

Portfolio of evidence

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Introduction

This report has the purpose to demonstrate a level of understanding of communication skills discussed in class and experience at the workplace. Nevertheless, this will be done by focusing on different strategies, principles and models, demonstrating effectiveness, improves and found solution by evaluating the cases, thinking analytical and compare it creatively. Therefore, importance, effectiveness and improvement of communication are relating through the real situation from workplace, articles and books.

Types of communication

Communication, as Berlo (1960) defined it, is a process of sending and receiving messages through speech, writing, signs, symbols and behaviour. Therefore, the following paragraphs will present 4 types of communication.

Verbal communication has a purpose to transmit the message with spoken words. An important factor for a community and their mental health is being verbally communicative and interactive. For creating a favourable and happiest medium the scientist creates an 'Intergenerational care program'. This program helps people with dementia and children from orphanages to developing their social and emotional skills (Fitzgerald et al, 2018).

Non-verbal communication is an exchange of information through non-linguistic words as a gesture and facial expression and it can understand the others through and feelings (Jenkinson, 2017).

Specialists consider non-verbal communication has 90 per cent of providing meaning. As a creative example in social care are two comedic robots which help a teenager with anxiety and autism to socialising and using nonverbal language. After a few presentations in family, he presents his success in the

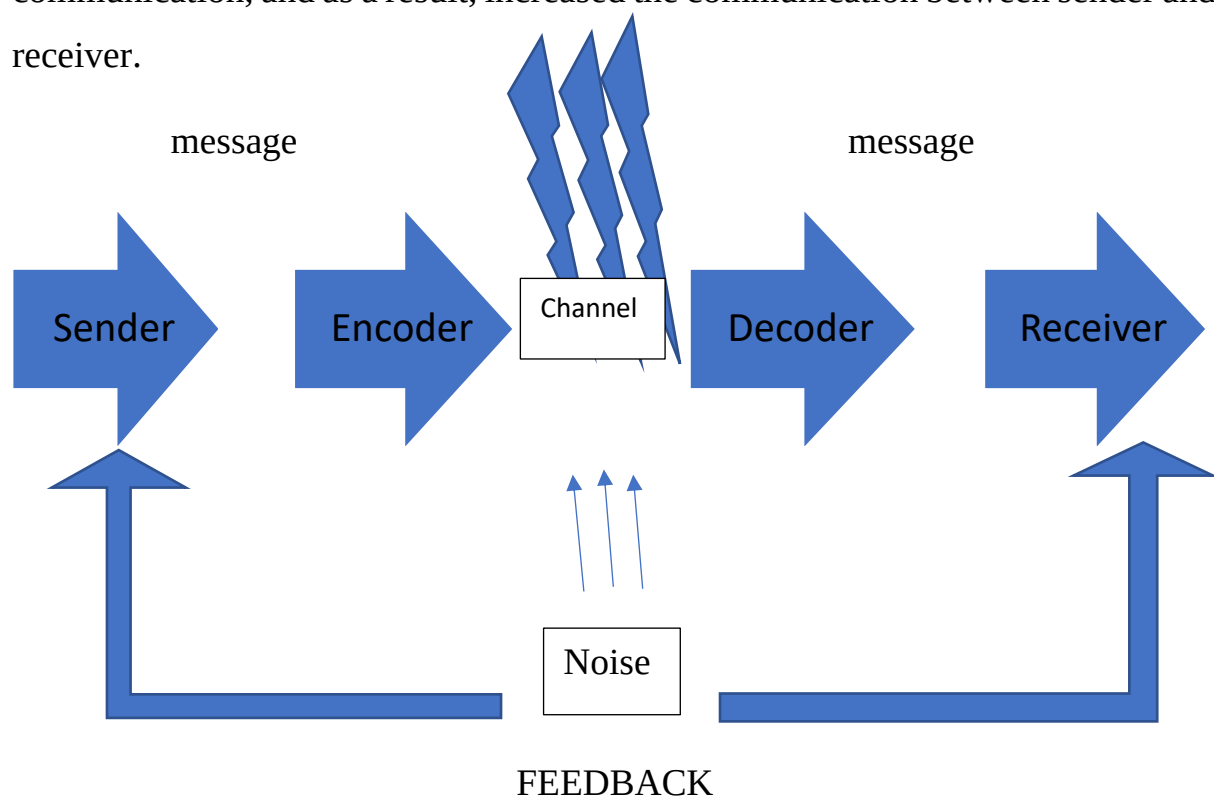
school festival. Moreover, day by day he becomes more expressive and started to use eye contact with positivity and confidence (Kumazaki et al. 2019).

Written communication is a transmission of information through writing, printing signs or typing. Information from writing communication can be shared through books, letters, blogs, memos, emails etc. this communication is consequential because can confirm or infirm veracity of capacity, and information or knowledge.

Visual communication is the ability to send the message using a picture or art design. This communication helps the community to understand clearly and learn information more easily (Indeed career guide, 2019).

Models of communication

In 1949, the mathematician Shannon and scientist Weaver included **Shannon and Weaver** model, which had a good influence in the process of communication, and as a result, increased the communication between sender and receiver.



The message can be transmitted verbal, written, electronic, audio, video etc. As an example, who made me to understand models of communication was the in-class study ‘Maria and Pedro’ attached in appendix. In this situation the sender is Maria who said to Pedro to get her a chicken. The message is sent by phone from Encoder - Maria to Decoder - Petro. On the Petro’s work was noise and that produce a negative impact for understanding the message, and when Pedro come back home, he looked to found her on the kitchen.

Berlo’s Model (1960) was implement for increase the meaning of communication. This model decodes and encodes the message through some factors before it sends. As a factor who can decline/determine effectiveness of communication can be the knowledge of the subject, social system, culture, attitude, communication skills, social system of transmitter and receiver.

Schramm’s Model can be defined as a circular model because encoder-message-decoder-message and encoder are in close connection with the content and understanding. Therefore, all the time meaning of the message is understood from the receiver and his response on it. As an example of understanding the message clearly before asking the feedback can be an employer’s reaction when they are approving the message by thankfulness and development questions on the proposed subject (Prachi, 2019).

Importance and effectiveness of communication at workplace

Communication between employees – employees

I worked in a restaurant where communication between staff was poor because the manager tried to speculate the private life through staff (day off,

number of hours, extra shift or less hour depends on the speed in work, qualifications) through the interest of the business. Scientists sustain as managers should create a sensitive group, because when the information is shared between staff and clarified, the time is saved, and the goals are increased. This knowledge is working when the boss knows how to combine motivation and creativity in his plan, between employer's abilities (Viljakainen and Mueller-Eberstein, 2011).

Communication between employers – employees

A lot of people from the staff felt frustrated because they received from manager emotional aggressively, pressure and interdiction to speak, the feedback about the food knowledge was not provided. The team leaders and a few old staff worked hard, because frequently was the new staff. Therefore, instead of wasting time on speculation is better to do degustation, explanations about the specifics of the food and drink, allergens etc. Academic books propose a lot of solution for improving quality of work: work for common objectives, provide the information through meetings, trust in success and satisfaction by supportive messages and awards for hard workers (Maund et al 2017).

The following principles are intended to increase communication at the workplace:

1. Understand yourself. Through socialising and feeling comfortable in conversation can be increased the confidence and abilities to communicate effectively. By keeping **square** position in the discussion, **open** shoulders, interact with people who using **leaning** position (who are interested about the subject), using **eye contact**, and feeling **relaxed** in communication people comprehended better the message and become an active listener (Outlier series, 2014).

2. Understand the audience. The sender should speak patiently with employees to understand and use some models of strategies for decoding the meaning of the message.
3. Listen actively. The message should be verified by the sender and see if it makes sense because sometimes can intervene some noise, distractions or workers can be apathetic or with deferent knowledge.
4. Simplify. For increasing the result of understanding, in a business organisation, is impactful to explain the message clearly, especially for those who English is not the first language. It is important to avoid the nonsenses message, explain the meaning with their own words and including gesture and moderate tone of voice (Sutiyatno, 2018).
5. Find a perfect time. During the trainee or meeting period, it is important to find a way to explain everything clearly, for avoiding uncertainties during the busy time (Mack, 2017).

Barriers of communication at workplace

- Internal noise or distraction has a bad influence on the process of understanding the message. Therefore, the employees should keep confidentiality and focus to work, otherwise, the leadership can offer some friendly or emotional support by founding an optimal solution for improving communication and quality of work.
- Unclear message. When in discussion sender use jargon, regionalisms or have a different pronunciation the message can be misunderstood.
- Culture. In some culture, the message can be understood from a half-word, but some people spend more time in speaking for understanding the work, that why is important to use models to see if the message was interpreted well. The level of context, a reaction in speaking, the way of organising the time monochronic/ polychronic) tone of voice or some gesture (as a

nodding) can have a meaning in culture and mean something opposite in different one (Morgan, 2017).

- Fear of misunderstanding. In discussion should be avoided judgement and argue and receiver should be emphatic and renounce thinking he is always right.
- Multitasking. When employees have a lot of things to perform, they do not have time to explain the new information for trainee staff.
- No feedback. Sometimes the staff can send the message and paraphrase it differently for another team-worker in this situation the result can be decreased (Maund et al 2019).
- Different cultural level. The high tone and pressure can have a bad influence on the process of communication.

Improving communication at the workplace

In business communication has a manifold effect for organisation, because it can increase the time management and performance. It is believed, by solving visualizing, kinesthesia or listening questioners, depends of the utilitarian of the qualities necessary for the job, or giving a probation period, the leaders can see the workers characteristic and see if employees is able for the job or not. For example, they can have different skills like a: good analytical communicator, personal communicator (value emotional language), intuitive (they doing things done quick) or functional communicator (they rarely missing things), and staff and leadership should be sharing and creative for increasing the quality of service (Wenström, et al, 2019).

Therefore, in process of evaluation the employer can use **Shanon-Weaver model** of communication and observe the workers ability, attitude and knowledge for receiving a wisest feedback. These can be effective through following step:

think the message (which question we want to ask, How? When? Where? and Who?), send it (using strategies, theories, for example 7 C's), following by understanding the message from active/passive/unexperienced listeners. The more important step is to check if the worker can summarise or paraphrase correctly the message, otherwise, that mean the content was not send by the right criteria.

For getting the expected results with evaluation, synthesis and productivity, the leader/worker must send the logical message. 7 C's strategies aim to help us with that:

Clarity. The message should be explained on the meeting simply and succinct in a peaceful place with calmed tone.

Concrete at the subject. The content should be at the subject and without demagogues.

Correct – the information should be checked/tested before saying it or apply it.

Coherent - the content should be provided with a good topic and without speling and grammatical errors.

Completely – the message should be perfect for understanding the meaning.

Courteous - the leader must understand people friendlies and honesty (Education Executive, 2017)

An experience with effective communication and which made me **know myself** was a lovely academic manager who worked with puppies with relaxing music and yoga classes. With a lot of caudle and love, people are smiling, speaking calm and relaxing. Therefore, communication is more efficient when the body is relaxed, enthusiastic and happy.

Some barriers of communication can be observed through **evaluating nonverbal gesture**, a leader can see if the employees are active or passive in communication: a facial expression which can be different between what the

speaker says, avoiding eye contact, play with a pen or through it, posture, moving in diverse direction etc. It is some sign which shows indifference or confusion of listener and the employees/employers must change the technique if something it does not work (Morgan, 2017).

Interaction between staff/customers/puppies was exited. Before speaking leader wait to be silence in the yoga class, explain the security rules and how will be developed the program. Moreover, she shared for everyone some papers with security and responsibility in class and checked if everyone was present. The manager had a warm tone of voice, and for invigorate the atmosphere and avoiding tiredness, she included in their communication: a relevant anecdote, a lovely caudle with puppy or she paid a compliment etc.

Therefore, **thinking back** it can be stated: the audience and the staff felt relaxed and at the end, they were saying or writing good feedback or simply was shared with a smile which means thankfulness for lessons (Maund, et al 2017). Therefore, people can learn more easily when they have positive emotions, feel comfortable, relaxed, when they are in a community of communication with support and occupied mind. Living in a culture where the communication is primordial, using fervently strategies and principles of communication, the skills become a habit and therefore that can help as to keep it academically.

Conclusion:

Broadly translated our findings indicate that by studying and analysing communication in academic manners can be released importance and effectiveness for our success, behaviour and health. This allows the conclusion that communication can be increased with nowadays work in a suitable environment with applying methodology repetition and socialising. Therefore, the level of encoding and decoding the message is do not matter how verbal,

nonverbal, writing and visual is impactful for business, employees and life. Nevertheless, it is necessary to focus more on receiving the message as much as it is sending.

Results provide a basis of integration and socialise with people in academic manners. Therefore, in the discussion process, the sender and receiver should take everything critically and be relaxed (using SOLER model), analyse the way of interaction with people (using KEYS) and send the message correct, coherent etc. (7'C). By listening actively like a 'thirst for knowledge' with control impulses by the speed of speech, volume of speech, intonation - the success is a guaranty. Ideally, these findings should be replicated in a practical study where people are doing enthusiastic activities with people of different age, occupations, social level for taking experience from each other.

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Appendix:

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?

Chitoroga Cristina

Ex.2. Read the following brief and write a business email according to the instructions.

You are Director of Communications at your company and you would like an employee, Jack Daniels, to join your Communications Training team.

- Tell JD why you are writing
- Say what you have observed and like about his communication skills
- Tell him why you think he would be an ^{activ}asset to the team

Mr Jack Daniels,
Assistant Manager
Kintan - Oxford Circus,
Chitoroga Cristina
Director of Communications.

Dear Jack Daniels,

I first wanted to thank you for being part of the team. From the ~~begin~~ ^{implication} I really appreciate your observed in the team working and expressions of your discourses coherence. However everytime we have something to learn and I invite you to enjoy my Communication Training team at 15th November, 2019.

Thankfully
Cristine

Student Name: Chitoroga Cristina

Student ID: 1907384

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.

Mary December,
Supervisor
Kintan - Oxford Circus,
Chitoroga Cristina
Director of Communications.

Dear Mary December,

I first wanted to thank you for being part in our team. At the last meeting I observed some bad behaviours at you and I would like to help you by one effort. During the meeting your ton of voice was apparent, inact controll, also I read on your face agreement or not with colleagues advices. You have to work more with your body position and your sign. I would like to advice you to go and at Oral and nonverbal communication course to improve your skills and relation with your employee because you are like a example for their behaviour. Friendly ton and calm ton of voice it is gonna improve enthousias for your coworkers and positive attitude as well.

Thank you for cooperation,

Cristina

Lecturer's signature: 

Date: 13/11/19

1. Like a manager Barry have to speak more with their staff not just by sings but also by speaking more about how to keep it in safety. He have to organise his time and invite the new staff in brece when it's not busy time. Moreover if their staff do not speak English really well he has to put his staff initially for on the trial time to work with people who speak the same language.
2. Barry has to use Shannon (the first one) feedback where the sender has to wait for their workers if their understood the message.
3. Initially when it is non busy time the manager have to do a meeting to discourse about their misunderstanding. In addition he can present an contract with employers about security technique and how to keep it in safety. After finish the work the staff who trainee staff have to be controled by supervisor or persons with experience to check if everything they did well. However if the manager shouted at staff that not means he found a solution for a problems. During the meeting he has to explain the situation and say sorry about any inconvenience.

Lecturer's comments: Business email was written well.

Second question in the case study could have been answered more explicitly.
You could have mentioned the noise aspect here.

Lecturer's signature: _____

Date: 13 November

Student Name: Cristina Chitoroga Student ID/Group: 1904384

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?

When Mary want to console her daughter she have to know better the situation and ask her daughter the reason why she is upset. Therefore she can use the SOLER technique and make it feel understood.

2. What could she have done to make the situation better?

Mary have to evaluate the situation and make her daughter to feel listened. More over she can present a situation how her childhood and explain how she felt and how she avoid or resolved it.

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.

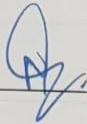
1. Why was Sally upset?

Maybe Sally wanted to life in silence and his husband have to keep the work problems back at home. It is better when people are trying to resolve the problems in patience and use some technique to do it, like

2. What could Steve have done to help the tension that had developed?

They must improve their communication KEYS and explain the feeling when they started to be annoyed. Steve can evaluate the situation reflect and speak with patience with his wife.

Lecturer's signature: _____



Date: _____

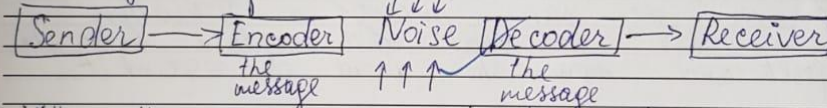
Exercise2: Writing an e-mail.

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 Lucy Mars,
I am happy to respond for your e-mail
misunderstanding.
Communication is basic the information
send from sender (you) - to receiver (someone else).
It is important for you to understand the
Shannon - Weaver model and speak about it
in your assessment. I try to explain it shortly,
but for more information you can consult
the following so links:...



When the message are send the sender must explain
it clearly. Sometime the noise can disturb it and
for receiver is hard to decode it.

Non-verbal communication is basically our
gesture, posture, behavior, body language etc.

If you need some more help, do not
hesitate to ask me.
Lovely, Cristina.

Lecturer's comments:

Importance of non-verbal communication
was absent

Lecturer's signature:

Date: