



EFFECTIVE TEAM WORKING AND COMMUNICATION

MODULE CODE: BMSW 4002

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Introduction

Communication is the act to transmit information from sender to receiver that can be exaggerated with range of issues. These comprise of our locations, cultural circumstances, the intermediate used to interconnect and even our emotions. With all these complications that is why respectable good communication skills are desirably considered in order to achieve an effective, accurate and unmistakeably exchange information i.e., by speaking, writing, or use other medium tools to successfully convey feelings and ideas.

Communication Types include:

- **Verbal communication**, such as telephone, television, or radio, face-to-face, letters, texting, emailing, and other media tools, are examples of verbal communication. There is some misunderstanding because it is commonly considered that 'Verbal' refers only to speech; however, it refers to 'words' whether written or spoken.
- **Non-Verbal communication** Body language, gestures, our clothing, activities, and even our odours are all examples of nonverbal communication. We connect with others in a variety of unintentional ways. The tone of our voice, for example, might reveal our mood and emotional state, while our hand movements and signals complement the speech message.
- **Written Communication** includes emails, social media, books, magazines, telegrams and internet. Relatively a small number of publishers and writers initiated a powerful explosion way to communicating with written ideas online. It is a formal method to communicate. For example, a properly preserved written document; can become a future reference or as a legal evidence. It is unsuitable for confidential and emergent communication, time-consuming, and expensive.
- **Visualization Communication** is an imagery technique to effectively create and convey messages either abstract or with concrete ideas. Whilst graphically communicate the information efficiently, effectively and maintain meaning; examples include Charts and Graphs, Process Diagrams, Flow Charts, Mind maps, Presentations, Infographics et cetera. *(Quintanilla and Wahl in Maund et al., 2017)*

Poor Communication Skills in the Workplace and How to Improve Them

Any behaviour can be tough to alter, but there are numerous tools that can assist you in identifying and guiding you through the process of changing at any workplace. A effective communicator improves the work atmosphere and the morale of employees. It is critical that workplace ideas are clearly heard and agreed on in a smooth and seamless manner.

Communication that is only one-way

Poor communicators are frequently disappointed by the lack of feedback. They express their own ideas and goals and wait for questions or remarks, but they receive no reaction. Being an effective communicator typically means being able to take a step back and listen.

Only Consequences

Given how we react to ideas provided by others, it is critical to properly investigate any drawbacks rather than simply saying "no." Instead, show your comprehension of the idea and identify the positive features that can be exploited to produce a more ideal solution.

Personalization

If you recognise a problem and your first reaction is to make a harsh personal comment about someone as the source of the problem, you need to rethink your communication abilities; you would rather redirect the issue of your own communication skills. Separate the problem from your responsibilities by focusing on potential solutions rather than assigning blame.

Models of Communications.

Shannon and Weaver Model of Communication.

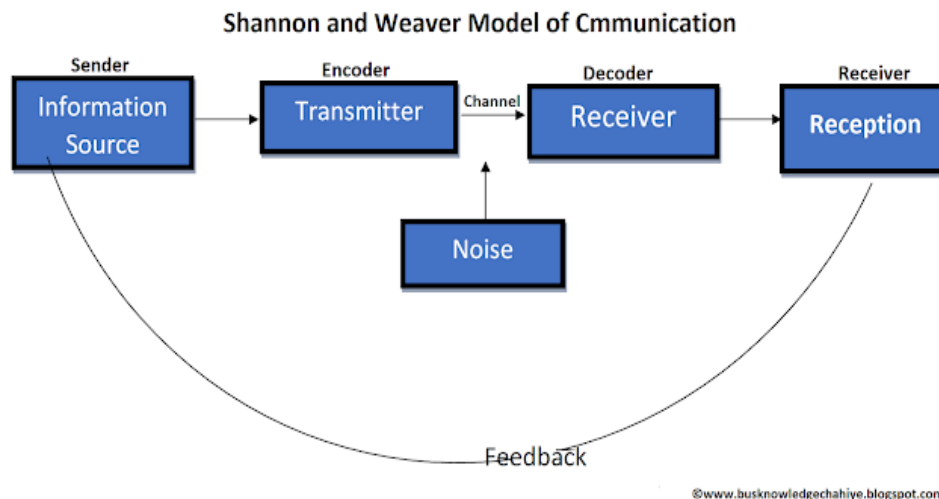
The 'Shannon Weaver Model of Communication' was created in 1948 when Claude Elwood Shannon wrote an article in the "*Bell System Technical Journal*" a Mathematical Theory of Communication with a scientist called Warren Weaver whereas Shannon was a mathematician. This mathematical theory later became well known as "mother of all models" amongst the other linear communication models simply because of the unique technological.

The Components within the Shannon Weaver Model include:

- **Sender**- the source of information the person who constructs the message, nominate the channel to convey the message.
- **Encoder**- the machine that transmits the message converting into binary data or signals.
- **Channel**- is the medium path used to send the message.
- **Decoder**-is used to convert signals or binary data for the receiver can translate the message.
- **Receiver**-is the destination or receipts of that provides a feedback according to the message.
- **Noise**-are the physical natural environment disturbances that makes it difficult for the receiver.

Explanation of Shannon Weaver Model:

The sender encodes the message and through a technology channel i.e., telegraph or telephone the message is sent to the receiver. The message is converted into understandable codes to the machine so that it is sent through that particular medium. To understand and interpret the message is decoded by the receiver. In some cases, the receptor machine acts as decoder. The channel can have some noise and the receiver might not have the capacity to decode which might cause complications in the communicating process.



- **Example 1:** Assuming that Brain is the sender, the mouth is the encoder which encodes to a particular language, the air might be the channel whilst another person's ear might be the receptor and his brain might be the decoder and receiver.
- **Example 2:** An editor made a call to one of the reporters about a meeting happening for an important news coverage at 5pm but during the call noise appeared (transmission error) and the reporter received 'we have a meeting about the important news coverage' ("at 5pm" goes missing due to phone network disruption or error). Due to transmission error or noise the reporter was unable to understand message.

Similarly, here, air is the channel, the noise in their environment that is bothering them is the noise, and his response is the feedback. The Shannon Weaver Model was created with five components at first; noise was added later to maximise telephone capacity with the least amount of noise and construct an effective communication model, making it the most well-known model. The formula is used in engineering to calculate transmission through machinery.

According to Shannon Weaver, there are three levels of communication problems:

- The channel is affected by a technical issue.
- A semantic issue is being misinformed or not receiving a message.
- A difficulty with effectiveness leads to a reaction.

The main advantage of the Shannon Weaver Model is the concept of 'noise' it helps in making communication effectiveness; by removing the noise making it more applicable as a two-way and quantifiable.

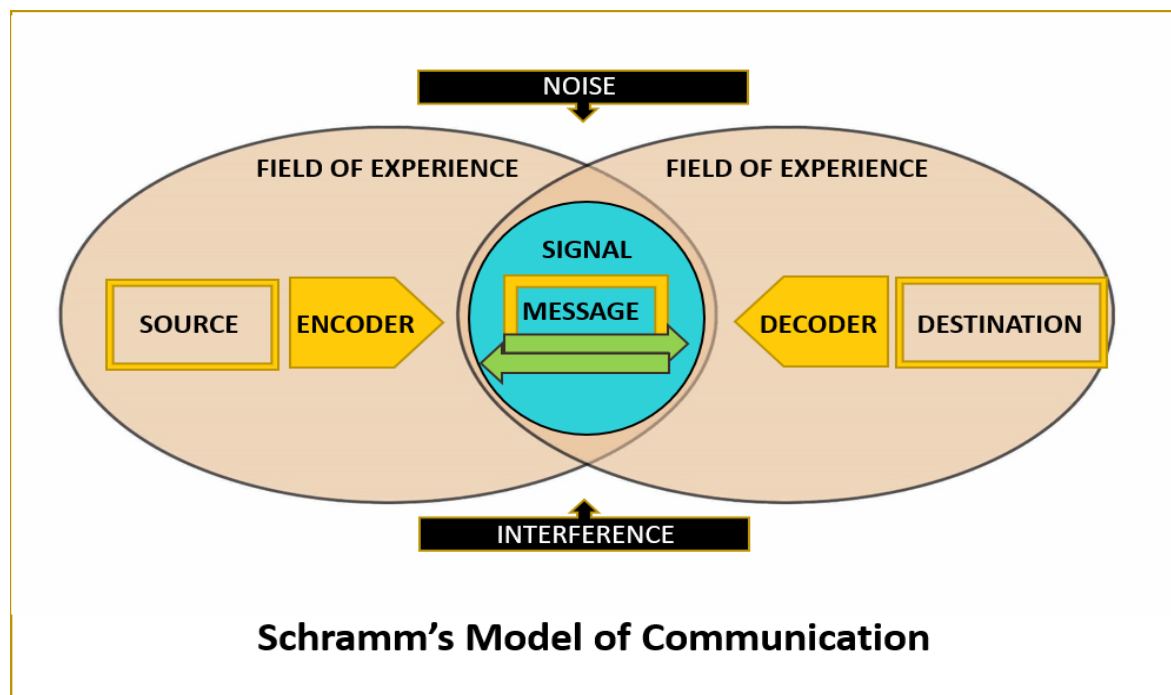
Criticisms of Shannon Weaver Model

- It is more applicable for 'interpersonal communication' rather than group or mass communication. The receiver plays the passive role of processing and sending the messages.
- Feedback is taken as less important in comparison to the messages received directly by the sender.
- Some critics take the model as a "misleading misrepresentation", that nature of human communication is not mathematical in nature. **Maud, A., Schriek M. and Tinkler, P. (2017)**

Schramm's Model of Communication

Wilber Schramm in 1954 after learning of the Shannon Weaver's Model functionality he proposed to root his findings from the Shannon Weaver Model. Information is of no use unless; until it is conveyed to others. Encoding plays a major role simply because it initiates the process of communicating by converting the thought content. It is until the recipient understands what the sender wants to communicate will he take responsibility to convey the information. Whilst according to the Schramm's Model also suggests decoding and coding are too effective in process message communication. Schramm believed that communication is effective based on a two-way process by emphasising that, communication is incomplete unless or until the sender received a feedback from the recipient. That identifies it as a 'circular' Model.

For example; the illustration below narrates the operation process.



Schramm's Model states that when a sender conveys information to the receiver, the receiver must interpret in the form the sender intended and respond accordingly with a feedback. Schramm believed cultural background, individual's knowledge and experience;

played a significant role in communicating amongst diverse cultures and religion because was interpreted in different ways. Any communication lacking feedback is considered ineffective and incomplete.

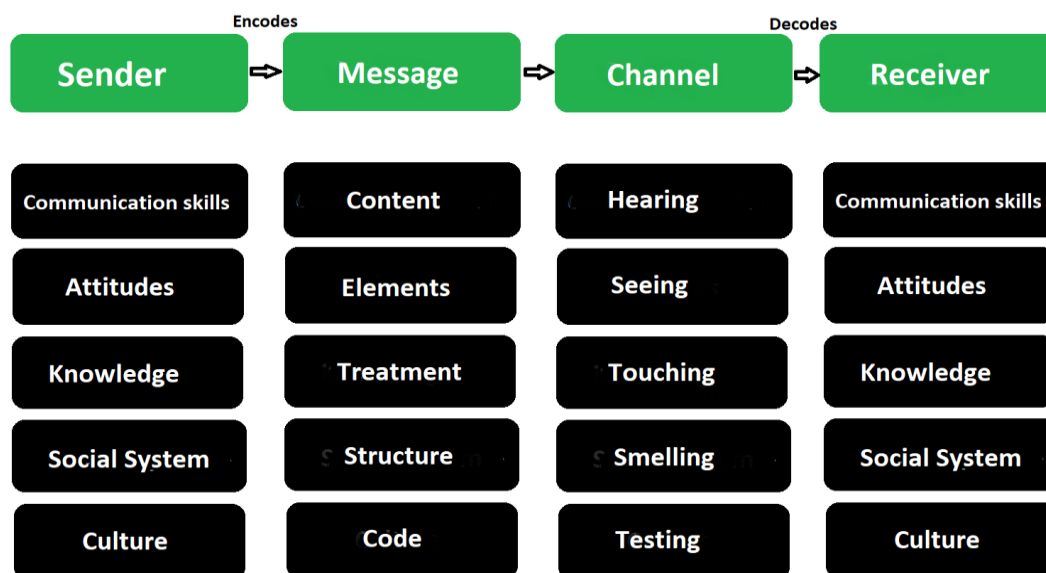
Berlo's SMCR Model of Communication

In 1960, David Berlo developed Berlo's "Sender-Message-Channel-Receiver"(SMCR) model of communication similarly to others like from Shannon Weaver's Model of Communication (1949). Making it a "linear" communication model, without feedback, noise or interference; "noise" could be caused after the information has been sent. Disruption noises can cause the receiver to only partially receive the message or not all. He described factors affecting the individual components in the communication that make the communication more efficient. That are listed below. For example, factors that influence the "source" sender are reciprocated and applicable to the receiver. Likewise in Shannon and Weaver's communication model external noise maybe caused by background noise i.e., during a phone call; internal noise might be caused by differences between the source and the recipient.

The model also focuses on encoding and decoding which happens before sender sends the message and before receiver receives the message respectively.

David Berlo's communication Model has major 'four components' to describe the communication process. They are; the sender, the message, the channel and the receiver. Each of these components are affected in many different factors.

BERLO'S SMCR MODEL OF COMMUNICATION



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S-Sender is the source where the message originates and sent to the receiver; the followings are factors related to both the sender and receiver:

- **Communication skills** include the skills to speak, read, present, write, listen, et cetera
- **Attitude** personal attitude creates an effective environment to convey a good message

- **Knowledge** on the subject makes the communicator send an effective message
- **Social Systems** factors i.e., beliefs, laws, values, rules affect communicating the message
- **Culture** cultural differences might find offensiveness in other culture

M-Message is the substance in form of voice, audio, text, video or other media tools; the key factors are:

- **Content:** is the importance in the whole message from sender to receiver
- **Elements:** is that tag of non-verbal gestures, signs, language et cetera
- **Treatment:** is the way the message is conveyed and effects of the feedback from the receiver
- **Structure:** is the message arrangement in effectiveness to the receiver
- **Code:** is any form of communicating; language, text, video et cetera

C-Channel is the medium form of communication; technical machines i.e., telephone internet et cetera but consider the human being five senses of hearing, seeing, touching, smelling, and tasting as an effective flowage of communicating information.

R-Receiver gets the message sent and strongly consider the other factors mentioned above in sync for effectively communicating the information considering all the factors as the sender.

Berlo's S.M.C.R. communication Criticisms Include:

- Do not know about effect because there is no feedback
- Communication barriers are not mentioned
- No room for noise
- Complex model
- It is a linear model; Needs people to be on same level to occur
- It neglects the usage of sixth sense as a channel which is actually a gift to the human beings (thinking, understanding, analysing etc). **Maund, A., Schriek M. and Tinkler, P. (2017)**

Conclusion

In the structure of our society and the human-conducts communication; stand so profoundly entrenched that researchers have exertion thinking of different theories whilst excluding social or behavioural activities. Investigations and integrations amongst other disciplines such as psychology, sociology and philosophy cannot thus far assume an accorded conceptualisation of communication. The argument will always relate to i.e., 'linear' communication simply identifies the notion of feedback being a straight line without resources of immediate feedback. Whilst the 'interactive' model reproduces a two-way allowance for the feedback element. In contrary the 'transactional' model depicts the face-to-face interaction, as an unpredictable process that is not limited to a simple description. Here, the same role performs simultaneously messages being sent back and forth; leaving one wondering whether the communication has conveyed the message effectively under such environment.

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