COMUNICATION, THE IMPORTANCE OF FEEDBACK AND A STUDY RESEARCH ON THE RATING OF THE TWO COURSES "ADVANCED FIFE SUPPORT" AND "EMOTIONAL MANAGEMENT IN THE AREAS OF EMERGENCY"

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ABSTRACTS

Per ogni osservatore del mondo contemporaneo, la parola comunicazione e i termini ad essa correlati, sono messi in discussione ovunque. "Vivere nel mondo della comunicazione" è una frase che sentiamo spesso. Ma è una novità? Se la lingua, il corpo, la voce (più che la coscienza) sono caratteristiche proprie dell'essere umano e se è vero che esse sono i mezzi basilari di comunicazione, allora l'uomo è di per sé un essere comunicativo. Senza fermarsi a questa dichiarazione, i modi che si hanno a disposizione per trasmettere i messaggi e gli altri processi di informazione, partendo dall'utilizzo dell'immagine, si moltiplicano e permettono al processo comunicativo una gamma di espressioni come mai prima raggiunto nella storia.

Cos'è la comunicazione? Non possiamo fare inutilmente delle affermazioni per una questione di non semplice definizione. In questo scritto ci si sofferma principalmente sulla domanda "Quale è la comunicazione effettiva"?

For every observer of the contemporary world, the word communication and terms related thereto, are challenged everywhere. "Living in the world of communication" is a phrase we often hear. But is new? If the language, body, voice (rather than consciousness) are characteristic of the human being and if it is true that they are the basic means of communication, then the man is a being in itself communicative. Without stopping to this statement, the ways that you have available to transmit messages and other information processes, starting from the use of the image, multiply the communication process and enable a range of expressions like never before achieved in history.

What is communication? We can not make unnecessary statements as a matter of no easy definition. In this paper we focus primarily on the question "What is effective communication?"

PAROLE CHIAVE

Communication; assertive; effective; Neuro Linguistic Programming; feedback; Transactional Analysis; Palo Alto; Shannon – Weaver; answer; tutor; auditor; Yoga; Patanjali

1 - THE MANAGERIAL COMMUNICATION.
PASSING INFORMATION FROM THE CHANNEL TO THE RECEIVER

Every behaviour is a kind of communication. Because behaviour does not have a counterpart (there is no anti-behaviour), it is not possible not to communicate.

Paul Watzlawick

What is communication? This term is so wide and powerful that it is very difficult to explain it in one word. During our communication lessons we did brainstorming for this word and everybody had to find an explanation for it. Each one of us found his/her own expression to define this word, everyone had his/her theory – everyone was right. Then, what is communication? Throughout the centuries it was approached from different aspects, defined in different ways, discussed by scientists, psychologists, sociologists, philosophers, mathematicians. One thing is clear - we cannot restrict it to one definition. Nevertheless, we can say that communication is a powerful device that we use consciously and unconsciously every single moment. Human beings have a constant need to communicate, to send signals to the world. We see communication everywhere around us: in a group of people having a meeting in a conference room, in a mother feeding her new born, during a coffee break at the bar in the morning, in two grandmothers gossiping in the park, in a train driver honking the horn while entering a tunnel, in a smell coming out of a kitchen in the afternoon, in music in a discotheque - EVERYTHING is communication!

Since it is almost impossible to define, but possible to understand, the most important question that we would like to answer is not what communication is, but what is necessary to do in order to make it effective. When is interaction complementary and what makes communication complete? There are many explanations regarding this matter, and in the next parts I would like to take a closer look to the studies that have contributed to its development, which, through researches and analyses, achieved to clarify the importance and value of communication.

1.1 The Pragmatics of human communication. the Palo Alto school, objective study of communication

Like most of our behaviours, communication is carried on under the level of consciousness. While we think we are not revealing any messages, that lack of communication is pretty obvious to any observer. We usually unconsciously transmit quite a few non-verbal messages, even when we believe we are not sending any messages at all. A more precise approach to the issue of communication was used by P. Watzlawick and other American psychologists from the Palo Alto school in 1970. The theory of communication became more complex: more elements started to be considered, such as the feedback, cybernetics[88], the dynamic process of communication, etc. Communication was defined as *a process of exchanging information and mutual influence that occurs in a particular context (systems).* They identified five basic "rules", characteristics of communication such as mathematical axioms, which are present in all types of communication.

The five axioms are:

Axiom 1 – cannot not:

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[88] "Cybernetics", greek word: *Kubernan,* means *to pilot, to fly,* and it refers to the science that studies and designs machines capable of regulating themselves (automatic and adaptive control). The American mathematician Norbert Wiener coined the term in 1947.

It is impossible not to communicate: Any human interaction is a form of communication. Any individual attitude immediately becomes a signal - sender for others.

Axiom 2 – content and relationship

Every communication has a content and relationship aspect such that the latter classifies the former and is therefore a metacommunication: This means that every communication includes, besides the plain meaning of words, more information - information on how the talker wants to be understood and how he/she sees his/her relation to the receiver of information.

Axiom 3 – punctuation

The nature of a relationship is dependent on the punctuation of the partners' communication procedures: Both the talker and the receiver of information structure their communication differently and they therefore interpret their own behaviour during communication as a mere reaction to the other's behaviour (i.e. every partner thinks the other one is the cause of a specific behaviour). Human communication cannot be limited to plain causation and reaction strings, but it rather appears to be cyclic.

Axiom 4 – digital and analogic

Human communication involves both digital and analogue modalities: Communication does not involve spoken words only (digital communication), but non-verbal and analogue verbal communication as well.

Axiom 5 – symmetric or complementary

Inter-human communication procedures are either symmetric or complementary, depending on whether the relationship between the two partners is based on differences or parity.

1.2 Assertive communication. Effective communication skills

Assertive communication is the ability to speak and interact in a manner that considers and respects the rights and opinions of others while also standing up for our own rights, needs and personal boundaries. It is the ability to use methods that conceive and increase positive reactions of the environment, and negate or reduce the possibility of negative reactions[89]. It is a method of interaction with others based on different elements, such as:

- An active behaviour of the participants;
- A responsible attitude, characterised by complete trust in ourselves and others;
- A complete manifestation of ourselves, functional statement of our rights without denying those of others.

What makes, then, communication effective or completely ineffective? What is necessary to do in order to have the ability to establish and maintain the process of communication, and obtain the desired results?

Inner state

Firstly, we always must be in the right state. It means knowing how to recognise our inner state, the way we feel, the things that are going on in our unconscious mind. First we need to understand our inner state, our physiology[90], in order to be able to understand the frame of others; the state in which we are at the moment will influence everything that is happening around us. Our momentary situation is fundamental for the result we are going to obtain. People are neither their behaviour nor their state; we need to accept the others and change our behaviour, because like P. Watzlawick said, "There is no negative behaviour; all behaviour has a positive intention."

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89 J. Libet and P.M. Lewinsohn (1973)
90 Posture, attitude, behaviour, position of the body

Here and now

It is very important to be present, not just physically but also with the mind. It is possible to be present with our body and not with our mind, but this is not productive. Usually, we are so busy with the things that have happened to us, or are about to happen, that we are losing the present situation. If we want to communicate effectively, we must learn to act spontaneously. Being here and now is one of the most important things, not just for communication, but also for everything else that we do in our lives. Getting lost in our thoughts can prevent us from perceiving "the feeling of the moment". By observing our past or mentally creating our future we are missing our present, and this is influencing our momentary state. Nobody is powerful enough to change the past or influence the future, which is why we need to give our full attention to the present, with an open mind and without prejudices, in order to obtain better results and higher inner states.

I respect your world like I respect mine

In communication it is fundamental *to listen* and to be listened. We are all different because we have different models of the world; we all have different experiences and not even two people can see the world in the same way. Therefore, we need to appreciate the model of the world of others as much as ours in order to empathize with them. It all comes from how responsible and mature our attitude is, characterized by confidence in ourselves and others. By seeing the world differently it becomes easier to understand when we disagree with someone else's opinion. This is why individual reality cannot be 100% accurate; this is why we all could have very different definitions for the word "communication". Our goals, our beliefs and our values are constantly changing with our everyday experience, and we continue to rebuild our model of the world based on the information and interpretations of the moment.

The relation 7-38-55

Communication is composed of words, tone and gesticulation. Therefore we express ourselves through a verbal, non-verbal and paraverbal communication. The three of them make communication complete. Sometimes only one or two of them are used, but the message is clearer when there is a presence of all three of them.
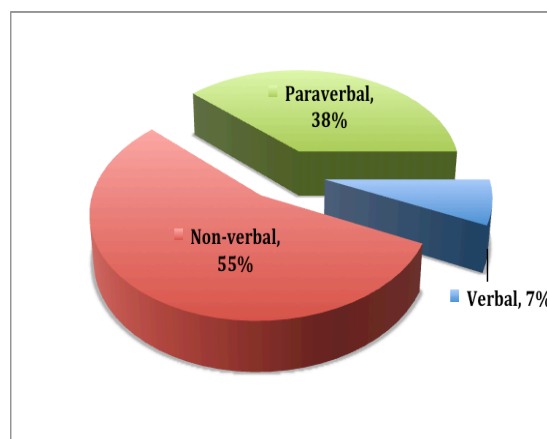

Figure 1: The relation 7-38-55[91]

[91] Sources image:

Images 1.) 4.) 5.) And 7.) Were created by me

The images 2.) And 8.) Were taken from the Microsoft Office package

The image 3.) Was taken from the website:

http://www.communication-type.com/importance-of-nonverbal-communication/

The image 6.) Was taken from this site: http://www.infj.com/BeebeOnINFJs.htm

Verbal communication

The word verbally comes from the Latin verbum, meaning word, and its adjective verbal is often used in the sense of spoken - expressed in words, both spoken and written. Words by themselves do not have any meaning; only human beings can give them a meaning through the use of a language. Languages are the basic tools for the verbal communication. We can therefore say that verbal communication is happening when there is an interaction between at least two subjects.

Figure 2

Non-verbal

In all situations every behaviour is communication, and this is because our body constantly "speaks". Due to the nature of things we jump for joy, our face gets red when we are ashamed, we shiver from fear, we feel hot when we are furious, we move for no reasons when we are impatient, our breath gets deeper when we are excited, and we hold it when we are surprised. Doctors always dress in white, and traffic officers wear safety vests with reflective stripes, while athletes their comfortable sports wear.

Figure 3

Even if we are not aware, the most part of communication is non-verbal. There is more communication going on when two people are quiet in the same room, than when they are on the telephone. It is said that people may not remember what we did, people may not remember what we said, but they will always remember how we made them feel.

Paraverbal

If verbal communication refers to the words we use, paraverbal relates to the way we use them in particular situation. It belongs to the field of non-verbal communication, but to another level – it is the sonorous signal that we conduct while sending information. Volume, tone, speed, pace, pauses, and even silence are helping us to understand the message, and how the person feels in that moment. It is the background of the message; how we say something is more significant than what we say.
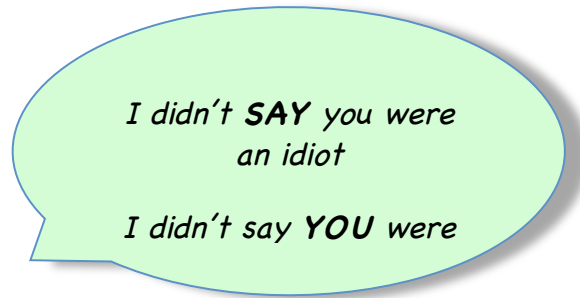
Figure 4

Paraverbal communication is of great importance for communication because it helps us to understand the message on the emotional level. This is why written communication sometimes cause problems - there is lack of background information.

To communicate – "to share"

Let us take a closer look at the structure of communication. It always has a sender and an addressee. The last destination is the receiver. If the message arrives to the receiver, it means that the communication process is successful. Sometimes the message can be sent to one addressee, but it eventually arrives to another receiver.

The mankind is made to communicate. We all feel the need "to share" something with the world, and this is why we constantly want to get in touch, to relate with others. The classical theory of communication leads to a simplification of concepts and elements: communication is seen as a "structure", and it is defined as the transmission, the exchange of information between the issuer, the one sending the message, and the addressee or the receiver, the one receiving the message. Every communication has its aim or purpose that is the reason for which the communication was sent in the first place. There is a small difference between the addressee and the receiver; the receiver is the one who gets the message, while the addressee is the one to whom the message is sent, but always not received.
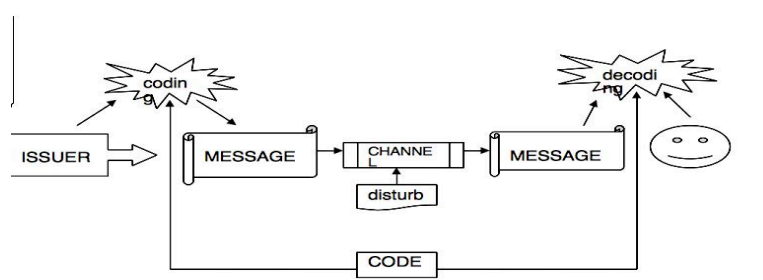

Figure 5: Shannon – Weaver model of communication

For example: One e-mailer (issuer) sends 10 e-mails (messages) to 10 people (addressees). If only 6 of them read the e-mail, and 4 of them do not (for whatever reasons) then we say that we have 10 addressees, but only 6 receivers, i.e. 6 people have completed the final goal of the message.

1.3 The Transactional analysis; the P-A-C relationship

The transactional analysis includes a complete concept of personality. It is a psychological theory that studies individuals in their whole, by analysing their living environment and the resulting

behaviour that occurs. Thanks to Eric Berne and his "Games people play" today we can read human relations, and find it easier to implement changes in our actions. Because it is based on behavioural examples it can be easily understood and it is practical to use. It does not focus on the causes but only on how an interpersonal relation develops. It doesn't want to know why, but how.

What does behaviour mean? It is set of attitudes and psychological, emotional and verbal reactions, including those reasons that are "making us" react in a certain way. Transactional analysis (T.A.) offers a grid analysis[92], a study of human behaviour, and elements that help self-knowledge and communication, and it can be used both in clinical (individual or group psychotherapy) and psychosocial fields.

Transactional analysis distinguishes between two levels of analysis:

1 - Functional analysis – scientific method in examining behaviour.

2 - Structural analysis – set of physical laws and mathematics necessary to study and predict the structures of behaviour.

Transaction is the unit for interpersonal relationships, a synonym for "trade". According to transactional analysis the structure of human personality is composed of three distinct ego states that speak, act and enter into relationships with others in different situations. An ego state is a set of behaviours, thoughts and emotions mutually connected. It is a mode through which we express our personality in a certain moment.

The three ego states are:

1 - I Parent – this is a state in which we think, feel and behave in ways based on how our authority figures, usually parents, acted. The Parent can be controlling or nurturing.

2 - I Adult; in this state we think, feel and behave in response to here and now, we are able to rely on our full life experience, we are spontaneous, realistic, objective. The Adult is not subdivided because our thoughts have access to all the information. Because of these reasons, one of the goals of T.A. therapy is to strengthen the Adult state. This is not because The Parent and The Child are negative states, on the contrary, we need all three ego states for a balanced personality and to build healthy relationships.

3 - I Child – in this state we think, feel and behave just as we were doing in our childhood. The child can be adapted or free.
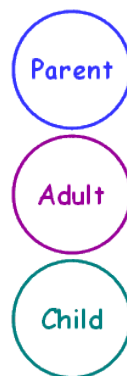

Figure 6: The P-A-C relationship

The Parent ego state

The Parent ego state or "learnt" behaviour is the ego state that encompasses everything that our parents or other important figures had taught us. In this state we think, feel and behave in ways that have been proposed by others and that we feel comfortable with. It is the part of us that includes a

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92 A useful technique to make a choice when many factors need to be balanced

sense of duty, social norms, values, opinions, criticisms, moral and ideology, but also the ability to help, advise, protect, support. We have therefore two aspects:

First the Controlling parent that operates by rules, values, justice, control, criticism. It has a sense of duty, ethics, it is strict and severe, it often accuses but rarely forgives. The Nurturing parent, on the other hand, is the one that teaches, gives advices, supports, assists, defends, and has a lot of patience. It is always available for help, it likes being considered as a saviour.

This whole Parent sphere tends to turn its attention towards the others, i.e. it is oriented to "improve" the behaviour of others.

The Child ego state

The Child state relates to the field of emotions, our deepest feelings, moods, wishes. It is spontaneous, curious, energetic, cunning, seductive, and we get into this state when we express emotions, feelings, needs, desires. There are also two aspects of the Child state: the Adapted and the Free child. The Adapted child conforms to the will of others, trying to meet other people's expectations and fearing not to be accepted. It is sociable, it easily adapts to situations and respects the rules, but it also avoids difficulties, does not take risks and always needs someone to rely on. The Free child does exactly what feelings suggest to do in the moment, without considering the consequences. It is communicative, natural, able to express emotions, but also selfish, impatient and impulsive without consideration for the feelings of others.

The Adult ego state

The Adult state relates to the field of rational, it gathers information, analyses data, offers, chooses, decides. It is the part of us able to think logically and reflect objectively. We are in the Adult ego state when we think, feel and behave in ways that are a direct response to what is happening around us.

1.4 Neuro linguistic programming

Neuro linguistic programming is not just a technique for communication, it is more like a style of living. Doing NLP means changing our physiology, the structure of language, and the ways of thinking; all this can improve our emotional wellbeing. Using NLP in our everyday life can transform our way of living by changing our mental attitude, in a way that we can feel completely comfortable being ourselves on a higher psychological level.

It is difficult to change our mental behaviour just by thinking or wishing. The result can be accomplished by devoting ourselves completely to the task, with body and mind, language and behaviour. The founders Richard Bandler and John Grinder created the term Neuro linguistic programming to represent their belief in a connection between neurological processes, language and behavioural patterns that have been learnt through experience.

The term Neuro encloses everything that is in our nervous system, our neurology, our brain. It includes all our senses: sight, hearing, touch, taste and olfaction. In our neurology these internal representations are creating our model of the world. Through this mechanism we activate our brain, we communicate with ourselves and others and we give meaning to the things that surround us.

Linguistic. The language that we use influences our internal representations and defines our behaviour. Our language affects the behaviour of others and vice versa. Our way to communicate, what we say and how we say it, establishes the state and the potential behaviour of our listener(s). Through language, the individual determines if communication is going to be effective or not.

Programming. When we hear this word for the first time it is not very clear what it means in this context. It is not easy to understand how a person can be "programmed". If we can just change the things that we do not like, and put "another programme" in our everyday life, then the programming is good. But is that possible?

The term programming in this context is subtler because it concerns our habits, i.e. the patterns of thinking and behaving that tend to repeat themselves. These programmes are not working on a conscious level and this is why we are usually unaware of their presence. The Neuro linguistic programming suggests activating different programmes so we can be easily motivated to do things, like "I will do exercises everyday to be healthy". We have similar programmes for everything that we consider a priority in that moment, like working, learning, behaving, remembering, dressing, being creative, being effective, etc. Sometimes we conquer our programmes; sometimes parents, teachers and other people impose them. It is important to discover and use the programmes that really work well for us and bring good results.

These programmes can really "push us" into the right direction and take us to the right state. Nevertheless if programmes are formulated in a negative way they could be counterproductive. To avoid this kind of "negative thinking", Fritz Perls[93] recommended to stop thinking and to rely on our senses and just do it. The senses are a beautiful gift through which we can understand what we really want and what we do not, and they determinate the feelings that we are experiencing at the moment. This brings a state in which our mind is able to recognise what is "good" and "bad"[94]. Feelings are not constant and this is why we are more than what we sense. Because we may feel differently in the next moment, our state is also changing. We can change our thoughts, the things that are happening in our mind, the things that we are concentrating on; they all belong to our momentary state. The truth is that we are always in one state. And even when we change state, we are still ourselves.

All external information enters into our neurology through the five senses. Every second two millions of data arrive to the brain, and we use three processes to manage them and to avoid continuous overloads. The mental filter processes in NLP are called deletion, distortion and generalization.

Deletion indicates a selective attention for certain aspects of our experience. There are things that we leave out of our conscious mind without cancellation. If we think of an event of the past we certainly cannot remember all its details. This is because our conscious mind clears a great part of the information that we receive.

Distortion occurs when we make changes in our perception of reality. It also helps us in the process of motivating ourselves. Motivation happens when we edit the parts of the information that we receive from the sensory channels. The distortion is also the reason why one thing can look different from what it actually is.

The third process is generalization, where we draw global conclusions based on one, two or more experiences. When we learn, generalization can be very helpful. It also can be unconstructive when from a single event we condition our whole life.

NLP also suggests that it is very important to get used to express ourselves in a positive way. Specifically, when the human brain creates an internal representation it is always positive, that means that it cannot directly represent a negative concept. The negation comes when we formulate thoughts and phrases; this is why we should formulate needs, projects, desires without using

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93 Fritz Perls (1893 – 1970), the founder of the Gestalt therapy
94 There are different kinds of emotions, called with different names. They are either good or bad

negative statements. We usually express many negations in our language, and we are not aware that the mind has no ways of processing those words. It is as in the sentence "Don't think of a blue tree": it is impossible to think of something that you shouldn't think of, before you think about it.

It is obvious that NLP is not just a kind of therapy, but it is more like style of living that, once understood, is really life transforming.

2 - TWO-WAY COMMUNICATION. THE IMPORTANCE OF THE ANSWER

Communication can be in one or two ways. We speak of one-way communication when the issuer does not use any feedback. It is a faster communication, but not always clear because it doesn't take others into consideration. It still has an issuer and an addressee, but communication is always going in one direction, from the issuer to the addressee, and the addressee does not have the opportunity to give any response. One-way communications can be found on the TV, newspapers, advertising, brochures. From all of them we are always receiving information, but they will never get our reactions or our answers, which are extremely important for the costumer satisfaction. This kind of communication is frequently used, but not as much as the two-way communication. The two-way process must exist to obtain an effective and complete communication. To better explain what this term means I would like to give the example of a game that we played during the master course. The game is very well known, and allows stimulating a communication and checking its effects. This kind of game creates numerous reflections on the functioning of communication. All participants (participant-receivers) should be provided with two sheets of paper and a pen. A volunteer from the group is the participant-issuer, and he/she would have the information – another sheet of paper with a drawing, in this case, of geometrical figures.

Part one: one-way exercise
The participant-issuer, usually turned with the back towards the classroom, needs to study the figures and afterwards he/she has to verbally describe them to the other participant-receivers: they should be able to draw a faithful reproduction of the figures. Participants-receivers should listen and reproduce the images without asking any questions to the participant-issuer and without talking to each other, or watching other drawings. When the exercise is finished, all participants are invited to observe the results together, but they cannot see the original. It is clear right away that, although the message was sent in the same way, it was not equally received because every participant-receiver has been decoding it in a different way.

Part two: two-way exercise
Communication is repeated with the same figure, but the rules are different. The participant-receivers are allowed to ask questions about the image and interact with the participant-issuer, but still they cannot see the drawing. This time the issuer is turned towards the audience, and beside the verbal explanation he/she can answer all questions, explain him/herself better, use gestures etc. He/she needs to be more present to reach the aim. At the end of the exercise the participants are comparing their drawings, but this time they are allowed to see the original. The difference between the first and the second exercise is that the first one is shorter and less effective, and with the second one we obtain the efficacy that we wanted.

3 - FROM A TUTOR TO AN AUDITOR

The communication tutor – auditor is a very important interaction. To be tutor is a great responsibility; first of all communication starts from the tutor, and he/she is the one having most of the responsibility. Because of this, it is very important how the tutor was trained, i.e. his educational background. In the last years, the most professional way of training was the NLP training course, since the teaching level is not only conscious, but also unconscious. There are four stages of competence in NLP to be an inspiring tutor. The "conscious competence" learning model relates to the psychological states involved in the process of progressing from incompetence to competence in a specific skill. According to the model, the progress of learning skills starts with Unconscious incompetence when the individual is in the not-known stadium, i.e. lack of knowledge, neither he/she understands nor knows how to do something; Conscious incompetence – the individual is in the stage of I know that I do not know, and, by awaking the conscious part, there are curiosity and a process of gathering information – it is the method of learning. The Conscious competence or working on the awareness takes place when the individual knows how to do it, but has to put conscious efforts to do it; and Unconscious competence occurs when the skill becomes like a second nature and the individual is able to act without thinking.
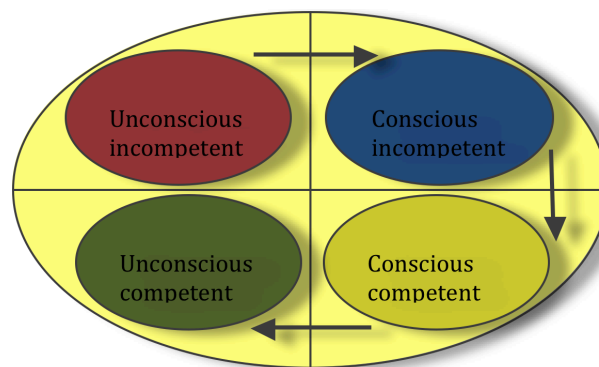

Figure 7: The "Conscious competence" learning model

Writing, walking, eating, speaking, are all examples of unconscious competence. It means that every time that we perform one of these actions, we just do them, we do not need to think how they are done. This is because we trust that our unconscious brain will do the job for us. Thinking consciously about these actions is useless and it can also be harmful because our brain can be overloaded. It is the same about tutoring; when it becomes natural and we feel at ease while doing it, it means that we can accomplish our assignments without difficulties.

Another important thing that I would like to mention is the state of the tutor, called The Trainer's state in NLP. The Trainer's state is the base, the first step that the trainer should make before appearing in front of an audience. The excellence of NLP models identifies eight steps to achieve the ideal state, which were taken from a presentation of the Yoga Sutras of Patanjali, which date back to around 600 AC. When the trainer enters this state he/she becomes relaxed, available, and aware of all that is happening around and prepared for anything. The eight steps of the Trainer's state are as follows:

- Yama – behaviour rules: non-violence, truth, no stealing, chastity, no greed
- Niyama – self-discipline: purity, happiness, hard-working, self-studying, forgiveness

- Asanam – physical positions in which we feel comfortable
- Pranayam – control of the breathing and airflow
- Pratyahara – retraction of the senses from their objects
- Dharana - concentration
- Dhyana - meditation
- Samadhi – union of the meditator with the object of meditation

With these steps it is very easy to enter the state of the Trainer, because they make him/her fully present, balanced and calm, prepared for anything. In other words, it is a state that allows talking, training or teaching in a perfect way. In the Trainer's state nothing bad can happen; otherwise it means that some steps have been missed.

Once this program is followed it is easier to make the whole process again. Each time that the steps need to be redone it will be simpler. This is why experience is very important for the tutor, because, having experienced the feeling of standing in public in the right state, he/she will be able to recognise that same feeling in the future, and this can always be our helper when we want to go back to that state.

4 - THE FEEDBACK

The feedback plays a significant role in communication because it is the return message. Without the return message, communication would be one-way and for efficacious communication we need at least two parties in the first place. One-way communication can also be effective, but this kind of communication could be slower than the one in two-ways, and this slowness can obviously have a big influence in the process of effectiveness.

The first thing that we need to understand is that there is no failure, just feedback. If there is no success for a certain amount of times, we learn how to avoid those mistakes again. We understand whether communication was successful from the feedback that we will obtain, and if communication was not successful the first time, the second time we might consider a different approach. The person with the most flexibility of behaviour has the greatest influence on others. If we keep repeating the same thing that does not work, we will be no closer to success then when we started. The feedback is a reaction, that thing helping us to understand if communication has been understood. In our everyday life we are unconsciously looking for the "return" message in all our actions; this way things seem to have more sense. The feedback is the response and it should be delivered right away. The NLP Master Trainer Wyatt Woodsmall[95] came to the conclusion that if the feedback comes late, the effectiveness can be radically reduced, and this is because the feedback is more effective when it is directed at the unconscious mind, and the link between behaviour and unconscious mind is active in the first minutes. Woodsmall is the creator of the Feedback Sandwich, which in original is a three-step technique:

1 - Compliment the recipients for the elements of their behaviour or the actions that worked well;
2 - Deliver the feedback stated in a positive way and
3 - End the feedback with an overall positive statement

This model of feedback allows people to easily change their behaviour. At first sight it may not seem honest, but the result of the research and experience revealed the contrary. From this study there were also other useful discoveries for education, training and human resource management. This

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95 Woodsmall is famous for the research that he made in the US Army; he was hired to try other methods of training and discipline for officers

shows that if you motivate someone by telling him/her that the job was well done, he/she will succeed more often. If the negative actions are usually pointed out, the result is going to be negative as well.

This is why feedback is so powerful; it is all about the feedback and human beings always look for it. The feedback is everywhere, even though it is not always that significant for us; we are the ones giving importance to it, depending on the situation, the person, the goal we want to achieve.

In our everyday life the feedback is present in every communication that occurs between two or more individuals. It helps to understand their possible impact on a group. It is not only expressing people's opinions, but it is a process of comparison between how we see ourselves and how others see us.

CONCLUSION

As we saw in the previous chapters communication is an important process, and its effectiveness and assertiveness depends on many factors. The most important one is the return message, the response; by obtaining it we understand how the message was comprehended, and it helps us to proceed in the same way or change something in our communication, with the intention to achieve the goal, i.e. the effectiveness of feedback helps us to understand whether the communication that we made in the first place was constructive.

An efficient feedback provides information about what was done, an evaluation and guidance on how the performance can be improved. The key to a successful programme is evaluation. It provides any formative feedback guiding us to the future realisation of the programme. It also provides summative data that clearly demonstrate if the programme is accomplishing its stated goals and objectives. Without an efficient evaluation, the programme staff may fail to document some important impacts that the programme has on its participants. Evaluation relates to the information regarding the reaction to a product, and this is why it is so important to understand the customers' opinion. Finally, we can always find something or someway to improve our communication and achieve better results. The final goal of the feedback is indeed to improve the performance, not just to measure it.

There are many ways to gain the return message, and it is not important which way we choose as long as it is successful. An effective communication provides effective feedback, and when we get it, we can understand if the goals we are moving towards are the real aims we wanted to achieve. Starting an effective communication is the root, the base of the communication that we are building. And we are always looking for a way to build it in a better and more efficient way.

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