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TASK 1 Individual Report

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Effective Team Work and Communication

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Introduction

The aim of this article is to provide a detailed overview of the different models of communication. The essay talks about the 3 well-recognized models of communication; Shannon and weaver model, Berlo's SMCR model and Schramm's model of communication. Along with providing an assessment of the Key communication skills learnt through this module to foster effective communication. Examples of each are mentioned along with a scenario of bad communication and furthermore discussing the shortcomings in the situation along with providing an evidence-based analysis of the same.

Models of communication

Shannon and weaver Model of Communication

The Shannon Weaver model is a method of communication that was created in 1948. Weaver was a scientist and Shannon was an American mathematician. When Elwood Shannon wrote an article on a journal with Warren Weaver called "a mathematical theory of communication". After which, it came to be known as the Shannon and Weaver model of communication (Goel et al, 2021). It is also revered as the "mother of all models" as the processes described in the model are very technological rather than being a linear 1-way model helping people understand the efficient ways of communication.

Components of the Shannon and Weaver model

1. **Sender-** The sender is the model's primary information source; the sender is the person who generates the information, then selects the suitable transmission channel and transmits the message.
2. **Encoder-** Encoder may also be referred to as the transmitter. The encoder uses machines to convert the non-binary signals into binary signals. The transmitter may not be a separate entity, rather be just a device to transmit the binary signals (Goel et al, 2021).

3. **Channel-** The medium used to transmit the information is the channel. A proper medium must be used which does not cause any interruptions in the flow of data as well as be secure and reliable.
4. **Decoder-** Decoder is the entity that deciphers the message after it has been received. This might be a machine converting the signals into a visual representation or just an individual who receives the message. They may also be referred to as the Receivers.
5. **Destination-** The destination is the actual receiver of the intended message. The destination (Receiver) then understands the message and comes up with appropriate feedback, transmitting it back in the same process (Kuznar and Yager, 2020).
6. **Noise-** Noise is the physical disturbances that are present in the environment, such as people or even the inability to comprehend the message due to physical factors.

How the Shannon & Weaver Model Works.

- Sender first comes up with a message he or she wants to send. After which encoding of the message is done with the required technological device at hand (fax, telephone, etc).
- The devices may be seen as the tools of encoding as they are later turned into nonbinary signals with the aid of the machine.
- After choosing the appropriate channel, the message is transmitted to the receiver.
- The component of noise must be taken into consideration in this step as they are cases of hindrance in the flow of communication (Kuznar and Yager, 2020).
- Then after it reaches the receiver at the desired destination, decoding is done to understand the message with the help of the appropriate device.
- The final link of the communication chain is the Destination (receiver), who comes up with feedback to be transmitted again to the sender if necessary through the same process.

Berlo's Model

From Shannon Weaver's Model of Communication devised in 1949, David Berlo created Berlo's communication model in 1960. Which is also known as the SMCR model of communication. In which he addressed the elements that influence the constituent components of the communication process (Ihtiyaroglu, 2019). To provide a clear understanding of the factors and be more efficient. It provides an overview that focuses on the technicalities of the encoding and decoding process. Berlo's model is divided into 4 key components, which are relevant to his model. They are:

1. **Sender-** Same as in the Shannon-Weaver model, it is the person who wants to send the message and is the original source (text, audio/visual, voice, etc). Crucial Factors to be kept in mind for the sender as well as the receiver for the better comprehension of the message:
 - Proper communicative skills.
 - The attitude the message portrays.
 - knowledge with the subject of the message.
 - Keeping in mind the cultural and social differences.
2. **Message-** This is the original content that is being conveyed through its model and is generated by the sender. Factors to be kept in mind in:
 - Correctness of the contents in the message (Ihtiyaroglu, 2019).
 - Elements. I.e. the non-verbal cues such as postures, signs, eye contact etc.
 - Structure and the Treatment. As the way of conveying the message to the receiver, it serves as the basis for feedback. As well as the proper structure of the message for ease of comprehension.
 - Code, the form in which the information is being sent. I.e. video, text, language etc.
3. **Channel-** The medium used to transmit the message maybe referred to as the channel. (Vrij, Hartwig and Granhag, 2019). Devices, such as the telephone, the internet, and other sorts of communication, may be utilised as a pathway especially in mass communicating. The 5 human senses of - touch, sight, listening, smell and taste are the channels used in this model.

4. **Receiver-** The receiver is the one who gets the message that is sent during the procedure. This model believes that for communication to be effective, the sender's thinking pattern, including all of the other components listed above, should be in sync (Vrij, Hartwig and Granhag, 2019). The message must be in accordance with the receiver for the feedback to be successful.

Schramm's Model of Communication

Schramm's model was created in 1954 and was also influenced by the Shannon Weaver model. With the same components, the Schramm's model focuses on the importance of encoding and decoding as the main focal point in his study.

When a communication reaches its intended recipient, it is up to him to decipher what the speaker is attempting to convey. As a result, encoding and decoding are the most important parts of effective communication, as information cannot travel between persons without them (Bambaeeroo and Shokrpour, 2017). He also emphasises that dialogue isn't accomplished until the sender receives a response as feedback from the recipient. The goal of Schramm's concept is to teach individuals that system is a two-way street between the first and second entities, and that delivering feedback is an important component of that approach.

Main characteristics of Schramm's model

- It is a dynamic model - a two-way process.
- Makes people understand that communication is cyclic in nature.
- Feedback is the main focal point for effective communication.

Skills of communication

The capacity to communicate effectively is maybe the most important life skill. Communication is, at its most basic level, the process of transferring information from one place to another (Bambaeeroo and Shokrpour, 2017). Different mediums, such as oral, written, and visual, may be utilized. Some key skills learnt from this module are detailed below.

Verbal skills

Verbal communication entails the process by which words are articulated orally to convey a message. To an individual or targeted towards the masses. Some examples of verbal communication are- giving a speech/ presentation, talking on the phone or having a conversation with someone physically present in the situation. It can be categorised into 4 types of communication. They are:

1. **Intrapersonal-** The form of communication is very restrictive. It is the thoughts and conversations we have with ourselves regarding being in the role of a sender or receiver (Hall, Horgan and Murphy, 2019). This may be reciprocated verbally with the parties' involved or even sat as thoughts in the mind and not get mentioned.
2. **Interpersonal-** in this form, communication happens between two individuals. Here parties involved swapping their role as receiver or sender to make effective communication possible.
3. **Group communication-** In group communication, more than 2 people are involved but the number of participants is limited within a confined area. Such as having a board meeting, giving a presentation or even having group discussions. As the numbers of parties increase more diligence must be shown in being careful with conveying the message as misunderstandings are a possibility.
4. **Public communication-** This type of communication is mostly a one-way type of communication with provisions of exceptions. The message is conveyed to a large audience through a public stage, targeting not one but the entire crowd.

Non-verbal skills

Nonverbal skills of communication are the process of conveying information and thoughts through non-oral methods. Such as body posture, eye contact, attitude, tone of speech and gestures (Hall, Horgan and Murphy, 2019). The interpretation of which is very subjective, hence comprehending is easier said than done. Thus it mostly relies on the cognitive ability of a person too. Key roles of nonverbal skills are:

- **Repetition:** acts to strengthen the message being conveyed verbally.
- **Contradiction:** actions can contradict the verbal message to make a point.

- **Substitution:** non-verbal actions may substitute oral words to provide a more graphic iteration.
- **Complimentary:** actions enforcing verbal transmission of the message.
- **Accenting:** actions to emphasise verbal communication, such as clapping or hitting the table.

Effective Teamwork Communication

Team communication is the backbone of any collaboration between individuals. It is the process of conveying a message to a designated audience to convey information and also get feedback enabling effective communication to foster (Sutiyatno, 2018). Some factors are to be considered while doing team communication to make it more efficient as a process. They are:

- Being clear, transparent and concise.
- Be inclusive of the different thought processes in individuals.
- Show respect.
- Enable active listening.
- Meet regularly for group activities.
- Use of proper nonverbal skills for better articulation.

Listening skills

Active listening: Preparations to listen, noting what verbal and nonverbal cues are being delivered, and then delivering appropriate responses to demonstrate attentiveness to the content being conveyed is the process of active listening.

Example- if a person is speaking on a subject while the receiver is listening to all the information closely and is able to find a contradiction in statements, they may be termed as active listening.

Empathetic listening: It's a method of systematic listening and enquiring that aids in the formation and strengthening of connections by allowing for a deeper understanding of what's being said. Empathetic listening takes into account an individual's feelings as well as his or her intellect (Sutiyatno, 2018).

Example- if a person is having an altercation with a peer, an empathetic listener would consider the level of stress and the emotional state of that person while communicating, so as to foster a sense of acceptance and understanding.

Both Active and empathetic listening are significant undertakings to consider while promoting effective communication in a Team.

Example of poor communication.

The fact that good communication is key in managing a team is evident through an incident one of my friends faced at his workplace. His organization hosted a business conference, the event manager diligently notified all the parties involved (through a no-reply email), about the event taking place that day in their public hall room. He did mention in his email that the function was to be hosted on that day in the evening. But failed to mention one specific detail, which is the exact time of commencement. The information in the mail was unclear and vague. Hence it created doubt and misunderstanding. The event was scheduled at 4 pm but most parties were absent during that time. With the guest speaker already on stage preparing to give his speech the audience turnout was low. Knowing the issue the manager scrambled to notify all the parties. Later the turnout became as expected but it was already a few hours too late. This situation created misunderstanding between the parties and caused an embarrassment of the brand in front of the guest speaker.

Observation and recommendation

Through this event, we understand the importance of encoding your message properly as mentioned by Berlo's SMCR Model and also the importance of having a proper channel of feedback as mentioned by Schramm's Model. Both of which were absent in this scenario (Okoro, Washington and Thomas, 2017). Having done the encoding of the message diligently and also by having a way of taking feedback to resolve doubts, this mishap could have been averted. But due to the carelessness of the sender, it turned into a matter of faux pas.

Conclusion

To conclude the article, this report addresses the different models of communication and their intricacies in enabling effective communication. Furthermore, a list of critical communication skills is also addressed which were learnt through this course program. Understanding topics such as verbal and nonverbal communication, effective group communication as well as delving into critical listening skills. Which includes, active and empathetic listening. The report also aims to provide a situational evaluation of an event of poor communication along with providing an assessment of the same with the knowledge learnt from this module.

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