



ASSESSMENT 1

EFFECTIVE TEAM WORK AND COMMUNICATION

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1.Introduction

Communication is essential and it is the transmission of information from one place, individual, or community to another (Receiver). Any communication has a minimum of one sender and one receiver. This can seem to be a basic concept, but communication is not that easy. A wide variety of factors can influence the message's transmission from sender to receiver. These include our feelings, the culture, the communication medium used and in addition our position. (skillsyouneed.com) In this report will be discussed the different ways of communication that were made throughout the years. Some of them are successful for a conversation between two people and others that are not satisfying at all. You as a reader will also find information about the different communication skills everyone should have and use in their daily life. I will go through my own experience within a situation with a lack of communication in the workplace and will suggest improvements that could be made, in the situations I had but also in general how we can correctly lead through a conversation.

2. Models of Communication

2.1 Shannon-Weaver Mathematical Model, 1949

In this Module the sender, who is our information source is the person who passes the information to the encoder (Transmitter). The encoder edits the information. It can be our brain, that works on it, our phone or computer. The next step is the channel. The channel is there to adopt the information so there is no disturbance. The function of this step is to show how to pass the data. The receiver, also known as decoder, collects the information. Lastly, we reach the destination of the model which is where you have passed your particulars successfully. With this model you can only reach to the person without receiving any response. This is not a successful communication. It is more like a monologue. (drew., 2019)

2.2 Berlo's Model of Communication (S-M-C-R Model)

This model starts with a source. The source encodes a message for a channel to a receiver, that is decoding the message. The communication can start with an attitude, for example when someone is not happy with the service. It can be also about the culture, knowledge, or social system. The message shows off the topic of the conversation that through a channel. The channel is how the message travels to the receiver. It can be visually, audio-visual or monitory. Speaking in person or on a video call is audio-visual because you can also see the

person you are talking to. Monitory would when you are writing an email or letter. The channel decodes the message to the receiver. This model is only a one-way communication, which means it is not possible to have a conversation or a longer dialogue.

2.3 Schramm's Model of Communication, 1954

This model is the best way of a successful communication. It is as a cycle. The cycle begins with the encoder or also known in this model as interpreter. The message is being transmitted to the decoder and the decoder interprets it as a message to the encoder and so on. For me the Schramm's model of communication is the best one that presents a dialogue.

3. Communication Skills

3.1 Listening

Being a strong listener is one of the most effective ways to communicate. No one enjoys conversing with someone who is simply interested in adding her two cents and does not have the time to listen to the other person. It would be difficult to understand what you are being asked to do if you are not a competent listener. Spend more time practising constructive listening. Paying particular attention about what the other individual is doing, asking clarifying questions, and rephrasing what the person means to ensure clarity are both examples of active listening. Active listening allows you to better hear what the other party is saying and react accordingly.

3.2 Body language

Your body language, eye contact, hand movements and the way your voice sounds all colour the message you are trying "send them". A relaxed, open attitude and a friendly tone will make you look accommodating and encourage others to talk openly with you. Eye contact is also important, and you present that you are focused on them and what they are talking about. You should also always keep awareness of their signals. They might want to tell you something through their movements.

3.3 Friendliness

You will inspire your colleagues to engage in open and direct conversation with you by using a polite language, a personal question, or simply a smile. It is important to be polite and respectful in all office dealings. This is important in both verbal and written contact.

3.4 Respect

Respect follows empathy as the next contact ability. Others would be more likely to engage with you if you value their thoughts and their points of view. Active listening or simply addressing the person by name may also be useful. Be certain that when you type letters, you do not write in an insincere manner.

3.5 Open-Mindedness

Start to make conversation without a motive. Strong contact necessarily involves an open mind and a responsibility for respecting the perspectives of others. Whether you disagree with the people you are dealing with, try to find a middle ground that supports everybody. Approaching a conversation with an open mind increases the chances for a peaceful conversation. (Doyle, 2021)

4. Case study

4.1 Maria and Pedro

In this situation there was a lack of understanding between them. Pedro was not a good listener while they were talking on the phone. Eventually he was not able to hear her properly because as mentioned he is working on the building site and the noises prevented him from listening. The communication model that applies best to the conversation is the Shannon-Weaver Communication model, because their conversation on the phone was a one-way correspondence. Pedro just agreed with his wife without making sure that he understood her correctly. (Appendix 1)

4.2 The Professor and the village People

The problem in this conversation came from the professor. He knew about the village people and they are not educated. He was not open minded enough so they can have a successful communication. He should have used easier and more simple words so they can understand him. The model that describes best their conversation is the Schramm's Model. Unfortunately, the village people were not able to interpret his message. (Appendix 2)

5. Examples of poor Communication in the workplace

5.1 Example 1

I was working in my previous job. I was working as a packer in a warehouse. I was not feeling well at all that day. I asked our Team leader for that day if I could eventually go home. At first, he said no because there was a lot of work to do but not enough people. Lately he realised how bad my situation was and agreed with me to go home.

5.2 Example 2

We had a very important feast which was very important for the people with my culture. I wanted to have free that day so I can spend it with my family. My boss from these days said no because of lack of staff and it was close to the Christmas holidays. I explained to him how important this is for me and my culture. He decided to give me the free day and talked later to another colleague of mine.

5.3 Improvements

Improvements that could play a great role in these situations could be empathy. It would be helpful if my boss from the first example had empathy for me not feeling well. In the second example I was missing the open mindedness skills. To look outside of the box. There are a lot of different cultures around the world, and everyone should be able to have a feast day. Related to this is also the empathy. I understand that he needed people for that day, but the holiday was important to me and were connected to me in a religious way.

6.Suggestions for Improvements by using theory

The seven strategies:

- Clarify your objective
- Structure your thinking
- Find common ground
- Move beyond argument

Conversations occur in all aspects of our lives. For example, at home, with our partners, children, and friends. They find places in social settings such as events and group gatherings and at work, including meetings, conferences, and improvised pauses by the side. Many of these conversations are casual, but many have specific goals. Determine what you intend to achieve with your discussion at the outset. Consider a discussion to be a ride you are on with another person or party. If you do not know where you are headed, the conversation might get out of control. Only if you know where you are going would you be able to finish the correspondence successfully. Try to clarify the object you want to talk about already at the beginning. Do not exactly specify your headline at the beginning because then you might not be able to get later on success to another topics you could possibly talk about. Objectives can be separated in two directions:

- Exploring a problem
- Finding a solution

When considering the headline, ask yourself, 'is it problem or solution?' We frequently presume that any discussion about an issue is intended to find a solution, particularly if the conversation was initiated by someone else. As a consequence, we can find ourselves attempting to solve a problem without properly identifying or fully understanding the issue. By providing your discussions a structure, you can greatly enhance them. The most basic approach to organise a dialogue is to divide it in half. We just imagine our thought as a two-stage process. The first level of reasoning investigates and calls truth. It transforms knowledge into principles. The theories are then manipulated in the second level of reasoning to produce a goal. We often almost forget the dilemma in our fast-paced hunt for a solution. Problems can be terrifying. Staying with a dilemma - exploring it, attempting to explain it better, confronting it and living with it for a few moments - is not worth it. We do not like seeing pending issues. It is preferable to live with it. Figure it out, solve it, and get rid of it. Discussions are a great way to find common ground. We usually start discussions in our own private area and then use the dialogue to discover barriers and opportunities to cross into the other person's territory. Continue only until the other participant has offered their approval. Such authorization could be explicit: 'I would really appreciate your objective opinion' or 'I wouldn't care if you talk about that'. Such signals of permission can be seen in the person's body language or behaviour, such as agreeing, laughing, or moving forward. We created debate (from the Latin for 'to knock down') to try to bring some balance to this confrontation. An argument is a confrontation of differing ideas. According to argument principles, whether you effectively dismiss any contrary views, your opinions are somehow shown to be right. Recognizing what another said does not mean agreement with it. It does mean that you have considered the argument. Recognising their thoughts on the issue does not say that you share those feelings, but it does prove that you value those feelings. And understanding the idea does not mean that you support it, but it does say that you appreciate it. Both of this means that summaries can help in collaborative problem-solving. (Barker, 2013)

7. Conclusion

As a conclusion everyone should work on their communication skills and improve them for a successful conversation. Through empathy we should try to understand each other and look outside of the box.

8. References

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9.Appendix

9.1 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!

9.2 Appendix 2

THE PROFESSOR and THE VILLAGE PEOPLE

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.'

9.3 Appendix 3

Ana(worker): Good Morning Mihaela!

Mihaela(employer): Good Morning Ana! How can I help you?

Ana(worker): I am writing to you to ask kindly for some days off. I woke up with a really bad flu and I can not come to work for few days. Would be that possible?

Mihaela(employer): Of course. You can have free until end of the week if you want. I will just need a confirmation from your GP. Thank you for letting me know!

Ana(worker): many appreciations! will bring a GP sick letter confirmation. See you next week. Good bye!

Mihaela(employer): Have good rest and see you soon!