Communication models: Shannon and Weaver model - essentials of effective communication - communication techniques - Wesley and MacLean Model of communication - Berlo SMCR Model of communication - Aristotle's and Lasswell's model - Osgood & Schramm's circular model - Gate keeping - Two step flow model - Uses and Gratification theory Newcomb's and Gerbner's model - Agenda setting - convergent and gate keeping.

Communication models

SHANNON AND WEAVER MODEL

❖ The aim of Shannon was signal transmission from source to destination through transmitter and receiver across the channel with minimal interference or error. The information theory initially developed to separate noise from the signals carrying the information. Later on Weaver extended and applied Shannon's information theory for different kinds of communication. While Shannon was focused on engineering aspect of his theory, Weaver developed the philosophical aspects of this theory related to human communication. Shannon and Weaver model of communication has 7 main elements which are:

The Shannon-Weaver Mathematical Model, 1949
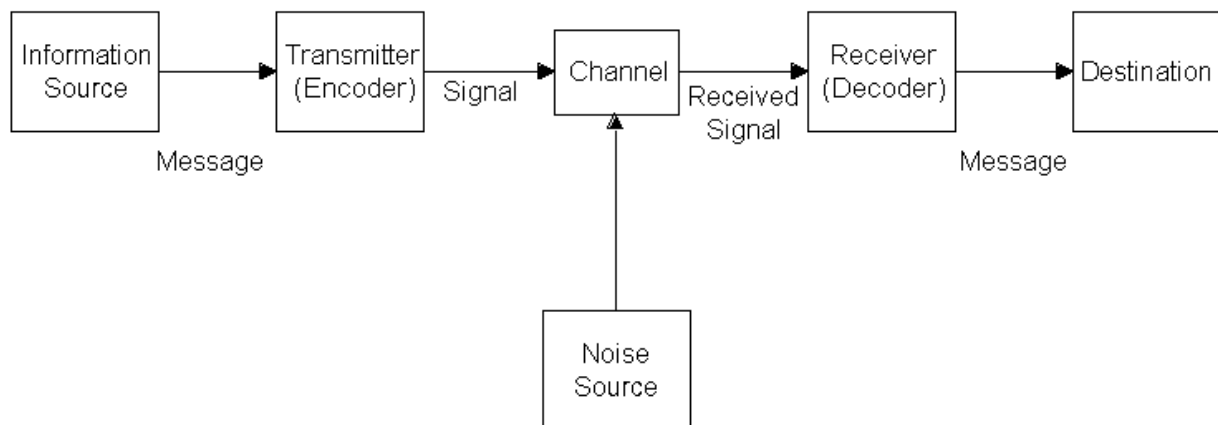
- ➢ Information source chooses desired message among a set of possible messages which can be mixture of any form of written or spoken, image or sound.
- ➢ Transmitter changes the message into the signal, also known as encoder.
- ➢ Message is the thing which is sent and received and all communication is about.
- ➢ Channel is the path that message passes through from the transmitter to the receiver.
- ➢ Receiver is the reverse transmitter which changes the signal back into the message, also known as decoder.
- ➢ Destination is the target place of the transmitted message.
- ➢ Noise is any unwanted additions to the transmitted signal which cause distortion or error in transmission.

There are **7 C's of effective communication** which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness -** The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:
   - Complete communication develops and enhances reputation of an organization.
   - Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
   - A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
   - Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
   - It persuades the audience.

2. **Conciseness -** Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:
   - It is both time-saving as well as cost-saving.
   - It underlines and highlights the main message as it avoids using excessive and needless words.
   - Concise communication provides short and essential message in limited words to the audience.
   - Concise message is more appealing and comprehensible to the audience.
   - Concise message is non-repetitive in nature.

3. **Consideration -** Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows:
   - Emphasize on "you" approach.
   - Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.
   - Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.

4. **Clarity -** Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:
   - It makes understanding easier.
   - Complete clarity of thoughts and ideas enhances the meaning of message.
   - Clear message makes use of exact, appropriate and concrete words.

5. **Concreteness -** Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:
   - It is supported with specific facts and figures.
   - It makes use of words that are clear and that build the reputation.
   - Concrete messages are not misinterpreted.
6. **Courtesy -** Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:
   - Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
   - Courteous message is positive and focused at the audience.
   - It makes use of terms showing respect for the receiver of message.
   - It is not at all biased.
7. **Correctness -** Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:
   - The message is exact, correct and well-timed.
   - If the communication is correct, it boosts up the confidence level.
   - Correct message has greater impact on the audience/readers.
   - It checks for the precision and accurateness of facts and figures used in the message.
   - It makes use of appropriate and correct language in the message.

WESTLEY & MACLEAN MODEL OF COMMUNICATION

❖ The Westley & MacLean Model of Communication analyses the communication between source and receiver,

❖ Westely and Maclean realized that communication does not begin when one person starts to talk, but rather when a person responds selectively to his/her physical surroundings. This model considers a strong relation between responds from surroundings and the process of communication. Communication begins only when a person receives message from surroundings. Each receiver responds to the message they received based on their object of orientation.

Westley and MacLean's Model of Communication
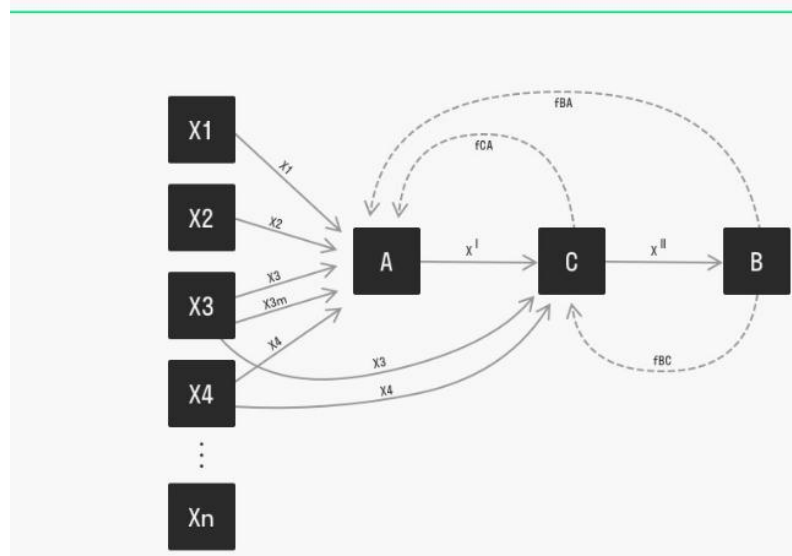
Components of the Westley & MacLean Model of Communication
- ❖ Westley & MacLean Model of Communication consists of multiple components, which may sometimes cause confusion. However, the model is fairly easy to understand, as is explained per element below. Moreover, the elements are explained in the order in which they appear in contemporary communication.

Source (A)
- ❖ The source is the person who creates and sends a message.

Environment (X)
- ❖ The environment is the physical and psychological state in which the communication process is studied. This doesn't necessarily have to be the same room. Modern communication is a global process, after all.

Sensory Experience (X1)
- ❖ The sensory experience is the first thing the source sees that gives him/her the idea to write a message or comment.

Object of Orientation (X1, X2, …)
- ❖ Objects of orientation can be many different things. They are what the source is exposed to, both in a social and cultural context. In practice, this may be newsletters or a religious book. The objects of orientation make a person the person they are.

Coding of Interpretation (X')
- ❖ The information is interpreted by the receiver. In other communication models, such as the Aristotle and Shannon & Weaver model, this component is referred to as decoding.

Receiver (B)
- ❖ Within the Westley & MacLean Model of Communication, the receiver is the person who receives the message from the source, and is the person who interprets the message through the various objects of orientation.

Object of orientation receiver (X,b)
- ❖ The beliefs and viewpoints of the receiver are also based on his or her past and objects of orientation. The way in which the information is interpreted is highly dependent on this.

Feedback (F)
- ❖ Once the initial message has been received, the receiver sends a message back to the source. This message is also known as feedback. More about this crucial part of (interpersonal) communication later.

Gatekeepers (C)
- ❖ Gatekeepers are present in mass communication. The gatekeeper is the person who ensures the message is filtered and tailored to the wishes of the public and media companies.

Advantages and disadvantages of the Westley & MacLean Model of Communication

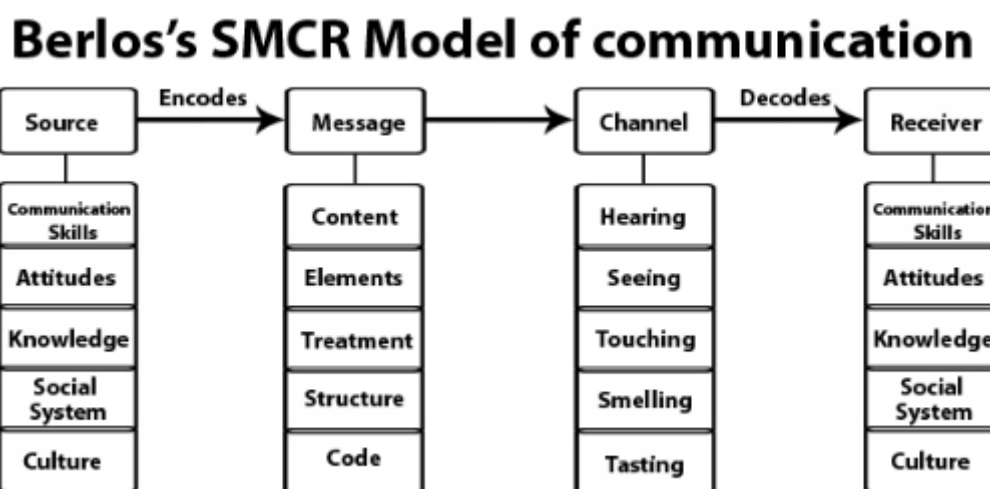Westley & MacLean Model of Communication has several advantages and disadvantages:

Advantages of the Westley & MacLean Model of Communication

- The necessity and concept of feedback is reflected in the model
- The message comes from the environment, not necessarily a person. This guarantees multiple senses are involved in the process
- Social, cultural, and other factors also play a role as part of the objects of orientation
- The model can be applied to interpersonal communication, but also mass communication

Disadvantages of the Westley & MacLean Model of Communication

- The model consists of many components and variables, which make it appear complex
- The model does not address multiple or complex messages
- Information may be changed while it is being sent from the source to the receiver (noise), which the model does not address. The Shannon & Weaver model does address this, however

BERLO SMCR MODEL OF COMMUNICATION

Berlos's SMCR Model of communication

Source	Encodes →	Message	→	Channel	Decodes →	Receiver
Communication Skills		Content		Hearing		Communication Skills
Attitudes		Elements		Seeing		Attitudes
Knowledge		Treatment		Touching		Knowledge
Social System		Structure		Smelling		Social System
Culture		Code		Tasting		Culture

- The Berlo's model follows the SMCR model this model is not specific to any particular communication.
- Berlo's model lives a number of factors under each of the elements :
- *Source:* The source is where the message originates.
- Communication skills – It is the individual's skill to communicate (ability to read, write, speak, listen etc…)
- *Attitudes* – The attitude towards the audience, subject and towards one self for e.g. for the student the attitude is to learn more and for teachers wants to help teach.

- o ***Knowledge***- The knowledge about the subject one is going to communicate for e.g. whatever the teacher communicates in the class about the subject so having knowledge in what you are communicating.
- o *Note:* It is not talking about the general knowledge it is all about the knowledge of the subject, so it is the familiarity of what you are communicating.
- o ***Social system*** – The Social system includes the various aspects in society like values, beliefs, culture, religion and general understanding of society. It is were the communication takes place.
- o For e.g. class room differs from country to country like behaviors, how we communicate etc.
- o *Note:* We can communicate only to the extent that the social system allows, when we communicate take social system into account.
- o ***Culture:*** Culture of the particular society also comes under social system.
- o All to this model, only if you have the above in the proper or adequate proportion v can communicate.
- o ***Encoder:*** The sender of the message (message originates) is referred as encoder, so the source is encoding the message here.
- o ***Message Content*** – The beginning to the end of a message comprises its content for e.g. From beginning to end whatever the class teacher speaks in the class is the content of the message.
- o ***Elements*** – It includes various things like language, gestures, body language etc, so these are all the elements of the particular message. Content is accompanied by some elements.
- o ***Treatment*** – It refers to the packing of the message. The way in which the message is conveyed or the way in which the message is passed on or deliver it.
- o *Note*: When it is too much treatment also the communication will not happen properly.
- o ***Structure***- The structure of the message how it is arranged, the way you structure the message into various parts.
- o *Note*: Message is the same but if the structure is not properly arranged then the message will not get to the receiver.
- o ***Code***- The code of the message means how it is sent in what form it could be e.g. language, body language, gestures, music and even culture is a code. Through this you get/give the message or through which the communication takes place or being reached.
- o *Note:* Only when the code is proper, the message will be clear, improper use may lead to misinterpretation.
- o Channel- It is nothing but the five senses through this only we do. The following are the five senses which we use

  - • Hearing   • Seeing   • Touching

  - • Smelling   • Tasting

- o Whatever communication we do it is there either of these channels.
- o ***Hearing***: The use of ears to get the message for e.g. oral messages, interpersonal etc.
- o ***Seeing***: Visual channels for e.g. TV can be seen and the message is delivered.

- o *Touching*: The sense of touch can be used as a channel to communicate for e.g. we touch and buy food, hugging etc.
- o *Smelling*: Smell also can be a channel to communicate for e.g. perfumes, food, charred smell communicates something is burning, we can find out about which food is being cooked etc.
- o *Tasting:* The tongue also can be used to decipher e.g. Food can be tasted and communication can happen.
- o Note: Despite not mentioning a medium we need to assume that as communication is taking place channels can be any of the 5 senses or combination.
- o *Decoder:* Who receives the message and decodes it is referred to as decoder.
- o *Receiver:* The receiver needs to have all the things like the source.

This model believes that for an effective communication to take place the source and the receiver needs to be in the same level, only if the source and receiver are on the same level communication will happen or take place properly. So source and receiver should be similar

ARISTOTLE'S AND LASSWELL'S MODEL

Lasswell's model of communication (also known as Lasswell's communication model) is regarded by many communication and public relations scholars as "one of the earliest and most influential communication models. "The model was developed by American political scientist and communication theorist Harold Lasswell in 1948 while he was a professor at Yale Law School. In his 1948 article, The Structure and Function of Communication in Society, Lasswell wrote that "a convenient way to describe an act of communication is to answer the following questions:

- ❖ Who
- ❖ Says What
- ❖ In Which Channel
- ❖ To Whom
- ❖ With What Effect?

Concept & Usage

This verbal communication model has been referred to as "a linear and Uni-directional[disambiguation needed] process," "a one-way process," an "action model," a media theory "classic," "widely used segmentation of the communication process," and "a simple, linear, and potentially hypodermic conceptualization of communication."

The model organizes the "scientific study of the process of communication." The focus of the model is broken down by each element of communication: "'who' refers to the communicator who formulates the message; 'what' is the content of message; 'channel' indicates the medium of transmission; 'whom' describes either an individual recipient or the audience of mass communication; 'effect' is the outcome of the message..." The movement of the message travels from the communicator to the audience. Although this model represents a one-way flow of communication, the 'effect' also refers to feedback in public relations. The

model can be used in pedagogical settings to teach students major elements of a communication process and as a starting point for developing hypotheses.

Lasswell stated, the "Who" referred to "control analysis," the "Says what" referred to "content analysis," the "In Which Channel" referred to "media analysis," the "To Whom" referred to "audience analysis," and the "With What Effect" referred to "effect analysis."

Question	Element	Analysis
Who?	Communicator	Control Analysis
Says What?	Message	Content Analysis
In Which Channel?	Medium	Media Analysis
To Whom?	Audience	Audience Analysis
With What Effect?	Effect	Effects Analysis
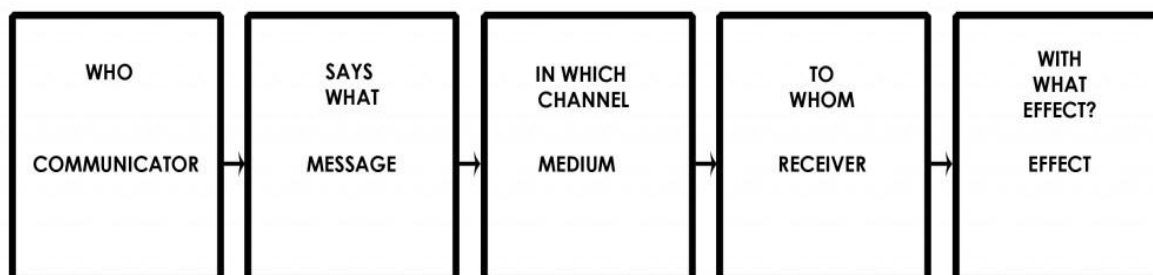
Lass well's Model of Communication

Advantage of lasswell model:

- It is Easy and Simple

- It suits for almost all types of communication

- The concept of effect

Disadvantage of lasswell model:

- Feedback not mentioned

- Noise not mentioned

- Linear Model

OSGOOD & SCHRAMM'S CIRCULAR MODEL

Wilbur L. Schramm was a forefather in the development of a basic model of communication. His model is a derivation of the Shannon-Weaver transmission model of communication. The Shannon-Weaver model proposed six elements of communication:

• Source   • Encoder   • Message   • Channel

• Decoder   • Receiver

Wilbur Schramm's 1954 model expands on this thinking by emphasizing the process of encoding and decoding the message. Schramm envisioned this process as a two-way circular communication between the sender and receiver. Where the Shannon-Weaver model is a more mathematical and technological one, Schramm incorporates the study of human behaviour in the communication process.

In addition to the six elements above, Schramm has included these concepts:

• Feedback - information that comes back from the receiver to the sender and tells him how well he is doing.
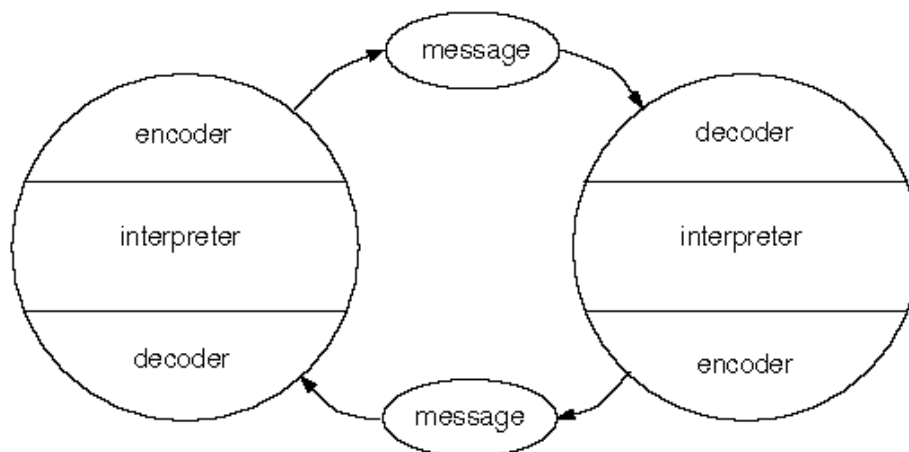
- o Model of communication also allows for the process of interpreting the message. This process is influenced by the presence of both physical (phone, tv, sirens, etc.) and semantic (distractions, age, attitudes, etc.) noise.
- o Dr. Schramm believed that all of these elements were important functions of communication in society. He felt that people in a society need information on their environment and methods of communicating in order to make decisions. Most importantly we need "places to store the accumulated knowledge and wisdom of a society and this is why we have libraries"
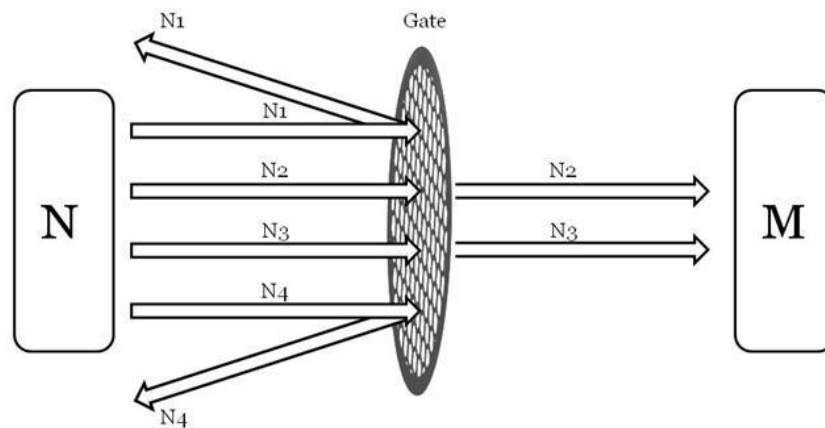
Gate Keeping Theory

- ❖ Kurt Lewin was apparently the first one to use the term "gatekeeping," which he used to describe a wife or mother as the person who decides which foods end up on the family's dinner table. (Lewin, 1947). The gatekeeper is the person who decides what shall pass through each gate section, of which, in any process, there are several. Although he applied it originally to the food chain, he then added that the gating process can include a news item winding through communication channels in a group.
- ❖ This is the point from which most gatekeeper studies in communication are launched. White (1961) was the person who seized upon Lewin's comments and turned it solidly toward journalism in 1950. In the 1970s McCombs and Shaw took a different direction when they looked at the effects of gatekeepers' decisions. They found the audience learns how much importance to attach to a news item from the emphasis the media place on it. McCombs and Shaw pointed out that the gatekeeping concept is related to the newer concept, agenda-setting. (McCombs et al, 1976). The gatekeeper concept is now 50 years old and has slipped into the language of many disciplines, including gatekeeping in organizations.

Core Assumptions and Statements

- ❖ The gatekeeper decides which information will go forward, and which will not. In other words a gatekeeper in a social system decides which of a certain commodity – materials, goods, and information – may enter the system.
- ❖ Important to realize is that gatekeepers are able to control the public's knowledge of the actual events by letting some stories pass through the system but keeping others out.
- ❖ Gatekeepers can also be seen as institutions or organizations. In a political system there are gatekeepers, individuals or institutions which control access to positions of power and regulate the flow of information and political influence.
- ❖ Gatekeepers exist in many jobs, and their choices hold the potential to color mental pictures that are subsequently created in people understands of what is happening in

the world around them. Media gatekeeping showed that decision making is based on principles of news values, organizational routines, input structure and common sense.

❖ Gatekeeping is vital in communication planning and almost all communication planning roles include some aspect of gatekeeping.

❖ The gatekeeper's choices are a complex web of influences, preferences, motives and common values. Gatekeeping is inevitable and in some circumstances it can be useful.

❖ Gatekeeping can also be dangerous, since it can lead to an abuse of power by deciding what information to discard and what to let pass. Nevertheless, gatekeeping is often a routine, guided by some set of standard questions.

TWO STEP FLOW MODEL

History and Orientation

The two-step flow of communication hypothesis was first introduced by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in The People's Choice, a 1944 study focused on the process of decision-making during a Presidential election campaign. These researchers expected to find empirical support for the direct influence of media messages on voting intentions. They were surprised to discover, however, that informal, personal contacts were mentioned far more frequently than exposure to radio or newspaper as sources of influence on voting behavior. Armed with this data, Katz and Lazarsfeld developed the two-step flow theory of mass communication.

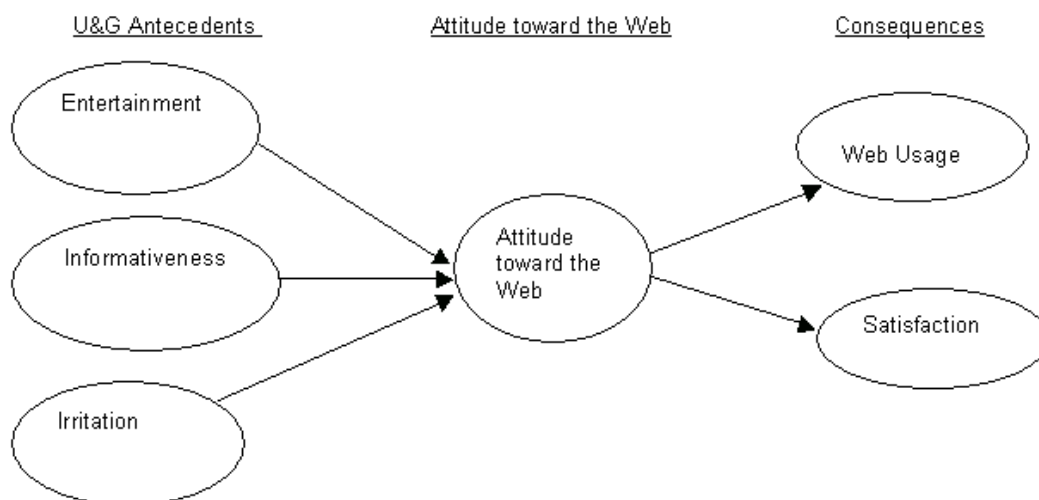## Core Assumptions and Statements

This theory asserts that information from the media moves in two distinct stages. First, individuals (opinion leaders) who pay close attention to the mass media and its messages receive the information. Opinion leaders pass on their own interpretations in addition to the actual media content. The term 'personal influence' was coined to refer to the process intervening between the media's direct message and the audience's ultimate reaction to that message. Opinion leaders are quite influential in getting people to change their attitudes and behaviours and are quite similar to those they influence. The two-step flow theory has improved our understanding of how the mass media influence decision making. The theory refined the ability to predict the influence of media messages on audience behaviour, and it helped explain why certain media campaigns may have failed to alter audience attitudes and behaviour. The two-step flow theory gave way to the multi-step flow theory of mass communication or diffusion of innovation theory.

Two-step flow model

Mass media

○ = Opinion leader

↘o = Individuals in social contact with an opinion leader
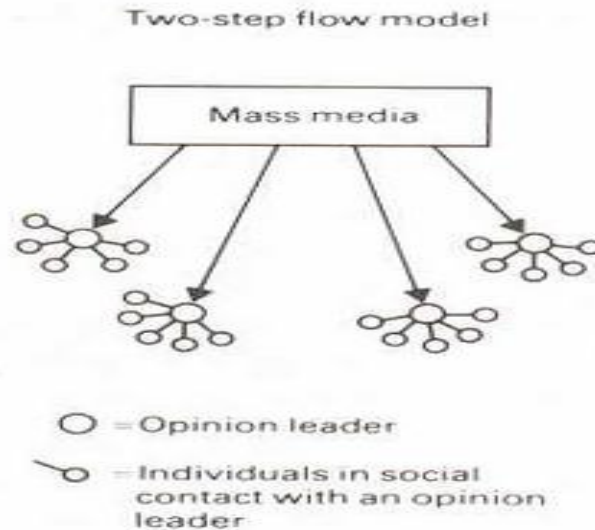
USES AND GRATIFICATION THEORY

Uses and gratifications theory

Uses and gratifications theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-cantered approach to understanding mass communication. Diverging from other media effect theories that question "what do media do to people? UGT focuses on "what do people do with media?

U&G Antecedents — Attitude toward the Web — Consequences

Entertainment

Informativeness

Irritation

Attitude toward the Web

Web Usage

Satisfaction

Heuristic approach of UGT

Katz, Blumler, and Gurevitch synthesized that UGT's approach was focused on "the social and psychological origins of needs, which generate expectations of the mass media or other sources, which lead to differential patterns of media exposure (or engagement in other activities), resulting in need gratifications and other consequences, perhaps mostly unintended ones."

According to Katz, Blumler and Gurevitch's research there were five components comprising the Uses and Gratifications Approach. The components are:

- ❖ The audience is conceived as active.
- ❖ In the mass communication process, much initiative in linking gratification and media choice lies with the audience member.
- ❖ The media compete with other sources of satisfaction.
- ❖ Methodologically speaking, many of the goals of mass media use can be derived from data supplied by individual audience members themselves.
- ❖ Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms.

According to the research, goals for media use can be grouped into five uses. The audience wants to:

- ❖ 1.be informed or educated
- ❖ 2.identify with characters of the situation in the media environment
- ❖ 3.simple entertainment
- ❖ 4.enhance social interaction
- ❖ 5.escape from the stresses of daily life

NEWCOMB'S AND GERBNER'S MODEL

- ❖ The New Comb's model of communication was introduced by Theodore M Newcomb of the University of Michigan in 1953. He gives different approach to the communication process. The main purpose of this theory is to introduce the role of communication in a social relationship (society) and to maintain social equilibrium within the social system. He does not include the message as a separate entity in his diagram, implying it only by use of directional arrows. He concentrates on the social purpose of communication, showing all communication as a means of sustaining relationships between people. Sometimes it's called as an "ABX" model of communication.
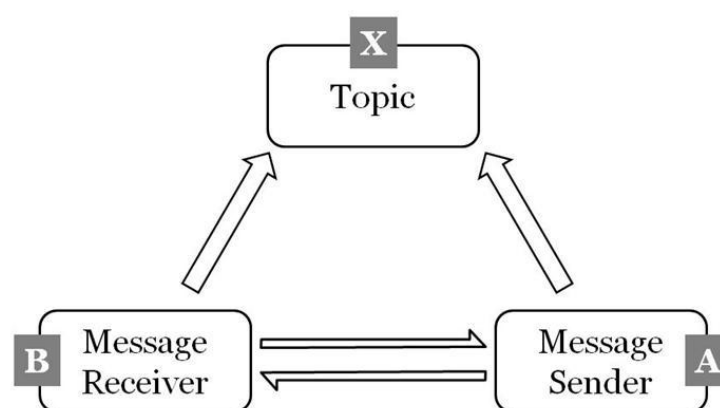
The Newcomb's Model

He Newcomb's model works in a triangular format or A-B-X system

A – Sender

B – Receiver

X – Matter of Concern

❖ The relationship between A and B is like student and teacher, government and public or newspaper and readers. Sender and Receiver may work in a same flow but the same time some factor like "X" may affect their flow of relationship. "X" it may be third persons, issue, topic or policy.

For Example:

Teachers introduce a new policy to increase the college timing from 6 hours to 8 hours.

A – Teachers   B – Students   X – Policy or issue

If both students and teachers are satisfied with this policy then the communication maintains its equilibrium status between them. Otherwise the flow of communication between "A" and "B" becomes trouble in the social system. If "A" or "B" is not ready to accept the policy then it will directly affect the social system and can't maintain the equilibrium status. So Teachers"A" can convince students "B" as much as possible. Otherwise they have to make some adjustments in the Policy "X" and convince them towards the policy.

GERBNER'S MODEL

❖ Gerbner's Model is an expansion of Lasswell's model. It consists from verbal model (where someone observes an event and gives a feedback in a situation, through some ways, to make available material in some form by maintaining a consequence) and diagrammatic model (where someone observes an event and sends some messages to transmitter which will be send through signal to receiver. In transmission there may be some noise also).

❖ In this model, event i.e. the external reality as perceived by M (human being or machine such as camera, microphone etc.) selects E according to his perception of event in a horizontal dimension. Here external stimuli and internal patterns of thoughts or concepts are matched to perceive something with a meaning. This matching is nurtured by culture, internal concept, thought knowledge etc.

❖ In the third stage M2 brings to SE a set of needs and concepts derived from his culture and sub culture in a horizontal manner and the meaning is being identified in the message. In brief it can be said that someone perceives an event and reacts in a situation through some means to make available materials in some form and context conveying content of some consequence.
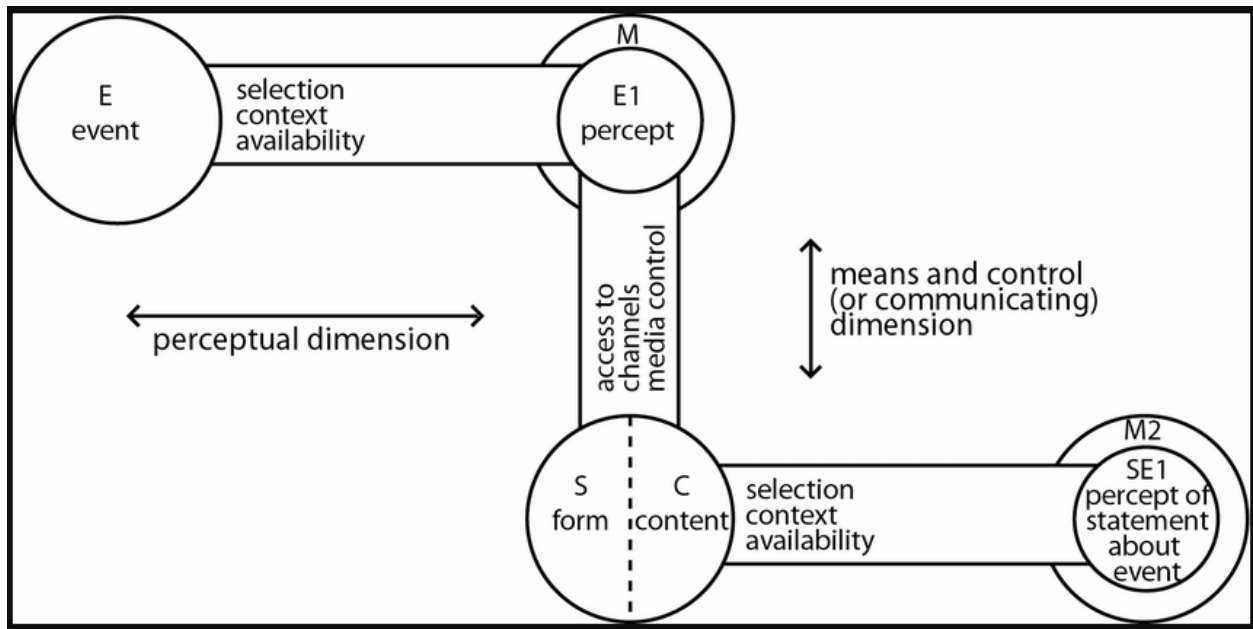
AGENDA SETTING

- ❖ Agenda Setting Theory is a theory that makes the claim that that "mass media sets the agenda for public opinion by highlighting certain issues." This theory was set by Prof Maxwell McCombs and Prof Donald Shaw in their Chapel Hill Study, done in 1968. McCombs and Shaw made the assumption that the time that is spent on an issue, and how the media portrays that issue will often dictate how the public perceives that issue.
- ❖ This chart compares the relationship between reality and the media's selection of reality and the influence of these on public perception. Research has proven that media shapes peoples' minds. Further research shows that people tend to attribute importance according to media exposure.
- ❖ The two types of the Agenda Setting Theory:
- • First Level Agenda Setting Theory: This is for the most part studied by researchers and emphasizes the major issues and "the transfer of the salience of those issues."
- • Second Level Agenda Setting Theory: This is essentially, how the media focuses on the attributes of the issues.

Example:

- ❖ Actions surrounding the O.J. case and the Clinton Scandal are both excellent examples of Agenda-Setting in action. During these historic events, the media was ever-present. The placement of full page, colour articles and top stories on news programming made it clear that Americans should place these events as important issues. Some people believed O.J. was guilty, and others believed he was innocent. Some believed Clinton should have been impeached, and others thought otherwise. Therefore, the media wasn't extremely successful in telling us what to think on these issues, but most Americans did believe these were both important issues for a long period of time.