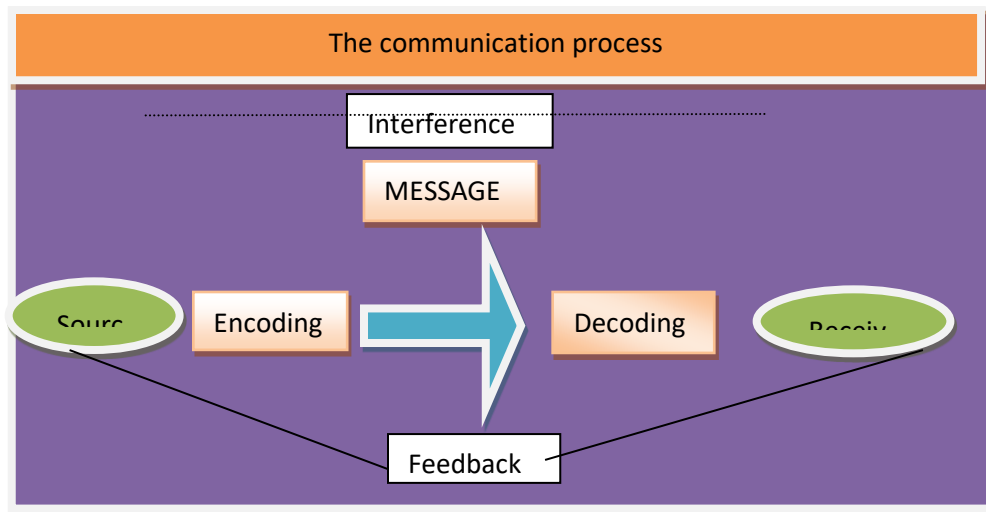


### Assignment – 3

#### CCA – 103: Communication & soft skills.

**Q. 1. Elaborate the process & elements of communication in detail through suitable example.**

Answer:- The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference



**Fig. – The communication process by Laura Underwood**

**Source:** The source comes up with an idea and sends a message in order to share information with others. The source could be one other person or a group of people. In our example above, your friend is trying to share the events leading up to their first hockey goal and, likely, the feelings they had at the time as well.

**Message:** The message is the information or subject matter the source is intending to share. The information may be an opinion, feelings, instructions, requests, or suggestions. In our example above, your friend identified information worth sharing, maybe the size of one of the defence players on the other team, in order to help you visualize the situation.

**Channels:** The source may encode information in the form of words, images, sounds, body language, etc. There are many definitions and categories of communication channels to describe their role in the communication process. This

module identifies the following channels: verbal, non-verbal, written, and digital. In our example above, your friends might make sounds or use body language in addition to their words to emphasize specific bits of information. For example, when describing a large defence player on the other team, they may extend their arms to explain the height or girth of the other team's defence player.

**Receiver:** The receiver is the person for whom the message is intended. This person is charged with decoding the message in an attempt to understand the intentions of the source. In our example above, you as the receiver may understand the overall concept of your friend scoring a goal in hockey and can envision the techniques your friend used. However, there may also be some information you do not understand—such as a certain term—or perhaps your friend describes some events in a confusing order. One thing the receiver might try is to provide some kind of feedback to communicate back to the source that the communication did not achieve full understanding and that the source should try again.

**Environment:** The environment is the physical and psychological space in which the communication is happening (McLean, 2005). It might also describe if the space is formal or informal. In our example above, it is the coffee shop you and your friend are visiting in.

**Context:** The context is the setting, scene, and psychological and psychosocial expectations of the source and the receiver(s) (McLean, 2005). This is strongly linked to expectations of those who are sending the message and those who are receiving the message. In our example above, you might expect natural pauses in your friend's storytelling that will allow you to confirm your understanding or ask a question.

**Interference:** There are many kinds of interference (also called “noise”) that inhibit effective communication. Interference may include poor audio quality or too much sound, poor image quality, too much or too little light, attention, etc. In our working example, the coffee shop might be quite busy and thus very loud. You would have trouble hearing your friend clearly, which in turn might cause you to miss a critical word or phrase important to the story.

Those involved in the communication process move fluidly between each of these eight elements until the process ends.