

Literature Review: Communication Skills of Educational Managers

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Abstract

In management psychology, humans are considered central factors, throughout the management process. People are the subjects as well as the objects of the management relationships. In management, the psychological contact between officials or managers (to communicate) and the major management objects - individual and collective (communication objects) is management communication, it is the basic content of the management. To establish relationships with management objects, to deal with management tasks, to maintain management functions, management staff should have the psychological traits and communication ability in certain management in which communication ability are the most basic elements
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1. INTRODUCTION

In management psychology, humans are considered central factors, throughout the management process. People are the subjects as well as the objects of the management relationships. In management, the psychological contact between officials or managers (to communicate) and the major management objects - individual and collective (communication objects) is management communication, it is the basic content of the management. To establish relationships with management objects, to deal with management tasks, to maintain management functions, management staff should have the psychological traits and communication ability in certain management in which communication ability are the most basic elements. In fact, there have not been studies on communication ability of leaders in general and Vinh Phuc province in particular. So the study focuses on communication ability of educational leaders is very useful.

Face with the changes of current management, management officials need to be trained regularly on business theory and management (including thematic communication management), to be standardized in all aspects especially communication ability in management.

Scientific revolution and modern technology have accelerated the pace of globalization, creating breakthrough, is a luggage for men to walk into the new millennium. It is said that globalization is an inevitable trend in the development of human society.

With the rapid change and the diversity of society, communication behavior in general, and culture behavior in particular is an important issue in human activity in the relationship between the community and particularly in leadership management. Weaknesses in communication are the cause of society's opinion which is not good for public officials and employees in the system of government.

2. LITERATURE REVIEW

Communication in Management Leadership

Communication is an activity that takes place regularly and continuously in social life in the natural environment. From the baby stirred in the womb, shelled seed germination, to vibrant life between man and man, man with the surrounding environment are all manifestations of the communication activities.

Thus, communication is the actions, gestures, attitudes in the relationships of the process of continuous movement between actors in social life and in the natural environment.

After all, communication is the activity associated with the life and very close to our lives. Thanks to communication that people stick together, understand each other and co-exist and develop.

In other words, communication is the relationship between human beings together in human society (the family, in offices, factories, in schools, in business, in the market, the street, at the conference etc.) when people carry out production activities, entertainment, recreation, learning, fighting, diplomacy, leadership, science, politics, etc.)

Communication is in all human activities. From birth, people need to communicate with humans, first with his mother, then his father, with the family to learn to eat, talk, walk, sit, use widgets made by human invention. If people do not have the communication, they will not be human. In the history of science, it has been more than 50 cases, newborn children are spared into the forest, animals raised, and when they are found out, all of them do not speak, do not walk by two legs, swallow raw fish, crawl on all fours, or roaring.

Depending on the extent of communication of each person, the soul, wisdom is developed, rich.

The concept of communication

Communication skills is the ability to apply knowledge and use means of communication on the perception of the external manifestations and your psychological changes.

According to the A.A. Bodalov and A.N. Leonchiev (2008), the communication has three phases: controlling phase, adjustment and development process of communication; the communicative analysis system has been done; communication modeling phase for the next operation. Based on this basis that one divides communication skills into three groups.

Team-oriented skills: Being able to rely on external manifestation as nuanced expressive intonation, tone, content, gestures, movements to judge exactly the mentality within communication of the subject and object of communication. Group segmentation skills are sub-divided into reading skills on facial expressions, gestures, body language, words and perceptual skills transfer from the outer to the inner nature. The positioning skills: is the ability to build model psychology, portrait personality of the object. This is the ability to identify the position in communication, to know to put his position on the position of the object to be happiness, sadness with joy, their sadness and create conditions for the objects to communicate with her actively.

Controlling group skills, adjusting the communication process: The subjects of communication have suitable gestures, body languages, eye contact, smile, behavioral responses with the object, context, purpose, content, communication tasks. "Know yourself" - Socratic Greek philosopher once advised people like that. Knowing to control the behaviour, emotions and feelings is reasonably aware of the limits of behavior, the reaction of yourself. That is the nature of regulation (self-regulation). Knowing to guide your behaviour, your response according to the purpose and contents of communication tasks. It is the controlling process.

In order to control someone; you should understand his physiological characteristics, his circumstances, his needs, his desires in certain conditions and circumstances.

According A.T. Kyrbanova and Ph.M. Pakhmatylna, a communication process consists of three groups of skills:

Group of team-oriented skills before communication.

Group of the exposure occurred skills in the communication process.

Group of unique skills show the communication process to the different value orientations.

According to these authors, the skills of the above components are: Visual Skill, listening skills, contact skills, mutual understanding; organizational skills to control the communication process.

VPDakharov relied on the order of the steps of a communication phase that communicative competence includes the following skills:

Interpersonal skills in communication relationships.

Balanced Skill between the needs of the subject and object of communication Listening skills and listening to objects of communication.

Self-control emotional and behavioral skills. Sensitive skills in communication.

Skills to express easily to understand. Flexible skills, flexibility in communication. Persuasive communication skills.

Skills of controlling communication process.

Self-control skills and test subjects of communication

In short, to help the communication process take place conveniently and effectively, subjects of communication need to have enough 10 groups of skills.

The purpose of communication

When people communicate with each other for many different purposes, depending on different purposes, depending on the purpose of the work, but the main purpose of any communication process is also good.

a, Exchange emotional feelings, thoughts together.

Communication is a dual activity, the two subjects are conscious, they have different emotional mind, there is always the change: this time people can play a key role actively, and the other time they play the role of passive listening. Then there is a back change.

So in the process of communication, the two entities who have different emotional feelings will share happiness, sadness, and thoughts with each other. If the catch is not good, there will lead to misunderstanding. Love is thought hate, hate is thought love.

b, Any communication also aims to aware and understanding each other.

To do this, the two parties must be given the news and got the news, talking to each other all the thought, love each other, and to collect all the news of each other, listen to each other for all the words to come to any agreement in which person-to- person relationship: friendship, love, husband and wife, father and son, friends, colleagues, superiors, subordinates. This process requires each person to use all communication channels: eyes and ears, nose, skin, memory, filters, (thinking) to create accurate information, fit for the purpose, with objects and situations.

c, Communication always bring a specific content depending on the work or activities of humans. For example, pedagogy activities, main content of communication is scientific knowledge are presented in the lectures at class. In the trading business, communication is mainly price content, goods... In the management; communication content is the order...

d, Finally, communication must be a relationship between these people and those ones: relatives or profile, leaders or subordinates, the good leader or bad leaders. Characteristics of communication in the management of the management leaders Communication in Management Leadership.

Based on the characteristics of management activities, the basic characteristics

- the nature of the communication have defined communication in management as follows:

Communication in leadership management is the interaction between the leaders with their superiors, management object and others in terms of psychology in order to create mutual empathy in acquiring, processing communication management, the implementation of the management functions.

Functions of communication

Function of oriented human activities:

When people communicate or interact with each other, they have clearly intention by a certain orientation. The essence of exploration orientation is to aware of the enemy, from which mutual adjustment acts, words or gestures.

Thus, the orientation requires an psychological art to cause sympathy, removes the psychological barrier created difficult barrier to overcome in the process of communication.

Function of reflective or cognitive:

This function is like the purpose of the communication so that the process of communication is the process of collecting and receiving information, and then processing information. This acquisition depends on who is capable of mobilizing all the sensory organs to reflect: mouth, ears, smiling, arms, eye glances or looks (there are many ways to look) and judgment, thinking generalization, abstraction all information received. Therefore, awareness of communication is an art. There are even people concealing information that is never revealed. So the task of the people in communication is to get information, even secret information. This is necessary for managers. If one has been not aware of things, people, it is very difficult to manage, lead them, adjust the behavior, thoughts and feelings of orientation.

Function of assessment and adjustment:

Being function is to control information from received information. It is the attitude of the object, so that each person self-control behavior, gestures, words, feelings, and thoughts to suit the circumstances for the purpose of each person.

The importance of communication

All human interactions are a form of communication. In the business work, nothing can be achieved without effectively communicating with employers, employees, clients, suppliers, and customers. If you look at the most successful business people in the world, you will see people who have mastered the art of communication. And that's the difference between being a good of communicator and being an advanced communicator – advanced communication is a true art form. It requires practice, fitness, and a skill set that goes beyond those that the average person possesses.

Even though communication skills are so important to success in the workplace, there are many individuals who find that there is a limit to their communication skills and that they seem to have reached a stumbling block in their progress. They may sometimes struggle to convey their thoughts and ideas in an accurate manner, making it difficult to reach their full potential as a communicator, a manager, and a leader of other.

However, there is hope for anyone who finds advanced communication to be difficult. These skills can be practiced and learned.

The communication process

The communication process involves multiple parts and stages. These are:

- Source
- Message

- Encoding
- Channel
- Decoding
- Receiver
- Feedback
- Context

At each of these stages, there is the potential for barriers to be formed or problems to arise. The steps in the process are represented in this below figure.

Elements of Communication

The elements face to face communication includes:

- Tone of voice
- Body language
- Words

Contexts and Interpersonal Communication

Context is a synonym for "situation" and can be characterized as a physical location or environment that affects communication.

Culture Context

Culture can be defined as "the shared assumptions, values, and beliefs of a group of people which result in characteristic behaviors." We perceive the world based on cultural patterns, or the particular beliefs and values associated with our specific culture. Social scientists create cultural pattern taxonomies to understand cultural similarities and differences. Such taxonomies, or "belief systems," are typically represented by a grid with a cultural belief or value at one end and an opposing cultural belief or value at the other end. Although there are many cultural pattern taxonomies, this book concentrates on two: collectivist and individualist cultures and high-context and low-context cultures. Remember that no culture is 100% individualist or collectivist. Both patterns exist in all cultures, although one pattern usually dominates. The next sections compare individualist/low-context and collectivist/high-context cultures. We will learn that not everyone agrees which groups of people constitute a "culture" and that intercultural communication research can be problematic.

Relationship Context

Just as culture provides us with underlying assumptions and expectations that guide communication, the relationship context of family, friends, and coworkers influences how we communicate with others.

Family

The term "family" can be defined in many ways, and a widely agreed-upon definition doesn't exist. In the broadest sense of the word, family can be defined as "a group of people with a past history, a present reality, and a future expectation of interconnected, mutually influencing relationships. Our beliefs, attitudes, and values are molded by our family, and our relationships with family members are the most influential in our lives. Many of our friends can be considered a "voluntaristic family." Because we depend on these friends for companionship and social support, they may be even more important than family based on blood ties.

Voluntaristic or not, all families establish rules that affect communication. Family rules concern "shoulds and oughts," and they range on a continuum from explicit to implicit. Explicit family rules may concern freedom of expression, that is, what we can talk about, when and where we can talk about it, and to whom we can talk. Explicit family rules may be communicated with the sentence, "We don't discuss such subjects/use those words in our family!" Similarly, family stories illustrate rules that affect communication. Family stories communicate history, expectations, and identity; they instruct, warn, and communicate issues that matter to a specific family. Stories about births and deaths, immigration and foreign travel, and triumphs and tragedies can communicate implicit rules about helping others, what it means to live a moral life, and how to deal with adversity. These implicit rules also influence how we communicate with others.

Friends

We expect to invest time, energy, and effort into our friendships, and our friendships enable us to feel close to others. Whether we are female or male, old or young, homo-sexual or heterosexual, we expect our friends to accept us, to be dependable and reliable, and to trust us. In general, friendships become increasingly important as we grow up. High school and college students may find themselves surrounded by friends and potential friends, yet it becomes more difficult to make new friends as we age. However, modern friendship is changing as Web-based social networking sites such as MySpace and Facebook make it easier to develop online friendships that can develop into face-to-face relationships. Today's computer-savvy young adults are changing the nature of friendships in other ways as well. Young adults who live in urban areas far from their families are often members of "urban tribes," or groups of friends that meet members' needs. Urban tribes are like extended families in which members establish rituals and take on roles such as the "advice-giver, comedian, and worrier." Some urban tribes form because of mutual interests and specific activities, and others form because of happenstance. However, all tribes are social entities that take the place of a traditional family and are sustained with interpersonal communication.

Coworkers

Various studies of businesses and professions illustrate that communicating well with others is critical for success. In particular, workplace relationships can positively influence productivity and morale. By contrast, alienated and isolated workers may contribute to a negative organizational climate, cause workplace dissatisfaction, and result in poor information sharing. According to the 2006 National Association of Colleges and Employers (NACE) "Job Outlook Survey," the five qualities employers seek most when hiring employees reflect concepts and skills associated with competent interpersonal communication. In order of ranked importance, these concepts and skills include:

- Verbal and written communication skills
- Honesty and integrity
- Teamwork (working well with others)
- Interpersonal skills (relating well to others)
- Motivation

In all, effective workplace communication and relationships are just as important as communication in family and friendship relationships. In fact, competent communication is important to every career, not just those that are essentially "people-oriented." Highly trained professionals in the sciences, math, and computer technology must assume duties traditionally performed by managers and often find themselves in interactive team environments. Scientific and technical professionals also find themselves communicating with external customers and nontechnical peers.

In her book *The Hard Truth about Soft Skills*, corporate trainer Peggy Klaus summarizes the need for competent workplace communication and relationships when she writes that employees derail their careers and miss

opportunities not because of a shortfall in professional or technical expertise. Instead, problems on the job stem from a shortcoming of "soft skills" such as communication, self-awareness, empathy, and likeability.

Gender Context

Just as the culture context and the relationship context affect our communication, the gender context influences communication with others. While "sex" is based on anatomy, endocrinology, and neurology, gender refers to the influence of the environment and socially constructed meaning. Surprisingly, the idea that there are only two distinct gender categories has never been scientifically studied, and differences within the gender categories tend to be ignored in favor of research that compares women to men. According to communication scholar Julia T. Wood, growing up "masculine" in Western cultures means learning that females are not as important as males and that men are judged in terms of what they do and their financial success. Growing up masculine also means learning that the male role is to be aggressive, sexually active, self-reliant, and emotionally reserved.

Although there is no longer one consensual characterization of what it means to be "feminine," current views of femininity include at least four themes: women should be attractive, should take care of others, are devalued in society, and should "do and have it all."

These gender expectations are illustrated in the "Zits" cartoon and influence how we communicate and interpret communication from others.

Gender and Communication Elements of what it means to be masculine and what it means to be feminine play a role in how we communicate. For example, women may find it easier to talk in private settings, such as on the phone at home, and men may find it easier to talk in public settings, such as in meetings at work. Talking in private settings reflects the assumption that femininity means taking care of others and maintaining relationships; talking in public settings reflects the assumption that masculinity means behaving in an aggressive and competitive manner. These examples illustrate that the assumptions about masculinity and femininity influence communication behavior.

Gender Communication Research Not all communication researchers believe that socialization and gender roles create substantial differences in communication behavior between women and men. Empirical research that is based on tests of statistical significance indicates that women and men are more similar than different in their communication behavior. The gender differences that have been found in empirical studies are small and inconsistent. Some communication scholars argue that proponents of gender-based communication differences support their conclusions with nonempirical data that is not credible and has little value. However, both empirical and nonempirical research of gender similarities and differences are "ways of knowing" that provide us with interesting and provocative conclusions about gender communication.

Individual Context

The individual context is based on our roles and our needs, backgrounds, and histories. Although many people share similar individual attributes, we all have personalities that are influenced by these specific aspects of the individual context.

Roles

A role can be defined as learned behaviors that we use to meet the perceived demands of specific situations. We may identify with many roles, such as star athlete, good parent, and conscientious student. Role expectations can influence how we communicate with others. For example, one assumption with an impact on our communication in the role of a helpful employee may be "the customer is always right." This assumption will guide how we communicate with a customer who complains about the service in our establishment. However, this assumption will probably not influence how we communicate at home because we are no longer in the role

of an employee. The assumption that may influence our communication in our role of parent, child, or sibling is "it's OK to argue!"

Need, Background, and History

Our individual needs, background, and history affect our communication with others. For example, if we assume that we need to be in an intimate relationship with another person, we will most likely communicate in a manner that will facilitate the development of a close, personal relationship. We may make it a point to flirt, pay special attention to our appearance, and communicate with individuals we perceive to be attractive. Similarly, if our religious background teaches us that we must proselytize our religion, this assumption will probably influence us to talk about our religion and try to convert those who do not share our religious beliefs. If we have a history of failed relationships, we may (incorrectly) assume that we'll never experience a successful relationship and therefore decline to participate in social events.

To summarize, the assumptions and expectations associated with a variety of contexts affect perceptions of interpersonal communication competence. The cultural context, comprised of beliefs and values; the relationship context, which includes the rules and assumptions we have learned from family, friends, and coworkers; the gender context, which influences communication in terms of societal expectations; and the individual context, made up of our roles and unique needs, background, and history, act together to influence how we communicate with others.

Types of communication

Recall that the knowledge component of the communication competence model suggests that it's necessary to understand the communication process. Consider whether you are perceived as a competent communicator as you read the following information about types of communication, metacommunication, principles of communication, and elements involved in the communication process.

Intrapersonal Communication

Communication is a broad and multifaceted phenomenon that can be characterized in a variety of ways. We've learned that communication can take place verbally, nonverbally, in public, or mediated through the use of technology. "Intrapersonal and Interpersonal Communication," helps us focus on the types of communication included in this book. Intrapersonal communication takes place within us. As illustrated in the "Intrapersonal and Interpersonal Communication" figure, our internal dialogue and self-talk are examples of this form of communication.

Internal Dialogue Suppose you are searching for your new friend's house and feel frustrated because you are lost. As you search, you are likely to have a conversation with yourself: "I'll never find this place. I have directions, but I don't see any house numbers. She told me to go to the third house." This kind of intrapersonal communication is called internal dialogue. It's a natural and normal form of intrapersonal communication that helps us solve problems and work out our feelings.

Self-Talk

A second kind of intrapersonal communication is self-talk, or communication within us that is specifically about ourselves. Positive self-talk offers us encouragement, support, reassurance, and sometimes a pat on the back. As a student, you've probably used positive self-talk when you've performed well on a test, written a thoughtful essay, or solved a difficult problem. An example of positive self-talk is: "I didn't do as well as I would have liked on that test, but I know what the instructor wants. I'll do better next time," and "I did great on that essay, and I knew I could solve that problem. I'm so relieved!" Negative self-talk is critical, evaluative, and devaluing. This form of self-talk occurs when we end a relationship, fail to master a skill, or feel we are unworthy of friendship or love. Some examples of negative self-talk are: "I knew I'd be dumped; no one wants to spend time with me," "I'm so stupid I'll never find a boyfriend/girlfriend," and "There must be something wrong with

me." Negative self-talk can be extremely destructive, and we will learn that it can affect our self-concept and our relationships.

Interpersonal Communication

Impersonal Communication At one end of the continuum is impersonal communication. When we communicate with others as if they are "objects" or roles or we communicate in stereotypic ways, we engage in impersonal communication. For example, suppose we decide to go to a restaurant one evening. At the beginning of the meal, we interact with the server for the sole purpose of meeting our immediate needs—obtaining the food we desire. The server introduces herself or himself, asks how we're doing, and attempts to interact with us through small talk. We answer with a curt "fine" and turn away, only to acknowledge the server when she or he returns with our meal. This behavior meets the criteria for impersonal communication. In this situation, we are treating this person as a role (i.e., a server) rather than a unique individual with distinct characteristics.

Personal Communication

At the other end of the continuum in the "Intrapersonal and Interpersonal Communication" figure is personal communication. Personal communication occurs when we interact with others on the basis of their uniqueness. At the extreme end of the impersonal-personal continuum, personal communication within an intimate relationship entails a high degree of self-disclosure. However, personal communication can also occur among friends and acquaintances. For example, suppose your best friend asks, "What's up?" You respond that you feel stupid because you just flunked your chemistry test. "I'll never understand chemistry!" you exclaim. Your friend says, "Come on, I know how smart you are. You usually do well in your science classes; I bet you'll do better on your next test." This exchange can be characterized as personal communication because of your self-disclosure (feeling stupid; flunking the chemistry test) and your best friend's acknowledgment of your unique characteristics (being smart; usually doing well on science tests).

Relational Communication

Another type of interpersonal communication illustrated in the "Intrapersonal and Interpersonal Communication" figure is relational communication. Whether we're primarily engaged in personal or impersonal communication, relational communication demonstrates that we not only interact about the content of communication but also interact about our association with a conversation partner. Without our realizing it and without explicit mention, a single message can communicate information about a topic and about a relationship. Characterized by psychotherapists Paul Watzlawick, Janet Beavin, and Dan Jackson, relational communication includes the subject of an interaction and the implicit information about the participants' relationship. These messages are described as occurring at the content and relational levels of communication.

Content and Relational Levels of Communication

The content-level meaning of a message refers simply to the content of the words and sentences that are communicated. The relational-level meaning of a message concerns the unspoken meaning that can be ascertained, in part, from nonverbal communication. The way something is said (interpreted by a speaker's eye contact, facial expression, and/or gestures) is an example of nonverbal behavior that influences meaning at the relational level of communication. In addition, the interpretation of relational messages can be influenced by the past experience and personal associations that we bring to a conversation. For example, suppose our partner says, "Please get off the computer." The meaning on the content level is obvious; our partner wants us to get off the computer. But what about the meaning at the relational level where relationships are defined and negotiated? If our partner communicates this message with a smile and a calm tone of voice and places a hand on our shoulder, our partner may be communicating that our relationship is based on respect and affection.

Similarly, we are more likely to construe the relational meaning as positive if our partner has made previous requests to spend time with us away from the computer. On the other hand, if our partner communicates this

message with a frown and an angry tone of voice and crosses her or his arms, our partner may be communicating that the relationship is based on control and a power differential. In addition, we are more likely to construe the relational meaning as being negative if our partner has previously demanded that we cease engaging in particular activities. Even though people typically interpret relational meanings based on nonverbal communication and past experiences, we should remember that our perceptions of others' nonverbal messages and intentions may be incorrect.

For instance, the sharp tone of voice our partner uses to tell us to get off the computer may have nothing to do with us and just reflect a hard day at school or tiredness. It may even be that a relational meaning interpreted as control (e.g., "Drive carefully!" or "Put on your jacket") may be an expression of affection and an attempt to establish connection.

Relational-Level Messages

Have you ever found yourself feeling angry with a conversation partner and not knowing exactly why? Maybe you've been in arguments and realized you didn't understand what you were actually arguing about. It may be that the reason for your anger and the disagreement rests on the relational level of meaning. What exactly about a relationship is communicated at the relational level? Every relationship and every conversation can be considered a blend of affection (or "connection") and control. Affection, the force to become close with a relational partner, and control, the force to gain dominance, are communicated at the relational level. In addition to affection and control, respect is sometimes included as a relational message. Respect concerns valuing a person's right to life and expression, and whether or not we are taken seriously is often a source of relational conflict. In fact, respect can be a predictor of relational success or failure. Think about the role "respect" plays in your relationships. Have you experienced relational conflict because you thought your partner hadn't taken you seriously? Have you ended relationships or conversations because you thought you were disrespected?

Even though our strongest reactions to messages tend to occur at the relational level, we aren't typically aware of the multitude of relational messages that confront us each day. Sometimes we're unaware of relational messages because they match our expectations about the amount and type of affection and control in our relationships. However, conflicts can arise at the relational level when we or someone with whom we're close feels uncomfortable about relational meanings. For example, do you become upset when your partner, roommate, or family member tells you to put out the dog, pick up the mess, or turn off the light? You don't become upset at the particular request (whether or not it deals with the dog, the mess, or the light); however, you become upset because that particular someone feels entitled to tell you what to do. As a result, you say, "Don't tell me what to do!" and you begin to fight not about the request itself but about whether this person has the power to control your actions.

Meta communication

One way to deal with our interpretations of content and relational meaning is to use meta-communication. Metacommunication has been defined both as "communication about communication" and as "communication about relationships." We can metacommunicate about both the content of a message and the underlying relational message.

Meta communication at the Content Level of Meaning

At the content level, metacommunication can suggest how the actual meaning of a message is to be interpreted. Have you ever uttered sentences such as "This is important," "I didn't mean it," or "I'm sorry I said that"? Have you ever asked questions such as "Are you kidding?" "Do you understand what I'm saying?" or "Want to hear something funny?" If so, you are metacommunicating at the level of content.

We can deal with uncertainty on the content level of communication by using meta-communication. Specifically, we can attempt to ascertain meaning, ask for additional information, and acknowledge our opinion(s) and the opinion(s) of others. For example:

- "I guess what you're saying is that you don't want to go out tonight."
- " I don't understand what you're trying to tell me. Can you explain that again?"
- " I understand why you said those things but I don't agree with you. Can I ask you a few questions about it?"

You may be thinking that these examples appear too "stilted" or formal for the way you usually communicate. However, metacommunication doesn't require you to speak in any particular way or to change the manner in which you typically communicate. And meta-communication at the content level can be nonverbal in nature. For example, we can tilt our head and scrunch our nose to communicate that we don't understand what a conversation partner is saying.

Meta communication at the Relational Level of Meaning

Recall that metacommunication on the relational level is often based on nonverbal behavior and may occur in response to past conversations and events. Similarly, metacommunication on the relational level can make clear our perception of how we and our relationships are perceived in terms of affection, control, and respect. The Sally Forth cartoon below illustrates that Sally's nonverbal behavior is associated with her perception of relational control ("... you darn well better be early"). Her husband, Ted, metacommunicates when he says he feels "a cold chill." Let's return to the example of your partner asking you to turn off the computer. If you respond to the request with "Do you want me to spend time with you?" you are meta-communicating about a relational-level interpretation of affection. If you respond to the request with "Stop ordering me around!" you are metacommunicating about a relational-level interpretation of control. In addition to affection and control, our verbal communication can also suggest where we see ourselves and our relationship in terms of "respect." For example, content-level metacommunication, such as saying, " I can understand why you say that, but I disagree with your opinion," suggests our respect for others on the relational level. Attempting to ascertain a conversation partner's meaning on the content level simultaneously communicates on the relational level that we respect our partner and her or his viewpoints.

In addition to verbal communication, we also metacommunicate our perceptions of affection, control, and respect through our nonverbal communication. Nonverbal meta-communication can communicate our affection and respect with focused eye contact, head nods, and vocalizations ("uh-huh") that suggest understanding and acknowledgment. However, we need to be sure that our nonverbal communication doesn't contradict our verbal communication. Even the best attempt at metacommunication may be perceived as insulting if it's accompanied by a sarcastic tone of voice, rolling eyes, or laughter.

It's important to remember that the knowledge and skills presented in this book are not guaranteed to make us competent communicators. In fact, our use of communication skills may result in unexpected outcomes. An underlying assumption associated with interpersonal communication skills is that people are rational beings. Unfortunately, this isn't always the case. For example, using metacommunication to check our understanding of relational communication (e.g., "Are you telling me what to do because you don't think I can do this on my own?") may result in an irate partner who completely loses control. Similarly, metacommunication may not lead to our desired result if our conversation partner is more powerful than we are. Such metacommunication may prompt a supervisor to sarcastically respond, "I'm telling you what to do because I am your boss!" It may be best to remain silent in such situations because nothing we can say or do will convince an irrational or more powerful partner that we are trying to communicate in a competent manner. Flexibility and strategy are integral

to communication competence. Knowing that communication skills won't always "work" can help us plan for and anticipate situations that would otherwise be unexpected.

Principles of Communication

Communication Is Transactional

Communication as transaction means that individuals who participate in face- to-face conversation simultaneously communicate and listen as a conversation unfolds. You may be wondering how two or more people can communicate in a simultaneous manner. Consider the following example: as a student, you are probably accustomed to listening to your instructor's lecture or comments. However, at the same time and without realizing it, you are probably communicating with the instructor as well.

Communication Is Irreversible

"I'm sorry; please forget that I ever said it!" How often have you or someone you know uttered a similar wish? No matter how sincerely we apologize, our communication may be forgiven but probably not forgotten. Communication is irreversible; we can't take it back once a listener interprets it. This principle is particularly applicable to computer- mediated communication (CMC). It's impossible to take back our thoughts and feelings when we engage in instant messaging, and email may provide someone with a permanent message that we wish we had never sent.

Communication Is an Ongoing Process

Communication is an ongoing process because communication is not static. Although communication occurs in distinct episodes with various individuals, it is difficult, if not impossible, to determine when communication begins and when it ends. We may think communication begins when we initiate interaction by speaking to a conversation partner, but "communication" is more than verbal interaction. It can be argued that communication begins in the intrapersonal domain, that is, with a thought or a feeling. Similarly, a communication episode can be said to begin on the basis of a previous interaction.

Communication Is Inevitable

All communication has the potential to convey meaning to someone else. Actually, we "cannot not communicate." Even when we think we are not communicating, we are. As human beings, we are constantly perceiving and interpreting other people's behavior. Whether we are frowning or laughing, speaking or being silent, expressing joy or showing anger, we are still communicating. Take a

moment to think about a time when you were riding in a car with a friend. Perhaps your friend talked for several miles and then stopped talking. After a few moments, you may have begun to feel uncomfortable because you were not sure why he or she stopped talking. You may have turned to your friend and asked, "What's wrong?" Surprised, your friend may have answered, "Nothing." She or he may have merely been "paying attention to the road," while you interpreted the silence quite differently. This is an example of how a person's silence can convey meaning even though it's not intended to communicate.

Characteristics of communication in the work of the leaders.

When communication takes part in management, communication has the characteristics of management, but it retains its basic characteristics. Characteristics of communication in management have peculiarities, valuable management emerged in the management, management object and management process. Basic characteristics of communication in management is:

Communication in management is the interaction - contact - the psychological relationship between the management staff with management objects.

The exchange of information; understanding; vibe and influence on each other in management must create general empathy of management decisions.

Communication in management has differences. The staff in communication must be matured in personality and dominant role, position, status, intelligence, the will to ensure the command manager.

The basic characteristics of communication in management are presented in detail, the characteristics of the management system consists of three groups:

- a. The management staff: needs for communication, be aware communication, personality, communicative style and communication skills.
- b. The management objects: The need to communicate, aware communicate, personality qualities in communication, communication styles, communication skills. When the management object is the groups or collective, in addition to the features mentioned above there are a number of psychosocial factors in communication (professional psychology, public opinion on management decisions, psychological gender...).
- c. The interaction between management staff and management objects makes up the management process with communicative features such as: communicative needs, the purpose of communication, cognitive communication, the product of human communication, communication styles, interpersonal skills, communication content and form of communication and communicative effect. So when we mention the characteristics of communication in the management of the management staff inseparable characteristics of the object management and process management.

From the above communication management characteristics that the result of the role communication for humans:

Communication is the mirror image that reflection on the life of the human soul which shows the entire smart wisdom, intellect, dreams, ambitions, beliefs, living ideals, emotion, personality.

Communication is the process of human beings in which people imitate each other, the good, the bad influence each other.

In order to accomplish this purpose we have to learn how to communicate, because communication is a science, and an art of speaking to express thoughts, feelings on the stage that make happy, creating attractive, charming each other, understanding each other to live together amicably, friendly on the planet.

Becoming a Competent Communicator

Interpersonal Communication: Competence and Contexts will help you learn to be a competent communicator by presenting theories, concepts, research, and applications within the framework of the communication competence model; that is, motivation, knowledge, and skill. Studying interpersonal communication through this distinct framework will enable you to realize how theory, concept, research, and skill are related and will ignite your motivation to communicate competently, increase your knowledge about communication, and enhance your acquisition and performance of communication skills.

The communication competence model is represented in the text by an icon that identifies to which component major chapter sections relate. Chapter opening questions and Chapter reviews are also keyed to the components of the communication competence model. Special features such as the "Knowledge Power" boxes relate directly to the Knowledge component of the communication competence model. Application activities such as "Skill Practice" boxes are linked to the Skill component of the model, while the "Motivation & Mindwork" boxes are linked to the motivation component.

Recall that the appropriateness criterion associated with interpersonal communication competence promotes the social values of respect and civility. Each chapter of this text relates civil communication to the specific chapter

topic and asks you to consider whether or not you communicate in a civil manner. In addition, you have read that competent communicators are ethical. Each chapter of this text includes a Case Study in Ethics that asks you to consider everyday ethical behavior, specifically, whether the behavior illustrated in the case study is ethical. "Knowledge on the Cutting Edge" boxes cover computer-mediated communication, providing cutting-edge research that students can apply to their own lives. In addition, the "Competence and Critical Thinking" boxes provide a full -length transcript of a communication situation, putting theories, concepts and skills into action. Each transcript is accompanied by questions for analysis, and can be viewed as a video clip on the MyCommunicationLab Web site. Although we live in a dynamic and complex society that sometimes makes it difficult to communicate with each other, it is still possible to interact competently with others by being motivated, knowledgeable, and skillful. Interpersonal Communication: Competence and Contexts is designed to help you communicate in a competent manner in a diverse, fast-paced, and technology- oriented society.

Some basic principles of democratic communication

The overarching principle is to respect for each other's personality.

It means that respect for the dignity and aspirations, not force each other by power, power, prestige weapons or prestige, but by reputation.

This principle in psychology, you first put your status in the status of others in which we have a relationship with them. So you should not cause anything that you do not like to other people. Each one should talk sweetly, everyone likes sweet. On the psychological side, whenever everyone do something bad to enemy, you cause the resentment, our debt to them. If you have a chance, they will do something bad to revenge. It is a normal psychology of every human being.

In order to respect human dignity, we do not be arrogant, conceited, and self for us.

To management leaders, they are too proud and arrogant, they often look down on their subordinates, despise them and violate their human rights. Many lessons have showed that pride is suicide, keep himself in the walls of the achievements. In communication, everybody is in the mirror of others, he can see that he is good or bad, smart or stupid to fix himself. If you are too proud, he will make many mistakes.

Principles of talking and listening

To capture all the feelings and aspirations of each argument. So, they need to know how to talk and listen.

When one talk to someone, his voice should be honest, rustic, and mild, tender because his does not have to pay money for his words, he should say the best words to say to please each other. Do not use vulgar words; do not scream to insult. When one tells someone, he should talk briefly, clearly, specifically, he should not say half-hearted because vague makes misunderstanding.

When one listening to someone, he should listen to him/her attentively, respectably, one does not interrupt the middle distance, in order to avoid causing serious atmosphere in communication.

When there is something not clear to listen, he should ask to say again. If he speaks to talkative people, he should listen calmly to suggest them speaking about the right focus, crossed each issue in the saying, do not try to find holes to make the story more elastic.

Up to now, in the family, in society, they do not follow this principle that causes misunderstanding, each other, much suffering, unfair for each other. For example, when the children come home late from school; the parents should ask them the reasons why they are late. There are many reasons, such as: traffic jam, broken bike... In society, misunderstanding leads to fight, argue each other. If the heads misunderstand their employees, they will be penalized unfairly; judged talents and dignity wrongly, used wrong people. So, when they do not get enough information, the heads need to ask and listen clearly to make a decision.

Principles of discussing arguments together, finding common opinions

When there are discussions, each person comes from his own experience, his own needs in order to protect his own interests. From there, each person thinks to create separate arguments to protect own stance. If there are not discussions, they cannot see the right view or wrong view, dangerous and compromise, compromise each other to solve problems. Through reconciliation methods, many conflicts in the family in which no one would sacrifice his own interests. Everyone is always right that creates disagreement. In such cases, each person obeys the following three principles.

Principle of sympathy

Principle of sympathy means that people discuss something together, they should set their status into the positions of others to sympathize with each other about the cause, the eager desire to have compromise and modest. Understanding deeply decreases contradiction lower. Understanding and democratic discussion will find humanitarian solutions. If they do not do like that, there will be fighting and scramble quarre... Because of this principle, the modern world is following the path of reconciliation, dialogue, peaceful coexistence, instant of the old path of confrontation, using universal power authority to force another with brutality.

Principles of waiting express humanity

When two people have not agreed on a common view, because each person has a different awareness caused by different levels of thinking. Thus, each person waits for the thought and situation; new discussion appears. It is a fact that they cannot break the rules, or burn phase. In the meantime, each person has to accept each other, accept the old to welcome the new born until the conditions are ripe.

Principles of acceptance

This principle shows that when humans depend on the circumstances, they must accept that life circumstances. But acceptance does not mean that one does not try to improve the situation. Everyone wants happiness, but unfortunately their families' het difficulties, they have to accept their parents to live but not to leave.

The management is too; everyone wants to be strong, smart. In fact, no one has full standards. So they have to accept to recruit the current people, then their managers must help them improve their talent.

Principles of living reasonably

Living reasonably is not subliminal; they know how to adjust the needs and aspirations of tour own life so that it is not selfishness, only know their own interests, ignore the interests of others. Know to live reasonably, live by time, by nature, as a rule of human life, live together is to rely on each other to exist. This principle requires people to compromise and sacrifice for one and other. People live in a system, an organic body with related relationships. No one can live independently, freely according to his will. If one has the power to impose, destroy each other it will be absurd, insensible, individual selfishness, class selfishness, brutal selfishness. Today, the logic of the rich to exploit the poor, the poor have to fight for the right, ask for food by violent is not trendy anymore, but the rich cooperate with the poor on the principle of discussion, wait, sympathizing, acceptance in reconciliation dialogue is humanitarian.

Forms, the basic communication process

The basic form of communication

People have many opportunities to communicate with others. Communication can differentiate into many different types.

Internal communication

When people talk to themselves, the communication process takes place in the brain. It consists of thoughts, memories, and perceptions during the communication process. Most of the behavioral responses to the communication level are mainly derived from the inner communication. At this level, the subjects set the rules for themselves and their communication patterns.

Behavioral Communication (Couple)

Behavioral communication is understood as communication between two separate individuals. This form of communication takes place when two people communicate with each other or in a group. This also means that people can capture the communication with different people in different situations and make people pleased. Movements such as eye contact, body movement, and the hand movements are also part of the behavioral communication. The most common function of the behavioral communication are listening, speaking and solving conflict. Behavioral communication includes face-to-face communication with appropriate purposes.

Communication in small group

Communication in small groups is a process of interaction that takes place in a group of three or more with common goals including face-to-face communication and mediated communication. This type of communication sometimes also includes behavioral communication; however there is only one major difference that is the number of people involved in this process. Communication in small groups may be the talk among family members in dinner, or whether a meeting is held among a few members of the organization.

Public communication

When someone sends a message to the audience, regardless of the different individuals, unlike the above mentioned level of communication, the spokesman plays a major role in this communication process.

Focal communication (Mass)

Centralized communication process takes place when a small group of people send messages to a large department through a specific media. This process represents the formation and spread of a message to large department through the media.

Non-verbal communication

In non-verbal communication, people pass messages to one another not using language. They communicate through facial expressions, body gestures. People can also use the "distance" to express a message. By paying attention to non-verbal communication, one person can understand the messages from others, and forward the message to another person. Paying attention to non-verbal communication helps people:

Express confidence and understanding. Demonstrate the power and influence.

Express sincerity, excitement and spirit of cooperation. Make the trust.

Recognize your state and other's.

Discover the difference between what people are saying and what they are thinking.

Change Behavior and spacy communication to make discussions more effective.

Meetings as a primary form of communication in management leadership (public communication)

How to make meetings effective?

Meetings is as indispensable form of management as food,... Any briefings, any preliminary review meeting, planning meeting, meeting of direction, guidelines, board meeting, board meeting, meeting of competition, meeting of test... regular meeting extraordinary meeting, meeting of population groups, mass meetings...

The meeting wasted a large proportion of time and money. For example, in the United States, there were two millions of daily meetings; every American citizen has an average of 4 hours meeting in a week or 9000 hours in a lifetime meeting. Through the survey, the number of meeting will increase proportionally with the social status. For example, a manager in a company usually takes about 35 percentage of the time of a week of work, with higher positions; meetings consume 50 percentage of the working time. It is equal to 15 percentage of the wage fund to pay for the meeting. However, in the traditional meetings, people only listen, and the manager always speak. There, the president of meetings is the directors or the vice-directors. The president speak so much, control the conference to follow his own opinion. So this type of meeting usually takes place in a very dull, sluggish, or stagnant way. The adoption of the resolution with the half-hearted nature because that has been just the opinion of a minority imposing majority. As a result, after the meeting there are some people upset, because they not have participation in the meeting. This is the traditional method of assembly parliamentary. It limited free thought, not encourage any potential human, the results of meeting is not high.

To overcome these disadvantages, two American scientists, Doyle and Strans conducted experiments in thousands of meetings with participants from 3 to 30 people by the new method called "positive meeting" can be called "democratic public meeting".

This is the new meeting, promote freedom of thought, people are free to discuss freely. After years of researching, the two scientists pulled out six principles of meeting results:

- Skillfully control the meeting on a subject (a subject, a single purpose). 2 - Outline a general conference theme, unity.
- There has been a person who is responsible for maintaining the meeting to make the public opinions balance.
- Protection of the persons who have opinions, stop the personal attacks (not critical attack each other).
- Each meeting the participant has to understand: They attend to meetings with the responsibility of the participants.
- The chairman of the meeting is not the head or deputy of the office to avoid the imposition of ideas by means of suggestion, repression, and surveillance meeting due to psychology: Just listen and discuss ideas of territorial direction, and said the words to make leaders happy.

This method of interaction was set out by the two scientists based on the cooperation of the 4 main characters in the meeting are:

- Chairman of the meeting (elected by the conference)
- Secretary who records the minutes and all comments.
- Heads and all participants have equal important positions. Results of the meeting depend on the interaction between them. Moreover, the participants are aware of their functions and have responsibilities to implement this function. This new method stimulates positive and the creativity, freedom of thought, social justice for all members to attend the meeting. So everyone is related to the decision of the meeting and is responsible for implementing it.

After the meetings, there are meetings, talks between the leaders with subordinates (also accounted for a large proportion of time).

The main purpose of the meeting is to: Check the implementation of the resolution, the unit's planning program

- Evaluate the progress of work in the offices to promptly rectify the errors and encourage the good workers with good work.

- Evaluate subordinates on job performance, ethics, professional ability, the ability to organize the work...
- To achieve the purpose, the leaders need artistic communication, create an intimate atmosphere in speeches, removes the psychological barrier between leaders and leadership. They should speak softly, sometimes outspokenly, strictly to create intimacy but flippant, flirting, strict but not cold. Most of the talks should proceed with a formal way in public to avoid public opinion.

Normally the talks should proceed as follows:

- Starting point is social communication. At the first minute, the manager must cause sympathy to open conveniently for the consultation process as polite greetings, polite courtesy, invited to sit, tea. There may be some questions to ask health, family situation... briefly. Then they talk about the previously expected contents. You do not go in the wrong direction that has been assigned or transferred to other issues that have to be discussed.

During the talks, the leaders need to use the democratic style of communication, keep track of the emotions of the talks, skillfully master the situation, intelligently stimulation the speakers talk fluently, promote freedom of thought. In the course of conversation, managers need to listen to and guide the story in the right key. But managers do not turn the conversation into the interrogation; avoid

squirm, questions or criticism or controversy. This is a basic psychological quality of a good manager.

Basic communication processes

There are many kinds of communication, if they want to succeed, they must also comply with the following procedures:

Preparing for the communication

Preparing for the communication as steps to build a communication plan includes the following elements:

- Determine the communication objectives
- Identify the object
- Prepare content
- Identify ways: location, equipment support.
- Exercise before communication

Conducting communication

Perform some gestures to attract the attention of the audience.

Use of spoken language, body language (eyes, facial expressions, gestures, body language, posture style walking, standing, etc.), support facilities (means of audio, visual,..) a proficient way.

- State of the presentations: Autonomy, do not worry, enthusiasm, enthusiasm is essential when you want to communicate to others. This is a necessary when we have good preparation (contents, equipment, training, etc.)

After the communication

The end of a communication does not mean the end of everything. Above a certain extent, it's a new beginning. The things to do after each communication are:

- Statistical evaluation of the object

- Provide documentation for the object
- Keep in contact with the object

CONCLUSIONS

Based on the findings, the following are the conclusions.

- That the majority of the educational leaders are matured females with higher educational attainment, higher educational revise and management experiences.
- That the communication ability of the educational leaders at Vinh Phuc province is just normally observed.
- Supplement of the educational leaders profile that they manifest their communication ability in a moderate and normal experiences.
- That a training program is developed.

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