

Exploring the Communication Process Model

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Abstract

In this thesis I conduct a systematic content analysis to assess the communication process model portrayal and presentation in undergraduate business textbooks over time. To accomplish this, I analyze 32 undergraduate textbooks published between 2000 and 2025 that feature the communication process model. The goal of the research is to: (1) identify communication theories inserted in undergraduate student business textbooks; (2) observe the evolution of the communication process model in text; and (3) determine the manner and extent of which the communication process model is modified or simplified in business undergraduate student textbooks. The findings reveal a widespread reliance on the Shannon-Weaver model, often presented as a simple sender-receiver communication flow, with limited or no representation of noise (either visually or textually). Where noise is addressed, it is often substituted with vague terms like 'interference.' These findings show the oversimplification of the communication model for learners and the need for an up-to-date consistent model in pedagogical materials in business communication.

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Chapter 1 – Introduction

1.1 Introduction

This thesis is an exploration of the communication process model and its portrayal in undergraduate business textbooks. The idea is to provide a trace of the evolution of the model, specifically its simplification in communication adjacent disciplines like communication management, marketing, and advertising, for example. In this chapter, I introduced the idea of communication and its importance to human daily activities. I also provided a brief historical discussion on notable pioneers of the communication process model, the landmark events that contributed to the development and emergence of communication as a field of study, as well as delineate the multidisciplinary nature of communication studies and why this thesis is important, particularly at this time.

The chapter is structured in the following way. First, I discussed the evolution and significance of the communication process model, followed by a discussion on the emergence of the communication field with a focus on the intellectual history. Next, I introduce the communication process model by highlighting key elements. Finally, I concluded by commenting on the purpose of the study and research objectives.

1.2 Communication Process: Background and Primer

Communication involves the passing of information from one point to another, from a sender to its ultimate destination (Shannon & Weaver 1949). This happens at varying levels: intrapersonal, interpersonal, and mass communication, for example. This flow of a sender sending a message through a channel to the receiver has become a model in social sciences, pure science, and beyond in other facets of life, categorized into a process known as the ‘communication process model’ (Bowman & Targowski, 1987). The communication process

model is one of the most widely known and popular models in communication studies. This is evident in everyday teaching in classrooms, its appearance in textbooks, articles and daily intellectual materials (e.g., Adler, 1991; Adler, Rosenfeld & Towne, 1996; Burgoon, Hunsaker & Dawson, 1994; Rogers, 1997). Given its significance and wide-reaching impact, the study of communication emerged as a formal academic field, granting degrees to students and scholars year after year since its inception (Rogers, 1997). As such, understanding the processes involved in human communication remains critically important (Baskin & Bruno, 1977).

The story goes that Claude Shannon and Warren Weaver developed the communication process model in a publication appearing in the Bell System Technical Journal (Shannon & Weaver, 1949). The original conceptualization entailed five components – (1) sender, (2) transmitter, (3) noise, (4) receiver, and (5) destination – with the sender being the information source to the destination. Shannon (1948) was the first to introduce the idea that information could be quantified, proposing that data could be measured in bits. Rooted in mathematics and statistics, this model conceptualized communication as a linear process. Although research on this engineering innovation has continued over time, the model was originally developed to enhance technical communication (Fiske, 2010). Since then, it has been widely adopted and applied within the broader field of Communication Studies.

Shannon, a pioneering American mathematician and engineer often regarded as the father of information technology (Robert, 2016), developed a model of communication rooted in his background in electrical engineering and mathematics. His groundbreaking master's thesis at MIT demonstrated how Boolean algebra could be applied to switching circuits, laying the theoretical groundwork for digital computing and communication systems (Poundstone, 2010). He later earned a PhD in mathematics in 1940.

Warren Weaver was also an American scientist, mathematician, and science administrator born in 1894. He is one of the pioneers and popularizers of the communication process model. He received his bachelor's degree in civil engineering in 1917 and a PhD in 1921 from the University of Wisconsin (Barnard, 1953). His chief research was in the problems of communication in science and in the mathematical theory of probability and statistics (Weaver, 1953).

Together, these two scientists – Shannon and Weaver – wrote *A Mathematical Theory of Communication* (1948). Their book established and explained the process by which information could be quantified. It highlighted how information could be delivered successfully over communication channels such as phone lines or wireless connections. This was the beginning of what became the communication process model; to ascertain the flow of information. The model described how messages are transmitted into signals by the transmitter from the sender who encodes the message. The signal is prepared by the transmitter for efficient transmission, with the channel acting as the medium through which the signal travels from the transmitter to the receiver which is then reprocessed and converted to its original encoded form (Al-Fedaghi, 2012). This model marked a significant milestone in the evolution of communication studies.

Models provide credibility to a concept, especially in the academic field. Communication models are useful tools that aid in the comprehension and analysis of phenomena (Narula, 2006; Adetan, 2007). However, like every model, the communication process model has been improved by researchers and scientists. This has brought about a new area view and inclusion of a new element to the model, as in the case of feedback in cybernetic theory (Al-Fedaghi, 2012) to shift the premise of communication being a one-way linear process (Fiske, 2010). Although feedback was a concept that was not present in the Shannon and Weaver communication process

model, it has since been included into the process and incorporated into later models, such as the Gatekeeper, Interactive, and Transactional models (Foulgers, 2004).

I have shared a bit of background to contextualize the impetus of this thesis research. Thus, this thesis investigated how the communication process model is presented to undergraduate business students in business communication textbooks. Specifically, it analyzed the components and representations of the model to identify patterns and disparities. Preliminary insights from the literature and textbook review suggest that the model is often oversimplified for business students, with notable gaps in attribution and documentation. A parallel can be found in the literature's frequent misattribution of 'Maslow's Pyramid' (i.e., hierarchy of needs diagram) to Abraham Maslow rather than its origins as a marketing ploy by early management consultants and textbook publishers in the 1960s onward (Bridgman, Cummings & Ballard, 2019). Deal and Lloyd (2024) provide a similar analysis on the expectancy theory of motivation, finding that Victor Vroom's original formulation has been widely adapted and repackaged in ways that often obscure its theoretical complexity and misrepresent its source, particularly in business school curricula and textbooks.

1.3 Brief Foundation of Communication Studies

Communication studies is a field where its interconnectedness can be traced to other fields. It is a field of study that is diverse and eclectic (Korn et al., 2000) insofar as one could trace its roots to journalism, psychology, sociology and even linguistics (Foulger 2004, Singhal 1987). Long before the acceptance of the field, though, communication has been taught to students in university by professors and tutors in other social sciences disciplines under the guise of another discipline. Loblich and Scheu (2011), asserts that disciplines are intellectually and socially linked to each other portraying communication as a social process (Rogers 1997).

However, the creation of the field now regarded as communication could be said to be established in 40s and 50s (Singhal, 1987), and research ascribed the creation of communication studies to biographical (individual), intellectual histories as well as institutional histories (Loblich and Scheu, 2011, Rogers, 1997, Wahl-Jorgensen, 2000).

The intellectual and biographical history behind establishing communication studies is one of continuous, dynamic interplay between foundational figures, critical perspectives, and evolving theoretical models (Hardt, 2008). Schramm's work has had an interdisciplinary approach and his emphasis on institutionalization laid the ground for developing the field (Rogers, 1997). The functionalist perspective of Lasswell gave a systematic framework through which one could analyze the role of communication in society, while the ecological model by Foulger overcame the earlier paradigmatic limitations and gave way to a more holistic understanding of how communication operates in the contemporary context.

The field of communication evolved significantly in the 1960s (Foulger 2004). This period, often regarded as the 'golden age' (Webber, 1996) due to the many inventions surrounding information theory, focused on how people use messages to generate meanings within contexts, cultures, channels and media (Korn et al., 2000). That is, people use messages to generate varying kinds of meanings with one of such events being the World War II. According to Rogers (1997), World War II created the conditions for the founding of communication study in that it was during this period (1941 – 1943) that researchers like Kurt Lewin, Paul F. Lazarsfeld, Theodor Adorno, Carl I. Hovland, and Harold D. Lasswell were assembled in Washington to help with war communication and investigate communications problems, by implication embarking on communication research. The war drastically altered communication practices with the rapid progress of technology; global perspective and growing acceptance

meant that efficient and secret communications had to be employed for multivariate operations across the world. Establishing allies and ties among nations to strengthen forces and reduce the tendency of another world war was the mantra for many nations. This necessitated the need to share intelligent information by communicating with one another through secure systems. Radio, which was the vital medium during this war, was used by both military and civilians for broadcasting intelligence, morale, and propaganda (Spiller, 2004). Thus, having a team of social scientists assembled to investigate and further improve communication was necessary. Unlike World War I, which relied more on the use of print media, signal flag and telegraph (though invented in the 19th century) in real-time from the battlefield to commanding centers (Hughes, 1983). World War II was regarded as the ‘communication war’ because of its heavy dependence on communication and communication technology (Thompson, 2011). The war also saw the extensive use of radar and sonar technologies, which revolutionized communication and intelligence in naval and aerial warfare (Perry, 1990).

Harold Lasswell contributions sheds more light on the intellectual history of communication studies, especially regarding his functionalist perspective, his five-question model offers a structured approach for the analysis of communication processes: Who (control analysis), Says what (content analysis), In which channel (media analysis), To whom (audience analysis) and with what effect (effect analysis) (Lasswell, 1948). Its flexibility has made it a staple of empirical research and has shown its relevance over time in a variety of contexts. These functions basically reflect the role of communication in the formation of social consciousness and organization of social activity.

Wilbur Schramm, often regarded as the founding father of communication studies (Singhal, 1987), in 1943 organized the first PhD degree in mass communication in the world at

the University of Iowa (Rogers 1997). Then, he was the director at the Iowa Journalism school (Schramm 1980). He was influenced from a disability of stuttering he suffered from in his younger age, which made him explore communication as a second career to help mitigate his stuttering having graduated summa cum laude from Marietta college in history and political science (Rogers 1997, Singhal 1987). This humanistic perspective, according to Schramm (1980), allowed Schramm to approach communication as an active, multivariate process and to integrate insights from his background both as a sports reporter and as a postdoctoral researcher in experimental psychology. However, Schramm's' vision of communication study, to set up the first PhD program in mass communication was influenced by Paul F Lazarsfeld, Carl I. Hovland and other scientists during World War II who were conducting communication research (Rogers, 1997). During this period, none of these scientists have been trained in communication study, as there were no doctoral programs in communication studies at that time. According to Rogers (1997), Maccoby, who was one of the scientists, asserts that most of the learning was on the job. Schramm's innovative approach merged theoretical approaches with empirical methods in such a way that it laid the very foundation for communication studies to emerge as an academic discipline. This humanistic perspective, according to Rogers (1981), allowed Schramm to approach communication as an active, multivariate process and to integrate insights from his background both as a sports reporter and as a postdoctoral researcher in experimental psychology. A more detailed analysis of the historical analysis and key figures in the development of communication studies is presented in chapter two of this paper.

1.4 The Shannon-Weaver Model: Foundation and Structure

The development of the discipline was often shaped by a cosmos of ideas (Loblich & Scheu, 2011). Sharing these ideas, intelligence or even business models undergo a process model

that is usually beyond the spoken word. There is a thought process involved in conceptualizing the message to be conveyed, how you want the message to be conveyed, the channel of passing this message and the meaning you expect the receiver of the message to derive from such message. According to Bowman and Targowski (1987), communication models are used to make insightful deductions about the world, especially in the sphere of communication.

Theories such as the Shannon and Weaver communication process model provide explanations about the phenomenon, allowing us to better understand it. The success of World War II efforts underlined the junction of communication, technology, and mathematics which later influenced the theoretical framework of Shannon and Weaver as the ultimate synthesis of these developments was found in the communication process model devised by Shannon and Weaver in 1949.

Claude Shannon and Warren Weaver's communication theory introduced in 1948, has emerged as a highly influential model in the field of communication theory. Developed to enhance technical communication, it has evolved into a crucial tool for comprehending how information is transferred and obtained. The fundamental concept shows communication as a linear process (Scott, 2009), featuring five key elements: sender, message, transmitter (signal and channel) noise, destination, and receiver. On the one hand, it can be seen as a push mode, where messages are sent to the receivers and receivers can only absorb and make meaning of the messages without the capacity to respond, as feedback was not originally part of the model, albeit, it was added in subsequent models to assess the significance of the receiver's reaction after the communication process (Ashby, 1958). The model identified three levels of problems in the study of communication. Level A (technical problem) - that deals with how accurately the symbol of communication can be transmitted, Level B (semantic problems) - How precisely do

the transmitted symbol convey the desired meaning, Level C (effectiveness problem) - How effectively does the received meaning affect conduct in a desired way (Foulgers, 2004, Shannon & Weaver, 1948).

On the other hand, the model appropriated to the author's engineering and mathematical background but has since become a general communication process since its befitting understanding to almost all kinds of communication. This process mapped out the way in which we use technology to communicate; daily conversation, technical - understanding how sounds are transmitted to bits – one of the foundational principles on which the use of communication in computer technology, machine learning and AI is based. Surprisingly, Shannon and Weaver's model did not emanate as a model from communication studies as a field. It instead emanated from information technology explaining the flow of information through a medium (Shannon & Weaver, 1949).

- The information source: regarded as the person who creates the message (Foulger, 2004). He is the encoder who conceptualise and present a thought to be passed across. While most times, information source is usually attributed to a person, the source could also be attributed to being the brain (Reinagel, 2000). This is on the basis that any idea, concept or thoughts that eventually get passed across as a message is said to have emanated from the brain (Renaigel, 2000).
- The message: this is the conceptualised idea sent by the information source to the receiver.
- A transmitter: A transmitter has to do with how the idea (message) is passed. The transmitter often encompasses two layers of transmission. The first being the modulation of what becomes a signal and the second being the channel (Foulger, 2004). Signal flows

through a channel and can occur in multiple parallel and multiple serial signals. Multiple parallel as in the case of face-to-face communication and multiple serials as in the case of television broadcast and other channel involving electromagnetic waves. While channel refers to the medium through which the message is transferred to the destination.

- Noise: any obstruction on the way to a message. Any distortion that can affect the effective delivery of the message to ensure maximum understanding. Shannon and Weaver's definition is restricted to noise that obscures or obliterates some portion of the signal within the channel (Foulger, 2004) due to their focus point been on telephone transmission (Shannon & Weaver, 1948). This could be classified under one of the four types of noises: physical, biological, psychological and semantic.
- Receiver: The receiver according to the Shannon and Weaver (1948) is the receiving of a telephone instrument. That is, the instrument used in receiving the idea (message) sent by the transmitter (signal and channel).
- Destination: A destination is the person who consumes the message. However, scholars have argued that the receiver could also be pointed to be the brain of the person who decodes the messages (Foulger 2004, Renaigel 2000).

Shannon and Wever explained how a sender sends a message to a receiver through channels, the five senses, and while sending the message, the possibility of noise, while delivering the message effectively and accurately.

Within academic discourse, theories and models that gain prominence in a specific discipline are consistently subjected to thorough examination and sometimes modification (Dai et al., 2023; Okafor, 2023). The process of ongoing evaluation and adaptation is crucial for the progress of knowledge, as researchers enhance old models considering new research and

technology advancements (Dwyer, 2012). My thesis will examine the communication process model by looking at the structure of communication before the creation of the communication process model by Shannon and Weaver in 1948 and then move forward to examine and investigate the development of the communication process model and its portrayal in undergraduate business textbooks by authors and publishers. This is but one version of the communication theories that has become a dominant representation of communication. This representation is something that I wish to explore in more depth in the later chapters of my thesis research.

1.5 Research Problem Statement

The Shannon-Weaver model is commonly employed for examining media communication procedures as it aids in breaking down the transmission of information from media outlets to viewers, especially in mass media. In media situations, the idea of ‘noise’ is essential, as it points out the possible obstacles to clear communication, such as false information, technical problems, and bias in the media. This model has played a key role in creating media literacy frameworks that aid audiences in comprehending how media channels impact message delivery and reception (Indian Media Studies, & Journalism University N.d). In times since, the communication process model happened to be one of the most referenced theories (Al-Fedaghi, 2012; Gillespie & Schiffman, 2018), due to its multidisciplinary stretch on the one hand, relating to both its existence and history of scholarship behind it, and adoption to daily events, biological understandings, telecommunication on the other hand (Cohen & Lloyd, 2014; Sapienza et al., 2016; Mohorek & Webb, 2015).

Unlike communication studies, which focus on the theoretical aspects of information exchange and mass communication methodologies, business communication is said to be more

practical and task oriented (Riss et al., 2005). It emphasizes purposive communication aimed at achieving specific business objectives. Nevertheless, theories from communication studies have significantly influenced business communication practices. One such theory is the Shannon and Weaver communication process model. The Shannon and Weaver communication model comprehensively outlines the process of information flow, technically (through mathematical principles related to information selection and transmission) and theoretically (as an academic study) (Shannon & Weaver, 1949). However, the model seemed to be overly simplified in the adaptations by authors and publishers in the business field. The model has been narrowed and simplified for business students, often reducing the five elements to three or four: sender, channel, receiver, and sometimes feedback. Or even presenting the model with a lack of depth and detailing necessary for understanding the technicalities of how a phenomenon works. Although, adding feedback to the model at a later stage becomes crucial for enhancing the learning process, highlighting the importance of two-way communication for better results, there seems to be a lack of common consensus in the presentation of the model in business textbooks.

This simplification is prevalent in business textbooks and to an extent classroom teachings. One assumption is the possibility to make the model easier to understand. However, while convenience and straightforward explanations are beneficial for learning, this reduction may lead to superficial comprehension and lack of depth for students.

1.6 Research Purpose and Objectives

The dynamic and continuous nature of communication, coupled with its ever-evolving circumstances, necessitates a thorough exploration of the communication process model. Such an inquiry is essential to comprehend the origin of the communication process model, how the communication process model has developed over time and why the model got modified

particularly to students outside communication field (business students). By investigating these modifications, we can uncover the nuances that have shaped the model's adaptation and presentation in textbooks.

To achieve this, the study aims to answer the following:

- How has the Shannon-Weaver model been portrayed in business communication textbooks?
 - How has it changed from the original communication process model to the present?

I believe this research is highly relevant, especially given the ramifications involved in the creation and spread of communication theory. It is important to examine how fundamental models, such as the communication process model, have changed over time due to the influence of different ideological and disciplinary viewpoints. My thesis explored how the communication process model has been adapted to meet the requirements of diverse fields, particularly in the realm of business communication.

1.7 Conclusion

Chapter 1 provided a background to the communication studies, communication process model and the purpose and scope of the thesis. It explained superficially the key players of communication study emerging as a field and the basic elements of the communication process model. Further, it introduced to readers the essence of the study and why such a study is important now than ever. Now, I move onto the next chapter where I further contextualized the emergence and evolution of communication studies using historical analysis.

Chapter 2 – The Emergence and Evolution of Communication Studies

2.1 Introduction

In this chapter I provided a detailed literature review of communication studies as a field of study, transitioning from individual scholar contribution to the communication process model. Following the thesis research purpose and the question it seeks to answer, I provided further background to the narrative of the difference between communication studies and business communication so that the distinct theoretical foundations and disciplinary priorities of each can be better understood. This distinction is essential for critically examining how the communication process model is adapted (and often simplified) within business communication textbooks for undergraduate students.

I organized this chapter by first giving a historical discussion into the contributing multidisciplinary nature of communication study; vis-a-vis, scholars from differing disciplines that had a significant contribution on the field. Next, I provided a detailed discussion of the communication process model before turning to the origin and historical context of the model itself, including the application of the Shannon and Weaver communication model across diverse fields with a keen concentration on business communication. This chapter gave a dated historical analytical narrative of the development of the communication field, scholarly literatures on the communication process model, its use to different types of communication and the multidisciplinary adoption of the communication process model.

2.2 Origins of Communication Studies

The discovery of what eventually became communication studies spans many disciplines. This multidisciplinary nature is evident in the influence of other disciplines on communication studies; fields like journalism, law, divinity, linguistics, psychology, and political science have

all influenced what is now accepted as 'communication studies' (Lasswell, 1958; Littlejohn, 1982; Foulgers, 2004). The multidisciplinary root is evident in Lasswell and his team who had a background in political science, moreover, his research students who worked alongside him comprised majorly of scholars from law. In the words of Lasswell (1965, p. 362):

All these scholars are affected by colleagues who, in the name of anthropology or psychology, undertake to provide comprehensive models of the place of communication in culture or in the development of individuals or species. Mathematicians and physicists enter the picture by way of an "information theory" demonstrating that the physical events specialized in communication follow the traditional laws of entropy, of order-disorder. The hunt for communication equivalents among living forms is pursued with redoubled zeal, yielding spectacular results in fields as distinct as the mechanisms of genetic transmission, the flying patterns of the bee, the radar installations of the bat, and the stylized creaks and croaks of the ebullient dolphin.

These disciplines all had their distinct contributions therefore, not one specific claim by any of the disciplines can be said to have established communication field alone.

Although studies indicate that the United States and Europe (namely Germany) led in the creation of communication studies field (Schramm, 1980; Wahl-Jorghenseen, 2000), fellow scholars credit American social scientists for making academic studies of communication relevant and thereby giving a fillip for its development as a meta-discipline. The formation of social science research councils on various university campuses that begun in the 1920s (Lasswell, 1948) was pivotal in the creation of the communication studies field. Notable among the names for this study are Professor Paul F. Lazarsfeld and the Bureau of Social Research at Columbia University that led the formation of social science research councils in universities, Harrold D. Lasswell with the creation of quantitative content analysis of media effects and his communication theory, Carl I. Hovland, Wilbur Schramm with the establishment of the first PhD program in Iowa (Rogers, 1997), and Claude E. Shannon and Warren Weaver with the communication process model.

Paul Lazarsfeld learned about studying behavior and survey research and then was swept into the main current of American communication research by the Rockefeller Foundation in 1937 (Garfinkel, 1987), offering him a traveling fellowship to observe social research in the United States (Schramm, 1980). The foundation made him the director at the established Office of Radio Research at Princeton where he later met Frank Stanton who was the president of the CBS and research director. The Office of Radio Research was where Frank Stanton provided research guidance and opportunities to Lazarsfeld. This opportunity was later utilized in the formation of the renamed Office of Radio research (later named Bureau of Applied Social Research) (BASR) in 1944 (Garfinkel, 1987; Katz, 1987; Schramm, 1980). Lazarsfeld was an audience researcher that believed his contributions to social sciences were methodological (Garfinkel, 1987). He was interested in media influence - who was listening, why they were listening and what they were listening to and then to the channel -medium- of mass communication (Schramm, 1980). In his 1940s publications, Radio research and Communication research, he examined the role radio played in influencing listeners' attitudes and actions. He and his team conducted a study to monitor how different groups of people reacted to political radio programs (Garfinkel, 1987). This can be said to be the bedrock of the now popular media effect theory through which other theories have sprung.

Harold Lasswell research focused on propaganda, media effects, and political communication. Although, he was a political scientist, Laswell's contribution to social science holds a significant depth in not just political science, but communication (Lasswell, 1969); from the naturalistic analysis of political power, the study of elites, the application of psychoanalytic principles to political behaviours, and the study of the social role of the man of knowledge, he focused heavily on quantitative content analysis of political communication (Graber, 1993), and

in objectifying the psychoanalysis interview (Farr et al., 2006). According to Lasswell (1948), the study of content made it possible to challenge or corroborate the authenticity of text attributions and to restore the literary form of original versions. He situated communication within a functionalist paradigm, positing it as an intrinsic societal process that supports environmental adaptation, social coordination, and cultural transmission. His functionalist model has had a lasting impact on the field, influencing both theoretical and empirical approaches to communication research (Bryant 2004; Graber 1993; Lasswell; 1948). Lasswell asserts that meaning depends upon the superimposition of some frame of reference. This supplied him with a perspective for emphasizing communications and mass persuasion.

His contribution was significantly realised with the establishment of the communication theory. The term “communication theory” was not widely used until the 1940s, when it primarily referred to certain fields of electrical engineering that included information theory and cybernetics (Craig & Muller, 2007). He asserts that conversation is usually assumed to be unidirectional (Bryant, 2004). Central to Lasswell’s contribution is his five-question model, which breaks down communication into essential dimensions, who (control analysis), says what (content analysis), in which channel (media analysis), to whom (audience analysis), with what effect (effect analysis). This gives an analytic framework through which one may study processes of communication in a methodological way, including aspects such as the channel of media, the audience engagement, and sociopolitical effects of messages. Furthermore, Lasswell identified three primary functions of communication: Environmental Surveillance – monitoring and interpreting external and internal conditions, Societal Correlation – facilitating shared understanding and coordinated responses to challenges, and Cultural Transmission – preserving and conveying societal norms, values, and heritage across generations (Bryant, 2004; Lasswell,

1948, 1958). By these functions, Lasswell shows how communication crosses the barriers of culture, constructs a picture of society and organizes social activity. According to the National Academy of Science (n.d.), Lasswell coauthored, edited and coedited some sixty books. he also contributed more than 300 articles to a wide range of journals: political science, sociological, psychiatric and psychological, legal, journalism and public opinion. Thereby, marking his impact in social sciences alongside Lazarsfeld and Wilbur Schramm.

Wilbur Schramm's works is an essential part of marking significant dates in the academic institutionalization of the communication field (Rogers, 1997). Thus, he is considered one of the founding figures in the academic study of communication due to his contribution in the awarding of the first PhD in mass communication, inaugurated in 1943, at the University of Iowa. This represented another turn toward structured routes to interdisciplinarity, drawing together psychological, sociological, and political science elements. This move constituted not only the disciplinary foundations of intellectual development but also located communication as a cornerstone social process (Rogers, 1997). His work emphasized the role of communication in social contexts, particularly in media and public information dissemination (Schramm, 1954). His research on media influence and information flow contributed to the understanding of mass communication as an interdisciplinary study. This emphasis on the social dimensions of communication became a cornerstone of Schramm's contributions to the field (Rogers, 1997).

2.3 World War II as a Catalyst

World War II was a landmark event on the evolution of the communication studies field, as it assembled scholars from around the country together for the wartime project in Washington DC. These scholars collaborated on research related to propaganda, media influence, and mass communication, significantly shaping the field. In 1946, Lasswell was appointed professor of

Law at the Yale School of Law as the World War II deepened (National Academy of Science) where he was involved in research programs with the Library of Congress and Department of Justice. Lasswell's work, the structure and function of communication in society, communication theory, propaganda techniques in world war, offers a foundational framework for understanding the role of communication in maintaining social cohesion, facilitating societal development and the use of communication as a tool for manipulation in politics (Lasswell, 2007). Propaganda been one of the major tools of both World War I and II, necessitated that Lasswell get involved in it based on his research experience in content analysis and propaganda on the media of communication. During the Wartime Communication project, Lasswell sought to operationalize the notions set forth in world politics and personal insecurity and to present a worldwide audit of mass communication during the period leading to the outbreak of international hostilities (Janowitz, 1968). This made him a significant force in social sciences.

In the same vein, Shannon was hired by the government during World War II (National Defense Research Committee) to work at the Bell Labs on cryptography whilst working on the mathematical theory of communication in 1941 (Lombardi et al., 2016). His Mathematical theory of communication proved that noise could be identified, defeated by highlighting the use of redundancy, and that messages can be delivered from one point to another perfectly through a communication process model.

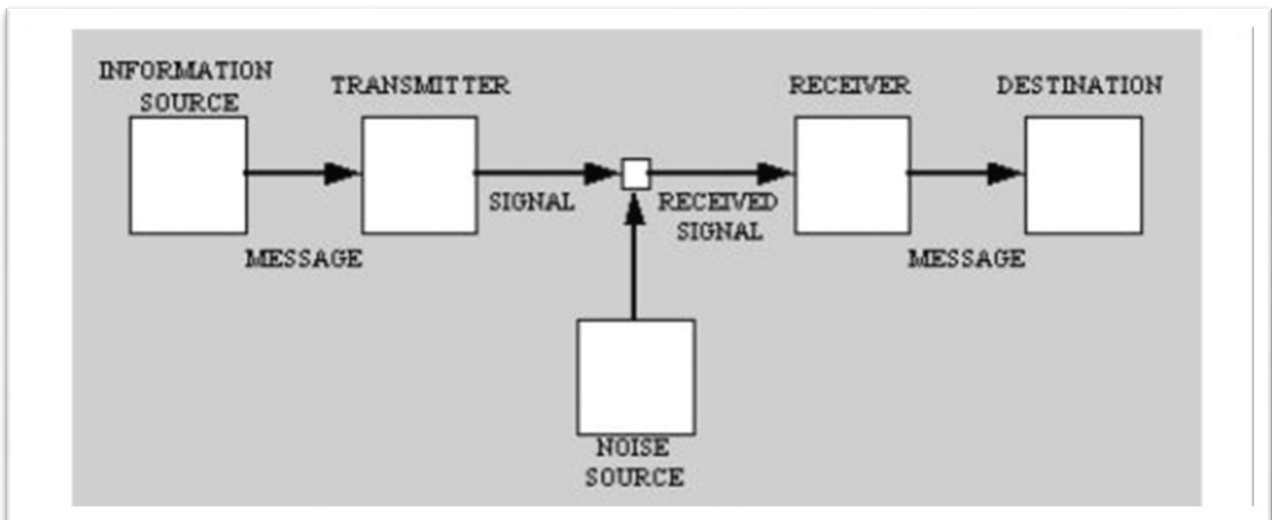
Numerous research projects have delved into the inception and adjustment of the Shannon-Weaver communication model, which was introduced in 1948 and transformed the field of communication studies. The Shannon and Weaver communication model was created to enhance telecommunication systems after World War II. It sought to address issues in sending signals over extended distances and across diverse channels. Shannon and Weaver, a

mathematician and scientist, worked together to create a technique for improving communication efficiency.

2.4 The Shannon-Weaver Communication Process Model

In Shannon and Weaver (1948), a diagram illustrating the encoding and transmission of messages is presented to readers. To fully understand the communication process model, there is an important necessity to understand the components of the process model. These components include information source, transmitter, channel (noise), receiver and destination (see Figure 1 below).

Figure 1 – Shannon and Weaver (1948) Communication Process Model



- Information source: Information is often related to data, they are raw thoughts, ideas in the sender until it is encoded and transmitted to the decoder. Information source refers to the sender or origin of the message. It is the encoder of the message to be transmitted with a desired meaning in mind., according to Weaver (1953), information source is a

measure of one's freedom of choice when one selects a message. That is, it encompasses not only what you say, but what you could have said. In other words, the concept of information does not only cover the individual message but the situation in full. The information source selects a desired message out of a set of possible messages.

- **Transmitter:** the transmitter changes this message into the signal which is sent over the communication channel from the transmitter to the receiver. The transmitter defers accordingly. For example, in the case of telephony, the channel is a wire, the signal a varying electric current on this wire; the transmitter is the set of devices (telephone transmitter, etc.) which change the sound pressure of the voice into the varying electrical current. In telegraphy, the transmitter codes written words into sequences of interrupted currents of varying lengths (Weaver, 1953).
- **Channel:** Channel refers to the medium used to transfer the signal from the sender to the receiver (Lombardi et al., 2016, Shannon & Weaver 1948). In the case of telecommunication, telephony the channel is the telephone.
- **Noise:** Noise is an important element in the communication process due to its capacity to add to information. Although it will be information not intended or an obstruction to a message sent. Because channels are never without some form of noise in the process of transmitting the message, it is likely that the transmitter picks up unintended signals along the way (Weaver, 1953). This unwanted signal picked is referred to as noise. Spanning from acoustic noise in an arena, classroom or theater, electrical noise in a wire, electromagnetic noise, semantic noise in the neural network of a human being trying to understand. According to Kubota (2019), Four types of noise are identified: (1) Physical noise. These are noises from construction outside of the classroom or room temperature.

That is noise created from and by objects in the physical environment. (2) Psychological noise refers to such noise as prejudice, biased attitude towards the other person. (3) Biological noises are biological in nature, such as disease, fatigue or hunger of a sender and/or a receiver. (4) Semantic noise such as slang or special terms.

- Receiver: The receiver is a sort of inverse transmitter, changing the transmitted signal back into a message, and handing this message on to the destination. For example, in an oral conversation, person A's brain is the information source, Person B's brain is the destination; person A's vocal system is the transmitter, while person B's ear and the associated eighth nerve is the receiver. In other words, the receiver is like a collector of the signal sent by the transmitter that converts signals and symbols back into messages that make sense to the decoder.
- Destination: The destination is the decoder of the message sent by the information source. Often regarded as the final user of the message.

It has been argued that during this process one component may be acting and representing more than one function (Foulgers, 2004). For example, the information source, can be described to be the person initiating the message, it could as well be the described to be the brain.

However, one practical problem in all communication is the preservation of the same content of information from source to destination (Kirk, 1953; Shannon & Weaver, 1948). Shannon and Weaver proposed that there seem to be problems at three levels relative to broad communication (Shannon & Weaver, 1948; Weaver 1953):

- Level A: How accurately can the symbols of communication be transmitted? (The technical problem). This is concerned with the accuracy involved in the transfer of messages from sender to receiver. According to Weaver (1953), this can happen through

sets of symbols (written speech), or of a continuously varying signal (telephonic or radio transmission of voice or music), or of a continuously varying two-dimensional pattern (television).

- Level B: How precisely do the transmitted symbols convey the desired meaning? (The semantic problem). This is ingrained in the interpretation of meaning by the receiver, as compared with the intended meaning of the sender. Since there is a possibility for channels to carry some form of noise, this level requires considering the kind of semantic obstruction on the way of achieving the desired interpretation and meaning conceived by the sender to the receiver.
- Level C: How effectively does the received meaning affect conduct in the desired way? (The effectiveness problem). The effectiveness problems are concerned with the success with which the meaning conveyed to the receiver leads to the desired conduct on his part. If the essence of communication is to derive an effective and affective result, hence it is important that the message is decoded accurately, and the desired action and understanding is exhibited by the receiver for it to be regarded as successful.

It established that the only effective weapon against noise is some form of redundancy (Kirk, 1953). Dr. Shannon's work roots back to Boltzmann's observation, in some of his work on statistical physics (Weaver, 1953). The communication process model introduced the concept of information which is said to be an "extension of the thermodynamic concept of entropy" (Burks, 1951). The basic concept of the communication process model referred to as "information theory" or "communication theory," is the freedom and availability of value of the selections in a set of selections (Harrah 1956, Weaver 1953). The model sought to examine and understand the semantics of the communication process. It analyzed the concept of meaning and the pragmatic

effect of meaning in desired behavior (Burks, 1951). Furthermore, he explored the relation between information function and noise.

Shannon was the first in his 1937 master's thesis to describe the Boolean gates (electronic circuits) that are now used in digital electronic circuits and often regarded as the founding father of artificial intelligence (Shannon, 1938). His insights today stand behind every computing device, emails, video streaming medium and world wide web (Soni & Goodman, 2017). The model's emphasis on encoding, sending, and decoding messages enhanced telephone communications, establishing it as a foundational element in today's digital communication (Fang, 2022).

The principles behind Shannon and Weaver's model laid the groundwork for progress in telecommunications, error correction, and data transmission in the digital age (Shannon & Weaver, 1948). Information theory, which was introduced in their model, has become essential in fields like computer science, where the model helps optimize bandwidth and manage signal integrity across networks. However, scholars (Baecker, 1997; Busca & Bertrandias, 2020; Wiener, 1948), have expanded the model's relevance beyond its original technical focus to cover broader applications in online communication, including social media and digital marketing. For instance, the concepts of noise and feedback are now being applied to examine communication in virtual environments, where different forms of digital "noise," such as algorithmic biases, can affect message clarity (Underwood, 2003).

2.5 The Evolution Shannon and Weaver's Communication Process Model

Claude Shannon, being an engineer, projected the model from a mathematical perspective using bits and binary, probabilities, logarithms to juxtapose the role and effectiveness of the transmitter in information flow. For example, given two messages to select between, one might

be the text of a line from Harry Potter, and the other might be 'yes.' The transmitter might code these two messages so that 'zero' is the signal for the first, and 'one' the signal for the second (Shannon & Weaver, 1948); or so that a closed circuit (current flowing) is the signal for the first, and an open circuit (no current flowing) the signal for the second. Thus, the two positions, closed and open, of a simple relay, might correspond to the two messages. Therefore, according to Weaver (1953), the information, when there are only two choices, is proportional to the logarithm of 2 to the base 2. But this is unity; so that a two-choice situation is characterized by information unity. This unit of information is referred to as bit (Shannon and Weaver, 1948). If one has available say 64 alternative messages among which he is equally free to choose, then since $64 = 2^6$ so that $\log_2(64) = 6$, one says that this situation is characterized by 6 bits of information.

Weaver (1949) pointed out that a major critique of the Shannon and Weaver model lies in its exclusion of contextual, social, and psychological factors. Initially grounded in information theory, the model has faced criticism for reducing human communication to a mechanical process, disregarding the nuanced complexities of human interactions.

According to Chandler (1994), the Shannon and Weaver communication model has developed significantly since it was first introduced in 1948. Initially concentrating on the technical aspects of signal transmission, the model's components have been adapted to a wide range of fields. Scholars have extended its application to analyse interpersonal communication, advertising effectiveness, and even interactions on social media. Critics argue that its linear nature fails to capture the reciprocal dynamics of real-life communication (Sherry, 2015), which has led to modifications introducing feedback and models centred more on interaction (Wiener, 1948, 2019). Over time, feedback, which was initially a peripheral idea in the communication

process model, has grown into a central element of these adaptations. This evolution has made the model more effective in analysing two-way communication scenarios, such as public speaking and customer relations in marketing. Roberts (2020), posits that the Shannon and Weaver model initially centred around a single communication channel, limited its ability to assess more intricate exchanges involving various modes (such as spoken, non-verbal, and digital forms). In response, modern scholars have expanded the model to explore how different channels interact and influence one another as in an iterative process. This broader perspective captures how semantic and psychological factors can obscure message clarity.

Subsequent scholars, such as Norbert Wiener, Wilbur Schramm, and David Berlo introduced modifications that considered the personal backgrounds, cultural settings, and emotional states of communicators.

2.5.1 Cybernetic Theory

Cybernetic theory, originated from the Greek term *kybernetes* meaning ‘steersman’ or ‘governor,’ is a study of how systems control and communicate among themselves; a process in which animals, machines, and organizations interact. A notable American mathematician, Norbert Wiener, postulated this theory in his 1948 publication, defining cybernetics as "the science of control and communication in animal and the machine" (Wiener, 2019)

This historical development of cybernetics is traced back to the mid-20th century, notably through the Macy Conferences held between 1946 and 1953. These gatherings united prominent intellectuals, including Wiener, John von Neumann, and Claude Shannon, to explore regulatory systems and feedback mechanisms (Ong & Nee, 2013). Wiener's work was particularly influenced by wartime advancements in mechanical control systems and Shannon's mathematical theory of communication (Ong & Nee, 2013).

Cybernetic theory encompasses all elements in the communication process model with additions of certain element deemed important and functional by the creator of the cybernetic theory, Norbert Wiener. One of such is feedback. Feedback as a major concept in cybernetics simply refers to a process where the outputs of a system are recycled as inputs to create feedback loops that determine how the system runs. Negative feedback stabilizes systems by resisting interruption and by maintaining conditions even, like with biological processes whose activities are programmed to maintain wellness. Positive feedback, however, reinforces quick growth or change, sometimes creating new developments or instability, like with viral content on the internet. Feedback operations are necessary for the most part when regulating and altering the behaviour of systems in most situations (Simon, 2019). Otherwise, positive feedback operates to support changes so that the system can increase rapidly or become unstable. For example, is when viral content moves fast online since further sharing results in further exposure and sharing (Simon, 2019).

Another key concept is control and regulation. Control in cybernetics refers to the ability of a system to adjust its functions to achieve desired outcomes. Regulation involves the mechanisms through which these adjustments are made, often via feedback loops. Effective regulation ensures that systems can maintain stability and performance despite external disturbances (Experience Curves for Energy Technology Policy, 2000).

Also, information flow and communication is essential for coordination and functioning of system components. A structured communication channel ensures the passage of signals to generate the desired response and adaptations. Dynamic routing of information in complex networks ensures the delivery of information to its destination, improving the overall functioning of the system (Bartneck et al., 2020).

Lastly, self-organization refers to the process in which systems arrange themselves on their own into orderly forms without guidance. The emergent property enables systems to change with changing situations and is found in phenomena ranging from formation of crystalline structure to group behaviour of social insects. Guiding self-organization in cyber-physical systems can improve adaptability and robustness, which allows systems to rearrange themselves according to emergent issues (Experience Curves for Energy Technology Policy, 2000).

Cybernetics theory has made a huge difference in technologies such as machine learning, AI, cyber-physical systems, and IoT by mechanisms such as feedback and self-regulation.

2.5.2 Transactional Model of Communication

The transactional model of communication was a reaction to earlier linear models of communication with their shortcomings (Barnlund, 2017). It is an active and continuous concept, and it highlights the same-time nature of communication. The model visualizes communication as a two-way continuous process in which both the receiver and sender are active partners (Barnlund, 2008). As opposed to linear models, which indicate an instantaneous one-way transmission of information, the transactional model identifies communication as an interchange of mutual influence and cooperative meaning creation.

Traditionally, Dean Barnlund first formulated the model in 1970, when he faulted earlier models – such as Shannon and Weaver’s linear model – for excluding the two-way, fluid, and contextual process of human communication (Barnlund, 2008). Barnlund proposed the concept that communicators simultaneously encode, decode, and interpret messages through a shared context. Barnlund’s breakthrough was a transition from passive reception to active meaning co-construction, and he paved the way for contemporary theories of interpersonal communication.

The transactional model has had a profound impact on communication theory, particularly in interpersonal, intercultural, and organizational communication. It has enabled

researchers to view communication, not just as the exchange of messages, but as an active and continuous process that is influenced by an individual's experience, environment, and response (West & Turner, 2020).

The transactional model shares several key features which rebuild the conception of communication across occupational and everyday settings. One of the transactional model's fundamental assumptions is the simultaneous performance of roles by communicators as both sender and receiver. In each act of communication, individuals are continuously engaged in encoding and decoding messages – verbally and nonverbally. This simultaneous exchange results in increased interdependence in meaning-making, where feedback is not a delayed response but an integral and iterative part of the process (Barnlund, 2008). Another key component is that communication is not independent. It is highly embedded in physical, psychological, cultural, and social contexts. These contexts have an impact on the interpretation and perception of messages. For instance, a message communicated during a professional meeting would have a different tone and interpretation compared to the same message communicated in the context of an informal conversation. The model thus considers environmental, relational, and situational factors affecting communication (Beebe, Beebe & Ivy, 2021). This refers to any kind of interference which ruins or devastates the precision and completeness of a message. Noise may be physical (interferences in sounds), psychological (prejudices or fear), semantic (discrepancy in languages), or physiological (fatigue). The model realizes that noise influences all players engaged in the instant, hence communication quality (West & Turner, 2020); Feedback - in contrast to linear models that view feedback as a phase that follows, the transactional model incorporates feedback as an ongoing loop. Verbal or nonverbal, immediate or delayed, conscious or unconscious, feedback influences the actual communicative process in real time. For example,

a nod or questioning look from the listener gives instant feedback to the speaker to modify his message (Wood, 2016) and field of experience - this is the individual background, culture, emotions, training, and experience of a communicator. Where there is convergence of fields of experience between communicators, they both interpret messages in the same way, and communication is effective. Miscommunication is where there is little or no overlap of fields of experience, and thus the two people decode the same message differently (Barnlund, 2008).

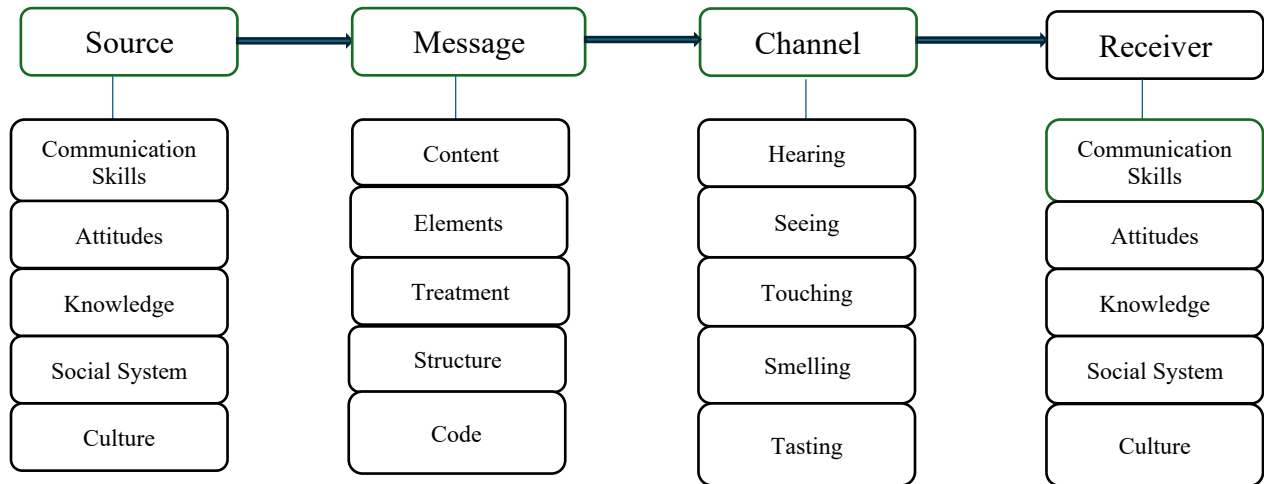
2.5.3 SMCR Model

The SMCR model, developed by David Berlo in 1960, has been used in a wide variety of fields for its strength in studying communication. The SMCR model defines communication as a Source (Sender), Message, Channel, and Receiver process with a specific framework for learning and enhancing the communication of information (Muyanga & Phiri, 2021). The model still holds today in tackling contemporary communication problems through empowering practitioners to ascertain precise failures within the process, as opposed to blaming system failure (Mohanty & Mohanty, 2018). Muyanga, and Phiri (2021) illustrated, for instance, utilization of the model in communicating inefficiencies in complex organizational environments, delivering specialized solutions that enhanced operation transparency and efficacy.

Berlo's Communication Model takes the emotional aspect of the message into consideration. Berlo's Model of Communication consists of four components which are the Source, Message, Channel and Receiver (SMCR). According to Shonubi and Akintaro (2016), the sender or source may be superior, subordinate, resource, person and media. There is a message within the channel of communication which may either be knowledge, values, attitude and skills.

Below are the elements of the Berlo's SMCR Model and each element has five components.

Figure 2 – Berlo's SMCR Model (1960)



The source refers to the person who sends the message. The source is aware of the reason for which the communication is being carried out and to whom the message is to be transmitted. The source contains five elements which are: communication skills, attitude, knowledge, social system and culture.

- 1 Communication Skills: For effective communication, the communicator must be in possession of communication skills to pass the message effectively. The communication skills involve listening, speaking, reading, and writing skills. In communication, listening is a crucial component for effective decoding of the message. Without listening, the communication would not take place. According to Mahajan (2015), without effective listening, the message may get misinterpreted, and communication may fail. Also, speaking is a component to consider as an important communication skill. Speak in a clear manner and language will help the receiver understands the message. Communication will be effective if the message reaches the receiver effectively. For instance, in workplace, it is

important for individuals to possess the ability to read and write, as being able to read and write can enable individuals grasp messages quickly and get the main point of any topic (Mahajan, 2015). It saves time and gives good outcomes when using the correct word and structure. Proper use of words will enable an individual to communicate efficiently.

- 2 Attitude: For effective communication, the source of the message must also have a good attitude to convey the message. The sender may possess a good speaking skill, but with a bad attitude towards the receiver the message might be conveyed wrongly to the receiver.
- 3 Knowledge: The source needs to be aware of the message which is being communicated. Management Study Guide (2020) has explained knowledge as actually the information's clarity, which the speaker intends to communicate to the second party. The source must ensure to be cautious about what is communicated with full intimate familiarity with the topic.
- 4 Social Systems: These includes various parts of the society include culture, religion, belief, values, and a general conception of the society. Communication occurs in society where there are diverse people with diverse values and belief systems. The value system must be known to the source and be sensitive to the receiver's culture, religion, belief, and values.
- 5 Culture: When the source is speaking, he/she must be mindful of the culture of the receiver. According to Samovar et al. (2017, p.21), (cited by Leonard et al. 2013): “culture and communication are inseparable because culture not only determines who talks to whom, about what, and how the communication flows, it also determines how people encode messages, the meanings they place on messages, and the conditions and circumstances under which different messages may or may not be sent, notices, or interpreted.” The whole system of our communicative actions relies primarily on the culture we have grown up in.

Culture, therefore, is the very basis of communication. And, where there are different cultures, there are different communication practices."

Message – information which the source wishes to convey. Message can be written, verbal, or non-verbal. Elements in the message are:

- 1 Content: This is that which is covered in the message. This is the structure of the communication as it contains actual words to be conveyed.
- 2 Elements: They are the non-verbal cues. What one is not saying but conveying through gestures. In some cases where a person is only speaking with no verbal cue people get distracted or struggle to keep up. Use of non-verbal cues can engage the audience and make them receptive to listen to the speaker.
- 3 Treatment: How the message is packaged or delivered. One should be aware of the urgency of the message and how the message should be treated during its delivery. A receiver might interpret it wrong that the message is not due to how it is being treated and delivered.
- 4 Structure: This refers to the arrangement of the message. In case the message is not arranged, then the individual will be unable to receive the message intended.
- 5 Code: This refers to the way in which the message is transmitted and how. For instance, a message can be written, verbal or non-verbal. Miscode of the message may result in misunderstanding.

Channel – medium through which a message is delivered to a receiver. Machines are used in technical communication to deliver the message such as television, telephone, radio and internet. Channel also tells us about the five senses. Channel has the following components:

- 1 Hearing: Usage of ears to receive oral messages. If the speaker can't be heard, then the receiver can't receive the message.

2 Seeing: It can be sent via email by the sender. The receiver would then be able to see it.

Non-verbal messages can also be viewed by the receiver.

3 Touching: Touching in most cases is non-verbal communication. The way you grip someone's hand will convey a message to the receiver.

4 Smelling: Information can be accessed by smelling. For instance, whenever something burns, one can smell the fumes.

5 Tasting: It also gives feedback to the receiver.

Receiver – this is an individual who receives the message that is being sent in the process.

The receiver interprets the message so that he/she can comprehend the message. This model assumes that the receiver will comprehend the message if the receiver is equal to the source level. Therefore, the conditions affecting the receiver are equal to the source which includes:

1 Communication Skills: The receiver must possess communication skills that can be either written, verbal and listening skills.

2 Attitude: The attitude of the receiver towards the message received by him/her will determine the way in which the individual will behave.

3 Knowledge: The receiver must possess knowledge regarding the message being received.

4 Social Systems: These determine the interpretation of the message received.

5 Culture: While communicating to individuals, the source needs to be culture sensitive.

Berlo's SMCR model acknowledges the significance of communication skills, attitude, knowledge, social systems and culture for both the receiver and the source. Berlo's SMCR model was utilized in the research because it considers several aspects of communication. The model considers factors such as communication skills, attitude, knowledge and culture. The model still holds today in tackling contemporary communication problems through empowering

practitioners to ascertain precise failures within the process, as opposed to blaming system failure (Mohanty & Mohanty, 2018). Muyanga and Phiri (2021) illustrated, for instance, utilization of the model in communicating inefficiencies in complex organizational environments, delivering specialized solutions that enhanced operation transparency and efficacy. In that same vein, Mittal (2018) demonstrated that SMCR framework-based instruction enhanced speaker performance and audience comprehension. Mittal (2018) in interpersonal communication discovered the way in which the analysis of social-systemic variables influencing each of the components of the model benefits conflict resolution and the establishment of meaningful relationships.

Kelvin-Iloafu (2017) used the model in evaluating digital marketing campaigns and determined that giving weight to sender credibility and channel choice based on the SMCR model enhanced audience response on social media channels. In the same vein, Mahajan (2015) highlighted how the model gives corporate communication professionals clear direction for message crafting, with the assurance of alignment with audience expectations and strengthening stakeholder trust. Witherspoon (1997) noted that it enables students to assess message effectiveness in diverse contexts and improves communication outcomes.

Given its organizational behaviour foundations, a fundamental criticism from scholars have been the one-way or linearity of the Berlo's model of communication, which views communication as sender-receiver one-way flow without the inclusion of feedback mechanisms and thus cannot represent the interactive and dynamic nature of actual communication.

According to Mittal (2018), the unidirectional design in such a model cannot represent back-and-forth interactions typical in digital and interpersonal contexts where the actors alternate between being a sender and a receiver. Smit (2018) also agrees with this criticism, saying that the model

does not hold well to represent the negotiation and co-construction of meaning, which is most essential for efficient communication.

The model excludes ‘noise,’ otherwise known as the environmental, psychological, or semantic elements that disrupt the transfer of messages. Shounubi and Akintaro (2016) note that communication is hardly ever flawless or uninterrupted, particularly in mediated environments such as telephones or classroom conversation. West and Turner (2010) further note that with the absence of the noise elements, the SMCR model will be low in predictive accuracy and cannot reflect the issues brought to light in actual communication settings. Lastly, the Berlo’s SMCR model conceptualizes communication as a static and not dynamic and constantly changing process. Onifade et al. (2018) argue that communication is usually an emergent meaning construction process where meanings get changed during interaction. Otoo (2015) note that the model fails to capture the adaptive and iterative nature of communication, particularly in the media environment of today where messages get changed upon receiving audience feedback and situation changes.

2.6 Textbook as a Legitimate Source of Knowledge in a Field of Study

Textbooks are a credible source of knowledge for students essential learning in a field (Horsley, Knight & Huntly, 2010) as tools that supports lecture notes and provides deeper understandings of critical concepts. After an overwhelming increase in university use, textbook production in large scale began (Whitten 1975). Textbooks are significant tool for ensuring uniform foundational principles are obtainable for students given the fact that every two-teacher teaching the same subject or course would differ significantly in performance. Thus, students can understand rudiments outline in textbooks if covered clearly and in detail by the author. Student use textbook as a compass for navigating discuss, gaining knowledge and understanding

principles. Even with the increased growth in digital resources and e-library, data shows that spending on textbooks across most disciplines remains (Knight, 2015; Knight & Horsley, 2013). Textbooks have been central to education since at least the late eighteenth century (Simon & Garcia Balmer, 2016) encapsulating a wide range of elements. However, Weatherbee (2015) pointed that there is a deficit in the mentions of historical management thought and models in textbooks presented as it ought to, the implication of this being the lacking appropriate depth and technical thinking on students. Thus, as students this can be limiting since students use their classroom experience and textbooks as their main vehicle for learning (Usiskin, 2013).

2.7 The Portrayal of Communication Process Model in Business Textbooks

The adaptation of the Shannon and Weaver model in business education has led to a normalization of oversimplified interpretations. While simplification aids comprehension, it often results in students and professionals overlooking crucial aspects in the subject matter. Regarding the communication process model such simplification neglects explaining the role of noise, feedback loops, and the technical nuances of communication channels. A common reason for this according to research, is to appeal to the less skilled readers (Christenbury & Kelly, 1994; Oral, 2013) encouraging readers to accept concepts at superficial and at face value. One of the factors highlighted by Usiskin (2013), to the impeding the effects of textbooks on students, is the combination of prior knowledge and student desire to spend time on task, independent of whatever part native intelligence plays in learning, is very wide in students, and no textbook can possibly be appropriate for the entire range.

The portrayal in business textbooks depicts adaptation as well as streamlined simplification of the communication process model. This phenomenon raises several critical questions:

- Why has this simplification become the standard in business communication education?
- What impact does this reduction have on students' understanding and application of communication theories in real-world business scenarios?
- How can business education balance clarity with depth to ensure a comprehensive grasp of communication models?

To address these concerns, it is essential for educators and students to critically engage with communication models beyond their simplified versions. Business communication involves complex interactions influenced by organizational culture, hierarchical structures, and technological advancements. Understanding the full scope of the Shannon and Weaver model, including noise and feedback loops, can enhance business communication strategies and collaboration within organizations.

2.7 Conclusion

This chapter provided an extensive background to the foundation of communication studies, scholarly contributions, the role of the World War II communication research, and some exploration of the evolving nature of the communication process model. I illustrated the interdisciplinary nature of the model given its relevance across disciplines and the role of textbooks in students educational development. The next chapter introduced the methodology of my empirical research.

Chapter 3 – Methodology

3.1 Introduction

My thesis relied on an empirical study to illustrate the evolution of the communication process model and its portrayal in business communication textbooks. This study adopted a systematic qualitative methodology to do so. Textbooks were sourced and gathered for review. This chapter covered the methodological approach, explaining the systematic approach of the methodology, data collection, and method of analysis.

3.2 Methodology

A search for Canadian business textbooks from the year 2000 and 2025 was conducted using the institution's library repository at Mount Saint Vincent University. I used this period for two reasons. First, upon initial review of textbooks, content on communication – be it from an interpersonal or organizational context – did not appear to feature prominently before the 21st century. Second, I wished to capture how the presentation of the communication process model has evolved in response to significant technological changes in business and society, particularly the rise of digital media, mobile technologies, and virtual workplaces that have transformed how communication is theorized and practiced. The year 2000 is generally recognized in literature as a pivotal moment marking the mainstream adoption of internet technologies in business education, signaling a shift toward integrating digital communication concepts into management learning (see Leonardi, Huysman & Steinfield, 2013). The database at the Mount Library features both a physical and digital catalogue featuring hardcopy and digital texts. These textbooks cover courses in the business discipline, including organizational behaviour, human resource management, marketing, consumer behavior, and business communication. A list of

textbooks that form my data corpus is presented below in two tables: Table 1 outlines the open-source textbooks and Table 2 identifies the physical hardcopies that I retrieved and analyzed.

Table 1 – Open-Sourced Textbooks Collected and Analyzed

Ashman, M. (2018). <i>Introduction to professional communication</i> . <i>communication</i> . https://ecampusontario.pressbooks.pub/professionalcommunication/
Bright, D. S., & Cortes, A. H. (2019). <i>Principles of management</i> . OpenStax. http://openstax.org/books/principles-management/pages/1-introduction
Cruthers, A. (2021). <i>Organizational business communication</i> . https://ecampusontario.pressbooks.pub/orgbuscommunication/
Epps, S. (2022). Chapter 1: Strategies for effective communication. In <i>Strategies for effective communication</i> . https://louis.pressbooks.pub/strategiesforeffectivecommunication/
Krumrey, K. (2022). <i>Intercultural communication for the community college (2nd ed.)</i> . <i>College of DuPage Pressbooks</i> . https://cod.pressbooks.pub/communication/chapter/1-2-the-communication-process/
Miller, C. (2020). <i>Exploring communication in the real world</i> . <i>world</i> . https://open.maricopa.edu/communication/
Southern Alberta Institute of Technology. (2021). <i>Business communication for success</i> . https://openeducationalberta.ca/businesscomm/
University of Minnesota Libraries. (2022). <i>Principles of marketing</i> . https://open.lib.umn.edu/principlesmarketing/
University of Minnesota. (2017). <i>Organizational behavior</i> . https://open.lib.umn.edu/organizationalbehavior/
Williams, V., & Sonja, N. (2022). <i>Fundamentals of business communication: Revised</i> . https://ecampusontario.pressbooks.pub/businesscommunication/

Table 2 – Hardcopy Textbooks Collected and Analyzed

<p>Adler, R. B., Proctor, R. F. II, Manning, J., Barfuss, N., & Rolls, J. A. (2024). <i>Look: Looking out, looking in</i> (5th Canadian ed.). Cengage.</p> <p>Belch, G. E., Belch, M. A., & Guolla, M. A. (2005). <i>Advertising and promotion</i> (2nd Canadian ed.). McGraw-Hill Ryerson.</p> <p>Clow, K. E., & Baack, D. (2016). <i>Integrated advertising, promotion, and marketing communications</i> (7th ed.). Pearson.</p> <p>Czinkota, M. R., & Ronkainen, I. A. (2013). <i>International marketing</i> (10th ed.). Cengage Learning.</p> <p>DuBrin, A. J., & Young, J. D. (2007). <i>Organizational behaviour</i> (1st Canadian ed.). Nelson.</p> <p>Grayson, R., Padgett, D., & Loos, A. (2024). <i>Applied marketing</i> (2nd Canadian ed.). Wiley & Sons.</p> <p>Guffey, M. E., Loewy, D., Rhodes, K., & Rogin, P. (2016). <i>Business communication: Process and product</i> (5th brief Canadian ed.). Nelson Education.</p> <p>Guffey, M. E., Loewy, D., & Griffin, E. (2019). <i>Business communication: Process and product</i> (6th Canadian ed.). Nelson Education.</p> <p>King, D., & Lawley, S. (2019). <i>Organizational behaviour</i> (3rd ed.). Oxford University Press.</p> <p>Kotler, P., & Cunningham, P. (2004). <i>Marketing management</i> (11th ed.). Pearson Education Canada.</p> <p>Kotler, P., Armstrong, G., Cunningham, P. H., & Trifts, V. (2011). <i>Principles of marketing</i> (8th Canadian ed.). Pearson Education Canada.</p> <p>Lamb, C. W., Hair, J. F., McDaniel, C., Kapoor, H., Shearer, J., Bolvin, M., & Appleby, R. (2016). <i>Principles of marketing</i> (3rd Canadian ed.). Nelson Education.</p> <p>Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., & Gaudet, D. (2025). <i>Principles of marketing</i> (6th Canadian ed.). Nelson Education.</p> <p>Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., Gaudet, D., & Snow, K. (2022). <i>Principles of marketing</i> (5th Canadian ed.). Nelson Education.</p> <p>Mills, A. J., Mills, J. C. H., Forshaw, C., & Bratton, J. (2007). <i>Organizational behaviour in a global context</i>. Broadview Press.</p> <p>Mowen, J. C., & Minor, M. S. (2001). <i>Consumer behaviour: A framework</i> (1st ed.). Prentice Hall.</p> <p>Nelson, D. L., Quick, J. C., Armstrong, A., & Condle, J. (2020). <i>Organizational behaviour (ORGB)</i> (3rd Canadian ed.). Cengage.</p>
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- Northey, M., & McKibbin, J. (2005). *Impact: A guide to business communication* (6th ed.). Pearson Education Canada.
- Solomon, M., White, K., & Dahl, D. W. (2014). *Consumer behaviour* (6th ed.). Pearson
- Solomon, M., White, K., & Dahl, D. W. (2017). *Consumer behavior* (7th Canadian ed.). Pearson.
- Solomon, M., Main, K. J., White, K., & Dahl, D. W. (2021). *Consumer behaviour* (8th Canadian ed.). Pearson.
- Tuckwell, K. (2014). *Integrated marketing communication* (4th ed.). Pearson Canada.

3.3 Data Collection

A purposive sampling technique (Bell, Harley & Bryman, 2022) was employed to select textbooks use in undergraduate business communication courses by business faculty. The analytical framework was informed by Shannon and Weaver's (1948) communication process model, which served as the foundational lens. Key elements of the model such as sender, message, channel, receiver, feedback, and noise, guided the initial coding scheme (see Appendix A for a sample of data coding). The analysis focused primarily on the introductory chapters (typically Chapters 1 and 2), as these sections often present the historical foundations, guiding models, and theoretical frameworks of business communication. In cases where these topics did not appear in the opening chapters, relevant sections were identified in chapters specifically dedicated to communication.

The search began with the Mount Saint Vincent University library's online databases, including EBSCO, Google Scholar, and Novanet. However, the scope of the search (limited to undergraduate business textbooks) produced few results. To address this gap, I consulted the university's physical library collection with the assistance of a research librarian. The search was

restricted to textbooks published between 2000 and 2025 to capture changes in the presentation of the communication process model over time, particularly given that Shannon and Weaver's original framework dates to the 1940s.

Physical holdings included primarily general educational materials rather than textbooks currently in use by professors. However, three open-source textbooks were identified through the university's database, which prompted an expanded search for additional open-source resources. These were located through platforms such as BCcampus, OER Commons, OpenStax, and eCampus Ontario, yielding a total of ten open-source textbooks.

To supplement this collection and provide a more robust dataset for analysis, I consulted faculty in the Department of Business and Tourism at Mount Saint Vincent University to review their personal and departmental textbook collections. This resulted in the addition of 22 physical textbooks, including newer editions currently used in undergraduate teaching. In total, 32 textbooks were gathered for analysis. This data collection strategy proved to be effective insofar as it offered both a historical lens (i.e., tracing the evolution of the communication process model over time) and a developmental perspective on how the model has been adapted and simplified for contemporary business communication instruction.

3.4 Method of Data Analysis

A systematic content analysis (Bryman, Bell, Mills & Yue, 2011) was employed to examine the structure of the textbooks and the relationship between the authors' intended messages and the actual content presented. This method is particularly appropriate for identifying patterns, themes, and underlying assumptions embedded within educational

materials. The prefaces, introduction, and chapter(s) on communication in the textbooks offer insight into the authors stated objectives, motivations, and the broader pedagogical or contextual issues they aim to address (Hilton, 2016). These sections often outline the historical context, perceived gaps in existing resources, and the rationale for writing the textbook and inclusion of communication process as an important theory in the discipline. By analyzing both the prefaces and the main content, my study can assess whether and how the communication process model has been simplified, reinterpreted, or altered for undergraduate business students. Textbooks, due to their structured and deliberate nature, offer not only a reflection of disciplinary priorities but also evidence of how theoretical concepts are translated for educational use. Content analysis, therefore, allows for a systematic comparison between intention and representation, providing a clearer understanding of how communication is framed within business education over time.

Below in Table 3 I provide a sketch of my content analysis

Table 3 – Overview of Operationalizing the Content Analysis

Stage	Description	Example from Textbooks
Data Source	Collection of textbooks (open-source and print) containing visual and textual content	Diagrams, definitions, communication models, AI mentions
Annotation	Manual highlighting or tagging of relevant content	Highlighted feedback loops, social media references
Coding Categories	Predefined categories used to classify content	Categories: “Noise,” “Linear Model,” “Tech Integration”
Coding	Each piece of annotated content is tagged with relevant category	A sentence about social media tagged as “Tech Integration”
Data Organization	Coded data compiled for theme identification and analysis	Grouped codes showing lack of dynamic communication models

An analysis of the research question posed: *How has the Shannon-Weaver model been portrayed in business communication textbooks? How has it changed?* The data analysed

thematic content analysis, focusing on recurring themes and critical discussions around the model's application and evolution. The coding scheme was designed to capture: the simplification of the model vis-à-vis, the presentation of the elements of the communication process model; presence or absence of noise – both in visual diagrams and textual descriptions, the type of communication model presented – Linear or dynamic, and integration with contemporary technologies. Each textbook was read thoroughly, focusing on sections dealing with communication processes and models. Relevant textual and visual content were annotated and coded manually, guided by the predefined coding categories. New codes were added as necessary when recurring patterns or themes emerged. After which codes were grouped into broader categories to identify consistent patterns and variations across the textbooks. This led to the emergence of three major findings: (1) the exclusion of noise, both textually and visually, (2) the prevalence of a linear model, and (3) the lack of alignment between communication models and contemporary technologies, such as AI, social media, and digital platforms.

To answer the sub question posed: *how has it changed?* I made a comparison using communication students teaching perspective in relation to communication textbooks against the business textbooks analysed. The patterns discovered made the study significant because it reveals critical gaps in how foundational communication concepts are presented to undergraduate business students. By systematically analyzing widely used textbooks, the research uncovers patterns of oversimplification, disconnection from contemporary technological realities and a debate on the use of outdated model.

3.5 Conclusion

This chapter provided background on the methodology of the empirical research within this thesis. It specifically explained the process of data collection and the analysis used in reaching the findings of the study. Using this methodological approach to the data, I presented my findings in the textbooks understudy in the following chapter.

Chapter 4 – Findings

4.1 Introduction

This chapter presented the key findings from the qualitative content analysis of undergraduate business textbooks under study. The primary aim of the empirical research was to examine these textbook representations to the original communication process model and identify recurring patterns or themes that may affect students' understanding of the communication process model having identified the limitation of historical knowledge in business textbook (Weatherbee, 2025). From the data, I used this chapter to highlight and discuss three themes from my research analyzing the data: (1) the omission of the concept of noise, (2) the predominant representation of the model as a linear process, which contrasts with more dynamic, interactive understandings of communication and the (3) disconnection from contemporary technological realities.

4.2 Theme 1: Omission of Noise

It is important to first contextualize the importance of 'noise' in the communication process model. Noise in communication came into existence when scholars started noticing the different obstacles that come between message accuracy and understanding (Shannon and Weaver, 1949). As communication theory progressed from primitive, linear concepts to more interactive models, the theory of noise became pivotal in explaining why communication fails or becomes distorted. First theorized in the foundational Shannon-Weaver Model of Communication in 1949, noise was subsequently borrowed and built upon in later models, most significantly the Transactional Model of Communication, to encompass its multifaceted functions and in-the-moment impact on communication transactions (Shannon & Weaver, 1949; Barnlund, 2008).

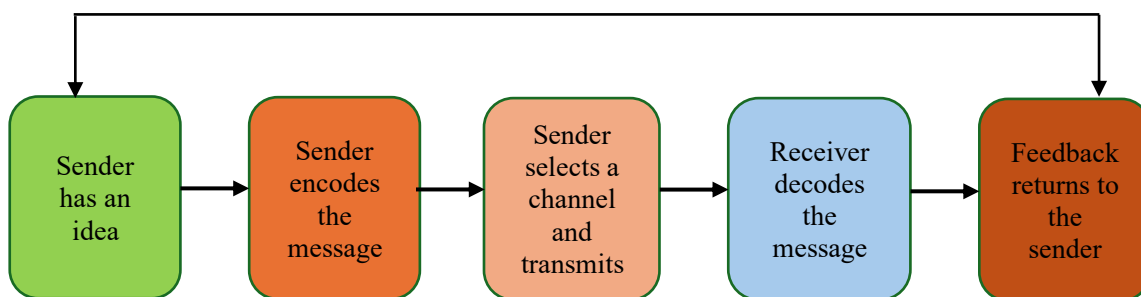
The introduction of noise in the communication theory was a breakthrough in the academic communication theory. It stressed that the encoding, transmission, and decoding of the message is never perfect at all. Even more so, there are external and internal interferences that constantly modify, hinder, or distort the intended message. This awareness led researchers like Dean Barnlund to introduce noise as an active and inherent aspect of human communication, hence broadening communication models' range and representativeness (Barnlund, 2008).

With the addition of noise to the transactional model, theory of communication transcended idealized models to more realistic models of what occurs in real life. Dean Barnlund (1970) extended this idea with his Transactional Model of Communication. According to him, noise was not simply an external mechanical interference but an omnipresent power present in every instance of human communication. For him, senders and receivers are continuously engaged in encoding and decoding messages, with conflicting forms of interference acting on them to influence comprehension in the moment (Barnlund, 2008). Therefore, the transactional model also consisted of noise as a significant variable.

The reviewed textbooks included a version of the Shannon and Weaver model of communication, indicating its continued status as a foundational framework in the teaching of communication in business contexts. Given the multidisciplinary nature of business administration as a field of study brought together, where theories from many pure and social sciences are adopted and adapted to fit the field and curriculum, it is important that these theories are represented and covered in-depth for sound understanding of the theories. However, the presentation of the model varied considerably in complexity, terminology, and adherence to the original formulation.

A key finding was that eleven (11) of the textbooks omitted the "noise" component entirely - from the visual representation of the model, or the textual explanation. The exclusion of 'noise' was one of the most consistent and significant themes found in the content analysis. Out of the textbooks reviewed (approximately 36%), the model was presented without any mention of noise visually, textually or present in one of instead of both (e.g. Ashman, 2018; Cruthers, 2021; Guffey et al., 2019; Lamb et al., 2022; Miller, 2020; Nelson et al., 2020; Pavy & Epps, 2022; Solomon et al., 2021; Southern Alberta Institute of Technology, 2021; Tuckwell 2014; Williams & Sonja, 2022). This aligns with scholars' assertion of omission of barriers like noise when teaching communication models (Getchell et al., 2023).

Figure 3 – Example of a Visual Image of Communication Model with the Absence of Noise



Textually, some had the terminology 'inference' rather than 'noise' (Introduction to professional communication 2019, fundamentals of business communication, 2022). This was a notable pattern observed in a few textbooks (University of Minnesota Libraries 2022, Williams & Sonja 2022). The replacement of the term 'noise' with 'interference' when describing elements that distort or disrupt communication. Although both terms are grammatically and semantically related, the use of 'interference' tends to lack the technical precision originally embedded in Shannon and Weaver's (1948) model, where 'noise' encompasses varying

distortion – psychological, semantic, physical, or technological – that affects message transmission as highlighted in the chapter two of this study.

Figure 4 - Example of a Textual Omission of Noise in the Communication Model

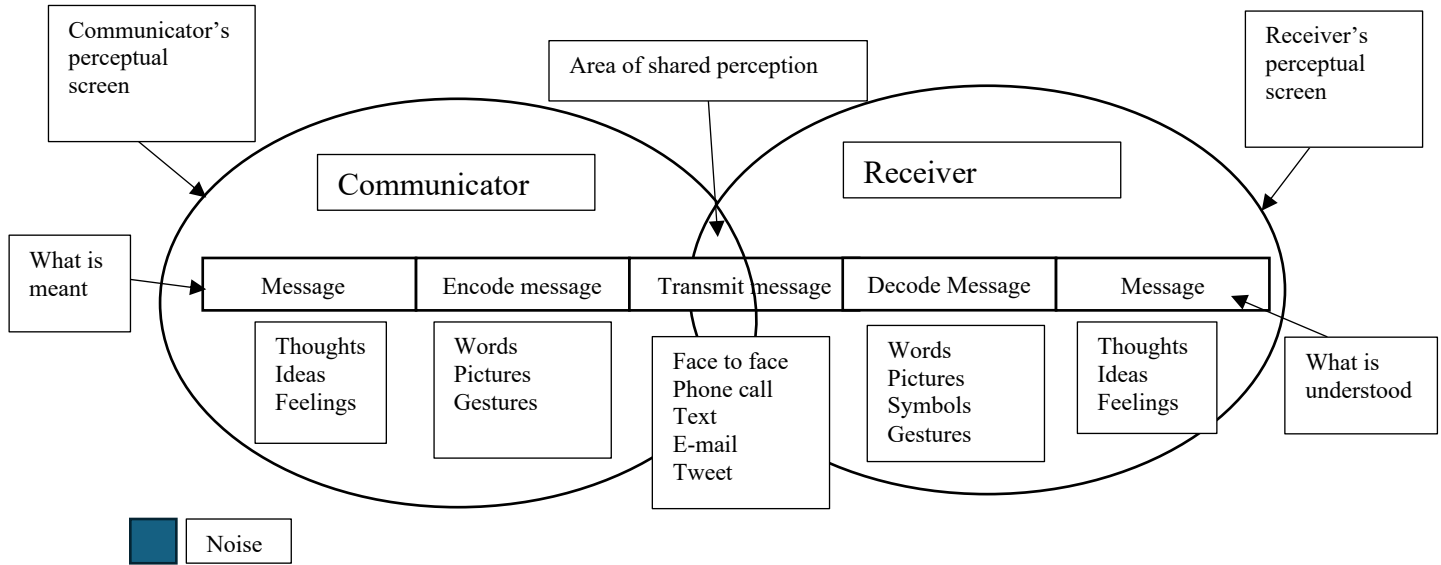
8 Essential Components of Communication

The communication process can be broken down into a series of eight essential components, each of which serves an integral function in the overall process:

1. Source
2. Message
3. Channel
4. Receiver
5. Feedback
6. Environment
7. Context
8. Interference

It is however important to state that some textbooks had partial inclusion of noise in the textbook's presentation of the model. A small number of seven (7) textbooks mentioned noise in the textual explanation but failed to represent it in the accompanying diagram (Organizational Behaviour - University of Minnesota, 2017; Southern Alberta Institute of Technology, 2021). This partial inclusion suggests an awareness of the concept but reflects inconsistency in pedagogical execution. Albeit no clear patterns emerged based on publisher, suggesting that the omission is widespread across the textbook industry rather than localized to specific authors or institutions

Figure 5 – Example of a Partial Omission of Noise



Although, one of the early adapted models of the Shannon and Weaver communication process model to business students is the Berlo's SMCR model which does not itemize the element of noise in its visual adaptation. The role of noise in communication both interpersonally and to mass audience in everyday lives requires that the technicality of noise is not omitted. As stated earlier in this study that communication is never flawless (Shounubi & Akintaro, 2016), not portraying noise as an element visually to student can lead to low knowledge of predictive accuracy to ascertain communication success and cannot reflect the issues brought to light in actual communication settings.

The implications of this, is that the original Shannon and Weaver model clearly includes noise as a core element, emphasizing its role in distorting signals (Shannon & Weaver, 1948). Excluding it misrepresents the theoretical foundation and reduces conceptual accuracy both visually and textually. The eyes been one of the five senses of the human body play a crucial role in acquiring knowledge (Eger, 2018) means visual presentations plays critical role in textbooks due to their appealing and retaining effects. Students sometimes in their bid to scope through

academic literature resort to scheming through images to act as summary. Furthermore, the high cost of textbooks could be a burden to students' affordability of textbooks, having an omitted element may result to missing certain information due to visual absence by authors and publishers. The communication model presented, is overly idealistic, failing to reflect the complexities and imperfections inherent in real-world communication, particularly in business environments and as such students may not be encouraged to think critically about the barriers to effective communication such as semantic misunderstanding, technological interference, or cultural differences, all of which can be categorized as noise.

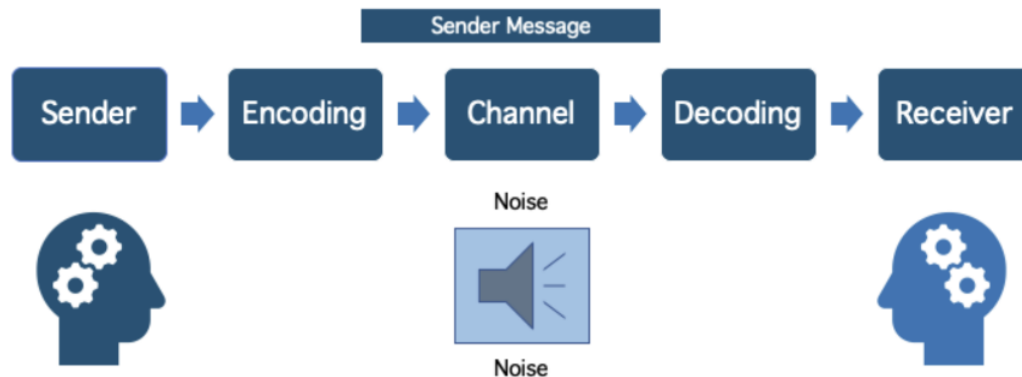
This can have educational limitations on business students by implying the reduced mental capacity of business students in grasping the detailed complexity of communication and the communication process model. Noise being a distinct element in the process model is relevant and important that it is detailed to enable business student the ability to identify the root cause of noise when exposed to one. In that, if students can understand the root cause of the noise being dealt, the possibility of having a clear communication and successful interaction increases.

4.3 Theme 2: The Prevalence of the Linear Model

The linear representation of the communication process was another common observation found in the reviewed textbook samples (e.g., Adler, 2024; Cruthers 2021; Guffey et al., 2019; Lamb et al., 2025, Mills et al., 2007). This presentation seems to be more prevalent in open-source textbooks compared to prints. Whilst prints textbooks had the inclusion of feedback as an element in the visual presentation of the model, open-sourced textbooks depicted a linear way of communication (e.g. Cruthers 2021; Guffey et al., 2019; Lamb et al., 2025; Mills et al., 2007). The Shannon and Weaver model was illustrated as a one-directional process where a sender

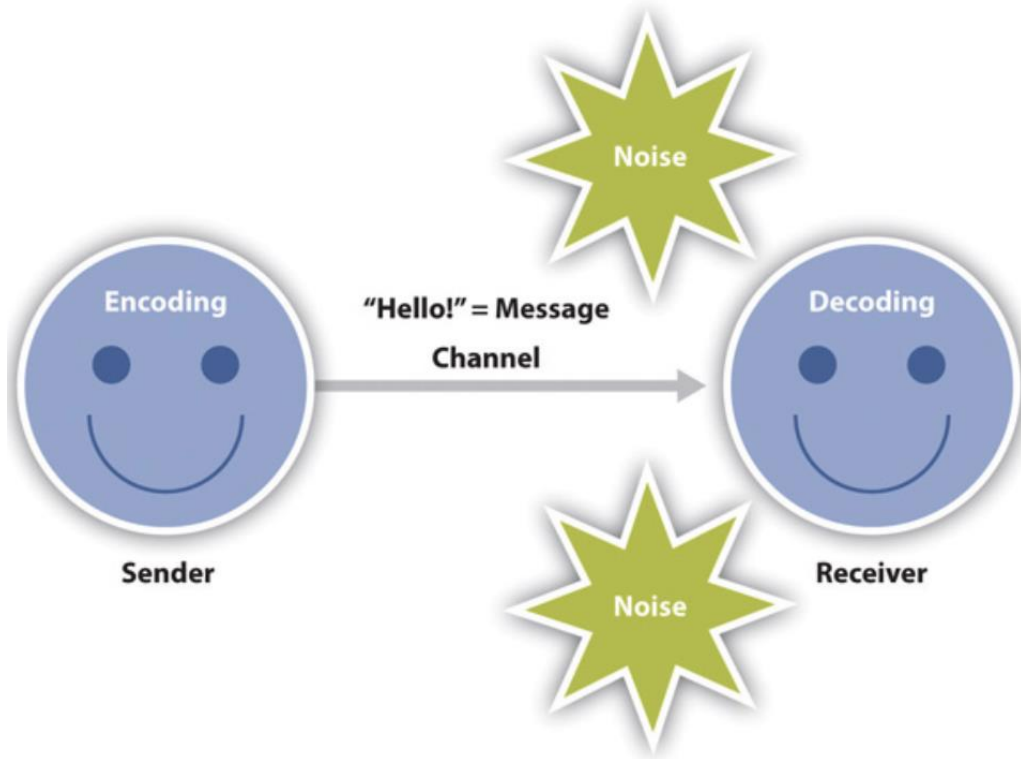
transmits a message to a receiver through a channel, often without adequate discussion of interaction, feedback, or contextual complexity.

Figure 6 – Example from a Textbook Presenting the Linear Model



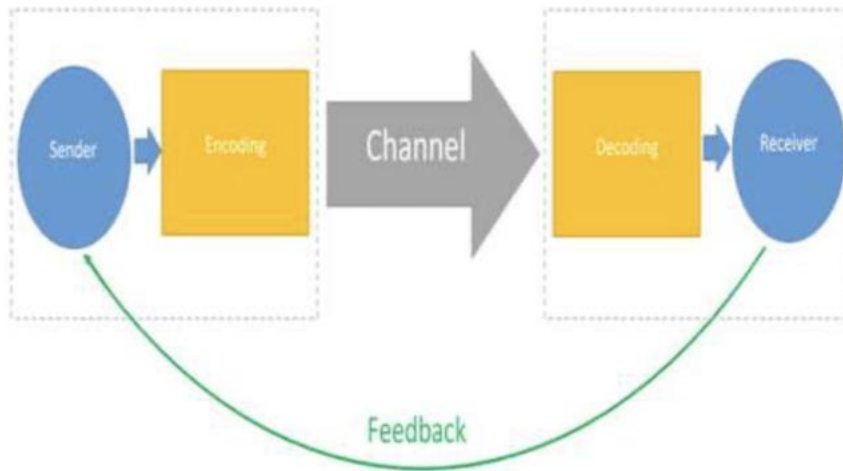
A central feature of the linear approach is the emphasis on transmission over interaction. Most textbooks define communication narrowly as the act of sending information from one point to another. The reviewed undergraduate business textbooks routinely presented the communication process model in the textbook as linear, one way of communication instead of a two-way dynamic iterative process with the alternation of sender and receiver elements (e.g. Cruthers, 2021; Guffey et al., 2019; Lamb et al., 2025; Mills et al., 2007). It often depicted communication to students as a one-way flow from the sender who encodes the message to the receiver, who decodes the message. Thereby, erasing the possibility of feedback and interactive nature of communication. For instance, Ashman (2018) describe communication as the process by which information flows from a sender to a recipient, thereby reinforcing a sender-centric view of communication.

Figure 7 – Example of an Oversimplified Linear Communication Process Model



These textbooks failed to incorporate context, environment, or relational dynamics into the communication model. This further contributed to the portrayal of communication as a static, isolated exchange of information rather than a fluid process shaped by social and organizational variables. For example, communication is illustrated as occurring in a vacuum, without accounting for the relational or organizational setting in which it takes place.

Figure 8 – Example of the Communication Process Model Lacking Multiple Elements



Despite the dominance of the linear model, a small number of textbooks did attempt to present a dynamic view of communication (e.g. Grayson, 2024, Northey & Mckibbin, 2005). This incorporates the simultaneous flow of information (through the sender and receiver).

Figure 9 – Example of Textbook Illustrating Dynamic Communication Process Model

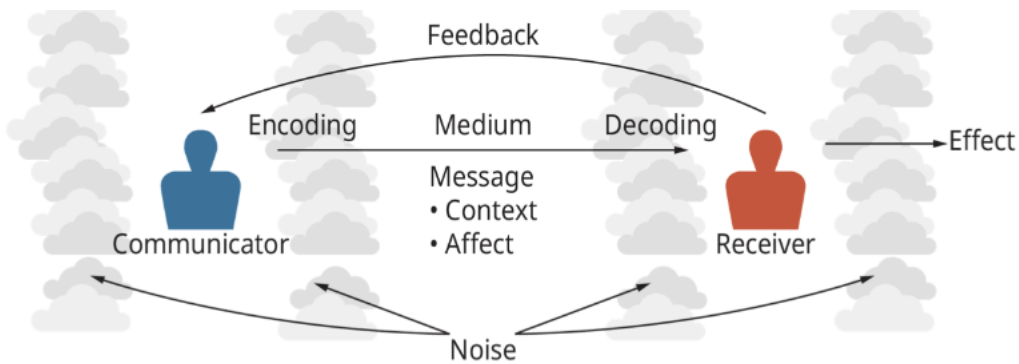
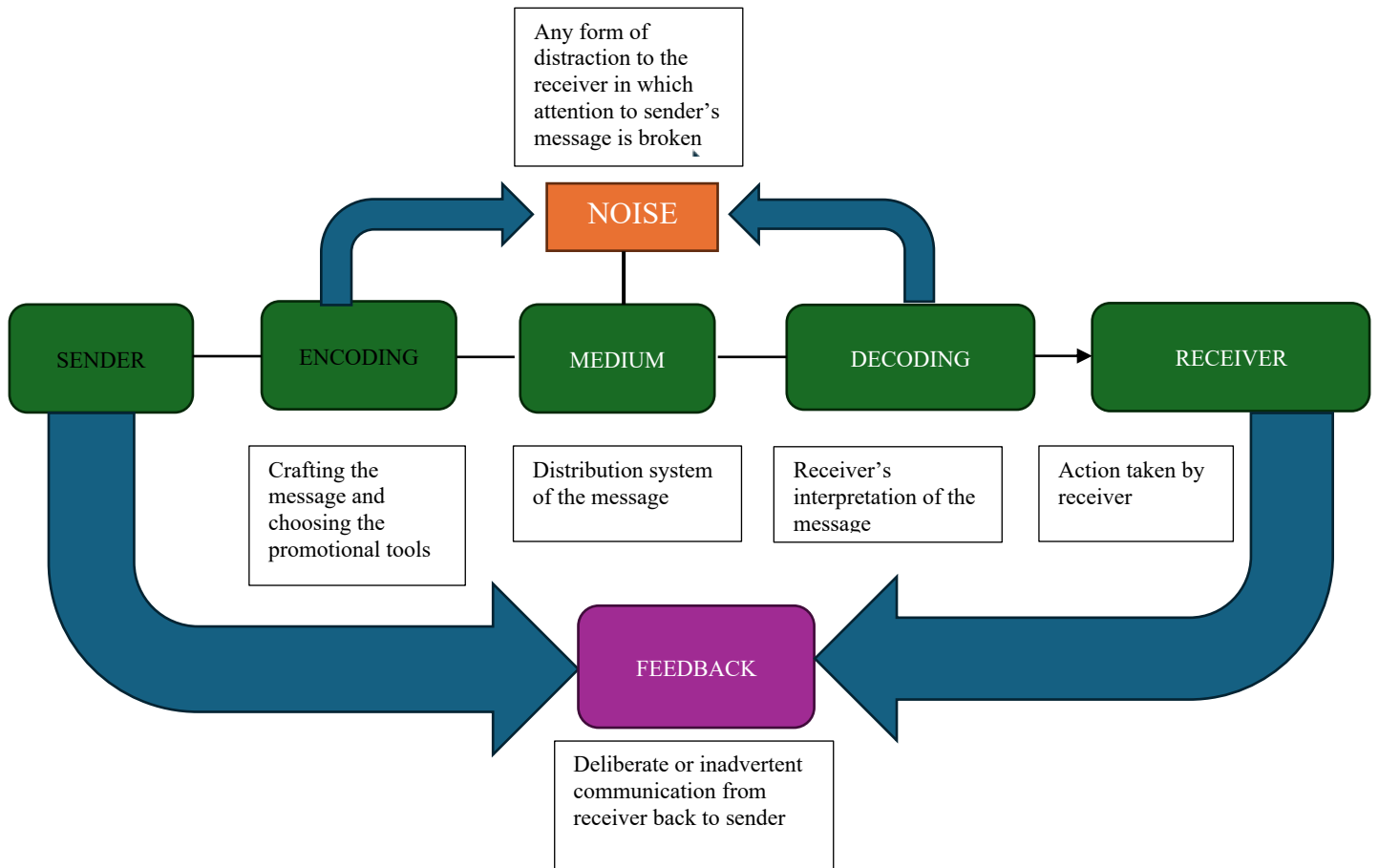


Figure 10 – Example from a Textbook of a Dynamic Communication Process Model



However, these instances are the exception rather than the rule. Even in textbooks that acknowledged the limitations of the linear model, the foundational explanation remained predominantly one-directional further aligning with Getchell (2023), arguments that linear model are usually universally used to frame communication. Some textbooks do show the simultaneous

position and function of the sender and receiver, for example, Lamb et al. (2025). However, this seems not to be a universally applied position in the presentation in textbooks.

The implication of the linear portrayal of the communication process in business undergraduate students is the continuous exposure to a linear model as a default framework rather than a recent dynamic model due to the evolving nature of communication. Interactive and transactional model do not get as much explanation in the textbooks compared to the depiction of linear model. Modern business environments demand dynamic communication, particularly in team settings and crisis management. This overreliance on a linear model may lead to a superficial understanding of real-world communication dynamics, particularly in multicultural and digital environments.

4.4 Theme 3: Disconnection of Contemporary Technology

The third and final finding from this is the limited representation of contemporary technologies in the communication process model presented in textbooks. Contemporary technology such as social media, artificial intelligence and so on were not fully nuanced in the discussions regarding the communication process model even though most of the textbooks were published after the innovation of these contemporary technologies (Lamb et al., 2016; Miller 2020; Solomon et al., 2021). The analysis of over thirty textbooks shows the use of traditional (Shannon and Weaver) communication process model despite the advancement in communication known to the world. This is not to discredit this foundational model but to point out the recycling approach of authors and publishers regarding historical teachings of models and theories.

Although some textbooks made passing references to digital tools in the chapters covering the topic of communication and dealing with marketing (promotion) strategy, these

contemporary technologies are not embedded into the foundational communication models themselves. Even in newer editions of textbooks (e.g., *Consumer Behaviour*, *Business Communication: Process and Product*, *Principles of Marketing*), the core diagrams and explanations remain rooted in linear transmission frameworks. For instance, the role of AI in filtering noise, generating automated feedback, or serving as both sender and receiver in human-machine interaction is largely overlooked showing a misalignment of the communication process model with contemporary technologies. The model misses the horizon tech but since the model is limited by context, it would be near impossible to engage it fully with technology.

Open-source textbooks such as *Exploring Communication in the Real World* and *Intercultural Communication for the Community College* shows some awareness of the evolving process in communication. Albeit these texts only briefly mention social media platforms and mediated communication environments. Like traditional textbooks, they tend to introduce these topics as extensions rather than integrations into core communication models. Here, we have a dilemma on one hand knowing that communication process is illustrated in tech for example, social media is highlighted in the textbooks as being a channel, however, the problem is that on the other hand, it begs the question of how to reconcile a meaningful conversation of tech and the model in the textbooks.

This poses an inability for students to understand the complex nature of communication as it relates to algorithm driven communication platforms that are necessary for marketing promotions and customer engagements. Since the textbook does not capture the complexity of the communication process model even though the communication process model is at the foundation of artificial intelligence. Feedback, being an essential element in today's digital world to adaptive communication, especially in leadership, customer relations, and digital

communication, means the role of feedback in communication cannot be overstated. In communication, feedback helps with perception, trust and decision. Therefore, an understanding of the communication process model and its complexities of contemporary technologies in relation to social media, chatbots is needed for students understanding in the real world. The continued presentation of the traditional linear models limits the applicability of the communication process models presented to students at their early university years preparing for careers in digitally integrated business environments.

4.5 Conclusion

The findings revealed a widespread trend of omitting a key element in the communication process model in undergraduate business textbooks especially when the original model itself had the element in it. This showcased a simplification of the model to students for instructional purposes, potentially at the expense of conceptual integrity. Furthermore, the common show of a linear model and its disconnection from contemporary technology given the evolution that has occurred in communication projects a lack of update by authors and publishers, thereby leaving student with outdated knowledge. I finish each finding by stating the implications of these themes on students.

Chapter 5 – Discussion and Conclusion

5.1 Introduction

This chapter provided a synchronized discussion on the findings from this study. It provides context into the relevance of the study particularly to this time of shift and convergence to digital way of life in every industry. Firstly, I start off by providing a background as to how the research was done, vis-à-vis, the ideology for carrying out the study. In the following sections, I offer a narrative discussion of my interest in the research: why I did the research, how useful the research is and will be, contribution to theoretical understanding, the implications of the study to communication professionals, educators and students, and the limitation of the study.

5.2 Bringing it all Together

Through this study, I have been able to take us through the origin of communication from the beginning citing the role of research during the World War, to its establishment as a field of study and interest amongst multiple scholars who have developed theories that are now foundational not only to communication field but other disciplines (see Shannon and Weaver, Schramm, Wiener etc.). This has led to adoption and adaptations of communication theories and models to other disciplines. Tutors and professors from disciplines other than communication now incorporate this model into their syllabus due to the significant role of communication. Authors presents and publish these models in both traditional and open-sourced textbooks for teaching and learning purpose. One of such discipline is business and management. However, this study through a systematic methodology observed that this adaptation seems to lack depth in detailing the communication process model – which is a foundational model of communication. If disciplines are going to adopt and adapt models to explain concepts and phenomena in their field, it is important that these theories are adopted and taught accurately. Due to this, we

embarked on data collection of Canadian editions physical and open-sourced business textbook, carefully analyzed them accordingly and stated findings proffered in the chapter four of this study.

This research is important in a MA Communication Studies thesis due to its broad reach and identification of disparity between an average communication student and business student exposure to the communication process model and other modified theories. The timeliness of the research aligns with the present-day shift and focus of students on the process of communication; in interpersonal relationship, organizational, management and technologically (AI, Web 3.0 etc.).

5.3 Rationale for the Research

Foundational theories are guides in explaining concepts in the present and they shape future innovations or inventions. This theory if faulted or misrepresented would leave a gap in the understanding of concepts relating to the theory. Such is the case with the portrayal of the communication process model in business textbooks. Business textbooks are primary educational tools for students, teachers and professionals in the management, human resources and to an extent marketing and communication field. The way the theory is presented may alter students' understanding of the process of communication in the real-world. As identified extensively in this study, the oversimplification as well as outdated use of theories can develop misconception that affects understanding and professional communication skills with multiple implications on workplace communication practices.

Also, this research reflects academic relevance. The communication process model is a model that was developed in the 40s and is presently rarely used in the communication field due to the evolution of the model. However, most business textbooks still portray it. This could signify the lack of pace keeping with contemporary theories. While there were few exceptions in

the data that included newer theories – for example, (interactive model), the authors still had the Shannon-Weaver communication process model as the definitive theory depicting a significant reliance on the communication process model. Therefore, this study helps assess the need for knowledge gaps in educational business textbooks for business undergraduate students.

This research is useful and timely as it aligns with the current shift from physical textbooks to open-sourced textbooks. Given the digital convergence of every industry including academia, student seems to be on the lookout for a cheaper alternative to physical textbooks due to the high cost of purchasing physical textbooks. Also, student seem to prefer reading on their digital devices as it easier and a more semiotic experience for them since their devices are usually with them and has become an extension of them (Bresó-Grancha et al., 2022; Brüninghaus & Novák, 2018). Embarking on this study gives a possibility for authors to update their resources thereby, students can have accurate and synchronized information in physical textbooks and open-sourced textbooks. This will help promote more interactive and uniform learning leading to, deeper and more practical grasp of the process of communication.

5.4 Implications

The implication of the study for educators is an understanding of the lack of depth students are exposed to. If foundational models like Shannon–Weaver are presented without components like *noise*, *feedback*, or *digital interactivity*, students are at risk of developing an incomplete understanding of communication processes. Educators now need to reassess their curriculum and textbooks to reflect updated models. Integrating interactive and transactional models that account for environmental, semantic, and technological forms of noise, can enrich students' conceptual grasp. Moreover, given that many students now engage with digital devices as extensions of their learning experience, there is a growing need for instructors to incorporate

contemporary technology teaching strategies that align with students' semiotic preferences. This is important in guiding instructional improvements by acknowledging the limitations of current textbooks presentation of historical theories.

In addition, for students, the implications are in the conceptualization and application of the communication theories to academic and professional context. An overly simplified portrayal of theories may reduce student grasp and critical thinking leading to a superficial understanding of complexities. This gap in representation may hinder students' ability to critically analyze or navigate digital and intercultural communication environments, which require a more nuanced and responsive communication approach.

Finally, professionals in marketing, business communication, management face a significant implication based on the findings of this study. Given that organizations are becoming more collaborative, multicultural, and digitally integrated, there is a need for professionals to understand adaptive communication. The study underscores the need for continuous professional development that bridges theoretical gaps having realized that newer editions of the textbooks reviewed used knowledge from older editions of the same textbooks which professionals may have been exposed to.

5.5 Limitations

This study is subject to several limitations. First, the scope of textbooks analyzed was confined to a purposive sample of undergraduate business communication materials, which may not capture the comprehensive educational explanations across disciplines. The research only covered materials in textbooks. The study focused only a selection of textbooks available to me through my university library, online library, business department faculty and open-sourced materials. Furthermore, focusing on textbooks only may overlook students' understanding of

additional resources that may be exposed to. Materials such as journal articles, case studies, business times may influence students' understanding of the model. The study utilised Canadian edition textbooks for the systematic examination of the research. Due the geographical location of the study, I only used Canadian edition textbooks and Canadian publishers. Textbook content may be influenced by regional curricula, publisher policies, or academic traditions, which the study does not account for. Covering beyond Canadian editions, I suspect findings might be nuanced as I would draw from a wide data of resources other than the presently used Canadian editions.

Also, this research analysed textbooks content only, without taking into consideration the perspective and understanding of business students to the exposed portrayal of the communication process model in their textbooks. It also did not account for the nuance of instructor's explanation in classrooms, multimedia supplements and so on. This study could not embark on that as that requires a broader inclusion of new concepts to the objectives of the study, such as exposure and perception. Therefore, adopting a quantitative or mixed methodology may give adequate insight to the understanding and reasons for the simplification of the model.

The use of a different discipline other than business students like health, engineering may present an entirely different perspective on the adoption and adaption of models from another discipline. This may help clear up the studied field (e.g. engineering) and researcher's bias in relation to the disconnection in contemporary technologies.

All these are limitations that may hinder the generalizability of the findings across global audience. Future research may focus on this by exploring newer models, a different methodology, sample, and context.

5.6 Conclusion

This thesis explored the communication process model presentation in undergraduate business textbooks – prints and open-source with a focus on the oversimplification patterns observed and identified in the portrayal in textbooks. Based on the foundational theory in communication, the Shannon-Weaver communication process model (1948), the study engaged with key scholarly contribution and the evolving nature of communication as it relates to the present digital age.

To answer my research question, I drew on a systematic content analysis methodology of 33 open-source and print textbooks. The findings from the data reviewed from most textbooks showed the prevalent pattern of simplification through the omission of the noise concept (a foundational element in communication), the linear depiction of the communication process model despite the evolutionary development it has achieved, and the disconnection of contemporary technologies. These findings showed a gap in the theoretical understanding of the communication process model and the educational materials students are exposed to. This not only limits student understanding of complex concept, but it also reduces their ability to critically confront theories compared to their peers.

The main takeaway for this thesis is to highlight the inconsistencies in published physical and open-sourced textbooks description of the communication process model. This lack of uniformity and agreement on a consensus description does more harm to business students in relation to their communication colleagues and creates a superficial understanding of the communication process model for students. Future research might extend this study by incorporating student and instructor perspectives on the effectiveness of textbook communication models, or by exploring how models shape actual classroom communication and understanding.

A comparative analysis across disciplines could also be worth studying to ascertain the possibility of disparities.

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Appendix A – Sample of Data Coding

Category	Details
1. Reference Information	
Full Citation (APA)	Ashman, M. (2018). <i>Introduction to professional communication</i> . https://ecampusontario.pressbooks.pub/professionalcommunication/
Edition & Year of Publication	2018
Author(s)	Ashman
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 3
2. Components of the Process Communication Model	
Definition of CPM	Ashman presents the transmission (linear) model as a foundational framework in Chapter 3.2, describing communication as a one-way process: a sender encodes and sends a message through a channel, while the receiver decodes it. Interference (“noise”) may disrupt successful transmission
Key Components Described	Sender and receiver (Encoding/Decoding), Message, Channel, Noise.
Visual Representation of Model (take picture - if included)	Sender → Message → Receiver
3. Context of Discussion	
Section of the Text	Part 3 - Planning messages, specifically Chapter 3.2 “Communication models”
Target Audience	Students and professionals learning effective business communication strategies
Primary Purpose	To introduce how models simplify the complexity of communication
4. Applications in Business Contexts	
Examples Provided (if any)	Used as groundwork for improving professional messaging and interactions
5. Strengths & Limitations	
Strengths Highlighted in the Text	Easy to understand

Critiques or Limitations Discussed	Oversimplified Partial absence of noise visually (interference) No tech integration to the model
Comparison with Other Communication Models	Linear / Dynamic
6. Author's Perspective & Emphasis	
Is PCM Presented as a Core or Supplementary Model?	The transmission model is presented not as the primary model, but as a core starting point, before progressing to interaction and transaction frameworks. Thereby, suggesting it as a foundational rather than sufficient model.
Level of Detail	inadequate
2. Reference Information	Details
Full Citation (APA)	Bright, D. S., & Cortes, A. H. (2019). <i>Principles of management</i> . OpenStax. http://openstax.org/books/principles-management/pages/1-introduction
Edition & Year of Publication	2019
Author(s)	Bright D. S & Cortes A. H
Publisher	Open-sourced (OpenStax)
Chapter(s) / Page Range	Chapter 16 – Managerial communication
2. Components of the Process Communication Model	
Definition of CPM	Implied via managerial roles rather than explicitly defined communication model
Key Components Described	Planning, organizing, staffing, directing, coordinating, reporting, controlling
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	(16.1) – “The model that we present here is an oversimplification of what really happens in communication, but this model will be useful in creating a diagram to be used to discuss the topic.”
Target Audience	Students
Primary Purpose	to present realistic managerial work
4. Applications in Business Contexts	

Examples Provided (if any)	the practical realities of managerial work - the unpredictability, the overlapping responsibilities, and the vital role of communication.
5. Strengths & Limitations	
Strengths Highlighted in the Text	Easily understandable – use of engaging tone in organization
Critiques or Limitations Discussed	lacks explicit communication frameworks
Comparison with Other Communication Models	No direct comparisons
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	Formal academic treatment, with integration into IMC context - suitable for marketing coursework.
3. Reference Information	Details
Full Citation (APA)	Cruthers, A. (2021). <i>Organizational business communication</i> . https://ecampusontario.pressbooks.pub/orgbuscommunication/
Edition & Year of Publication	2021
Author(s)	Cruthers A
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 2.4 – The Communication Process
2. Components of the Process Communication Model	
Definition of CPM	No outright definition
Key Components Described	Context of production (source) – Context of use (receiver); production – circulation, use and reproduction
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	“In 1948, C.E. Shannon proposed a more complicated theory, which I’ve simplified below. The main point, however, is that a lot of factors influence and interfere with communication”
Target Audience	Undergraduate students
Primary Purpose	Frame of reference

4. Applications in Business Contexts	
Examples Provided (if any)	Designed for business communication scenarios—easy to apply and reflect upon.
5. Strengths & Limitations	
Strengths Highlighted in the Text	Contextual layer (Production vs. Use) adds modern nuance beyond traditional linear models
Critiques or Limitations Discussed	Simplified linear model with sender, message, channel, receiver, and feedback elements
6. Author's Perspective & Emphasis	
Is CP:M Presented as a Core or Supplementary Model?	CPM was the attributed model
Level of Detail	Offered a step-by-step communication model, while also recognizing that context heavily influences message encoding and interpretation.
4. Reference Information	Details
Full Citation (APA)	Epps, S. (2022). Chapter 1: Strategies for effective communication. In <i>Strategies for effective communication</i> . https://louis.pressbooks.pub/strategiesforeffectivecommunication/
Edition & Year of Publication	2022
Author(s)	Epps S
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 1 – Communication Foundations
2. Components of the Process Communication Model	
Definition of CPM	No outright definition
Key Components Described	Sender (idea) → Encoding → Channel → Decoding → Receiver → Feedback; with contextual awareness.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	The textbook combines a structured, stepwise communication process with a dynamic, context-aware model.
Target Audience	Undergraduate students

Primary Purpose	Equips readers with both practical and conceptual tools for diagnosing and improving communication
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The 7-step process is easy to follow, making it a practical tool for beginners in communication studies.
Critiques or Limitations Discussed	Simplified presentation. While useful for teaching, the 7-step model still assumes a somewhat <i>linear</i> flow that doesn't fully capture the simultaneity of real-world interactions. Noise element is not strongly addressed
6. Author's Perspective & Emphasis	
Is PCM Presented as a Core or Supplementary Model?	Osgood - Schramm Model
Level of Detail	Communication is shown as an ongoing exchange, rather than a one-way transmission. It showed both a 7-step linear-aligned model and a cyclical Osgood-Schramm model.
5. Reference Information	Details
Full Citation (APA)	Krumrey, K. (2022). <i>Intercultural communication for the community college (2nd ed.)</i> . College of DuPage Pressbooks. https://cod.pressbooks.pub/communication/chapter/1-2-the-communication-process/
Edition & Year of Publication	Second (2022)
Author(s)	Krumrey K
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 1
2. Components of the Process Communication Model	
Definition of PCM	Krumrey introduces communication models as <i>simplifying frameworks</i> that visualize the communication process
Key Components Described	Sender – Message - Receiver
Visual Representation of Model (take picture - if included)	Diagrams shown for each communication model (linear, interaction and transaction)
3. Context of Discussion	

Section of the Text	Chapter 1.2 in “Foundations”
Target Audience	Community college
Primary Purpose	Foundational understanding
4. Applications in Business Contexts	
Examples Provided (if any)	none
5. Strengths & Limitations	
Strengths Highlighted in the Text	Clear progression in model complexity – from the linear to interactive to transactional model’s social reality framing
Critiques or Limitations Discussed	Absence of Noise as an element
6. Author’s Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core
Level of Detail	CPM level of detail is superficial. Transactional model treated as most robust; balanced and developmentally staged presentation
6. Reference Information	Details
Full Citation (APA)	Miller, C. (2020). <i>Exploring communication in the real world</i> . https://open.maricopa.edu/communication/
Edition & Year of Publication	2020
Author(s)	Miller C
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 2 – The Communication Process
2. Components of the Process Communication Model	
Definition of CPM	Miller presents communication models as simplified frameworks to understand complex communication encounters
Key Components Described	Participants, message, encoding/decoding, channel.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	“The first two models we will discuss: the transmission (sometimes referred to as the linear model) model and the

	interaction model, include the following parts: sender-message-receiver.”
Target Audience	Students
Primary Purpose	
4. Applications in Business Contexts	
Examples Provided (if any)	None
5. Strengths & Limitations	
Strengths Highlighted in the Text	Clear engagement with communication process
Critiques or Limitations Discussed	Overly simplified models’ presentation (Linear, dynamic) Absence of noise
6. Author’s Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Presented as a core model
Level of Detail	Good detail of the communication process model showing more than one model
7. Reference Information	Details
Full Citation (APA)	Southern Alberta Institute of Technology. (2021). <i>Business communication for success</i> . https://openeducationalberta.ca/businesscommunication/
Edition & Year of Publication	2021
Author(s)	Southern Alberta Institute of Technology
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 1.2 – What is Communication
2. Components of the Process Communication Model	
Definition of PCM	Communication process model is the dynamic process of crafting one’s message and connecting it meaningfully to the audience
Key Components Described	Source, Message, Channel, Receiver, Feedback, Environment, Context, Interference
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	

Section of the Text	Southern Alberta Institute of Technology (2021, sec. 1.2) explains that communication is the process of understanding and sharing meaning.
Target Audience	Students (learners of business communication)
4. Applications in Business Contexts	
Examples Provided (if any)	None
5. Strengths & Limitations	
Strengths Highlighted in the Text	Engaging, human-centered, practical mindset. It presented communication with an ability to understand nuance.
Critiques or Limitations Discussed	Use of interference in place of noise No detail explanation of what could be considered noise.
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	Focused on the <i>idea</i> of communication as storytelling, connection, and adaptation, without breaking it down into formally labeled components like <i>sender</i> , <i>channel</i> , <i>noise</i> , <i>feedback</i>
8. Reference Information	Details
Full Citation (APA)	University of Minnesota Libraries. (2022). <i>Principles of marketing</i> . https://open.lib.umn.edu/principlesmarketing/
Edition & Year of Publication	2022
Author(s)	University of Minnesota Libraries.
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 11
2. Components of the Process Communication Model	
Definition of CPM	No outlined definition
Key Components Described	sender, channel, message, noise
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	“Marketers use the communication process to encode or translate ideas into messages that can be correctly interpreted (decoded) by buyers. However, marketers must

	determine how to get consumers' attention and avoid as much interference and noise as possible" Is Noise different from interference?
Target Audience	Marketing students
Primary Purpose	discusses communication in marketing
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	
9. Reference Information	Details
Full Citation (APA)	University of Minnesota. (2017). <i>Organizational behavior</i> . https://open.lib.umn.edu/organizationalbehavior/
Edition & Year of Publication	2017
Author(s)	University of Minnesota
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 8
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	sender, receiver, encoding, decoding, channels, noise, and feedback.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 8 - Communication
Target Audience	OB Students
Primary Purpose	
4. Applications in Business Contexts	
Examples Provided (if any)	None
5. Strengths & Limitations	
Strengths Highlighted in the Text	Relatable marketing contents and the use of real-world relevance — includes examples and practices familiar in

	marketing contexts (e.g., distortion via noise, feedback through purchase behavior)
Critiques or Limitations Discussed	Still somewhat linear lacks a full depiction of cyclical or interactive dynamics common in modern, digital communication environments
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	introductory to mid-level, covering components, types, and common breakdowns.
10. Reference Information	Details
Full Citation (APA)	Williams, V., & Sonja, N. (2022). <i>Fundamentals of business communication: Revised</i> . https://ecampusontario.pressbooks.pub/businesscommunication/
Edition & Year of Publication	2022
Author(s)	Williams V & Sonja N
Publisher	Open-sourced
Chapter(s) / Page Range	Chapter 1.2 – The Communication Process
2. Components of the Process Communication Model	
Definition of PCM	Frames communication as an <i>activity, skill, and art</i> , highlighting storytelling as a timeless method that helps people make sense of the world and connect meaningfully with others.
Key Components Described	
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	“In basic terms, humans communicate through a process of encoding and decoding .”
Target Audience	Professionals
Primary Purpose	To educate students and professionals
4. Applications in Business Contexts	
Examples Provided (if any)	None
5. Strengths & Limitations	

Strengths Highlighted in the Text	Textual portrayal of many models
Critiques or Limitations Discussed	No depth in the explanation of models No visual depiction of models Absence of noise No tech integration
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	Introductory and conceptual
11. Reference Information	Details
Full Citation (APA)	Adler, R. B., Proctor, R. F. II, Manning, J., Barfuss, N., & Rolls, J. A. (2024). <i>Look: Looking out, looking in</i> (5th Canadian ed.). Cengage.
Edition & Year of Publication	Fifth (2024)
Author(s)	Adler, R. B., Proctor, R. F. II, Manning, J., Barfuss, N., & Rolls, J. A.
Publisher	Cengage
Chapter(s) / Page Range	Chapter 1
2. Components of the Process Communication Model	
Definition of CPM	No definition
Key Components Described	Communicator – Message – Noise- Receiver
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 1
Target Audience	Undergraduate students
Primary Purpose	Educate on the foundational understanding of interpersonal communication
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	Introduces both linear and transactional communication models and positions the transactional model as a key lens for understanding interpersonal interaction.

Critiques or Limitations Discussed	Surface-Level Application - while examples are provided, the discussion is more conceptual than deeply applied to modern business or technology-driven contexts. Over-Simplification in the Linear Model – May give the false impression that communication is mostly one-directional
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	No, Transactional model appears to be a core focus
Level of Detail	Linear model and transactional model. Introductory overview and provides definitions and distinctions between models
12. Reference Information	Details
Full Citation (APA)	Belch, G. E., Belch, M. A., & Guolla, M. A. (2005). <i>Advertising and promotion</i> (2nd Canadian ed.). McGraw-Hill Ryerson.
Edition & Year of Publication	Second
Author(s)	Belch, G. E., Belch, M. A., & Guolla, M. A.
Publisher	McGraw-Hill Ryerson
Chapter(s) / Page Range	Chapter 3
2. Components of the Process Communication Model	
Definition of CPM	No outright definition, but it is termed as being complex.
Key Components Described	Source (encoding) - Message - Channel - Receiver - Noise - Feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 3
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	Understanding how promotional messages are crafted, transmitted, and received in IMC
5. Strengths & Limitations	
Strengths Highlighted in the Text	Presence of all elements of the communication process model.

	Strategic adaptation- positioned within IMC, the model supports the coordination of messaging across multiple promotional tools for a unified brand impact
Critiques or Limitations Discussed	Little mention of adaptation to social media. While IMC strategies are integrated, traditional communication models often remain linear.
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	Presents a traditional communication process model in detail, with clear components and relevance to advertising strategy and evaluation.
13. Reference Information	Details
Full Citation (APA)	Clow, K. E., & Baack, D. (2016). <i>Integrated advertising, promotion, and marketing communications</i> (7th ed.). Pearson.
Edition & Year of Publication	Seventh
Author(s)	Clow, K. E., & Baack, D
Publisher	Pearson
Chapter(s) / Page Range	Chapter 1
2. Components of the Process Communication Model	
Definition of PCM	
Key Components Described	Source, Message, Channel, Receiver, Noise / Interference, Feedback
Visual Representation of Model (take picture - if included)	sender → message → channel → receiver, including noise and feedback
3. Context of Discussion	
Section of the Text	Chapter 1
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	Provides a lens to craft, coordinate, and evaluate promotional strategies across media
5. Strengths & Limitations	
Strengths Highlighted in the Text	Combination of theory with practical real-world appeals.

	Addresses the evolving landscape of marketing communications, including digital and social media platforms.
Critiques or Limitations Discussed	Linear representation
6. Author's Perspective & Emphasis	
Is PCM Presented as a Core or Supplementary Model?	Presented as core model
Level of Detail	Indicates the formal and structured treatment with theoretical models explained in the context of advertising and promotional strategy
14. Reference Information	Details
Full Citation (APA)	Czinkota, M. R., & Ronkainen, I. A. (2013). <i>International marketing</i> (10th ed.). Cengage Learning.
Edition & Year of Publication	Tenth
Author(s)	Czinkota, M. R., & Ronkainen, I. A
Publisher	Cengage
Chapter(s) / Page Range	Chapter 13
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	Sender, Message, Channel, Receiver
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	The Communication Process – It explains the flow from sender → encoding → message → channel → receiver → decoding → feedback, including noise as potential interference.
Target Audience	Undergraduate and graduate level students
Primary Purpose	Adaptation of the communication process model to international marketing.
4. Applications in Business Contexts	
Examples Provided (if any)	applied within a marketing context—e.g., exploring how cultural, regulatory, and media differences impact international communication strategies

5. Strengths & Limitations	
Strengths Highlighted in the Text	linked to campaign planning, messaging effectiveness, choice of media, and measurement of audience response
Critiques or Limitations Discussed	Little mention of social media integration
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Presented as a core model (adaptation)
Level of Detail	Comprehensive and applied detailing
15. Reference Information	Details
Full Citation (APA)	DuBrin, A. J., & Young, J. D. (2007). <i>Organizational behaviour</i> (1st Canadian ed.). Nelson.
Edition & Year of Publication	First
Author(s)	DuBrin, A. J., & Young, J. D
Publisher	Nelson
Chapter(s) / Page Range	Chapter 8
2. Components of the Process Communication Model	
Definition of PCM	No outright definition. However, it laid a clear breakdown of source, message, channel, receiver with environment, noise, feedback
Key Components Described	Source – Message – Channel – Receiver – Feedback – Environment – Noise.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 8 – Interpersonal communication
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	It doesn't merely present the basic. DuBrin also discusses nonverbal communication, organizational channels (formal vs. informal), directions of communication (downward, upward, horizontal, diagonal),

	and methods to overcome barriers like noise, semantic issues, and information overload
Critiques or Limitations Discussed	
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Yes
Level of Detail	Formal, structured theory with diagrams and deep application to workplace communication
16. Reference Information	Details
Full Citation (APA)	Grayson, R., Padgett, D., & Loos, A. (2024). <i>Applied marketing</i> (2nd Canadian ed.). Wiley & Sons.
Edition & Year of Publication	Second (2024)
Author(s)	Grayson, R., Padgett, D., & Loos, A
Publisher	Wiley & Sons
Chapter(s) / Page Range	Chapter 12
2. Components of the Process Communication Model	
Definition of CPM	No outright definition of CPM
Key Components Described	Encoding Message – Decoding (additional noise and feedback)
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 12 – Using personalize promotion to communicate with customers
Target Audience	Undergraduate marketing and business students
4. Applications in Business Contexts	
Examples Provided (if any)	It extends the structure of the marketing mix by integrating consumer-centric elements like Participation and Connection, alongside the traditional 4 Ps→4 Cs framework. This demonstrates the textbook's emphasis on how communication fosters engagement and brand relationships
5. Strengths & Limitations	

Strengths Highlighted in the Text	The text focuses on being practical, student-centered, and application-oriented, blending academic theory with real-world practitioner insights. It emphasizes tools like simulations, case studies, and metrics for marketing strategy building
Critiques or Limitations Discussed	Absence of a detailed discussion on noise No explicit traditional communication process model identified
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Adaptation of CPM for personalize communication
Level of Detail	Simplified, applied and integrated. focused on marketing tactics and customer engagement rather than the theory
17. Reference Information	Details
Full Citation (APA)	Guffey, M. E., Loewy, D., Rhodes, K., & Rogin, P. (2016). <i>Business communication: Process and product</i> (5th brief Canadian ed.). Nelson Education.
Edition & Year of Publication	Fifth
Author(s)	Guffey, M. E., Loewy, D., Rhodes, K., & Rogin, P.
Publisher	Nelson
Chapter(s) / Page Range	Chapter 4
2. Components of the Process Communication Model	
Definition of CPM	Business Communication definition instead. It defined business communication as “the transmission of information and meaning from a sender to a receiver
Key Components Described	Sender, encoding, channel, noise, receiver, feedback.
Visual Representation of Model (take picture - if included)	Sender → Encoding → Channel → Receiver → Decoding, with noise (explained textually) and feedback
3. Context of Discussion	
Section of the Text	Chapter 4 – Understanding the nature of communication
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	addresses real business contexts and technology considerations
5. Strengths & Limitations	

Strengths Highlighted in the Text	The textbook presents a comprehensive, applied, and classroom-friendly treatment of the Communication Process Model.
Critiques or Limitations Discussed	Little tech integration
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Presented as a core model
Level of Detail	Detailed and practical
18. Reference Information	Details
Full Citation (APA)	Guffey, M. E., Loewy, D., & Griffin, E. (2019). <i>Business communication: Process and product</i> (6th Canadian ed.). Nelson Education.
Edition & Year of Publication	Sixth (2019)
Author(s)	Guffey, M. E., Loewy, D., & Griffin, E.
Publisher	Nelson
Chapter(s) / Page Range	Chapter 1 – Business communication in the digital age
2. Components of the Process Communication Model	
Definition of CPM	The transmission of information and meaning from a sender to a receiver
Key Components Described	Source, message, channel, receiver, feedback, noise (explain textually)
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 1
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The book places a strong focus on real-world and workplace communication
Critiques or Limitations Discussed	Limited detail on social media integration with the model

6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	CPM was presented as the core model
Level of Detail	Well detailed
19. Reference Information	Details
Full Citation (APA)	King, D., & Lawley, S. (2019). <i>Organizational behaviour</i> (3rd ed.). Oxford University Press.
Edition & Year of Publication	Third
Author(s)	King, D., & Lawley, S
Publisher	Oxford University Press
Chapter(s) / Page Range	Chapter 11
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	sender → message → channel → Noise and receiver, with concepts feedback added.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 11
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	The textbook is critical and practical, featuring a running case study and real-world examples to bridge theory and application to business
5. Strengths & Limitations	
Strengths Highlighted in the Text	Use of case studies made it applicable to real world scenarios. Mention of new media but not detailed
Critiques or Limitations Discussed	
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	It is presented as a core model
Level of Detail	

20. Reference Information	Details
Full Citation (APA)	Kotler, P., & Cunningham, P. (2004). <i>Marketing management</i> (11th ed.). Pearson Education Canada.
Edition & Year of Publication	Eleventh
Author(s)	Kotler, P., & Cunningham, P
Publisher	Pearson
Chapter(s) / Page Range	
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	sender → encoding – media - decoding → receiver, feedback, noise
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 4 – Advertising planning creatives
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	The macro and micro models help analyze how communication strategies influence brand perception and customer response.
5. Strengths & Limitations	
Strengths Highlighted in the Text	The flow is illustrated and incorporated into explaining how marketing communications function in real-world scenarios, especially within the Integrated Marketing Communications (IMC) context
Critiques or Limitations Discussed	
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	The adapted elements align with a classic communications framework embedded in marketing communications discussions
Level of Detail	Theoretical foundation with practical marketing relevance and application
21. Reference Information	Details

Full Citation (APA)	Kotler, P., Armstrong, G., Cunningham, P. H., & Trifts, V. (2011). <i>Principles of marketing</i> (8th Canadian ed.). Pearson Education Canada
Edition & Year of Publication	Eighth (2011)
Author(s)	Kotler, P., Armstrong, G., Cunningham, P. H., & Trifts, V.
Publisher	Pearson
Chapter(s) / Page Range	Chapter 19
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	Sender → Encoding - Message → Channel → Noise - Receiver
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 19 – managing and delivering marketing program
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The textbook presents the communication process model as a key theoretical underpinning—structured, clearly explained, and applied within marketing communications
Critiques or Limitations Discussed	Little social media integration
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Yes
Level of Detail	It directly linked to advertising, sales promotions, and integrated marketing communications (IMC), making the model practically applicable.
22. Reference Information	Details
Full Citation (APA)	Lamb, C. W., Hair, J. F., McDaniel, C., Kapoor, H., Shearer, J., Bolvin, M., & Appleby, R.

	(2016). <i>Principles of marketing</i> (3rd Canadian ed.). Nelson Education.
Edition & Year of Publication	Third (2016)
Author(s)	Lamb, C. W., Hair, J. F., McDaniel, C., Kapoor, H., Shearer, J., Bolvin, M., & Appleby, R.
Publisher	Nelson
Chapter(s) / Page Range	Chapter 1
2. Components of the Process Communication Model	
Definition of CPM	No outright definition
Key Components Described	Sender → Encoding - Message → Channel → Noise - Receiver
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 11: Integrated Marketing Communications and the Changing Media Landscape
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	Advertising, sales promotion, integrated marketing communications (IMC).
5. Strengths & Limitations	
Strengths Highlighted in the Text	Structured, marketing-relevant, noise-aware, emphasizes feedback, practical example
Critiques or Limitations Discussed	It is Linear bias It has limited cultural depth Present tech gaps
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Yes
Level of Detail	It emphasizes how marketers must carefully plan and adapt messages for different channels and audiences, with attention to clarity, consistency, and feedback for effective integrated marketing communication (IMC)
23. Reference Information	Details

Full Citation (APA)	Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., & Gaudet, D. (2025). <i>Principles of marketing</i> (6th Canadian ed.). Nelson Education.
Edition & Year of Publication	Sixth
Author(s)	Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., & Gaudet, D.
Publisher	Nelson
Chapter(s) / Page Range	Chapter 13 – Marketing Communication
2. Components of the Process Communication Model	
Definition of CPM	The process through which the exchange of information through a wide variety of symbol is made.
Key Components Described	Sender → Encoding - Message → Channel → Noise - Receiver
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 13 -Marketing communication
Target Audience	Students
4. Applications in Business Contexts	
Examples Provided (if any)	The communication model and its components are explained clearly and supported with marketing-specific practice.
5. Strengths & Limitations	
Strengths Highlighted in the Text	The model integrates new media considerations and consumer targeting techniques
Critiques or Limitations Discussed	Linear representation Technological adaptation gaps
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	The model serves as a foundational teaching tool in the textbook, underpinning promotion, branding, and media strategy.
Level of Detail	Structured, theory-informed and tied to campaign strategy and technology integration
24. Reference Information	Details

Full Citation (APA)	Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., Gaudet, D., & Snow, K. (2022). <i>Principles of marketing</i> (5th Canadian ed.). Nelson Education.
Edition & Year of Publication	Fifth (2022)
Author(s)	Lamb, C. W., Hair, J. F., McDaniel, C., Bolvin, M., Gaudet, D., & Snow, K.
Publisher	Nelson
Chapter(s) / Page Range	Chapter 15 – Marketing communication
2. Components of the Process Communication Model	
Definition of CPM	No outlined definition
Key Components Described	Sender (Source) → Message (Encoding) → Channel (Medium) → Noise - Receiver (Decoding) – Feedback.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 15 – Marketing communication
Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The model integrates new media considerations and consumer targeting techniques
Critiques or Limitations Discussed	
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	The model serves as a foundational teaching tool in the textbook, underpinning promotion, branding, and media strategy.
Level of Detail	Structured, theory-informed and tied to campaign strategy and technology integration
25. Reference Information	Details
Full Citation (APA)	Mills, A. J., Mills, J. C. H., Forshaw, C., & Bratton, J. (2007). <i>Organizational behaviour in a global context</i> . Broadview Press.
Edition & Year of Publication	2007

Author(s)	Mills, A. J., Mills, J. C. H., Forshaw, C., & Bratton, J
Publisher	Broadview Press
Chapter(s) / Page Range	Chapter 12
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	Sender – Message – Receiver and overlaying Feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 12 – Organizational Communication
Target Audience	Students
4. Applications in Business Contexts	
Examples Provided (if any)	The chapter integrates communication models with global workplace dynamics
5. Strengths & Limitations	
Strengths Highlighted in the Text	It situates the communication process within critical, cultural, and global frameworks
Critiques or Limitations Discussed	Linear presentation
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	CPM was presented as a core model
Level of Detail	An adapted model involving sender, message, receiver and feedback, it is adapted to global and multicultural settings.
26. Reference Information	Details
Full Citation (APA)	Mowen, J. C., & Minor, M. S. (2001). <i>Consumer behaviour: A framework</i> (1st ed.). Prentice Hall.
Edition & Year of Publication	First (2001)
Author(s)	Mowen, J. C., & Minor, M. S
Publisher	Prentice Hall
Chapter(s) / Page Range	Chapter 8
2. Components of the Process Communication Model	

Definition of CPM	The way signs are used to convey meaning
Key Components Described	Source → Message → Channel → Receiver, with Noise and Feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 8 – Persuasive Communication
Target Audience	Undergraduate Students
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The textbook provided practical insights on how credible sources increase positive attitude and behavioral change.
Critiques or Limitations Discussed	The model is primarily linear, which may oversimplify the complex, iterative interactions between marketers and consumers. Technological Limitations
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	The communication model in Mowen & Minor's <i>Consumer Behavior: A Framework</i> is foundational (SMCR) and applied
Level of Detail	Conceptual clarity with managerial depth (source credibility, persuasive impact)
27. Reference Information	Details
Full Citation (APA)	Nelson, D. L., Quick, J. C., Armstrong, A., & Condle, J. (2020). <i>Organizational behaviour (ORGB)</i> (3rd Canadian ed.). Cengage.
Edition & Year of Publication	Third
Author(s)	Nelson, D. L., Quick, J. C., Armstrong, A., & Condle, J.
Publisher	Cengage
Chapter(s) / Page Range	Chapter 8
2. Components of the Process Communication Model	
Definition of CPM	No outright definition of CPM
Key Components Described	Sender – message – receiver

Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Explains the flow of communication in organizational settings
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The textbook reflects standard pedagogy in communication-related portions of OB textbooks and has been consistently present across editions.
Critiques or Limitations Discussed	Absence of social media integration to the model
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Yes
Level of Detail	Introductory with clear definitions and an illustrative diagram
28. Reference Information	Details
Full Citation (APA)	Northey, M., & McKibbin, J. (2005). <i>Impact: A guide to business communication</i> (6th ed.). Pearson Education Canada.
Edition & Year of Publication	Sixth (2005)
Author(s)	Northey, M., & McKibbin, J
Publisher	Pearson
Chapter(s) / Page Range	Chapter 1
2. Components of the Process Communication Model	
Definition of CPM	No outlined definition
Key Components Described	sender, message, receiver, channel, feedback.
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 1 – Some Help from communication theory

Target Audience	Undergraduate student
4. Applications in Business Contexts	
Examples Provided (if any)	Serves as theoretical underpinning for writing, speaking, and professional communication tasks
5. Strengths & Limitations	
Strengths Highlighted in the Text	The book emphasizes a conceptual, critical-thinking approach, rather than a formulaic one. It encourages planning, adaptation, and reflection in communication
Critiques or Limitations Discussed	Absence of noise Technological limitation
6. Author's Perspective & Emphasis	
Is PCM Presented as a Core or Supplementary Model?	Introduces a dynamic model of communication updated from the Shannon-Weaver foundational model of communication
Level of Detail	It demonstrates how understanding these elements supports practical writing and speaking tasks
29. Reference Information	Details
Full Citation (APA)	Solomon, M., White, K., & Dahl, D. W. (2014). <i>Consumer behaviour</i> (6th ed.). Pearson
Edition & Year of Publication	Sixth (2014)
Author(s)	Solomon, M., White, K., & Dahl, D. W
Publisher	Pearson
Chapter(s) / Page Range	Chapter 8 – Attitude Change and Decision Making
2. Components of the Process Communication Model	
Definition of CPM	No outlined definition
Key Components Described	Source → Message → Channel → Receiver and feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 8 - The verbal or symbolic content intended to influence consumer attitudes or behavior.
Target Audience	Undergraduate students
4. Applications in Business Contexts	

Examples Provided (if any)	
5. Strengths & Limitations	
Strengths Highlighted in the Text	The textbook help illustrate how marketing communication works to shape consumer behavior, especially regarding attitude change and persuasion.
Critiques or Limitations Discussed	Absence of noise
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	No. Adaptation of the SMCR model
Level of Detail	A structured communication model to help explain how marketers influence consumers and how feedback loops play a role in persuasion.
30. Reference Information	Details
Full Citation (APA)	Solomon, M., White, K., & Dahl, D. W. (2017). <i>Consumer behavior</i> (7th Canadian ed.). Pearson.
Edition & Year of Publication	Seventh (2017)
Author(s)	Solomon, M., White, K., & Dahl, D. W
Publisher	Pearson
Chapter(s) / Page Range	Chapter 8 – Attitude change and interactive communication
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	Source → Message → Channel → Receiver and feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Chapter 8 - Concise and conceptual, with a visual diagram and practical marketing examples. The model is situated in a chapter discussing how attitudes change via communication.
Target Audience	Undergraduate students
Primary Purpose	To illustrate how messages influence consumer attitudes and drive responses in communication flows.

4. Applications in Business Contexts	
Examples Provided (if any)	Balanced, theory-driven, and supported with Canadian and global examples. The textbook uses this model to explain how marketers construct and adjust messaging to influence consumer beliefs and behaviors.
5. Strengths & Limitations	
Strengths Highlighted in the Text	How marketing messages are crafted (encoded), delivered through specific channels, decoded by consumers, and with feedback implied through shifts in attitudes or behaviors.
Critiques or Limitations Discussed	Absence of noise
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	The model was used to illustrate how communication mechanisms contribute to effective persuasion and consumer response
31. Reference Information	Details
Full Citation (APA)	Solomon, M., Main, K. J., White, K., & Dahl, D. W. (2021). <i>Consumer behaviour</i> (8th Canadian ed.). Pearson
Edition & Year of Publication	Eighth (2021)
Author(s)	Solomon, M., Main, K. J., White, K., & Dahl, D. W
Publisher	Pearson
Chapter(s) / Page Range	Chapter 8 – Attitude Change and Interactive Communication
2. Components of the Process Communication Model	
Definition of CPM	
Key Components Described	Source → Message → Channel → Receiver and feedback
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	Simple yet foundational; supports deeper analysis of marketing communication effectiveness.
Target Audience	Undergraduate student
4. Applications in Business Contexts	

Examples Provided (if any)	The textbook uses this model to explain how marketers construct and adjust messaging to influence consumer beliefs and behaviors.
5. Strengths & Limitations	
Strengths Highlighted in the Text	The textbook presents a classic, robust communication process model to frame consumer persuasion
Critiques or Limitations Discussed	Absence of noise
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Core model
Level of Detail	Help students understand how marketers encode and tailor messages and how feedback loops and noise affect outcomes.
32. Reference Information	Details
Full Citation (APA)	Tuckwell, K. (2014). <i>Integrated marketing communication</i> (4th ed.). Pearson Canada.
Edition & Year of Publication	Fourth (2014)
Author(s)	Tuckwell, K
Publisher	Pearson
Chapter(s) / Page Range	Chapter 4 – Advertising Planning Creatives
2. Components of the Process Communication Model	
Definition of CPM	No outlined definition
Key Components Described	Senders - Encoding - Transmission Devices / Channels - Decoding - Receivers - Feedback - Noise
Visual Representation of Model (take picture - if included)	
3. Context of Discussion	
Section of the Text	It serves as foundational communication theory in marketing and advertising
Target Audience	Undergraduate students
4. Applications in Business Contexts	
Examples Provided (if any)	
5. Strengths & Limitations	

Strengths Highlighted in the Text	These models detail how message transmission can be disrupted and the importance of feedback loops for effective communication.
Critiques or Limitations Discussed	Linear orientation Limited digital and interactive focus
6. Author's Perspective & Emphasis	
Is CPM Presented as a Core or Supplementary Model?	Yes—the classic communication process model: Sender → Encode → Channel → Decode → Receiver. Noise, feedback are acknowledged as influential factors
Level of Detail	Theory paired with practical examples to support comprehension