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1. Introduction

Definition of “**communication**”, it is important in the world of work, to send the message correctly and not send the wrong message to the recipient. Consequences can occur due to poor communication. For example, my friend is working in construction and there is noise, I always must make sure he understands my message, and I am asking him twice to see that he knows what I told him. Sometimes he can get the wrong message from me because of the noise.

2. Models of Communication

2.1 Shannon and Weaver (1948)

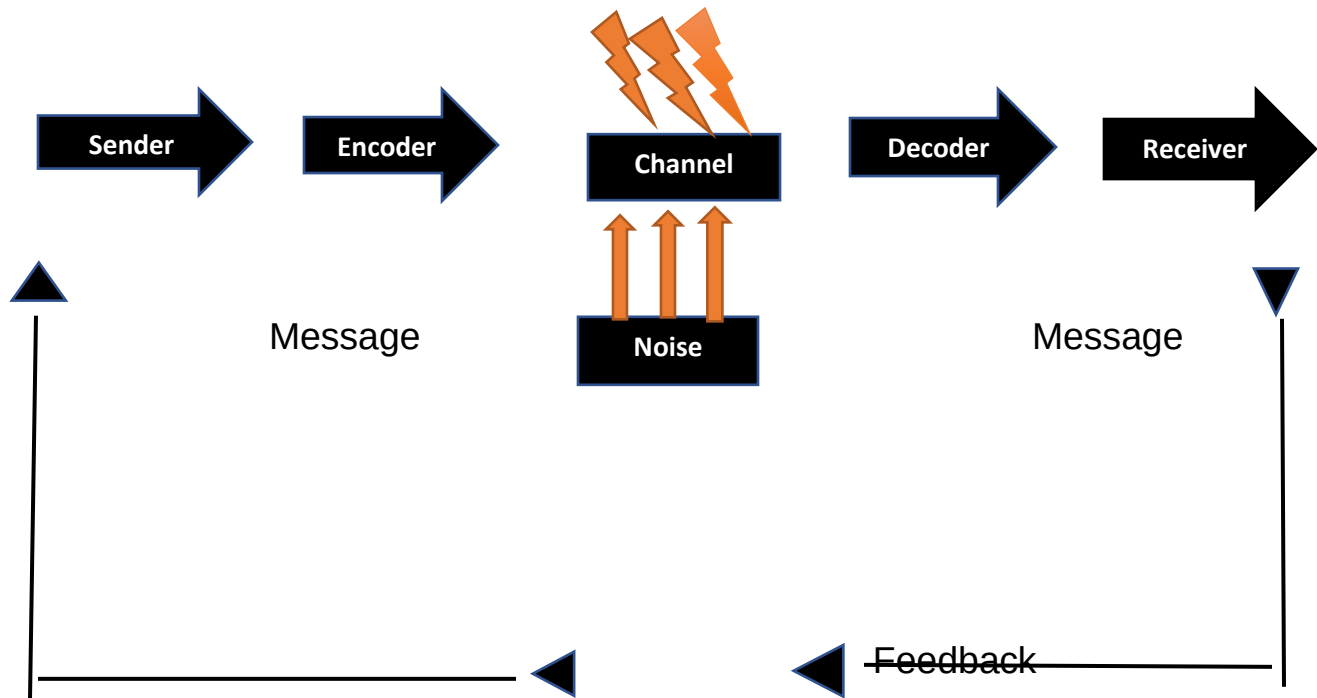
“In 1948, Shannon was an American mathematician, Electronic engineer and Weaver was an American scientist both join to write an article in “Bell System Technical Journal” called “A Mathematical Theory of Communication” also called as “Shannon – Weaver model of communication”.

What are the important points of Shannon and Weaver?

1. It is a linear theory between a sender sending a message through an encoder which is decoded at the other end to make sense to the receiver, but noise could deform the message as in the case study studied in the class ‘Maria and Petro’ where the noise of the building site could have deformed Maria’s message and Pedro heard ‘kitchen’ instead of ‘chicken’.

Sender – Noise – Receiver

Shannon – Weaver's Model of Communication



2. Given the time and situation, Shannon and Weaver were probably thinking of physical noise.
3. Misunderstandings can be avoided by making sure that the person you are speaking understand what you are telling and what do you want from her/him. For example, if that person is working in a building it is better to send a text message, or to check twice at the phone by asking him what he has to do. In this situation Maria had to ask Pedro if he understood what she was saying to him, or to send him a text message to make sure he is getting her chicken.
4. I had a similar incident at my workplace with my boss. One day he asked me to bring him the ticket price machine and there was a child crying and because of this I could not hear well what he said, and I brought the price paper instead of the ticket price machine. In this situation, the misunderstanding could be avoided by asking again, and it was my bad because I could ask him what he wants me to bring to him, or If I saw that I din not understand well I had to wait until the baby stopped crying or go straight to ask him.

2.2 Schramm (1954)

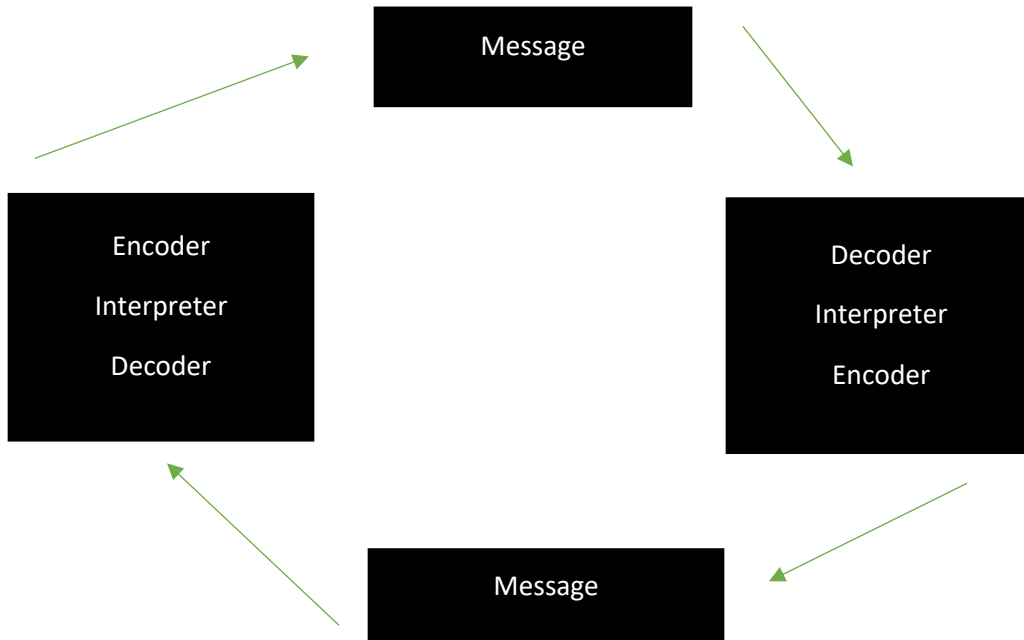
How is Schramm's Model different from S/W's?

1. This model is a circular or cyclical model that consists of all the essential elements of communication. The basis for this model is that the message must be understand between

the sender and receiver. For example, an art professor will not be able to explain past participle tense to a group of second standard students.

From Sender to receiver – back to Sender

Schramm Communication Model



2. The diagram is much simpler than Shannon and Weaver's diagram. The interference could be avoided by asking questions like "Are there any doubts? Can you please say again? What do you mean by this?", and these questions will help you to get the feedback from the receiver.
3. **Feedback.** Feedback is when the receiver starts transmitting information based on the input which he has received from the sender. It is essential to understand for the sender if the receiver understood the information correctly. For example, in the case study 'Maria and Pedro', Pedro could have phoned Maria to ask what she did mean by 'kitchen'.

2.3 Berlo (1960)

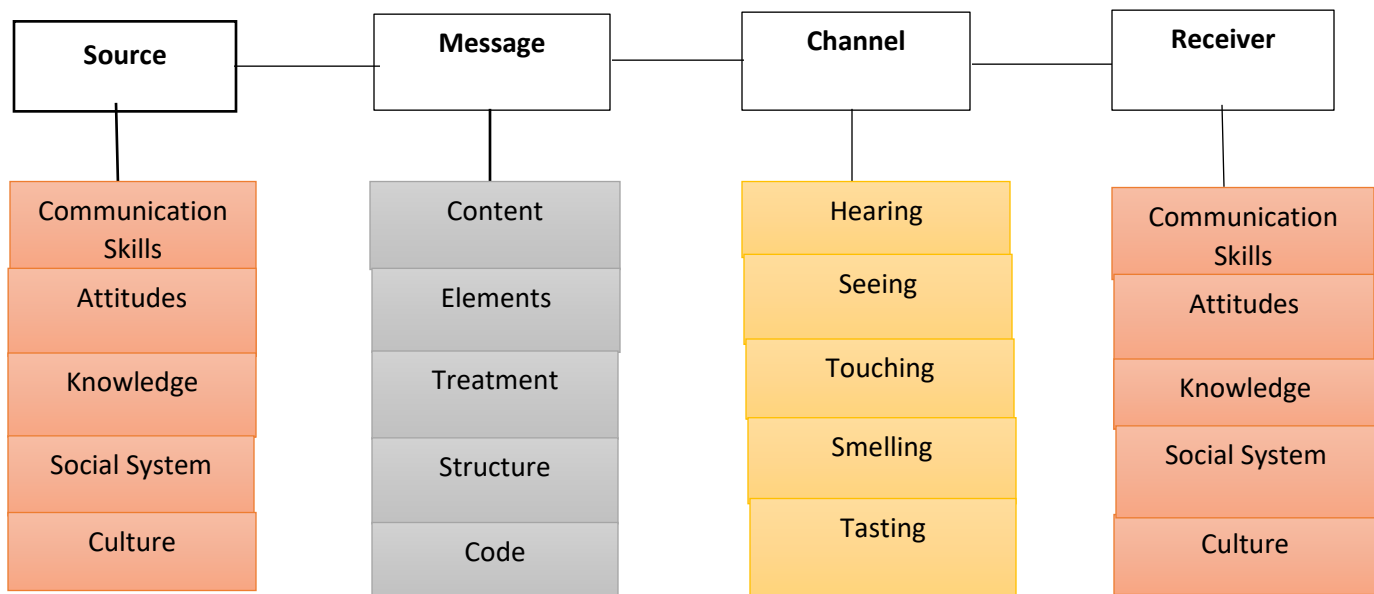
Berlo's SMRC model is like the others but, like Shannon and Weaver, it is linear, and it does not have feedback. The 'noise' could be caused after the message is sent. The acronym SMRC stands for, Sender, Message, Channel, and Receiver. This noise can break up the message and causes the receiver to receive the message only partially or not at all. Factors that may affect the sender are also relevant to the receiver. External noise, like in

Shannon and Weaver's model, may be caused by background noise. For example, during a phone call. Internal noise may be caused by differences between sender and listener. For example, the sender uses a smart vocabulary and makes the situation difficult for the listener.

For example, in the case study studied 'The Professor and The Village People', the Professor used a smart vocabulary and he said, 'The edifice is being consumed by a great conflagration!', he was thinking that everyone will understand him, but they ignored him. In the next day he said, 'My home has been destroyed by the fire, no one helped me!', and everybody ask him "Professor, why didn't you say that your house was on fire? We would have helped!".

In this situation I think he should not use a smart vocabulary because he was in a village and not everyone can understand him. If he was using simple words, I am sure that everyone would have helped him to save his house from the fire. In this case study the communication skills were the problem.

Berlo's SMCR Model of Communication



- **This model includes many factors under each of the elements:**

Source: The origin is where the message comes from.

- Communication skills: We are using communication skills when we are giving or receiving different kinds of information. For example, this can be written, typed, body language, or spoken.
- Attitudes: For example, for the employee, the point of view is to learn what he/she needs to do, and the employer must teach them everything.
- Knowledge: The person must know the subject or topic they are talking about. For example, the teacher must know the subject in detail that she is teaches, and students will understand well the topic.
- Social System: It includes many features of society. For example, culture, beliefs, religion, and a general comprehension of society.
- **Encoder:** The originator of the message, where the message comes from, is called the encoder and the source encodes the message here.

Message:

- Content: For example, anyway a teacher teaches in each lesson, from the beginning of the lesson to end, it is going to be the content of the subject.
- Elements: It includes many things like gestures, language, and body language. They represent all the components of a specific message.
- Treatment: It refers to the packaging of the message and how the message is transmitted and the way in which it is sent on or delivered.
- Structure: The message structure refers to how it is put in order, how people form the message into different parts. For example, the message may be the same, but if the form of the message is not very well organized, the receiver may not understand the message.
- Code: The code of the message refers to how it is sent and in what form. For example, it may be language, body language, gestures, and music. Also, when it is clear, the information can be received well and there will not be any misunderstanding.

Channel:

- Hearing: By hearing we can collect the information. For example, oral messages, and interpersonal communication.
- Seeing: For example, viewing a film and the message is transmitted through the television or laptop by scenery.
- Touching: For example, we hug our best friend or our loved ones, buy food, we touch, greet with our hands, move something, etc.
- Smelling: For example, food, perfumes, also people may recognize the food by smell.

- Tasting: For example, when a food is divided, communication may happen about the taste of the food.
- Decoder: For example, who collect the information and decodes it is mentioned to a decoder.
- Receiver: The recipient must think all the contents and components of the source, to be in touch to sender successfully. For example, when the communication skill is good and the origin as well, then the receiver must have the same good listening skills.

3. Communication Skills

Normally, communication may be explained as a procedure of collecting details, from the person giving the detail through verbal and non-verbal methods, to the person that is collecting the details. The most usual procedure of communication is verbal, using a particular language where it is a two-way process, with response on the message collected. Communication also means the giving of ideas, opinions, and information with a particular objective. (Seiler & Beall, 2005).

3.1 Verbal Communication

Verbal communication skills include more than just speaking. Verbal communication is about how you send messages and how you collect them. Transmission is a very soft skill, and it is important to every employer.

Example of verbal communication skills for team members:

- Explaining that you need assistance. For example, you just started a new job and your manager, or your colleagues think that you know already what you must do, and they are not training you. In this case you must explain to them that you need assistance to make sure that everything you are doing is right.
- Explaining a difficult situation without getting angry. For example, one day at my workplace one of my colleagues left the job without telling our manager and I was left alone to finish putting the prices, and she had to help me. In this case, I had to explain this situation to my manager without getting angry and I had to be calm.
- Express your needs, wants, or feelings without censure or condemning.
- Requesting Feedback.

3.2 Non-verbal

Non-verbal communication happens without using any oral or written words.

Types of non-verbal communication:

- Eye gaze
- Mime
- Emotions: The skill to accept emotions through the nonverbal way of behaving is an important one. Those high in this ability more accurately obtain information about the internal states of others, which leads to better decision-making and increased workplace effectiveness (Elfenbein, 2007).
- Touch
- Silence

- Body language
- Visual Communication

3.3 Listening

“Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal/ non-verbal) needs, concerns and information offered by other human beings”. (Michael Purdy)

- Active listening: For example, paying attention and not doing other things like staying on your phone, sending messages, thinking somewhere else.
- Empathetic listening: For example, listening and trying to be present and giving opinions or solutions to the speaker.
- Competitive listening: For example, the perceiver is more attentive to develop his point of view than understanding the others point of view.

4 Conclusion

In conclusion I studied the communication models of Shannon and Weaver, Schramm, and Berlo. I also talked about communication skills: Verbal communication, non-verbal, and listening. This module helped me to understand better the models of communication and the communication skills you need to work in a team.

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Appendices

