

Enhancement Communication Skills and Handling Obstacles in Universities

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Abstract— Communication is key element and an efficient process of sending information and mutual understanding among staff. This paper, discuss possibility enhancement communication skills and handling communication obstacles.

Keywords — Communication Skills, Efficacy, Handling, Obstacles, Receiver, Sender, Universities.

1 INTRODUCTION

THE subject of communication is very important, because each administrative responsibilities and activity include some form of direct or indirect communication. While organizing or planning and monitoring, universities administrators communicate with and through other people. This case implies that person's communication skills affect both personal and organizational efficacy [2]. In addition, communication skills considers important element to ones success as a university administrator. Whereas lack of efficacy communication one of the most inhibiting forces to organizational efficacy [1]. Moreover, several studies indicated that recruiters rated communication skills as the very important aspect of an ideal job candidate [4]. This paper aim to understand how universities staff can enhance their communication skills, then discuss the handling by which it occurs. Following this, examine obstacles to communication and ways to enhance communication efficacy.

2 DESCRIBING AND DEFINING COMMUNICATION HANDLING

Define Communication can be as the method of transmitting information and mutual understanding from one person to another [11],[8]. The definition explains the fact that unless a collective understanding results from the exchange of information, there is no communication. *In this respect, the sender and the receiver are two elements in every communication exchange. The sender starts the communication. In university, the sender is a person who has a desire to transfer an idea to*

others. While *receiver* is the individual to whom the message is sent. Moreover, the sender *encodes* the concept or idea to compose a message. The message is result of the encoding, which takes multi forms electronic or non-electronic. The message is sent through a *medium* or channel, which is the transporter of the communication. The medium can be telephone call, e-mail, or a face-to-face conversation. While the receiver decodes the received message into significative information. In addition, noise considers anything that deforms the message. Figure1 refers to the definition and determines the elements of the communication handling.

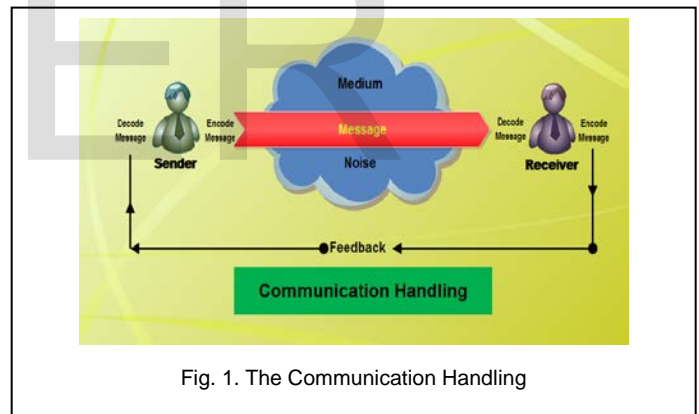


Fig. 1. The Communication Handling

Different conceptions of the messages, language obstacles, interruptions, emotions, and mismatch attitudes are examples of noise. Eventually, feedback happens when the receiver answer to the sender's message and reply the message to the sender. This case allows the sender to distinguish whether the message has been received and understood. Otherwise feedback does not occur, that implies one-way communication. While two-way communication occurs with feedback and is more desirable. However, quality of communication very important which depended on the elements in the communication, for example reports, letters, bulletin boards, news websites, mobile, computer, sound slid show, email and so on. A problem in any one of these elements can distorts or reduces communication efficacy and increase of obstacles [14], [9]. Processing information must be through encoded into a message that can be clear understood as the sender intended and chooses particular medium for transmitting the message can

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be critical, because there are many choices.

For example, many researches indicate that universities administrators spend 70 to 80% of their time in interpersonal communication with various stakeholders [12], [7]. Active administrator know when and how to communicate, and understand the importance of continuing communication, both formal and informal: faculty and department meetings; individual conversations with staff, students, telephone calls and e-mail messages with various stakeholder groups.

3 BRIEF OF OBSTACLES TO EFFICIENT COMMUNICATION

Staff of universities has no greater responsibility than to enhance and develop efficient communication [5], [7]. The question is why then does communication break down? The answer is relatively easy. The elements of communication as the sender identified, the encoding and decoding, the message, the medium, the receiver, and the feedback. If noise exists in these elements mentioned in any way, complete fineness of meaning and understanding does not occur. Numbers of researchers assert the biggest problem with communication skills is the delusion that it has been accomplished. Four types of obstacles (called —noise, see Figure 1) are handling obstacles, physical obstacles, semantic obstacles, and psychosocial obstacles [10].

4 HANDLING OBSTACLES

To create efficient and success communication numbers of steps are necessary. Blocked steps become obstacles. Consider the following situations:

4.1 Sender Obstacle.

A new academic with an innovative idea fails to raise one's voice at a meeting, chaired by the observer, for fear of criticism.

4.2 Receiver Obstacle.

A university administrator who is busy with the planning of the annual budget asks a staff member to repeat a statement, because she/he was not listening mindfully to the conversation.

4.3 Medium Obstacle.

Very annoyed staff member sends an emotionally email to other person during the work instead of transmitting feelings face-to-face.

4.4 Decoding Obstacle.

An older administrator is puzzled what a young department head means when pointing to an instructor as "spaced out."

4.5 Feedback Obstacle.

Failure of administrator during a meeting, to ask any questions causes the observer to wonder if any understanding has taken place. Therefore, communication consider a difficult, give-and-take handling, faults can block the transfer of understanding.

4.6 Encoding Obstacle.

Arabic-speaking staff member cannot get an English-speaking stakeholder groups for instance to understand appeal about working conditions.

5 PHYSICAL OBSTACLES

Physical confusion can intervene with efficacy of communication for instance mobile call, Visitors frequent, distances between persons, voice of television, and so on. Visitors often take physical obstacles for granted. Any interruptions such as Mobil calling removed by secretary. Good media can reduce distance obstacles between guests.

6 SEMANTIC OBSTACLES

We must choose suitable words and how use them, because the meanings we attach to them cause many communication obstacles. The problem is meaning and semantic words that we use. Therefore, same word tack different meaning, for example phrases and words such as increased productivity, efficiency, management prerogatives, may mean one meaning to administrator and different meaning to a staff member. Technology also plays same obstacles in communication in term terminology-jargon that only experts can understand. And if students for example don't understand the words, they cannot understand the message.

7 PSYCHOSOCIAL OBSTACLES

Three concepts very important and associated with psychological and social obstacles include filtering, experience, and psychological distance [3]. Filtering means not we see and hear and what we are emotionally tuned in to see and hear. Filtering is caused by our own desire or interests, which guide our listening. While, experience comprised of persons' backgrounds, needs, perceptions, values and expectations. In this respect, Senders can encode and receivers decode messages only their fields of experience. When the sender's field of experience interfere very little with the receiver's, communication becomes complex. Regarding psychosocial obstacle include a psychological distance among persons that is comparable to physical distance. For instance, administrator talks down to a staff member, recurrence this attitude, and this discontent separates them, this case blocking opportunity for efficient communication. Several communication researchers [6] [13], referred to the main areas where failures in communication most frequently occur in universities.

7.1 Self-perception.

In which how we conceive ourselves affects our ability to communicate efficiently.

7.2 Role perception.

Unless persons know what their role is, and what is expected of them, they will never know what to communicate, whom to communicate.

7.3 Efforts to deform the message.

Pitfalls to avoid in communication often occur in both consciously and unconsciously to deform messages.

7.4 Sincerity.

Majority communication researchers assert that sincerity is basis on which all true communication rests. Without sincerity—honesty, rectitude and originality—all attempts at communication are destined to fail. As well as many major area and concepts relate to psychosocial obstacles in term of failures or success communication such as Empathy, Images, Vehicle for message, Ability to communicate, Listening ability, Culture, Tradition, Conditioning, Noise and Feedback.

8 HOW ENHANCEMENT COMMUNICATION EFFICACY

Two-way method process to enhancing efficient communication that requires efforts and skills by both sender and receiver. In addition, administrator will at times suppose each of these roles in the communication handling. This section discusses guidelines for enhancing communication efficacy; involve senders' and receivers' responsibilities, and listening.

9 SENDER'S RESPONSIBILITIES

Number of researchers' communication [15] [1] has brief multi testaments of good communication to the sender. These testaments, with a basic understanding of the communication process, will provide good grounds for developing and maintaining efficient communication skills, which universities administrators can use when communicating with various universities stakeholders.

9.1 Universities administrators need to explain their ideas or concepts before communicating.

The suitable planning must consider the attitudes, goals and needs to receive the communication and for who will be affected by it.

9.2 Administrators need to test the main purpose of each communication.

Administrators identify important goal and their language, tone, and total approach to serve specific objective.

9.3 Administrators need to overall physical and human preparation.

Meaning and intent are. Administrator must be permanently aware of the total preparation in which you communicate. For instance meaning and intent are transferred by more than words alone. Like whole living things, communication must be able to adapting to its environment.

9.4 Administrators need to debate with staff in planning communications.

Frequently, it is desirable to consult with others, when appropriate, often lends additional insight and objectivity to the message. In addition, staff who have sharing helped plan the communication and give it their active support.

9.5 Administrators need to be attentive while communicating, of the tendencies.

The administrator's, expression, tone of voice and clear acceptance to the answer of others all have massive impact on those the administrator desire to reach.

10 RECEIVER'S RESPONSIBILITIES

Communication usually based on the capability not only to send but also to receive messages. So the capability to listen efficiently improves the communication. But a lot of persons are not good listeners [7] [12]. Efficient listening communication skills can be developed. In this respect following are set of rules for good listening:

10.1 Stop Talking.

This rule is first and last, therefore all other evidences based on it. We cannot do an efficient listening action while we are talking.

10.2 Questions.

These support a speaker and display that we are listening and develop points further.

10.3 Show a speaker interest when you are listens.

Act interested and Look. For instance do not read Email while someone speaks, and listen carefully to understand rather than to discussion.

10.4 Put the speaker at easiness.

Help a speaker feel free to talk. This is often called a tolerant environment.

10.5 Remove confusion.

Scribble or mix papers rejected. Close the door quiet?

10.6 Sympathy with speakers.

Help yourself see and the other person's viewpoint. However, administrators who do not listen neatly have less information and expertise for making sound decisions.

11 EFFECTIVE LISTENING

Numbers of researchers such as Carl Rogers and Richard Farson (n.d.) used a term popularized called effective listening. This concept distinguishes that a sender's message includes both nonverbal and verbal content add to a feeling element. While, the receiver should be realize of both elements so as to understand the total meaning of the message.

For example, when researcher says to supervisor, "Please next time you ask me question to prepare assignment and give me some prior notice." This case of content relocates that the researcher needs time, but the feeling element may refer to discontent for being pressured to meet a final date with such short notice. Subsequently, the supervisor must realize this feeling to comprehend the researcher's message. In this re-

spect five instructions can help administrator to become effective listener [9] [2].

11.1 Listen to message meaning.

The receiver must attempt to understand what the sender is means in the message.

11.2 Listen to feeling.

The receiver must attempt to determine feeling of sender.

This case done by asking: "What is sender attempting to say?"

11.3 Reply to feeling.

The receiver must allow to the sender know that the feeling, so as to the message meaning are determine.

11.4 Verbal and nonverbal Notes.

The receiver must be susceptible into the nonverbal and verbal messages. If the receiver determines complex messages, may ask for explanation.

11.5 Reformulated the sender's message. The receiver may repeats or reformulates the verbal or nonverbal messages as feedback to the sender. Through allowing the sender to reply with further information.

Eventually the last instructions consider most important and effective listening techniques and are used orderly by counselors. Therefore this case helps receiver avoid giving advice and hearten the sender to equipping more instructions about nature of problem.

12 CONCLUSION

Communication is key element and an efficient process of sending information and mutual understanding among staff. In addition, anchor of the communication method are the sender through encoding the message via a medium and receiving the message by decoding the message, as well as feedback, and noise.

A number of obstacles delay efficient communication. These obstacles include: Handling Obstacles, Physical Obstacles, Semantic Obstacles, and Psychosocial Obstacles. To enhancement communication skills and handling obstacles in universities, in this respect universities must improve awareness both the sender's and receiver's responsibilities and should be committed to increase active listening skills.

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