

A REPORT ABOUT DIFFERENT
MODELS OF COMMUNICATION

Effective Team Working and Communication (BM SW 4002-LON)

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1.0 INTRODUCTION

According to the Cambridge dictionary, a 'teamwork' is the ability of a group of people to work well together combining actions and working together, as a team or the skills needed to do this, effectively to achieve a goal the activity of working together (2019).

A workplace team is a group of employees who are working together on either temporary or a permanent basis to achieve a common objective.

According to Kozlowiski and Bell (2003) team is a group of people 'who exist to perform organizationally relevant tasks, share one or more common goals, interact socially, exhibit task interdependencies, maintain and manage boundaries, and are embedded in an organizational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity'.

Communication is a word which comes from the Latin "*communicare*" meaning sharing, making known for everybody, with communication human being can share information among themselves, an important activity for the development, mutual exchange and integration in society (Significado de Comunicação, 2019).

Working as a leader guide 'Communication' is the first and the most important tool for the success of the business. Guesting people from other countries I have to speak clearly, intelligibly and with a smart vocabulary to draw the attention of the tourists and make them feel comfortable with all the new experiences they are facing.

Good communication involves a positive and clear manner both in verbal and non-verbal communication.

Not only a simple, concisely and unambiguous distribution of messages to connect the encoder to the decoder, but also the decoder has to be a good listener and to do that effectively the decoder has to engage mental activities while listening, understand requests, pay attention on non-verbal communication, take the evidences sent by the speaker, review and summarize the talking points, listen between the lines, ask questions and relaying key information.

2.0 TYPES OF COMMUNICATION

Communication is a constant exchange of information between people and communities. This communication can be verbal or non-verbal where the message is sent by sounds, colours, pictures or other codes to a receiver through a channel.

2.1 Verbal Communication

Verbal communication includes all words and verbal expressions that are not only expressed or transmitted but it has to be received and decoded.

The message being sent by words, both ends have to understand the same language to interpret and decode the full meaning of the message.

The encoder or the person who sends the message has to be clear and assuming the decoder or person who will hear, listen or read the message can be not prepared to receive and decode effectively what he or she wants to transmit, having that idea in mind encoders have to be aware that not always their messages are decoded in intended meanings.

Not only words and verbal expressions are verbal communication, also symbols that can be read and interpreted. However as all an idea, message and intention is put in one only picture or symbol, the interpretation might be confusing or misunderstood for the decoder; the decoding, in this case, will be not always

effective as it depends of the good selection of a range of symbols, also the interference of the previous information the decoder has had can affect directly decoding the message.

Verbal communication is not a straight way from senders to receivers, other factors such as noise of transmitter, different backgrounds, lack of lexicon of the receiver, different beliefs can disturb effective communication.

2.2 Non-Verbal Communication

‘The most important thing in communication is hearing what isn't said’- Peter Drucker.

Non-verbal communication is all information given to somebody without words or symbols, it is the message you send by the way we are dressed up, the facial expressions we take, the eyes and head movements we do along with a conversation.

The way a person is dressed shows the respect she/he has towards the others, in an appropriated clothes, tidily shaved for men or appropriated make-up for women, cleaned nails.

The distance the speaker takes from the audience can also reveal how much he/she wants to be close to them. Being too far might be interpreted as not empathy and being too close not very respectful, depending on the situation; the tone you speak, the gestures you do, the sounds you give as feedback, even the rhythms the words are said to show messages to the receptor; finally, the gestures you have: smiling, eye contact, the way you stand in front of the other person or audience, facial expression can show a lot of your feelings and are non-verbal communication. Since you arrive at work great everybody, in the same way, being sympathetic, we are in constant communication even when we do not speak.

The key to the success at the workplace is also the way you use non-verbal communication; your academic skills can secure you with a job, but your non-verbal communication can let you down if you are not aware of the message of your body is portraying.

The non-verbal communication, kind of language with no words or symbols, represents between 60% and 75% of our communication (Menvie Software, 2019).

3.0 THEORIES OF COMMUNICATION

The following steps will present three models of communication:

- Shannon-Weaver Model of Communication;
- Berlo's Model of Communication and
- Schramm's Model of Communication.

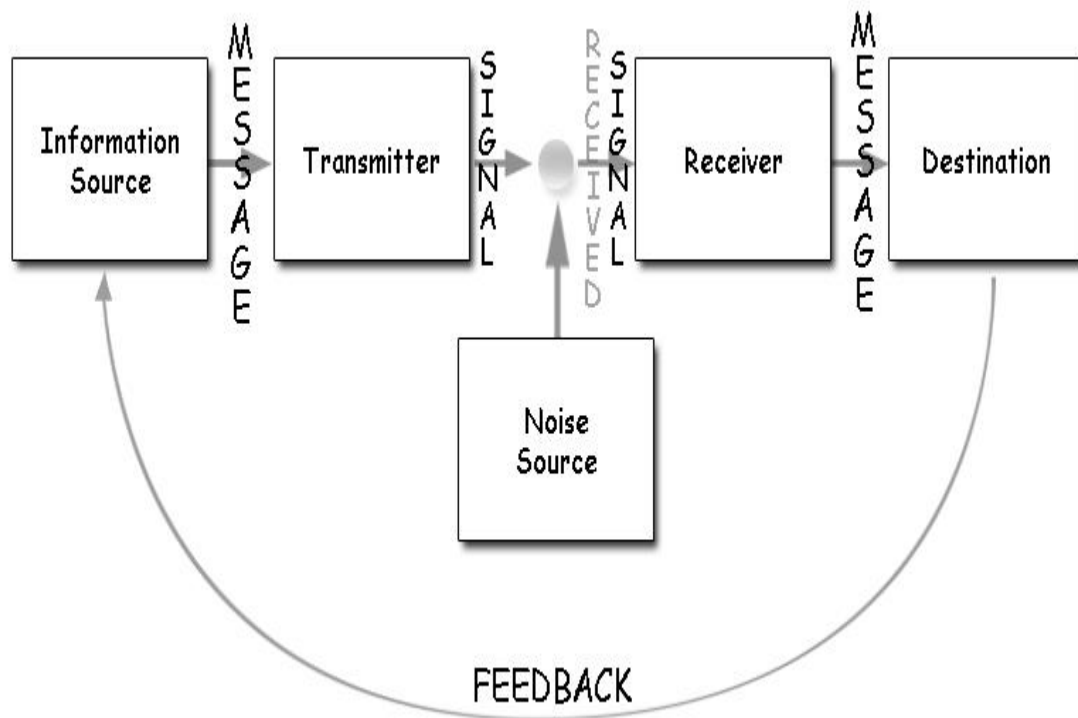
3.1 Shannon-Weaver Model of Communication

First known as mathematical theory and being more technological than other linear models Shannon-Weaver model of communication was created in 1948 by a mathematician, called Claude Elwood Shannon, and a scientist, called Warren Weaver, later the theory was known as “**mother of all models**”.

This model had originally six component elements in 1948, but one more element was added after a criticism about a linear nature of approach

- Sender (Information Source) – The person who makes, chooses the channel and sends the message.
- Encoder (Transmitter) – Is the device or machine used by the sender of the message
- Channel – The way the message is sent.
- Decoder (Receiver) – The device which converts signals into a message or the interpreter who translates the message from signals.
- Receiver (Destination) – The person who receives the message and provide feedback related to the message.

- Noise – All disturbances avoiding the message get the destination as it was sent.
- Feedback – All response sent from the receiver to the sender to close the conversation loop, those responses can be verbal or non-verbal.



Shannon and Weaver Model of Communication

The communication can be used at the workplace according to the Shannon-Weaver model as it explains how much and in what way “noise” can interfere and interrupt (helpfulprofessor, 2020).

Noise can be:

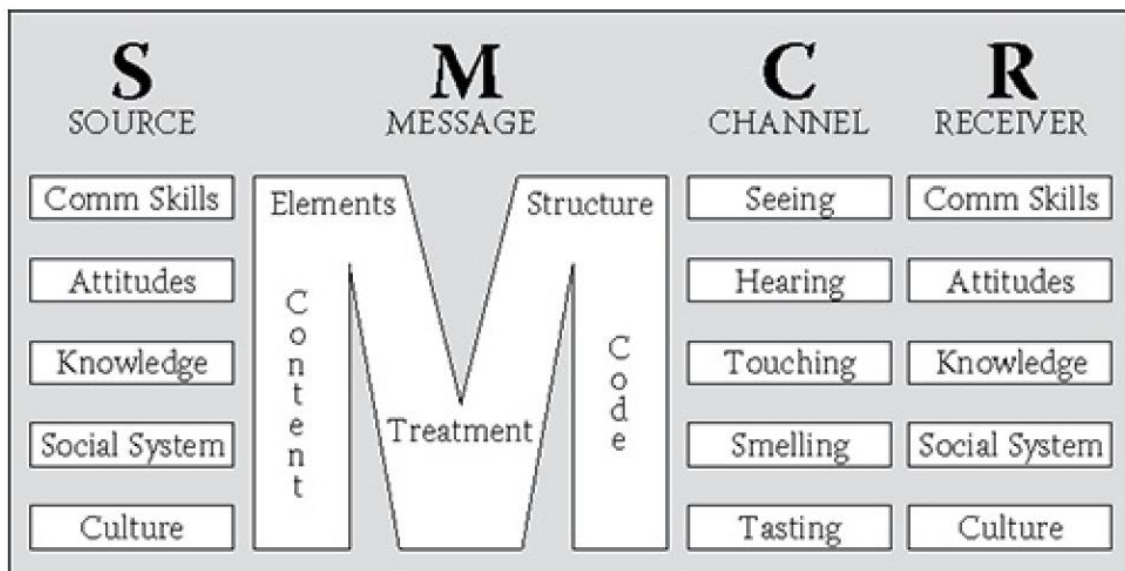
- Technical problems - when the message is disturbed or has a fault caused for the machine, important for the communication;
- Semantic problems - the divergence of the message from the sender to the receiver, the ‘telephone game’ is a good example as the message at the end always differs of what was sent at the beginning.
- Effectiveness problems - how well are the response and the reaction of the receiver

As originally the model was created to explain communication through technological devices some issues emerge when the sender gives the message to multiple receivers as it is based in interpersonal communication, also the model does not have regard on difference or power relationship, Shannon-Weaver model of communication explains just about any form of communication thought.

An example of this communication model is shown in appendix 1,-

3.2 Berlo's Model of Communication

David Berlo 11 years later (1960) the Shannon-Weaver Model of Communication (1949) postulates Berlo's Sender-Message-Channel-Receiver (SMCR) Model of Communication making the communication more efficient, he pointed factors affecting individuals components. Berlo's Model of Communication focuses on encoding and decoding and has four components (Sender, Message, Channel and Receiver) which are affected by different factors.



In the S-M-C-R model:

S – Source

The source or sender is the person who sends the message helped for:

- Communication skills: being attentive on how to speak and pronounce sentences, and when making pauses;
- Attitude: the right attitude towards the audience;
- Knowledge – knowing deeply and being familiar with the subject, being prepared with your answers;
- Social System - what cultural beliefs, religious context
- Culture – Cultural background.

M stands for Message

When words and thoughts are put as a message or encoding:

- Content – the most important part of any communication;
- Element – Facial expressions, postures, body movements, hand movements are good key to keep the audience attentive;
- Treatment – How the sender treats the message according to the subject;
- Structure – The message has to be conveyed in a logical and desired form;
- Code – your gestures are the code of the message an accurate message assures an accurate understanding

C stands for Channel

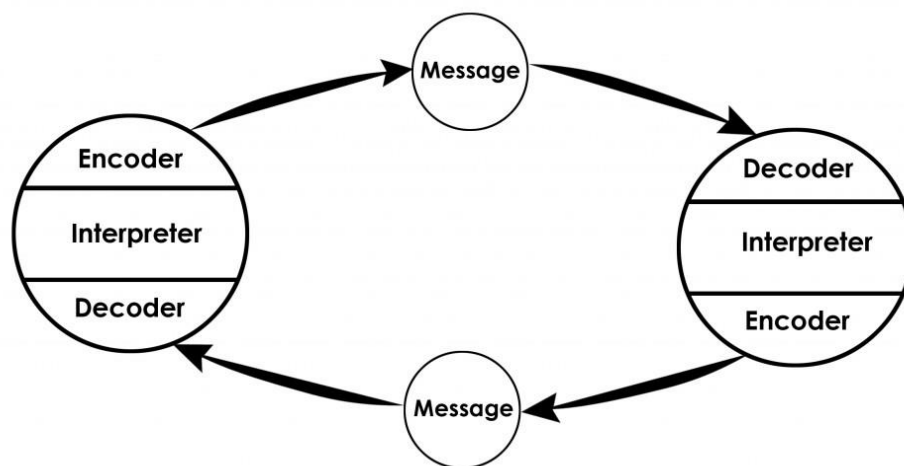
Channel is the medium how the information goes from the sender to the receiver: touching, tasting, hearing, seeing, smelling, all the five senses.

R stands for Receiver

Receiver or decoding should have good communication skills, the right attitude, should also know the subject and be from the same cultural and social background of the speaker, what unfortunately rarely happens.

Berlo's model is complex, not a linear model of communication which does not mention the effect of noise or give feedback, despite the sixth sense: thinking, analyzing, understanding as people have to be on the same level of communication.

3.3 Schrammer's Model of Communication



In 1954, Wilbur Schrammer proposed the model of communication

- Encoder – Sender who does encoding;
- Decoder – Receives the message;
- Interpreter – Who perceives, interprets, analyses;

It is not a traditional model as each person acts as sender and receiver, taking place simultaneously. It is a Circular Model where the encoder and decoder alternatively change their role breaking the sender and receiver model so that communication is something circular in nature.

Information can only flow between two people thus encoding and decoding, according to Schramm's Model of Communication 'coding and decoding' are the

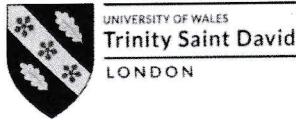
two essential processes of an effective communication and it is only completed when the sender has sent the message and received the feedback.

Schramm's model of communication is a dynamic model which shows how redundancy is essential but does not talk about the semantic noise that can be a barrier for effective communication.

4.0 CONCLUSION

This report presents the three different models of communication learnt including in classes exercises in the first term of 'Effective Team Working and Communication' their advantages and disadvantages.

5.0 APENDICES



Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 1

Exercise2: COMMUNICATION: A CASE STUDY

As you read their case, think about how you might help communicate with the employee to remedy the conflict. Answer the critical thinking questions at the end of the case and, wherever possible, say whose communication model is relevant.

BARRY AND HIS STAFF

Barry is a 27-year old who is the manager of a restaurant. He is responsible for supervising and managing all employees in the kitchen. Employees working there range from 16 years old to 55 years old. In addition, the employees come from varied cultural and ethnic backgrounds. For many, English is not their primary language.

Barry has a Health and Safety (Food) Certificate and tries his best to keep up with food safety issues in the kitchen, but he admits it's not easy. Employees receive "on the job training" about food safety basics (for example, appropriate hygiene and handwashing, time/temperature, and cleaning and sanitizing). But with high turnover of employees, training is often hurried, and some new employees are put right into the job without training if it is a busy day.

One day Barry overslept because he had been working on his car until 2 a.m. He was rushing around and realized that he didn't have a clean uniform. However, he managed to find one that was not very dirty. As he dressed, he realized that he needed a haircut and a good hand scrubbing, especially after working on his car.

When he arrived at work, he dashed into the kitchen and noticed several trays of uncooked meat on the work tops. They appeared to have been sitting at room temperature overnight. He called one of the kitchen staff and asked: 'Why did you leave the chicken out when I told you to put them in the fridge?'

The man replied: 'I heard you screaming but I thought you were trying to talk to the chef above the noise of the food mixer he was using. I didn't know you were talking to me'. Barry is frustrated and doesn't know what to do. He felt like he was beating his head against a brick wall in trying to get his employees to practise food safety.

He has made many efforts to get them to learn how to handle food safely. He has put large signs all over the kitchen: KEEP HOT FOOD HOT AND COLD FOOD COLD and WASH YOUR HANDS OFTEN.

Questions:

1. What are the communication challenges and obstacles that Barry faces?
2. Which communication models can you use to explain Barry's problems?
3. What solutions might Barry consider in addressing each of these challenges or obstacles?



Student Name: Laura Bliss Moreno Student ID: 1906178

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 brief and write a business email according to the instructions.

You are the Director of Communications at your company and you would like a Supervisor, Mary December, to go on a training course in non-verbal communication because you have observed that her non-verbal skills sometimes send the wrong message.

- Tell Mary why you are writing
- Say what you have observed about her communication skills flip-flops
- Tell her how you think this course would improve her skills and her relationship with her fellow workers.

Bello miss, Mary December,

According to the annual schedule of our company, one ~~plus~~ person from the manager's staff is chosen to be Supervisor for the following year. Congratulations as you have the skills for this place and will be, after attending the course, the Supervisor next year.

nonetheless I have noticed some points you should improve even before going to the course: you are a well determined and committed person which is very positive, but no everybody has the same ways to deal with their tasks, and I noticed some days you get quite upset to the employees and your colleagues do not do their jobs in the exactly way you want to, ~~as~~ reflecting in your behaviour such being in your own for the rest of the day, we ~~to~~ should have a friendly am-biance as we spend more than 11 hours together everyday. Another point I want to spot is that you should not use a so strong perfum ~~in~~ ~~to~~ when working here, we are in an enclosed office and may disturb your colleagues.

So, the course starts next Monday at 8:00 at ~~the~~ meeting room. ~~More~~ details will be send further.

Yours sincerely

Laura Moreno

Lecturer's signature: _____

Laura

Date: _____

15/11/2019

Exercise2: Writing an e-mail.

You are a teacher of Communication and have received this e-mail from one of your students:

Dear Sir,
I am writing to you because I am confused about Communication.
Could you please explain:
1. What Communication is:
2. The Shannon-Weaver model.
3. What is meant by non-verbal communication and why it is important.
Many thanks,
Lucy Mars.

Reply to the student and answer her questions. Use a diagram in your answer, if necessary.

Dear Lucy,

Communication is a transmission, reception, and a response of a message. The transmission can be verbal or non-verbal and so the response as well by nodding your head, eye contact or asking questions about the subject.

The Shannon-Weaver model is when there are two people: the first one (A) talks to the second one (B) so: A sends encode a message to B, the receiver, by a channel (which can be a device (telephone) or just the air). The second person (B) decodes the message and sends a response such as answering verbally, acquiescing or asking some questions in order to decode (understand) or to check if he/she have understood clearly.

Non-verbal communication is the gestures done in response to a message received it can be nodding your head, eye contacts.

I hope have clarified your doubts
Lecturer's comments: A good piece of work which demonstrates engagement with learning outcomes. Sincerely, Laura

Lecturer's signature: _____

[Signature]

Date: _____

20/12/2014.

Student Name: Laura L. Moreno Student ID/Group: 1906178 Gp 8

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 cases and answer the questions that follow

CASE 1: Mary was working on some paperwork when her daughter came into the room upset. As the child told Mary what was wrong and how she felt, Mary kept typing on her keyboard and said, "It'll be OK," and 'Everything will be all right.' She was confused when the child only continued to become more and more frustrated. Just then, Mary's phone rang and she was all excited when she heard her friend's voice. They spoke for fifteen minutes and when the call ended, she turned and said to her daughter, 'Oh, darling, that was Susan. I'm so excited about seeing her tomorrow!'. The child broke down and cried.

1. Why weren't Mary's calming words having any effect on her daughter?

Because her child came to her earlier in order to share her concerns or what has been wrong, but Mary did not show any empathy towards the child and kept working on her paperwork.

2. What could she have done to make the situation better?

Mary should stop her paperwork, even for five or ten minutes, in order to support her child in her distress.

CASE 2: Steve was exhausted from work when his wife, Sally, came home. So he was quite annoyed when she began telling him all that went wrong about her day. He interrupted her and said, 'I'm so tired, can't it wait?'. The next morning while they were in the kitchen making breakfast, Steve said, 'Did I tell you what happened at work yesterday?'. Sally said nothing, but walked out of the kitchen.

1. Why was Sally upset?

Sally was upset to Steve because the evening before when she wanted tell him what had been wrong about her day he didn't want to listen saying he was tired and now he wants to tell her about his day.

2. What could Steve have done to help the tension that had developed?

Steve could be apologetic and ask Sally how was her day, after having heard her, he could link the conversation telling her how as his.

Lecturer's signature: _____

Mafur

Date: _____

13/12/2019

Laura Bluis Moreno
1906178

1-Barry faces ^{different} social, cultural, language and backgrounds, also when she spoke to one of the employees ~~about the food left on overnight~~ in a loud voice (screaming) she didn't wait to check if he/she had understood the message he wanted to send, he didn't have the feedback necessary (Shannon-Weaver model) in addition ~~there was~~ were in a noise place what avoided the message go to the encoder employee as he had sent it

2-Shannon Weaver model. Why?

3-He should take some ~~the~~ time to explain all and every step to be done and also ask one by one to say and explain what they have learned.

Lecturer's comments:

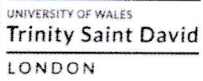
A good piece of work that demonstrates engagement with learning outcomes

Lecturer's signature:

Maifura

Date:

22/11/2019



In-class exercise 1

Lecturer's comments:

Date: _____

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