

Effective Teamworking and Communication

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Introduction.

Communication involves the transfer and receiving of information through verbal and non-verbal cues. Although it is not simply about transferring information, it can also be “feelings, thoughts, needs and observations”. In this “two-way process” how the message was sent is how the message should be understood but that is not always the case. (Genc, 2017, p.511-512). There are barriers to communication which can affect the message. Example: linguistics. Kent Bach gives an example in his article on Meaning and Communication. If a person eats a big burrito and another person then states to them “you are what you eat” this does not mean that the person is in fact a burrito. Understanding to metaphorical English, we can decipher it entails if you eat unhealthily your body will also be unhealthy. (Bach, 2012, p.79). If understood wrongly that statement could be insulting to the receiver or confusing. In the workplace communication is a required skill. Specifically, in the workplace as a support worker, non-verbal communication is vital as most of the service users are non-verbal due to their learning disabilities falling on the autism spectrum. Understanding effective communication improves performance at the workplace for targeted results. (Phutela, 2015, p.46). Models of communication have been theorised to improve all aspects of communication and analysing these may enable work professionals present better communication.

The three models this report will discuss are.

- Shannon and weaver (1948),
- Schramm (1954) and
- Berlo (1960).

Shannon and Weaver Model

Claude Shannon and Warren Weaver were engineers working for Bell telephone laboratories who came up with a transmissive model of communication in their article titled “A Mathematical Theory of Communication”. The theory was designed to improve technological communication from sender to receiver and, in the process, found factors called noise which could affect this communication. Although this factor of noise was referring to electrical current, telephone radios, radio waves and crackling of wires due to their occupation of work. The theory has now been adopted in a broader use of communication. (Chandler, 1994).

However, an advantage to this model is that currently technology and phones really are a huge percentage of communication. Therefore, Shannon and Weaver’s theory is more relevant today than it was then. In the scenario of Maria and Pedro, Pedro works on building

site and his wife Maria phoned him to tell her husband to buy chicken on his way home. In the Shannon and Weaver model we know that noise can disrupt signal and cause confusion so it comes as no surprise that Pedro heard 'I will see you in the kitchen' due to the noise that may have surrounded him at work.

They categorised their theory into a diagram. Shown below.

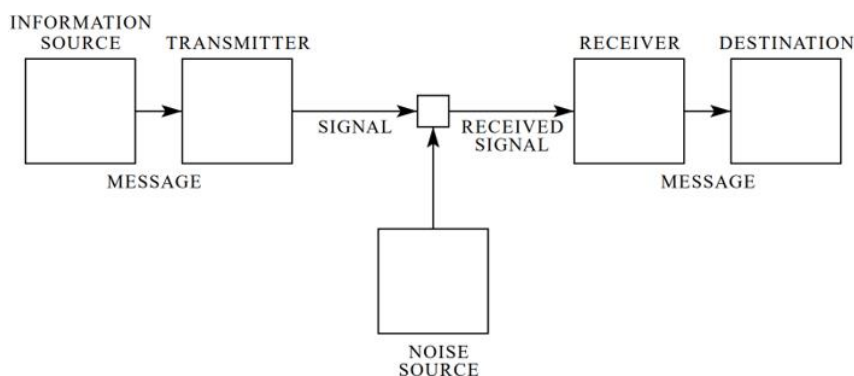


Fig. 1—Schematic diagram of a general communication system.

(Shannon,1948, pp379-380).

Berlo's Model

Berlo was a communications theorist and consultant who stressed the psychological standpoint of communication. He categorised his communication theory into four parts.

Source, Message, Channel and Receiver also known as the SMCR model.

The source is the first part of communication and it can come from a different number of places, people, or thing. Example: a person, social media, and organisation. However, circumstances direct how the sources message is received. Such as, can they speak, can they draw and can they write in a manner the audience will understand it to be.

The message is what the source is sending. The source chooses which mode of communication the message is to be sent. Commonly this is sent in terms of linguistics. Example: English, Spanish or French but there are many other modes such as music, gestures, and art. In the message the source must pick the best mode of transfer for the receiver to understand, or the message will fail.

Channel is the “method” the message will be transferred. Will the source use a telephone, radio, media or by the classic word of mouth? The channel may be dependent on the purpose of the message as well as the audience the source wants to reach. Example: If the source wants to relay important information of their medical condition to their doctor, they may do so through the channel of a private phone call or by a face-to-face speaking so that information remains confidential. However, if an organisation wants to promote their product,

they may then use the channel of social media which would reach a large mass of potential customers to gain profit.

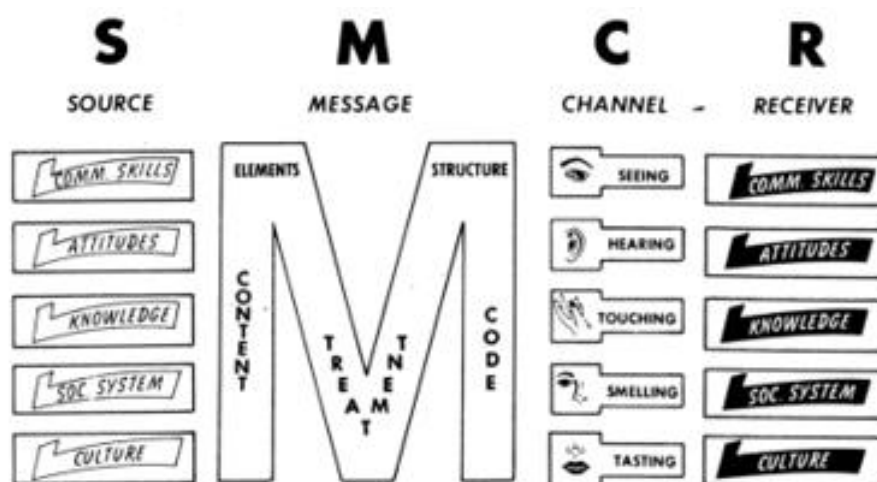
Lastly there is the receiver. This is a person or audience to obtain the sources message.

There are many factors that may inhibit the sources desired message. Example: The receiver's perception of the source, their lack of knowledge or their senses. (Lee, 2005, p.6) This can be seen in the professor and his village case study where the professor's message that his house was on fire failed to reach the receiver because of his audiences' lack of knowledge with the phrase "The edifice is being consumed by a great conflagration!".

This Model is very similar to that of Shannon and Weaver but the difference the two models share is what causes a rift in communication. Shannon and Weaver focus on noise cause they were telephone enthusiasts however Berlo focuses on lack of commonality.

Commonality could mean a variety of situations, not having the same accent, language, knowledge from education, technology or religion. These breaks in communication is very much founded in society in comparison to technology.

Berlos focus on societal differences has a greater advantage. Because technology has advanced to magnificent proportions now than when Shannon and Weavers model come about the worry of noise disrupting communication is not as great as a person societal background as society has dictated perception from times conception. Therefore, focusing on removing that barrier is going to be more beneficial in comparison to noise to ensure effective communication.



(Lee, 2005, p.5)

Figure 2. Berlo's Model.

Schramm's Model.

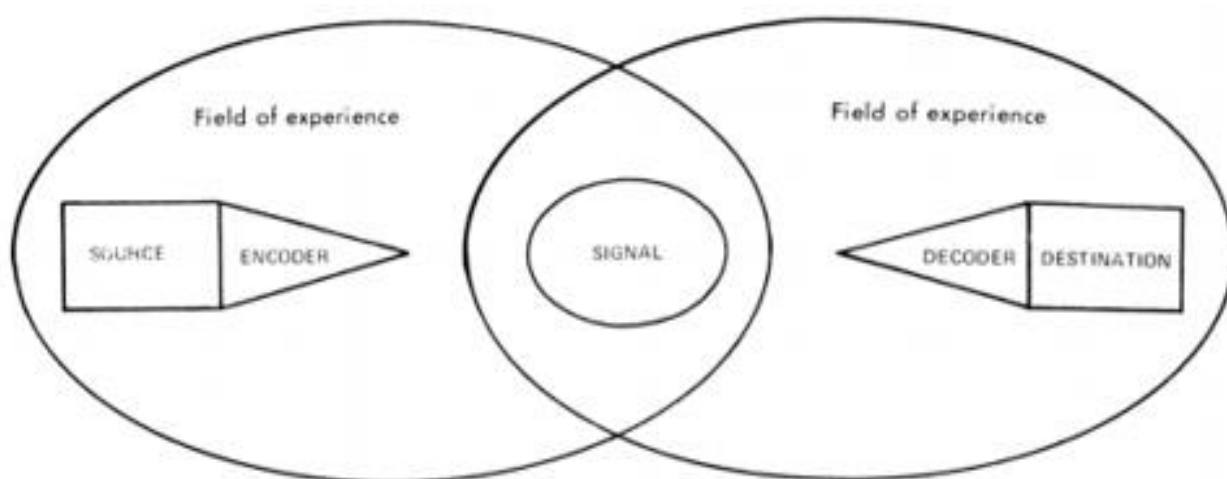
Schramm's Model is one of the most straight forward models of communications. In this model there simply needs to be a source(encoder), their message, and the (decoder)destination. The notable aspect of his model is that he believed for "understanding to take place between the source and the destination" there must be commonality between the source and receiver. If there is no common ground communication will be difficult. (Lee, 2005, p.5)

Most importantly, with Schramm's model the decoder then sends back the message to ensure that they have the right understanding of the encoders message.

An example case, which shows how beneficial Schramm's model is as follows. A businessman sends his worker a text on when their meeting will take place however due to technical difficulties the text does not include the time of the meeting which is 8 o'clock. So, his worker replies asking what time to ensure he receives the right and full message.

We can see how important it is to always reply to the encoder if there is confusion or uncertainty to confirm the right message is received.

That is a part of what is missing in the Shannon and weaver module. If noise or technical wiring can disrupt a message sending information back to the sender to ensure that have received the right message will then cut out noise being a stopping block for effective communication to take place.



(Lee, 2005, p.4)

Figure 3. Schramm Model.

Communication skills.

The art of communication comes in mainly three different forms. These are verbal and non-verbal communication and listening.

Verbal Communication.

Verbal communication is not an intrinsic element to communication. It is learned and societal. Specific languages arose in different ways for society to communicate to the best of our abilities. Words are very accessible to a lot of individuals. One can learn how to speak French, English and so on. However, on the downside to this there are so many languages where a single person cannot keep up with everything. Therefore, non-verbal communication becomes a more reliable way of communication when verbal communication fails.

For example, being an English speaker in France if I needed directions. They could draw arrows and shapes and roundabouts, straight lines and traffic lights which would be beneficial in communicating the direction. (McPheat, 2010, pp.29-30)

Non- Verbal Communication.

Non-verbal communication is what is communicated through “subconscious messages” with our bodies. Some brilliant examples stated in the book Effective Communication skills are “facial expressions, eye contact, gestures with arms, fidgeting and blushing”.

These are instinctive communication we recognise as human beings without having to be thought or explained. Example, if a person frowns their face, I can understand that they are unhappy. Opposite to a frown if a person gives me a thumb up, I can tell that they either in agreement with me or are communicating they are happy.

Body language is a great tool to be used in several ways. It can be used to assess if a person agrees, disagrees, misunderstood, or affirms the message you are sending to them. (Mcpheat, 2010, p.27) Example, when a service user touches his forehead, frown his face in pain he can communicate that he has a headache.

Active Listening.

Stephen Covey in his book the 7 Habits of Highly Effective People said, “Most people do not listen with the intent to understand; they listen with the intent to reply.” (Covey,2004)

This true for most people and good listeners are hard to come by. When people say the word communication the first word that comes in association to that is talking. However, communication is a two-way system. I speak, you listen and then you reply from what you have heard. But in fact, we only hear 50% of a conversation. Meaning we miss half of every

conversation. (Salem, 2003, p.2) Therefore, to listen to a 100% capacity is something we must train ourselves to do. To become Active listeners.

Disadvantages to active listening is that is not an easy skill to master and to achieve this we may have to reprogramme bad habits most of us possess. Some of these is by having a sincere interest in the speaker and personal risk. (Rogers and Farson, 1976, pp.7-8)

Empathetic Listening.

Empathy was derived from the Greek word *empathia*, *em* (meaning in) and *pathos* (meaning feeling). The English oxford dictionary gives a complete definition as “the ability to understand and share the feelings of another”. (Oxford, 2021)

Using this description, we can apply it to empathetic listening and define it as the ability to listen to others sharing their feelings and better understand them. We are meant to listen in feeling.

In the article empathetic listening this idea is expressed perfectly. It says, “I understand your problem and how you feel about it, I am interested in what you are saying, and I am not judging you.” (Salem, 2003, p.2)

Empathetic listening is so important because it acknowledges the speaker. It gains the speakers trust and improves sharing ideas and thoughts as well as get valid information. Being able to understand a person also translates to how you understand their communication because you understand their connotations behind every word and action and therefore there is no block in communication.

The article further gives examples on how to improve our empathic listening given by Burly-Allen.

1. “takes information from others while remaining non-judgmental and empathetic.
2. Acknowledges the speaker in a way that invites the communication to continue,
3. Provides a limited but encouraging response, carrying the speaker’s idea one step forward”. (Salem, 2003, p.2)

Work-Place Experience.

We discovered an issue with the heating, making the house extremely cold due to a broken boiler. The manager called maintenance requesting them to come for emergency repairs on the heating but also requested that they bring along portable heaters. Maintenance showed up without the heaters because they only heard about coming to repair the boiler.

Shannon and weavers’ modules explain why there was a break in communication over the phone, it is possible that noise affected the rest of the message or that there was a break in signal that the phone did not relay the rest of the message.

The issue of this could have been fixed if the Schramm's model were applied. Maintenance should have repeated the tasks that were imposed on them to make sure that they were certain of every single task to be done. In that case the manager could have corrected them blocking any miscommunication and therefore had them bring over the needed portable heaters. The situation could have also been better improved if they actively listened to grab a 100% of all the information.

The three modes of communication are all important to acquire for the workplace. As stated, my Experience with non-verbal communication is vast and a skill in which I am comfortable using. However, verbal communication is a skill that I must improve upon.

Communication at my workplace could be greatly improved using Schramm's model as a means of communication. Repetition and double-checking information are an essential part of communication to ensure no dire mistakes would befall the workplace.

Conclusion.

Communication skills are transferable skills that employers sort out. Improving verbal, non-verbal and listening skills sets a great advantage for yourself. Shannon and weaver, Berlo and Schramm's models to improve my communication would make me an asset to any employer. It has been a revelation to me that only 50% of conversations are heard and in by no means am I exempt from this horrible statistic. Listening close to a 100% capacity is a skill in which I am excited to improve upon using the Burly-Allen 3 tips stated above, I am certain that these would guide me to become a great listener and in effect a better communicator.

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Appendix A: Demonstrating written communication through a formal/ informal email.**Email 1**

To : Grace Attah.

Subject : Anointed Hair Products.

Hello Mrs. Attah,

Good day.

I would like to introduce you to our company, The Anointed Hair products limited, which involves supplying best quality hair products, wigs, hair oils, weaves, hair caps, hair nets, hair pomades, braid extensions, combs, in store and online.

We also provide global delivery services and have been operating for 10 years.

For the meantime, we are not able to deliver you the products because one of our delivery men cannot operate due to catching the Corona virus. There are no doubts that whilst our delivery operator has to self-quarantine; we will be working hard to find a replacement for delivery to recommence.

Every one of our clients have given positive feedback and are well pleased with our services, never giving any disapproval.

We look forward to providing you with a great delivery service, high quality products and add another esteemed client to our inventory.

We anticipate hearing back from you soon. I have also attached a discount code to be used on your next purchase both online and in store.

To contact our company email us or call 01788899345.

Regards,

Customer service Manager, Raquel Williams.

Anointed Hair

www.anointedhair.com

Email 2

To: Maggie

Dear Maggie,

I hope you are doing well today. Concerning the book, Harvard Referencing Handbook, I apologise that I cannot loan it now. Another friend has borrowed it since last week and is yet to return the book.

On the positive side I have a vast knowledge on referencing and would be able to help you with certain areas you may not understand. You could send me questions you are struggling with and I would be happy to answer those I know the answers to.

Another option would be to wait for the book to be returned, and I will give it to you then.

Let me know which you would prefer. I am always here and happy to help you.

Sincerely,

Comfort.

Email 3

To: Kevin B. B.

Cc: KFC@manchester.com

Subject: Mystery Shopper.

Dear Mr Bright,

Due to the falling standard of service, there is going to be mystery shopper in the next two weeks. I would advice you to be vigilant and ready for any possible situation while operating to a high standard of work in all aspects of the store. Such as customer relations, money handling, health and safety measures, food and hygiene and cleanliness.

With awareness I am positive you will excel to redeem the face of KFC.

I look forward to hearing all the elative feedback.

Best Regards,

KFC international

General Management Manager

www.kfc.com/business.

(Ukachi-Lois, 2021)

Appendix B: Case Study on Spoken Communication

“ 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!’ (Blaze, Fire)

‘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.’”

(Ukachi-Lois,2021)

Q: Why didn’t the village people help the Professor?

A: The villager could not understand the phrase he was using. *‘The edifice is being consumed by a great conflagration!’*

Q: What should he have done to get them to help him?

A: The professor should have spoken the lay man’s terms. *“fire, fire, fire.”*

Q: Whose model of communication do you think can explain this situation?

A: *Berlo’s model of communication.*

Q: Why?

A: Berlo accessed factors that could prohibit the desired message of the encoder to the decoder. One of those factors is lack of knowledge and that is the case in this scenario. He spoke to uneducated members in society as though he was speaking to another professor or students he teaches.

Appendix C: Case study on spoken communication and the effects of noise.

“MARIA and PEDRO”

“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.’”

(Ukachi-Lois,2021)

Q: Why do you think Pedro misunderstood Maria?

A: Pedro misunderstood Maria due to possible noise generated from his workplace which is a building site.

Q: Whose Model of Communication explains this confusion and why?

A: Shannon and weaver, because of the noise, the message the encoder sent got destructed so the decoder heard kitchen instead of chicken.

Q: How could this have been prevented?

A: The decoder could have sent the message back to the encoder to ensure the message is understood.

Q: Whose Model of Communication explains how it could have been avoided

A: Schramm's model of communication

Appendix D: Poor Communication in Body Language.

A Day with the Chief

Adapted from Quintanilla, K.M. and Wahl, S.T. 'A Day with the Chief' in Maund et al. Chapter 4.

"As a reward for being the top salesman for his computer manufacturing company in London, Mark is rewarded by a free trip to the company's head office in California to meet the Chief Executive Officer (CEO), Alana Brown. He had heard people describe Mrs. Brown as the 'Wicked Witch of the West' because of her rough way of speaking to people and her quickness at dismissing employees who do not please her. They had also said that she never smiles, doesn't make eye contact and doesn't like people starting up a conversation.

Although Mark is excited to be going to California, he is nervous about meeting Mrs. Mills. He doesn't know what she would talk about or how she might treat him. After all, he is just a salesman and she is boss of a multinational corporation. She would obviously want to know about his sales strategy and how he succeeds in convincing people to buy their computers. His friends at work had said that she might even promote him!

He arrives in California and is taken from the airport by a company car to the company's offices, where he is met by Mrs. Brown's secretary, who takes him in to see her. Mark's mouth is dry, and he is trembling as he enters the large office. He is shocked when he sees a small woman sitting behind a large desk, smiling at him with friendly eyes. She stands up, shakes his hand and asks him if he had a good flight. He nervously says that it was good, and he waited for her to invite him to sit.

'Would you like a cup of tea or coffee – maybe a glass of water?' Asked Mrs. Brown.

'Nothing just yet,' he stammered.

'Please have a seat,' she said smiling. 'I have been looking forward to meeting our top salesman.'

Mark smiled. Mrs. Brown was nothing like the witch they had said she was.

She asks him many questions about how he approaches his work and how he gets people to buy their products. She also wants to know how the company fits in with his own professional goals. He begins to feel more and more comfortable because these are things he knows and had rehearsed over and over in his mind.

Mrs. Brown leans forward, listens and nods her head in understanding. Mark is now completely relaxed, so he loosens his tie, crosses his legs and begins to tell her what he

thinks is wrong with the London office. He tells her how his immediate supervisor had failed on many occasions to take opportunities to increase sales and how he thought they should be paid better.

Mrs. Brown squinted her eyes as she looked at him. Then she stood up and said in a gruff voice.

'My secretary will show you out.' "

(Ukachi-Lois,2021)

1. Given the professional context, would you have done the same or differently if you were in Mark's position?

I would not have acted the way Mark did as a professional. Firstly, first appearances are important and although she was being nice did not mean he had to get over comfortable, she is still his boss.

Secondly, he continued to go off on a tangent and through his supervisor under the bus who was not there to defend himself.

Thirdly, his body language became disrespectful when he got comfortable by crossing his leg and losing his tie.

2. Do you think Mark correctly evaluated the context?

No, he did not. She asked him a very specific question about how he approaches his work and get people to buy the company's product and asked how the company fitted his professional goals. Those the only question he had to answer and no more. The meeting was targeted towards his own self-reflection not that of his supervisor or the London headquarters.

3. What communication factors led to the change in the CEO's attitude?

When he loosens his tie, crosses his leg which is poor body language. He seemed to forget that he was still in a meeting with his boss and did not present the other information he wanted to give appropriately.

Appendix E: “Barry and Communication Barriers:” Effective Communication as a Motivator.

“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 diverse cultural and ethnic backgrounds. For many, English is not their primary language.

Barry is a qualified food safety officer who 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. Eventually, most employees get food safety training of a kind. The owners of the restaurant are supportive of Barry in his food safety efforts because they know if the Health and Safety Inspector found standards to be poor, their restaurant could go out of business. Still, the owners note there are additional costs for training and making sure food is handled safely. One day Barry rushes to get into work on time. He had been working on his car until 2 a.m. 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 rushed into the kitchen, he noticed several trays of uncooked meat on the work tops. They appeared to have been sitting at room temperature for some time. 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.

Barry 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. All employees are given a thermometer when they start so that they can assess the temperature of food. Hand sinks, soap, and paper towels are available for employees so that they are encouraged to wash their hands frequently.“

(Ukachi-Lois,2021)

Questions:

1. What are the communication challenges and barriers Barry faces?

The Employees came from a range of racial and ethnic backgrounds and as result many do not speak English as their first Language making verbal or written communication difficult. Example the signs he wrote up "KEEP HOT FOOD HOT AND COLD FOOD COLD AND WASH YOUR HANDS OFTEN" for many who are not English speakers they would not be able to read and understand.

The Employees also range from 16 to 55 and the way the younger generation communication may be different to that of those above the age of 30. Barry must be able to recognise this and accommodate for both.

Due to many employees being from different ethnicities the way they handle food may be different and therefore communicating to them the way the restaurant should handle food safely would be a challenge.

Lastly in the scenario we are told Barry wears dirty uniform, needs a haircut and dirty hands from working on his car. Coming into work in this manner does not show the employees a good example to follow. Actions speak louder than words and Barry is not communicating to them cleanliness from his own appearance.

2. What solutions might Barry consider in addressing each of these challenges and barriers?

From the first barrier written above the solution Barry had from the signs, Barry could take this a step further to improve Communication by writing the signs in languages that employees speak and read to understand what he is trying to communicate. This can also be easily done as we all have access to translate apps. Also, for signs like the 'WASH YOUR HANDS OFTEN' these signs could be pictures of hand washing signs that most people can understand as well as put basins in locations where Employees must wash their hands.

For the young Employees, training videos on YouTube with entertainment value as well as educational may resonate better with their technological era, however this would also work with the older generation as everyone likes to be entertained.

Lastly, Barry can clean himself up to present good hygiene ethics and the rest will follow.

4. What are some ways Barry might use effective communication as a motivator for employees to follow safe food handling practices?

Barry can use a translator, YouTube videos in different languages and positive reinforcement. So, if an employee washes his hand regularly give him an encouraging word as a motivator.

Appendix E: Broken Element in Communication.

MAX the MULTITASKER: A Case Study adapted from Quintanilla, K. M. & Wahl, S.T in Maund, A., Shriek, M and Tinkler, A, *Certificate in Higher Education: Skills for the Workplace*. London. Sage

“Max was very good at planning and organising events such as weddings, birthdays and other anniversaries, so he decided to start a business from his home where he received enquiries and made bookings for clients. He did not have much money, so he did all the work by himself and depended on satisfied clients telling other people about his services instead of paying for advertisements.

One such client was Tamara whose wedding Max had organised two years earlier. All the guests had had a wonderful time, and some had even hired Max to plan various activities. Now, Tamara wanted Max to plan her parents’ 50th Wedding anniversary for a hundred and fifty guests at a special venue, the Dorchester Plaza. Max agreed, even though he was so busy that he found himself doing the jobs of secretary and receptionist by answering the phones, taking bookings and phoning around to book various venues.

‘Why don’t you employ somebody to help you?’

‘I can’t afford it. My mother has an incurable illness, and I must pay for her to stay in a nursing home. Also, her medicines are extremely expensive’, said Max.

‘Oh, I’m sorry to hear.’

Two weeks later, Tamara phoned him on his mobile as his landline was busy. When he answered, he told her that he was on the phone to another client, but she said that all she wanted to do was to bring forward the party to a week earlier as her father had to go into hospital on the date earlier agreed. Max said that it wasn’t a problem and they agreed on a new date.

When the day came, Tamara, her parents and their guests turned up at the hotel only to find that there was another party in progress. They were all upset, and Tamara was crying as she phoned Max to find out what had gone wrong. Max apologised and said how sorry he was but that he had forgotten to write the new date in his diary because he had been talking to another client on the other phone and he couldn’t afford to employ anyone to help him. He said he could organise the party for her parents at half the cost any time after her father came out of hospital, but Tamara was so angry and upset that said she would never trust him again and she would tell all her friends what he had done. She called him a rude name and hung up.

Max tried to phone her many times after, but she didn’t answer.” (Ukachi-Lois,2021)

1. What element of communication do you think was responsible for what happened?

The communication model Tamara could have used here was the Schramm model of communication where Tamara knowing very well that he was multi-tasking, she should have call back to confirm the date and venue.

2. How could it have been prevented?

Tamara when noticing he was on a call with another client should have asked him to call her back when he was free and vice versa Max should have been able to tell.

Tamara he would call her after his phone call.

3. Was Tamara right to behave in the way she did?

Tamara is aware of the situation Max is in and I would have expected a bit of compassion towards Max.

Tammara had every right to be angry in that situation however should have stayed level-headed.

Appendix F: Non-verbal Communication.

	• Stay at home except for certain reasons. (Public health England, 2021)
	• The view on para-linguistic and non-linguistic language. (Wharton, 2009, p.6)



- The different non-verbal facial expressions.
 - Fear
 - Joy
 - Uncertainty.(Shan, 2007)

