CRITERIA FOR EFFICIENCY
OF INTERNAL COMMUNICATION

Ionela BUCĂLOIU[1]

Abstract. *In order to increase the efficiency of the organization it is necessary to act according to the strategy adopted at the organization level. The manager controls the extent to which his decisions have been made only if he can communicate with those who execute them. Thus, performers can know what they have to do and when to do, and they can make their suggestions and problems known. The communicative process must be subject to a code of ethics existing at the institutional level and appropriated by every staff member, regardless of the function he or she occupies. The "Johari Window" or "The Mutual Knowledge Model" is a useful tool in analyzing perceptual differences with the aim of diminishing them. Most often, differences in perception are the cause of inefficient communication. The basis of the model is the concepts of self-disclosure and feed-back.*

Keywords: internal communication, efficiency, Johari's window, feed-back

1. Introduction

The needs of the participants in the communication process refer to [1]: the need to know - the professional knowledge required to perform the tasks or perform the job; the need to understand - it is not enough to know how to do something, but you have to do it and know what to do; the need to express - to be able to bring personal opinion to those in higher hierarchical levels of leadership; the need to be properly received; the need to be accepted; the need to provoke a reaction (a change in behavior or attitude).

One of the most effective ways to provide and receive feed-backs is the "Johari Window". American psychologists Joseph Luft and Harry Ingham discovered in 1950 a simple way to compare what others perceive about us and what we communicate about. After 1990, an increase in the studies covering this concept is found in the literature. Among the most remarkable works in this field are those of Fritzsen Silvino José (1987) and Mihai Dinu (1997) who emphasize that the Johari model clearly defines the boundaries we see, as others think and what we

---
[1] PhD Stud, SDSEU-IOSUD, Valahia University of Targoviste, Romania (e-mail: ionelabucaloiu@yahoo.com).

hide about us. The Johari model is considered a good audit of group integration, communication, and personal branding.

2. Ways to make the communication act more efficient

In order to make the act of communication more efficient, the objectives pursued following the initiation, conduct and evaluation of the communication process must be clearly formulated.

Table no. 1 Communication objectives [2]

Internal communication objectives	External communication objectives
-the realization of an efficient information flow	- dissemination of general level information
-taking the feed-back	-promotion of products and services
-influencing behavior, attitudes of the interlocutor	- informing the beneficiaries about changes in the organization
- diagnosing processes, solving problems	- information on the activities carried out within the organization
- taking and implementing decisions	- building a clear and positive image
- building working teams	- PR relations

If we fail to achieve any of these objectives, we have failed in the communication process or that we need to pay more attention to conditions and requirements for an effective communication process [2-6]: Communicated information being accessible to the receiver, carefully selected, adapted to the peculiarities of the interlocutor; Message to be transmitted quickly; Delegating tasks to decongest and simplify communication channels at different hierarchical levels; Clear the idea before attempting to transmit it; Examination of the purpose of the communication and the appropriateness of the text for that purpose; Understanding the physical and human environment of communication; Sounding the opinions of those with whom communication will be made; Examining the content and nuance of the message; The receiver fulfills the conditions of good obedience; Improving the ability to express (oral, written); Using feed-back; Using a common E-R language; A simple organizational structure with a small number of hierarchical levels to avoid distortion and filtering; Empty E-R; Using supportive communication; Adjust the message to the interlocutor's comfort zone to ensure that it has been correctly interpreted; Harmonizing the self-image in limiting the distortion of the transmitted message;

Observing some rules for achieving an efficient communication process, such as: Quantity rule - speakers provide essential information; Rule of quality - speakers respect reality; Rule of relationship - the speaker's message is appropriate to the purpose of communication; Rule of significance - the information transmitted is

significant in relation to the context and circumstances in which the communication process takes place; Style rule - speakers must be conceited, coherent, clear, comprehensive; Receptivity rule - issuers need to adapt their message to receptor characteristics, knowledge, skills.

Another way to make communication more effective is to locate and avoid blockages that may interfere with the communication process.

3. Barriers to communication

In the scientific literature, there are identified as barriers to communication, the following:

1) General Factors: differences of personality, training, accumulated experience, aspirations can influence the understanding of messages; Differences in perception, an obstacle that can be diminished or eliminated by the manager's effort to know and understand people so that the situations in which communication is distorted can be overcome; Differences in status - a R aware of E's inferior status may disregard messages, even if they are real and correct. An E with high status is considered correct and well informed, his messages being interpretable as such, even if in reality they are false or incomplete; differences in culture; lack of knowledge; difficulties in expression; lack of interlocutor interest in the message sent; strong emotions; the noise caused by potential behavioral errors of the participants in communication (all speak at the same time), the use by the transmitter of an exaggerated number of words that causes the essential message to be lost.

2) Specific factors that can be generated by:
- **Obstacles generated by managers:** insufficient documentation; oversimplification of introductory explanations, especially if known by receptors; transforming the dialogue into a monologue; stereotypes in the mode of transmission of the message but also in the presentation mode which leads to decrease of the receiver's interest; intimidation of the receiver and lack of response; the use of an inappropriate language R; lack of attention or ability to lead the dialogue to achieve an objective; lack of respect for the personality of the interlocutor manifested through lack of attention, impatience, rush to finish the task more quickly, solving other problems in parallel; the tendency to consider that any proposal is an attack on the prestige of the transmitter; the tendency to intervene during exposure, to discourage the continuation of the dialogue, to block the communication initiatives of the subordinate staff; resistance to the new.
- **Obstacles generated by subordinates:** the idea that a proposal for improvement/remediation presupposes the existence of a problem in the managerial system; reserves in expressing their own opinions for fear of

disturbing; the conviction that the issues raised do not interest the manager; the frequency of the changes; lack of habit of communicating.

From the point of view of the aforementioned approach, we consider that the internal communication process is influenced by the following factors:

- Organizational structure;
- The type of communication made;
- Communication barriers;
- The importance of informal communication;
- Chief - subaltern relationship;
- Communication climate;
- Personal factors (such as: the positive or negative involvement of the person who transmits or receives the message, both or one of the participants in the communication act opposes the subject of his message to the transmitter or receiver, suppositions such as "I would not talk if he does not intend to learn anything from me "or" I need to talk to him / her to find out what perspective plans he/she has, "threatening the status if the manager disagrees with the opinion or suggestions of the employees because these are contrary to his/her views).

4. Johari's Window

One of the most effective ways to provide and receive feed-backs is the "Johari Window". The Johari window is an exercise of self-knowledge, through which the organization will discover information about it, its image in the community, and information that is not conscious [7-9].

1. OPEN AREA	2. BLIND AREA
What the organization knows about itself and I know the others	What the organization does not know about herself but knows the others
3. FAVADA	4. UNCONFIRMED AREA
What the organization knows about itself but does not know the others	What the organization does not know about itself, but I do not know the others

1. Open area contains information that both the organization as a whole and the community know, and serves as a basis for dealing with others. The size of the arena shows the quality of relationships, when they interact freely and change information. Communication is facilitated, and interpersonal relationships are stronger. Characterized by exchanges of open and sincere information between the

individual and the group, this behavior is public and accessible to all members. "Arena" grows in size as the level of trust between people increases. Members of a group share more and more information, especially data related to their own activity.

2. **The blind area** contains information that others have about the organization, but which its members do not know. These are the information that surprises the image/opinion that others have about the organization. Members of the organization are not aware of this information because they do not deliberately notify them. By interacting with other people, by participating in a group's work, the individual is not fully aware of the information he conveys to him. The other members of the group capture this data from the replies, manners, the way ideas are presented, the work done by the organization's staff.

3. Favada contains information known only by the members of the organization: future plans, ideas, the real emotional state of its members, ideals, talents. The desire to self-protect does not make this information known to others, the organization has a "facade" behind it is hiding. That's why the person keeps this data secret. And before taking the risk of being exposed, she wants to make sure she can rely on people's support. Each of us wants the members of our group to perceive us positively when expressing our experiences, ideas and reactions. Often, people tell some aspects of their own personality to test the group's reaction. Sometimes the person can keep hidden information in order to manipulate or control others.

4. Unconfirmed area contains feelings, abilities, talents not yet discovered. Under certain conditions, the unpredictable/unrecognized qualities and dimensions of the organization and its members can be discovered both to themselves and to others.

This eye contains information about the personality of the organization's members, unaffordable to the person or group. Here are elements related to profound internal life, dormant potentials and unknown resources. It is very unlikely that a person will know all the subconscious aspects of one's own personality. However, both she and others around her can access some of this information via feed-back. The size of this area changes according to the desired and accepted feed-back volume of the person.

The "Johari Window" consists of "meshes" formed by the intersection of rows and columns that represent the unknown and unknown information that an organization possesses or not itself (vertically), as well as the information that others know about or not about organization (horizontally). The data contained in these rows and columns changes their position, moving from one eye to another, as the level of mutual trust and exchange of feedback between the organization

and the community among members of the organization varies. These changes also make changes in the size and shape of the window areas.

By analyzing the four levels of communication of "Johari window", it can be identified [7-9]:

Person I	Person II
"Open area" interaction - "open area"	Efficient communication
Interaction "hidden area" - "blind zone" or "blind zone" - "hidden area"	Communication of certain messages is made without the partners being fully aware of them.
Interaction "hidden area" - "hidden area"	Communication can only lead to the expansion of the open area only temporarily, in certain contexts where both participants agree.
"Closed area" interaction - "closed area"	Emotional communication through mooding.

To mitigate, remove obstacles that may interfere with the communication process, we need to increase the arena surface by providing as much information about the organization, manager and subordinate to the community. It is important to reduce the blind spot by continually collecting the feed-back by designing and implementing a corrective plan so that the weaknesses of the organization are transformed into opportunities and then into strong points.

Conclusions

Communication is an essential, indispensable component of the management process. The quality of communication depends on the understanding of the problems faced by the staff regardless of the hierarchical scale, the durability of the relationships between them, the ability of the manager to train, motivate and lead the subordinates, but also the relations with the external environment of the organization, the environment from which information is taken for the good functioning of it.

Managerial activity is an ample, continuous and complex communication process. By communicating, his manager and subordinates harmonize their actions to meet the goals, eliminate conflicts, learn, train, motivate staff, make the most of their individual potential and put them at the service of the organization, to identify the main individual or collective needs. Through feedback and feedback,

communication provides the opportunity to adjust actions taken and to develop a plan that will lead to the organization's competitiveness, its effectiveness both at the organization level and at the individual level. Hence the importance those managers attach to this process and the ongoing development of interpersonal and group relationships within the organization.

The main issues arising in the organization's communication process are how the ideas and solutions found to solve a reported malfunctioning, the excessive bureaucracy that causes the information to go through different hierarchical levels to reach the recipient. Another possible problem is the existence of a rigid communication system, unable to adapt to the training and information needs of subordinates.

Each organization/person has as many "windows" as there are links to communication with other organizations/other people. After each interaction with them/them, the appearance of "windows" undergoes changes, bigger or smaller. For the organization and its members to communicate effectively, open areas need to be increased and reduced hidden and blind areas. This can be done by using self-disclosure and feed-back. When the organization reveals itself, it provides others with information about itself, about its members, and the feed-back collected from others reduces the "blind" area of the "window."

The Johari window is a useful tool used to improve relationships within the organization, a feed-back provider, and an information tool.

R E F E R E N C E S

[1]   V.A. Paus, *Communication and Human Resources* (Polirom Publishing House, Bucharest, 2006), pp. 34-35

[2]   R. Cândea, *Applied Communication* (Expert Publishing House, Bucharest, 2008), pp. 67-72, 76- 84.

[3]   I. Lazar, *General Management* (Dacia Publishing House, Cluj-Napoca, 2002), pp. 97-114

[4]   O. Nicolescu, et al., *Management, Didactic and Pedagogical* (Publishing House, Bucharest, 1992), p.76-88

[5]   C. Oprean, *Quality Management* (Lucian Blaga University Publishing House, Sibiu, 2007), p.32-47.

[6]   C. Russu, *Management. Concepts, methods, techniques* (Expert Publishing House, Bucharest, 1993), pp. 56-66

[7]   D.A. Constantinescu, *General Management* (National Publishing House, Bucharest, 2000), pp. 23-25.

[8]   V.A. Danciu, A. Grigorescu, *Marketing, Methodology and Practice* (Dacia Europa Nova Publishing House, Lugoj, 2000), pp. 111-114.

[9]   I. Mihuț et al., (1998), *Management* (Univ. 1 December, Alba-Iulia, 1998), pp. 56-62.