

BMSW4002

Effective Teamwork and Communication

Models of communication and communication skills

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1. Introduction

People communicate with each other by exchanging information or messages through different media, by talking, writing, listening or using other methods. This is successful because all communicators or sender and recipient recognise well the message transmitted. The effectiveness of workplace communication depends for example on various aspects, listening skills, verbal expertise, emotional awareness, writing, communication media and environment, etc. This assignment includes an understanding of communication models and communication skills, they try to eliminate some barriers to right communication. Physical, personal, language, organizational, emotional attitude, resistance to change can be barriers for a good communication. It also provided some examples of poor workplace communication and suggestions to improve communication. This report examines some issues affect business in general and using a Case Study considered in the online lessons, Pedro e Maria, and relating to my own previous workplace situation.

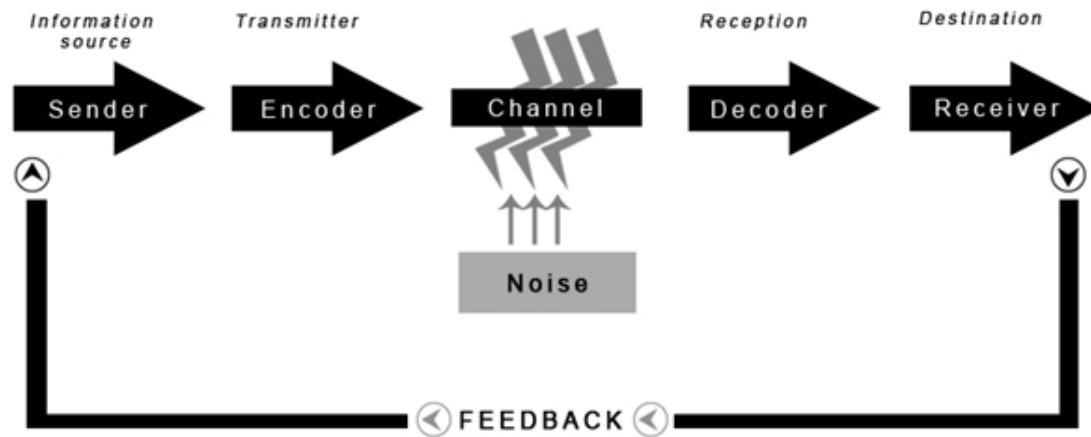
2. Understanding the Models of Communication

The whole method of interacting with each other is often complicated and challenging to comprehend, and here, models of communication will play a significant role in mitigating ambiguity and explaining it even easier when reflecting various sides of communication. Several models will be discussed in the section, chronologically listed.

2.1 Shannon and Weaver model of communication

Electronic engineer and mathematician Shannon, and scientist Weaver introduced popular communication model in 1948 (Nurbaya S., BT Hasnah A., 2018). They worked together in telephone company Bell, publishing an article called 'A Mathematical Theory of Communication' and later it becomes known as "Shannon-Weaver model of communication". It is also known as 'Mother of all models'. Initially, the model was developed with the aim of

improving Technical communication but afterwards, it is applied in different field of communication. The model uses mathematical theory to describe different principles that are Information source, Transmitter, Channel, Receiver, Destination and Noise.



SHANNON-WEAVER'S MODEL OF COMMUNICATION

Shannon and Weaver Model of Communication (Nurbaya S., BT Hasnah A., 2018).

The source of communication or the sender is the person who generates the message and wishes to connect through the desired channel. The transmitter or encoder must convert the message into signals or binary data and deliver it through channels. When people speak on a cell phone, for example, the speech is transformed into wave signals and transmitted through cable. The channel is defined in the model as the medium which the sender uses to deliver a message to the recipient. The receiver or decoder receives the message and changes in the message the signals or binary data, so that the receiver can easily understand. The target is the ultimate individual or the location where the sender 's message will touch. The Ultimate Receiver provides feedback after reading the response for more explanation just to make sure the reply is received. Throughout the transmission cycle the model often incorporates another term named noise which is any disruption... By transferring a message from encoder to decoder different physical noise, such as heavy sounds, thunder etc., can interrupt the receiver 's message getting an inaccurate message.

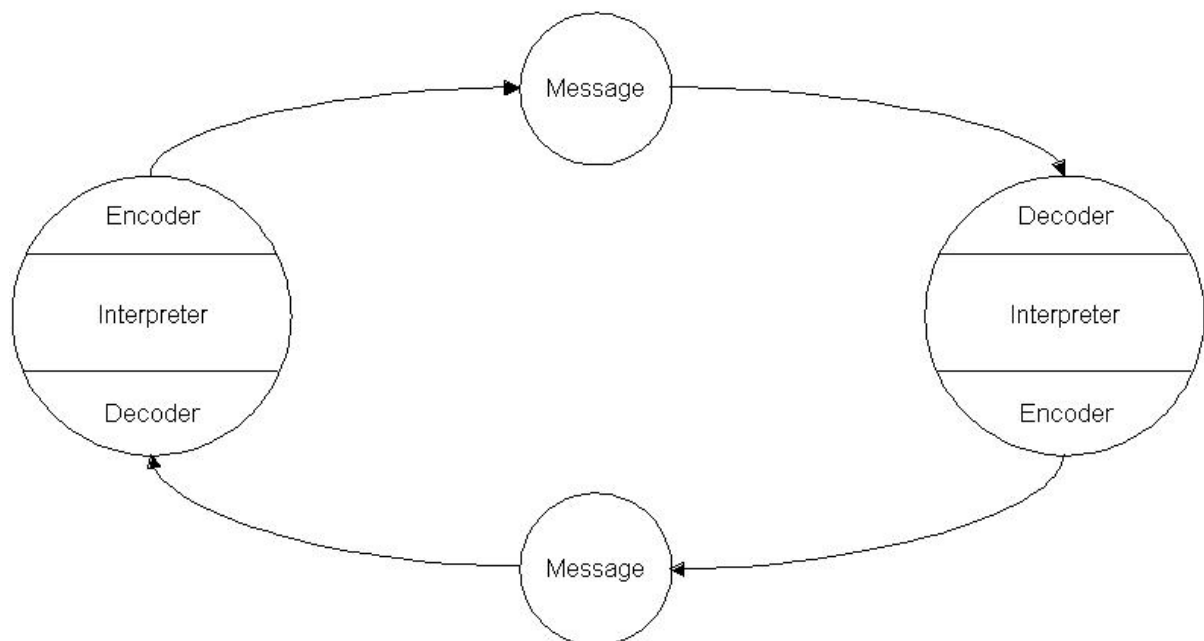
An example of this model can be Pedro and Maria through telephone, where Maria make a phone call to request chicken to Pedro, who was at work. Here, Maria is the information source or sender, the telephone is the transmitter or encoder, the cable is the channel, noise can be a

the working machine on Pedro workplace, the receiver or decoder will be the telephone and finally the destination is Pedro the misunderstood Maria's request .

2.2 Schramm's model of communication

Schramm's model was first proposed back in 1954 by Wilber Schramm who was an authoritarian of mass communication (McQuail and Windahl, 2015). This communication model explains that communication is circular and reciprocal, messages flow in two directions and require interpretation and according to the model encoding, decoding and interpreting are the three steps of communication.

Schramm's Model of Communication, 1954



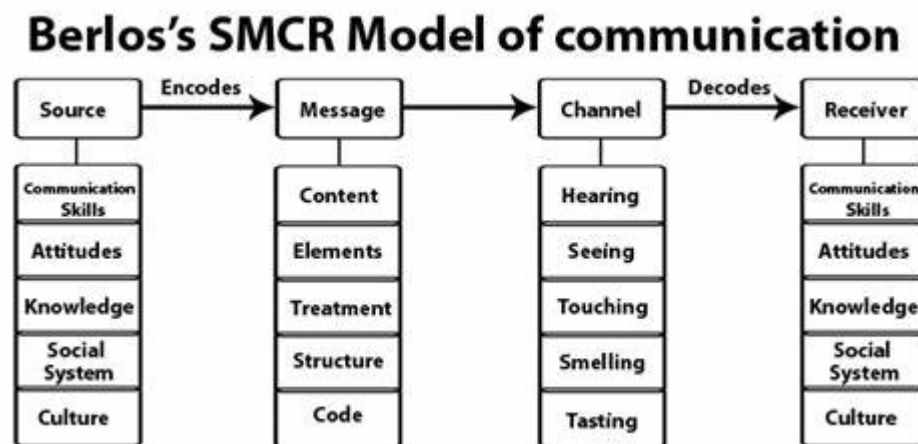
Schramm model of communication (McQuail and Windahl, 2015).

The model shows a two-way circular communication between two people, where both sender and recipient are one. This model also demonstrates that communication is not only transmits messages between sender and recipient but also needs to be understood to properly understand it (McQuail and Windahl, 2015). Schramm's model suggests that in the communication, communicators need to encode, interpret and decode messages. Encoding requires creating a simple and comprehensible message before it is delivered to the recipient. Decoding upon getting the notification allows sense of it by utilising the receiver's listening or comprehension

capabilities. This differs from person to person to perceive the message so one person may understand the message differently than another. Examples of this model can be face to face conversation and text message conversation because both sender and receiver have own ability to encode, decode and interpret. As it is two-way communication, the noise is smaller but semantic noise can be potential.

2.3 Berlo's Model of Communication

David Berlo introduced his communication model in 1960 by explaining the communication process through four components which are Source, Message, Channel and Receiver (SMCR) (Morgan, 2016).



Berlo's Model of Communication (Morgan, 2016)

The primary source of the message is the sender who generates the message and the recipient receives the message from the sender (Morgan, 2016). Under this model, during communication, both the recipient and the sender need to weigh related factors. They have:

- Right attitude to make the impression positive.
- Excellent communication skills, which include speaking, reading, writing, listening, etc.
- knowledge that indicates a strong comprehension of the meaning they want to communicate to the other communicator.
- Communicators need to consider social system, which is social values as beliefs, rules, background etc. while communicating with each other.

The message is created by translating the communicators thoughts into words and transmitting the sender by speech, audio, text etc. to the receiver. Main considerations are:

- Content which is the main message
- Factors include body language, motions, facial expression etc.
- Process which includes transmitting the message as appropriately as possible
- The structure, which implies the message, is effectively organised.

The *Channels* are the media by which the communicators convey their message or knowledge and people interact by five senses, like listening, tasting, seeing, smelling and touching.

Berlo's model was built on Shannon Weaver's model but emphasises cultural factors. The classroom work that refer to this model is "Barry and the communication barrier" in which, Barry is frustrated cause he doesn't pay attention to the different communications barriers with his staff.

3. Understanding Communication Skills

Different communication skills required for successful communication on the job and in personal life are discussed here.

3.1 Verbal Communication Skills

The verbal communication skills are more about utilising correct locutions to accurately express the messages. Simple verbal contact requires both efficient speaking and successful hearing, as both influences how others transmits, absorbs and accepts the meaning of the communicator. According to Maund and Tinkler (2017), verbal communication is related to communication rules, regulation rules and constitutive rules which includes understanding communication means, knowing how, when, whom and what to talk and showing affection while speaking. Verbal communication skills include the ability to communicate simply, to thinking before communicating, to concentrate on body expressions (high or low context), on voice tone, on level of formality for an enjoyable face-to-face interaction, to communicate with conviction. Verbal communication skills can be improved by encouraging others to speak during a conversation, by asking questions for further discussion, and by checking for clarification, etc.

3.2 Non-verbal Communication Skills

Communication is not just what we say or what words we use. It is more than the words people use and the meaning they want to communicate, it also includes non-verbal aspects of communication which include facial expression, voice tone, body language (kinesics), gesture and physical distance (proxemics) as well (Doyle, 2017).

Developing non-verbal communication skills are very essential to have a positive impression and to convey the message correctly.

According to Maund and Tinkler (2017), some codes of non-verbal communication, which can be considered when developing non-verbal communication skills, are:

- Body movements
- Vocal expression
- Facial expression
- The surroundings and environment
- Body appearance
- Personal space, or physical distance level
- Touch

3.3 Listening Skills

Listening is considered as one of the most important skill of communication that can construct a solid interaction between communicators. Listening is not just only hearing, it also contains receiving, understanding and responding to the messages conveyed by the sender.

To be an active listener we must observe, focus on the other person, try to recognise the message and respect the opinion of the other person. Active Listening is one of the components of effective communication and is a gateway to correctly understanding what the other communicator said. Right posture, paraphrasing skills, analytical skills etc. are great pieces of active listening.

There is also another aspect of listening skills that is empathic listening that includes a high level of attentive, responsive listening and understanding, not only of what the other person says, but also of how he / she feel. An example of poor empathic listening can be the case study done in the class named 'Miguel and the multitasking mishap' where Miguel failed to arrange the party because of poor effective and empathetic listening of what his client Tamara said.

Active Listening is summarised into S.O.L.E.R. method. It represents steps associated with active listening. S.O.L.E.R. is a non-verbal factor of active listening. While communicating is a heavily verbal skill, it is also demonstrated non-verbally. S.O.L.E.R. means:

Squarely – face the person

Open – your posture

Lean –the body toward the sender

Eye-Contact – Maintained

Relaxed – Keeping the body relaxed ensuring the person you're available.

Moreover, KEYS strategy can conduct us to more effective verbal and non-verbal communication. KEYS mean:

Know yourself: we have to think at the type of non-verbal signs we want to show to others;

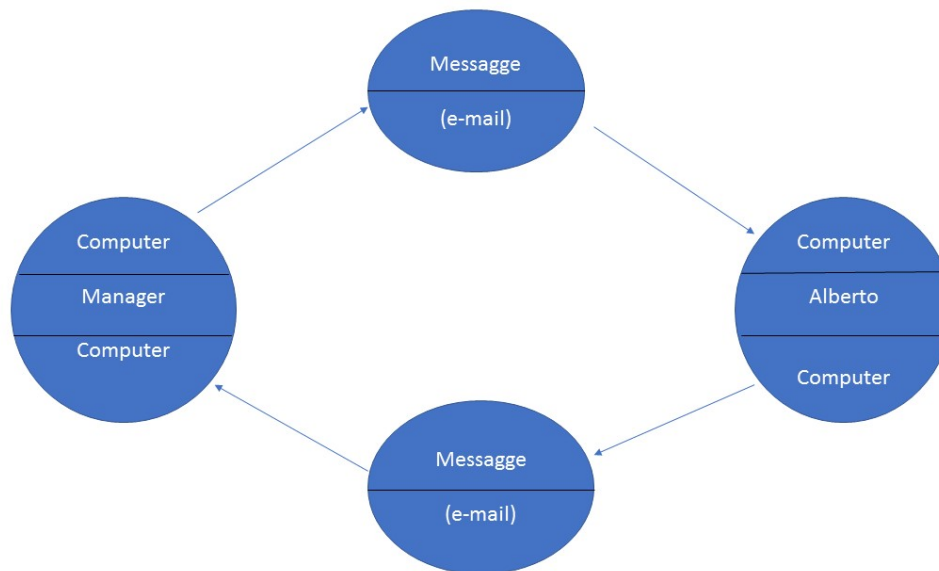
Evaluate the professional context: to understand which kind of non-verbal signal are acceptable in a specific context;

Your communication interaction with others: how we react to the other's non-verbal signal (customers, employees, managers...)

Step back and reflect: analyse our communication after the end of interaction to understand if we can improve.

4. Poor Communication at the Workplace

On my previous bank workplace, I can see an example of poor communication at the workplace. Some managers were not willing to communicate directly with the employees and continued communicating through email. This created problems because without face to face conversation some tasks were hard to understand. The organisation I worked in had top-down structure and some communication channels were one way sometimes. When employers gave feedbacks to managers, happen they didn't know if their suggestions were accepted by them. There was hardly any feedback in meeting and project planning which was frustrating for some of the new employees like me. Moreover, the interaction between certain colleagues was too informal and not right for the office environment.



In Alberto's bank workplace

4.1 Suggestion for Improving Poor Communication

Improving the poor communication in the workplace not an easy task rather is a complicated task (Collins and Jim, 2001). But workplace communication can be transformed by implementing certain concepts of effective communication.

- **Encouraging Feedback and Participation**

The working atmosphere must be transparent, constructive and approachable so that workers feel relaxed and secure in taking part, posing a question and exchanging thoughts in project preparation and meeting (Caine, 2016). Feedback also strengthens coordination between the board and the workers.

- **The clarity in direction and responsibility**

Communication in the workplace depends largely from responsibilities of the job and direction that leaders provide. Simple and succinct role duties help workers recognise the roles and obligations they are accountable for.

- **Providing Training and Developing Cultural Respect**

The organisation can arrange training programmes to improve employees' communication skills, which will also reduce barriers to effective communication, such as barriers to status effects, barriers to cultural difference, etc. Developing a respectful cultural environment at work will enhance mutual respect and understanding between colleagues (Caine, 2016).

5. Conclusion

Effective communication is needed to deliver and to understand the messages fast and exactly. Coordination inside the workforce depend on good contact between staff and leaders. Therefore, companies must to adopt different communication models and develop their workers communication skills to create an efficient communication in workplace. In addition, developing communication skills for personal life is important to better understanding people and the situation.

6. Appendix

6.1 Example of communication skills

Understanding the communication skills, we wrote as director, in a classroom exercise, an email to employee, Mary December, who showed poor non-verbal communication to suggest her to attend a course to improve her specific related skills. Behind my email example:

Alberto Cardinali 1913746

Dear Mary

I hope you are fine.

In our company we try to have the excellence in services, in products and we have to do our job better as we can.

I have seen sometimes your attitudes could be best so I want to suggest you, and I have already organize for you, to go on a training course in non-verbal communication, to improve your skills and let you have more career possibilities .

I'm sure the course will improve your teamwork skills and that our company will have a better resource to bet on.

Please let me know if you agree with my opinion.

Thank you

Alberto Cardinali

Director of communication

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