

**MODELS OF COMMUNICATION
AND
COMMUNICATION SKILLS**

**Sabrina Babbini
2030769**

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Lecturers:

Joy Botu

And

Lloyd Beharry

**UNIVERSITY OF WALES
TRINITY ST. DAVID**

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MODELS OF COMMUNICATION

- Shannon and Weaver (1949)
- Schramm (1954)
- Berlo (1960)

Over the years a variety of authors has explained and presented different definitions for communication. All of them agree saying that communication is an exchange between two or more parts.

Shannon and Weaver

In 1949 two American mathematicians, Shannon and Weaver presented their model of communication as a linear interaction between a sender and a receiver: an information or source is transmitted between a channel to a receiver (or decoder) to reach a destination. In this process the channel used to communicate the message can be disturbed by a noise that can misunderstand the message from the sender to the receiver.

This model can be explained with the following formula:

information source	Transmitter encoder	channel	Receiver decoder	destination
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The Shannon and Weaver model is composed of 5 key parts: sender, transmitter, channel, receiver, destination.

The sender is the person who decide to send a message between a channel (information source). The message must be encoded into a signal (transmitter), for example turned into written words or morse code. The channel is the machine or device used to send the message for instance a mobile device or a letter or a morse decoder. Then the message has to be decoded to be received from the destination.

As we can see the Shannon and Weaver model is the first introducing the noise in the communication process to understand how every message can be disrupted from a physical disturbance as a static on a radio broadcast or environment or people voice (Drew, 2020)

Particularly important is to clarify that feedback is not mentioned in this model and it has been added later.

Schramm

In 1954 Wilber Schramm has developed the Shannon and Weaver model and presented his own model of communication stating that every information is completely useless if not converted into words to be conveyed to others. In an effective communication the receiver must understand what the sender is saying or writing. Schramm puts the sender and the receiver in an equal position and the principal factor is decoding and encoding (Drew, 2020).

Another key factor added to the Schramm's model is the importance of the feedback from the receiver to the sender.

According to Schramm's thought the background and knowledge of the two individuals having a communication plays an enormous role in the interpretation of the message.

With this model of communication, we can state that until the sender does not receive feedback, the communication is uncompleted and ineffective.

Berlo

Another model of communication known as SMCR – Sender-Message-Channel-Receiver has been developed from David Berlo in 1960.

SENDER	MESSAGE	CHANNEL	RECEIVER
Communication skills	Content	Hearing	Communication skills
Attitude	Elements	Seeing	Attitude
Knowledge	Treatments	Touching	Knowledge
Social system	Structure	Smelling	Social system
Culture	Code	Tasting	Culture

As shown in the above table Berlo divides the process of communication in 4 key elements and each of them can be affected by many factors to describe how the message is communicated and understood.

The sender and receiver communication skills, culture, social system, attitude, and knowledge affect the way they encode and decode the message.

Elements of the message include its content, structure, and code. ("MODELS OF COMMUNICATION. OCT 2020.pdf - MODELS OF COMMUNICATION Today the ... - Course Hero") And the elements of the channel are the 5 senses: hearing, seeing, touching, smelling, and tasting.

All these models of communication are considered linear.

Case study N.1

In the night between 14 and 15 of April 1912 the captain of the ship Californian, Stanley Lord, halted his ship for the night because they were caught in the ice field on their route. He suddenly ordered his wireless operators to alert all the other ships in the area about the presence of the icebergs. One of the ships in the area was the Titanic, but his wireless operator answered to the Californian's one to 'shut up' ignoring the warning. In the same

night, the Californian spotted the flares from the Titanic, but they thought they were company rockets signals between same line ships. Any action was taken from captain Lord, the wireless office shut up for the night so they could not receive the Titanic SOS messages until the morning after (Clarke, 2012).

Case study N.2

A care worker in a home care agency is having problems to cover the assigned shifts due to an illness. The care worker sends a message in the chat saying she is unwell, and she cannot make the appointments given. So, she does not go to work on that day. But nobody has covered her appointments and the clients are complaining. The colleagues were unable to cover her shifts. Nobody has answered to her for this reason. She was thinking that just sending a message in the chat was enough.

Case study N.3

A manager needs to call all the staff members for a meeting. Is a matter of urgency so, he sends e mails to everybody for the next day meeting. In the hurry he does a mistake, and he writes 6 o'clock instead of 2 o'clock. All the staff give feedback saying they will be there but not saying the time, so the appointment at 2 o'clock was missed.

Having a look at the above case studies and according to Colling Baker article, written communication, lack of communication and lack of reviews are the most critical issues in a bad communication.

Written communication: especially in this time where remote work is more common than face to face, communication can become more difficult as the interpretation of written messages is different from verbal communication.

Example: a direct and blunt e mail from a manager to one of his employees could be interpreted as the manager unsatisfied or angry.

Lack of confirmation: as every message can be misunderstood, is particularly important to send back confirmation of the message received.

Example: a worker sends an e mail asking for help in a project to other colleagues. Those have received should send back if they are available or not. Otherwise, the sender can assume that they can help out because nobody has answered negatively.

Lack of reviews: a review on every written message before to send it is extremely important. As it can contain typos or errors completely changing the sense of the message (Baker, 2021).

WHAT IS COMMUNICATION?

Communication is the way we interact with others. Having communication skills allow us to understand and be understood by others. The ways we can use to communicate can be verbal or non-verbal.

The verbal communication is what we say in words, speaking or writing.

The non-verbal communication is the body language, sign, or signals.

Attitude is considered a non-verbal communication as our body language can say a lot of us without saying a word.

Examples of body language:

- A frowning face indicate we are angry or not happy
- Crossed arms indicate a closure
- Looking at floor indicate insecurity or shyness
- Tapping foot or fingernails indicate nervousness
- Scruffy clothes indicate lack of personal care

In a professional workplace and in job interview the body language plays a significant role for the impression others have of us.



(indeed careers guide, 2021)

Communication skills

The ability to communicate in every work environment is essential for professional success.

The most relevant communication skills are the following:

1. **Listening**
2. **Non-verbal communication**
3. **Clarity and concision**
4. **Friendliness**
5. **Confidence**
6. **Empathy**
7. **Open mindedness**
8. **Respect**
9. **Feedback**
10. **Picking the right medium**

(Doyle,2021)

Listening

In the class we have analysed the listening and the difference between listening and hearing.

To **hear** is the ability to detect sounds.

To **listen** involves concentration and understanding. It is not a physical ability.

Effective listening  effective communication

“Listening we usually remember 25/50% of what we hear.” (Crockett, 2011)

Active listening

Active listening means actively participating in the conversation, and to do this you need to:

- Motivate yourself to listen
- Motivate the speaker
- Avoid interrupting
- Be aware of the motivation curve
- Use positive questioning

To create an active listening is important to put aside every preconceived idea, create an open mind and create an active engagement with the speaker. Remember that also the silent is part of the communication.

Selective listening and adaptive listening are two conditions to avoid creating an active listening. As selective listening is intended hearing part of what has been said but inventing the rest. An adaptive listening is a too quick assimilation of information into another set of information.

We can define 3 types of listening:

1. Informational – where we acquire information
2. Critical – where we make decisions
3. Empathic or empathetic – where we listen patiently even if we do not agree

CASE STUDIES

The case studies we have analysed in the class perfectly show how the verbal or non-verbal communication and the lack in communication can affect businesses and workplaces.

Mark the salesman

In the first one where Mark, a top salesman in his computer company, is going to meet the Chief Executive Officer Alana Brown. At the beginning he is nervous about this meeting as has been told Alana is named as a “wicked Woman”. Once he is in Alana’s office, he realizes she is not, she speaks with him friendly offering a drink and making him comfortable. She asks him about his personal goals. At this point Mark feels relaxed and confident and starts to behave as he is speaking with his best friend slouching on the chair, losing his tie and crossing his legs and starts to complain about the things, he defines wrong in his workplace management. Alana changes her attitude and invite him badly to leave her office.

Max the multitasker

In the second one Max is an event's organizer dealing with one of his clients Tamara. He makes a mistake on a date tamara was asking to change for a party. She called him when he was busy on the other line with another client, asking to anticipate the date. Mark is in an adaptive listening as he was concentrating on another conversation and forgot about what Tamara said. In the other hand Tamara shows to be not emphatic as she perfectly knew about Max condition not having a secretary helping him and because she insisted to communicate him a such important communication when he was busy in another conversation.

Personal case study

In my personal life and workplace, I can give several examples of poor communication. One of them has happened exactly during the last lecture. One of my friends is working as a live-

in carer, she is not a professional and often she asks me for some advice and happy to help her when I can. The problem is that she always calls me in my working time, so I am busy and not available to listen her questions or concerns. On Thursday afternoon she called me several times on my mobile, but it was on mute. During the break I saw the missed phone calls and at the same time I had plenty of vocal messages where she was screaming nervously but I really did not have the time to listen properly and try to give some help. I suggested her when it happens another time instead to speak 15 minutes in a vocal message if I do not answer at the phone to text a simple message saying to contact her when I am not busy.

CHANNELS OF COMMUNICATION IN A WORKPLACE

	INTERNAL	EXTERNAL
WRITTEN	Memorandum Business reports Minutes of meeting Electronic mail Staff newsletters Notices, circulars	Media broadcast Business letters Electronic mail Advertisement Leaflet, brochure Press release
ORAL	Face to face discussions Telephone Meetings Intercoms	Telephone Meetings Presentations Conference

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