

Alexandra Elizabeth Chavez.

1906950

SKILLS FOR THE WORKPLACE (GROUP 9)

Effective Team Working and Communication.

(BMSW4002)

Lecturer name: Molly Jack.

<u>TABLE OF CONTENTS:</u>	PAGE
1. Introduction:	
1.1. Teamwork.	3
1.2. Communication.	3
1.3. Brief explanation of nature of the organisation in my workplace	3
2. Types of communication :	3
2.1. Verbal communication.	3
2.2. Non-verbal communication.	4
2.3. Writing communication.	4
2.4. How communicate in my workplace.	4
3. Theories of communication:	4
3.1. Shannon-Weaver model.	4
3.2. Berlo's model.	5
3.3. Schramm's model.	5
4. Effective communication at the workplace:	6
4.1. Principles of communication	6
4.2. Barriers of communication.	6
4.3. How to improve communication in my workplace.	7
5. In class exercises:	7
6. Conclusion:	7
7. References:	8

1. INTRODUCTION:

The purpose of this report is to analyse and explain effective communication in a workplace. To understand this module let to explain the following terms:

1.1. Teamwork is a group of people working together with a common goal (Stacey, 2009).

Work in a team it's very important because:

- Sharing ideas, knowledges of each member, in this way you can learn of others and get better results on your workplace.
- Your shift turned easier and quicker and can reduce the work stress.
- Improve the relationship with colleagues.
- Develop your skills.

1.2. Communication is the exchange of ideas that results in mutual understanding between two or more people. The process required at least one sender, one receiver, and a message that is the channel of communication (Griffiths & Dunham, 2015).

Communication is important to transmit our ideas, thoughts to others and they can understand me. In a workplace is very important because is a principal tool to communicate with the colleagues, clients, manager and help to avoids misunderstandings.

1.3. Brief explanation of nature of the organisation in my workplace: I am working at King's College London (Denmark Hill) in the area of Estates and facilities as a cleaner operative. This area has the program called 'Fit for king's' and is a program that all staff must do it. This is designed to support the vision of them: 'world-class services for a world-class university'. The program is a training where you learn customer services, how to work in teams. Kings college operates an online system, so the first step that they use to communicate with the staff is by personal email company.

In my case if I have any request (holidays, time off, etc.) first I must communicate with my duty manager by telephone or face to face. If I don't have a solution of my request the next step is write an email to my account manager. The communication in my workplace is very essential for example when I need news products to clean, I must communicate with my duty manager to ask about it. Another importance of communication in my workplace is in case of accidents or near miss I need to communicate directly to my duty manager. I added the structure of cleaning operations in the appendix.

2. TYPES OF COMMUNICATION:

In the process the transmission of message there are different forms to communicate, daily we use it to talk with other by telephone, chat, emails even we send information through our facial gestures.

2.1. Verbal communication is the use of verbal words with one another, through an intermediary such as telephone, voicemail. For example, in my workplace we use it to ask in the reception the keys of the offices that I should clean for that day. Also, when we have a training, our duty manager uses the oral language for this. When any client need tissues on the toilet, they are telling me, and I give them.

2.2. Non-verbal communication is transmitting information with another without using spoken language such as signal used face to face (facial expressions, tone of voice). In my workplace I try to show a happy face when I talk with the customer. Also, clients know if I do not understand some words the client try to help me using signals with their hands. Other example sometimes the customer forget your id card and I show them, they call me by shaking their hands through the door.

2.3. Writing communication is performed through the letter words such as letters, chat, e-mail and may take a little more time to the answer comes. This type of communication is a basic tool in my workplace for example every week we received in our personal e-mail company, general instructions from the estate and facilities area or any important advertisement that put in the table of announces in our cleaning room. Also, when I have a complain about my duty manager, I use this way to communicate with my manager.

2.4. How people communicate in your workplace:

 **Communication between employees in my workplace:** To communicate with my colleagues using verbal communication and we have created a group of chat by WhatsApp called 'work issues'. In this group we send pictures, issues, give news about our workplace and if need to talk personally use the mobile phone for it.

 **Communication between employers – employees in my workplace:** Normally our manager to communicate with all staff use the writing communication (email, advertisings, letters), and as an employee the first step that I must do to communicate with them is by email as well. In case that I need to sign any document such as return to work obviously need to do face to face.

3. THEORIES OF COMMUNICATION:

3.1. Shannon- Weaver model of communication: This model define the important elements of communication and the process and is explain in this form:

The information source (sender) select a desired message out of a set of possible messages (written, spoken words, music, etc.) The transmitter (encoder) changes this message into signals which is actually send over the communication channel from the transmitter to the receiver (Shannon & Weaver, 1949).

One day my duty manager tried to call me to my mobile phone to inform that at 8:00am we have a meeting group but he could not make it because in one of buildings that I must clean on the first and third floor sometimes there is not mobile phone signal. Then, He sent me a text message, but I received two latter hours and immediately I answered the text message explaining what happens in the building.

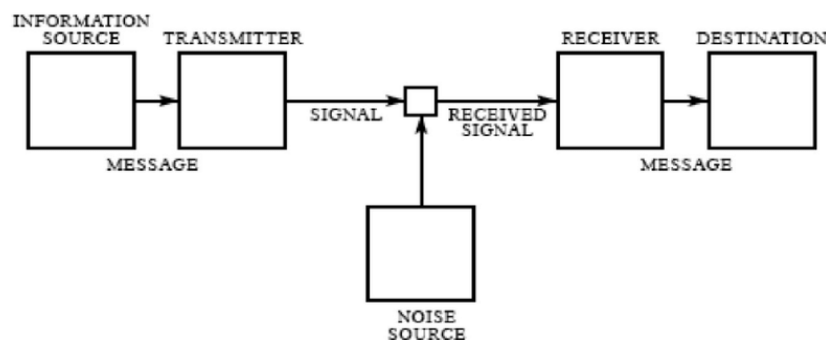


Imagen source by: https://www.researchgate.net/figure/Schematic-diagram-of-a-general-communication-system_fig1_41464254

3.2. Berlo's model of communication: The theory explains four different components to describe the communication process and there are five channels for each of these components. Each of these components is affected by many factors (positive or negative) (Narula, 2006).

As a cleaner in our workplace one of important duties are pick up rubbish inside the offices and sometimes the customer leave the trolley with paper or anything next to the rubbish. So, one day a customer leave a trolley with a note that said, "do not rubbish". The problem is that my college do not understand English, so my college picked up the rubbish and the trolley together and put in the deposit of rubbish because He was thinking that all is rubbish. Then the next day the customer ask about the trolley in the office of my duty manager and he called to my college to explain it and after he went to the client to apologize and now, he understand this kind of notes.

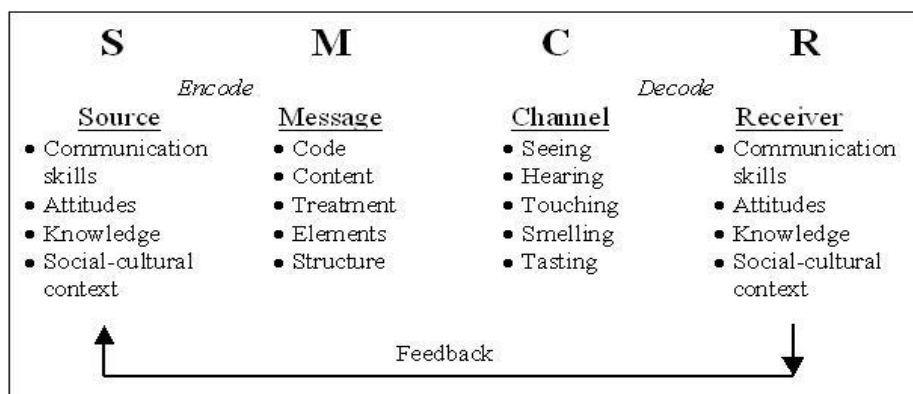


Imagen source: <https://kerwinoctavo.files.wordpress.com/2014/08/smcr.jpg>

3.3. Schramm's model of communication: The model has roots from the Shannon-Weaver model. This model postulates that communication is generated and encoded by a **transmitter**, passed through a medium, and decoded by a **receiver**. The message is affected by noise (non-intelligent disruptions) and interference (intelligent disruptions). Finally, to ensure that the communication is complete the sender will receive a feedback from the receiver (Blythe, 2010).

In our workplace all cleaning staff must know and used the colour code, to clean each area for example to clean kitchen is colour green, for toilets are red and yellow to the sinks, for desks and communes' zones are blue. So, when I need a new cloth for clean toilets, I am just saying, that I need a new cloth to clean the toilet and my manager or college gives me the correct colour for it. because they knows and understand what I ask for.

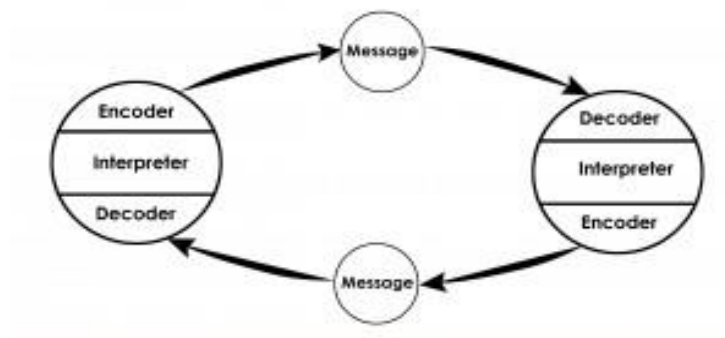


Imagen source by: <https://www.communicationtheory.org/osgood-schramm-model-of-communication/>

4. **EFFECTIVE COMMUNICATION AT THE WORKPLACE:**

Effective communication is when the message has been received and understood correctly without barriers of communication. It is a fundamental because many jobs need people with a good communication and is a key interpersonal ability where we can improve our communication and get many benefits (Seligman, 2016).

4.1. Principles of communications: It is important put in practice these principles that will be helping to send the message correctly.

- ✓ **Clarity:** Use clear words, build a good and easy sentence.
- ✓ **Simple language:** Avoid using many technical words because having different meaning.
- ✓ **Courteous:** friendly, honest, good tone.
- ✓ **Concrete:** Precise, do not give many details or large explanations.
- ✓ **Attention:** To understand better the message, when you are receiving the message put attention, do not distracted in anything and listen.

4.2. Barriers of communication are obstacles that may appear during the process of communication:

- a) **Psychological and emotional interference:** A person can interpreter the message in the wrong way depending on the emotional state (sadness, anxiety, anger) in which they are (Rizvi, 2005).
- b) **Improper encoding** is a typical barrier in this process. An inappropriate medium or linguistic form can create confusion and leads to communication breakdown (Rizvi, 2005)
- c) **Physical distractions** can easily disrupt communication, for example: in a presentation in a room and the temperature is very elevated and there is not air-

conditioner you can feel uncomfortable and can be neither a great speaker nor a good listener (Rizvi, 2005).

4.3. How to improve communication in my workplace:

- Listen carefully, put attention to after reply correctly.
- Honestly: be clear and sincerely.
- Integrity
- Use open – ended questions.
- Really listen.
- Provide an explanation, do not just say do it.
- Attending English courses.
- Feedback: to make sure that the message is interpreted correctly.

5. In-class exercises:

In the class of Effective team and communication done various types of exercises in class, one of them I learned and develop my body language because my tutor correct me and gives me some advice to control my nervous when I talk in public. Also explain the importance of my postures, tone of voice when I talk in public, to practice it in class each of student passed in front and we need to give a little presentation about us such as my personal details, where I from, my job. Then again, we need to pass in front and mentioned someone in class and try to explain what they said.

Also, we done a practice exercise in class and we had to write an email when we need to explain what is communication, the Shannon-weaver model and non-verbal communication. Honestly was difficult to remember this thing and I did not answer what is a Shannon model. The tutor corrected me in some bad spelling punctuation and wrote “diagram required”, the body of my email was good. In the read and answer section I have much errors that I cannot complete the exercise.

6. CONCLUSION:

This report focus on my communication skills in my workplace.

In conclusion, this report has been useful for:

- ✓ Know how to use correctly the communication to get a good feedback.
- ✓ What things I need to improve, change to be a good professional.
- ✓ Help me to achieve my goals.
- ✓ Understand that improve my grammatical writing and develop my spelling punctuation.
- ✓ Keep studying and do not give up.
- ✓ Develop my speaking skills in a workplace.
- ✓ To use the correct channel when I send the message if I want to get a correct communication.

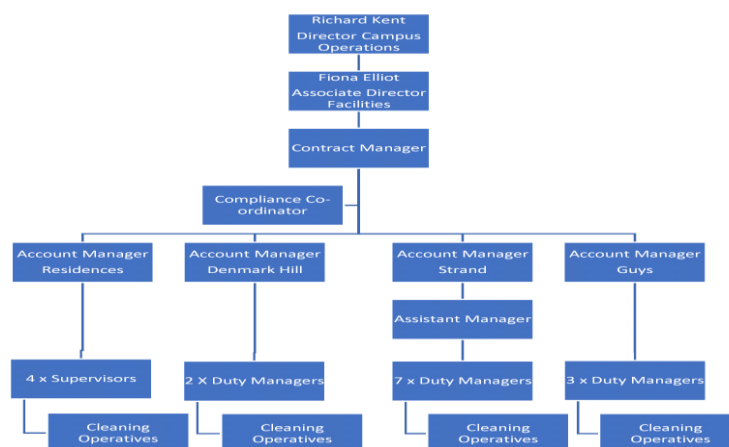
7. REFERENCES:

1. Blythe, J. (2010) 'Trade fairs as communication: a new model', *The Journal of Business & Industrial Marketing*, 25(1), pp. 57-62. (Accessed: 04 January 2020). DOI: 10.1108/08858621011009155
2. Griffiths, B. & Dunham, E. (2015) *Communication*. California: SAGE.
3. Narula, U. (2006) *Communication Models* [online]. New Delhi: Atlantic Publishers & Distributors Ltd. Available at: <https://books.google.co.uk/books?id=nDRn9PAISBwC&lpg=PA31&dq=theory%20berlo's%20model%20of%201960&pg=PR2#v=onepage&q=theory%20berlo's%20model%20of%201960&f=false> (Accessed: 05 January 2020).
4. Rizvi, M. (2005) *Effective technical communication* [online]. New Delhi: Tata McGraw- Hill Education. Available at: https://books.google.co.uk/books?id=9A_cN5McZqkC&lpg=PA18&dq=barriers%20to%20effective%20communication&pg=PP5#v=onepage&q=barriers%20to%20effective%20communication&f=false (Accessed: 02 January 2020).
5. Shannon, C. & Weaver, W. (1949) *The Mathematical theory of communication* [online]. University of Illinois Press. Available at: <https://books.google.co.uk/books?id=IZ77BwAAQBAJ&lpg=PP5&pg=PP4#v=onepage&q&f=false> (Accessed: 05 January 2020).
6. Stacey, M. (2009) *Teamwork and collaboration in early years settings* [online]. Cornwall: Learning Matters. Available at: <https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/readonline/9781844458295> (Accessed: 05 January 2020).

8. APPENDICES:

Appendix 1 – Cleaning Operations Structure

Detailed below is the proposed structure for Cleaning Operations.



SAFETY ESSENTIALS



1 ACCIDENTS AND INCIDENTS

Reporting



What must be reported?

Any unsafe conditions, near misses, accidents and work-related ill-health

How are incidents reported?

If you are involved in, or see an incident, please report this directly to your line manager, alternatively these can be logged via the online system:

Submit

internal.kcl.ac.uk/airs

Who should report?

ANYONE can report the incident or accident. The person involved, the person's manager, a witness or first aider

KNOW YOUR EMERGENCY NUMBER AND FIRST AIDERS

internal.kcl.ac.uk/safety

Visit for information on incident reporting, training and more
Health & Safety Services

Investigating



Why are they investigated?

So action is taken to **prevent** recurrence, to meet **statutory requirements***, to help **monitor** health and safety performance, to provide **information** quickly when **claims** are made against the College or upon **external enquiries**

Who investigates?

Managers of those involved, Local/Faculty/Directorate Safety Officers, Health & Safety Services (for major events)

Incident investigation:

The results of the investigation must be recorded using AIRSWeb

*Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR, 1995) the University has a statutory obligation to report certain types of incidents and accidents to the Health and Safety Executive (HSE). All reports to HSE are made by Health & Safety Services.

999/666



WATASHA

HAMLET

DEANERY

SE01 - Accidents and Incidents v2.0

Student Name: Alexandra Chávez Student ID/Group: 1906950
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?
I think because her daughter felt frustrated because Mary her mother Mary didn't put attention for her. When she spoke with her mother.
inactive listening can cause frustration

2. What could she have done to make the situation better?
Put more attention for her daughter and use more sweet words for her.
She should have actively listened to her

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?
I think because her husband didn't take time to hearing Sally.
no connection

2. What could Steve have done to help the tension that had developed?
I think that Steve could listened to Sally.
He should have apologised to her



Lecturer's signature: MSK.
Scanned with
CamScanner

Date: 10/12/2019