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MODELS OF COMMUNICATION AND BARRY CASE STUDY

This report has been written as an assignment to Effective Team Work and
Communication course

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Executive summary

Teamwork refers to the process through which several individuals cooperate and collaborate with one another to meet specific goal/s (Suzanne and Pascal, 2019). While on the other hand, communication refers to the act or process of sharing or exchanging information between or among individuals (Graham, 2009). Now, apart from that, effective teamwork and communication refers to accomplishing the activities or processes of teamwork and communication in the best possible manners. However, throughout this report the understanding of models of communication and communication skills, poor communication, and the ways of improving it have been demonstrated.

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Introduction

Effective teamwork and communication are essential for the growth and success of an organization in this modern and dynamic business world. Organizations for not having cultures of effective teamwork and communication might go down. However, throughout this report, an understanding of the models of communication and the skills needed for communication, and the poor communication and the ways to get out of the poor communication will be demonstrated.

In this report, the three communication modules and communication skills studied in the classroom with the aim of being successful in the workplace will be discussed. The modules of communication that have been covered in this module and will therefore be analysed in this report are: The Shannon-Weaver Mathematical Model of 1949, Berlo's Model of Communication and Schramm's Model of Communication of 1954.

Communication means a process of information's that has been exchanged, therefore has the function of creating an interpersonal connection between two or more people. Communication is effective only when the understanding is mutual, therefore only when the sender and receiver associate the same message's meaning.

Good communication in the workplace is the main basis for improving leadership and business productivity. For a manager, a good communicating means knowing how to motivate the staff and guarantees efficient teamwork.

There may be errors while communicating messages, errors can cause poor communication, for example it could cause a lower morale in the team and consequently reduce productivity, the objectives could not be clear enough and therefore the team could not understand what are the goals of the company and lack of innovation that could happen when the management and the team do not communicate effectively.

This report will analyse a case study based on personal events in the workplace and how they impacted the company.

Models of communication

In an effective communication system, there will have a sender, and a receiver. They will exchange information through different channels like telephone, verbal, voicemail, e-mails, online, letters, media, and others possible (Chapanis, 2011). Generally, the sender sends messages, and the receiver provides feedbacks. Now, apart from an understanding of different communication models have been demonstrated in the following:

The Shannon-Weaver Mathematical model

This model was developed in 1949 by Shannon and Weaver. It is called the mother of all models of communication or a mathematical theory of communication. In details the model is:

Information source: Generally, a sender is the source of information who selects desire information or message to send to receiver.

Transmitter (encoder): A transmitter or an encoder converts messages of information source or sender into signals. We can understand the role of a transmitter from the example of telephone.

Channel: There will have channels for transmitting messages to specific receiver. The channels might be telephone, verbal, internet, and others relevant.

Noise source: During transmission from encoder to decoder or receiver a message might be distracted by sounds from different sources like horns, crowd noise, talking of others etc.

Receiver (decoder): The noise is received by a receiver in the other end that means in the destination end. The receiver decodes messages from signals for better understanding of the person or entities in the destination (Chapanis, 2011).

Destination: In the destination there will have a person or an entity or others who or which receive the decoded information. Thus, an entire communication system works and helps exchanging message.

The Shannon-Weaver Mathematical Model, 1949

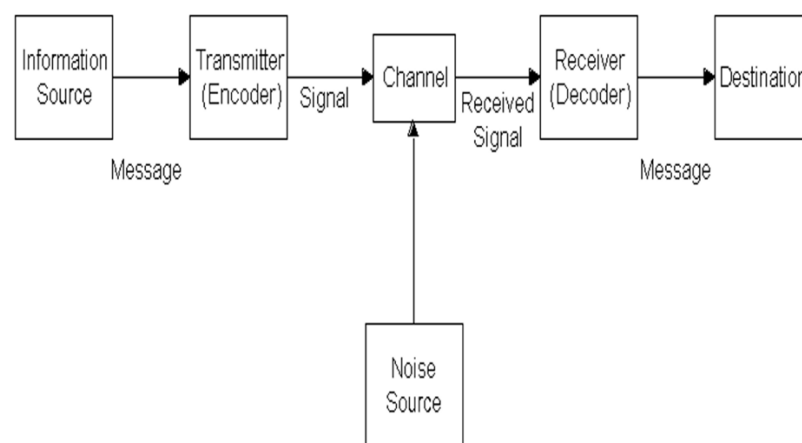


Figure 1. The Shannon-Weaver Model

Berlo's model of communication

This model of communication is also known as S-M-C-R model of communication. However, David Berlo developed in 1960. The details of the model are as follows-

Source or sender: According to this model at first there will have a source or sender of message or information. Message from the sender or source can be influenced by the communication skills, attitude, knowledge, social systems, and culture of the sender. Now, communication skills of sender refer to speaking, presenting, reading, writing and others. If the sender is good at these skills the communication becomes effective otherwise not. Attitude of a sender in case of dealing with audience, receiver, and subject might change meaning and consequences as well as other aspects of messages or information (BERLO'S SMCR MODEL OF COMMUNICATION, 2021). The knowledge of both sender and receiver helps making communication more effective. Social systems like values, belief, religions, circumstance, and other aspects influence a communication system. And lastly, cultural differences can turn into one of the major problems in communication.

Message: The message from the sender or source might be of different types like text, audio, video, and others. The message gets influenced by the factors like- content, elements, treatment, structure, and code. The content of message refers to what is the message and what it is about etc. Elements are like gestures, signs and others which have influences on the sent message. Treatment means the ways through which the messages are sent. Structure refers to the ways through which a message is structured. And finally, code refers to the forms of messages like- texts, languages, videos, gestures, music, and others.

Channel: A message is sent through specific channel such as- internet, telephone, letters, and others relevant. The channels transfer messages in such ways as if our five senses can catch them and make the communication effective (BERLO'S SMCR MODEL OF COMMUNICATION, 2021). Apart from that, our five senses work as channels of communication such as- hearing, seeing, touching, smelling, and tasting. Through these senses messages are understood and transmitted in different situations and ways.

Receiver: The transmitted as well as decoded message at the end reaches to a receiver. The decoded message can also be influenced by communication skills of receiver, his or her attitude, knowledge, social systems, and culture. Thus, the communication model of Berlo works.

Berlos's SMCR Model of communication

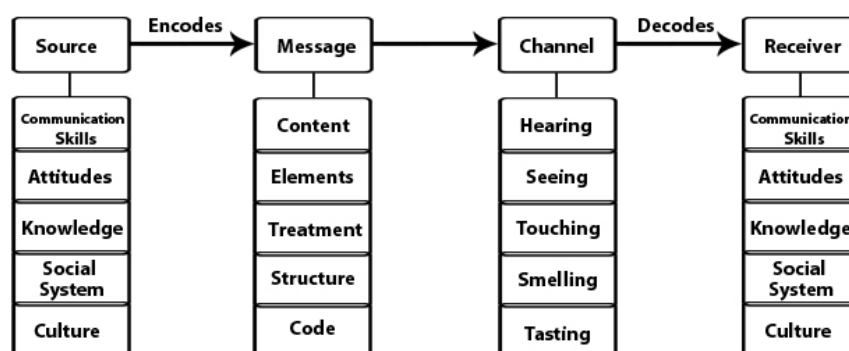


Figure 2. Berlo's model of communication

Schramm's model of communication

In 1948 Schramm developed this model of communication. The elements or steps of Schramm's model of communication have been demonstrated in the following-

Sender: In line with the communication model of Schramm, at first there will have a sender of message. He or she will send legible and understandable message to the receiver (Schramm Communication Model, 2021). Moreover, the message must be relevant, essential, and precise. There will have encoder, interpreter, and decoder in sender's end.

Message: The message might be a text, an audio, video, or anything else.

Channel: There will have channels like internet, letters, telephone, personal channels, and others for transmitting message to the receiver.

Receiver: Finally, there will have a receiver of the message or information sent by the sender. Similarly, in the receiver's end there will have encoder, decoder, and interpreter for making communication effective. Thus, and through these steps communication takes place as per the model of Schramm.

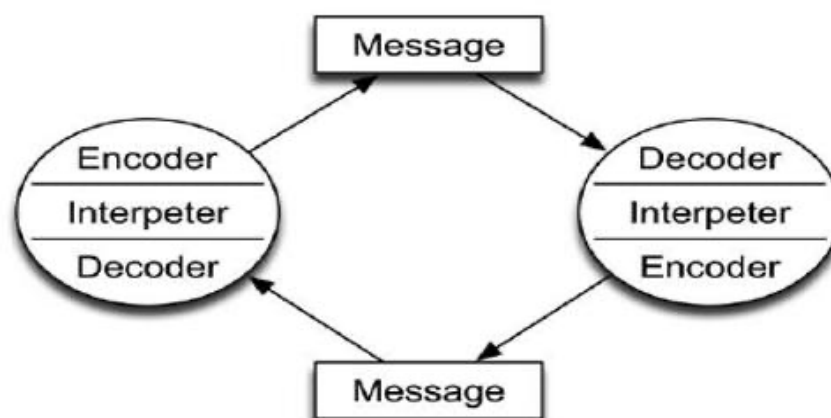


Figure 3. Schramm's model of communication

Communication skills and how these helped my understanding

There need communication skills to make communication effective. Some of such communication skills with the reference to the case study of Barry and communication barriers have been presented-

Active listening: Both the sender and the receiver must be active listeners. Without active listening the aim of communication might not be reached (Hoppe, 2017). In the case study of Barry the employees are not active listeners.

Clarity and Completeness: There must have clarity in communication and the communication must be complete. Moreover, the sender and receiver must have skills for communicating clearly and completely. Unclear and incomplete communication is not helpful for an organization. Such as- due to the hurries in training, language and background differences, and high turnover of employees the communication process of in the case study of Barry was not clear and completes (Brown, 2013).

Concise and Concrete: Communication process should be concise and understandable to both receiver and sender. Further, the sender and receiver should communicate concisely and there have concrete signs of communication. Long session of communication sometimes might be the reason of boringness of both.

Correct and Coherent: A communication process should be right and coherent. In the case study of Barry we see that Barry failed to communicate correctly as though the communication was coherent.

Courteousness, empathy, and respect: The receiver and the sender in a communication process should be courteous towards each other (Brown, 2013). They should have respect for each other, should show respect to each other, be friendly to each other, and lastly, should understand emotions of each other. In the case study of Barry, Barry failed to show these skills. Therefore, communication is ineffective in the restaurant of Barry.

Feedback and asking questions: Lastly, both sender and receiver should give appropriate feedbacks on each other's communication methods, and other areas relevant. It will help making the communication effective through helping to identify the mistakes of both. Moreover, both can ask questions to the points they cannot understand or have problems. In the case study of Barry feedbacks and asking questions are not present.

Both the sender and the receiver must have these communication skills to make communication effective.

Poor communication and the ways of improvement

When there are misunderstandings in communication process or if there are problems between what is said by a sender and what is heard by a receiver then it is defined as poor communication (Poor communication definition and meaning | Collins English Dictionary, 2021). Poor communication is found in the case study of Barry that means in the restaurant of Barry between Barry and his staffs. The staffs of Barry fail to understand what is said by Barry, they don't go with the rules and regulations of the restaurant, and they even don't abide by the directions of Barry. Now, the poor communication between Barry and his staffs can be improved in the following ways:

Keeping communication simple: The communication process should be simple (PowerDMS, 2020). Like the communication method of Schramm, there should have simple, clear, concise, concrete, and understandable ways of communication.

Establishing standards of communication: Specific standards regarding to communication as well as clear norms and expectations should be there in Barry's restaurant for his staffs to get out of the poor communication. Such as- standards regarding how to talk with colleagues, what languages will be used and what not, the possible behaviours etc. In every theory demonstrated in the above discussed about standards of communication.

Communication measurement methods or processes: Barry should have communication measurement strategies, methods and or processes for measuring standard or quality of communication either the communication process is going in line with standards set or not. Such as- employee surveys and email open rates etc. (PowerDMS, 2020). Different processes of communication have been mentioned in the above theories.

Consistent and constant: The communication of Barry and his staffs should be consistent and constant. Interruptions in communication might make the situation worse further. The theories above suggest about consistent and constant communication processes.

Proactive feedbacks: Both Barry and his staffs should provide feedbacks willingly on problems in communication and other areas relevant for improving poor communication (PowerDMS, 2020).

Leveraging technology: Technologies can be leveraged for making the communication of Barry and his staffs effective. Technological aspects of communication have been focused on the model of Shannon and Weaver.

Implementing changes: Lastly, Barry should be strict in implementing the mentioned changes in his restaurant for getting out of poor communication.

Conclusion

Effective teamwork and communication help an organisation reaching its goals and objectives effectively. It is clear that in an effective communication system, there will have a sender, and a receiver. On the first part has been analysed Shannon and Weaver model, which has Information source, Transmitter (encoder), Channel, Noise source, Receiver (decoder) and Destination. It has been analysed Berlo's model of communication in details with the 4 stages, such as: Source or sender, Message, Channel, Receiver and Schramm's model of communication which has Sender, Message, Channel and Receiver.

On the second part has been analysed the communication skills and how these helped my understanding and the reference to the case study of Barry and communication barriers have been presented, and in conclusion poor communication and the ways of improvement has been reported and analysed in this report, to the suggestions made as well as the ways and processes mentioned in the models to get out of the poor communication problem.

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Case Study

COMMUNICATION: A CASE STUDY adapted from The University of Iowa Food Safety Project

Case Study 1 – Barry and Communication Barriers: Effective Communication as a Motivator

As you read their case, think about how you might help communicate with the employee to remedy the conflict. Answer the questions at the end of the case.

Barry is a 27-year old who is the manager of a restaurant. He is responsible for supervising and managing all employees in the kitchen. Employees working there range from 16 years old to 55 years old. In addition, the employees come from diverse cultural and ethnic backgrounds. For many, English is not their primary language.

Barry is a qualified food safety officer who tries his best to keep up with food safety issues in the kitchen, but he admits it's not easy. Employees receive "on the job training" about food safety basics (for example, appropriate hygiene and handwashing, time/temperature, and cleaning and sanitizing). But with high turnover of employees, training is often hurried, and some new employees are put right into the job without training if it is a busy day. Eventually, most employees get food safety training of a kind. The owners of the restaurant are supportive of Barry in his food safety efforts because they know if the Health and Safety Inspector found standards to be poor, their restaurant could go out of business. Still, the owners note there are additional costs for training and making sure food is handled safely.

One day Barry rushes to get into work on time. He had been working on his car until 2 a.m. and realized that he didn't have a clean uniform. However, he managed to find one that was not very dirty. As he dressed, he realized that he needed a haircut and a good hand scrubbing, especially after working on his car.

When he rushed into the kitchen, he noticed several trays of uncooked meat on the work tops. They appeared to have been sitting at room temperature for some time. Barry is frustrated and doesn't know what to do. He felt like he was beating his head against a brick wall in trying to get his employees to practise food safety.

Barry has made many efforts to get them to learn how to handle food safely. He has put large signs all over the kitchen: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS OFTEN. All employees are given a thermometer when they start so that they can assess the temperature of food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently.

