

Programme: CertHE Skills for the Workplace

Module: Effective Teamwork and Communication

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Introduction

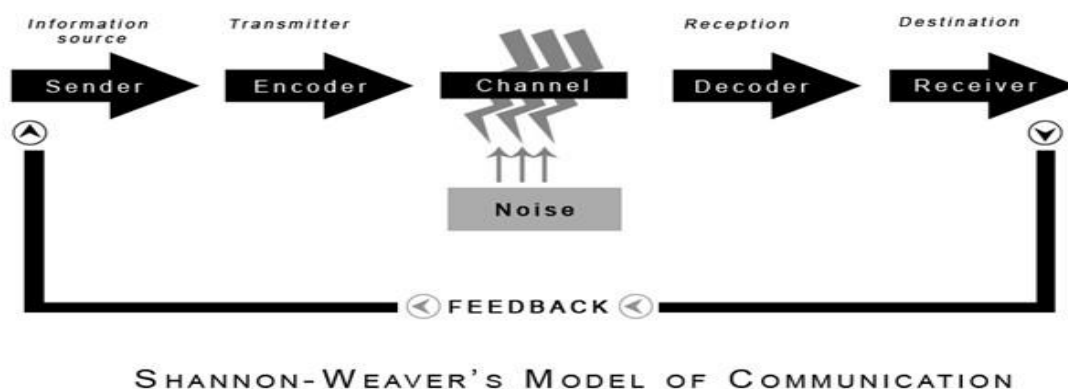
What is communication?

Communication is the act of transforming information, from one place, to a person or group of people amplifying thought, emotions, ideas, through symbols, signs, media, hands, eyes, and voice. Every communication involves at least one sender, a message, and a recipient. Transmission of message from sender to receiver can be affected by many things. Includes location, emotions, cultural situation, backgrounds, language, age.

Communication has 3 parts: The sender, the message, and the recipient. The sender 'encodes' the message (information) which usually a mixture of words and non-verbal communication which is then transmitted in some way e.g., writing or speech or even signs/ symbols and the receiver 'decodes' it. There might be more than one recipient, the complexity of communication means that each person may receive slightly different messages. It is probable neither of them will have the same understanding of the sender's actual message. There are many different barriers and interferences that can affect communication in any workplace. The example of my work case studies in this report will explain how miss communication arises and cause confrontation between workforces and in personal life.

Models of communication

2.1 Shannon and Weaver (1948/49)



(Image from class notes)

Shannon and Weaver, the model of communication analyses how messages are sent and received. It demonstrates how messages can be mixed up and misinterpreted in the process between sending and receiving the exact message.

“The fundamental problem of communication is that of reproducing a message sent from one point, either exactly or approximately, to another point” (Shannon, 1948, p. 379).

The Shannon and Weaver model of communication is a mathematical theory explaining human communication can be broken down into 6 key concepts:

Sender>Encoder>Channel>Noise>decoder>receiver (1948/49) the later version of the theory, made by Norman Weiner who added the 7th concept of “Feedbacks” which change the model from Linear to Cyclical model.

The Shannon and Weaver model starts with a **Sender** (*information source*) starts the process by choosing a message. Next the **Encoder** (*transmitter*) is the machine or person that converts the signals that can be sent from the sender to the receiver.

The **Channel** (*noise*) of communication is the infrastructure that moves information from the sender to the decoder and receiver. **Noise** can distort the message on the way to the receiver. There can be Internal and External noises. The **Receiver** (*destination*) is the end point of the Shannon and Weaver model, can be a person on the other side of the telephone receiving what is left of the message after accounting all the noises.

2.2 Example - case study of [MARIA and PEDRO.](#)

*Pedro works on a building site and Maria is his wife who Called to tell Pedro to get chicken on the way back home from work. Pedro replied Okay.
But Pedro came home empty handed, assuming his wife will be in the kitchen waiting for him, when he gets back from work.*

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 can affect the message. as in the case study of ‘Maria and Pedro’ where the noise of the building site has distorted Maria’s message and Pedro heard ‘kitchen’ instead of ‘chicken.’ Sender___Noise___Receiver

The Shannon and Weaver model do not have feedback but using Schramm model Pedro could have repeated the message, the misunderstanding could have been avoided.

2.3 My work examples. 1

I work in an Indian takeaway at Reception, answering customer queries, taking orders, operating online noisy order machines, double checking the cooked orders before handing it to the driver for delivery. Also assign and direct driver with multiple orders, which order go first. The fridges are on the front near my desk opposite the kitchen access door. One busy Saturday evening. As I was checking orders, the telephone ringing, online machines beeping with new orders, drivers talking all the same time. From the very noisy kitchen, looking at me... Chef said "hello, please pass the big N sauce quickly." I looked up and shook my head and said "yes" same time I was checking an order and talking to the driver.

After checking the order, answering the phone, and other machines, 8/10 minutes later. I went in the kitchen and said "yes, what can I do? But the chef looked neglected and brushed me off. Saying "don't worry about it."

Sender

(information)Transmitter

Channel (reception)

Destination Noise

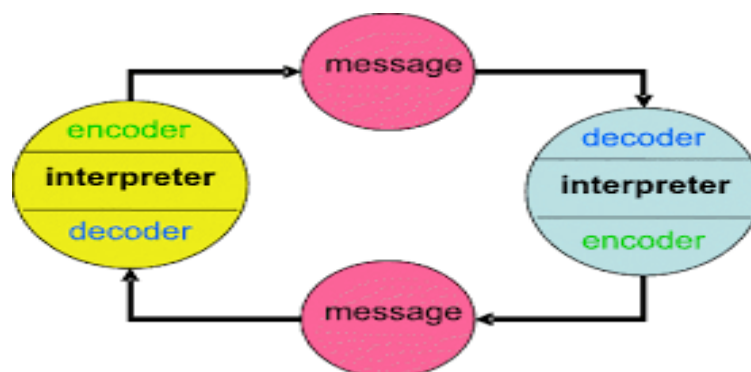
(external internal)

Receiver

Chef -----Encoder-----> **Message** -----Decoder--- **Me (Rupia)**
-->

Due to the noise, I did not understand the message nor understood the urgency of it.

3. Schramm (1954) Model



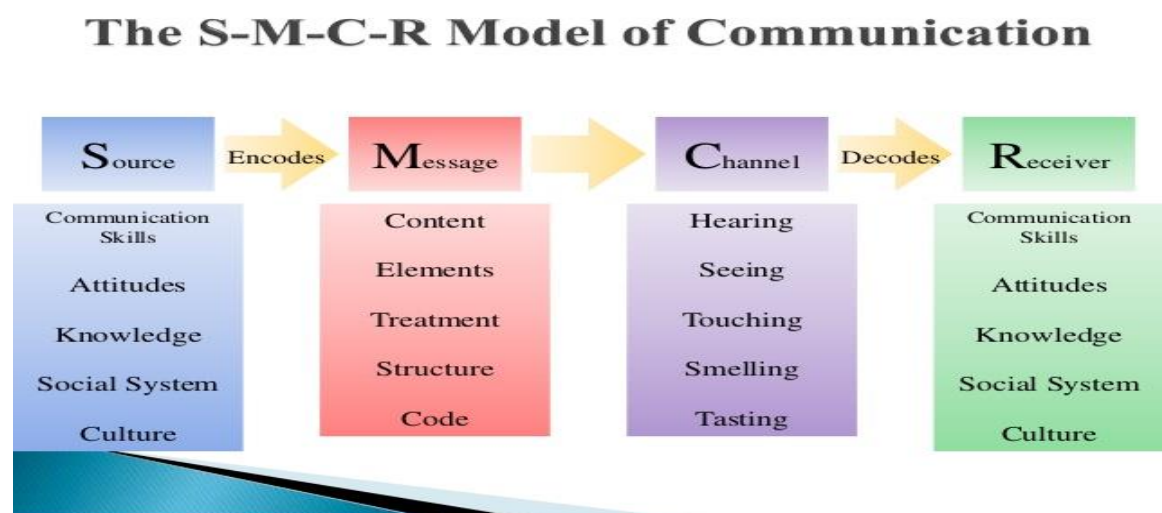
(Image Mass Communication 2019)

The Schramm model of communication explains that there are 2 ways of communication in circular rather than linear, which requires sender and receiver sharing their information, forming a mutual understanding between both parties.

Both the sender and receiver of the message have equal priority and authorities to the message. With the changing of the role Encoder to decoder interpreting then Encoding message to Decoding the same message. This method helps the message to pass even with external and internal noise. The message stays original and serves the communication purpose efficiently. Shannon and Weavers have disdained confirmation of the message from the receiver. If in the case of Maria & Pedro if The Schramm method were used the misunderstanding could have been avoided.

Same way if I had repeated what I heard at my work conversation, I could have reacted to the Chef's request quicker. I did not understand the urgency of the Chef's shout, so did not act right away, there was so much external noise at his end and my end. I had external and internal noise as I was checking the order and talking at the same time in my head, I was reading the receipt and counting the food container in the bag in my head. Our conversation did not have 2-way circular feedback, which led to misunderstanding, Chef thought I deliberately ignored him.

4.1 Berlo (1964) SMCR Model



(Image blend space.com)

Berlo's SMCR model is like Shannon and Weaver, it is linear and without feedback.

Interference or 'noise'- might cause problem after the message is sent.

This noise disrupts the message and causes the receiver to receive the message only partially or not at all. Factors that may influence the sender are also applicable to the receiver.

External noise, like in Shannon and Weaver's model, may be caused by background noise during a phone call. In David Berlo Model of communication, he explains apart from noise other factors can distort the message to convey correctly.

Internal noise might be caused by differences between sender and listener communication skills: reading, listening, speaking, accent, tone differences, age. attitude: Bored, not listening, assuming things. Knowledge: differences between sender and receiver which might result in language like Jargon which the receiver does not understand. If the sender uses difficult words, which makes it difficult for the receiver to understand the message. Culture, lack of work experience, education.

4.2 Example - case of study: *THE PROFESSOR and THE VILLAGE PEOPLE*

A Professor of English Welsh University lived not far from a little village. He never went into the village, he had nothing in common with the village people, who were uneducated and did manual jobs. One night, his house was on fire. professor rushed into the village, screaming: 'The edifice is being consumed by a great conflagration!'

The village people didn't help him. The next day, he went into the village crying, saying why didn't you help. The Villagers said why didn't you say that your house was on fire? We would have helped.

(Source class note)-Lloyd b. 7/19

Although the professor lived nearby, he never socialised with the villagers, because he did not find anything in common with them. Due to his status, education and speaking a different language.

If I recall my *work example - 1* which relates to Berlo method S-M-C-R shows a clear misunderstanding. Chef speaks very quickly and in high tone voice almost shouting that is his way communicating with Kitchen staff, he shouts and not look at people while talking. His knowledge was obtained with experience. Telling me to pass 'N sauce'

I work on the front desk I must talk slowly, politely, clearly, with more mannered language. I was educated by training. First thing I had problem hearing with all the background noise, his speedy tone and abbreviation of the item N sauce (Naga sauce- extremely hot chillies sauce) did not click in my head. I also missed understood the urgency of the matter, as he needed it at that moment.

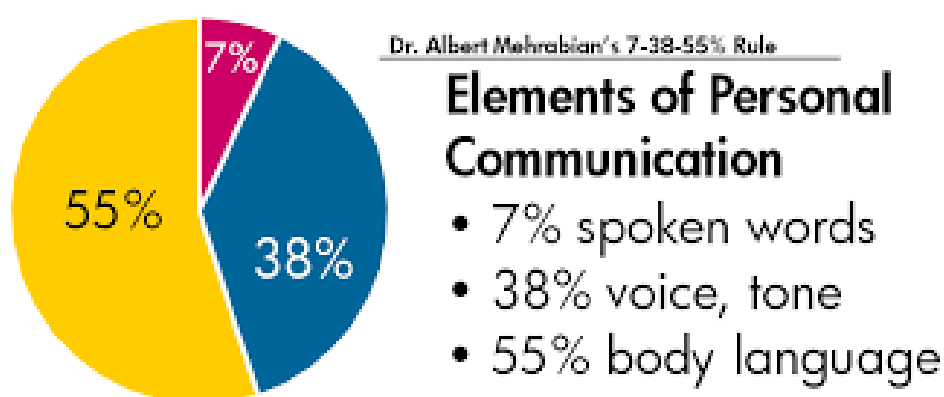
Berlo method S-M-C-R and Shannon and Weaver model both has the confusion of misunderstanding and not conveying the message from sender to receiver as they do not have feedback confirmation of the actual received message.

5.1 Communication Skills- Each part of the skills is important for effective communication.

1. **Verbal-** written oral, choice of words, tone pitch- para-verbal.
Compasses both words and verbal fillers e.g.: Ya, umm, er, like etc. Sending messages by speaking or writing for reader to make sense of the message.
2. **non-verbal-** posture gesture body language, signals, tone.
Body posture, whether arms or legs are crossed, slouching, standing upright, direction of faces, tone of voice loud or soft, smiles or frowns all part of nonverbal communication.
3. **Listening-** empathy listening active listening.

Listening and hearing are 2 different processes. Listening requires concentration on the verbal and nonverbal message sent, understanding the meaning of the message. Hearing is a physiological function of receiving sounds. (pp. 87-101 Maund. A, 2017)

According to Mehrabian, (1981)



(Image by Nagesh B. 4/10/2008)

5.2 There are 3 Types of Listening.

Informal- *focus on the context to acquire knowledge.*

Critical listening- *purpose to evaluate information sent to you.*

Empathetic- *requires understanding of speakers view without judging or assuming.*

All these communication skills can be more improved and effective by following these strategies like **S.O.L.E.R.**

- **S** [*square*] by doing squarely face shows you are interested.
- **O** [*open*] posture portrays you are engaged with the conversation.
- **L** [*lean*] leaning forward shows you are listening.
- **E** [*eye contact*] gazing shows you are not distracted.
- **R** [*relax*] avoid fidgeting shows you are focus to the person talking.

Personal awareness – **K.E.Y.S.** helps to be a more empathetic responsive listener.

- **K**- Knowing yourself can fix the faults.
- **E**- Evaluate the context of the conversation in your head.
- **Y**- Your communication interaction with others, showing empathy.
- **S**- Step back and reflect, what you just heard and analyse the conversation and the situation before you react.

6.1 My work examples. 2

On a busy Friday evening a customer called to complain about not getting the correct item. He ordered Chicken Korma which is creamy white dish but received an orange-coloured chicken dish. To resolve this issue, I agreed to replace the dish and recall the item sent. When I confronted the chef with the dish, he was determined that he had given the correct dish, he was being very defensive and rising voices, I had to change my tone of voice to get my concerns across. What we established was that the Chef used a red masala spoon to stir the Korma dish, which turned the colour orange.

I said to the chef *“No matter how much rush or busy, you must maintain Quality of the dish and not change to do it quickly.”*

But as chef was not listening, he thought I said *“remain Quantity”* now with crossed arms and frown face, his shouting that he did not change the *“quantity”* he did fill the container as always. Another colleague had to step in and explain what I meant, taking him at the back.

6.2 Using Berlo's S-M-C-R model of communication I can demonstrate the actual problem here accumulated

Source myself	Encodes -----→	Message contents	Channel -----→	Decodes -----→	Receiver Chef
<i>Customers feedbacks, communication skills</i>	<i>(Knowledge, culture / social system)</i>	<i>"...maintain Quality of the dish and not change to do it quickly."</i>	<i>Voicing, volume/ loud, tone, hearing</i>	<i>(With all internal & external noise)</i>	<i>Lack of education, age, attitude, culture, communication skills---- heard me wrong</i>

(diagram- Author)

As hearing and listening are not the same, he can make use of this K.E.Y.S strategy to improve his communication. I can too next time to approach him, knowing his reaction to situations.

Conclusion

Communication is not just talking between 2 or more people. There is so much depth in true communication. How easily misunderstanding can arrive and how easily originality of the message can be lost in the process of receiving the message.

Most importantly effective communication is paramount in the workplace to maintain strong relationships with all levels of organisation, to achieve high productivity. Organisation with clear stable communication system will rapidly build trust and understanding, will increase great achievement. Having a poor communication line in workplace can immensely effect employees, can lack on production for the company or business. The barriers of poor communication within an organisation can have profound consequences on the productivity. Employees can question their confidence and abilities to do the job, less accountability, missed deadlines, decreased motivation, disengagement leads to a poor working environment. It is predominant to have a communication system in place to be a successful business.

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Appendices

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Mastering the Art of Nonverbal Communication – S.O.L.E.R.

August 8, 2014, by Amanda accessed 26/3/2021. <http://www.ingredientsofoutliers.com/the-art-of-non-verbal-communication>.

Here is a case study of **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 spoke.

‘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.’

Example case of study: **THE PROFESSOR and THE VILLAGE PEOPLE**

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 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 spoke. ‘The edifice is being consumed by a great conflagration!’

They ignored him. When the Professor returned home, he saw that his house had been 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.’

(Lloyd b. 7/19)

BELOW SOME OF MY CLASS WORK AND OWN TIME RESEARCH AND NOTES

T2 Lesson 1 -

Effective Team work

Chapter 3 Maud and Andrew

Models of Communication

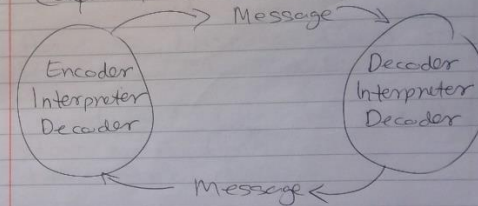
3 Main - ① Shannon and Weaver (1948)
model: ①

- ① Sender has primary role - Receiver has Secondary Role.
- ② Schramm Model (1954) builds on this however it emphasises (a) Importance of Encoding and decoding the message in the process.
(b) The sender must receive feedback

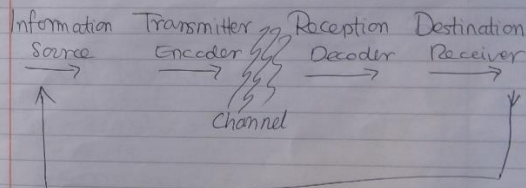
- ③ ~~Shannon~~ 1960 David Berlo develop a Sender - Message - Channel - Receiver (SMCR - Berlo)

Sender	Message	Channel	Receiver
S	M	C	R

②



- ⑧ Shannan and Weaver Model 1948



Task study 1

ten Mark Read Maud, Andrew
Chapter 3

TR 2

- ① Q What should men do about Sam?
How do you new members who
don't exactly fit in with the Group
be Sam a resource or a liability to the
Team? Explain!

A Sam can be dealt both ways.
I think Team should listen to
team and first and see how
inter focus his suggestions are
to the projects. Also find out
what he is his potential, and
Put him in the right department
to work.

(area) Plot him in the right department to work.
Even after that if he fails to work as a team then he will be liability to the team and will effect downfall of Company (team)

- ②③ Two of women strongly dislike each other. How would you handle that situation?

4) Sit them up meeting as a ^{whole} team and tell their feeling how the prayer will effect and what other members feel about them too. Then get just 2 of them to talk and put their difference behind for the sake of project. Also give them work that won't involve too much communication with each

5722

- 3Q What do you typically do in group situations when people are angry and start attacking one another? What you do when other challenge U?

- (A) If ~~the~~ it is on a topic I have knowledge and then I will listen and see ~~with~~ which direction they coming from. Then react to it and give reason make them realise or explain to them of my action. Try to resolve without my power. If I am not Confident about the ~~at~~ Topic which the argument is being done, I will justify what I did as much as I can.

- 4Q What Communication skills are needed in the Men's group? In the Women Group?

A They need to discuss their work and Verbally and nonverbal in written so they don't forget what they need to do.
They need - to give feedbacks and agree on things.
Negotiating skills, Interpersonal Communication skills

ETW
T2 home work Reading Chapter 4 - 3/3/21
Verbal and Non-Verbal Communication
by Quintanilla, K.M. and Wahl, S.T.

⑥ * Facebook - Instant Articles
Digital platform for traditional media publish
News, articles, Magazine.

- * Verbal Communication - encompasses both words and Verbal Fillers e.g. um, like.
- * The Symbols Communicators use Abstract, vague, arbitrary?
Words, gestures "things" - express our thoughts, desires, emotions
- * Paying attention - eye contact, - sharing affection
kissing, hugging. Inappropriate - Interrupting conversation, rolling eyes.

Step Back and Reflect

- ① Missed understood by both parties.
- ② Be less know it all, listen more or give others to show their views
- ③ Not show off LF70-W GG
0800 028 1105
too much of her abilities give others chance, appreciate other views

ETW
T2 Summary - 3/3/21

Eliminate - Jargon - Slang language
Cliches - use too many times has no meaning now.

Business Email - Practice
Write 2 emails

① Formal 2 Informal.

- * Indian food Catering (Paprika.)
- * Freshly made food.
- * Tailored made food to taste.
- * Chicken pakora not available
- * Lack of Demand and time consuming - Alternative
- * Next time or pre order.
- * New customer - formal meeting
- * New time pre-order in advance
- * Will be able to provide

ETW homework 3/3/21
T2

- * Nonverbal Communication - body language without words.
- * 55% of interpersonal messages are nonverbally.
- * Ethical Connection - taking spotlight

- ① Sheila not have ethics or conscience
- ② She took the ideas from him David and not give credit to David. She's using her power position of her job.
- ③ He can take stand and speak up.
- ④ Sheila should of Acknowledge he co-worker and give David credit for his ideas.
- ⑤ Sheila shows no ethics. David will be ethical towards himself and try to stand up.
- ⑥ Yes - time and on position of him talking using Verbal and non-verbal communication word of to sent clear message to Sheila to how him or how David is. She would had idea whether she can get away with not crediting her Use authoritative voice or speech time in meetings.

ETW homework Chapter 4 3/3/21
T2

⑥ Non-Verbal % of SS - 93% of communication.

- Nonverbal = walk, stance, posture, footsteps, clothing, Movement, gesture, facial expression, Accents, amplitude, moderate, regulate

A DAY WITH ATTITUDE

①

Vocal expression

- Vocalics - paralanguage - Voice tone, Volume, high/low.
- Proxemics - impact of space/distance
- Environment - attitude, Mood, Influence.

Know yourself
Evaluate the professional context
Your communication interaction with others
Step back and reflect

4 function of non-verbal communication

- ① Express emotion
- ② Convey interpersonal attitudes
- ③ Present one's personality - character
- ④ To accompany Verbal Communication

T2 ETW own work 11/3/21
Read chapter 5 Maud
Listening Guitanilla, K.M.
and wahl, S.T.
hearing & listening

- * Hearing - physical ability to detect sounds.
- * Listening - concentrate on verbal & nonverbal messages sent to determine the meaning of messages. Effective listening is central to fostering interpersonal relationships with coworkers, leaders, and clients.

Step back and reflect - Task 1
Trouble at home, Trouble with Training

- ① Jenny heard but didn't listen to all said by the New manager as she was distracted by the message by her boyfriend.
- ② Jenny heard words and words and she didn't really focus and listen to what said.
- ③ Jenny should of concentrated on her training more than the text message.
- ④ Attend meeting and focus on her work, turn off mobile. Take notes and ask relevant questions.
- ⑤ She can - reflect back, about the meeting discussions, she can evaluate what said in meeting and the step back to think, how and what to ask her colleagues

ETW Maud Chapter 5 11/3/21
K - know yourself
E - evaluate the professional context
Y - your communication interaction with others
S - step back and reflect

Barriers to listening

External noise, Internal noise.

Task 2 - Your Communication Interaction The Promotion

- ① she could of asked what sort of duties will involve on the promotion job title. Or even ask what they looking for. Instead telling him directly about her intentions. - Boss realise why she's doing extra chores.
- ② Text wasn't the best as, In what moment boss was reading or doing will influence his reaction to her text. He might read but not take on the consideration of what Cara is feeling as he can't see her.
- * I would wait and find the right time to ask the boss what she was looking for the promotion.
- ③ I would ask that person if he/she knows why they got promotion.
- ④ depending on when I get the text, if at work, I would call her to see

T2 LB ETW Timothy. 5/3/21
Communication
Chapter 4 Maud
Question and Answers. 6 - 9
Page (turn over page)
Discussed the K.E.Y.S
Function of Communications
Case study

- ① It's good to relax and express the situation but not completely loose the manner of professionalism.
* To remember that she is boss too. So you can not cross the line of power of superior.
- ② He did not evaluate the meeting purpose or the environment he is in. No matter how much you feel comfortable you can't forget the environment you are in - In this case professional.
- ③ Marks remarks about his boss and supervisors seniors.

T2 LB ETW 5/3/21
④ He should of control himself
* not to relax too much.
* He should know where he is
* He lack of working and
* He should of think about what he saying. AAA

Non-Verbal Communication
Written Communication:

Letters, Emails, Memos, Reports.

Agenda → difference → Memorandum
↓
List of Memo of Official Meetings
Recap of Meeting Discussions.
official Instruction of Action - list, Reminders of Main Points.

Report

Feedback, Sending information, Data analysis. Referencing, formal, Different Setting.

Wendy 20

T2 LS Summary - ETW 5/3/21

Eliminate - Jargon - Slang language

Cliche's - ~~to use too many times~~ has no meaning now.

Business Email - Practise

Write 2 emails

① Formal 2 Informal.

- * Indian food Catering (Paprika.)
- * Freshly made food.
- * Tailored made food to taste.
- * Chicken pakora not available
- * Lack of Demand and time consuming - Alternative
- * Next time / or pre order.
- * New customer - formal meeting
- * New time pre-order in advance
- * Will be able to provide.

T2 LS ETW Mr. T. Hopkins 11/3/21

non Verbal

- ① 25% - 50%
- ② Learning is physical activities, combination of verbal & nonverbal Messages.
to determine meaning of the Messages
- ③ Productivity and promotion
- ④ Facial, Gesture, Tone of voice
(Nichols and Storms 1957)
- ⑤ Own thoughts, ~~to~~ other people talking, Machines, Conaps
Worrying too many things on my Mind.

External noise / internal noise

⑥ Yes ⑦ Multi Tasking

Task Ethical Connection.

②

① No feedback - Sherrins

②

Reflection, Question, Paraphrase

T2 LS ETW Communication L1070 12/3/21

Verbal refer to - Spoken, - Vocal / oral

Vocal - workplaces.

Answering for phone call

- * Clarity - Speaking simple language
- * Empathy - Understand other persons point of view.
- * Sincerity - be yourself.
- * Relaxation - speaking naturally
- * Eye contact - Direction length of gaze important.
- * Appearance - What think about yourself.
- * Posture - ~~how you~~ Sit / stand give others message interested.
- * Volume - speed, pitch, tone, effect communication.

No-Verbal Communication.

Without words, Body language, Signs, Signals.

T2 LS ETW Lord (Corrard) 12/3/21

Barriers to communication.

- * Status effects - Misunderstanding senior individuals.
- * Semantic problem - words used more the one way (Jargon / professional).
- * Perceptual distortions - dressing appears gives you others a bad impression.
- * Cultural differences - Culture, language, background.
- * Physical distraction. - Lighting
- * Poor communication.
- * Barriers to acceptance - prejudices, ~~that~~ Interpersonal Conflicts, between sender and receiver.

- ① What are the communication challenges and barrier Barry face? - language, education
- ② What solutions may Barry consider in addressing each of these challenges? Give more and barriers.
- ③ What are some ways Barry might use effective communication as a motivator employees. to follow set

11/3/21

③ He should of reflected on where he is before answering the call. After answering should of evaluated the nature of call and tell Tamara that he will be in touch in 1/2 hours time.

* Another Technique listening - Reflection

③ Listen thoughtfully to the meaning of the speaker's work.

④ Considers the content of Message both stated and implied.

⑤ Think about feeling associated with message, attending to the speaker's Verbal & nonverbal cues.

⑥ Make effort to reflect that message accurately.

* Question - are another tool used by a active listener asking Q can help better understanding of speakers Message.

listening styles and categories.

- ① People oriented listeners.
- ② Action-oriented listeners.
- ③ Content-oriented listeners.
- ④ Time-oriented listeners.
- ⑤ Conversational listening
- ⑥ Presentational listening

↑ HURIER MODEL - 6 interrelated components.

11/3/21

Improving your listening.

HURIER MODELS 6 Components.

Hearing, Understanding Remembering

I. interpreting, Evaluating Responding.

Shannon and Weaver's

Communication - Message sent through a Channel to receiver.

Cause of issue noise (external)

No feedback.

Shramms - Cycle of Message

- give Feedback, Contact sender back

↑ Berlo - S M C R

also same but change to what can interfere the / distort message - Education, Culture, Language, Social.

26/3/21

Handling: precise

- ① Language, Education, Lack of understanding of instructions and precise precisions.
- ② brain people better May be tailor made training to the specific department of the kitchen
- ③ Use Consider the Berlo Method and Shramms to get feed back of his employee so they understands the Rules. Give More time & training where lacking.

effective Communication involve

Benefit.

- ① Reduces Conflict
- ② Improve relationships.
- ③ Improve team work
- ④ employee engagement.

26/3/21

① NO Tuckman team Building

Forming Storming Norming Performing

No all stages go in a team

② Couple of weeks 6 months

③ Yes to meet of work

Belbin considered

* Intelligence

* Dominance

* Extroversion / Introversion → shy nervous

* Stability / Anxiety → Calm Controlled → Anxious work

Belbin considered that

Belbin's 9 Team Roles.

T2 L communication ~~ETW~~ 11/3/21

in person in office. But if I was out of office I could ignore it.

Failing to focus on the Message

- * Jargon - (technical words used by specialized groups) slang lingo.
- * Message overload - too many details
- * Receiver apprehension - fear of Misinterpretation inadequately processing.
- * Bias - assumption we make or attitude we have about a person / issue / topic before hear all facts.

Task 3 - Ethical Connection listening to employees

- ① No One like you - find difficult to approach or ~~less~~ when will result in poor production at work.
- ② People feel appreciated and find easy to get along, comfortable.
- ③ They feel boss is giving importance, feel valued and part of the team.
- ④ ~~He~~ Daniel should think before he reads evaluate that he is in work place and should be more professional towards rest of work colleague.

T2 communication ~~ETW~~ 11/3/21

Failing to be an Active listener

③ 3 types of listening

① Informal, ② Critical ③ Empathetic

- ① Informal listening - focus on content of message to acquire knowledge.
- ② Critical listening - asked you to evaluate information sent to you.
- ③ Empathetic listening - to understand speakers view with out judgment.

- * An active listener makes sense out of the message and then verifies that the sense making is accurate.
- * Passive listener - simply receive message and make sense of that message with out feedback. (new on T.V.)

Task 4 - Evaluate the professional

③ Miguel & the Multitasking Mishap - context.

- ① Calm and show sympathy to his client and assure her to call back as he is in meeting. ~~OR TO NOT TO ANSWER~~ ~~that~~ ~~the~~ call, as he was meeting new client. He could of called later.
- ② she should of asked if his able to talk. Also be little bit considerate.

L6 T2 Leadership team building team Role 26/3/21

* Ken Blanchard & Hersey

Situational leadership (4 style)

- 1- Telling first stage
Team Nervous, No experience need directions and advise.
- 2 Selling Second stage
Convincing team, Member are getting confident.
- 3 Participating Third stage
Leader tries to build relationships working together less leadership team experienced.
- 4 Delegating
Low directive behavior - passing the load to other people.
Low support, low direction.
Team confident.

T2 L6

M3 - R3 - S3 -

③ The Sales Promotion team

Shapers → M3 Resource Investigator Monitors

Referencing

- ① Surname (date) for quot - Reference
- ② Para phrase (Surname & date)
- ③ Para 1 - (Surname & date)

End Reference

Surname, Initial. & year

More 1 ad of al. (date) ~~file~~

Journal name, /, Volume (issue), Pp. 2 + ...

L6 T2 ETW 26/3/21 Belbin's 9 Team Roles

Coordinator (Co) Duo, communicator, Establishes Self-disciplined, Not target, focus on people on what they best do. Intelligent not ideas person, reliable	Implementer (Imp) Practical organiser, Making decisions, What is the best feasible, Systematic, Efficient Method
Plant (PL) Intelligent, Imaginative, Criticising others, Can see if own ideas are discarded or rejected. With ideas, coordinator has to be careful	Monitor/Evaluator (ME) Measured, dispassionate, Critic rather than Creator, Most objective, Monitoring if the system is working, Force (strength)
Resource Investigator (RI) Social, gregarious, positive go out to get what team needs, Diplomatic, Need stimulus of other Creative, Improviser, active under pressure, prevent team losing.	Team Worker (TW) Likeable, popular, calm situation, Unassertive - Not bossy, loyal.
Shaper (SH) Leader, arrogant, Coordinator more social, more action, Impulsive, Impatient, can make team feel uncomfortable, they push to make things happen.	Completer/Finisher (CF) Conscientious, Worry, Compulsive in meeting deadline, preoccupied with orders, Urgency maintains - low morale
Specialist (SP) Bring in depth knowledge of key area, dedicated, Overload information, Contribute on narrow front, can dwell on the technicalities.	

L6 T2 ETW 26/3/21 team work Roles

Some like to lead other more passive participants. Everyone working within

TUCKMAN - Team building and BELBIN team roles.

Tuckman - From starting to finish.

Belbin - Team Role.

- Forming → (Tuckman) Belbin → Coordinator, Implementer, Team worker
 - Storming - Resource Investigator, Team Worker (Tuckman) Belbin Shaper
 - Norming - Tuckman Belbin - Shaper, Implementer, Resource Investigator
 - Performing - Belbin - Completers, Monitor, plant, Tuckman → Performing, Implementer
- Norm Tuckman Tuckman
Give structure how to build the team
Belbin - Details the qualities need of each member to build of the team

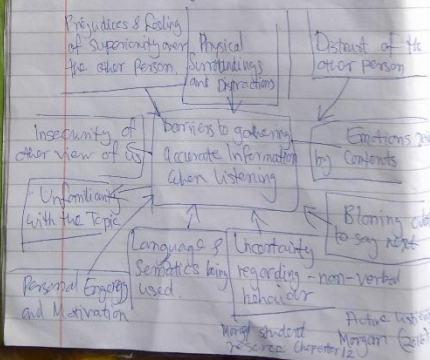
L2 T2 Port 2- proxemics Tim 26/4/21

Physical distance relates to emotion distance.

Door



Active Listening - Barriers to Active Listening



T2 L7 ETW 01/4/21

Leadership behaviour.

- S1 - Telling - what to do
- S2 - Selling leader tells & Support
- S3 - Participating - low leadership employees know what they're doing
- S4 - Low leadership

B Ken Blanchard Website. youtube

- D1 - Low competence with high commitment
- D2 - Low/Middling competence with low commitment
- D3 -
- D4 -

Dr Ralf H. Kilman

Leadership 'Thomas & Kilman' Youtube

- How can Conflict be Managed?
- Competition
 - Collaboration
 - Compromise
 - Avoidance
 - Accommodation

Slide 1.1

- What is a team. Viewpoint & abilities who share Goals, Maintain and Manage boundaries, have Social interaction.
- Supporting each other - Covering each others back when team member unable to work due to illness or personal issue.
- What is the Aim of forming a team - Individuals - - - power rather than working alone to serve the purpose.

Slide 2

- Overcome Difficulties - With Various Skills and abilities. Find Solution to complex situation.
- Share Ideas - experience, Consider problem and solution in different perspective, problem from different perspective.
- More Efficient to keep Deadlines with each others support. others Support.

Slide 3

Groups - work under assigned leader each member of focus work set.
Team - Individuals Group accountability Collective Work purpose.

Slide 4

- Personalities Clashes
- ① Organizational challenges
- ② Blame and Responsibility Issues.
- ③ Longer Project timelines
- ④ Some people work better Independently.
- ⑤ Communication Breakdown
- ⑥ Official Meeting ~~are~~ hard to arrange and can be come Social gathering Unless it is arranged with strict protocol and purpose.

Slide 5 - Conclusion.

Effective Team - Having Consideration Empathy, listening to each others opinion and feelings, the thoughts. Having open mind giving feedbacks with appropriate manner to help the team and reach the target Goals/purpose.

Mand A (ed) Or in His team?

Acronym - Together Everyone Achieves More