

Assessment 1
Effective Team Work and Communication

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Assessment 1

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Introduction

Maund, Schriek, and Tinkler (2017) described the process of communication as an interchange of opinions and words between different people. The process should include at least two participants, one who encodes and sends a message and another one who will receive it and decode it. The process can take place in different mediums: face-to-face dialog, drawing, or text message. In any case, communicating should include skills (verbal, nonverbal, listening), which makes the conversation complete.

The report's first part intends to explain the different models of communication, including case studies which will show the conversation mistakes and how it could be improved by using the three models of communication: Shannon and Weaver (1948), Schramm (1954), and Berlo (1964). In the second part, we propose identifying and analysing verbal and nonverbal communication skills alongside listening skills.

Models of communication

Shannon and Weaver (1948)

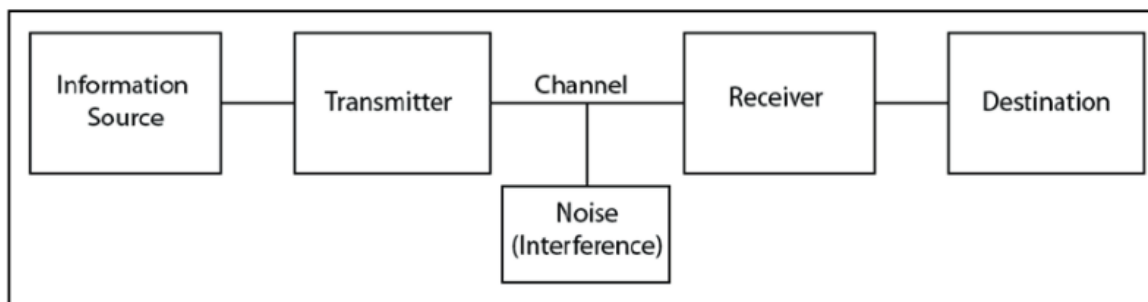


Figure 1: Shannon and Weaver model of communication

(by Karanikas and Passenier, 2019)

Shannon and Weaver's model represents a simple, linear model of communication that involves a sender and a receiver. The sender is the information source that encodes and transmits a message through a channel to the receiver marked as destination (Figure 1). The receiver decodes the message and sends feedback (Karanikas and Passenier, 2019). The channel includes the space via which the message passes, and that could be the internet, the air when communicating face to face, a letter, or a paint. In the process, might intervene different noises that can change the message's structure or meaning, as it happens in the case study (Appendix 1) 'Pedro and Maria', where Pedro misunderstood her because of the noises on the building sites where he was working. Pedro misunderstood Maria's message; he assumed that she mentioned the word 'kitchen' when she asked him to buy a chicken when he is coming home, and everything happened because of the interference in the channel. The model describes a simple way of communication in which the sender does not expect a complicated answer, but at the same time, because of the noise that can intervene in the conversation, different things may be understood.

Shannon and Weaver's model of communication could take place in our day-to-day conversations.

There is an example of Shannon and Weaver's model that I have had experienced in the past. A few months ago, I attended an interview at the current workplace. After I answered all the manager's questions, my turn came to ask questions; therefore, I became the sender (Figure 2). As the interview took place in the restaurant, there was noise in the background as customers were present and having their lunch, so interferences intervened in the communication channel. When I asked if I could take holidays in a certain period, which was the message encoded, I have received a short positive answer (feedback), assuming that the manager efficiently decoded my message. In fact, my manager did not clearly understand my question; after a month, we opened the subject again, and he was surprised when I handed him the agreed holiday request, mentioning that he misunderstood my question because of the noisy background.

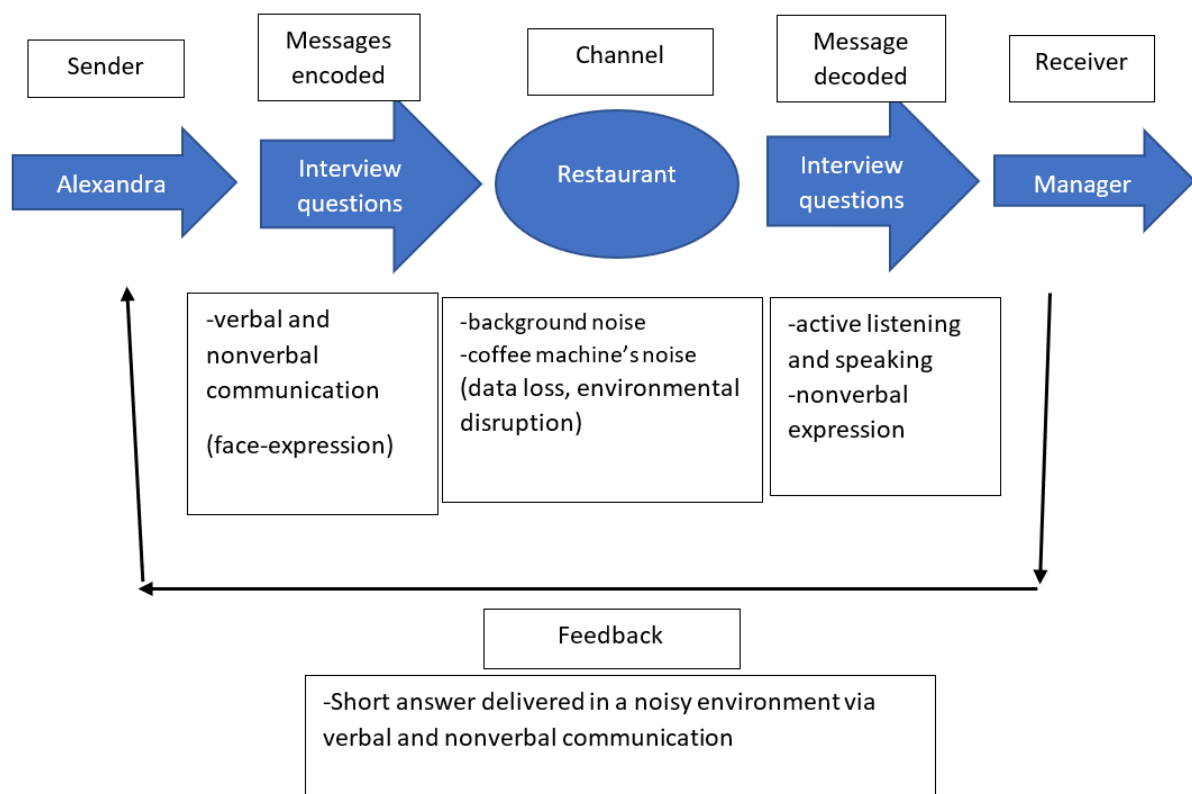


Figure 2: Case study 'Alexandra and Manager' (by Alexandra Plumb)

Schramm Model (1954)

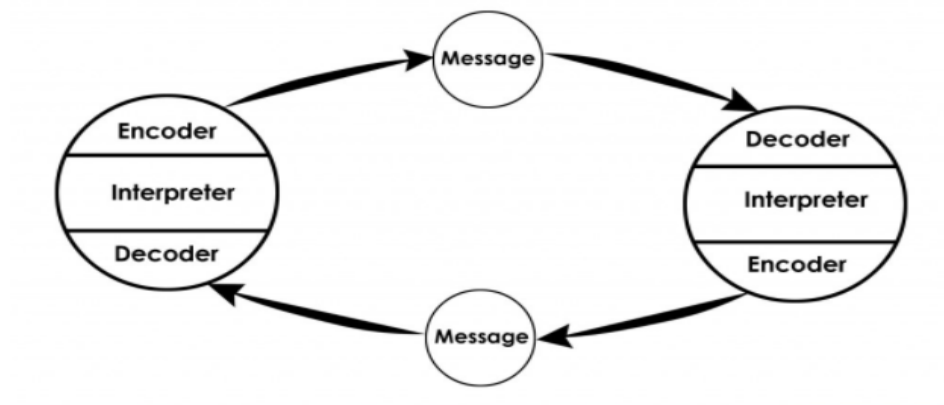


Figure 3: Schramm model of communication

(Communication theory, n.d.)

Schramm's (1954) model of communication is based on a circular process (Figure 3), in which the receiver from Shannon and Weaver's model became a sender. This process involves two interpreters who decode and encode different messages. Every part, receiving, encoding, and decoding the message take place concurrently. We see this type of communication in our everyday conversations, where two people interact and have different opinions (Communication theory, n.d.).

This type brings improvement in our daily interaction, helps us to have better communication, and expresses our opinions, not just giving short feedback as it happens in the circular model.

If we think about the 'Pedro and Maria' study case or about the manager who did not pay enough attention and gave feedback to finish the conversation, we see that we can have great improvement if we change the model type. In the first study case, if Pedro would have tried to have a more complex answer after he decoded Maria's question, as we can see in Figure 4, the confusion created could have been avoided.

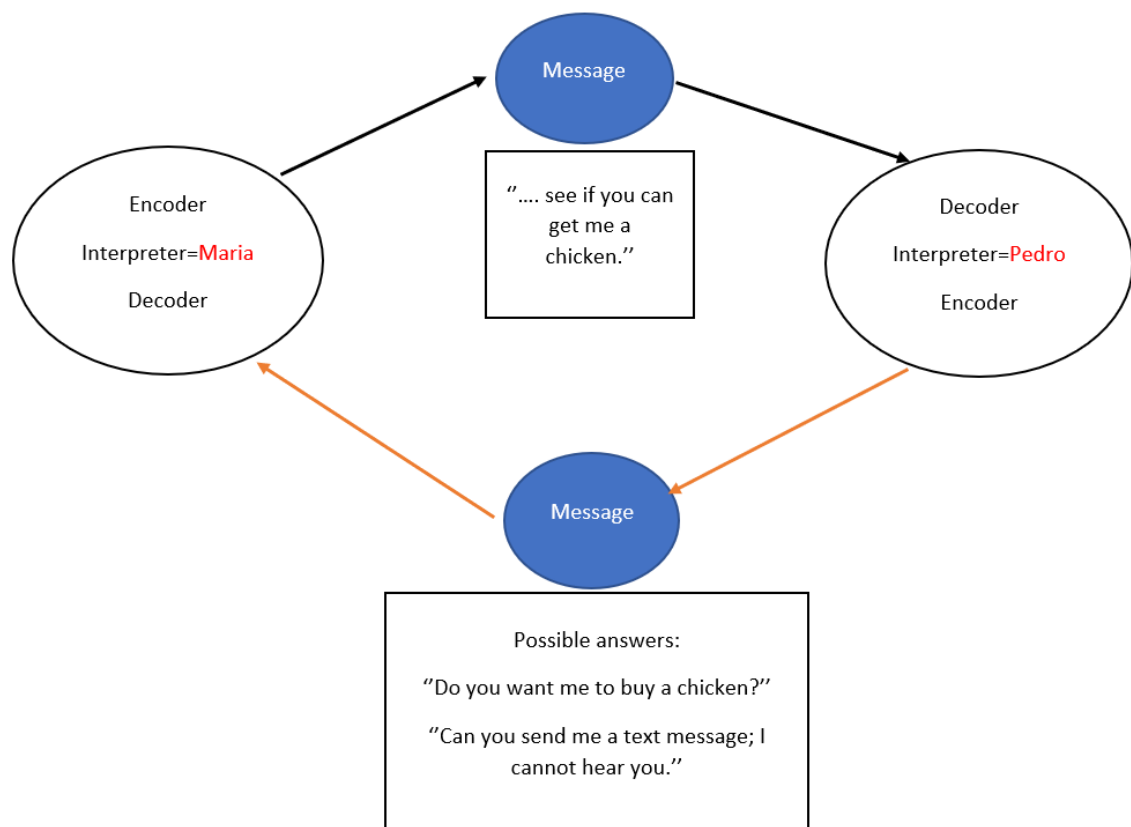


Figure 4: Schramm model applied to the case study 'Maria and Pedro'
(by Alexandra Plumb)

The benefit of the cycle communication is that after decoding the message, the receiver became an interpreter and decodes another message sent to the other speaker. The message could be a response to a question, or in Pedro's case, could be a repetition of what Maria said; in this case, he assures her that he understood everything clearly.

Another solution may be a different communication method, like sending a text message or a phone call when he is on the way home.

Also, in the manager case, he should have paid more attention to the question and give a detailed answer with all the details necessary for the job, he decoded the message received, but because of the background noise, he replays with a short 'yes,' which later it proved to be the reason of the conflict. If he asked again what the question was and tried to explain its holiday policy, everything could be avoided.

The cycle communication it proves to be more effective in our day-to-day conversation and even if the Shannon and Weaver it is a simple way of communication in some situation people should think in which way it is better to respond to a message received.

Berlo's model (1960/64)

Berlo's model of communication represents a more complex way to express ourselves and interact with it.

This type of communication's complexity came from the difference between the sender and the receiver, who needs to think about what kind of communication skills are included, the social system, or the culture. All these elements contribute to a more complex way of communicating. If the source sends a message in a specific language, the receiver will decode the message just if he/she has the same vocabulary. It is a linear communication model, but the difference from other models is that the channel includes more than just different noises. The channel could be the method of transmission (newspaper, letter, email, text message) or merely a sense (hearing, smelling, touching, tasting). It is essential to use as many channels as to be assured that the message will be effective (Dick, 1993).

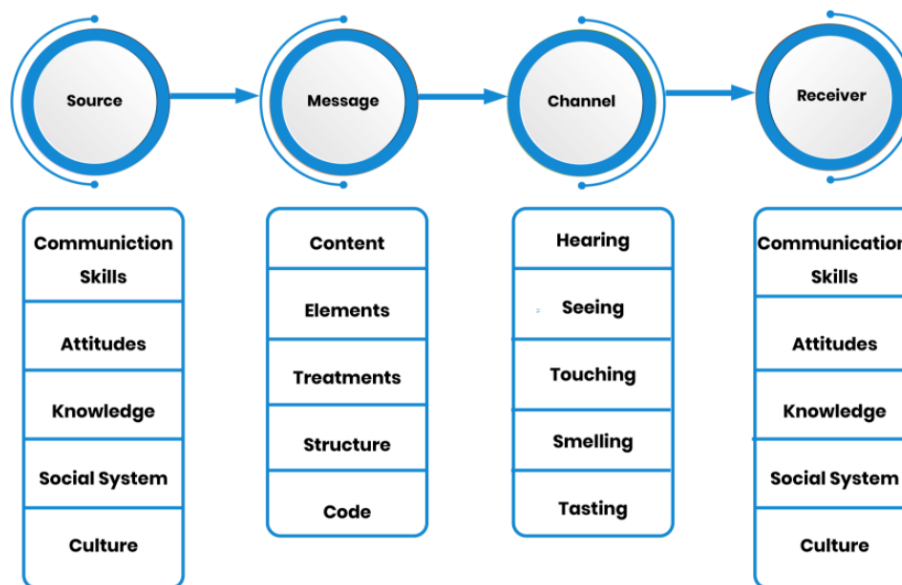


Figure 4: Berlo's model of communication (Team Leverage Edu, 2020)

The difference between the culture, language or knowledge can make the conversation harder, as we can see in the Professor and the village people case (Appendix 2). When the professor's house was in fire, the people living close to it could not help him. The Professor went into the village and scream "The edifice is being consumed by a great conflagration" which for him meant everything but for the village people nothing. Their vocabulary did not include such complicated words and because they did not understand the Professor, they did not help him. This situation could have been avoided if the teacher taught about their culture and their possibility to learn, he could have interacted more with them to discover their vocabulary and the way of expression. Berlo's model explain the importance of speaking the same language or being part of a culture, these things help people to interact and to communicate.

I met a similar situation on my first job in the UK, where I was put in the situation to work with people from other cultures and face the real English talk. My first supervisor was a proper English woman who was trying to make me talk and to know me. My English language was not good at that moment and understanding someone with a great British accent was really difficult. Not just once happened to give me a task and not understanding what she wanted to say. Sometimes I was trying to avoid her being scared that I would make a mistake and because I was ashamed about my English, which was completely different from hers. The difference of culture and my limited English vocabulary meet with the structure of Berlo's model

of communication in which speaking the same language or having the same rituals represents a must in understanding other people.

Communication skills

Verbal

According to Wahyuni (2018), verbal communication involves different abilities such as small talks, changes of ideas and opinions that help people interact and make connections. If we analyse the case study "Barry and the barriers of communication" we could see that Barry tried to be the best manager and to provide the staff an adequate training, but because the staff was changing rapidly, the time for training was reduced and Barry faced difficulties in teaching everything about health and safety. The short talks could improve Barry's methods of teaching, he could change some opinions with his new employee and try to remind them how important are health and safety measures.

Nonverbal

In nonverbal communication, some skills can express more than people want to say. Eye contact, a simple head nod to approve /disapprove or a smile can improve our daily interaction and plays a huge role in our social connection, like our aspect (hair, clothes) (Wahyuni, 2018). If we go back to Barry's case, we could see that he experienced difficulties in managing his free time; also, when he went to work without respecting the grooming standards and wearing dirty clothes, he did not prove himself, nor to others to be in an appropriate shape of offering training, although his external aspect reflected a negative example of what health and safety means.

The verbal communication relates to the nonverbal one, and if one's words are different from what your body language expresses, the other people around may ignore the message.

Listening

Lakshmi (2017) observed that the students who improved their communication skills found a better job and they were great candidates on the job market. The communication skills involve more than verbal and nonverbal skills, it includes the process of listening and the attention on what other people say and express. In the case study 'Listening to employees' (Maund, 2017) we could identify two different types of managing the employee (Appendix 3). One is represented by Jennifer, who gives the employee the confidence to express their opinion without being judge or ignored. And the other one, Daniel, who does not listen to them. The difference between them could be seen in the feedback that they received in the company meetings. Daniel's department was under the performance because he was not listening to his employee; he was ignoring all their ideas. The case shows us the difference between when communication includes listening skills and when not. Jennifer was not just listening to her employee's words, she was trying to understand what they wanted to say, which make her

department to prosper. She was engaging in a conversation with others, giving feedback, which assured them that she was listening and understanding.

Conclusion

The report shows the different ways of communicating and how important it is for people to improve communication between them. The noises from the channel could change the meaning of the words, and the person involved in a conversation needs to give adequate feedback to make the conversation better. The different communication models are not the only one that improves the conversation, and some skills intervene and clarify the meaning of the words as the verbal, nonverbal and the listening skills.

Knowing the receiver with his/her cultural and social background could also improve communication, making the message clearer and more precise as in Berlo's model of communication, which proves to be better when people belong to the same community.

In conclusion, different factors intervene in the conversation between other people, and knowing them could improve the way people speak and express themselves.

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Appendix 1

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?

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

Q: How could this have been prevented?

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



Maria and Pedro

Q1: Pedro misunderstood Maria because he is on a building sites and it could be a lot of noise who intervenes in the conversation.

Q2: I believe that Shannon and Weaver model explains in a better manner the confusion created between them. the message was delivered to Pedro and he just replay 'OKAY', he just gave a feedback.

Q3: The misunderstanding could have been prevented if Pedro repeated what Maria said to confirm that he understood everything.

Q4: The situation could have been prevented if the Schramm model of communication was used. In this way Pedro after he decoded the message he interpreted and repeated so Maria could be sure that he understood the right message.

Good Ideas ! TH

Appendix 2

Lloyd b. 7/19

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.'

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

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

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

Q: Why?



Case study 2

19 February 2021 12:44

- 1.The village people did not help the Professor because they did not understand the message sent. The knowledge and the way of how the Professor was speaking was not known to the village people.
- 2.He could interact with them trying to understand their culture and their social system. This could helped in the situation created. He could have known their method of speaking and how to address to them.
- 3.4.The model of communication which can explain the situation could be Berlo model who included the factors which can intervene between the communication of people with different culture.

Appendix 3

ETHICAL CONNECTION

LISTENING TO EMPLOYEES

As you read this passage and answer the questions, consider how the way you communicate has an ethical dimension.

Jennifer and Daniel are both personnel managers at a large company. Although both jobs are identical in size and duties, the feedback that Jennifer and Daniel each receive could not be more different. Jennifer's employees feel safe approaching her with new ideas and concerns and are overall satisfied with the feedback they receive. Employees who work for Daniel, on the other hand, often complain that talking to him is like talking to a brick wall. They say that their concerns go unaddressed and that when they forward a new idea for the company, their suggestions are shrugged off without any discussion. At a recent supervisor meeting, the company executives discussed

the disparity between Jennifer's and Daniel's employee satisfaction surveys and retention rates. Daniel seemed at a loss as to why his department was underperforming in comparison with Jennifer's.

QUESTIONS TO CONSIDER

1. What is the ethical dilemma involved in being a poor listener?
2. Why would employees be happier working in an environment with a manager who effectively listens to their ideas and concerns?
3. Why is it so important that Jennifer provides feedback relating to her employees' communication?
4. How can Daniel use the KEYS process to become a more effective listener?