



EFFECTIVE TEAM WORKING AND COMMUNICATION

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1. Introduction

Communication among group member, whether it is nonverbal, or verbal is made to in a way to that caters for both the goals of the team and the individuals within the team, its, standards and structures. The design structure of the team is made to allow for smooth communication through out the team and its members. Different tasks within the team are carried out and connections between members and tasks are supervised through collaborations, although sometimes it can be difficult to maximize collaboration and communication, which undermines the team's performance. This report aims to elaborate on the relational abilities using examples to demonstrate group achievement It additionally recognizes explicit procedures individuals can receive to improve their capacity to convey successfully (Griffith and Dunham, 2015).

2.Communication

The sending and receiving of orders, and information is known as communication. It involves exchange and expressing of a person's ideas, feelings, thoughts, through a process where word, signs, sound or behaviors are used on another person. Communication in simple terms involves transfer of information between people, places or groups. However, the process of transmitting information between the sender and recipient may be affected by factors like, emotions, location, culture and even the means of transmitting the information. It is difficult to have very effective, accurate and explicit communication.

To be able to able to correspond with one other is very important in our day today lives. We use several ways to communication our emotions, reflections, aptitudes, sentiments, thoughts and learning. A normal relationship exists between correspondence and communication and correspondence is more useful in communicating both verbal and nonverbal training. All human interaction is based on communication and this is very important in life (Bunglowala & Bunglow, 2015, p. 371). Meanwhile, Richards and Schmidt (2010) suggest that, communication involves trading data, and thoughts and that always, communication involves a sender and a receiver of messages, and the message being transmitted.

2.1 Verbal communication

People normally communicate verbally. During workplace collaborations, be it on a local or an international level involving hundreds and thousands of people, verbal communication is very much used. A workmate may communicate without leaving evidence of communication or implied messages may be passed on by an individual in form or notifications. Several assumptions may exist in communication because on several occasions, when people who don't know exactly what the goal of their workmate is, will most likely miss understand them. At the very formation of a group, it is important for the members to identify the appropriate approach to communication within the group (Quintanilla and Wahl, 2017).

2.2 Nonverbal communication

Interpersonal connections are controlled by nonverbal communication which even sometimes supersedes verbal communication. Although strongly emphasizing the use of nonverbal communication over the verbal communication has negative implications of communication, societies and genders still strongly use nonverbal communication. Nonverbal communication can strengthen or weaken good communication. Science research indicates that nonverbal communication is determined by circumstances and that every person has their own way and situation when they can use nonverbal communication (Phutela, 2015).

3. Importance of communication in the workplace

We comprehend and acknowledge significance of communication in our days. A breakdown in communication between individuals can bring about issues that can be unsolved. This is the motivation behind why communication is vital in universe of business for directing business in productive way. Any business includes at least two sides that might be found anyplace on the planet. Beside this extender communication it is critical to have great inside

communication (organizational communication) between representatives. Managers must invest the vast majority of the energy imparting in a few different ways: gatherings, eye to eye communication, composed communication and so on. Then again employees must comprehend significance of hierarchical communication on work environment as well (Spaho, 2010).

4. Cross cultural communication barriers at workplace

Organizations in this globalized economy should focus on dealing with hinderances to communication. Providing solutions to issues surrounding communication boundaries is as important as creating a good communication environment. This widens the communication network and perception in general. On several occasions there are issue arising communication between people of different, races, nationalities, and value system. A group which is composed of many cultures always has clashes, differences and difficulties in communication which influence the people and organization. Therefore, organizations must find a solution that will allow clean communication between group members.

Culturally diverse communication where individuals having a place with differing societies being in communication with one another should be viable to maintain a strategic distance from contradictions and clashes and thus accomplish the business targets. To strengthen communication, an organization needs to comprehend the obstructions relating to a culturally diverse process of communication aswell as identifying approaches to defeat such hindrances to make culturally diverse communication viable.

4.1 Misunderstanding

Multicultural environments are faced with commination difficulties due to misunderstandings. Due to the changes in convictions and social foundation of people in such environments. These misunderstanding in communication are brought about by the vulnerability and nervousness brought about by cultural differences.

4.2 Norms and Roles

The social guidelines which determine an individual's conduct are referred to as norms. People make rules and expect every one else to follow the same rules. Different cultures have different rules and standards considered to be the norms. Sometimes people in one cultural group tend to ignore learning other cultures and therefore be able to live and work well with them.

Jobs are a setoff standards material to explicit gatherings specifically culture various jobs are allocated to people, youngsters and guardians/watchmen, spouses and spouses. These jobs fluctuate from and culture to culture and in multicultural group one can discover a few infringements of the jobs. This further prompt uneasiness and the correspondence procedure is intruded.

4.3 Beliefs and values

Beliefs and values are not quite the same as individual to individual. In a globalized working network, every single individual's qualities and convictions depend on how they conduct their lives. In a culturally diverse environment, conviction and qualities should be known to the individual for purposes of increasing productivity.

4.4 Stereotyping

Without enough information about someone, it is hard to make an informed decision especially in an environment that is has a culturally diverse communication process. There is always an increase in nervousness, due to the misrepresentation and generalization of perceptions of individuals. All peas tend to accept the generalization people, and this may be as a result of people not wanting to belong to the same group. Stereotyping /generalization is the reason why we have miscommunication between each other as we have preconceived perceptions about each other.

4.5 Ethnocentrism

Society in life is formed of various ethnicities with several back grounds and conducts. A person's life experiences make them understand their unmistakable identity. Ethnocentrism increases tensions among people in workplaces an issue which requires immediate attention, as individuals with mixed cultural issue undergo so much ethnocentrism.

5. Improving the cross-cultural communication

Cross cultural capability is a person's ability to be keen on understanding communication between people of various cultures, in other words it is the main standard when it comes to communication between people. This is made possible by a combination of aptitudes, information and state of mind. Effective cross-cultural communication is based on three principals which enable an organized communication process comprising of all-round mindfulness and cross-cultural perceptivity. The cross-cultural communication's ability to love is known as intercultural affectability. This deal with closing the cultural gaps between individual in the same societies. Using cross-cultural communications enables a person to communicate with self-awareness, mindfulness and impartiality. Intellectual mindfulness creates social mindfulness in communication.

6. Conclusion

Socially equipped includes a great of findings out about the cross societies which will beat the diverse hindrance.

Organizations should focus on building a culture where individual convictions, and qualities are respected with in the workplace. The organizational structure as designed by the senior management team should be in away that does not disregard communication in a culturally diverse workplace to avoid mis communication and clashed among people in a workplace. It is important to make the appropriately diverse information to secure a fitness of the workers in a working environment. being socially equipped means identifying the differences between cultures and acknowledging these difference to reduce communication hindrances.

7. References

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8. Appendices

Appendix (a): class exercises

15:03

VoLTE 49%



Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 2

Student Name: PINAR ALTINTAS Student ID: 1818319

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: _____

Date: _____



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: PINAR ALTINTAS Student ID: 1818319

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- The village people did not know him.
- 2- His communication wasn't clear.
The message should be more clear not complicated.
"Example: My house is on fire, please help!"
- 3- BERLO'S MODEL because communication is not efficient. Language barriers.
- 4- The sender and the receiver must share some common ground.
Language barriers.

Lecturer's signature: Aut.

Date: 23/1/19.

Worksheet.....Your Name PINAR.....gr 1_2_3_4_5_6

Communications Strategy.....Your group's ideas.....Other groups' ideas

Communications Strategy - Translator, chinese speaker person
Interpreter.

Target Groups Chinese, Brand "BMW"
Group

Communications Goals Keep workforce working, SKYPE
Email, Chinese speaker person.

Communications Objectives Leadership, "getting people in the same direction"
Brand awareness "when people know the brand"
communication gets smoother

Words Clear, and simple.

Messages Face to face communication.

Media Social media, SKYPE, EMAIL

Briefing

Who Manager / staff

When When all the members available for meeting

Where LONDON

Why Miscommunication at the workforce.

How Arrange a new meeting with filling
in missing points to discuss.

Refer

Maund et al. 2017 Chapter 3 Chapter 4 and Chapter 5

Maund 2017 Chapter 4 Table 2.1 "Non-Verbal Communication Codes: Consider the Professional Context"

Morgan 2017 Cultural Difference p.285

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06/08/19

PINAR ALTINTAS - 1818319

ETW Term 1 (June 2018) - In Class exercise for Week 6

Review any lecture content not covered. See Weeks 1-6 on moodle.

Exercise: Classroom divides into self-defined groups of 4-5 persons. (5 minutes)

Reference: Essential Texts from the Module Outline, Maund et. al. 2017 and Morgan 2017

The situation: (Read aloud and clarify keywords and discuss anything ambiguous)

The team are the management of a huge BMW dealership in London and the South East.
(Pick another car brand if you do not like BMW)

They have been caught discounting vehicles against other dealers to close sales. The Brand owners in Germany have asked them to relinquish their distributorship. A Chinese electric car brand is eager to find a British partner to test the market for electric cars. They have made an exploratory phone call to management.

The work force knows something is wrong and people have started informally to ask questions to management. Management have replied with "we are still BMW dealers as at this moment.... You must concentrate on your work in front of you".

The work force has key members who are taking days off without warning or due cause. BMW have given them a deadline by which they must cease activity as a main dealer.

TASK:

1. Identify stakeholders (individuals and groups) *BMW*
2. Create a **communications strategy**.
3. Identify target groups, *A Chinese electric*
4. identify goals or objectives, *To cease activity as a main dealer*
5. Describe a way of communicating with these groups to achieve your objectives
Words and Messages, and Media. *Informally written*
6. Develop a briefing for each of these stakeholders groups, organised as if they were here in front of you, use as many people as possible and reach these groups.

Presentation

Each group presents the main features of their communication strategy to the other groups present

15:03



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Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 1

PINAR ALTINTAS - 1818319

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

What
how?

Dear Jack Daniels,

Hope this e-mail finds you well.

I would kindly invite you to join our Communications Training team.

In terms of your achievement in your volunteer work area is much appreciated, I believe this training will support your future career.

I look forward to welcoming you in our team.

Kind Regards
Director of Communications
Pinar Altintas

Lecturer's signature:

Date:

23/7/19.

15:03



48%



Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 1

PINAR ALTINTAS - 1818319

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Kind Regards

Director of Communications
Pinar Altintas

Lecturer's signature:

Ans.

Date:

23/7/19.



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Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 2

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?

1) If I was Mark I wouldn't be too relax and comfortable after I met with Ms Mills in the meeting. I would follow my work structures in a formal way and not to take an advantage of my seniors warm welcoming attitude.

2) Mark did not accurately evaluated the context because the story he was told was not true, then he met with Ms Mills seeing a friendly smiling person, ~~he~~ made him relax and lost his control of the main aim, however his behaviour is changed and according to this it badly effected his meeting.

3) Factors led to change in the chief executive officer's disposition, Mark felt comfortable and relaxed and such as, loosens his ties, crosses his legs, sharing stories from work experience.

4) Mark should not take an advantage of other seniors behaviour and work formally with his work and not to be too relax and share his stories about his supervisor. He needs to improve his understanding, listening skills.

Lecturer's comments:

The work has been send it to the lecturer via e-mail and noted by the lecturer.

Date/mailed on 23/08/19

Lecturer's signature: _____

Date: _____