Communication cycle:
Definition, process, models and examples

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Abstract: Communication is the act of conveying information for the purpose of creating a shared understanding. It's something that humans do every day. In other words, Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. Pragmatics defines communication as any sign-mediated interaction that follows combinatorial, context-specific and content-coherent rules.

Key-words: Communication, information, linguistic, non-linguistic forms, sender, message, recipient, receivers attitude, psychological noise, diagonal communication.

1. Introduction: The Definition of Communication

The term "communication" has been derived from the Latin "communis," that means "common"[1]. Thus "to communicate" means "to make common" or "to make known", "to share" and includes verbal, non-verbal and electronic means of human interaction. Scholars who study communication analyze the development of communication skills in humans and theorize about how communication can be made more effective.

It is the meaningful exchange of information between two or a group of people. Communicative competence designates the capability to install inter-subjective interactions, which means that communication is an inherent social interaction[2].

One definition of communication is "any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes."[3]

This act of making common and known is carried out through exchange of thoughts, ideas or the like. The exchange of thoughts and ideas can be had by gestures, signs, signals, speech or writing. People are said to be in communication when they discuss some matter, or when they talk on telephone, or when they exchange information through letters.

Basically, communication is sharing information, whether in writing or orally[4].

Humans convey information through a variety of methods: speaking, telephones, email, blogs, TV, art, hand gestures, facial expressions, body language and even social contexts[5]. Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a speaker or sender of information, a message, and an audience or recipient. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. As such, a study of communication often examines the development and structure of language, including the mathematical languages used in computer programming.

The act of communicating draws on several interpersonal and intrapersonal skills. These include speaking, listening, observing, questioning, processing, analyzing and evaluating. Recipients of a message must be able to identify the sender's intent, take into account the message's context, resolve any misunderstandings, accurately decode the information and decide how to act on it. Such skills are essential to learning, forming healthy relationships, creating a sense of community and achieving success in the workplace.

As a field of study, communication spans a broad, rich array of subjects, including sociology, psychology, philosophy, political science, linguistics, history, literature, criticism and rhetoric. Although much of the field's subject matter is theoretical in nature, communication studies have proven applicable to business, film, theatre, composition, advertising, education, foreign policy and computer science.

In today's globalized, media-driven world, communication studies have become more relevant and exciting than ever. Web developers seek new, inventive ways to draw Internet users to their websites. Public policy writers debate society's most pressing issues. Through linguistics, computer scientists are developing programming languages that may someday allow humans to interact directly with computers. Students who earn degrees in communica-

tion often hold highly influential positions as journalists, editors, university professors, public relations officers, marketing consultants, speech writers, filmmakers, motivational speakers and political campaign managers. To communicate is to shape the world.

Communication requires a sender, a message, and a recipient, although the receiver doesn't have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality[6]. The communication process is complete once the receiver has understood the message of the sender[7].

Language issues and Cultural Differences: the receiver(s) may not (fully) understand the language used by the transmitter. This may occur if the transmitter's language is foreign to the receiver. There may also be language problems (that the communication process) if the message contains technical information and the receiver's is not familiar with the technical terms used. Cultural differences created by an individual's background and experience affect their perception of the world. Such cultural differences may affect the interpretation (decoding) of the message sent[8].

Environmental issues: If the environment that the transmitter or receiver are in, is noisy and full of sound, the sounds may prevent the message being fully understood. Background noise is often created by colleagues or machinery[9].

Channel issues: If the channel used to transfer the information is poor it may prevent all or some of the information being transferred. Examples include a faulty fax machine, a crackling phone, handwriting that cannot be read or in the case of oral messages incorrect facial gestures.

Receivers Attitude and behaviour: If the receiver(s) is not interested in the message (or unable to give their full attention to decoding) this may reduce the amount of information received or the accuracy of the information transmitted to them. Similarly the receiver(s) may misinterpret the message

by "jumping to conclusions" or reading the message in a manner that suits their own interests/objectives and distort the true meaning of the message[10].

Transmission journey: i.e. steps in the message. If the message is complicated or there are lots of steps taken to transfer the message it may affect the accuracy or interpretation[11]. Comparing with the leaky bucket if the leaky bucket has to carry water over a longer distance more water will probably lost than if the journey was shorter.

2. Interpersonal Communication

This is defined as communication between two or more people and involves the transfer of information (or message) from one person to the other(s). The person transferring the information is called the sender or transmitter. The people receiving the message are known as receivers. The transmitter will need to send the information in a format that the receiver(s) will understand. Converting the information into a format that the receivers will understand is known as Encoding.

Messages can be encoded into a variety of formats oral, written or visual. After encoding the message is transferred via a medium called a channel, for example a letter, fax, phone call, or e-mail. After transference the information will need to be interpreted by the receiver. This process of interpretation is known as decoding. Finally the receiver will send a message back to the transmitter confirming whether the information sent has been understood. This back check is known as feedback[12].

3. Internal / Organisational Communication

This is communication that takes place within (or across) an organisation. In addition to the usual face to face, telephone, fax or mail; modern organisations may use technology to communicate internally. Technology may be used for e-mails or a linked internal communication system such as the intranet which is an internet system designed solely for use by those working for the organisation[13].

4. External communications

Conversely external communication is communication between the organisation and those outside the organisation. Modern organisations may design technological systems so that they can communicate with customers and undertake e-Commerce. Alternatively they communicate with other businessess through the internet or similar systems and undertake e-Business.

5. Functions of Internal and External Communications

Technology has rapidly expanded the types of internal and external communication available to organisations. The diagram illustrates the vast array of internal and external communication available[14].

Combined together internal and external types of communications allow various sectors of the local, national and international community to interact, liaise and conduct business[15].

External communication	Internal communication
Letters	Team breafings
Fax	Notices
Direct mail	Reports
Internet	Memos
Video	Face to Face
Telephone	Email
Advertisement	
Websites	

6. Formal and Informal Communications

Formal communication is defined as communication which occurs through the official organisational channels or is undertaken by an employee to do their job. For example official meetings, letters and a manager asking an employee to carry out a particular task. Conversely informal communication is that which occurs outside the recognised communication networks such as talking in the lunchroom or hallways between employees. Informal communication can be productive or negative. It has the potential to build teams, improve working relationships and generate ideas as employees are in a relaxed environment.

7. Upward and Downward Communications

Downward communication is communication created by directors and managers and passed down the hierarchy of workers in the organisation. In traditional organisations this is the preferred method of communication i.e. Managers decide what the systems, rules and procedures will be and then they pass these down to employees they manage and supervise. Downward Communication can increase efficiency by synchronising organisational procedures and can ensure that everybody is working towards the same overall aims and objectives. Types of downward communication include job descriptions, appraisals / evaluations, organisational policy, and organisational systems[16].

Although there are advantages to downward communication organisations have began to encourage upward communication. This is communication which originates at the lower level of the employment hierarchy and is then communicated up through the line. Organisations encouraging upward communication believe that everybody is capable of generating thoughts and ideas which may help the organisation to progress, particularly when they are working closely in the area that the idea applies to. Upward communication may increase motivation and make employees feel valued and respected whilst enabling managers to understand how employees are feeling. Furthermore if problems occur at they are more likely to be identified earlier by those working closely in the area that they occur. Types of upward communications include suggestion schemes, feedback forums / surveys, grievance procedures and employee-manager discussions.

8. Lateral Communication

This is communication that occurs between employees on the same level in the organisation. As this can involve decision making it can create efficiency as employees do not have to wait for managerial approval. On the other hand if the manager is not kept informed or if the manager fails to set boundaries there is potential for conflict.

9. Diagonal Communication

This occurs when communication occurs between workers in a different section of the organisation and where one of the workers involved is on a higher level in the organisation. For example in a bank diagonal communication will occur when a department manager in head office converses with a cashier in a branch of the bank based on the high street.

10. Oral communication

Human spoken and pictorial languages can be described as a system of symbols[17] (sometimes

known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages. Language learning normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. Languages seem to share certain properties although many of these include exceptions. There is no defined line between a language and a dialect. Constructed languages such as Esperanto, programming languages, and various mathematical formalisms are not necessarily restricted to the properties shared by human languages. Communication is the flow or exchange of information within people or a group of people[18].

A variety of verbal and non-verbal means of communicating exists such as body language, eye contact, sign language, haptic communication, chronemics, and media content such as pictures, graphics, sound, and writing.

Convention on the Rights of Persons with Disabilities also defines the communication to include the display of text, Braille, tactile communication, large print, accessiblemultimedia, as well as written and plain language, human-reader, augmentative and alternative modes, means and formats of communication, including accessible information and communication technology[19]. Feedback is critical to effective communication between participants.

11. Nonverbal communication

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Some forms of non verbal communication include chronemics, haptics, gesture, body language or posture, facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols, infographics, and tone of voice, as well as through an aggregate of the above. Speech also contains nonverbal elements known as paralanguage. These include voice lesson quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress. Research has shown that up to 55% of spoken communication may occur through non verbal facial expressions, and a further 38% through paralanguage. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotional expressions in pictorial form.

12. Oral communication

"The ability to communicate effectively through speaking as well as writing is highly valued and demanded in business." Oral communication, while primarily referring to spoken verbal communication, can also employ visual aids and non-verbal elements to support the conveyance of meaning. Oral communication includes speeches, presentations, discussions, and aspects of interpersonal communication. As a type of face-to-face communication, body language and choice tonality play a significant role, and may have a greater impact upon the listener than informational content[20]. This type of communication also garners immediate feedback[21].

13. Business communication

A business can flourish when all objectives of the organization are achieved effectively. For efficiency in an organization, all the people of the organization must be able to convey their message properly

14. Written communication and its historical development

Over time the forms of and ideas about communication have evolved through the continuing progression of technology. Advances include communications psychology and media psychology, an emerging field of study.

The progression of written communication can be divided into three revolutionary stages called "Information Communication Revolutions".

During the first stage, written communication first emerged through the use of pictographs. The pictograms were made in stone, hence written communication was not yet mobile. During the second stage, writing began to appear on paper, papyrus, clay, wax, etc. with common alphabets. The third stage is characterized by the transfer of information through controlled waves of electromagnetic radiation (i.e., radio, microwave, infrared) and other electronic signals.

The medium most widely used for communication affects what people think about themselves and how they perceive other people, so this can be used to divide the civilizations of world history into five "ages" or epochs: Ideographic writing produced the first civilization; alphabetic writing produced the second civilization; printing produced the third civilization; electronic recording and broadcasting produced the fourth civilization; and computer communication produced the fifth civilization.

Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation[22].

Misunderstandings can be anticipated and solved through formulations, questions and answers, paraphrasing, examples, and stories of strategic talk. Written communication can be clarified by planning follow-up talks on critical written communication as part of the every-day way of doing business. A few minutes spent talking in the present will save valuable time later by avoiding misunderstandings in advance. A frequent method for this purpose is reiterating what one heard in one's own words and asking the other person if that really was what was meant.

15. Effective communication

15.1. The meaning

Effective communication occurs when a desired effect is the result of intentional or unintentional information sharing, which is interpreted between multiple entities and acted on in a desired way. This effect also ensures the message is not distorted during the communication process. Effective communication should generate the desired effect and maintain the effect, with the potential to increase the effect of the message. Therefore, effective communication serves the purpose for which it was planned or designed. Possible purposes might be to elicit change, generate action, create understanding, inform or communicate a certain idea or point of view. When the desired effect is not achieved, factors such as barriers to communication are explored, with the intention being to discover how the communication has been ineffective.

Effective communication involves talking and listening.

15.2. Components

The act of communication begins with internal processing about information or feelings you want to share with someone else (called encoding). After encoding, the message is sent through either spoken

or written words, which completes encoding. At the other end of communication is receiving and interpreting what was sent (called decoding). The recipient can and should confirm receipt to the sender to close the communication loop.

15.3. Context

Considering the context of communication improves its effectiveness. Context takes into consideration the age, region, sex and intellectual abilities of the recipient. It is also useful to assess receptivity and the emotional state of the sender and receiver at the time of communication. For example, when speaking to an elementary school child about the importance of brushing teeth, you should choose different words and examples than you would when talking to a teenager or an adult.

15.4. Body language

Also called nonverbal communication, body language includes posture, position of hands and arms, eye contact and facial expression. Children learn to read body language as a way to enhance understanding of the speaker's intent. Body language that is consonant with the verbal content improves understanding.

Body language that is inconsistent with content creates a question in the mind of the listener about the real message. For example, someone may be saying, "I really want to hear your opinion on this." However if the person is looking away, has his arms folded or is typing a text message at the same time, his body language communicates an entirely different message.

Effective communication requires that content and body language give the same message.

15.5. Interference

Emotions can interfere with effective communication. If the sender is angry, his ability to send effective messages may be negatively affected. In the same way, if the recipient is upset or disagrees with the message or the sender, he may hear something different that what was intended by the sender. Considering emotions, language and conceptual barriers is essential to effective communication.

15.6. Active listening

Effective communication is a reciprocal process that includes listening. Successful listening requires eye contact, objective processing and feedback to the speaker. Active listening may involve asking clarifying questions or restating what was heard to assure that the intent of the message sent was correctly received. Active listening becomes particularly important when the communication includes emotional content.

15.7. Barriers to effective human communication

At each stage in the process encoding, transference, and decoding there is the possibility of interference which may hinder the communication process. This interference is known as noise. Often a comparison is made between communication and a leaky bucket. If you use a leaky bucket to carry water, water will be lost at various points in your jour-

ney from the water tap to your destination. It is not possible to stop losing water because the bucket contains holes. The amount of water you will lose will be determined by the number of holes in the bucket, the size of the holes, the route you take to your final destination and length of time it takes you to get to your destination. There may also be other events that occur during your journey which increase the amount of water lost.

Similarly when information is transferred from the transmitter to the receiver not all of the information may be received by the receiver because of holes called noise. Each of the noise may be affect the amount of information transferred. Just as in a leaky bucket, more holes decrease the amount of water, more noise decreases the amount of correct information received. Noise can take a variety of forms including.

Barriers to effective communication can retard or distort the message and intention of the message being conveyed which may result in failure of the communication process or an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness[23].

This also includes a lack of expressing "knowledge-appropriate" communication, which occurs when a person uses ambiguous or complex legal words, medical jargon, or descriptions of a situation or environment that is not understood by the recipient.

15.7.1. Physical barriers

Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if staff are located in different buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization. While distractions like background noise, poor lighting or an environment which is too hot or cold can all affect people's morale and concentration, which in turn interfere with effective communication.

15.7.2. System design

System design faults refer to problems with the structures or systems in place in an organization. Examples might include an organizational structure which is unclear and therefore makes it confusing to know whom to communicate with. Other examples could be inefficient or inappropriate information systems, a lack of supervision or training, and a lack of clarity in roles and responsibilities which can lead to staff being uncertain about what is expected of them.

15.7.3. Attitudinal barriers

Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or just resistance to change due to entrenched attitudes and ideas, it may be as a result delay in payment at the end of the month.

16. Ambiguity of words / phrases

Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.

17. Individual linguistic ability

These may result from individuals' personal discomfort, caused -for example- by ill health, poor eyesight or hearing difficulties.

18. Physiological barriers

The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lend legitimacy to research when persuasion fails.

19. Presentation of information

Presentation of information is important to aid understanding. Simply put, the communicator must consider the audience before making the presentation itself and in cases where it is not possible the presenter can at least try to simplify his/her vocabulary so that the majority can understand.

20. Nonhuman communication

Every information exchange between living organisms -i.e. transmission of signals that involve a living sender and receiver can be considered a form of communication; and even primitive creatures such as corals are competent to communicate. Nonhuman communication also include cell signaling, cellular communication, and chemical transmissions between primitive organisms like bacteria and within the plant and fungal kingdoms.

21. Animal communication

The broad field of animal communication encompasses most of the issues in ethology. Animal communication can be defined as any behavior of one animal that affects the current or future behavior of another animal[24]. The study of animal communication, called zoo semiotics (distinguishable from anthroposemiotics, the study of human communication) has played an important part in the development of ethology, sociobiology, and the study of animal cognition. Animal communication, and indeed the understanding of the animal world in general, is a rapidly growing field, and even in the 21st century so far, a great share of prior understanding related to diverse fields such as personal symbolic name use, animal emotions, animal culture and learning, and even sexual conduct, long thought to be well understood, has been revolutionized.

22. Plants and fungi

Communication is observed within the plant organism, i.e. within plant cells and between plant cells, between plants of the same or related species, and between plants and non-plant organisms, especially in the root zone. Plant roots communicate in parallel with rhizome bacteria, with fungi and with insects in the soil. These parallel sign-mediated interactions are governed by syntactic, pragmatic, and semantic rules, and are possible because of the decentralized "nervous system" of plants. The original meaning of the word "neuron" in Greek is "vegetable fiber" and recent research has shown that most of the microorganism plant communication proc-

esses are neuronal-like[25]. Plants also communicate via volatiles when exposed to herbivory attack behavior, thus warning neighboring plants. In parallel they produce other volatiles to attract parasites which attack these herbivores. In stress situations plants can overwrite the genomes they inherited from their parents and revert to that of their grand- or great-grandparents from similar, related, or non-related species, and even filter out "noise", i.e. similar molecules without biotic content[26].

Fungi communicate to coordinate and organize their growth and development such as the formation of fruiting bodies. Fungi communicate with their own and related species as well as with non fungal organisms in a great variety of symbiotic interactions, especially with bacteria, unicellular eukaryote, plants and insects through biochemicals of biotic origin. The biochemicals trigger the fungal organism to react in a specific manner, while if the same chemical molecules are not part of biotic messages, they do not trigger the fungal organism to react. This implies that fungal organisms can differentiate between molecules taking part in biotic messages and similar molecules being irrelevant in the situation. So far five different primary signalling molecules are known to coordinate different behavioral patterns such as filamentation, mating, growth, and pathogenicity. Behavioral coordination and production of signaling substances is achieved through interpretation processes that enables the organism to differ between self or non-self, a biotic indicator, biotic message

23. Bacteria quorum sensing

Communication is not a tool used only by humans, plants and animals, but it is also used by microorganisms like bacteria. The process is called quorum sensing. Through quorum sensing, bacteria are able to sense the density of cells, and regulate gene expression accordingly. This can be seen in both gram positive and gram negative bacteria.

24. Models of communication: Communication cycle

24.1. Linear Communication Model

The first major model for communication was introduced by Claude Shannon and Warren Weaver for Bell Laboratories in 1949[27].

The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the receiver was the part of the phone where one could hear the other person. Shannon and Weaver also recognized that often there is static that interferes with one listening to a telephone conversation, which they deemed noise[28].

In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor / sender / encoder to a destination / receiver / decoder. This common conception of communication simply views communication as a means of sending and receiving information. The strengths of this model are simplicity, generality, and quantifiability. Social scientists Claude Shannon and Warren Weaver structured this model based on the following elements[29]:

1. An information source, which produces a message.

2. A transmitter, which encodes the message into signals

3. A channel, to which signals are adapted for transmission

4. A receiver, which "decodes" (reconstructs) the message from the signal.

5. A destination, where the message arrives.

Shannon and Weaver argued that there were three levels of problems for communication within this theory.

The technical problem: how accurately can the message be transmitted?

The semantic problem: how precisely is the meaning "conveyed"?

The effectiveness problem: how effectively does the received meaning affect behavior?

Daniel Chandler[30] critiques the transmission model by stating:

It assumes communicators are isolated individuals.

No allowance for differing purposes.

No allowance for differing interpretations.

No allowance for unequal power relations.

No allowance for situational contexts.

In 1960, David Berlo expanded on Shannon and Weaver's (1949) linear model of communication and created the SMCR Model of Communication[31]. The Sender-Message-Channel-Receiver Model of communication separated the model into clear parts and has been expanded upon by other scholars.

Communication is usually described along a few major dimensions: Message (what type of things are communicated), source / emisor / sender / encoder (by whom), form (in which form), channel (through which medium), destination / receiver / target / decoder (to whom), and Receiver. Wilbur Schram also indicated that we should also examine the impact that a message has (both desired and undesired) on the target of the message[32]. Between parties, communication includes acts that confer knowledge and experiences, give advice and commands, and ask questions. These acts may take many forms, in one of the various manners of communication. The form depends on the abilities of the group communicating. Together, communication content and form make messages that are sent towards a destination. The target can be oneself, another person or being, another entity (such as a corporation or group of beings).

Communication can be seen as processes of information transmission governed by three levels of semiotic rules:

1. Syntactic (formal properties of signs and symbols),

2. Pragmatic (concerned with the relations between signs / expressions and their users) and

3. Semantic (study of relationships between signs and symbols and what they represent).

Therefore, communication is social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules. This commonly held rule in some sense ignores autocommunication, including intrapersonal communication via diaries or self-talk, both secondary phenomena that followed the primary acquisition of communicative competences within social interactions.

In light of these weaknesses, Barnlund proposed a transactional model of communication[33]. The basic premise of the transactional model of communication is that individuals are simultaneously engaging in the sending and receiving of messages.

In a slightly more complex form a sender and a receiver are linked reciprocally. This second attitude of communication, referred to as the constitutive model or constructionist view, focuses on how an individual communicates as the determining factor of the way the message will be interpreted. Communication is viewed as a conduit; a passage in which information travels from one individual to another and this information becomes separate from the communication itself. A particular instance of communication is called a speech act. The sender's

personal filters and the receiver's personal filters may vary depending upon different regional traditions, cultures, or gender; which may alter the intended meaning of message contents. In the presence of "communication noise" on the transmission channel (air, in this case), reception and decoding of content may be faulty, and thus the speech act may not achieve the desired effect. One problem with this encode-transmit-receive-decode model is that the processes of encoding and decoding imply that the sender and receiver each possess something that functions as a codebook, and that these two code books are, at the very least, similar if not identical. Although something like code books is implied by the model, they are nowhere represented in the model, which creates many conceptual difficulties.

Theories of coregulation describe communication as a creative and dynamic continuous process, rather than a discrete exchange of information. Harold Innis[34] had the theory that people use different types of media to communicate and which one they choose to use will offer different possibilities for the shape and durability of society[35]. His famous example of this is using ancient Egypt and looking at the ways they built themselves out of media with very different properties stone and papyrus. Papyrus is what he called "Space Binding". It made possible the transmission of written orders across space, empires and enables the waging of distant military campaigns and colonial administration. The other is stone and "Time Binding", through the construction of temples and the pyramids can sustain their authority generation to generation, through this media they can change and shape communication in their society[36].

25. Communication noise

Communication noise refers to influences on effective communication that influence the interpretation of conversations[37]. While often looked over, communication noise can have a profound impact both on our perception of interactions with others and our analysis of our own communication proficiency.

Forms of communication noise include psychological noise, physical noise, physiological and semantic noise. All these forms of noise subtly, yet greatly influence our communication with others and are vitally important to anyone's skills as a competent communicator.

25.1. Psychological noise

Psychological noise results from preconceived notions we bring to conversations, such as racial stereotypes, reputations, biases, and assumptions[38]. When we come into a conversation with ideas about what the other person is going to say and why, we can easily become blinded to their original message. Most of the time psychological noise is impossible to free ourselves from, and we must simply strive to recognize that it exists and take those distractions into account when we converse with others.

25.2. Physical noise

Physical noise is any external or environmental stimulus that distracts us from receiving the intended message sent by a communicator. Examples of physical noise include: others talking in the background, background music, a startling noise and acknowledging someone outside of the conversation.

25.3. Semantic noise

This is noise caused by the sender. i.e., the encoder. This type of noise occurs when grammar or technical language is used that the receiver (the decoder) cannot understand, or cannot understand clearly. It occurs when the sender of the message use a word or a phrase that we don't know the meaning or which we use differently than the speaker does.

25.4. Environmental noise

Environmental noise is the summary of noise pollution from outside, caused by transport, industrial and recreational activities.

The legislative regulation intended to avoid, prevent or reduce the harmful effects of environmental noise. The main target is an integrated noise management. In the first step the competent authorities in the European member states had to produce strategic noise maps for major roads, railways, airports and agglomerations. The second step is to inform and consult the public. The third step is producing local action plans to reduce noise.

25.5. Physiological-impairment noise

Physical maladies that prevent effective communication, such as actual deafness or blindness preventing messages from being received as they were intended.

25.6. Syntactical noise

Mistakes in grammar can disrupt communication, such as abrupt changes in verb tense during a sentence.

25.7. Organizational noise

Organisations can not operate without communication. Communication can take various forms but all forms involve the transfer of information from one party to the other. In order for the transfer of information to qualify as communication, the recipient must understand the meaning of the information transferred to them. If the recipient does not understand the meaning of the information conveyed to them, communication has not taken place.

Communication is the life source of organisations because organisations involve people. People cannot interact with each other without communication. In the absence of communication, everything would grind to a halt.

Examples:

The workers in an organisation would not know the organisation's objectives so they would not strive to achieve the organisation's objectives.

The workers in an organisation would not know what their roles and responsibilities were, so they would not be able to carry out their daily tasks and duties.

The managers would not be able to train their workers reports so the workers would not possess the skills they needed to carry out their jobs.

The managers would not be able to inform workers of changes

The organisation would not be aware of their competitors activities.

Poorly structured communication can prevent the receiver from accurate interpretation. For example, unclear and badly stated directions can make the receiver even more lost.

25.8. Cultural noise

Cultural noise refers to impediments to successful communication between people of different cultures. Sources of cultural noise include differences in language (e.g., the same words have different meanings), values (e.g., importance of being on time or setting work schedule times in a culture), non-verbal cues (e.g., interpretation of body language), and many others. Persons involved in international communication (or domestic, if communication involves other cultures) should be aware of any barriers which may affect the message from being inter-

preted in the way the sender intended. This requires special understanding of the communication process and the various sources of cultural noise which may impede that process.

Stereotypical assumptions can cause misunderstandings, such as unintentionally offending a non-Christian person by wishing them a "Merry Christmas".

26. Web Communication

"Web Communication" is being developed into the following three areas[39]:

Social Media: That which we use to create an engaged community of users I term social media. Blogs, wikis, social networks, evites, etc.

Web Based Content: Web comm is more than just the above. It's more than just creating social media content. It's web site content, urls, redirects, SEO and navigation. It's also email and outdoor campaigns that reference the web.

Analytics: Often overlooked or tacked on to someone's existing job description, analytics are crucial to this position. Email, web and social media analytics combine to create real actionable results.

27. Conclusion

Communication is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. Effective communication extends the concept to require that transmitted content is received and understood by someone in the way it was intended. The goals of effective communication include creating a common perception, changing behaviors and acquiring information

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