

April 2021

A Report on Effective Communication

By Bernardo Onofre
ID: 2009237

University of Wales Trinity Saint David

Module: Effective Teamwork and Communication

Lecturer: Charles Oham

Table of Contents

1. Introduction	4
2. Case Study: “Daddy Said Yes!”	5
2.1. Analysis of the case study “Daddy Said Yes!”	6
2.1.1. Why did Johnny and Mary misunderstand Mom?	6
2.1.2. Which theory/model of communication explains this misunderstanding and why?	6
2.1.3. In which way could the situation have been prevented?	6
2.1.4. Which Model of Communication explains how the miscommunication could have been avoided?	7
3. Models of Communication	8
3.1. Shannon and Weaver Model	8
3.2. Schramm Model	10
3.3. Berlo Model	12
4. Communication Skills	14
4.1. Non-verbal Communication	14
4.2. Verbal communication	17
4.3. Listening	18
5. Conclusion	19
6. References	20

Table of Figures

Figure 1 - Case Study "Daddy said Yes!"; Source: own representation based on (Skeen et al., 2016).....	5
Figure 2 - Communication Model; Source: Own Representation based on (Shannon and Weaver, 1949).....	9
Figure 3 - Communication Model; Source: Own Representation based on (Schramm, 1954).....	11
Figure 4 - Communication Model; Source: Own Representation based on (Berlo, 1960)	13
Figure 5 - Human Expressions; Source:	15

Table of Tables

Table 1 - Pros and Cons of Communication Model; Source: Own Representation	8
Table 2 - Pros and Cons of Communication Model; Source: Own Representation ..	10
Table 3 - Pros and Cons of Communication Model; Source: Own Representation ..	13

1. Introduction

The purpose of this report is to have a deeper understanding of effective communication and its purposes. Communication, in its simplest form is act of transmitting information – including thoughts, ideas and /or emotions (Goutam, 2013). In addition, communication skills are a two-way process of exchanging information and transmitting messages effectively.

The models of communication from Shannon and Weaver, Schramm and Berlo will be analysed, and compared to the case study “Daddy Said Yes!” to better provide an in-depth explanation of the stages of communication.

Finally, this report will address the importance of communication in our everyday lives: starting with a brief definition of non-verbal communication – and how it differs from verbal communication, the impact of verbal communication on our messages, how verbal messages interact, and the role that active-listening plays in effective communication.

2. Case Study: “Daddy Said Yes!”

Setting: Mom is making breakfast; Dad is in the shower; and the children are hungry.

Mom: Johnny, go ask Daddy if he wants eggs.

Johnny: Okay! (runs to bathroom. Runs back). He said YES!

Mom: Really? He usually doesn't want eggs for breakfast...

Mom: Mary, go ask Daddy if he wants eggs.

Mary: But I want eggs!

Mom: Yes, I know. Go ask Daddy if he wants eggs.

Mary: Okay! (runs. Runs back) He wants eggs!

Mom checks the fridge and sees that she doesn't have enough eggs for everyone. So, she decides to go tell Dad that he can't have it.

Mom: Sorry, you can't have eggs. We don't have enough.

Dad (from in the shower): I don't want eggs.

Mom: What? Johnny said you said "Yes" you wanted eggs.

Dad: No, Johnny knocked and said, "Can I come in?" and I said "Yes!"

Mom: And what about Mary? She said you wanted eggs too.

Dad: Nope. Mary came in and asked if she could have eggs and I said, "Yes, of course!"

Mom: Wow. (leaves bathroom)

Figure 1 - Case Study "Daddy said Yes!"; Source: own representation based on (Skeen et al., 2016)

2.1. Analysis of the case study “Daddy Said Yes!”

2.1.1. Why did Johnny and Mary misunderstand Mom?

According to this case study Johnny and Mary misunderstood Mom, due to the fact that they are too young to understand the difference between what **they** want and what **Dad** wants. In addition, they were hungry and used their passive-listening as opposed to their active-listening due to lack of communication skills. Moreover, Mom was cooking breakfast, so the kitchen was too noisy and that’s why the toddlers just replied affirmatively to Mom so they could eat.

2.1.2. Which theory/model of communication explains this misunderstanding and why?

Berlo (1949) presents a model of communication that best describes the case of study. Both the sender and the receiver of the message are required to be in a similar level of communication – which we can confirm that they are not, because Mom is speaking to the toddlers. In addition, there is no feedback or confirmation of the understanding of the message from the toddlers.

Moreover, Berlo’s model has four core elements – S (sender), M (message), C (channel) and R (receiver) – which required Mom to go directly to Dad in order to be a more efficient model of communication. Nevertheless, this model does not consider barriers of communication or refers to potential issues of room noise and it is a too linear of model of communication.

2.1.3. In which way could the situation have been prevented?

Mom should have simply gone directly to Dad and ask him herself. Another way to avoid this miscommunication was to double check that the toddlers understood her question by taking in consideration Schram Model where feedback between sender and receiver is vital to ensure the process is complete (Schramm, 1954).

However, since she is an adult and has better communication skills, she should have had consideration that she was making the toddlers a channel for her message by asking **them** to ask **Dad**. As per Berlo’s model, she should have been aware of the content, treatment, structure of her message – i.e., Mom could have made emphasis on her intonation: “**Go** and **ask daddy** if **he** wants eggs”.

2.1.4. Which Model of Communication explains how the miscommunication could have been avoided?

Schramm (1954) model of communication explains that the message is only useful if the recipient can understand and interpret the instructions that the sender intends to convey. This case could have been prevented through effective encoding and decoding of the message “crucial for information transmission between sender and receiver” (ibid, pp.131).

However, it is important to take in consideration that in order to communicate it is required a two-way process where the feedback between sender and receiver is essential to guarantee the completion of the chain process.

3. Models of Communication

3.1. Shannon and Weaver Model

This was one of the first communication models to be created (Al-Fedaghi, 2012). It is a simple, mathematical theory considered to be the “mother of all models” (McQuail, 2008). It is composed by five key components (Shannon and Weaver, 1949):

1. *Sender* – the information source; a person who composes the message, selects the channel, and sends it
2. *Encoder* – the transmitter; the way the message is encoded, usually through a machine
3. *Channel* – the means by which a message is sent is referred to as a channel
4. *Decoder* – the receiver; the way the message is decoded, usually through a machine
5. *Receiver* – the destination; a person, or a place, who receives the message and provides feedback to the sender regarding the message sent

It is also important to consider the noise surrounding the message when it is being sent and received, which can be anything that disrupts the message (Shannon and Weaver, 1949). According to this model communication has occurred when a message has been sent and received (Shannon and Weaver, 1949).

3.1.1. Advantages and Disadvantages of Shannon and Weaver’s Model

Pros	Cons
The idea of noise aids in efficient communication by eliminating noise or problems that cause noise.	The model is quite simple, but people are complicated. McQuail (2008) considers the model an inaccurate representation of communication, because human communication is not mathematical.
The model can be applied to several different situations.	Compared to message the sender, feedback is considered to be less important (Schramm, 1954).
Shannon and Weaver (1949) managed to quantify communication.	The receiver is considered as passive participant in the communication process, which is not always the case in real life situations (Ritchie, 1986).

Table 1 - Pros and Cons of Communication Model; Source: Own Representation

3.1.2. Graphic Representation of Shannon and Weaver's Model

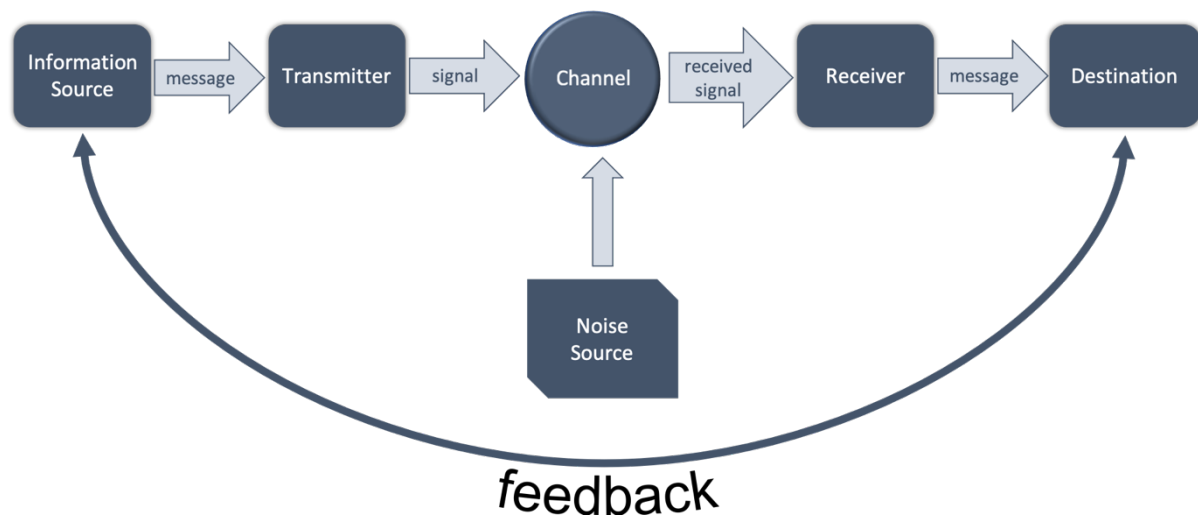


Figure 2 - Communication Model; Source: Own Representation based on (Shannon and Weaver, 1949)

3.2. Schramm Model

This model created by Wilber Schramm in 1954 is based on Shannon and Weaver (Cobley and Schulz, 2013). Building on the idea that a message needs a transmitter, Schramm understood that encoding is pivotal in sending a message.

If a message is not properly encoded, it will never be interpreted correctly (Schramm, 1954). The message is only useful if the receiver is able to translate and comprehend the directions that the sender wishes to communicate. As a result, encoding and decoding are the two most crucial aspects of successful communication, without which information cannot flow between two people (ibid).

Moreover, it is important to consider that communication is a two-way process where feedback between sender and receiver is vital to ensure the process is complete (ibid).

3.2.1. Advantages and Disadvantages of Schramm's Model

Pros	Cons
Continuous dialogue allows sender and receiver to express their opinions (Waller and Polonsky, 1998).	Multiple levels of communication and dynamic communication mechanisms are incompatible with this model (McQuail, 2008).
Facilitates the comprehension of which problems can take place when interpreting a message, and why (Sapienza et al., 2016).	The model assumes that encoding and decoding occur independently (Cobley and Schulz, 2013).
Feedback helps to determine if the message was received as intended (Waller and Polonsky, 1998).	There can only be two sources of communication; if there are more, the mechanism becomes too complicated, and the model cannot be applied (Cobley and Schulz, 2013).

Table 2 - Pros and Cons of Communication Model; Source: Own Representation

3.2.2. Graphic Representation of Schramm's Model

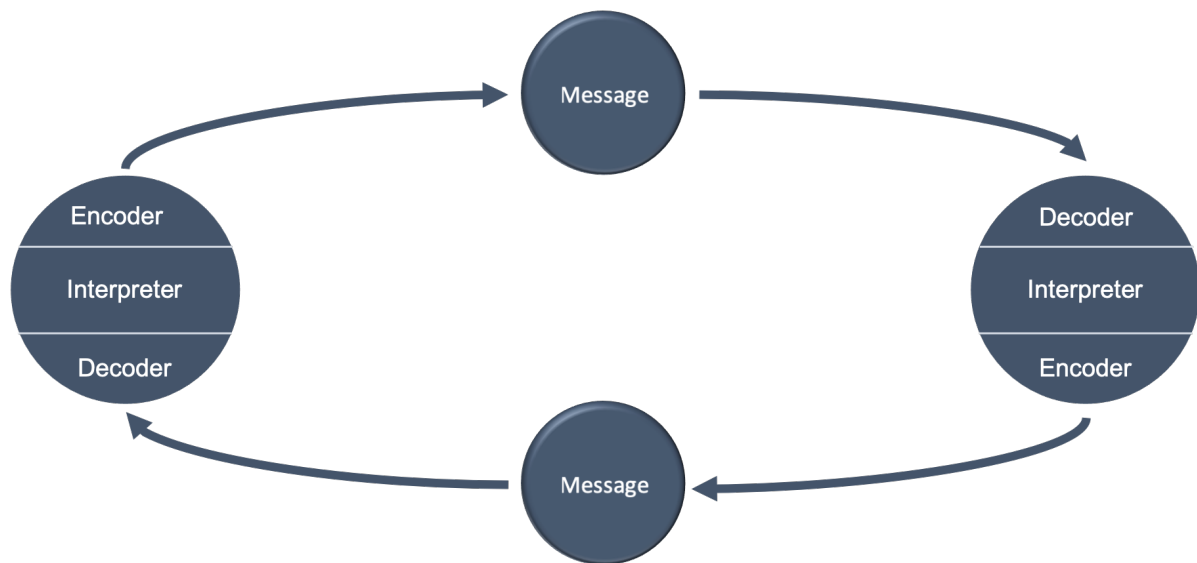


Figure 3 - Communication Model; Source: Own Representation based on (Schramm, 1954)

3.3. Berlo Model

David Berlo developed the communication models from Shannon and Weaver, and Schramm further in order to create his own. Berlo (1960) noted that there are several aspects that influence the way receivers decode messages, such as the communication skills of the sender, and knowledge of the receiver. Much like the Shannon and Weaver model, Berlo's model is composed of four key components; however, each component has five influencing factors (Berlo, 1960):

1. Source and Receiver

- I. *Communication skills* such as speaking, and listening are crucial. The message is effectively communicated if the sender has good communication skills; and likewise, if the recipient does not understand the message the dialog is ineffective (ibid)
- II. *Attitudes* – how the sender/ receiver act upon the environment they are in, and their attitudes towards themselves affect the tone of the message, and thus how it is sent/ received
- III. *Knowledge* – both sender and receiver must have at good knowledge of the topic discussed, otherwise the communication will be ineffective (McQuail, 2008)
- IV. *Social systems* and factors such as religion and laws influence how a message is communicated and interpreted
- V. *Culture* – cultural and ethnical differences will completely set a part an offensive and an unoffensive message

2. Message

- I. *Content* – the entire message from start to finish
- II. *Elements* – all non-verbal communication (see section 4.1)
- III. *Treatment* – how the message is transmitted to the receiver
- IV. *Structure* – how the message is structured and organised
- V. *Code* – how the message is sent (i.e., language, text, video)

3. Channel – Berlo considered that the five human senses were persuading factors in interpreting a message. For example, most of communication happens when we listen and see a message (see section 4.3)

3.3.1. Advantages and Disadvantages of Berlo's Model

Pros	Cons
It is the first model to consider external and internal influencing factors to effective communication (McQuail, 2008).	Does not include feedback, which is essential to complete the communication process (Cobley and Schulz, 2013)
Acknowledges non-verbal communication.	Does not include noise, which can hinder the way a message is received (O'sullivan et al., 1994).
It serves as basis for modern communication models (Cobley and Schulz, 2013).	Assumes that both sender and receiver are on the same level of communication, which might not happen in real life.

Table 3 - Pros and Cons of Communication Model; Source: Own Representation

3.3.2. Graphic Representation of Berlo's Model

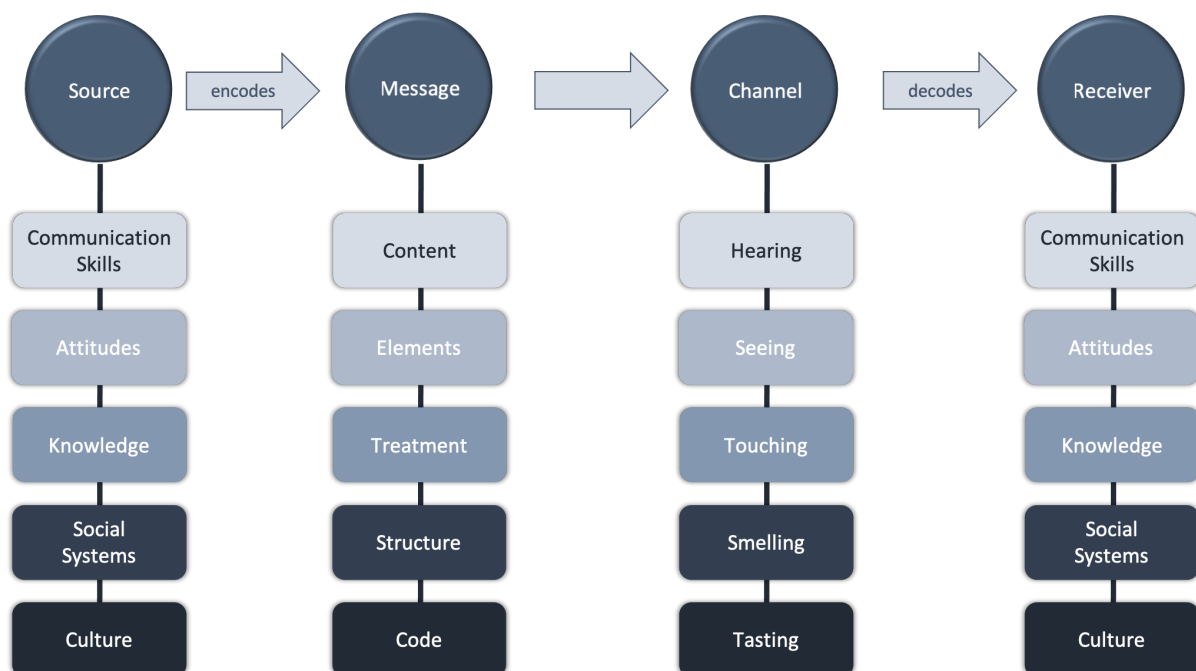


Figure 4 - Communication Model; Source: Own Representation based on (Berlo, 1960)

4. Communication Skills

4.1. Non-verbal Communication

Fast (1971) revolutionises communication's theories by bringing forward a previously unnoticed aspect of communication: Non-verbal Communication. This type of communication differs from verbal communication because it does not use words to convey a message. "Verbal" communication means communication with words. Non-verbal communication means everything **but** the words (Dumbrava et al., 2009). Fast (1971) defines it as "the exchange of information through non-linguistic means" (pp.147).

Dumbrava et al., (2009) note a practical and modern example of non-verbal communication: if, when texting, one uses emoticons either instead of words or as an embellishment to what was wrote, one is using non-verbal communication.

Nonetheless, non-verbal communication presents several challenges: they can often be ambiguous, and there isn't a well-defined way to learn how to interpret them. In addition, non-verbal messages are usually culturally and emotionally bound, which can impede the effective process of communication (Berlo, 1960).

4.1.1. Body Language

Body language is the most common way to translate a non-verbal way of communication: tone of voice, facial movements, general behaviour, gestures, body movement, posture, physical appearance.

Mehrabian and Ferris (1967) discovered that only 7% of a message is communicated through verbal communication. The remaining 93% of the message is transmitted 38% from tone of voice and 55% from body language. Therefore, non-verbal communication has a significant influence on whether the receiver is able to properly interpret the sender's message.

Moreover, Dumbrava et al., (2009), notes that it is in human nature to show more concern towards someone's body language than the words being spoken. Therefore, a sender should always be aware of how he/she is projecting its message (ibid).

4.1.2. Interpersonal Non-verbal communication

Non-verbal interpersonal communication is the primary way we communicate feelings and attitudes (Fast, 1971). According to Phutela (2015) non-verbal communication can contradict, substitute, emphasize and/or regulate verbal messages. Moreover, non-verbal messages are usually more believable than verbal messages (ibid).

Figure 5 showcases the human emotions. They are a key part in non-verbal communication, due to their crucial role in encoding and decoding a message. (Porter, 1969).

Universal facial expression.

According to a 1960's study by psychologist Paul Ekman, all cultures associate these seven facial expressions with the same seven emotions.

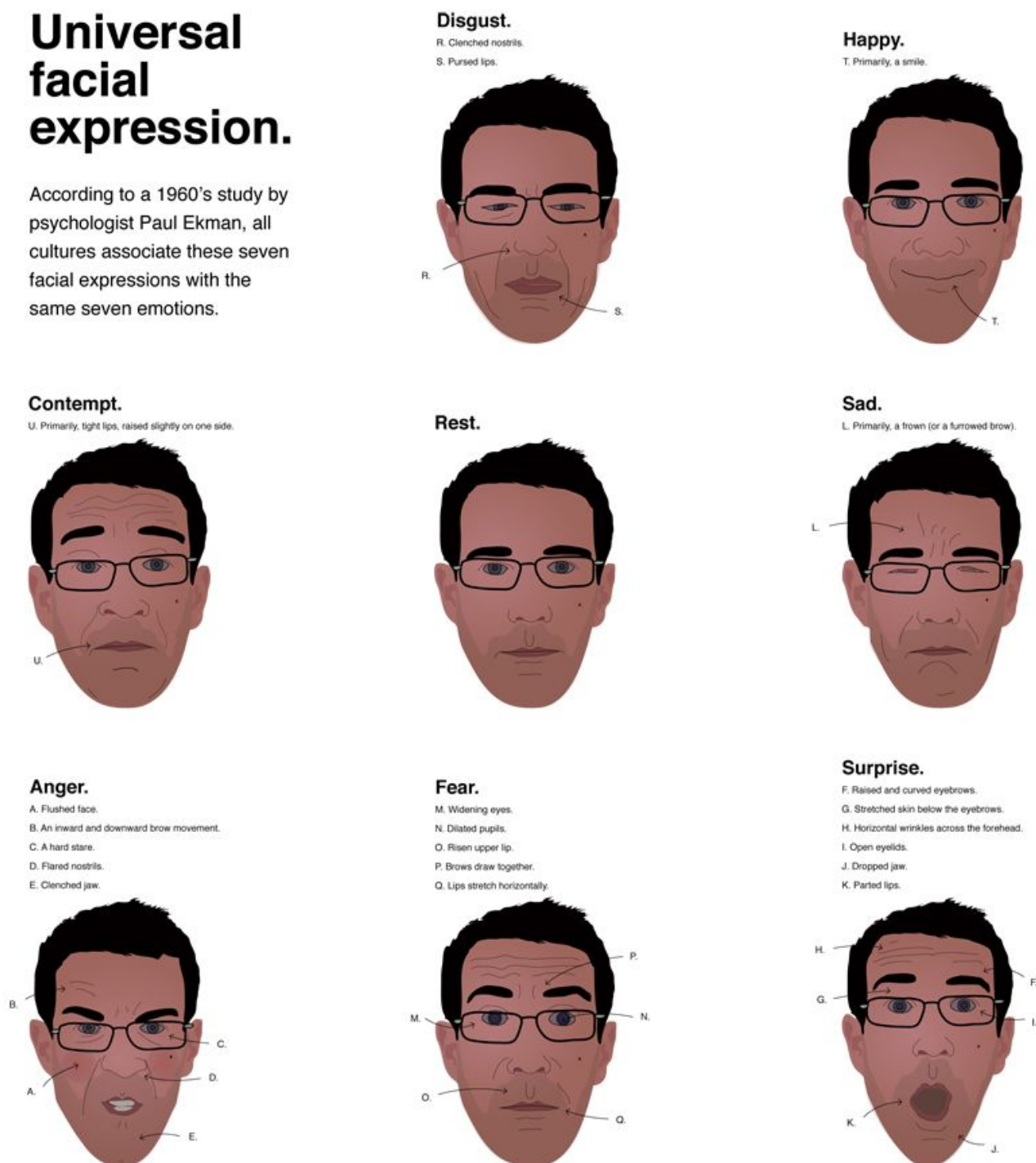


Figure 5 - Human Expressions; Source: (Parry, 2003)

4.1.3. Non-Verbal Communication Categories

Hinde (1979) notes four primary non-verbal communication categories:

1. Aesthetic Communication

Creative expression: music, dance, art, theatre etc.

2. Physical communication

Bodily movements used during social interactions: smile, frown, wink

3. Signs in communication

Include any signals that are used or displayed to communicate a message or that have a special meaning.

4. Symbols in communication

Any material objects that promote social status, such as jewellery, cars, clothing etc.

4.2. Verbal communication

Verbal communication encompasses the sender/ receiver's words, and it is often through language (Jakobson, 1972). Accurate interpretations of others' verbal messages are needed for effective communication. (Rocci and de Saussure, 2016).

The sender/receiver must make effective use of its language skills to interpret the message. In face-to-face conversations the sender can read the reaction of the receiver and adjust its body language (Phutela, 2015). However, with verbal communication this is not as simple. Verbal communication requires good grammar, active listening, and the correct tone of voice (Rocci and de Saussure, 2016). Effective verbal communication is essential between all ages, social live circuits, and levels within a company outlet (Fussell, 2002).

There are a number of factors that can interfere with verbal communication:

- The environment
- Language barriers
- Hearing impairment

Jakobson (1972) concluded that if senders are to be consistently effective at communicating their intended meanings to receivers verbally, They must understand that a message's intended meanings can not be completely communicated, and that a receiver's inability to understand what a speaker means may be caused by a variety of factors. It is important to speak in a clear, concise manner in order to be heard and understood.

4.3. Listening

Robertson (2005) notes that it is in human nature to assume that having good hearing consequently means being a good listener. However, this is a wrong assumption because there is clear difference between the two (ibid). **Hearing** is your physical ability to detect sounds, it is the process of receiving sounds (ibid). **Listening** is not a physical ability – it requires concentration on the **verbal** and **non-verbal** messages being sent and the interpretation of their meaning (ibid).

That's why **active-listening** can determine whether someone is an **effective communicator** (Spataro and Bloch, 2017). A good listener pays attention to facial expressions, gestures and tone of voice (non-verbal communication) to see if they add meaning to the spoken words. Moreover, an individual's listening ability can affect their productivity, teamwork, overall organisation and own success (Costigan and Brink, 2019).

Shannon and Weaver (1949) note that one of the barriers to active-listening is **noise**, – external or internal noise – **failing to focus** or even **passive-listening**. Spataro and Bloch, (2017) present three ways to engage the receiver's active-listening:

1. *Informational Type* where listening is used to acquire knowledge
2. *Critical Type* where listening is used in order to make a decision
3. *Empathetic Type* where listening is used to understand how someone else feels

5. Conclusion

With this report we can conclude that although communication may look like an effortless skill, it is not – and we should take in consideration all the aspects of it in an equivalent measure.

The three theories approached in the report are meant to aid in effective communication (Cobley and Schulz, 2013). However, they don't take in consideration that nowadays a lot has changed in our society and more noise has been added intentionally or unintentionally – which we could see in a simple morning routine presented in our case study (Skeen et al., 2016).

Communication is the meaning of our thoughts (Cobley and Schulz, 2013), and how our thoughts should reach someone else's thoughts in the same particular manner in which we want it to get transmitted (O'sullivan et al., 1994). It's a complete cycle of meaning, sending a message and receiving that message in the same line format of intend.

In conclusion, it's fair to say that communication is way more than verbal or non-verbal – it is an entire interaction between two or more individuals on a formal or non-formal way (Rocci and de Saussure, 2016).

6. References

- Al-Fedaghi (2012). A Conceptual Foundation for the Shannon-Weaver Model of communication. *International Journal of Soft Computing*, [online] 7(1), pp.12, 19. Available at: 10.3923/ijscmp.2012.12.19 [Accessed 22 Apr. 2021].
- Berlo, D.K. (1960). *The Process of Communication: an Introduction to Theory and Practice*. [online] New York: Holt, Rinehart and Winston. Available at: <https://archive.org/details/processofcommuni0000berl/page/n7/mode/2up> [Accessed 22 Apr. 2021].
- Cobley, P. and Schulz, P. (2013). *Theories and Models of Communication*. Boston: Walter De Gruyter.
- Costigan, R.D. and Brink, K.E. (2019). Developing Listening and Oral Expression Skills: Pillars of Influential Oral Communication. *Journal of Management Education*, [online] 1(1), p.105256291989089. Available at: <https://doi.org/10.1177/1052562919890895> [Accessed 29 Apr. 2021].
- Dumbrava, G., Koronka, A. and Cucu, I. (2009). Actions Speak Louder than Words: Body Language in Business Communication. *Annals of the University of Petrosani, Economics*, [online] 9(1), pp.1, 60. Available at: https://www.researchgate.net/publication/46524229_Actions_Speak_Louder_than_Words_-_Body_Language_in_Business_Communication [Accessed 23 Apr. 2021].
- Fast, J. (1971). *Body Language*. New York: Pocket Books.
- Fussell, S.R. (2002). *The Verbal Communication of Emotions Interdisciplinary Perspectives*. London, New York: Routledge.
- Goutam, A. (2013). Effective Communication at Workplace. *International of Multidisciplinary Research in Social & Management Sciences*, [online] 1(2), pp.85, 90. Available at: https://www.researchgate.net/profile/Pratyush-Tripathi/publication/257987416_IRC%27S_IJRSMS_ISSN_2320-8236_Vol_1_Issue_No2_April_-_June_2013_wwwircjournalsorg/links/00b495268e296cedf0000000/IRCS-IJRSMS-ISSN-2320-8236-Vol-1-Issue-No2-April-June-2013-wwwircjournalsorg.pdf [Accessed 21 Apr. 2021].
- Hinde, R.A. (1979). *Non-verbal Communication*. Cambridge: Cambridge University Press.
- Jakobson, R. (1972). Verbal Communication. *Scientific American*, [online] 227(3), pp.72–81. Available at: <https://www.jstor.org/stable/24927429> [Accessed 29 Apr. 2021].
- McQuail, D. (2008). Models of Communication. *The International Encyclopedia of Communication*, [online] 1(1). Available at: <https://doi.org/10.1002/9781405186407.wbiecm089> [Accessed 22 Apr. 2021].
- Mehrabian, A. and Ferris, S.R. (1967). Inference of Attitudes from Nonverbal Communication in Two channels. *Journal of Consulting Psychology*, [online] 31(3), pp.248–252. Available at: <https://doi.org/10.1037/h0024648> [Accessed 23 Apr. 2021].
- O'sullivan, T., Hartley, J., Saunders, D., Montgomery, M. and Fiske, J. (1994). *Key Concepts in Communication and Cultural Studies*. London: Routledge.

Parry, G. (2003). *Universal Facial Expressions. Visually*. Available at: <https://visual.ly/community/Infographics/other/universal-facial-expressions> [Accessed 30 Apr. 2021].

Phutela, D. (2015). The Importance of Non-Verbal Communication. *The IUP Journal of Soft Skills*, [online] IX(4), pp.43, 49. Available at: <https://ssrn.com/abstract=2715432> [Accessed 29 Apr. 2021].

Ritchie, D. (1986). Shannon and Weaver: Unravelling the Paradox of Information. *Communication Research*, [online] 13(2), pp.278–298. Available at: <https://doi.org/10.1177/009365086013002007> [Accessed 22 Apr. 2021].

Robertson, K. (2005). Active listening: More than Just Paying Attention. *Australian Family Physician*, [online] 34(12), pp.1053, 1155. Available at: <https://search.informit.org/doi/abs/10.3316/informit.366629010280498> [Accessed 29 Apr. 2021].

Rocci, A. and de Saussure, L. (2016). *Verbal Communication*. Berlin, Boston: De Gruyter Mouton.

Sapienza, Z.S., Veenstra, A.S., Kirtiklis, K. and Giannino, S.S. (2016). The Transmission Model of communication: toward a Multidisciplinary Explication. *ETC.: a Review of General Semantics*, [online] 73(4), pp.320, 342. Available at: https://www.researchgate.net/profile/Zachary-Sapienza/publication/328021393_The_Transmission_Model_of_Communication_Toward_a_Multidisciplinary_Explication/links/5c587409a6fdccd6b5e25145/The-Transmission-Model-of-Communication-Toward-a-Multidisciplinary-Explication.pdf [Accessed 22 Apr. 2021].

Schramm, W.A. (1954). *Mass Communication*. 1st ed. Urbana: University of Illinois Press.

Shannon, C.E. and Weaver, W. (1949). *The Mathematical Theory of Communication*. 1st ed. [online] Urbana: The University of Illinois Press. Available at: https://pure.mpg.de/rest/items/item_2383164/component/file_2383163/content [Accessed 22 Apr. 2021].

Skeen, M., McKay, M., Fanning, P. and Skeen, K. (2016). *Communication Skills for Teens : How to Listen, Express, and Connect for Success*. Paw Prints.

Spataro, S.E. and Bloch, J. (2017). “Can You Repeat That?” Teaching Active Listening in Management Education. *Journal of Management Education*, [online] 42(2), pp.168–198. Available at: <https://doi.org/10.1177/1052562917748696> [Accessed 29 Apr. 2021].

Waller, D.S. and Polonsky, M.J. (1998). Multiple Senders and receivers: a Business Communication Model. *Corporate Communications: an International Journal*, 3(3), pp.83–91.