

# **SKILLS FOR THE WORKPLACE EFFECTIVE TEAM WORKING AND COMMUNICATION**

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## **Introduction**

Communication in a workplace is defined as the mechanism used in the exchange of information between two parties so connected in a productive manner (Morgan, 2016). The aim of this study lies in the identification of multiple theories of communication. It additionally includes analysis of the multiple teams working models that exist in an academic and professional working space. The scope of this, however, lies in the analysis of the practical application of such communications models and skills in personalised communication and team working. For the execution of the study, multiple models like Berlo's model of communication would be undertaken. The rationale for the same includes the dynamicity associated with the model and the application it has on the teamwork in a closed space.

## **Types and principles of communication**

Two types of communication exist professionally and academically such as:

- Verbal communication: It is defined as the use of voice and mouth for the sharing of information (Maund *et al.*, 2017). Examples of such a mechanism include voice calls, voice messages, online video communications and multiple voice calling applications.
- Non-verbal communication: It is defined as the sharing of information with body language as well as eye contact in multiple manners (Alvesson *et al.*, 1996). For example, in the scenario of a working environment, open body language with professional appearance projects a person to be comfortable and reassured in the workplace. For a client, this would project a highly professional manner of the organisation and lead to business development in the long end.

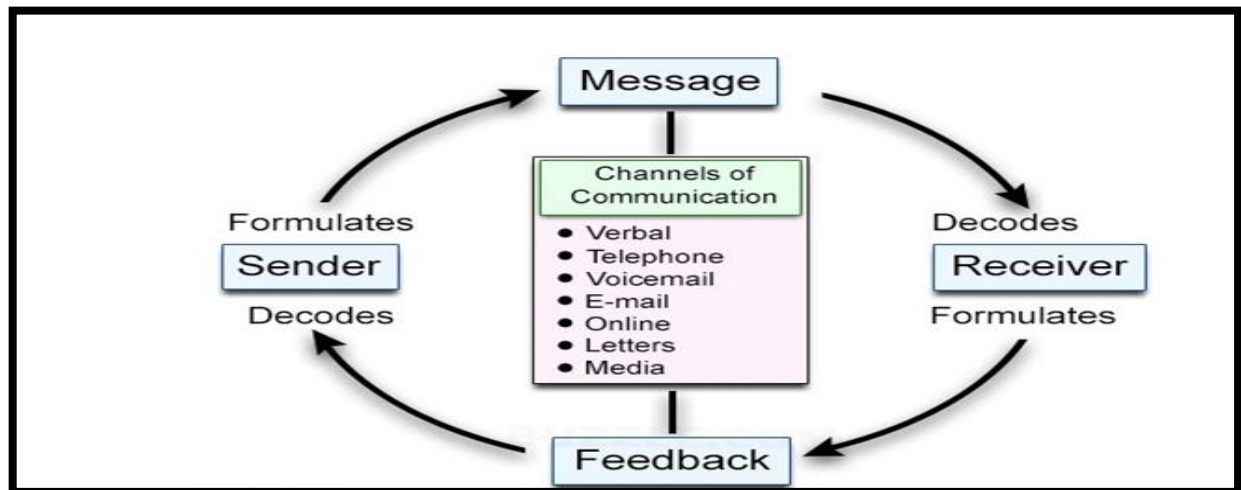


**Figure 1: General mechanism of communication**

(Source: Taken from support)

The above figure represents the general mechanism associated with the communication. The cycle is essentially closed. Hence, it could be deduced that communication is a cyclic process that is a continuous exchange of information between the sender to the receiver through multiple channels like verbal, telephone, email, online, third party media and others. The advantage associated with the same includes the regular update of information post sending it to the receivers and receiving feedback from the receiver as well as the sender (Adair, 2009).

For the conduction of effective communication, multiple models are essentially incorporated.

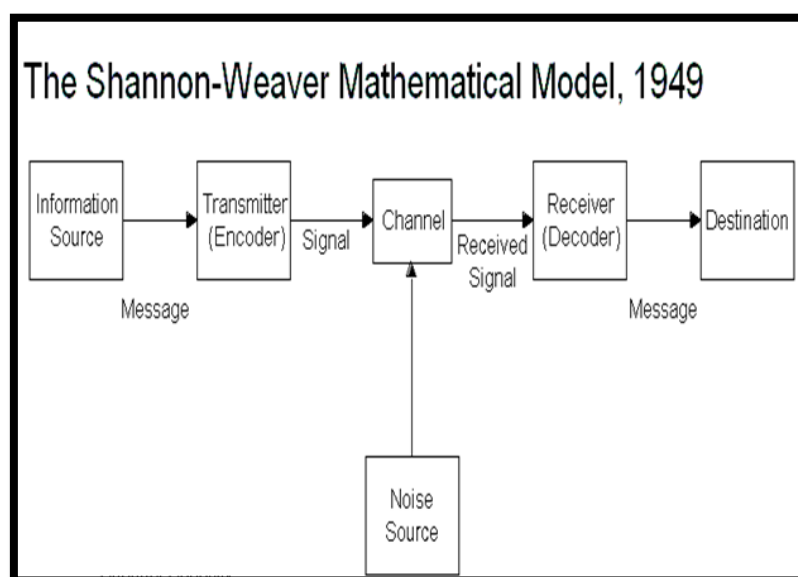


**Figure 2: The Shannon-Weaver Mathematical model**

(Source: Taken from support)

The mentioned model essentially works on the concept of converted communication. The mechanism includes the conversion of the message sent by the sender into a form of understandable form and sent through relevant channels in due course of time (Belbin, 2012). The same is decoded by the receiver and communicated ineffective human languages to the concerned receiver. The use of such a communication model is undertaken by armed forces around the world. However, in the corporate segment, such communication is used in the social media segment. For example, messages sent via the instant messaging application WhatsApp is encoded and sent to the receiver, which is then decoded by the software present in the receiver mobile (Collins and Jim, 2001).

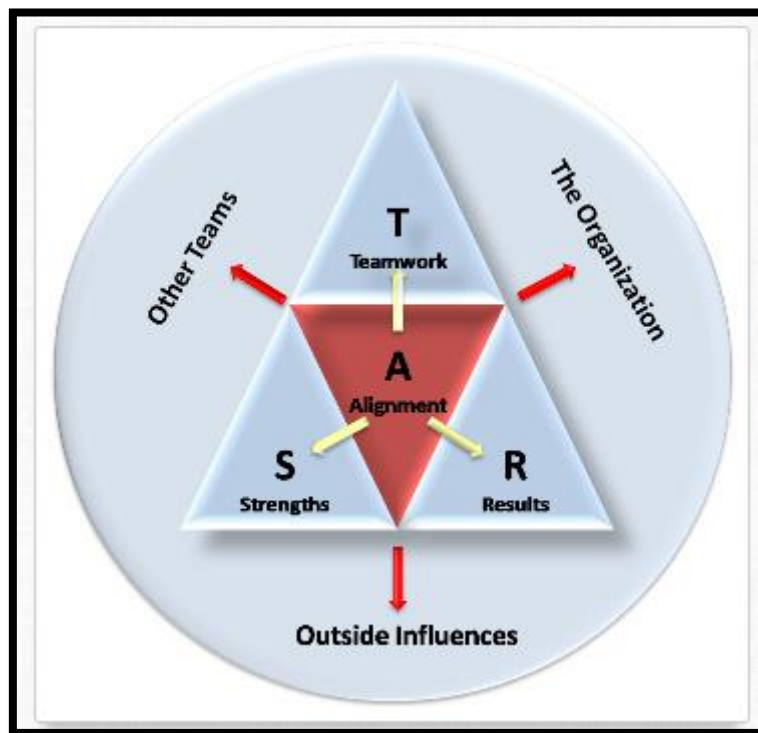


**Figure 3: The star team-working model**

( Source: Taken from support)

The above figure represents the multiple attributes associated with effective team working. Based on the mentioned figure, it could be deduced that teamwork is a product of identification of the strength and the results associated with an organisation coupled with

other organisations. The rationale behind the inclusion of other organisation lies in the execution of a potential task that would have to be carried out in a joint venture.

However, the limitation of the mentioned models would include the following:

- Issues in the privacy associate with the Shannon weaver model. This would be because of the increasing encoding of the sent messages. If a MITM occurs in the communication channel, such encryptions could easily be decrypted and read without approval or knowledge of the sender and the receiver (Belbin, 2010).
- The star team-working model usually represents a closer relationship. Hence in the domain of dynamic team working as the volunteer segment would be associated with the poor team working and the effective use of the available skills associated with the participants.

### **Comparison of different types of communication approaches**

Based on the Shannon Weaver mathematical model, two deductions could be analysed. First, in the segment of effective communication, the multiple attributes associated with the same results in the identification of the effects of the source and well the encoding effects (Blanchard *et al.*, 2000). The mentioned model is associated with the following effects:

- Credibility development
- Attractiveness
- Expertise

However, the major issue associated with the model includes encoding errors (Bown and Brady, 1991). For example, since encoding is a universal approach, the base software for the sender and the receiver would have to be same. This would limit any change in the discrepancy of decoded messages received by the receiver. Additionally, encoding errors would include making poor assumptions that would be contrary to the target audience. For example, in the segment of international communication, certain words and spellings are different in meaning. As a result, the encoder might present information differently than expected. The mitigation of such an error would be the setting up of a drop-down menu during encoding. This menu would include a subtle difference in the languages used in multiple nations. The concept could be developed based on the concept of language choices provided by the whole range of Microsoft office (Covey and Stephen 1989).

However, for a model like the Berlo's model of communication, the major advantage would include the inclusion of multiple characteristics associated with the communication.

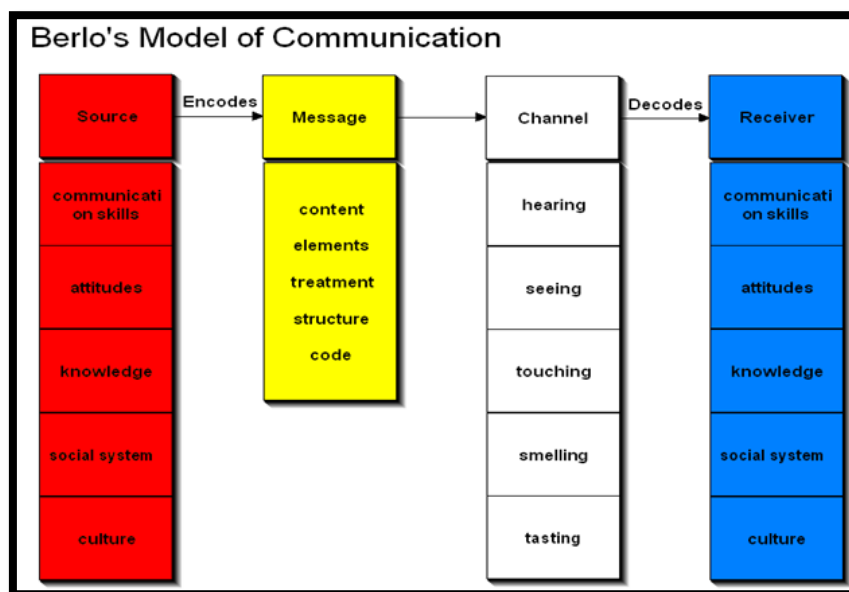


**Figure 4: Berlo's model of communication**

(Source: Taken from support)

The above figure represents the Berlo's model of communication. The major advantage associated with the mentioned model lies in the inclusion of the communication skill, the use of multiple channels as well as the culture of the receiver. However, relative to the Shannon model, the major disadvantage associated with the same includes the over-dependence on the culture of the sender and the receiver and the knowledge segment (Dalley and Burton, 2010). As a result, this model is associated with greater assumptions than the former.

For the mentioned team-working model, the major advantage includes the encouragement of the use of the strengths of the individual. In the long end, this would enable the development of the team as all the individuals would be able to use the concept integrated effort for the execution of the task as well as develop a relationship among each other in a professional manner. In the long end, the model provides a framework for the identification of the team development cycle associated with the team (Parrott, 2017). However, the major limitation associated with the mentioned model includes the active inclusion of the outside elements like the following:

- Other teams

- Organisation
- Outside factors

All the mentioned factors coupled with the aspect of customer handling projects this model in a limited framework for conduction of effective teamwork with the use of available skills.

### **Practical application and development**

In the segment of the workplace, the event of my classroom exercises could be undertaken. The professor conducted a communication session and a teamwork session. This session was characterised by a piece of information being written by one of the members and passing the same to each one in a cumulative manner. The last person receiving the same had to read it aloud in the classroom and compare the message that was written in the original form.

Hence, based on the mentioned scenario, Berlo's model could be aligned. Through the model, it could be deduced that the source is the peer that had written the message. The encoded segment essentially includes the written statement that has been providing to other peers in a cumulative format. The channel in this case essentially includes the combination of verbal and non-verbal communication. The rationale for this mix includes the passing of the written information and communicating verbally to pass the same. Additionally, towards the end, the last peer that presented in the message in a loud form included the mechanism of verbal communication. Similarly, based on the star team-working model, playing by the strengths of each of the peer resulted in the positive outcome of the classroom task.

Hence, it could be deduced that the mentioned model and the combination of other communication and teamwork models work effectively in practice. The rationale for the same would include the effective conduction of the task and the reflection about the attributes associated with the model. In the long end, the mentioned models could be used to develop personal development plans in communication and soft skills. This would include training about the difference in multiple accents and the subtle difference of the words used in multiple English languages across the globe and even in the UK. In the short end, this plan would enable the development of a high-quality accent within me as well as my peers. In the long segment, this would enable the development of communication skills. This would include the mitigation of poor analysis of terms associated with a potential channel. For example, this training would enable a critical understanding of the contents sent by an executive in an official capacity.

Additionally, in the academic segment, understanding the critical aspects of communication through models would aid in the conduction of multiple research. In the long end, this would aid in the completion of multiple theses for the attainment of higher standards of a degree in the segment of communication, professional communication and human resources management and communication.

### **Skills in the segment of professional practice and team working**

Based on the above-mentioned situation, the concept of verbal communication and non-verbal communication are essentially are taken into consideration. Hence, based on the conducted exercise, my initiative in this segment has been speaking the information so provided to me in a loud and clear manner. In the segment of collaborative working, I have essentially included the concept of working in a team. However, the team size in this segment included the whole classroom as well the professor that designed the task.

Hence, it could be deduced that the skills required for the execution of a professional task effective and efficient communication within the team as well as with other team members. However, in a professional segment in which creative tasks are required to be carried would include the aspect of visual communication (Wong *et al.*, 2018). Attributes associated with visual communication includes posters, visual graphics and creative and diagram presentations. Apart from the creative industry, these attributes are essentially associated with the annual report of organisations. Graphical presentations and creative poster presentations are some of the areas in which visual communication is associated. In the segment of the team working, skills required in the same include the segmented communication skills and critical analysis skills. The rationale for this selection would include the difference in the approach undertaken by each team member in the execution of a task. The strengths of each member associated with a team would vary during the execution of a task. In the long end, this variation would provide a mixed overall result.

Additionally, one of the major skills that are required in communication as well as teamwork includes the skill of identification of the nature of work. For example, if the task is an oral presentation, verbal communication would be mostly is used for the conduction of the task. However, if the task is associated with the development of management report a quantitative approach would have to be considered. This would include modulating the responsibilities in a team, as a dynamic approach would have to be incorporated to develop a management

report. Additionally, in the segment of communication, visual communication would include the development of graphical presentations in a quantified manner.

## **Conclusion**

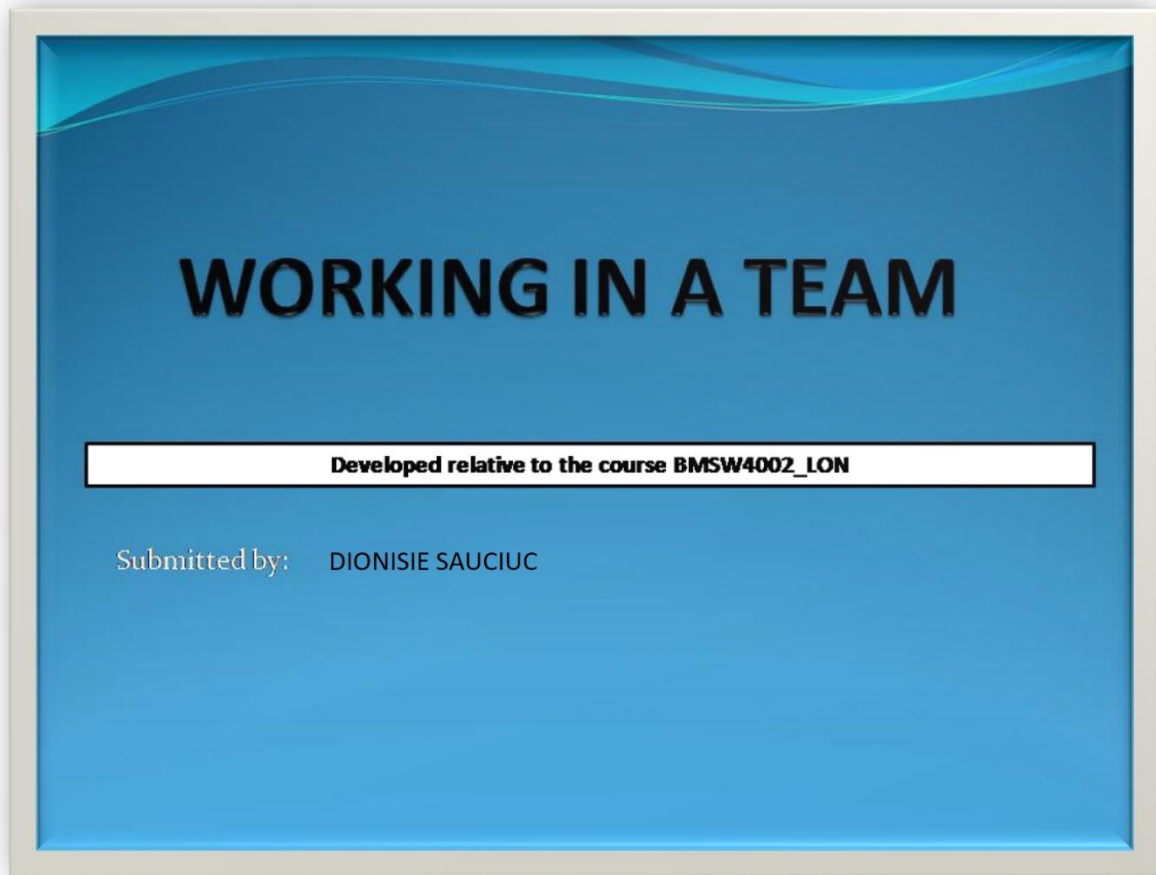
The study resulted in the development of two concluding statements. First, it could be concluded that three types of communication exist in the academic and the professional world. This includes verbal communication, non-verbal communication and visual communication. Visual communication, however, is a product of both verbal and non-verbal communication. Second, it could be concluded that the undertaken models essentially present a dynamic approach to communication coupled with teamwork. This would be because the channels present in the communication models as well as the teamwork model could be interpreted differently based on the target audience as well as the nature of the work.

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## Appendix: Presentation



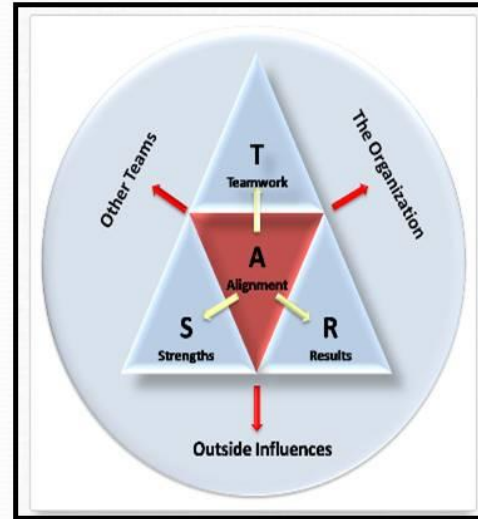
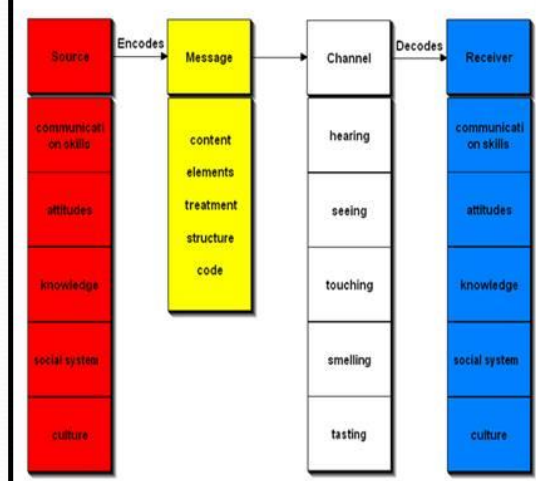
# AIM AND OBJECTIVES OF THE TASK

- To conduct a critical analysis of the recently concluded Volkswagen case in-terms of communication
- To identify the benefit of effective communication in a corporate world
- To identify the dynamicity of team work and communication for an international organization



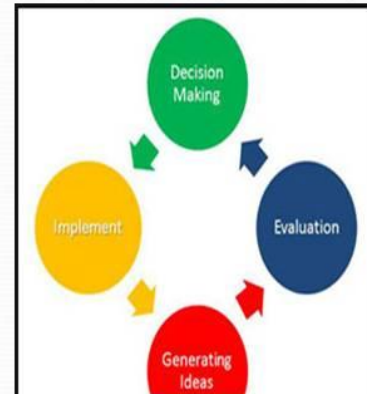
# MODELS USED IN ANALYSIS

Berlo's Model of Communication



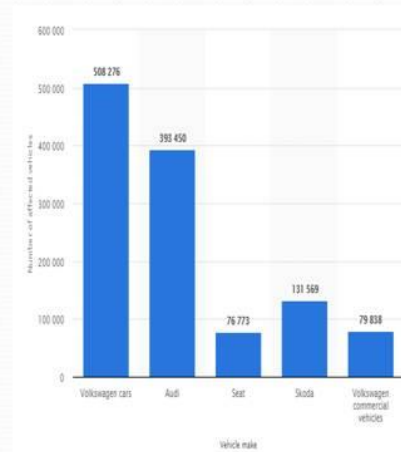
# TARGET ASPECT

- Communication among the staff members
- Communication among the management
- Communication between regulators, customers and staff engineers
- Team work within the management and the regulators



# POTENTIAL OUTCOMES

- Strong communication between the staff members and the management
- High and efficient team work to mitigate the damage caused
- Poor aspect of ethical communication due to whistle blowing incident



# PERSONAL SKILL DEVELOPMENT

- Development of personal analytical skills
- Development of visual communication and verbal communication skills
- Development of working in a team effectively



# WORKING IN A TEAM

- Understanding of the dynamicity of the project
- Under the need to work in a team
- Identified multiple models used in communication and team work
- Identified the practical application of such models



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## Appendix: In-class exercises

 UNIVERSITY OF WALES  
Trinity Saint David  
LONDON

Effective Team Working and Communication – Term 1  
BMSW4002  
In-class exercise 1

*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 you Task 1 (part of the Assignment for this module).*

Student Name: Lionel Savage Student ID: 1816175

Ex.1. Read the following passage and answer the questions.

**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 largely 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 said. 'The edifice is being consumed by a great conflagration!'  
They ignored him.

When the Professor returned home, he saw that his house had been completely 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.'

Q1: Why didn't the village people help the Professor?  
Q2: What should he have done to get them to help him?  
Q3: Whose model of communication do you think can explain this situation?  
Q4: Why?

1) They didn't understand the academic language he was using, because the people of village were uneducated.  
2) To using simple language explanation and using body language.  
3) Berlo's communication.  
4) There is no concept of feedback, so the effect is not considered. No concept of noise or any kind of barriers in communication process.

Lecturer's signature: [Signature] Date: 26.09.2019  
31.07.19.

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### 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'!

*Whose model might explain this confusion and why?*

*How could it have been avoided?*

David Berlo's model

The misunderstanding about the  
chicken = Kitchen.

- 1) noises about confusion and noises in the construction site.
- 2) Ischramm's model / explain.  
avoiding noise, move to other place.  
or text message.

1. Given the professional context, what would you have done the same and/or differently if you were in Mark's position?
2. Do you think Mark accurately evaluated the context? Why or why not?
3. What communication factors led to the change in the chief executive officer's disposition?
4. How could Mark improve his communication skills?

I've talked to several executives who all say that it's great feeling to walk into work every day. These busy executives need someone to rely on, someone to depend on. Confident speaking in front of your boss control your adrenaline throughout, new freedom and confidence at work and no fear mindset established. it's important to understand that this state of nervousness is produced by the feelings of hierarchy. thinking about this will help to speak with your boss with confidence, professionalism and respect. Instead rely on non verbal communication tips and active listening: in short, smile show your hands when you talk maintain eye contact and show receptiveness when listening

Checked

Lecturer's comments: While you attempt to explain important aspects of communication, you did not fully answer each of the 4 questions one after each other.

Lecturer's signature: \_\_\_\_\_

*Hafwa*

Date: \_\_\_\_\_

23/09/19.



Effective Team Working and Communication – Term 1  
BMSW4002  
In-class exercise 2

Student Name: Dionisie Savciuc

Student ID: 1816175

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 passage and answer the questions on the next page.

**Case Study: A Day With The Chief**

Mark is a top-performing salesperson at a pharmaceutical supply company. As a reward for his performance, he is treated to a trip to the corporate office in California to meet the chief executive officer, Ms. Mills. Ms. Mills is known around the office as the "Wicked Witch of the West" because of her short and sometimes abrasive demeanour.

Mark's co-workers share "horror stories" of their encounters with her, stating that she rarely makes eye contact, never smiles, and dislikes being approached unless she initiates the conversation. *Although he is excited to travel, he is also nervous about what he and Ms. Mills might talk about. He prepares by thinking about how he can share his sales strategies and techniques. On the day of the meeting, he waits patiently for Ms. Mills' assistant to call him into her office. When he is escorted in to meet her, he is shocked to see a petite woman behind the large desk smiling back at him with kind eyes. He approaches, shakes her hand, and waits for her permission to sit.*

Ms. Mills is nothing like the horrible person they made her out to be. Ms. Mills asks Mark several thoughtful questions about why he is successful, ways the staff can be supported, and how the company fits in with his professional goals. Mark feels more and more comfortable as she leans forward to listen intently to what he is saying. Mark loosens his tie, crosses his legs, and begins sharing stories of how he feels his immediate supervisor has dropped the ball on more than one occasion and that the team would be better if more money were allocated to incentives and bonuses. Mark immediately sees Ms. Mills' eyes begin to squint and her brow furrow. She stands up abruptly and says in a gruff voice that their time is up and that her assistant will show him out.

Lecturer's signature: \_\_\_\_\_

*Mafuwa*

Date: \_\_\_\_\_

*16/08/2019*

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Dionisie  
Saeive 1816175

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 asset to the team

A good starting point leaders, people to do the right things, managers creating a compelling vision helping to understand and commit.

We are writing because we are happy with your job you done for company. So we recognition your value. So we are more than happy to have you in our team.

We are more than happy to engage to our team in top of success, improvement and moving forward. our reward team members with higher value following a constructive initiative.

Lecturer's signature: \_\_\_\_\_

*Mapuka*

Date: \_\_\_\_\_

31.07.19