

Understanding Of Models Of Communication And The Communication Skills

Audrey Boansi

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Lecturer: Nandish Patel

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TABLE OF CONTENT

PAGE NUMBER

1.Introduction	2
2. Models of communication	2 and 3
2.1 Shannon and Weaver Models	3
2.2 Shramm's Model	4 and 5
2.3 Berlo's Model	5, 6 and 7
3.Communication Skills	7
3.1 Verbal Communication	8
3.2 Non -verbal Communication	8
3.3 Listening	8
3.4 Case Study	8
4. Examples of poor communication	8 and 9
5. Conclusion	9
7. References	9

1. INTRODUCTION

Communication is vital because it assists in the description of the following.

According to Allen (1964), communication is the sum of all the actions taken by one person in order to generate understanding in the minds of others. It's a meaningful bridge. It entails a logical and ongoing process of telling, listening, and able to comprehend.

Likewise, communication is the process of sharing knowledge and understanding from one individual to another. As a result, any communication has an impact on at least two people: the sender and the receiver of the message.(Chiavenato 1997).

Communication, in addition to my own understanding, is the process of expressing your ideas, thoughts, and feelings to others using words and signs.

Similarly, communication entails the delivery of messages and the transfer of data from one person to another.

It also refers to the exchange of information between persons. It involves the exchange of thoughts, concepts, imaginations, behaviours, and written material.

The key to successful communication is that the message is sent and comprehended clearly by the recipient without misinterpretation or omission of information.

Communication is important because it involves the abovementioned fundamental steps.

- **The Sender:** Is the individual, group, or organisation who initiates the conversation
Formerly, this source was to blame for the message's success.

- **Encoding:** The act of converting one's thoughts and feelings into words.
- **Message:** This explain the communication content, it can be verbal or non-verbal.
- **Receiver:** The message's destination is the receiver. The receiver's job is to understand both the sender's verbal and non-verbal messages.
- **Decoding:** Assessing and making sense of the communication. Is the act of reflecting on what someone said or did and determining what it means.
- **Feedback:** Is the message that the receiver sends back to the sender, letting him know how the message was received. (<https://www.doccity.com>).

2. MODELS OF COMMUNICATION

Models describe how communication occurs.

The basic goal of communication is to transmit messages and data from one person to another or from one institution to an audience.

In other words, a model is a tool which is frequently used to describe interpretation, impression or opinion in a more direct way using diagrams, visual description, in addition to other ways. Models go a great way in connection with making any topic intelligible and apparent. A model is formed to make out a process and think critically from it. (managementstudyguide.com).

There are other communication models, but I will concentrate on what I have considered and understood in class.

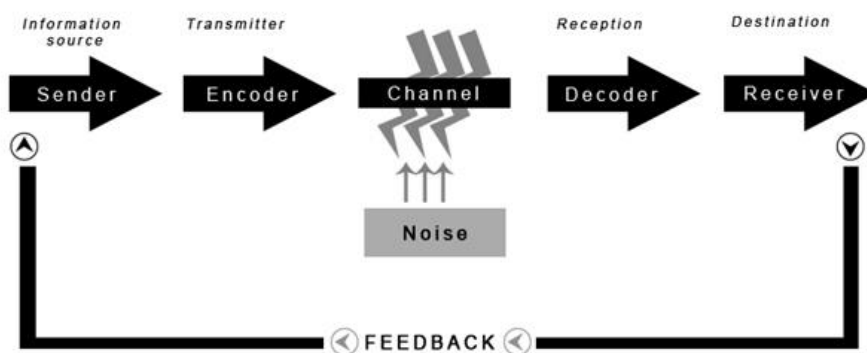
2.1 Shannon and Weaver Model: Shannon, an American inventor and computer technician, and Weaver, an American researcher, collaborated in 1949 to publish "A methodical theory of communication," also known as the "Shannon-Weaver Model of communication," in the "Bell System Technical Journal."

This model was form with the desire to better the sender-to –receiver communication. They also discover “Noise”-related elements that impact the communication process. The term "noise" speaks about physical interference such as the environment, people, and other factors that hold back the message from getting to the intended recipient.

It could also apply to anything that gets in the way of the model's channel stage. This could be background noise that makes it difficult for a recipient to hear what is being said. (Shannon and Weaver 1948).

The model was presented by Shannon and Weaver to explain the stages of communication. Models show that there are eight variables that influence communication, including:

- The Source
- The encoder
- The message
- The channel
- The decoder
- The receiver
- Noise
- Feedback



SHANNON-WEAVER'S MODEL OF COMMUNICATION

Based on what I learned in this model, the receiver is responsible for comprehending and interpreting the message.

The channel then can have noise, and the receiver might not have been able to differentiate it, which could cause communication problems.

Encoding and decoding are two of the most popular aspects of efficient communication, because details cannot travel between two individuals without them.

2.2 Schramm's Model: The main element in Schramm model of communication is commonly stated along a few primary dimensions which is content, source, encoder, channel, and destination.

The two key processes are coding and decoding of efficient communication, Schramm stated.

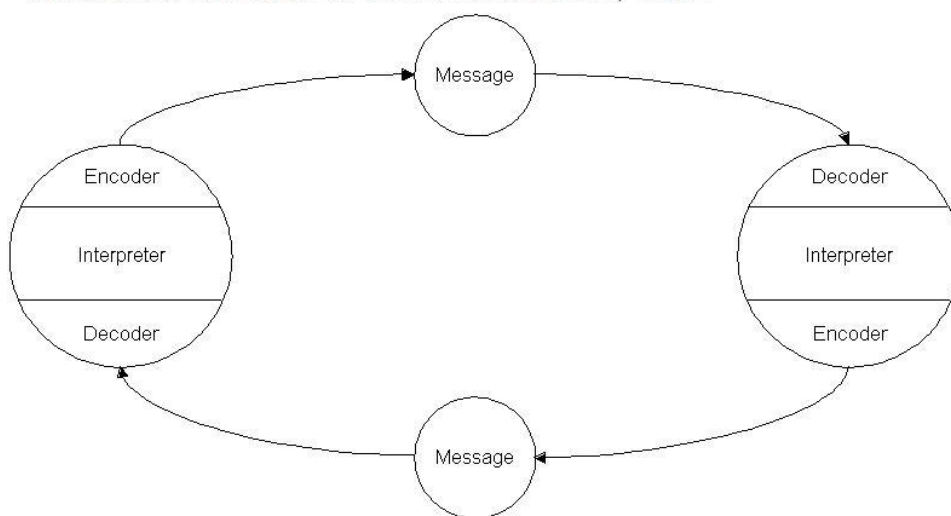
If the sender does not receive feedback from the recipient, the communication is considered incomplete. It's the equivalent of a person discussing his ideas with a friend and not receiving a response. This does not imply that the communication is complete.

Schramm claims that (1954), communication is a two-way street involving first and second parties.

Individual knowledge, experience, and cultural background all play a part in communication; people of various cultures, religions, and backgrounds interpret messages differently.

This communication model illustrates that when a sender sends information to a receiver, the receiver must interpret it in the correct form for the sender and provide feedback or respond in accordance with the sender's wishes.

Schramm's Model of Communication, 1954

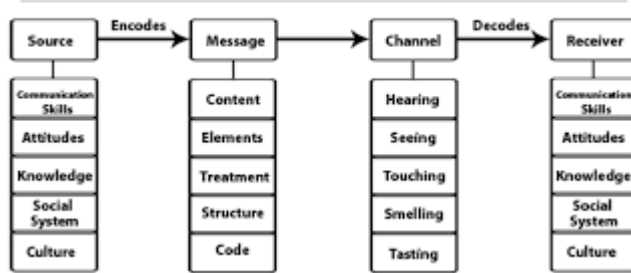


2.3 Berlo's Model: David Berlo developed the SMCR Model of Communication in 1960, expanding on the basic communication model. This came after the Bell System Technical Journal published Claude Shannon and Warren Weaver's Communication Cycle model. This approach was created to better technical communication, but it has since been adapted to a wide range of industries.

The communication process is described by four components in this theory.

Sender, Message, Channel, and Receiver are the four components. (Berlo,1960)

Berlo's SMCR Model of Communication (1960)



According to my understanding, the source or sender encodes a message for transmission through the channel, which is then decoded by the recipient.

- **S-M-C-R Model:**
- **Sender:** Is the individual who sends the message or the source of the communication. The communication is sent to the receiver by the person or source. The communication process is influenced by communication abilities.

The message will be provided more effectively if the sender has high communication skills.

Likewise, if the receiver is unable to comprehend the message, the communication will be ineffective. than if the sender does not.

Speaking, presenting, reading, writing, and list-making are all communication abilities.

- **Attitude:** The message's effect is determined by the sender's and receiver's attitudes. The message's meaning and effects are influenced by the sender's attitude toward himself, the receiver, and the environment.
- **Knowledge:** Knowledge of the subject of the message increases the impact of the information. Communication on the subject matter causes the communicator to send the message effectively.

The process used by the sender of communicating the message is influenced by social systems, values, beliefs, laws, rules, religion, and other factors. Location and circumstances are also examples of social systems.

Messages vary due to cultural differences. Individual from one culture may find things offensive which is generally accepted in another culture.

- **Message:** The message is a collection of details or meaning sent from sender to receiver. The message can be delivered in a variety of formats, including sound, voice, text, photo, and other media.

The messages send by the sender always wishes for the addressee to clarify the message in a particular method. As a result, the source's intention is converted into a coded message. The message should be understood with confidence by the receiver.

The following factors have an impact on the message:

Content: The message's content from start to finish.

Element: The Elements are nonverbal details of communication such as signing and demonstration that can influence the message.

Structure: The form of the message, as the name implies, refers to how it is organised

Code: The message's code is the format where the signal is sent. wording speaking, video, signing, music, and other media may be used.

Channel: The channel is the medium by which the communication takes place.

Technologically telephones and the internet, can be used as channels in global media as well as other modes of communication. However, in general communication, the medium must be detectable by the sensory system of the receiver, this may include vision, sound, smell, taste, or touch

Receiver: The individual who gets and then comprehend the coded message is known as the receiver. The receiver is consistently the far end of a linear interaction process.

Berlo's SMCR Model of Communication implies that for the recipient thought behaviour must be consistent in relation to the sender for communication to be as functional and smooth as possible.

3. COMMUNICATION SKILLS: Communication happens in a variety of settings and contexts. We use a variety of skills to convey and obtain information, ranging from writing and speaking to body language.

However, demonstrating strong communication skills entails being able to convey information to others in a clear and concise manner.

It entails conveying messages in a clear and concise manner that engages the audience.

Knowing instructions, picking up new skills, making requests, asking questions, and quickly providing information are all examples of good communication. (wikijob.co.uk).

Good communication skills will assist in the development of working relationships and the provision of clear information. In everyday life, various forms of verbal and nonverbal

communication are used. To effectively communicate Verbal, nonverbal, listening, and other forms of communication are all important. (skillsforcare.org.uk)

3.1 Verbal communication refers to the exchange of ideas, reaction, or facts between people by speech.

3.2 Non-verbal communication includes action sent by way of tone, attitude, signing, and other means.

Nonverbal and verbal communication can both be important and can convey different messages. It is critical that we are aware of our own and others' verbal and nonverbal communication.

The gestures made, posture, sound, and how look send powerful messages. They might either feel more comfortable and confident, gain trust, and engage everyone to you, or they can offend, distract, and diminish what you are trying to say.

In some instance, what comes out from mouth and what you communicate through your mannerisms may be against. If you say one thing but your motion says a different, the listener will have a suspicion. (helpguide.org)

3.3 Listening: Listening is not the same as hearing what someone is saying. To listen effectively, you must clear your mind of distractions and focus not only on the words but also on nonverbal cues, which often convey a lot about what the person is attempting to say.

Listening effectively is essential for developing interpersonal relationships with co-workers and clients.

3.4 Case Study: Barry and Communication Barriers is a case study that helped me understand the challenges you may face when working with employees from various cultural and ethnic backgrounds. Barry's body language (presence) communicated to his staff that he is unconcerned about personal appearance and cleanliness.

It is critical to be conscious of your verbal and nonverbal communication. Though Barry was aware of and discussed hygiene with his staff, his body language was not.

4. EXAMPLE OF POOR COMMUNICATION

Highlighting on poor communication at work, an incident occurred when a parent buzzed the intercom to pick up her child from nursery.

The parent was asked to provide two letters of her child's password, and while doing so, a noise occurred. My colleague could have asked the parent to repeat the password, but instead she told the parent that it was incorrect.

Another incident occurred when a staff member failed to notify colleagues about a child's concerns that a parent had raised. In my workplace, we use a communication book, but my colleague failed to write it down or discuss what was raised by a parent.

Achieving a successful goal entail being able to communicate effectively not only with your peers and bosses, but also with your employees. This aids in the development of communication skills for use in the workplace (Reh,2019)

5. CONCLUSION

Any communication in which the sender does not receive feedback is incomplete and ineffective.

Effective listening can reveal whether or not a person is a good communicator. More importantly, listen to what the other person is saying.

Listening is not the same as hearing what someone is saying. Listening effectively requires trying to clear one's mind of interruptions and focusing on more than just the words.

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