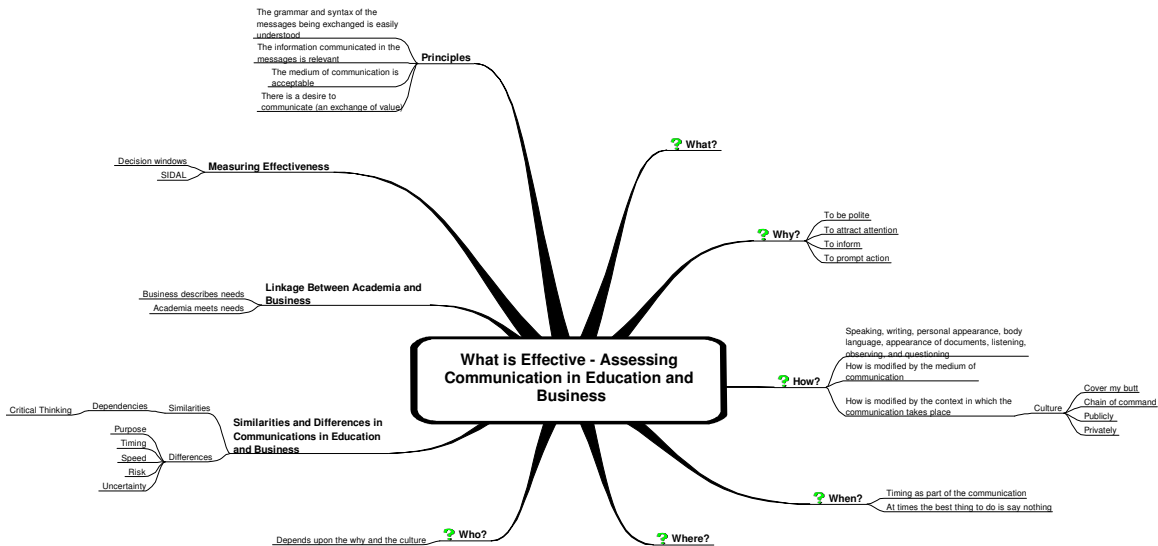


# The Bernard L. Schwartz Communication Institute at Baruch College

## Sixth Annual Symposium on Communication and Communication Intensive Instruction

### "What is 'Effective?': Assessing Communication in Education and Business."

April 28, 2006



1. What?
2. Why?
  - a. To be polite
  - b. To attract attention
  - c. To inform
  - d. To prompt action

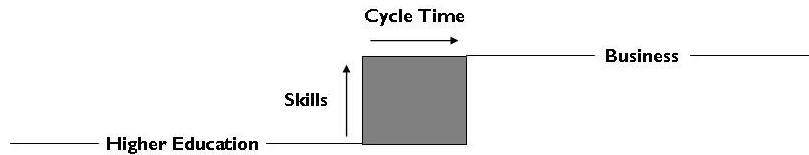
*The what and why of communication are intertwined. One or the other may be the antecedent depending upon why the communications is to take place. For example, just about any kind of a "what" may be used to attract attention. On the other hand, if the intent is to inform, then the "what" can't be anything that comes along.*

3. How?

- a. Speaking, writing, personal appearance, body language, appearance of documents, listening, observing, and questioning
  - b. How is modified by the medium of communication
  - c. How is modified by the context in which the communication takes place
    - i. Culture
      - 1. Cover my butt
      - 2. Chain of command
      - 3. Publicly
      - 4. Privately
4. When?
- a. Timing as part of the communication
  - b. At times the best thing to do is say nothing
5. Where?
6. Who?
- a. Depends upon the why and the culture
7. Similarities and Differences in Communications in Education and Business
- a. Similarities
    - i. Dependencies
      - 1. Critical Thinking
  - b. Differences
    - i. Purpose
    - ii. Timing
    - iii. Speed
    - iv. Risk
    - v. Uncertainty
8. Linkage Between Academia and Business: Roles, Responsibilities, Outcomes, and Inputs
- a. Business describes needs
  - b. Academia meets needs

*Academia produces an output – students with sets of knowledge, skills, and experiences – that ought to be intended to meet the needs of its principal customers – the students and the organizations which they will join.*

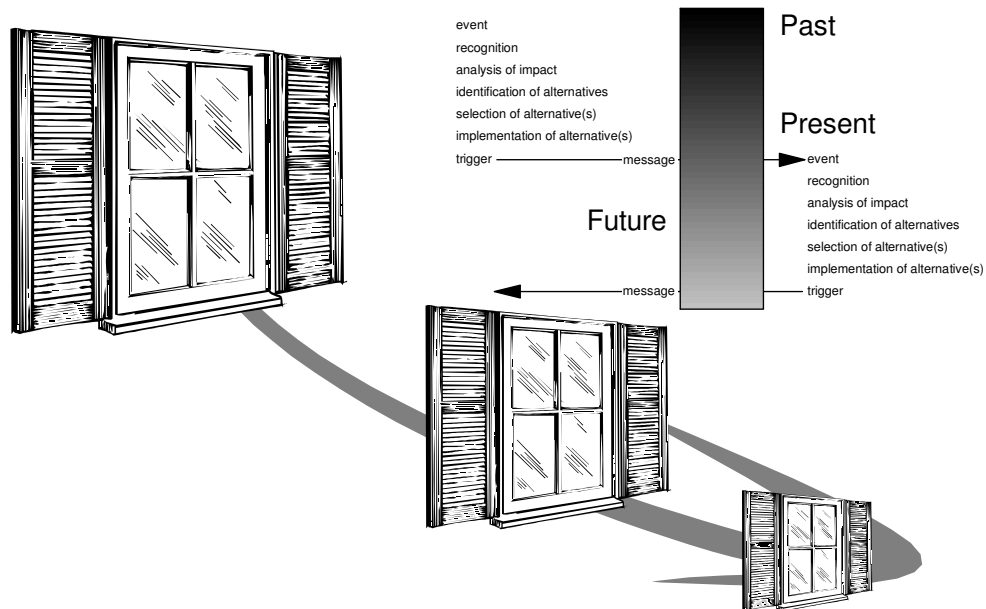
# The Gap Hypothesis



*A critical question to be addressed is whether a gap exists between the needs and capabilities.<sup>1</sup>*

## 9. Measuring Effectiveness

- a. Decision windows: effectiveness of communication is measured by the degree to which the communication permits decisions to be made while the decision window is open.<sup>2</sup>

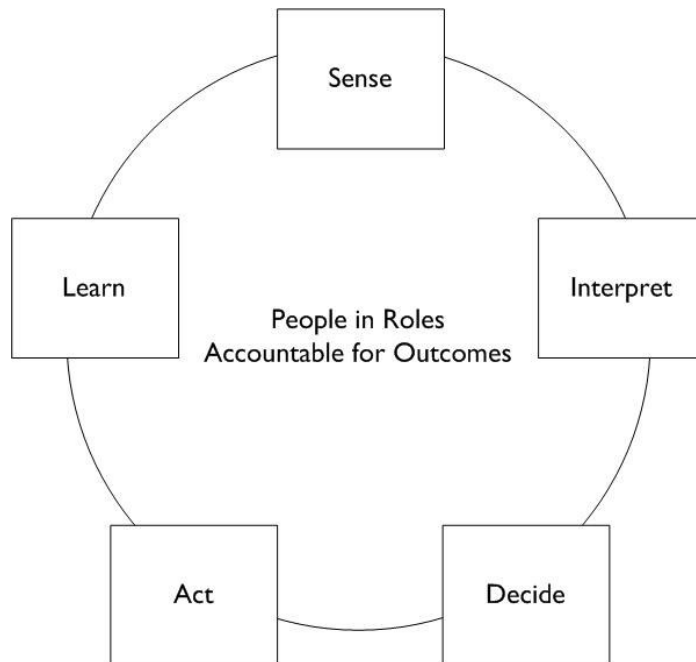


- b. SIDAL: effectiveness of communication is measured by the degree to which the communication SIDAL activities.<sup>3</sup>

<sup>1</sup> J. Drogan, *Information Technology as a Connector Between Higher Education and Business*, CUNY's 2nd Annual IT Conference "Instructional/Information Technology in CUNY: Issues, Innovations, Integration," November 14, 2003 (working draft)

<sup>2</sup> J. Drogan, *Ideas to Initiatives to Business Value*, March 1, 1999

<sup>3</sup> J. Drogan, *TMGT 7300 MIS in Transportation Lecture Notes*, Maritime Graduate Program, Spring 2005



#### 10. Principles

- a. The grammar and syntax of the messages being exchanged is easily understood
- b. The information communicated in the messages is relevant
- c. The medium of communication is acceptable
- d. There is a desire to communicate (an exchange of value

#### 11. Issues

- a. "The BBC reports on a study saying that, despite the depth of content internet search providers offer, most people stop at page 3 or earlier." From the article: "It also found that a third of users linked companies in the first page of results with top brands. The study surveyed 2,369 people from a US online consumer panel. It also found 62% of those surveyed clicked on a result on the first page, up from 48% in 2002. Some 90% of consumers clicked on a link in these pages, up from 81% in 2002."<sup>4</sup>

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<sup>4</sup> <http://slashdot.org/articles/06/04/13/2141221.shtml>