



EFFECTIVE TEAM WORKING

BMSW4002_LON

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Introduction

According to Markovic and Salamzadeh (2018,11) “communication is the act of sending a message through different media; this can be verbal or nonverbal, formal or informal as long as transmits a thought provoking an idea, gesture or action”. Željko and Fosic (2013) state that, communication is a skill used by managers in order to provide information to promote creativity or increase productivity in the workplace and Barrett (2002) sees communication as a method to transmit and interpret concepts, facts, opinions and emotions. In other words, the theory suggests that communication either being a mediator or a drive for interpretation is a necessary skill that needs to be tamed in order to provide clear information between co-workers.

This report aims to evaluate the importance of communication in the workplace, analyse the different types of communication that can be used by organisations, examine the Berlo’s Model and use it as starting point to analyse one’s personal experiences at a workplace.

Communication in the Workplace

According to Sanchez and Guo (2005), communication in the workplace is an art that must to be cultivated and trained for the effective success of organisational goals and objectives. Moreover, although, communication is the key for a productive organisational performance, in the workplace is one the biggest managerial challenges as performance and productivity depends on the quality of the information they provide. In this sense, communication is a process of sharing information, which, involves a sequence of complex and creative methods of a broad content interpreted in the interaction among individuals at the workplace Bokeno (2007).

Effective communication is necessary for any organisation, is also necessary that organisations adapt their communication methods to the different personalities and viewpoints, as well as, to the different position in the organisation. In this, communication in an organisation will flow ease and be better understood either by a staff member of at a managerial level Markovic and Salamzadeh (2018,11). A good communication system is crucial to productivity and a successful business.

Type of communication

Information is absorbed in different ways by different people, in order to avoid misunderstandings and miscommunication in the workplace management should communicate in a simple, clear and precise manner, therefore, the proper use of communication does inspire, motivate, cultivates trust and collaboration within the workplace. These different types of communication when properly used can stablish a good communication baseline within the workplace.

Verbal communication

According to Guo et al (2009, 83) “relies on spoken or written words to share information with others”, is an effective way to share information through a spoken or written language. Verbal communication in the work may be in form of dialogue, which, it may include a sequence of meetings representing different opinions or joint interest. Thus, organisational members may become facilitators in order to engage, motivate and share the organisational culture. Another form of verbal communication is written communication, contrary to spoken written communication tend to be more official, difficult to follow and formal. Although, considered

a slow tool of communication, with technological advances such as, email, chat and computer – aided programs, it became one of the most efficient way to describe, detail, preserve and share information in the workplace (Dunn, 2002) cited in Guo et al (2009).

Nonverbal Communication

Happens every time we use our body, instead of words to express our feelings or experiences. Facial expressions such as smile, nods, slightly lift or the eyebrows or eye contact can be used to show interest, approval and listening. Similarly, body movements such as hand shake, standing, posture may signal disapproval, anger or when someone is leaving. Nonverbal languages offer greater difficulty interpretation, since their meanings are not universal, however, mastering the non – verbal signals properly may be a source of trust and transparency. Thus, becoming a great drive on the quality of workplace relationships, as well as job satisfaction and encouragement to meet organizational goals Guo et al (2009).

Formal Communication

In the formal communication information is often determine by the top management is a pre – planned, prepared in advance and traceable, thus, adherent to common instructions, guidelines and functioning procedures delivered through an integrated platform such as formal and recorded staff meetings, official notices, company newsletters, internal e-news websites and reports. The information normally comprises the company projects, plans, schedules and memos, is vastly documented and rigid to modification, (Tang & Thomas, 2015). Formal communication may work as a mediator of information throughout organisational departments and the entire organisation. As it is traceable is often known to the employees beforehand, therefore, providing a better understanding and ease cooperation. Communication when overloaded may become a burden to staffs, however, the lack of a right structured system may cause loss of important information and affect productivity and the collaboration between personal Nwinyokpugi (2018).

Informal Communication

Informal communication is considered social characteristics of general workers, it reflects the perception of both employee and the organisation and the information is gathered in tea rooms or corridors; through word of mouth, interactive meetings or independent conversations (Barrett, 2002). Recently, this method of communication became valued by management and important for employees' daily operations, however, in the past was considered a obstacle to effective team work and organisational performance as it crosses organisational boundaries and is generally separated from the work flow. Moreover, this unregulated communication system does not leave a traceable record that can be found, reviewed or shared, therefore, lacks pre-specification, preparation and does not modify significantly regulations, behaviours or organisational culture Nwinyokpugi (2018). However, informal communication transmits the information faster, if well balanced and implanted may encourage teamwork, collaboration and trust within the workplace, also, it may fill the gap of communication left by a more formal structure (Barrett, 2002).

Models of Communication

Berlo's (SMCR) was inspired by Shannon Weaver's Model of Communication, in which, describes elements influencing the individual mechanisms in the communication making it more effective. Berlo's Model focus is encoding and decoding as the most important factors on communication. Moreover, Berlo's model is divided in four parts (Sender, Message, Channel and Receiver), as to explain the steps of sharing information.

Sender – is the source or initiator of the information. Some attributes may influence the message such as the sources communication skills, attitudes, knowledge, background and culture.

Message – is the information transmitted from the sender to receiver and aspects such as content, elements, treatment, structure and code have a direct affect in how the message is shaped.

Channel – is the vehicle used to send the message and it can be technological such as mobile phones and emails, however, Berlo's model recognise the four humans' senses (hearing, touching, seeing and smelling) as the more relevant and controversial channel, thus, relating them to the outcome of the information shared between sender and receiver.

Receiver – will get the information sent by the source, considering that the same attributes affecting the sender's message, will also, impact the way the receiver gets the message; if the receiver and sender have the same attributes such as Communication skills, backgrounds and culture. On the other hand, the message may not have the same acceptance or effect in the sender and receiver attributes are different.

My own Experience

Working at Tesco was very challenging because I had to develop communication skills to adapt to the company policies, standards and to be able to deliver a good customer service. A situation occurred one day when Mike (team support as me) arrived on shop floor 15 minutes past his starting time; was not necessary the case where he was late, probably he was getting information or helping others before I saw him. Instead of asking for a briefing to best understand how did I organised the work, he started to allocate staff and sending them for break and rudely asking why this and why did I not do that and questioning my decision like I did not know what I was doing, so I replied Mike “ if you want organize the shift you should be on shop floor at 15h00” - which is the time that his shift started, but in his head the understanding was “if you want organize the shift you should arrive on time”- which means that I was saying he was late. Mike made a complain saying that I was rude.

My Own Experience in Connection with Berlo's Model

Reviewing the theory and place myself as a source or the sender of the information, as can be seen above in Berlo's Model some attributes affects the message. In this case Mike and I have the same background as we are from the same country, communication was not a problem as we both have Portuguese as a mother tongue, although, factors affecting the message could our attitude and knowledge towards each other and the situation. Moreover, in Berlo's Model the message is the result of a series of factors stated above, in the related experience the treatment and structure of what I said to Mike may have been controversial and not clear enough. Furthermore, Berlo's Model mentioned that the delivery and receiving channel (five senses), affects the communication flow. In the Mike situation, what I said or what I wanted to transmit was not what he heard and understood, resulting in, blockage of information and misunderstanding. Lastly, this Model shows the receiver thinking pattern, in which, if is not the same as the sender in attributes mentioned the model description may cause obstruction. In the review of my experience with Mike I saw the content in one way, and he saw in another we were not similar in either attitude nor knowledge.

Using Berlo's Model for Best Practice

The examination of the components of communication – sender, message, channel and receiver- help create different outcome to the workplace issue described above. The sender could apply the improved communications skills learnt during the trainings and adjust the attitude, gestures and tone when before verbalizing the message to the receiver. The proper use of hearing and seeing senses could help detect signals around the receiver to send the right message in order to break the conflict. In other hand, the receiver could also had adjusted the attitude, gestures and tone during the argument in order to decode the message spoken by the sender and consequently clarify the real meaning of the content. Moreover, Mike could get more knowledge about the morning shift by requesting a brief before allocate staff that already been allocated to a certain task and one's perception could have been improved by making a self-analyse that was the end of my shift and I was tired and probably irritated because it was a difficult shift.

Conclusion

Effective communication is a drive for productivity and efficiency, when properly used promotes trust, collaboration and loyalty towards both each other and the organisation. However, if used ineffectively may cause misunderstanding and confusion, resulting in a decrease of productivity and became a source of discontentment for the employees. Organisations should adapt their communication process to the different backgrounds and positions, as well as, making use of the different forms to communicate (verbal, nonverbal and formal, informal) as to deliver a clear and simple message.

Berlo's Model description of the communication process in 4 components, sender, message, channel and receiver, can be a helpful tool for sharing the information in the workplace. As can be seen in my own experience example the Berlo's Model can be a guide to identify where laps of communication happen as to understand what went wrong and caused confusion in the information. Furthermore, in using Berlo's Model to find solutions for effective communication as to adjust the coding and decoding of information properly.

References

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Appendix



Effective Team Working and Communication – Term 1 BMSW4002 In-class exercise 2

Exercise 2: 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 Madame Jane,

Communication ~~is the~~ is the share of information between two or more ~~people~~ people trying to decode the messages sent in both ways.

The communication can be affected by many reason, creating misunderstanding on messages that can create conflicts or not. Shannon-Weaver model explain how communication can be done, adding the noise which can come from several directions. The noise can lead to ~~the~~ lost of information from sender to receiver or misunderstanding as well from sender to receiver or on the other way around.

The non-verbal communication is when you communicate without words, non verbalizing what you are thinking. Non-verbal communication can be a ~~percept~~ body ~~exp~~ expression, compatible with the words expressed or not, reason why the non-verbal communication is so important. Normally, relating non-verbal and verbal communication is possible to understand fully people's thoughts.

Lecturer's comments:

I hope is everything clear now.

Kind Regards

Trina Fernandes

Lecturer's signature:

Date:

9/12/2019

Student Name: Tina Fernando Student ID/Group: 1506590
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?
Mary's did not stop what was doing to give attention to the child, so the child could understand that Mary was interested in what was happening to the child. Communication skills was needed to be able to understand the child.

2. What could she have done to make the situation better?
she should stop working and showed that what it was happening with the child was important as well she could have listened the child and comfort her.

More clues on active listening

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 because her husband make her stop talking about her day. When she said Sally indirectly was asking for attention and Steve showed that did not care about what she was saying at the moment.

2. What could Steve have done to help the tension that had developed?
Steve could have spoke with Sally and ~~appt~~ apologize as well as explain the reason behind the interruption from last night.

Lecturer's signature: _____

Date: _____

Trinity Saint David
11.11.19

3. ~~Ask~~ Ask for feedback in order to understand the issues that each co-worker has and help them improve individually.

- Give more training if necessary.

- Speak for slow or ~~slow~~ be more specific on what he expect to be done in each shift.

- Set up regular meetings to discuss possible issues and solutions, as well as ideas to improve the techniques of work.

Lecturer's comments: _____

Lecturer's signature: _____

Date: _____

1. The Age of employees which is between 16 to 55 years old.
- The background (culture and ethnic)
- Reminding English is not the first language for many employees.
- Lack of knowledge because some co-workers do not receive training at all.

2. ~~Shannon~~ Shannon-Weaver can be applied on the conversation between Harry and the co-workers. The co-workers missed the message over the noise of the ~~radio~~ food mixer that was on.

Shalamm's model: The large signs all over the kitchen in English can be misinterpreted - too, the barrier of language and background can be a problem.

Lecturer's comments:

Good understanding.

Need to improve on presentation / hand writing

Lecturer's signature:

[Signature]

Date:

11/11/2024

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?

21.11.19

Student Name: Jairo Fernandez Student ID: 1906509
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
- Tell her how you think this course would improve her skills and her relationship with her fellow workers.

Dear Madame December,

y Clair?

My name is Jairo Fernandez, Director of Communication at the company. I am writing to you because the company would like to invite you to a training course in non-verbal communication.

During the observed period at your department could be concluded that one of your weak skills are the non-verbal which means in terms of body language and face expressions some work needs to be done in order to improve the mentioned subjects.

As a great value to our company I believe this course will help you improve the relationship with colleagues and create a better environment at work place.

The course will have place during the days between 2 and 24 of November. For this reason I would like to know your feed back on the days that you are available to completed it.

I am looking forward to hearing from you.

Yours sincerely
Jairo Fernandez.

Lecturer's signature:

Int

Date:

11/11/2019

1 | Page

Fernand Clair.

Mine AB

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

chapter 3, 11, 12, 13, 17 communication skills
academic skills working in a group

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)
2. Create a **communications strategy**.
3. Identify target groups,
4. identify goals or objectives, *report*
5. Describe a way of communicating with these groups to achieve your objectives
Words and Messages, and Media.
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.

Chinese / management
BMW dealer / BMW

Presentation

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

1. Pedro could be distracted with his work or could have noise around him which lead him to miss information during the phone call.

x4 - How to avoid on Shannon-Weaver's model
- reduce the noise

MARIA and PEDRO

28.10.19
ETW
Irina Fernandes

Pedro works on a building site and Maria is his wife.

One day Maria phoned Pedro.

'Hello, Pedro, when you're coming home, see if you can get me a chicken.'

'Okay,' replied Pedro.

When he got home, Pedro took off his boots and coat and went into the kitchen.

'Maria, where are you?' He said.

'Here - in the sitting room,' she said.

When Pedro went into the sitting room, Maria said, 'Where is the chicken?'

'What Chicken?' Asked Pedro.

The one I asked you to get on your way home.'

Oh, no! I thought you said when I come home I will see you in the kitchen!

- 1 Q: Why do you think Pedro misunderstood Maria?
- 2 Q: Whose Model of Communication explains this confusion and why?
- 3 Q: How could this have been prevented?
- 4 Q: Whose Model of Communication explains how it could have been avoided?

but
28/10

1. Maria ask Pedro to buy a chicken and Pedro understood that he will see Maria at the kitchen. chicken and kitchen are two very similar words, →
2. Shannon-Weaver's model, because ^{was} ~~what~~ used mobile phone to communicate. Network channel to ~~send~~ ^{transfer} information. Maria delivered a message to Pedro which was misunderstood by Pedro.
3. Pedro could asked Maria to repeat what she was saying on the phone.
4. ^{Answer:} Berlo's SICK model is a much more simpler model of communication to ✓

ID: 1906509

Worksheet.....Your Name.....Julia.....gr 1 (2) 3 4 5 6

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

Communications Strategy
video ~~etc~~ conference meetings / emails

Target Groups
British businessmen (people) BMW
Chinese businessmen without discount

Communications Goals

BMW: TO convince them to keep running business with

Communications Objectives

non-verbal communication
email the companies
verbal: Chinese: make a deal to test the cars

Words - Communication

Messages

Media

BMW - sell cars
Chinese: advertise and test the cars
advertising / market for electrical cars
* test the locations for test to
Research
change cars.

Briefing

Who - BMW / Chinese company

When - As soon as possible

Where - England

Why - make profit

How - Advertising, persuade companies to make business and after people to purchase the product.

Refer

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

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

Morgan 2017 Cultural Difference p.285

* evidenced
* cancelled reports
* surprised or with
communication
Curve
Int.
18/11/19
2