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BMSW4002
EFFECTIVE TEAMWORK AND
COMMUNICATION

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EFFECTIVE TEAMWORK AND COMMUNICATION ANALYSIS

1.0 INTRODUCTION

Teamwork is the steps through which team members with different skills work together to achieve one objective to which all members are committed (Driskell, Driskell, Salas, 2018). “A team is a number of individuals working as one to achieve a particular goal to which they all mutually committed” (Morgan, 2017). When there is effective teamwork it means new ideas come from individual members and the others benefit. Problems are easily brought under control because there is mutual understanding. Members support and encourage each other. The end result is increased efficiency (Morgan, 2017).

Communication is the exchange of thoughts, information, or ideas that ends in mutual understanding between two or more people (Morgan, 2017). From this definition it is clear that without communication all businesses could not exist. All businesses employ workers and also deal with customers. I work for Ashley Community Care Limited. This company renders services to the elderly in their own homes. Person-Centred-Care is what the company promotes. This means there is much respect for informed-choice. Ashley care company has its offices in a property at 33 Clarence Street, Southend on sea. In this building we have the Proprietress, the HR and training department, the finance office, the line manager and the coordinators. Then we have the main field-staff who go around to deliver services. The proprietress coordinates affairs between the company and external bodies like the Local Authority. The line-manager also coordinates between the company and the Hospital receiving new service-users. The coordinators make sure every Service-User is covered so they are constantly linking the staff. All these actions are effected through communication: Phone calls, e-mails, text messages and face-to-face. The staff at the homes have face-to-face communication with the service-users. New employees are also trained using videos, the white board and face-to-face. We also have on-line refresher course.

2.0 TYPES OF COMMUNICATION

There are three types of communication: Non-verbal, usually referred to as body language, Verbal and para-linguistic cues. The Para-linguistic or Vocal aspects add meaning to the words of a message (Williams, 2005).

2.1 VERBAL COMMUNICATION

Verbal communication is the use of words and phrases of spoken language to transfer information. This type is often used during presentations, phone calls, meetings, video conferences and one-on-one conversations (Williams, 2005). Phone calls are made very often during the day between the Proprietress and the Local Authority, between the line manager and Hospital for newly discharged Service-Users, between coordinators and the staff and also between some service - users and the Line manager launching their complaints about some of the Carers. There is one-on-one conversation between the carers and the Service-Users. Video-conferencing used in the training room. Verbal communication is very important to at my workplace.

2.2 NON-VERBAL COMMUNICATION

Non-verbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. "Non-verbal behaviour is any form of behaviour which communicates a message without using speech" (Morgan, 2017). We have had an experience where a service-user was verbally expressing their well-being but the facial expression was indicating something else. Para-medics were called and she was found to be in a serious hypertension. The blood pressure was 243/159 mmHg. She was immediately taken to Hospital. In other cases, the service-user would be showing signs of being in pain but verbally they would say they are not in pain. If painkiller is suggested they would take and later the facial expression would be normalised.

3.0 THEORIES OF COMMUNICATION

The three communication theories are: i) Shannon-Weaver model, ii) Berlo's model and iii) Schramm's model.

3.1 SHANNON-WEAVER MODEL OF COMMUNICATION

The Shannon-Weaver theory was first put forward the 1948 article “A Mathematical Theory of Communication” in the Bell System Technical Journal by Claude Shannon and Warren Weaver (Shannon, 1948).

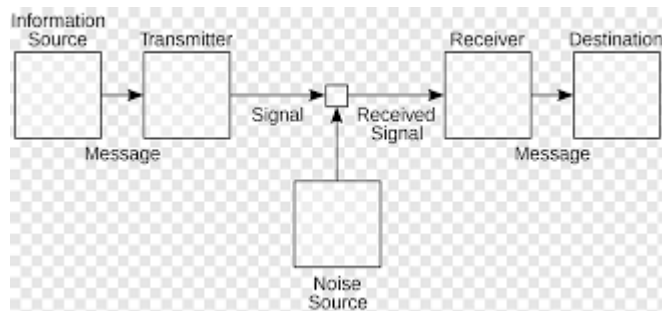


Fig. 1

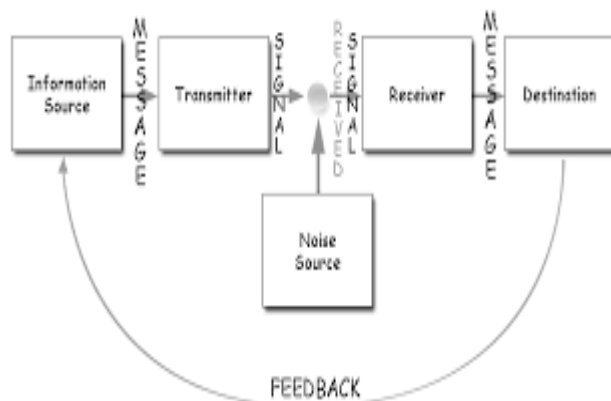


Fig 2

Google images

Explanation of the Shannon -Weaver Communication model

As shown in fig.1 the model follows the idea of linear communication. The starting point is the Sender. The sender could be a person (or object, or thing). The Sender starts the process by choosing a message to send, someone to send to, and a channel through which to send the message. A newscast reader is an example of a Sender. They choose what to say and how to say it before the newscast begins.

Encoder (a transmitter) converts the idea into signals to be sent from the Sender to the receiver. The Shannon model was originally made to explain communication through such means as telephone and computers which encode our words using codes like binary digits or radio waves. However, the encoder can be a person that turns an idea into spoken words, written words, or sign language to communicate an idea to someone. Telephone and radio station are examples of encoder.

Channel takes the information from sender and encoder through to decoder and receiver. It is also called the medium. A person sending email uses the world wide web (internet) as a medium.

Noise disturbs the message on its way from the sender to the receiver. There are internal noises, which the sender or the receiver can have control over, and external noise, beyond the control of the sender and the receiver.

Decoder decodes the encoded message for the receiver to get a normal meaningful message. Telephone that turns signals such as digits or waves back into sounds and cell phones that also turn bits of data into readable and listenable messages are examples of decoders.

Receiver (destination) is the end point of Shannon-Weaver's original linear framework. Linear means the messages are going one way.

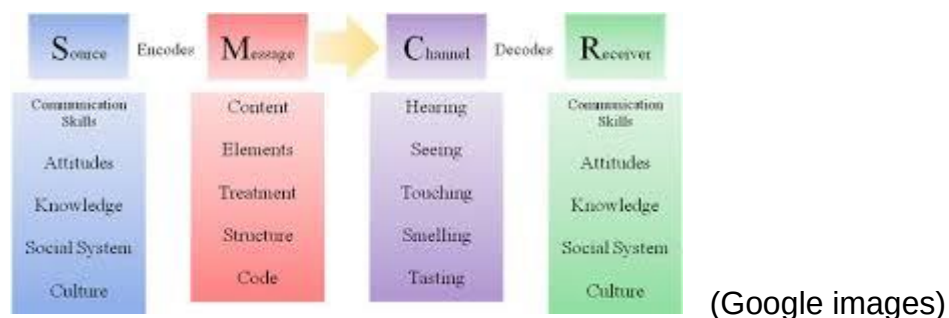
Feedback: There were criticisms on the linear nature. Weaver had an idea as a response to the criticisms and added the feedback loop (Al -Fedaghi, 2012).

At my workplace this model is used most commonly on phone calls. The Coordinator at the office who makes the call is the Sender. The person's voice is turned into a series of binary data packages that can be sent down the telephone lines by the Encoder. The channel is the telephone wires itself. Noise may occur when the speaker murmurs, the telephone wires are interrupted in a storm or the telephone encoders/decoders are malfunctioning. When the receiver, a carer, happens to be by the highway, a passing truck's noise prevents her from hearing the sent message.

The decoder, the telephone the receiver is holding, will turn the binary data packages it receives back into sounds similar to the voice of the sender.

The receiver then hears the message, interprets it and then gives the Feedback.

3.2 BERLO'S MODEL OF COMMUNICATION

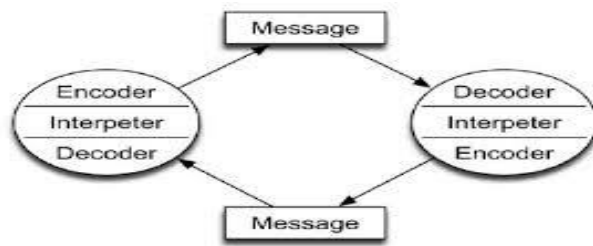


Berlo learnt from Shannon-Weaver's model which is considered mother of all models. This model also focuses on encoding and decoding. Berlo's model described factors affecting the individual components in the communication making it more efficient. This model may be coupled with the behavioural theory of Maslow to explain human reactions. Problems obstructing the achievement of organisation objectives may be traced through Berlo's model (Maslow,1954)

At the place of work this model works in the area of training or trying to help bring up an employee who is not really serious. The lack of seriousness means his output is not helping the company. If the proprietress warns such a staff and threatens termination of employment he will wake up and begin to be at the same level to understand the message. He will then be serious with his attitude at work, knowledge, communication skills. His senses, the channel of the message, will begin to work efficiently.

Berlo's model did not consider the concept of feedback so no feedback effect. Berlo did not focus on any kind of barriers in communication. No concept of noise like that of Shannon-Weaver. Berlo's model is a linear model (Berlo, 1960)

3.3 SCHRAMM'S MODEL OF COMMUNICATION



(Google images)

Schramm's 1954 model of communication emphasizes on the process of encoding and decoding the message. He saw this process as a two-way circular communication between the sender and the receiver. Where the Shannon-Weaver model is a more mathematical and technological one, Schramm considers the study of human behaviour in the communication process. Schramm's model takes into account feedback: information that come back from receiver to sender and tells him how well is doing, and Field experience: an individual's beliefs, values, experiences and learned meanings both as an individual or part of a group. Schramm's model also allows for the process of interpreting the message. This process is influenced by the presence of physical (phone, tv, sirens) and semantic (distractions, age, attitudes) noise. Schramm believed that all of these elements were important functions of communication in society. People in society need information on their environment and methods of communicating in order to make decisions. Most importantly we need "places to store the accumulated knowledge and wisdom of a society and this is why we have libraries" (Schramm,1963 pg14).

At the workplace this model can be used during appraisal. This takes place between the manager and a staff member. The circular nature makes information goes around between the two.

4.0 CONCLUSION

Teamwork skills are very important to build myself up for my personal growth employment wise. Communication is a broad and complex field. It is one area I need to continuously study to have strong communication skill. Shannon-Weaver, Berlo and Schramm worked hard to explain communication and human behaviour.

References

Al-Fedaghi, (2012) Awareness of context and privacy, American Society for Information, Science and Technology, 38 (2)

Driskell, J.E, Driskell T, Salas E, (2018) Foundations of Teamwork and Collaboration, American Psychology Vol 73 No. 4 334-348

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Appendix



Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 1

The 55 year old staff hearing a screen from Barry, 27 may consider Barry to be 'rude'. Here, ~~Barry~~ it would be better for smooth running of the kitchen if Barry learns to control his voice. Bold writings everywhere may not carry across the message as the staff would ignore them. Refresher courses would go a long way to help.

General and working-English course is also advisable for many of the ~~non-speakers~~ non-English ones.

Lecturer's comments: _____

Lecturer's signature: _____

Date: _____

Barry faces challenges that range from:
immaturity
language
ignorance due to less/no training
Cultural diversity
Old Age / health issues

Shannon-Weaver's Model:
Sender encoding and Receiver decoding message to understand.

Berlo's Model:
Sender, Message, challenge, Receiver
Sender sending Message that pass through challenges to be considered before the receiver decodes to receive.

Up to this point we note a problem where a staff said "I heard you scream but I thought you were not referring to me! It means there was no feed back.

Schramm Model completely explains the completeness of a communication cycle when the sender receives feedback from the receiver to make sure the actual message was received.

Lecturer's comments: _____

Lecturer's signature: _____

Date: _____

Student Name: SAMUEL GYIMAH Student ID: 1908216

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.

Seen

From: Director of Communications @ Newhaven, co. UK
Subject: NON-VERBAL COMMUNICATION COURSE
To: Supervisor @ Newhaven, co. UK . Good

Dear ^{Mary} ~~Mary~~ Supervisor,
I have observed a problem among you and your fellow workers. It is important for me, as the director, to have the problem solved. It has been observed that your speeches to the workers do not go as expected because your body movements indicate different messages. Over a period of time, the same mistakes keep happening.

The management has decided that you take a 'Non-Verbal Communication Course' at University of ^{Wales} Trinity Saint David, London branch. This is a six-month course. At the end of this course it is expected that production would increase as there would be less mistakes due to lack of proper communications.

This course will broaden your knowledge about our bodies are able to communicate. Body gestures and even the posture when we sit give different meanings to what we say. Yours faithfully,
Director of Communications.

Lecturer's signature: _____

Date: _____

SAMUEL GUIMAH

1908216/3

Non-Verbal is the Communication type in which the mouth is not used to carry across messages from source to receiver.

It is also referred to as 'body language'. Gestures, body posture, facial expression all send messages in non-verbal communication.

Non-Verbal Communication is very important because honesty is seen.

By words or the voice the source might be saying one thing, but the ~~denies~~ body language may make him out whether he is ~~say~~ not saying the truth.

Lucy let me know if you are better now.

Yours Sincerely.

Samuel

Good but be
more concise,
explain your point
without over writing

Exercise 2: Writing an e-mail.

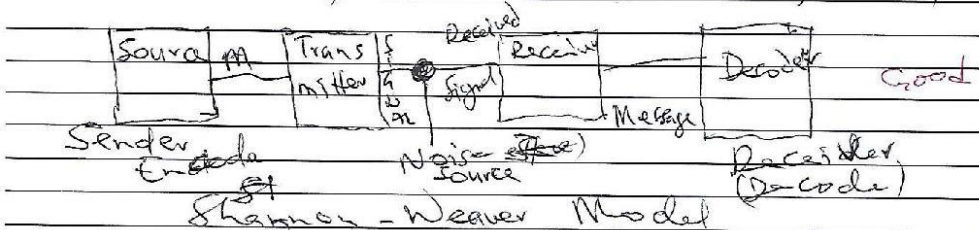
You are a teacher of Communication and have received this e-mail from one of your students:

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.

From: 1908216@~~the~~
 From: S.ghimal@uwtsd.ac.uk
 To: 1908216@student.uwtsd.ac.uk
 Subject: Communication
 Dear ~~Lucy~~ Good

Thank you for making me aware of the reality.
 Communication in simple language is the way
 in which messages or informations go from a source
 to a receiver and back to the source (feedback).
 There are Verbal, non-Verbal and written forms of.



Non-Verbal Communication is ~~what~~ what you
 body actions, gestures, facial expressions, say instead
 of what you will use your mouth to say. I hope you will
 be calmed a bit now. Yours Sincerely

Lecturer's comments:

Lecturer's signature:

Date:

Student Name: SAMUEL GYIMAH Student ID/Group: 1908216/3

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?
inactive listening, causing frustration
Mary was actually ignoring the child by her actions. She was typing on her keyboard, receiving phone calls with joy, and speaking for 15 minutes with the friend.

What could she have done to make the situation better?
She should have actively listened to her daughter
Mary could have hugged the child, while saying "It'll be OK". Also she could have asked the friend to call later so as to devote much time to the child.

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?
He was rude.
The way Steve interrupted Sally made her upset. Sally felt embarrassed, ignored, not cared for by the husband, from whom she needed them.

2. What could Steve have done to help the tension that had developed?
He should have apologized to her.
Steve, being the husband, could have learnt to control emotions when annoyed. He could have responded by consoling her and after that ask to retreat because he was tired. At that point he would have told her about his day too.

Lecturer's signature: _____

Date: _____

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?**