images if those images are shared”. (Weick, 2001, p. 20).

The political process view of learning sees organizational politics either as a barrier to learning, or as a natural feature of any social process (Easterby-Smith & Araujo, 1999). The ‘barrier’ school of thought includes Argyris’ concept of ‘defensive routines’ which prevent organizations from learning. Typically, a “bypass and cover-up” (1990, p. 25) strategy is employed when people are faced with any issue that contains significant embarrassment or threat. Such action leads to what Argyris called the Model I Theory-in-Use
organizational culture. The implicit values of Model 1 Theory-in-Use culture are to be in unilateral control, to win and to suppress negative feelings. Model 1 ‘action strategies’ include selling, persuading and face-saving to avoid embarrassment. The concept of ‘defensive routines’ helps to explain why some communication programs or information channels fail: a Model 1 culture does not sit well with attempts to create open dialogue.

Organizational learning can also be regarded as a cultural artifact. The induction of new employees is one example where the interactions between people represent the learning process. Communication plays an important part in new employees learning the accepted patterns of organizational behaviour. Recognition of the cultural learning role of communication prompted Kreps (1985), for example, to produce what he called a culturally sensitive induction video for RCA’s new recruits, based on wide-ranging research and the participation of employees within the company (Kreps in Putnam and Pacanowsky, 1985).

So far this paper has looked at concepts of organizational learning that have focused on learning as a process. However, it is essential at this point to acknowledge a linked concept: that of the ‘learning organization’.

Madlock, Paul (2008) in their study examined the relationship between a manager’s leadership styles (task or relational), conflict management (no confrontation, control, compromise, and collaboration), communication competence, and employee job satisfaction. The results indicated a direct association between leadership style (task and relational) and conflict management (compromise and collaboration) and both communication competence and job satisfaction separately. But, when communication competence was included in the model, the association between leadership style and conflict management and job satisfaction became not significant.

Hsing Yu Tseng (2006) studied the communication factors which promote employee job satisfaction in Taiwan High-Tech Industry. The results indicate that there is a positive relationship between communication satisfaction and job satisfaction with work, job satisfaction with pay, job
satisfaction with promotion, job satisfaction with supervisor and job satisfaction in general.

Approximately 2500 books, journal articles, and dissertations were devoted to burnout during the period 1974-1990 (Maslach and Schaufeli, 1993). Included in this literature is discussion of the Maslach Burnout Inventory or MBI (Maslach and Jackson, 1982, 1986). The MBI is a short, easy to administer paper and pencil inventory. This measurement model presents burnout as a syndrome with three factors or dimensions: (a) emotional exhaustion, (b) depersonalization, and (c) diminished personal accomplishment. Emotional exhaustion is described as individuals who are experiencing stressors approaching, or beyond, their comfortable limits. Depersonalization is described as individuals who tend to distance self from others, who see people as things or objects. Personal accomplishment is defined as individuals who believe they are doing well on a job that is worth doing. This multidimensional model is not without critics of its structure (Garden, 1987), but is widely accepted and used in research concerning burnout. According to Maslach, burnout is composed of dynamic processes and systems including those that are important to social support and supportive communicative behaviors within a work group. The dynamic multidimensional nature of burnout may account for the volume of writing and research available for review.

Redding (1972) provided a holistic prescriptive model for organizational managers to follow in creating an ideal workplace that included (a) supportiveness; (b) participative decision-making; (c) trust, confidence, and credibility; (d) openness and candor in message sending and receiving; and (e) emphasis on performance goals. Social support emerges as a buffer to burnout and is strongly linked to communication systems. Social support is defined as "information that leads individuals to believe that they are cared for and loved, esteemed, and valued and that they participate in a network of communication and mutual obligation" (Cobb, 1976). Pines (1983) finds that the better the social support relationships, the less burnout. Pines and Aronson (1988)
classify social support actions (supportive actions that mediate against burnout) into six categories based on extensive research with collaborative groups. The six functions of social support that emerged in their work include: (a) listening, (b) technical support, (c) technical challenge, (d) emotional support, (e) emotional challenge, and (f) sharing social reality. Their research reinforces the idea that people need effective support systems of dynamic communicative feedback to buffer the potential of burnout and that the systems are interactive in nature rather than one way social support mechanisms. These interactive sending and receiving systems of communication behaviors would include expressions of appreciation and reinforcement of the idea that success and positive growth comes with challenge. They also found that although these functions in social support systems can be named, they are underutilized.

Farber (2000) emphasizes communication skills as coping skills. He recommends that as a buffer against burnout, we consciously help workers (a) clarify and adjust to the expectations of others, (b) focus on the positive aspects in work life, and (c) build strong social networks to mediate workplace stressors. Each of these coping skill recommendations can be translated into a variety of assertive communication behaviors that can be implemented in the workplace.

Casey (1998) wanted to know to what extent and in which manner human service workers' use of normative organizational communication behaviors influence the experiences normally associated with burnout. Casey defines burnout as a unique form of chronic stress, and like Maslach (1982), she defines burnout as a process that leads to emotional exhaustion, depersonalization, and diminished personal accomplishment. She examined resource replacement strategies used by workers in forty-six community-based human service organizations. The specific communication replacement behavior strategies or actions Casey studies are (a) role modification, (b) feedback seeking, (c) reification of the meaningfulness of work (talk with co-workers and other professionals external to the workplace), and (d) social support seeking. Her examination of these strategies in relationship to
workplace burnout revealed that communication replacement strategies are distinctive on the basis of the communication target (like a supervisor or co-worker), but not on the communication behavior. Casey also tested to determine if an individual's tolerance for ambiguity (lack of information or feedback) and personal control (influence) are strategic reserves that can moderate the process of burnout. Her findings indicate that the framework of conservation of resources (building or conserving resources) is not supported in the case of burnout. She speculates one reason may be that the human services environment differs from other environments in that burnout processes reflect unsuccessful adaptation rather than abrupt reactions that prompt sudden resource building or conservation actions. Because resource-building and conserving communication behaviors are the norm in the human service provider environment, it does not fit the strategic resource replacement framework Casey is testing. The study does imply that the quality of relationships with supervisors and co-workers is a critical element in a human service provider's decision to use or build resources. In particular, this study suggests that human service workers who have high quality relationships with their supervisors have greater access to and are more likely to access needed social support resources to cope with demands in the workplace.

Miller et al., (1990) also examine the workers' personal control and tolerance for ambiguity related to burnout as well as the role of social support in mediating uncertainty. Their results from a study conducted in a private psychiatric hospital indicate that both participation in decision-making (related to reduction of uncertainty) and receiving social support from supervisors and co-workers (related to social information processing) are important in a worker's perception of workplace stresses and burnout. They report findings from their research that indicate participation in decision-making is crucial in reducing role stress and increasing perceptions of satisfaction and personal accomplishment.

Cherniss (1980), who used interviews to study public human services professionals new to the workplace, finds "sources of strain" for these new
professionals include: (a) mistrust, (b) organizational conflict, (c) rigid role structure, (d) isolating work practices, and (e) entrenched patterns of uncommunicative social interaction that link directly to communication behaviors in the workplace. These factors lead Cherniss to state that it is a "sense of helplessness in the face of failure that is the major contributor to burnout" (p. 78). Cherniss' research reveals that elusiveness of collegiality, professional isolation in the workplace, and lack of feedback are the norm rather than the exception (p. 91). In addition, the supervisor relationships with employees in his study were rarely warm, open, or supportive, and the social conditions of the work environment seemed to block supportive communication structures for the entire work population, veteran service providers and newcomers alike. Lewin (1951) emphasized the importance of social factors such as group membership and how different groups can influence an individual's behavior. In the case of Cherniss' study of human service professionals, the veteran population of providers conveyed a negative influence on the newcomer that virtually ensured the perpetuation of burnout for the entire group.

Leiter (1988) finds, like others (Maslach, 1982; Pines & Aronson, 1988), that demands in the work environment lead to emotional exhaustion, which then leads to feelings of depersonalization, but his research also reveals the complexities and contradictions that arise in the research about burnout by examining network role structure. In his 1988 examination of network role structure and the influence of network integration, Leiter finds that co-worker interactions can both ameliorate and exacerbate burnout. He finds that (a) a greater number of links with co-workers in the informal network was associated with increasing feelings of personal accomplishments, and (b) that a greater number of reciprocal links with co-workers in the work-related more formal network predicted increased feelings of personal accomplishment and also greater emotional exhaustion. Earlier, Leiter and Meechan (1986) reported that the more the informal network was concentrated within the formal network, the greater the emotional exhaustion and depersonalization for the
individual. Leiter found increases in perception of supervisor support to be negatively correlated, showing a decrease in an individual's feelings of personal accomplishment when supervisor support is increased (Leiter, 1991). He speculates that the cause may be that the increase in supervisor support is an indicator of an environment that has already become threatening to the individual.

Golembiewski and Munzenrider (1988) addressed knowledge and burnout, building on the work of Maslach and Jackson (1982, 1986). They show that as information about results decrease, emotional exhaustion, depersonalization, and diminished personal accomplishment increase. Like the Maslach MBI instrument, the Golembiewski eight-phase model of burnout is well-validated. Golembiewski's model focuses on ways individuals experience whatever stressors they encounter, not just workplace stressors, for reasons explained by Golembieski, Boudreau, Sun, and Luo (1998): (a) individuals differ widely as to the number and intensity of stressors with which they can comfortably cope -- not only are there differences between people at any one time, but also at different points in time for any one person, and (b) a stressor can energize some people, while it herniates others. In the eight-phase model, Phase II is the high depersonalization phase which deprives individuals of information, increasing ambiguity and, over time, impeding work performance. Phase VIII, emotional exhaustion, Golembiewski describes as reaching a level of strain beyond the individual's comfortable coping capability. In this phase, research describes people who keep others distant, lack social support, and lack information. Research conducted in North America as well as in global settings using the eight-phase model illustrates the following changes in character and quality of life in organizations: (a) job involvement and all facets of job satisfaction decrease, (b) turnover increases, both in intent and in actual departures, (c) group cohesiveness decreases, (d) physical and emotional symptoms increase, (e) features of family life deteriorate, (f) indicators of performance fall, and (g) costs of medical insurance increase significantly. These findings apply to both the public and private sectors in North America,
with private sector settings in North America including 40.9 percent of all respondents in Phases V, VII, and VIII compared with 44.1 percent for U.S. public-sector work sites and 41.8 percent for their Canadian counterparts. In addition, Golembiewski et al. (1998), imply that burnout distribution follows a pattern of contagiousness. In the Phase VI, VII, and VIII stage, over 87 percent occur in organizations having 40 to 60 percent of their employees in those three extreme phases. This research suggests that burnout can spread to individuals in an organization not previously affected and matches findings made by Cherniss (1980) who described burnout as "highly contagious" (p. 93).

Drawing prescriptions from their research, Golembiewski et al., (1998) suggest increased supervisor communication interventions that improve interactive communication support systems like using active listening skills and giving effective feedback. They advocate the development of a broad empirical theory similar to action theories that is goal-based and inclusive of those that are served, particularly in public agencies (Golembiewski, 1997). In their view, organizational communication systems would include message sending and receiving and conscious coordination with clients as well co-workers and supervisors in the workplace setting.

This review acknowledges that many important studies have been ignored including those of Miller, Birkholt, Scott, and Stage (1995); Miller, Stiff, and Ellis (1988); Miller, Zook, and Ellis (1989); and Ray and Miller (1991), however, the few included here produce important findings. Those findings include classification of social support actions or functions into six categories Pines and Aronson (1988), that building and conserving resources is not an effective hedge against burnout Casey (1998), that the quality of the relationships with supervisors leads to greater access to and use of social support resources (Casey, 1998), that participation in decision-making can reduce role stress and increase perceptions of satisfaction and personal accomplishment Miller, et al., (1990), and surprisingly to some, that co-worker interaction can both ameliorate and exacerbate burnout (Leiter 1998). Golembiewski et al., (1998) conducts research internationally that supports the
view that message sending and receiving and conscious coordination with clients, co-workers, and supervisors provide hedges against burnout in both public and private sectors.

**Conceptual and Theoretical Foundation:**

**Introduction**

Organisations comprise people who interact with each other to achieve goals. Employees are the organisation's brain cells and communication represents the nervous system that carries this information and shared meaning to vital parts of the organisational body.

Communication between managers and employees provides the information necessary to get work done effectively and efficiently in organizations. Great organisations are built on an extraordinary willingness of managers to communicate and to build communication rich organizational cultures. These cultures are built on trust that encourages and facilitates a free flow of ideas and suggestions up to down the hierarchy as well as among peers and colleagues.

A manager can’t make a decision without information; that information has to be communicated. Once a decision is made, communication must again take place, otherwise no one could know that a decision was made. The best idea the most creative suggestion the best plan or the most effective job redesign can’t take shape without communication. In this way communication is a process as continues as the circulatory system in the human body. It is inseparable from and essential to everything that occurs in organisational life.

**What is Communication?**

Communication is the transfer and understanding of meaning. This means that information or ideas have been conveyed by the sender should understood by receiver. Therefore, communication is an ongoing process which comprises transmission and reception of a message. This is a meaningful exchange in which ideas and concepts are transferred.
Communication = Understanding of the words 
+ accompanying symbols and gestures

Perfect Communication would be when a transmitted thought or idea was received and understood by the receiver exactly as it was envisioned by the sender.

**Definitions of communication**

**According to Peter Little**

“Communication is the process by which information is passed between individuals and or organization by means of previously agreed symbols.”

**According to Keith Davis**

“Communication is the process of information and understanding from one person to another. It builds bridge of meaning between people enabling them to safely cross the rivers of misunderstanding.”

**According to Robert Anderson**

“Communication is an interchange of thoughts opinions or information through speech, writing or signs.”

These definitions of communication involves –
1. Transmission and reception of message
2. At least two peoples = one to transmit the message and another to receive the message
3. Communication is process

Communication implies as the process of exchanging information and understanding among people.

**Communication Process**

Communication is the process of sending and receiving messages with attached meanings. The key elements in the communication process are illustrated as –
Communication Process

This two communication process includes
1. Sender – Who encodes an intended message?
2. Message – A purpose to be conveyed.
3. Encoding – Encoding is the conversion of the message into symbolic form
4. Communication Channels – Communication Channels are the pathways through which messages are transmitted.
5. Receiver – Who decodes the message into a perceived meaning?
6. Decoding – Decoding is the act of translations of symbols into their ordinary interpretation.
7. Feed Back – Feed Back is the return of message to the sender and provides a check on whether the receiver understood the message or not.

NOISE

Noise is anything that interferes with the effectiveness of Communication. This may be due to physical distracters, semantic errors, mixed messages etc.

Organisation Structure and Communication

Organisation structure and Communication are closely related and each profoundly affects the other. It should be designed to classify who is to do, what tasks? And who is responsible for what results; in order to remove
obstacles to performance caused and uncertainty of assignment and to furnish decision making, communication networks reflecting and supporting enterprise objective.

Organisation Structure consists of –
1. Formal or Established grouping and reporting relationships
2. Operating Mechanisms – Such as rules regulators process, control procedures. Information systems and reward systems.
3. Informal Structure – This is the pattern of interpersonal and intergroup relationships that develops spontaneously as people associate with each other.

Structural issued having major impact on communication include

1. **Work Specialisation**
   
   A component of organization structures that involves having each discrete step of a job done by a different individual rather than having one individual do the whole job.

2. **Unity of Command**
   
   This is the management principle that no person should report to more than one boss.

3. **Span of Control** –
   
   Span of control is the number of subordinates a manager can direct efficiently and effectively.

4. **Line -staff relationship** –
   
   In general the line mangers are those who make decisions and exercise authority on the basis of the information analysis and advice provided by staff experts.

5. **Centralisation u/s Decentralisation** -
   
   Centralisation is a function of how much decision making authority is pushed down to lower levels in the organization. The more centralized an organization the higher the level at which decisions is made.

   Decentralisation is pushing down of decision making authority to the lowest levels of organisation.
Both centralisation and decentralisation can either solve or exaggerate communication problems depending on the circumstances the nature of the task and the people involved.

An organization examines these issues in determining basic structure. Organizational structure directs the development of formal organizational communication channels. The planned structure of an organization dictates the formal channels of communicational that are to communicate with and what they are to communicate about.

**Organization and Communication**

Communicating and organizing are closely related human activities. Information is the mediating variable that connects communication to organization.

Communication helps organization members by enabling them to discuss critical organizational experiences and develop relevant information. Communication helps organization members accomplish both individual and organizational goals by enabling them to coordinate their fulfillment of personal needs with their accomplishment of their evolving organizational responsibilities.

Organizational communication serves a crucial data gathering function for organization members by providing them with sense-making information.

In essence, communication enables people to generate and share information that provides them with both rationale and direction for cooperating and organizing. People can demonstrate organization as an outcome of effective communication and information use. They can coordinate their activities to achieve commonly recognized goals only to the extent that they have relevant information and influence their behavior. The performances of co-operative, co-ordinate activities in turn enables peoples to develop and exhibit organization.

**Organization**

Organization is not a building or a set of people and procedures. Organizations are made up of people and their relationships with one another.
Organization exists when people interact with one another to perform essential functions that help to attain goals. Recent trends in management recognize the importance of human resources with most new approaches designed to empower employees with greater opportunities to learn and contributes as they work together toward common goals directed, designed as deliberately structural and coordinated activity systems and are linked to the external environment.

**Organization Communication**

Organization communication is the process through which information moves and is exchanged throughout an organization. This is all the patterns networks and systems of communication within an organization.

Communication is key to the functioning of organization. A communication process is as continuous as the circulatory system in the human body. It is inseparable from and essential to everything that occurs in organizational life. To a large extent now this is truer than ever that “an organization is communication because we are living in an age of information.

Communication effectiveness is a factor well recognized in determining the efficiency with which an organization performs as a whole. Effective communication behaviours by members booster an organizations total effectiveness.

**Definitions**

According to Dalmer Fisher (1994) “Organizational communication is an ongoing process that includes patterns of interaction between organization members that both emerge from and shape the nature and actions of the organization and the events within it.”

According to Gerald L. Wilson, H. Lloyd Goodall and Chrostoper L. Waagen (1986), “Organization communication is an evolutionary culturally dependent process of sharing information and creating relationships in environments designed for manageable goal oriented behaviour.”
According to Scott

“Administrative communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals.”

In this way organizational communication is the process whereby members gather pertinent information about their organization and the changes occurring within it. Information is the mediating variable that connects communication to organization.

**Purpose of organizational Communication**

1. To establish and disseminate the goals of an organization.
2. To develop plans for their achievement.
3. To organize human and other resources in the most effective and efficient way.
4. To select develop and appraise members of the organization.
5. To lead, direct motivate and create a climate in which people want to contribute.
6. To control performance.
7. To develop good industrial relation.
8. To help in co-coordinating efforts of various departments.
9. To assist in decision making function.
10. To develop managerial skill.

**Functions of organizational Communication**

Organizational communication serves following important functions:-

1. **Control** –

   Organizational communication acts to control employee’s behaviour by giving instructions like what to be done, how to be done etc.

2. **Emotional Expressions** –

   Communication provides a release for emotional expression of feelings and for fulfillment of social needs.
3. **Information sharing** –

Individuals or groups need information to get things done in organization, communication provides that information.

Even managers require accurate and up to date information to formulate plans and taking decisions.

4. **Motivation** –

Motivation is the process of including employees to work hard for achieving organizational goals. Communication encourages motivation by classifying to employees how well they are doing and what can be done to improve performance if it is not up to the par.

5. **Improvement of Morale** –

Morale reflects the mental health of people. Communication about the policies and programmes of the organization helps to improve the attitudes and morale of employees. High morale is necessary to improve efficiency and performance.

6. **Advice** –

Supervisors advise workers in handling machines and equipments in factory or office.

7. **Counselling** –

Professionally managed firms often employ psychologists, doctors, lawyers to help employees to overcome maladjustments, emotional and other problems.

8. **Training and Education** –

Education and training of employees is necessary to keep them abreast of new development to improve their efficiency and potential and for orientation of new employees.

9. **Issue of orders and Instructions** –

In order to get things done, a manager issues orders regarding assignment of tasks and instructions how to carry out the orders to his subordinates.
10. **To persuade employees** –

Persuasion becomes necessary to convince employees when changes are needed in existing rules, procedures, technology, working and service conditions in the organization.

11. **To Issue warning and Notice** –

Warning is a forceful form of communication because it carries a sense of urgency. Warning and notice are generally given only after milder methods like advice and appeal fails to achieve results. Warning implies a notice to caution people in special situations.

12. **To Improve Discipline** –

Through communication rules and regulations are made known to employees. Suggestions and grievances from employees help managers to make necessary change in disciplinary rules and procedures. When the disciplinary actions are properly explained to employees.

Communication is also used to create safely consciousness among people. Training given to prevent accidents also involve communication.

13. **Feed Back** –

Communication provide feedback to employees on their achievements to the departments on their performance and to the management on the fulfillment of goals.

**Information to be Communicated in an organization**

To reduce the chances of misinformation by the grapevine an organization keeps all its employees informed about every happenings and future plans. The content of information is usually mixed of facts, opinion, attitudes and interpretation.

Generally all organizations communicate following information

1) Statutory Information - Information regarding terms and conditions of services.
2) Information about regular work situation.
3) Information about major policy or operational change.
4) Periodic information – It includes information about events taking place in the organization.

**EFFECTIVE COMMUNICATION**

Effective communication is that when the intended meaning of the source equals to the perceived meaning. It involves getting an accurate message from one person to another.

**Significant of Effective Communication**
1. It is important for managers to perform their basic functions of planning, organizing, leading and controlling.
2. It is basic requisite for organization to function successfully. The communication system supplies all needed information to units, departments and people of the organizations.
3. Organization communications is significant as it serves four major functions within a group or organization that is control, motivation, emotional expression and information.
4. It can play a major role in changing people’s attitude.
5. It is a essence of social behavior.
6. Communication is a powerful factor in moulding attitudes that well informed individuals will have sounder attitude those who are ill informed.
7. It plays an important role in knowledge management.

**Principles of Effective Communication**

These principles provide guidelines for choice of content and style of presentation, adapted to the purpose of sending the message and receiver of the massage.

1. **Clarity** –
   Clarity implies both clarity of thought and clarity of expressions of communicator.
2. **Completeness** –
   Every message communicate must be complete and adequate.
3. **Conciseness** –
   Brevity is the soul of good communication. Conciseness is saying all in the fewest possible words. The sender should eliminate wordy expressions, include only relevant material and avoid unnecessary repetition.

4. **Consideration** –
   The sender should adopt a human approach and understand the emotions and sentiments of the receiver.
   The golden rule,” First understand and then be understood should be followed.

5. **Courtesy** –
   The sender should be polite towards the receiver polite manners facilities communication. Politeness begins politeness and encourage participate communication.

6. **Correctness** –
   The message should not contain any wrong information and should be authentic.

7. Careful use of body language.

8. **Objectivity** –
   The communication should be fully impartial the communicator should not allow his emotions attitudes or bias to distort the message. Self control is essential for effective communication.

9. **Creditability** –
   The sender should establish his creditability.

10. **Attentiveness** –
    Communication is the joint responsibility of the sender and the receiver.
    Therefore active listening is essential for success in communication.

11. **Feedback** –
    Communication is complete only when the receiver understands the message. So the sender should encourage the receiver to give his reactions to the message.
12. **Use grapevine Strategically** –
Informal channels of communication should be used judiciously to supplement to the official channels.

**Factors influencing effective communication.**

The communication system of an organization is generally influenced by four factors. These factors also influence the effectiveness of organizational communications. These factors are

1. Formal channels of communication
2. The organizational authority structure
3. Job Specialization
4. Information ownership

Information ownership refers to the unique knowledge and information about the job possessed by the individual.

**Commandments for effective communication.**

The American management for effective communication suggested ten commandments for effective communication.

1. Clarify idea before attempting to communicate.
2. Examine the process of communication.
3. Understood the physical and human environment when communicate.
4. In planning communication consult others to obtain their support as well as the facts.
5. Consider the content and the overtones of the message.
6. Whenever possible communicate something that helps or is valued by the receiver.
7. Communication to be effective requires follow up.
8. Communicate messages that are of short run and long run importance.
9. Actions must be congruent with communications.
10. Be a good listener.
Mean / Media of Communication

The use of symbols is essential in communication. Language is a common symbol which is used to communicate; communication may be verbal non verbal.

I Verbal Communication

Verbal means of communication connected with the words and the use of word. Words are the most accurate and powerful sets of symbol. That is why it is observed that all serious or formal communication is in words only. These words may be spoken or written.

Verbal Communication – Oral

Spoken communication or the communication employing speech is known as oral communication. A great deal of information is communicated orally. Oral communication can occur in a face to face of two people or in a managers presentation to a large audience. It can be formal or informal and it can be planned or accidental.

Methods of Oral Communication

I. Among Individuals
a) Face to Face Conservation
b) Interviews
c) Telephone Conversation
d) Grapevine

II. Among Group
a) Negotiations
b) Meetings
c) Presentations
d) Lectures/Speech
e) Conferences/ Seminars/Workshops

Advantages of Oral Communications

1) It is time savings.
2) It is that it makes possible speedy interchange.
3) It provides immediate feedback.
4) In face to face interception effect can be noted.
5) A meeting with the superior may give the subordinate a feeling of importance.
6) Effective tool of group communication.
7) Informal or planned meetings can greatly contribute to the understanding of the issues.
8) It is economical because it saves the money for stationery.

**Limitations of Oral Communications**
1) It does not always be time savings and economical.
2) In the absence of record, oral messages do not have legal validity.
3) Possibility of misunderstanding.
4) Unsuitable for long messages.
5) Oral messages can not always be retained in the listeners memory.
6) Difficulties in assigning responsibility.
7) It is constrained by physical barriers e.g. seating arrangements, noise, environment etc.

**III. Verbal communication - Written**

Written communication includes memos, letters, e-mail, organizational periodicals, bulletin boards or any other device that transmits written words or symbols is written communication.

**Advantages**
1) It provides records references and legal defenses.
2) It promotes uniformity in policy and procedures and builds up proper guidelines for the working of organization.
3) It is permanent.
4) It is more likely to be well thought, logical and clear.
5) Responsibility can be easily assigned.
6) Image building.
7) Suitable for distance communication.
Limitations
1. Time Consuming.
2. Limited to literal world only.
3. Lot of paper work.
4. Lack of immediate feedback.
5. Costly in terms of money and man-hours.

II NON VERBAL COMMUNICATION

Communication which are neither spoken nor written e.g. a loud siren or a red light at an intersection tells something without words. This communication occurs without the use of words. Thus this is the wordless messages received through the medium of gestures signs, body increments etc.

Every oral communication also has a non verbal message because the non verbal component is likely to carry the greatest impact. Without complete agreement between the spoken words and the body language that accompanying it, receivers are more likely to react to body language as the “true meaning.”

Medias of non-verbal communication are –

1) Body language –
It concludes a) bodily shape b) appearances c) posture d) gestures e) touching f) facial expressions g) eye contact and gaze

2) Voice –
Voice includes tone, pitch, rate and volume

3) Environment
It includes a) space b) territory c) architectures d) interior e) décor f) sealing arrangement g) time

By understanding non-verbal signs, people are better able to predict one another’s actions. Organizational members can improve their effectiveness by focusing on and structuring non-verbal dimensions. Manager should consider using dimensions to reduce or to increase their subordinates about status, to
create an atmosphere of informality or formality or to reinforce or criticism because message sent in organization often fact to achieve their intended result because they are written in tedious memo, spoken in a dull monotone or surrounded by an unattractive environment.

Non-verbal communication consist of unspoken clues that a communicator sends in conjunction with spoken or written messages.

In selecting media or methods of communication one results consider the communicator, the audience and the situation. Which methods a manager ultimately choose should reflect the needs of the sender; the attributes of message and channels and the needs of the receiver.

**Electronic Media in Communication**

Information technology has rapidly changed the way of organizational communication. It has significantly improved a managers ability to monitor individual and team performances. It has allowed employed to have more complete information to make faster decision. It has provided employees more opportunities to collaborate and share information. It has made it possible for people in organization to be fully accessible regardless of where are.

Organizations are increasingly adopting various electronic devices that improve communication. Information technology is used for certain types of communication. Such as computers e-mail, hotlines, voice mail, teleconferences, video-conferences, fax, wired and wireless telephones are used for communication. In this way information technology is mainly used as channel of communication.

Following two departments of information technology have appeared the most significant effect on current managerial communication

I) Networked computer system

II) Wireless capabilities
I. Networked Computer System
Internal and External Dimensions of Organizational Communication

Two primary communication systems of organization are internal and external communication channels. Both of which perform important and distinct inter related functions in the process of organization.

I) External Communication Channels:

This channel is used to enable organization members to interact with individuals outside the organization. It carry messages between the organization. It carry relevant environment.

The relevant environment includes all the factors external to the organizations boundary that have a direct influence on the organization and its members. For example banks, financial organizations, state regulation boards etc. They are relevant because they can exert significant influences on the organization.

II Internal Communication Channels

This communication is the pattern of messages shared among organization members. It is human interaction that occurs within organization and among organization members.

Internal communication channels are used to accomplish following functions

1) To disseminate and enforce organizational goals, rules and regulations.
2) To co-ordinate the activities of organization members in the accomplishment of organizational tasks.
3) To provide formal leaders with feedback about the adequacy of downward communication and the state of current organizing activities.
4) To Socialize organization members into the culture of the organization.

These functions help the organization to increase the stability, predictability and orderliness of organizational life.
Formal and Informal Organizational Communication

Internal organizational communication which occurs within the boundaries of the organization among organization members consists of both formal and informal communication channels.

I Informal Communication Channel/Grapevine

Informal Communication is that communication that is not defined by the organization’s structural hierarchy. It does not follow the chain of command established in the organization. This channel is not planned but emerge out of natural social interaction among organization members.

Informal message grows out of organization members curiosity, interpersonal attraction and social interaction and develops its own social structure. This channel of communication is composed of social groups, club members, families’ relations and other informal relationships that develop among organization members.

Along with formal communication there is informal communication in every organization. This is also called “Grapevine”. Grapevine transfers information through networks of friendship and acquaintances through which rumours and other unofficial information are passed from person to person.

Characteristics of Informal Communication

1. Information usually travels more rapidly than through official communication channels.
2. Grapevines are found in every organization they are virtually impossible to eliminate.
3. This is more spontaneous form of expressions.
4. In situation where official censorship and filtering occur this is more informative.
5. Most of the information related to organization communicated through grapevine is accurate.
6. The grapevine communication network is characterized as a “Cluster Chain” of communication because messages are distributed to a group than to just one person.
7. The number of people who serve as actual links in the grapevine is generally small.

**Benefits of Grapevine**

1. It is an effective tool for developing corporate identity.
2. For building teamwork and for motivating people.
3. It supplements formal communication system more effective.
4. It provides social satisfaction as information is exchanged interpersonally,
5. It helps to transmit information quickly and efficiently.

Disadvantage of grapevine is sometimes information transmit untimely and they transmit information incorrect.

By recognizing the nature of grapevines, organization members can best take advantage of these information communication devices and make them as effective as possible. Management should feed and cultivate grapevine. By providing informal leaders with important and accurate organizational information management can

a) help to eliminate the spread of dangerous or untrue rumours. b) enlist the grapevine for disseminating formal organizational information thereby supporting formal communication channels.

**Rumours**

Rumour is that part of grapevine which is inaccurate. Rumours can be very dysfunctional to both employee and organization. Though rumours are a potential trouble but still flourishes in organization when employees find ambiguity and experience anxiety about things and situations.

**II Formal Communication**

Formal Communication refers to communication that follows the official chain of command established by organizations hierarchy of authority or it is required to do one’s job. Formal communication channels are dictated by the planned structure established for the organization which includes the arrangements of the organizational level, divisions and departments as well as specific responsibilities, job positions and job descriptions that are assigned to organization members.
A formal channel of communication is a means of communication that is endorsed and probably controlled by managers. Any communication that takes place within organizational work arrangements would be classified as formal communication because it cover an ever hiding distance as organizations develop and grow, and it can inhibit the free flow of information among organizational levels.

Organizational climate is very important in the context of organization communication. The dependence on formal communication denotes higher degree of organizational climate.

Formal communication rarely satisfy completely the information needs of organization members, so they develop a grapevine to gather the kinds of interesting information they can not get from formal channels.

The less the formal communication system is used to provide relevant informational to organization members. The more they depend on the grapevine for information and the more powerful the grapevine becomes and vice a versa.

Direction of Communication Flow:

Within organization communication can flow downward, upward, laterally and diagonally.

1. **Downward communication:**

Communication that flows downward from manager to employees is downward communication. This is used to inform, direct, coordinate and evaluate employees.

Downward communication flows the chain of command from top to bottom. Lower level personnel need to know what higher level are doing and to be regularly reminded of key policies, strategies, objectives and technical development in organization. Sharing such information helps to minimize the spread of rumors, and to create a sense of security and involvement. This includes group, meetings, speeches, budgets, circulars, memorandum, handbooks, policy statement etc.
Problems in Downward Communication

1) One way Communication

This is often a one way communication from superior to subordinates providing no opportunity for feedback. This problem is especially serve in written and mechanical communication.

2) Mistrust

Employees who mistrust may misunderstood or block the rely of downward messages. Reasons for mistrust include lack of frequent boss-subordinate contact.

3) Differences in Values and Perception

Superiors tend to be committed to the total organization subordinates to their department or sub group. Superiors typically view their contribution in terms of achievements while subordinates are more likely to see themselves as contributing long hours and hard work.

4) Many organizations overuse this channel which are often overburdened with messages can confuse and frustrate workers.

5) Superiors often give subordinates contradictions, mutually exclusive directions causing confusion. An anxiety can frustrate employees and thereby damage morale.

6) Many directives are unclear, hurriedly communicated and vaguely stated leaving workers unsure of what they are being directed to do.

7) Reliance upon written diffusion method instead of contact and face to face communication.

8) Different employees receive messages at different limits.

9) Filtering

Messages tend to be changed, shortened or lengthened as they are relayed through a network.

Suggestions for improving Downward Communication

Superiors must consider following elements to make downward communication effective –

1) They must specify on objective for communication.
2) They should make sure that the content of communication contains qualities like accuracy, specify and no hidden meaning.

3) They should employ the best communication technique to get the message across to the receiver.

4) Maintain adequate contact with subordinates and encourage two way communications.

5) Keep informal of subordinates values and perceptions, share personal points of view with them.

6) Build trust by letting subordinates know how decisions that are important to them and by involving them in decision making when possible.

7) Develop a keen sense of employee’s own reactions and a form sense of personal identity.

2) **Upward Communication**

Upward Communication is that flows upward from employees to managers. If keeps managers aware of how employees feel about their jobs, there is workers and the organizations in general. Managers also rely on this communication for ideas on how things can be improved.

The flow of messages from lower levels to higher levels is upward communication. It keeps higher levels of informal about what lowest levels workers are doing, what their problems are what suggestions they have for improvement and how they feel about the organization and their jobs.

Barnard was the first the orist of organization to stress the importance if upward communication in organization. He explained that the individuals at the lowest levels of the hierarchy are often the most knowledgeable contributes to decision making.

**Functions**

1) It provides manages with feedback about current organizational issues and problems and information about day to day operations that they need for making decisions about directing the organization.
2) It is the management's primary source of feedback to determine the effectiveness of its downward communication.

3) It encourages employees to participate in the decision making process and to submit valuable ideas.

4) It serves as a way for supervisors to know the subordinates diagnose misinterpretations disclose the first symptoms of views more visible to superiors.

5) In addition when organizations give employees the opportunity to voice dissatisfaction to higher levels, employees tend to be more committed to the organization.

**Distortion of Upward Communication**

1) Because of the risks of upward disclose of unpopular information workers are often communicate only favorable messages to their boss.

2) Filtering of Information

3) Employees have little opportunity to send communication upward. Employees at the bottom of a large organization usually find it difficult to make communicative with upper level organization members.

4) Organization typically rely on lower level members for communication to initiate first.

5) Employees tend to fear that expressing their true feelings about the organization to their boss should be a dangerous act.

6) Often formal communication channels devoted to this communication are insufficient.

**Suggestions to improve upward communication**

1) Managers must demonstrate genuine receptiveness to open and honest upward communication, to encourage provides them with feedback necessary to help them to direct organizational activities.

2) This communication must start from the top management of the organizational hierarchy to encourage workers to share their ideas with managers.
3) Superiors can develop skill in sensitive objective listing in order to reduce subordinates fear about communicating problem upward.
4) Management can develop upward communication by building trust and by responding to messages that are received by taking action in response to upward messages.
5) Various practices may also be used to improve upward communication such as ---

3 Lateral / Horizontal Communication

Communication that takes place among employees on the same organization level or communication that takes place between peers is called lateral communication. It is needed to achieve cooperation among group members and between work groups. It provides emotional and social support to individuals. It contributes to the development of friendship and informal work groups.

**Purposes**
1) Task coordination
2) Problem Solving
3) Information Sharing
4) Conflict resolution

**Problems in Horizontal Communication**
1) Too many messages flowing in all directions would lead to a hierarchy.
2) Departments do not generally like to share information with other departments because of rivalry.
3) Too much of job specialization results in each department becoming an island by itself having little in common to share with other departments.
4) Too much lateral communication may weaken the organizational structure.
5) In many organizations peer communication is discouraged and sometimes punished.
Suggestions to improve

1) Expand members awareness of overall organizational goals and of other departments problems through applying methods such as training programmes, job, rotation, social events etc.
2) Explicitly encourage and reward horizontal communication.
3) Encourage constructive confrontation and the full expression and working through of disagreements.
4) Task forces and committees composed of employees from different departments working on common problems are often a viable solution.
5) Organization can adopt flexible procedures that provide guidelines about when and how employees should use horizontal communication.
6) Organization can conduct training sessions on teamwork in which employees gain an appreciation of lateral communication.

Necessity of Lateral Communication

Excessive reliance on horizontal communication may undermine the authority structure of an organization yet too little lateral communication result in a rigid and inefficient organization so the correct balance between vertical and horizontal communication must be found. Organization members – managers spend move time in lateral communication than in hierarchical communication because later communication –

1) Reduces the time and potential for distortion inherent in vertical communication.
2) Enables coordination, information sharing and problem solving between departments.
3) Can serve as a substitute for vertical communication allowing subordinates to make decisions and resolve conflicts without the interventions of superiors.

In this way in today’s often chaotic and rapidly changing environment this communication is frequently needed to save time and facilitate coordination. Cross functional teams rely heavily on this form of communication interaction. But it can create conflicts if employees don’t keep
their managers informed about decisions they have made or actions they have taken.

In 1916 management writer Henri Fayol recognized this form of communication and defined a “Bridge” of organizational communication. **Diagonal Communications**

Diagonal communications is communication that cuts across both work areas and organizational levels. This communication takes place between a member of other work groups and manager.

In the interest of efficiency and speed diagonal communication can be beneficial. This communication need to interact with employees in other managers jurisdiction regarding her or his particular function. This communication network usually does not appear on the organizational chart but a number of such networks are found in large organization.

Diagonal flow of information is among persons at different levels who have no direct reporting relationships with one another. This kind of communication is used to speed flow of information to improve understanding organizational hierarchy but cuts across the chain of command.

This communication should rest upon the understanding that crosswise relationships will be encouraged wherever they are appropriate that subordinates will refrain to make commitments beyond their authority and subordinates will keep superiors informed of important interdepartmental activities. Because it has the potential to create problems if employees don’t keep their managers informal.

If is necessary even through it may create difficulties in order to respond to the needs of the complete and dynamic organizational environment.

It promotes communication and cooperation between relevant individuals from all areas of the organization by building flexibility into the organizational structure enabling the organization to response creativity to specialized needs.

The increased use of e-mail facilities diagonal communication. In many organizations any employee can communicate by e-mail with any other
employee, regardless of organizational work area or level even with upper level mangers.

Matrix organizations are designed to increase opportunities for interaction among organization members from different parts of the organization. For accomplishing specialized tasks (Gal Braith 1971)

In matrix organization personnel from different departments are assigned as needed to special projects in different areas of organization.

The meaning assigned to a message depends upon the emotional or psychological status of both the parties involved in the process of communication. Employees feelings when he received message influences how he interprets it.

Communication Barriers
1) Semitic Barriers

Semitic barriers to communications involve a poor choice or use of words and mixed messages. This can be deliberate or accidental.

2) Physical Distractions

Physical distractions can interfere with the effectiveness of communication attempt

3) Filtering

Filtering is the deliberate manipulation of information to make it appear more favorable to the receiver.

4) Emotions

Emotions are how a receiver feels when a message is received influences how employee interprets it.

5) Information overload

The information employees have are exceeds more than their processing capacity.

6) Organizational barriers

When information has to pass through several organizational levels, it tends to be distorted.
7) Noise

Communication is affected by noise which is anything whether in the sender, the transmission or the receiver that hinders communication.

8) Selective Perception

Receiving communication on the basis of what one selective sees and hears depending on his her needs, motivation, experience, background and other personal characteristics.

9) Language

Words have different meaning to different people. Receiver will use their definition of words communicated.

10) Gender

Males and females have different communication styles, their reaction to communication may be different.

11) Interpersonal Sensitivity

Lack of interpersonal sensitivity is another reason why communication may fail to achieve its goal.

12) Hierarchical barriers

Status difference in organization create potential barriers between people higher and lower ranks. Manager may be inclined to do a lot of ‘Telling’ but not much listening. Communication is frequency biased when flowing upward in organizational hierarchy. Subordinates may filter information and tell superpose only what they think boss wants to hear.

13) Mixed messages –

When words says one thing while nonverbal action say something.

14) Absence of Feedback -

Anything that keeps the sender from learning if the other has received, acknowledged and understood the message.

15) Psycho-sociological barriers

People have different communication styles. They also have personal feelings, desires, fears, hopes, likes and dislikes, views, opinions, place in society, status consciousness arising from one’s position in the hierarchical
structure of the org, one’s relation with peers, seniors, juniors and family background all these deeply affect one’s ability to communicate both as a sender and receiver.

**Overcoming Communication Barriers**

**A) Senders Responsibility**

Being the initiator of the communication process the sender has the following responsibilities-

1) Setting Communication goals  
2) Using appropriate language  
3) Improving communicators creditability  
4) Encourage feedback  
5) Using face to face communication  
6) Developing trusting climate  
7) Using pictures  
8) Practicing empathic communication  
9) Avoid technical language  
10) Constraining emotions  
11) Watching non-verbal clues aligning the non verbal with verbal

**B) Receivers Responsibility**

1) Effective listening  
2) Avoid premature judgment  
3) Responsive feedback

**HUMAN RESOURCES**

“Our people are our most important asset”, Many organizations say this to acknowledge the important role that employees play in organizational sources. The general resources of the world are the human without whom nothing could ever be a resource e.g. gold, silver or any other natural resources would not be there if , there were no human resources. Human resources are part of the overall business objectives and they are not static resources, they can learn and create. Therefore it is crucial to integrate human
resources systems and policies with strategic business planning to reinforce appropriate organizational culture.

Human resources refer to the talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization’s mission, vision, values and goals.

According to Leon C. Megginson, “the term human resources can be thought of as the total knowledge, skills, creative abilities and aptitudes of an organization’s workforce as well as the values, attitudes and beliefs of individual’s involvement.

Organization comprises people who interact with each other to achieve shared goals. Employees are the organization’s brain cells and communication represents the nervous system that carries information shares meaning to vital parts of the organizational body.

**Human Resources Process.**

Human Resources development is the integrated use of training, organizational development and career development efforts to improve individual, team and organizational effectiveness. It is process of improving, moulding and changing the skills, knowledge, creative ability, aptitudes, values, commitment etc. base on the present and future job and organizational requirements. This is process of equipping people with relevent skills to have a healthy and satisfying life.

Process refers to the specific style, method or the way in which a particular activity is implanted. The process of carrying out a human resources development activity is to be guided by the anticipated impact and ultimate concern for human dignity. Therefore this is set of inter-related activities by which human potentialities are assessed, selectively upgraded and appropriately deployed for achievement.

**RECRUITMENT AND SELECTION**

Recruitment is the set of activities an organization use to attract job candidates who have the abilities and attitudes necessary to help the organization achieve its objectives. Recruiting of new personal is an important
organizational activities that involves communicating across organizational boundaries in identifying, contacting, evaluating and selecting personnel for specific organizational need.

Recruitment is the process of locating identifying and attracting capable applicants.

Selection process is a process of screening job applications to ensure that the most appropriate candidates are hired.

Selection is choosing from among candidates from within or outside the organization, the most suitable person for a position.

Recruitment and selection is vital for three primary reasons. They are –

1) An organization needs new people to replace those who retire or leave and to staff new positions created as the organizations grows.

2) New organization members also bring the organization novel ideas and abilities allowing the organization to become more effective or even to set a new strategic course.

3) Recruitment of qualified personal provides organization with important maintenances and signal inputs. Maintenance inputs provide organization with sustenance and energy while signal inputs provide them with information in direct activities.

Recruitment and selection of the highest quality personnel provide organization with the best possible inputs. These personnel have long term implications for the quality of organizational life. Effective recruitment involves satisfying the demands of several internal and external agencies. Recruiter must be needs for personnel and the external societal conditions influencing recruitment.

A recruiter must communicate externally through personal networking, advertising and interviewing, job posting. Thus to be effective recruiters must involve themselves with all the components of external organizational communication. They need to be skillful environmental scanners, they need to be aware of the interpretations, meaning and strategies that form within the
organization and they need to capably manage the external communication media the organization uses to reach prospective new employees.

For recruiting and selection of candidates a manager can use a number of selection devices to reduce accept and reject errors. The best know devices include written tests. Performance simulation tests and interviews

**Written test**

Written tests that measure intelligence ability aptitude and interest are widely used as a selection process method.

**Performance simulation tests**

These selection devices that are based on actual job behaviors work sampling and assessment centers.

**Interview**

The interview along with the application form is an almost universal selection device. The interview is most valid in determining an applicants intelligence level of motivation and maturity, interest in the job, leadership potential and communication ability. Therefore, it is vital to get as much relevant information as possible from the applicant both in terms of fact and in terms of attitude and behavior.

In employment interviews employees prefer applicants who maintain eye contact and an attentive posture who smile and who are high in vocal activity.

**TRAINING**

Employing training is a learning experience that seeks a relatively permanent change in employees by improving their ability to perform on the job. It is a systematic modification of behavior through learning which occurs as a result of education, instructions development and planned experience.

According to Irwin (2004),” Training is a proves of altering employee behavior and attitudes in a way that increase the probability of goal attainment.”

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Thus training involves changing skills, knowledge attitudes or behavior. This change may involve what employees know how they work or their attitudes. Towards their jobs, co-workers managers and the organization.

For training and development programmers communication plays a vital role. Training and development refer to the imparting of specific skills, abilities and knowledge to an employee. Knowledge about business environment, management principle and techniques human relations etc.

Training constitutes a basic concept in human resources development. As job demands change employee skill have to change. Manager are responsible for deciding what type of training employees need, when they need it and what form that training should take.

Training Methods

I) Traditional Training Methods

1) Job- Instruction Training

Training related to how to do tasks.

2) Mentoring and Coaching

Training by experienced worker who provides information, support and encouragement also called an apprentice in certain industries.

3) Experiential Exercise –

Employees participate in role playing, simulations or other face to face types of training.

4) Classrooms Lectures-

Employees attend lectures designed to convey specific information.

5) Workbooks, Manuals –

Employees refer workbooks and manuals for information.

Technology based training methods

1) CD/DVD/Video/Audio types

Employees listen or watch selected media that convey information or demonstrate certain techniques.
2) Video Conferencing / Teleconferencing/ Satellite T.V.-

Employees listen or participate as information is conveyed or techniques demonstrated.

3) E-Learning –

Internet based learning where employees participate in multimedia. Simulations or other interactive modules.

Identifying specific job responsibilities of organization members and training them to accomplish there responsibilities, internal and external channels of communication are optimally used. It consist of both teaching and learning. Training of workers is necessary to keep them abreast of new developments to improve their efficiency and potential and for orientation of new employees.

CAREER DEVELOPMENT

Career means advancement a profession or a lifelong sequence of jobs. Career is the sequence of positions held by a person during his/her lifetime.

Career Development is a major aspect of human development. It includes one’s entire life span and concerns the whole person. It involves a persons past, present and future work roles. It is linked to a persons self concept, family life and all aspect of ones cultural and environmental conditions.

Definitions

According to Pearson, Sampson, Readon and Lenz, “Career Development is implementing a series of integrated career decisions over the life span.”

According to Gysbers and Moore, “Career Development is self development over the life span through the integration of the roles and events of a persons life.”

Career development programmes were designed to help employees advance their work lives within a specific organization. The focus of such programmes was to provide employees the information assessment and training needed to help them realize their career goals. It benefits both employees as
well as organizations as properly developed employees are better equipped to add value to themselves and to the company. It is also a way for organization to attract and retain highly talented people. Therefore, Career Development refers to formal approach used by the firm to ensure that people with proper qualifications and experiences are available when needed.

**Career Development Initiatives**

Organizations devise and implement several initiatives in order to develop their employee’s careers. These are –

1) **Career Planning Workshops**-

   Structural workshops are available to guide employees individually through systematic self assessment of values, interest, personal development plans.

2) **Career Counseling** –

   It helps employees discuss their career goals in one to one counseling sessions. It may be provided by managers, supervisors or consultants. It can assist employees by –
   1) Encouraging two way dialogue
   2) Showing employees how to identify their skills interest, values
   3) Scheduling uninterrupted career development discussions.

3) **Mentoring** –

   Mentoring involves sharing contacts advising and encouraging employees of usually lesser ranks.

4) **Coaching** –

   Employee coaching consists and exercises designed to guide individuals to figure out their strengths and weakness. Job and career opportunities. Workbooks generally contain organizations career policy, career options, organization structures.

   Communications plays very vital role in career development. In planning careers employees need organizational information – information about the organization about the job, about career opportunities. As they obtain information about themselves and use it in career planning employees need to
know how far they can climb in the ladder of hierarchy within the organization and how management view their performance.

Manager on their part should encourage employees to assume responsibility for their own career, offering continuing assistance in the form of feedback in individual performance and making available information about the organization and career opportunities.

**Performance Appraisal**

Performance appraisal the assessment of an individual’s performance in a systematic way to know whether employees are performing their jobs efficiently and effectively or whether there is need for improvement.

Performance appraisal is an objective assessment of an individual’s performance against well-defined benchmarks. It refers to the entire process of 1) Appraising performances 2) giving feedback to the employees 3) offering rewards or punishments to them.

**Definitions**

According to Nelsons (2004)

“Performance appraisal is a comparison of actual performance with expected to assess an employee’s contribution to the organization.”


“Performance appraisal may be defined as evaluating individual job performance as a basis for making objective personal decisions.”

Thus performance appraisal may be defined as the process by which an employee’s contribution to the organization during a specified period is assessed.

**Objectives of Performance Appraisal**

The main objectives of performance appraisal are to improve the performance of the organizations through improved employees performance. Objectives of performance appraisal system are –

1) To improve communication between the employee and the manager.
2) To let the employees know where they stand in so far as their performance is concerned.
3) To assess the training and development needs of employees.
4) To improve collaboration
5) To increase motivation and productivity.

**Communication and Performance Appraisal**

The foundation of the performance appraisal is improved communication between the employees and the manager and increase the trust between them.

The most common technique used to evaluate organization members performance is the performance appraisal interview. This interview is formal one or one interpersonal communication between managers and their employees providing their employees with feedback about the quality of their work, seeking feedback from workers about problems they may be experiencing and establishing guidelines and goals for future worker performance.

A performance appraisal interview is designed for following purposes –
1) To give an employee feedback about his/ her performance.
2) To give the employee a clear picture of how he or she is doing.
3) To communicate needs for improvement.
4) To motivate the employees to improve their job performance.
5) To develop specific plans for improvement.
6) To discover the employees concerns and aspirations.

The appraisal interview provides organization members with an excellent opportunity for vertical communication. It can be used to air employee grievances and encourage upward communication, serving to relieve worker tensions, to provide workers with downward communication about such important topics as job information promotions and organizational changes and to reinforce effective organization members performance by praising member behaviors.
The most useful kind of interview is one that includes discussion of how actual results compare with specific targets that were set earlier. For appraising employees, performance standards must be properly and clearly communicated. So the employee understands what he needs to do and can draw lessons from the feedback. In case the HR manager fails to communicate properly the performance standards, outcome results, it will cause emotional problems, dissatisfaction and low morale among employees.

The feedback provided to workers and HR managers through effective appraisal interviews can improve the accuracy of vertical communication and enhance organization member confidence and interpersonal relations.

**EMPLOYEE/ TRADE UNIONS**

Trade unions are voluntary organization of Workers formed to protect and promote their interest through collective action. A labour union is an organization that represents workers and seeks to protect their interests through collective bargaining. Many organizational decisions are regulated by the terms of collective agreements with trade unions. These decisions may be about recruitment sources, criteria for hiring, promotions, disciplinary practices, training eligibility etc.

**Definition –**
According to Dale Yoder

“Trade union is a continuing long association of employees formed and maintained for the specific purpose of advancing and protecting the interest of the members in their working relationship.”

**Need to join Trade Unions**

1. To attain economic security.
2. To improve their bargaining power and balance it with that of the management.
3. To ventilate the workers grievances to the management.
4. To inform employees views, aims ideas, dissatisfaction frustrations to the management.
5. To secure protection from unexpected economic needs like illness, accidents injury etc.
6. To satisfy their social, psychological needs
7. To satisfy their needs for belongingness
8. To secure power.
9. To improve working and living conditions
10. To safeguard security of tenure and improve service conditions.

**Service Conditions**

Trade unions employ several tactics to deal with management. Unionizing, strike invoking political patronage and blackmailing are the most common tactics used by unions.

Over the last so many decades trade unions have been growing strong. No management can be successful without taking the trade unions into confidence. Only through effective communication a meaningful relationship can be built between the management and the workers. Regular exchange of information and ideas between managers and union officials helps to maintain healthy relations between them.

A human resources manager needs to have good negotiation skills to arrive at an agreement during the collective bargaining process in order to overcome obstacles, which may arise in the negotiation process. It is also required for fostering effective participative and collaborative work culture in the organization. Problems, suggestions, opinions and recommendations of employees are transmitted through the communication channels of organization.

**MOTIVATION AND COMMUNICATION.**

Motivation is an internal force at work within the individual person. A communicating model may be the means of triggering a motivating force within a person. The ultimate question in institutional management is incentive, what makes men work at a level higher than that of anyone else. Human resource is the most important and complex factor of production in any. It is the basic function of the manager to utilize human resources to the optimum
level. It is easy to achieve the organizational goals by motivating people by effective communication.

**Definition of Motivation.**

According to S. P. Robbins motivation is, “The willingness to exert a high level of effort toward organizational goals, conditioned by the efforts and ability to satisfy some individual need.”

According to Herbert G. Hicks and C. Ray Gullett motivation is, “Motivation is a complex process. It involves external rewards such as wages and salaries, recognition and promotion. It also includes internal rewards such as satisfaction with a job well done and challenge of a job to be done. A manager must provide the right “mix” of satisfaction, if the individual is to be motivated in the desired direction.”

There is no doubt that monetary incentives are the most effective forces of motivation, but ‘money’ is not only motive behind the efficient and sincere work. If the workers get job satisfaction, social recognition, status of prestige and sense belonging to the organization, he is certainly motivated for better work for the development and the welfare of the organization. Motivation is depends upon different forces like psychological, physical and social needs.

**Essentials of Effective Motivation.**

**Clarity of the purpose, objectives and procedures.**

The workers must be well informed about the plans and of the policies organization and how they are to be brought into actual practice. The information should be presented in such a way that the employees must feel a sense of pride for being the employees of a good organization.

**Participation.**

When workers are invited by the management to participates in the decision-making process, they experience a sense of belonging to the organization and it motivate them to work better.
The employer-employee relations.

There must be mutual understanding between the employer and employees and also between the supervisory staff and junior staff. They must come together in an informal atmosphere and discuss their views and opinions.

The primary and secondary needs.

Generally needs are classified into primary and secondary needs. The primary needs, which arise from basic human requirements include water, food, air, sex, sleep, cloth and shelter. The secondary needs include self-esteem, self-assertion, safety, security, belonging, social involvement, status, love, care, affection, self-recognition, self-actualisation etc. The management must identify and activate the motives of the employees towards the performance of their duties.

MORALE RAISING.

The moral of employees is their attitude towards the organization and their job. To keep the morale of the employees at the high level is one of the important objectives of internal communication system. When the morale of the employees is raised high, their courage, confidence and efficiency of performance is also raised high. The unity, sense of togetherness and teamwork of the employees are the factors of high morale which are essential for the success or any business organization.

The healthy relationships among the people in an organization, the smooth functioning of all the departments, effective co-ordination, mutual understanding and discipline are all the outcomes of good morale. Lack of discipline and confidence in the organization is usually due to low morale. Low morale requires immediate attention, diagnosis and cure which depends on the top management and their awareness of the effective communication.

Keeping morale high with the help of communication.

- Every worker must have a sense of belonging to the organization.
- The management must pay attention to the performance of every worker irrespective of his designation and status in the organization.
• The superiors should put restraint their abuses of authority to such an extent that it does not come in the worker’s freedom to do his work as per his individual efficiencies and likings.
• The management must assign the work which is suitable to the physical capabilities and intellectual competence of the worker.
• The employees must be well paid for their jobs.
• The atmosphere in the premise of the organization must be pleasant, fresh and healthy.
• The employees must feel free with their superiors regarding the issues affecting their work and affecting their domestic life.
• The superiors must give a fair hearing to the grievance and the suggestions of the employees before issuing the orders.
• The management must appreciate and reward the good work and achievements of the employees.
• The management should use the official channels to contradict the false rumours, if any.
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