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Trinity Saint David

Effective Teamworking and Communication.

MODULE: BMSW4002.

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In this assignment I would like to share my knowledge of what we have been studying in the 1st term of **Effective Team Working and Communication**.

“Acknowledgements”

I would like to thank all the support which I have got during these ten weeks from lecturer and colleagues that also helped me out to carry this report.

1. 0 INTRODUCTION

In this module I learnt how to achieve a better communication with my colleagues and team.

Communication is really important those days specially at work and university because without it (communication) we would not learn or develop. It is really easy to misunderstand what 'effective communication' means (as per the module's title) as everybody has different point of views.

For instance, there is 3 key points which I will be describing in this introduction.

Teamwork.

Any individual who needs to work with another and want to reach the same or similar objective, with one simple task which is communicate effectively between them, can be called teamwork.

A good teamwork is created when there is (as mentioned) good communication, organisation and respect between the individuals.

Teamwork is really important because it can lead you (work or academic wise), to good or bad results. If you do not have or end up in a team where all the individuals in it have not respect, do not communicate, or do not follow a right or organised method, it can lead to have a poor teamwork. But in another side, if you end up in a good communicated, organised and proactive team which follows the right procedures, it can lead to a good teamwork with good results.

(the balance careers,2019)

As per my situation, I have always had a good teamwork experience. At the moment, I have got a team made of just 6 people, my manager, myself (as Assistant Manager), and four more other. I used to work in a team made of 15, and fairly I can say it is not the same working in a team of 15 than 5. It is totally different, firstly, because communication ways when you are a bigger team are different than working in a team of 6. When you work with a team of 6, it is easier as there is less people to communicate ideas, changes or procedures, and there is a bigger chance that a smaller team can work better as per the need to work close by the rest of the team, rather than a team of 15, made with so many different kind of individuals, and even different cultures, needs or preferences.

Communication.

The exchange or share of data or information between 2 or more people interacting and exchanging thoughts, opinions, ideas..(information). As long as there is one to another, it does not matter.

There is a lot of different ways of communication, like writing, listening, reading or speaking.

We can not say that one or another way of communication is more common than the other as we are in constantly need of all of them. Nowadays, we are always constantly communicating with others through text messages, telephone calls, emails, etc, that we do not realise its importance (of communication) today's date. Without

communication there would not be such organisations, there would have never existed countries, governments, institutions, not last, we would not be here. Communication has developed since its beginning, to much better.. We went from using fire and smoke signals to communicate with others, to a simple 'call' button. (Mashable, 2014).

In my particular case, communication it is very important in my workplace mainly because it is a customer service environment where us, as a team, we need to share and exchange information in order to serve customers.

Department of Coffee and Social Affairs.

I work in a Speciality coffee shop called Department of Coffee and Social Affairs as Assistant Manager since June 2019.

I discovered this company long time ago as I had a friend working there.

I used to be a customer, although not regular, but every time I was getting inside the shops (as it is a small chain), I could feel how different and charming was the atmosphere.

Once I started to work in there I have realised that their work ethic and its way of communication was amazing.

They want to represent a speciality coffee shop where its employers are free. I understand per the word 'free' as somehow a way where you could be just yourself and they will not judge you. To clarify, in my company there is no uniform and you are not required to wear any specific kind of clothes, so it is, somehow I can describe as 'freedom'. Also, to mention, the company really pushes for creating amazing coffee art, and no just that, amazing and tasteful coffee.

The way communication that it is implemented there, it is unbelievable. From expressing yourself creating the best Swan, to actually deliver the best customer service.

In the shop where I work, everyone is from different countries, from New Zealand to Italy, Rumania, Spain and Australia. Incredibly, we do not have any issues communicating with each other as most of us, are non-English speakers.

The way we work as a team is incredibly efficient and different than any other companies which I worked for. In order to give yo an example, I want to share the way of communications which we use in our workplace accordingly to provide our services.

There is an iPad to take customers orders. This iPad is connected to a small printer machine which is next to the coffee machine area, which is situated in the other side of the coffee shop.

Once the customer has ordered, this transaction is going to go through the printer (mentioned before), a small paper is going to come out and baristas (which basically they are at least 4/5 meters away from us), are going to prepare the order.

It is a more efficient way rather than screaming the coffees to each other as I saw in other companies and I think it would be more disorganised. I think this is a good way of reflecting 'effective communication' as this example exposed is making sure that there is someone who is sending a message (sharing information), and someone who is receiving the information with no issues.

2. TYPES OF COMMUNICATION

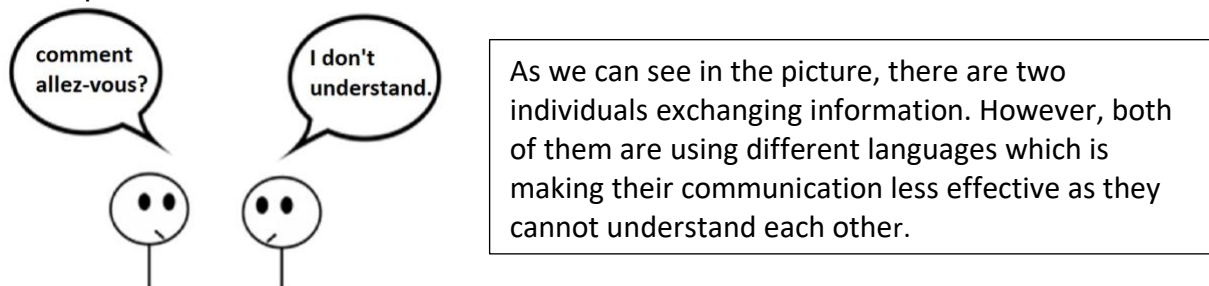
As I described before communication and its importance, it is important to understand that there are different ways of communicating. We will be summarising them in two major types: Verbal and Non-Verbal.

2.1 Verbal communication.

Verbal communication is the process of exchange data, information, ideas or thoughts through an oral way. This action can be between two or more people, but it will always be referenced by the things we talk to each other. There is a lot of types of verbal communication like, conversations, presentations, discussions, etc.

There are some factors which can influence our verbal communication such as our language, tone of voice and body language (non- verbal communication).

Example:



To give an example of how we use it at my workplace, I will say verbal communication it is the most important action as we are facing customer service we need to interact with customers in order to provide a service in exchange.

2.2 Non-verbal communication.

Non-verbal communication is the process or action of exchange information to express us to others not using words or talking to one another, instead we use for example our own body (body language), or even writing, to express what we want to share or show. This action also can be between two or more people.

This way of communication is used more and more day by day, as it can go from texts messages or any other technological item which we can use to communicate (mainly phones, laptops, computers or tablets) to body language.

By body language, we mean expressions, reactions, manners or facial gestures which you can see in others (including ourselves) while an action is happening (and by an action, it also means verbal communication, such as talking).

Here is an example of body language reactions depending of their emotions:



In the picture attached we can see different people with different reactions and emotions, and we can understand how and what they want to communicate to us by their facial expressions; happiness, confusion, sadness, surprise, anger and excitement.

To give an example of how we use non-verbal communication at my workplace, we are using a ticket machine to send orders to baristas in the other side of the shop, as it is a quicker and better way of communicating with others with no need to interact, as it would be a disorganized if we needed to shout the coffees needed to them.

3. THEORIES OF COMMUNICATION

As I spoke before about verbal and non-verbal communication and what is it, now I will focus in its process. There are 3 theories or models of communication which we covered in class; The Shannon-Weaver model of communication, Berlo's model of communication and Schramm's model of communication. All 3 of them explain communications process in different ways, just the main idea (which is communicating) is the same; delivering and receiving an information.

For this to happen there must be 2 different roles in communication; the one who is delivering the information and the one (or ones) who receive it.

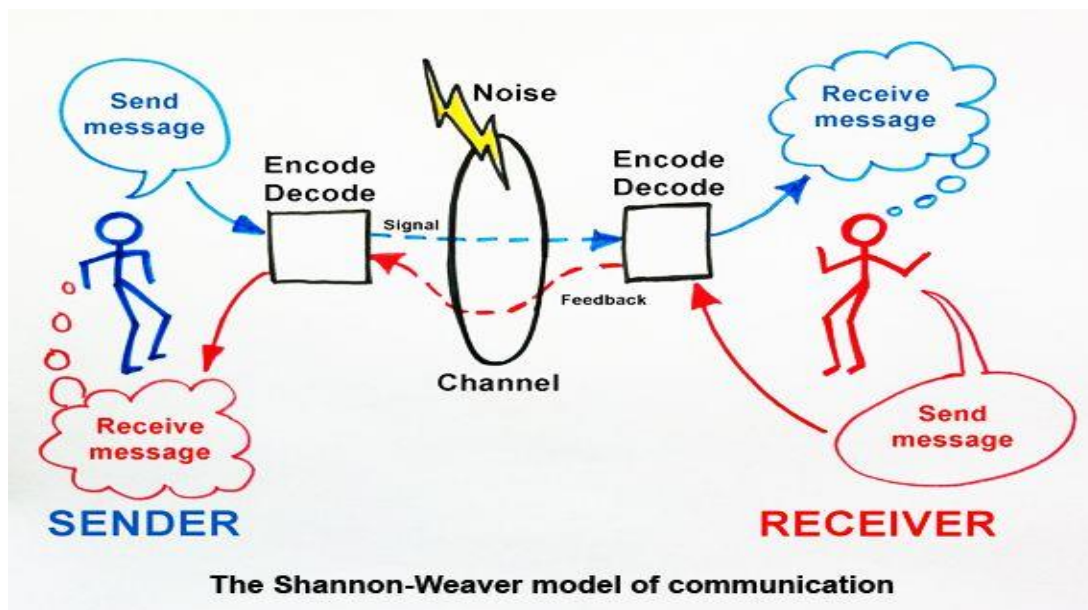
Here below I will start explaining those 3 models and their differences between each of them.

3.1 Shannon-Weaver Model of Communication.

The Shannon-Weaver model of communication is, for instance, the most powerful model as in fact has all the points and steps which communication should have. However, Shannon-Weaver model of communication it is focused in a technological way of communication, as it is made through phones, computers or any other electronic device.

The Shannon-Weaver model was created around the 40's, when, two engineers wanted to give a logical explanation to communication process. Is this why, and with no other model proposed before, the Shannon-Weaver is considered the 'mother of all models'.

The Shannon-Weaver model is divided in 7 components, those are; the receiver, decoder, receptor, noise, feedback, sender and the encoder, which I will explain with next picture attach as an example.



(Pinterest,2019)

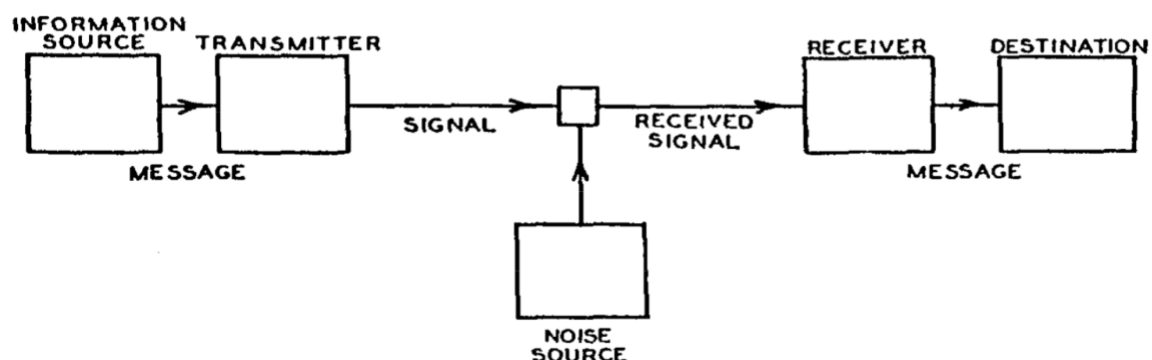
The picture attached is an example of Shannon-Weaver model. First, there is a message which the person who is encoding (the sender) needs to deliver. In this case, this message will go through a technological device (for example, a telephone). This telephone is considered 'noise'.

The signal means the information which is being processed and the receiver needs to understand/decode. Once the receiver has got the message, there is a way back process of information called feedback.

(businesstopia,2018)

An example of Shannon-Weaver applied at my workplace, is when me (as Assistant Manager) and my General Manager need to call to any supplier to understand if our deliveries will arrive same day or not. Sometimes, connection fails plus the fact that neither me nor him are native English speakers, it can cause difficulties when communicating with those suppliers. However, we always end up understanding each other.

Here is a scheme of how Shannon-Weaver model is represented:

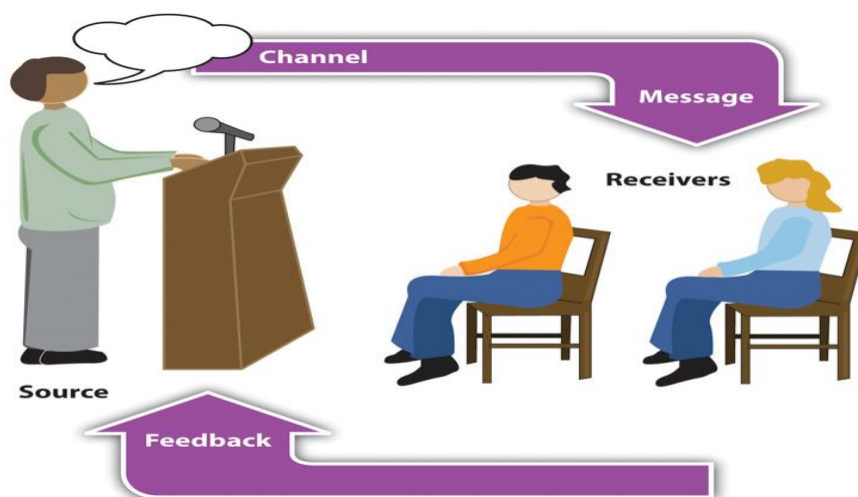


(football marketing, 2019)

3.2 Berlo's model of communication.

For Berlo's model of communication, the author, David Berlo, developed his idea from Shannon-Weaver one in the 60's.

As a difference from Shannon-Weaver model, this model is not based in any particular way of communication (as mentioned, Shannon one was made through technological devices mainly). Berlo's model describes and demonstrates the process of communication in a simpler way.



In this picture above we can identify the four key elements which this model is based on.

The **source**, which in this case is the teacher, and it can be called 'sender'. This sender or source has got 4 key points: his attitude, communication skills, knowledge, social system and culture. In this case, is the teacher.

Then we have the **message**. The message has 5 key point; elements, code, structure, content, and treatment. In this case the teacher is explaining a lesson, for example.

The **channel** follows and is basically the way or perspective the students receive the message and it can be in 5 different ways: touching, smelling, hearing, tasting and seeing. In this case, the students are hearing and seeing the teacher giving the lesson. The last element of Berlo's model, is the **receiver**, the person who decodes the message.

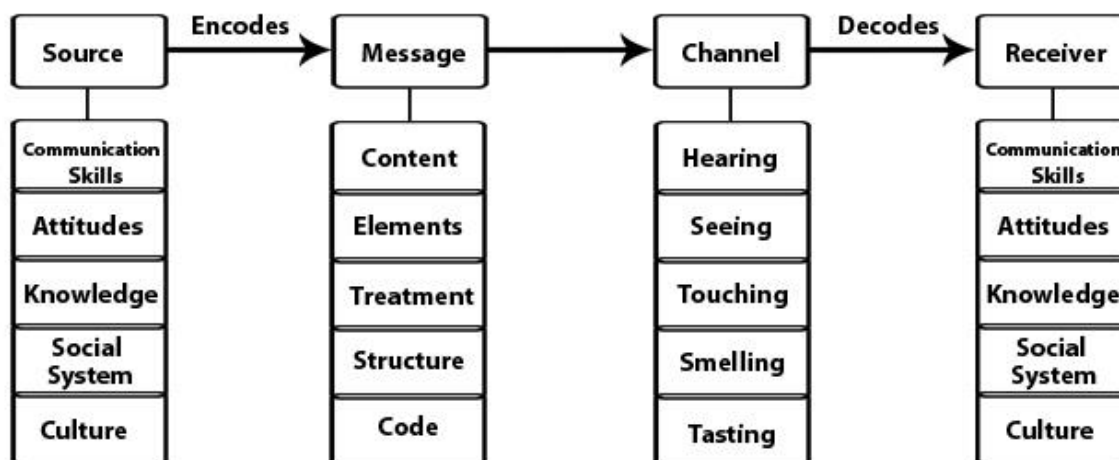
As last but not essential for Berlo's model is the feedback, which will be the same process from the students to the teacher.

(toolshero,2019)

As an example of the Berlo's model at my workplace, I can describe the transaction progress when the customer is ordering to the cashier. It is cashier's duty to understand what the customer wants by paying attention and decoding the message, in this case, coffee orders.

Here we can see a scheme of the Berlo's Model scheme process represented:

Berlos's SMCR Model of communication

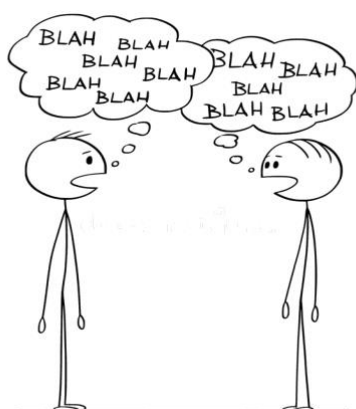


(WordPress, 2015)

3.3 Schramm's model of communication.

Schramm's model of communication is based in a circle mainly made by a sender and a receiver.

The most important key ideas of this model of communication are encoding and decoding as both parties need to understand and be understood, as both persons involved in the conversation act as sender and receiver.



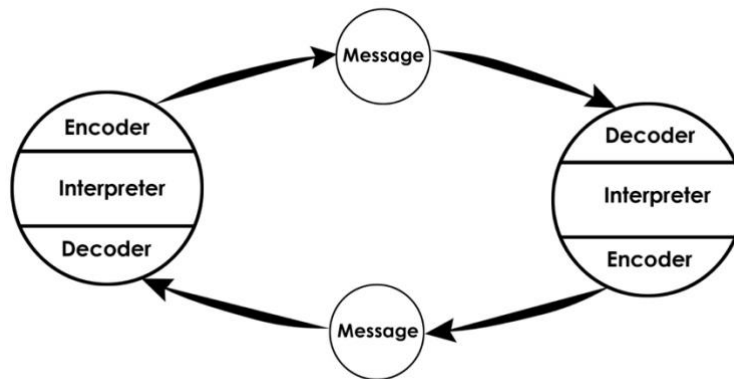
(dreamtime, 2019)

In the picture above, we can see two individuals having a conversation. This case can be described as the Schramm's model because the receiver and the sender have the same qualities and accomplish the same goals which is to deliver and receive a message from the decoder/encoder

Schramm's model has then, 3 key elements in its circular process; encoding, interpreting and decoding.

For Schramm, culture and background from people encoding and decoding the messages were important as it can give different meaning of what they understand.
(communication theory, 2019)

Here is attached the Schramm's model communication scheme:



(Communicationtheory,2019)

4. CONCLUSION.

As a conclusion and opinion, I think the most important model of communication is the Shannon-Weaver model, although the Schramm's model is for me the most accurate one. As communication is a process which we cannot do just to ourselves, the Schramm model demonstrates that there is always constant interaction to sender from receiver and receiver to sender, and it does work both ways around.

However, this assignment has helped me to understand small concepts even for 'teamwork' to understand communication processes and models and their differences.

5. APPENDICES.

Exercise 1.

 **Effective Team Working and Communication – Term 1**
BMSW4002
In-class exercise 1

Student Name: Desiree Ortiz Student ID: 1906167
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,
My name is Desiree, Director of Communication in your company.
I am writing you in regards a non-verbal skills training course which we are starting from next January.
We do really like and appreciate your hard-work as a Supervisor, however, we want to develop and help you to succeed and progress in a near future career.
As we have observed, there are sometimes where you seemed a little bit stressed or frustrated and that lead you to influence your body language towards to some of your co-workers, such as eye-rolling or ismical expressions /manneres which lead them to be unhappy and complaint.
For this reason, we would like to give you the opportunity to join this course not only because we want you to stay, but also, it might be a way for you to understand your co-workers.
I hope this email suited you well.
Please, do let me know if you are happy with my decision.
Best Regards,
Desiree,
Director of Communication.

Lecturer's signature: _____ Date: _____

Exercise2: COMMUNICATION: A CASE STUDY

As you read their case, think about how you might help communicate with the employee to remedy the conflict. Answer the critical thinking questions at the end of the case and, wherever possible, say whose communication model is relevant.

BARRY AND HIS STAFF

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 varied cultural and ethnic backgrounds. For many, English is not their primary language.

Barry has a Health and Safety (Food) Certificate and 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.

One day Barry overslept because he had been working on his car until 2 a.m. He was rushing around 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.

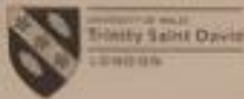
When he arrived at work, he dashed into the kitchen and noticed several trays of uncooked meat on the work tops. They appeared to have been sitting at room temperature overnight. He called one of the kitchen staff and asked: 'Why did you leave the chicken out when I told you to put them in the fridge?'

The man replied: 'I heard you screaming but I thought you were trying to talk to the chef above the noise of the food mixer he was using. I didn't know you were talking to me'. 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.

He 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.

Questions:

1. What are the communication challenges and obstacles that Barry faces?
2. Which communication models can you use to explain Barry's problems?
3. What solutions might Barry consider in addressing each of these challenges or obstacles?



1. Question 1:

Barry is not coding messages in a proper way as first, the receivers are from (could be) another country which English is not their first language. Second, the frequency of the message is not arriving to the employees brightly, as it says they work in a kitchen and it is noisy so the message was not delivered as its hundred percent.

2. Question 2

Shannon Weaver and Schramm's model. He is facing cultural and social issues, as a result encoding messages because they have been blocked by noises and that affected Barry.

3. Question 3

He should first of all, deliver the message straight and right close to his employees, for him to understand that the employees has understood. Not just that but Barry should have asked his employees if he understood what he said in a feedback way.

Also, as he is working with many employees around the world, he should brief all of them before their shift start, or occasionally, deliver team briefs about procedures and, most important, ask for feedbacks and answers.

Lecturer's comments:

A good piece of work that demonstrates engagement with learning outcomes.

Lecturer's signature:

M. Afurka

Date:

22/11/2019.

Exercise 2.



Effective Team Working and Communication – Term 1 BMSW4002 In-class exercise 2

Student Name: Desiree Ortiz

Student ID/Group: 1906167

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?
Mary was not listening to her daughter, there were factors which contributed Mary and her daughter such as Mary's distractions. Her daughter got angry because her mum was not paying too much attention to her.
2. What could she have done to make the situation better?
she should have stopped writing and not answering the phone call would have been a good idea knowing that her daughter was upset and needed some attention, as she was upset/angry and that just made it worse.

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?
Sally was upset because her husband did not tell her what was wrong with him and indirectly he told her to 'shut up', and as he did not want to listen to her, she did not want to either.
2. What could Steve have done to help the tension that had developed?
he should have explained his situation to his wife about being tired and exhausted and surely Sally would have understood completely why he afterwards, behaved like that.

Lecturer's signature: _____

Mafwa

Date: _____

13/12/2019

1 | Page

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.

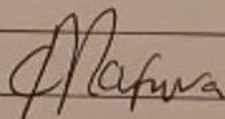
Reply to the student and answer her questions. Use a diagram in your answer, if necessary.

Dear Student,
I am writing you in regards the questions which you asked me about.
First of all, I will explain what communication is in one simple sentence which is "the process of interaction between two or more individuals exchanging information". You can describe it just like that.
Second of all, in regards Shannon-Weaver model, it is really simple. There should be one transmitter (with information), which goes to a receiver / destination. In between there, there is a noise / source. This basically means that there is always a message with one transmitter to a receiver throughout a encoding and decoding message.
As last one, by non-verbal communication we mean the process of exchanging information through (for example) body language, as we are not using words to communicate but expressions. It is important because sometimes in verbal communication we say something but with non-verbal saying something else, for e. saying you liked the coffee but having your face red. I hope you got the key. Let me know if you need anything else.
Many Thanks Professor.

Lecturer's comments:

A very good piece of work which demonstrates engagement with learning outcomes.

Lecturer's signature:



Date:

20/12/2019

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