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BMSW4002 – ETW

COMMUNICATION

Introduction

In health and social care organisations, communication skills are considered the foundation upon which individuals, teams and organisations succeed. We all communicate and understand differently. Communication is seen as a key part of every relationship, hence our ability to communicate well with people is considered very important especially in the caring professions. This report will discuss models of communication and apply them to different scenarios. Furthermore, communication skills will be discussed as well as poor communication examples in health and social care and how they can be improved.

Communication is defined as the exchange of thoughts, ideas or information which results in mutual understanding between two or more people (Maund, 2017).

Communication entails contacting other people and being understood. The process of communication involves sending and receiving messages. As human beings, we communicate every day in our personal and work lives. When communicating, we use different skills such as talking, listening, writing, making eye contacts or using our facial expressions. These are known types of communication.

Verbal communication: in this type of communication, information is exchanged through words, speeches, and presentation (Maund, 2017). In the workplace, individuals communicate verbally through dialogues, handover meetings and so on. In verbal communication, the tone of the speaker and the quality of the words used play a key role. It is important that the message being spoken is clear and the content is defined. This is to ensure that there is no confusion and misunderstanding when the message is received (Maund, 2017).

Non-verbal communication: this type of communication occurs in the form of gestures, facial expressions, body postures, smile, frowning and so on. Non-verbal communication is also known as a speechless communication where expressions are used in exchanging messages instead of putting it to words (Maund, 2017). In health and social care organisations, non-verbal communication is very important when supporting service users who cannot speak but must communicate and be involved in their care. Pictures can be used when a person, cannot speak or hear, such communications are known as non-verbal communication.

Models of communication

Model of communication is used to simplify the process of communication through diagrams or pictorial representations. communication models help individuals to easily understand the processes of communication and be able to draw a conclusion from the message passed (Skills for Care, 2016). Different models of communication include.

Shannon and Weaver model; this model is considered the most popular and widely accepted model of communication. The model proposes that every message starts with the person who has the information or thought and is known as the sender. Shannon and weaver explained that once information or thought is conceived, it gets transmitted from the source's brain to their mouth and then comes out as a signal. Once this signal is produced, it then mixes with noises and other disturbances, such as, thoughts, sadness, tiredness and much more, before reaching the recipient who passes the message to its final destination by a form of interpretations and understanding the message (Businessstopia, 2018). While this model of communication was widely accepted, its criticisms lie in the fact that the message might get distorted before reaching its destination due to different interpretations by different people.

The Shannon and Weaver model can be used to explain the failure in the communication between Maria and Pedro. In the scenario, Maria communicated to Pedro through a telephone channel and requested that Pedro buy chicken for her on his way from work. However, Pedro thought Maria asked him to meet her in the kitchen when he gets back and went straight to the kitchen once he got back from

work. The problem in the communication was a misunderstanding which could either be as a result of noise in the phone background or the fact that Pedro was not paying full attention. According to Shannon and Weaver, the major factor which affects effective communication is noise from the channel of communication. In the scenario, the channel of communication is a telephone and the background noise in the phone line, as well as a poor phone connection, could have affected Pedro's understanding of the information passed by Maria. To improve on their communication in the future using the same channel, they could always ensure that the receiver repeats the message given as a way of confirmation that they understand the information that was passed.

Schramm's model of communication; this model was proposed by Wilber Schramm and has its root from the Shannon and Weaver model. The model proposes that information is only useful when it is carefully put into words and conveyed to others. Hence, the emphasis it lays on encoding and decoding. According to Schramm, the process of communication is initiated when a message is encoded by converting thought to content and when the receiver decodes the message by understanding what the speaker intends to convey (Juneja, 2015). Schramm's model sees encoding and decoding as the most important factors of effective communication and until the sender receives feedback from the receiver, the communication process is not completed. Hence, communication is seen as a two-way process between the sender and the receiver and feedback are used to judge if the message was understood the way the sender wanted.

Unlike the Shannon and Weaver model which sees noise as the major factor which distorts messages, Schramm model believes that the knowledge, experience, and cultural background of the receiver influences the way the receiver will interpret the message.

Relating this theory to Maria and Pedro scenario, the problem in understanding the message would have been avoided if Pedro had given feedback to the message received. This would have indicated that he did not hear the message well and would have given Maria an opportunity to correct any mistakes. According to Schramm, communication is incomplete and might be ineffective if the sender does not get a

feedback from the receiver. Getting feedback confirms if a message is interpreted in the same way the sender wants it or not.

Berlo's model of communication; this model operates on the SMCR model which stands for.

- **S – Source**; this is the sender from whom the thought originates and who transfers the information to the receiver after putting the thoughts to words. Berlo's model believes that the sender transfers the message to the receiver with the help of communication skills, attitude, knowledge, social systems, and culture.
- **M – Message**; this is also known as encoding and occurs when an individual converts thought into words. The model believes that any message comprises content, element, treatment, structure, and code. These factors are to be present in any message that is communicated to the receiver.
- **C – Channel**; this refers to the actual medium through which communication flows from the sender to the receiver such as through hearing, smelling, touching, seeing and tasting. The Channels of communication can also be through writing letters, emails, Telephone Calls, and face to face.
- **R – Receiver**; this is the person who receives and decodes the message. The receiver tries to understand what the sender tries to convey and ensure that he responds accordingly. Berlo emphasised the need for the receiver to be on the same platform as the speaker so as to allow for a smooth flow of information and a better understanding of the message. The receiver is also expected to exhibit the same features as the sender such as good communication skill, the right attitude to understand the message as well as share the same cultural and social background with the sender (Juneja, 2015).

Berlo's model believes that the speaker and the listener must be on a common ground for effective communication to take place, however, this could be impossible to achieve in a real-life scenario.

Relating this model with the village profession, it was clear that the reason the village did not help the professor was that they could not decode the message. The

scenario contained all the stages of Berlo's model which are the sender, message, channel and the receiver. However, the elements which aid the encoding and decoding of messages were missing. Berlo's model emphasises that the speaker and receiver must have a common ground for communication to be effective. However, the professor chose words which were difficult for the uneducated villagers to understand, hence the absence of a response from the villagers. The villagers were not familiar with the professor's way of speaking and the professor did not use simple language which the villagers would have understood. Thus, the difference in the professors' communication skills, knowledge, attitude, social systems and cultures with the villagers caused a breakdown in the communication. To improve future communications with the villagers, the professor needs to ensure that he uses words and vocabularies which the villagers will understand because they are not as educated as the professor to understand his grammar.

Communication skills

Communication skills refer to those components which make communication more effective. According to Maund (2017), the most common communication skills which makes information processing more transparent are active listening and assertiveness.

Active listening: this refers to the act of actively trying to understand and interpret verbal messages in communication. It is described as the key to understanding what a person is saying. Although, listeners may be preoccupied with other things in their minds which then prevents them from hearing what the speaker is saying. Hence, compromising meaningful response and effective communication. For effective listening to be achieved, listeners need to understand the perspective of the speaker and try to see the issue through the eyes of the speaker before responding (Skills for care, 2016). This skill is emphasised in the model of communication proposed by Shannon and Weaver. Furthermore, listeners need to pay attention to the posture of the speaker and probe where necessary for a deeper meaning of what is being said so as to ensure an accurate understanding of the messages being communicated.

Assertiveness: this refers to the act of projecting our ideas in a comprehensive and confident way. In work settings, assertiveness can be seen when staff are promoting

new ideas or favouring a particular method of conflict resolution over a number of alternatives. Assertiveness is a person's ability to express themselves honestly and directly without disrespecting another person (Maund, 2017). In health and social care settings, assertiveness is a common skill because of teamwork involved and the need for decisions to be made promptly. Assertive team members are therefore actively engaged in their group discussions and avoid being either too aggressive or too passive. There are however times when a strong assertive statement may be seen as aggressive and provoke a negative response or questions from others. In this case, the speaker could slow the pace of the conversation and seek to clarify their position in the communication process.

In health and social care organisations, poor communication could occur in different forms such as speaking about service users within their hearing or excluding service users in communication because of their inability to communicate verbally. Other examples include using inappropriate endearment such as 'dear' or 'sweetheart' when referring to service users. These examples can be influenced by an abuse of a professional boundary or a mistaken belief that service users are unable to understand what is being said as a result of their communication impairment. To improve poor communication in health and social care settings, staff need to be reminded of the importance of respectful communication. Further communication can be improved by ensuring that staff attend regular communication training as well as carry out an ongoing reflective practice.

In terms of my own experience on communication in workplace, we communicate using verbal communication, through speech, team briefing and face to face.

Misunderstanding: the team leader's unwillingness to clarify the details of the information. Rather, she became irritated with the constant need to repeat her statements. Some colleagues became distressed and could not continue, thus, forcing the meeting to end before the expected end time.

Communication Barrier: barriers are the reason communication was not received the way the sender had intended. Language and culture were the factors, the Team

Leader speaks very fast and the receivers are the colleagues who did not understand.

Conclusion

This report has discussed the concept of communication in health and social care, have discussed my communication experience at work and different models of communication. communication in the workplace can take different forms such as verbal and non-verbal communication. Three different models of communication were discussed and used to analyse different case scenarios and how to improve communication in those scenarios. Finally, communications such as active listening and assertiveness were discussed as well as ways of improving poor communication skills in health and social care.

Word count: 2106

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Appendix:

The process of passing any information from one person to the other person with the aid of some medium is termed as **communication**.

The first party who sends the information is called the **sender** and the second party who receives information, decodes the information and accordingly responds is called the **receiver** or the **recipient**. Thus in simpler terms communication is simply a process where the sender sends the information to the receiver for him to respond.

Sender ————— Receiver
Information

Joe might have an unparalleled, incomparable concept or an idea with him but he would never get credit if he merely keeps it within himself. He has to pass on the idea to his fellow workers. He has to communicate. Not only communicate but also effectively communicate.

In an organization, your boss will never give you your share of credit, unless and until you present your work in a well defined manner. How will one present his/her work- by communication.

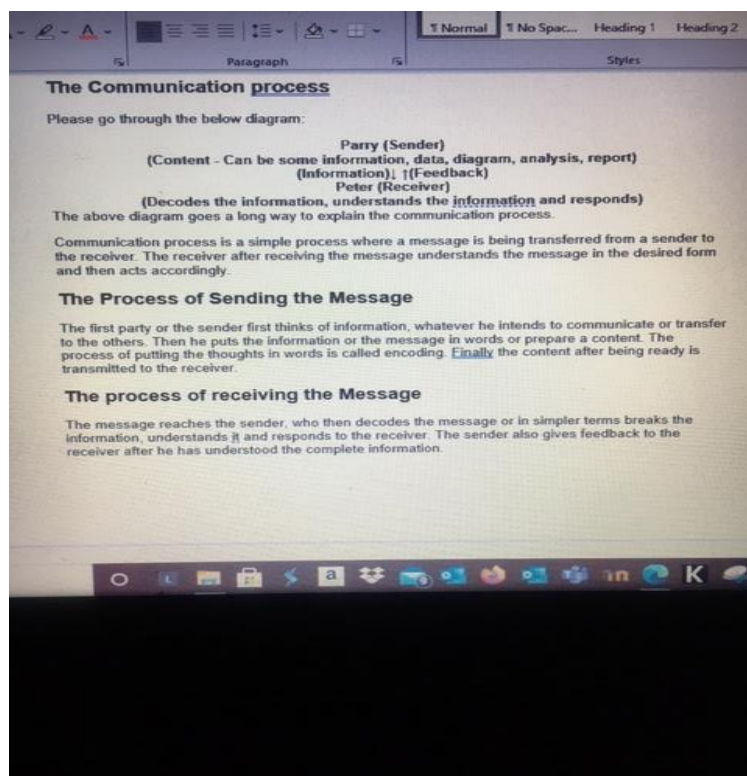
Parents will never understand that their child is hurt unless and until, the child cries or shows his wounds. What is crying? A form of communication. What does showing of wounds mean? The child wants to communicate to his parents that he needs to be immediately attended by the doctor.

Mike preferred pasta to pizza and once during the Christmas party, he made his point clear and pasta was ordered only for Mike as Jenny, Christina and Tony were all pizza lovers. Mike did nothing but simply communicated and passed on his desire to his gang, here Mike being the sender and the others receiver.

It is of utmost importance not only to communicate but also effectively communicate. Please throw some light on the first instance where Lisa was not suitably promoted. She did give her presentation she did communicate, then why was she denied her promotion? She did not effectively communicate. The trick is not only to communicate but effectively communicate. And if you can effectively communicate, the world is all yours.

The Communication process

Please go through the below diagram



elt.oup.com says

Well done, you scored 6/6.

OK

Choose the correct answers to complete the email.

Dear Ms Kopke,

I have been ^{1.} your name by Maelle Corbineau in Paris, who has recently used your agency for the recruitment of three Czech engineers.

We are ^{2.} to open a new R & D unit in Poland in three months' time, and we are ^{3.} in your playing a headhunting role for us in that country.

I would therefore be ^{4.} if we could meet up some time soon to discuss our needs in more detail. Please ^{5.} me know when and where this might be possible.

I look forward to ^{6.} from you shortly.

Yours sincerely,
Didier Bergougnoux
Trollberg Engineering

Score

See answers

Start again

The Salvation Army - Wikiped... x | salvation synonym - Bing x | Course: Effecti...

ms.microsoft.com/_#/pre-join-calling/19:4bb83f5dab2c45d7b81681c6c712a1

Search

Effective Communication

Barriers to communication

- Status Effects
 - Misunderstanding of comments from senior individuals as command
- Semantic problems
 - Words used in more than one way, use of jargon or professional shorthand
- Perceptual distortions
 - Caused when receiver has a poor self-concept or self-understanding or a poor understanding of others
- Cultural differences
 - Different social or cultural backgrounds, also organisational backgrounds or differences in professional practices
- Physical distractions
 - Noise, poor lighting, ventilation etc.

01:08:31

Your microphone is muted

Polynesian Centre
University of Waikato
New Zealand

Copy text from image x

businessoneone/int/a_emailpractice/b11_int_email01?cc=gb&selLanguage=en

business one:one > Intermediate Plus > Email practice > Unit 35

Unit 35

Choose the correct answers to complete the email.

Dear Ms Köpke,

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