



# EFFECTIVE TEAM WORKING & COMMUNICATION SKILLS

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## 1.0. INTRODUCTION

-Team work is the effort or endeavour of a group of people to achieve the common goals they set. It is very important because it gives a good environment for the group and it depends if the group works properly or not.

-Communication is the action of exchanging information with more people using any medium possible. It is important because it helps and performs any area of social life.

-The organisation I work for is Elior, a company that provides hospitality, catering and vending, basically the task message goes from the managerial area to the bottom. It is important because we know what we have to do in a good environment, we see a good example in our managers and supervisors that we like the way how the work is done, we repeat what we see.

## 2.0 TYPES OF COMMUNICATION

There are two types of communication: Verbal communication, which is a communication where we say with words and non-verbal communication, which is a communication where we do not use words. Both are very important in the workplace because the non verbal communication helps to complement with gestures, body postures, facial expressions and eye contact the words you are saying whose target is to give an idea of what you are trying to say or be understood by the person or people who are receiving the message. On the other hand, verbal communication is important at workplace because you can give a detailed message of what you are saying with your speech, being more precise, as a difference of non verbal communication, we use words here.

### 2.1 VERBAL COMMUNICATION

Verbal communication is the action when we use words to show what we are trying to say. Basically verbal communication are the things we say.

Verbal communication could be used in very different ways and examples and in a business or in a community of people, people have to be careful with the words they are talking, as well as the tone and stress of voice which that words are expressed. An example of this communication is when my manager asks me if I have made any task she told me previously at work, I reply with 'yes' or 'no', she listens to me and receives the message. Another example is when I ask a client if he or she wants a decaffeinated cappuccino or caffeinated one and he or she replies me choosing one of the options given.

It is important we are aware of our verbal communication.

Reference: Moodle and notebook.

### 2.2 NON-VERBAL COMMUNICATION

Non verbal communication is when we do not use words to show what we are trying to say. Non verbal communication are the things we do not say but communicate through our body language as well as gestures, facial expressions, tone of voice, eye contact, posture. Studies shows that the body language compounds the 80% of the communication.

The non-verbal communication has huge importance and a big impact at the time of speaking or communicating with others, if the person shows a confidence in the non-verbal communication, the dialogue between the people could be very different than the one which is not with confidence, our attitude says a lot.

For example, at the workplace when I see a colleague in a far distance and I ask him if he has eaten (a gesture with the hands), he replies me denying with the head.

All the gestures and facial expressions of both parts (the sender and the receiver) influence in the communication more than all of us imagine.

Another example is in a job interview when the non-verbal communication is more than important. If you are confident, the body language must say the same thing, otherwise the interviewers could realise it is not true.

Examples of non-verbal communication are looking at the floor, shoulders up, head down, crossed arms, squinting, scruffy, tapping, frowning, etc.

It is important we are aware of our verbal communication.

Reference: Moodle and notebook.

## 3.0 THEORIES OF COMMUNICATION

.Shannon-Weaver

.Berlo

.Schramm

### 3.1 SHANNON-WEAVER MODEL OF COMMUNICATION

Shannon-Weaver model of communication started in 1948 when his founder Claude Elwood Shannon and Warren Weaver wrote an article 'A Mathematical Theory of Communication' and developed this model of communication that later it would be considered the mother of all models.

This model argues that communication can be divided into 6 concepts: sender, encoder, channel, noise, decoder and receiver.

The model starts with the **sender** that could be a person or object that sends the message through a device like a telephone for example, this message could be sent in different ways like orally, written, body language, music, etc. The message is sent into codes to the machine through a medium.

The **encoder** is a machine that converts the messages into signals.

The **channel** is the medium where the sender sends the message.

The **noise** is what interrupts the message while it is being sent, it could be internal or external.

The **decoder** is the machine that converts signals into messages.

The **receiver** is the person or object that receives the message sent by the sender.

There are problems in this model of communication and they are three:

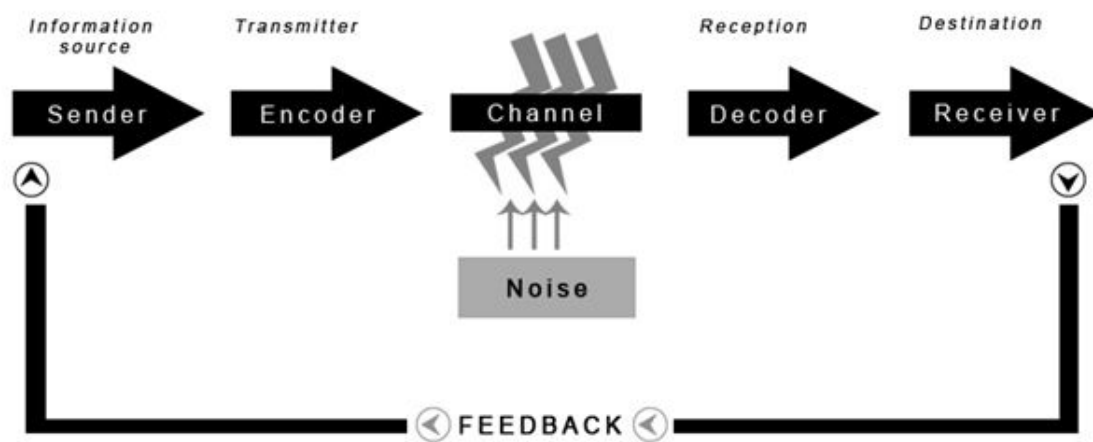
The technical problem, when the channel originates a problem; the semantic problem when the message is sent and received in a very different way and the effectiveness problem which is the way on how the message originates a response.

The advantage of this model of communication, for example, the noise can be removed and this will help to reduce the problem making it more effective.

One example of this model of communication at the workplace is when I (the sender) call my manager (the receiver) using a telephone (encoder or me) with cable (channel), there is a noise and a telephone (the reception or who receives the message).

Reference:

<https://www.communicationtheory.org/shannon-and-weaver-model-of-communication/>



SHANNON-WEAVER'S MODEL OF COMMUNICATION

Reference of image: communicationtheory.org

### 3.2 BERLO'S MODEL OF COMMUNICATION

In 1960, David Berlo created and developed a new model of communication, the SMCR (Sender-Message-Channel-Receiver)

This model gives a detailed perception of the variety of components that forms the basic process of communication as it also gives special importance to the coding and decoding of the message. It is important to mention that this model of communication is linear and people who have the communication has to be on the same level for a successful communication to happen.

The **sender** is the person who sends the message or originates the message, it could be the source of the message as well. There are some factors related to the sender when the

receiver receives the message. There are some factors related to the sender like communication skills, attitude, knowledge, social systems and culture.

The **message** is the matter or stuff that the sender sends to the receiver. This message could be sent by voice, audio, text, video or other kinds of media. As in the sender, there are some factors as well that affects the message like content, element, treatment, structure, code.

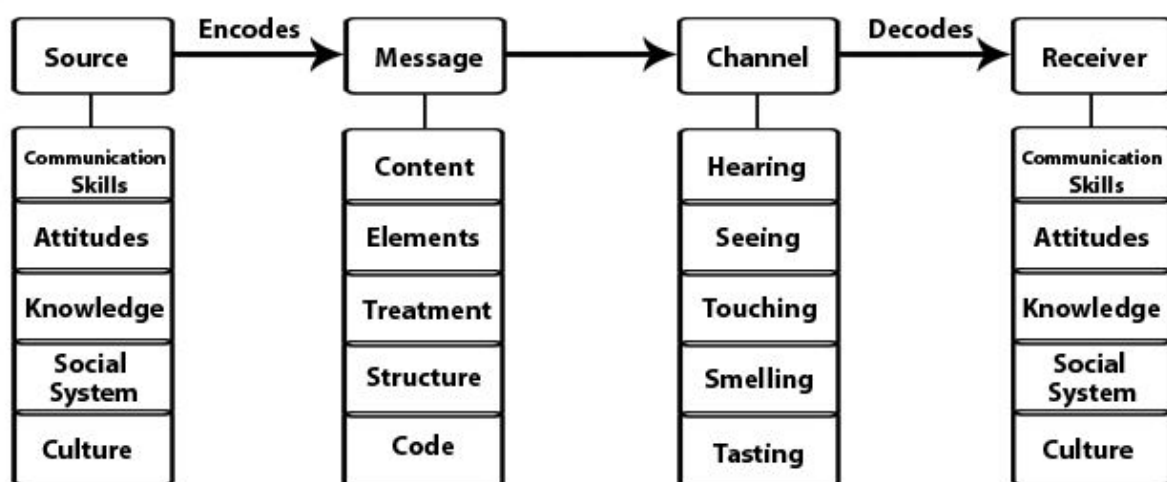
The **channel** is the medium that the sender sends the message to the receiver, some examples are devices like telephones or internet. The five senses are present in the channel: hearing, seeing, touching, smelling and tasting.

The **receiver** is the person who receives or gets the message sent by the sender. Berlo thought that the sender and the receiver had to be in the same level. As in the sender, there are some factors that affect the receiver like communication skills, attitudes, knowledge, social systems and cultures.

Reference:

<https://www.communicationtheory.org/berlos-smcr-model-of-communication/comment-page-1/>

## Berlos's SMCR Model of communication



### 3.3 SCHRAMM'S MODEL OF COMMUNICATION

The origins of this model comes from the Shannon-Weaver's model of communication in 1954 with Wilber Schramm.

This model contains all the basic ideas of communication. It is a cyclical model, which means it is circular.

The person who sends the message (the sender) and the recipient (decoder) of that message can be the same person. The main difference of this model of communication is

that there is no a fourth element like the Berlo's model of communication. There are only three.

There are:

The **sender** or encoder (source) who is the one that sends the message.

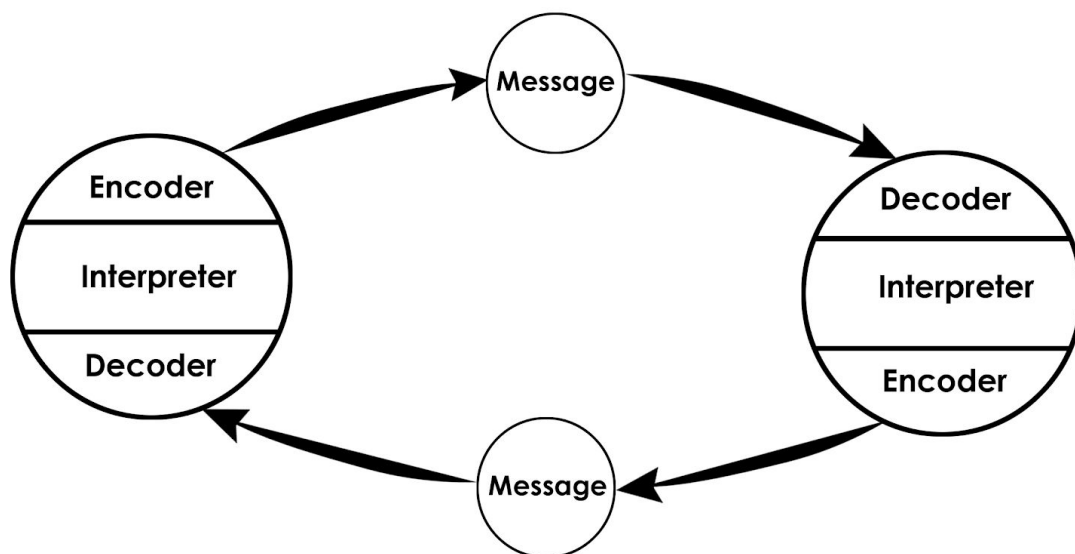
The **decoder** (recipient) who is the person or group of people who receives the message sent.

The **message**, which is the information sent by the sender, it could be verbal information in which the sender uses words to express the idea or non verbal information, when the message is sent without words but with body language, facial expressions, etc. to express the idea.

There is also a feedback, which is the reply or response from the recipient to the sender's message. That feedback could be expressed in a verbal way or a non verbal way (for example: a nod). Frequently, this feedback is shown in a written way (for example: an email).

Reference:

<https://www.toolshero.com/communication-skills/schramm-communication-model/>



## 4.0 CONCLUSION

In this report, we have seen what is communication, its types and its roles at the workplace, as well as the models of communication and how they work.

It is important to say that a good communication is essential at workplace as it helps to be clear with the duties at work. It allows as well to the companies to be more effective and more productive, it gives fantastic relationships within the organisation as everyone has the opportunity to speak their mind. Innovation is present on this as well because people at workplace have no fear to bring their ideas to the table as there is a good environment.

## 5.0 REFERENCES

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## 6.0 APPENDIX

**Exercise 2: Writing an e-mail.**

You are a teacher of Communication and have received this e-mail from one of your students:

Dear Sir,  
I am writing to you because I am confused about Communication.  
Could you please explain:  
1. What Communication is:  
2. The Shannon-Weaver model.  
3. What is meant by non-verbal communication and why it is important.  
Many thanks,  
Lucy Mars.

Reply to the student and answer her questions. Use a diagram in your answer, if necessary.

Dear Lucy Mars

It is ok you have some issues about Communication, I am here to explain.

The Shannon-Weaver model is a model of Communication created in 1948, written in an article by his author Edward Shannon.

The concepts are 6, the sender, who makes the message; the encoder; the channel, the medium used to send the message; the decoder; the receiver, who receives the message; and the noise, external issues that occur in the message.

The non-verbal communication is the non-spoken communication, the words and gestures come by the body language, that is the body of the communication. It is important because ~~the other person~~ the other person knows if he or she received or gave the message properly.

Lecturer's comments: A good piece of work which demonstrates engagement with learning outcomes. However exercise 1 could have

Lecturer's signature:

*Alafuz*

Date:

20/12/2019

Student Name: Bryan Custodio Student ID/Group: 1905705/8  
Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with your Task 1 (part of the Assignment for this module).

Ex.1. Read the cases and answer the questions that follow

**CASE 1:** Mary was working on some paperwork when her daughter came into the room upset. As the child told Mary what was wrong and how she felt, Mary kept typing on her keyboard and said, "It'll be OK," and 'Everything will be all right.' She was confused when the child only continued to become more and more frustrated. Just then, Mary's phone rang and she was all excited when she heard her friend's voice. They spoke for fifteen minutes and when the call ended, she turned and said to her daughter, 'Oh, darling, that was Susan. I'm so excited about seeing her tomorrow!'. The child broke down and cried.

1. Why weren't Mary's calming words having any effect on her daughter?  
She was still typing and didn't stop to be with her daughter, Mary paid more attention to the phone than her daughter

2. What could she have done to make the situation better?  
Be with her daughter instead of speaking on the phone.

**CASE 2:** Steve was exhausted from work when his wife, Sally, came home. So he was quite annoyed when she began telling him all that went wrong about her day. He interrupted her and said, 'I'm so tired, can't it wait?'. The next morning while they were in the kitchen making breakfast, Steve said, 'Did I tell you what happened at work yesterday?'. Sally said nothing, but walked out of the kitchen.

1. Why was Sally upset?  
Because he interrupted her and didn't want to listen her the next morning he wanted Sally to listen to him.

2. What could Steve have done to help the tension that had developed?  
Ask Sally to continue ~~telling~~ what she was telling

Lecturer's signature: \_\_\_\_\_



Date: \_\_\_\_\_

13/12/2019.

**Time allocated: 1 hour.** Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with you Task 1 (part of the Assignment for this module).

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Ex.1. Read the following passage and answer the questions.

### The professor and the village people

A Professor of English at a well-known Welsh University lived in a large house not far from a little village. He never went into the village, but shopped in the town near the University because he had nothing in common with the village people, who were largely uneducated and did manual jobs. One night, the professor fell asleep while smoking his pipe and the pipe fell onto the carpet and started a fire.

When the professor awoke and saw the house on fire, he rushed into the village, screaming:

'The edifice is being consumed by a great conflagration!'

'The edifice is being consumed by a great conflagration!'

The village people looked at him and continued doing what they were doing.

'Don't you understand?' He said. 'The edifice is being consumed by a great conflagration!'

They ignored him.

When the Professor returned home, he saw that his house had been completely destroyed. He sat down on the ground and wept. The next day, he went into the village crying. 'Why, oh why didn't you help me? My home has been destroyed by the fire. I came and begged you last night.' He wept.

'But Professor, why didn't you say that your house was on fire? We would have helped.'

Q1: Why didn't the village people help the Professor?

Q2: What should he have done to get them to help him?

Q3: Whose model of communication do you think can explain this situation?

Q4: Why?

A1 - They didn't understand what professor was saying

A2 - Say 'on fire' instead of 'conflagration'

A3 - British social system

A4 - He didn't use the correct word.

Lecturer's signature: \_\_\_\_\_ Date: 1

Ex. 2

1) There a lot of workers in the kitchen. Many of them English is not the first language, the app could be a communication problem, misunderstanding of who is talking to who, noise source like the food mixer, he did not sleep properly, he had a headache

2) ~~Schramm~~ Schramm why?

3) Make sure the rest of the workers understand what he is saying and the other person has to reply or give an overview of what Barry is asking.  
- Have a rest.  
- Make sure there are no noises at the moment when someone is speaking. ✓

Lecturer's comments:

A Satisfactory piece of work that demonstrates engagement with the learning outcomes

Lecturer's signature:

*Mapura*

Date:

22/11/2019

Student Name: Bryan Custodio Student ID: 1905705

Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with your Task 1 (part of the Assignment for this module).

**Ex.1. Read the following brief and write a business email according to the instructions.**

You are the Director of Communications at your company and you would like a Supervisor, Mary December, to go on a training course in non-verbal communication because you have observed that her non-verbal skills sometimes send the wrong message.

- Tell Mary why you are writing
- Say what you have observed about her communication skills
- Tell her how you think this course would improve her skills and her relationship with her fellow workers.

Dear Mary

~~Hi Mary December~~, I am writing this email to let you know two things: The first one is to congratulate you as you are doing a very good job as a supervisor for our company and we are happy but we noticed there are some details we saw on you that you will need to change in order to ~~become~~ become a better supervisor.

I found out that your <sup>non-verbal</sup> communication skills are not good enough ~~so we~~ so we have decided you to go on a training course in non-verbal communication skills.

I think you will become a much better communicator ~~with~~ after the training as the rest of employees will get the messages you are saying in a better way, you will learn how to do a proper gestures at the time to use your hands and face as they are very important when we communicate. We observed gestures like your hands in the pockets, some non-contact eye with the person or people who is in front of you.

We are pretty sure you will find this useful.  
Thank you for your cooperation.

Yours Sincerely

Lecturer's signature:

Alapna

Date:

15/11/2019

## MARIA and PEDRO

Pedro works on a building site and Maria is his wife.

One day Maria phoned Pedro.

'Hello, Pedro, when you're coming home, see if you can get me a chicken.'

'Okay,' replied Pedro.

When he got home, Pedro took off his boots and coat and went into the kitchen.

'Maria, where are you?' He said.

'Here - in the sitting room,' she said.

When Pedro went into the sitting room, Maria said, 'Where is the chicken?'

'What Chicken?' Asked Pedro.

The one I asked you to get on your way home.'

Oh, no! I thought you said when I come home I will see you in the kitchen!

Q: Why do you think Pedro misunderstood Maria? Because of Pedro wasn't paying attention properly, because he didn't receive properly

Q: Whose Model of Communication explains this confusion and why? Sender's

Q: How could this have been prevented? Speak more clear and pay more attention, send a text

Q: Whose Model of Communication explains how it could have been avoided? Schramm

- Message was not clearly delivered
- Noise - Interfered with the message