

ACADEMIC REPORT

Effective Team Working and Communication Skills

Prepared by-

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Lecturer: Lloyd Beharry

BMSW4002 ETW1

Introduction:

The propose of this report is to analyse the studies I have developed about communication in the workplace. I will demonstrate important principles about communication and the reasons why it is vital in management and how this can affect a workplace environment.

According to Anderson P (2015), the definition of communication is how a message is exchanged mutually to transmit a message in between two people or more people, with the intent to get it across efficiently.

In other words, Communication involves senders and receivers, the ones who encode and decode transmitted messages with the use of different sources and that may be distorted by noise.

Communication Methods and Effectiveness in Business Environment:

In an organisation, adequate communication in between managers and employees can benefit a whole team before, during and after tasks are finalised, in another hand, managers must understand his/her team verbal or non-verbal communications in order to decode what their spoken words, written words or signs emits.

Low communication can cause team conflicts, loss of belief and loss of motivation in the work environment and in order to avoid those issues, communication must be transparent in the run of just management or leading a team.

According to Trought (2017), in a work environment, how an employee, a manager or team leader position themselves, will demonstrate how well are their professional attributes and features are, and; as a result, it will promote or demote the professional image

Non-Verbal Communication:

Non-verbal communication is a method or comportment of communicating without verbal speech (Morgan, 2017).

Body language is a non-verbal method of communication; it is all you do when there is no verbal speech, this includes posture, gesticulating and facial expression, all contribute signal emission and communication (Anderson, 2015).

In a professional environment, the body language can impact positively or negatively, since the signs can display confidence and positive attitude or the opposite.

It is essential to pay attention to great posture, eye contact and facial expressions in order to emit positive signals, and in another hand, it is critical to pay attention twice as much with the emission of negative signs, as, making the use of too many movements, sweating, or with the eyes looking away, this could cause the wrong impression of nervousness, or of not paying attention at all, also it's a way to find out if a person is telling the truth with little eye contact. Proper posture and lively listening also display an energetic and active image of understanding the message from the sender in a conversation (Tribodeaux 2018).

Verbal Communication:

Verbal communication is the act of using words to transmit a message. It can be personally or over a phone call, team working meetings, live stream chats or anything that involves someone saying something orally, formally or informally (Thebusinesscommunication.com, 2018).

Once I encountered an issue at work, that we still laugh about it.

I used to work in a call centre dealing with diabetic patients, resolving their issues about diabetic meters. The call centre is very noisy, there are loads of people chatting at the same time, and you really must pay attention when dealing with a customer over the phone.

For the Portuguese department, there were only two employees, which it was my colleague and me. My colleague spoke the Portuguese language from Portugal, and I speak Portuguese from Brazil, we understand each other, but there is an accent barrier that requires extra care to understand each other.

Every day we had to deal with incalls back to back and also make sure in returning calls to patients from the call back list.

My colleague worked in the morning shift and myself in the afternoon shift.

When I arrived at work, she was already leaving the office, at this point had already logged to my computer and immediately received the first call.

I was dealing with a patient over the phone, and at the same time, my colleague passed by, on the way out of the office and fastly said:

-Malu no need to work on the callback list.

I looked to her with my understanding and gestured back a thumbs up. Later on that day, I started calling the patients list, one by one.

Every call I made, the patients would inform that their issue had already been solved.

Moral of the story, my colleague, had said one thing, and I understood another. She had said, that there no need to work on the callback list, but unfortunately I misunderstood the message and understood the opposite.

I could have asked her to repeat, but I was with the patient on the line, and she was in a rush to leave, plus I gave thumbs up, which made her understand, that I had understood.

Moral of the story, I misunderstood what my work colleague had said because the noise in call centre distorted the original message.

Looking back into my own experience, I can see that the importance of clear, effective communication and understanding of a message is extremely vital, in a business environment, it would have avoided miscommunication, saving time, to work in different tasks. Maybe an email or a handwritten note could have helped the message to be delivered more clearly; maybe I could have asked minute of excuse during the call in order to ask my colleague to repeat what she said, in order to understand correctly, to prevent the confusion from the beginning.

Also, the language barrier took place in this situation because of the accent and culture barrier and caused noise in the communication.

My personal situation at work reminded of an in-class exercise called Pedro and Maria.

Maria calls Pedro at work and asks him to bring a chicken on his way home, although due to the building site noise, he understood to come to the Kitchen when back home. The noise caused confusion and misunderstanding.

During Pedro and Maria's lesson, I came to learn and understand the real meaning of the Shannon and Weaver Model. The Shannon and Weaver Model explains that if noise is removed, the original message should be sent and understood in the original format.

Claude Shannon and Warren Weaver created this famous model of communication in 1949, it is a communication pattern responsible to transmit five different components, including the information source, the one responsible in conceiving the message, the transmitter, responsible for conveying into a signal, the receiver who decodes the message as a final point of reach. (Oxfordreference.com, 2019)

Also, during this in-class lesson, I came to understand about the Schramm's model, of communication. The Schramm's model of communication explains that communication is a two-way street based on the understanding from the receiver, in this case, the decoder. The communication will not be successful if the receiver misunderstands the message, or not provide an answer with the clarification of understanding it clearly, saying so, based on Schramm's method, the situation during my personal experience at work, was also affected, due to language and culture barrier, and that also qualifies as a noise.

According to Rubtcova and Pavenkov (2018), during the second world war, the Army units, used to make use of linear communication structure, although they came to find out that linear model of communication did not provide feedback to the principal point of communication. Years later, in the year of 1954, the scientist C. Osgood and W. Schramm, developed the two-way circular model of communication in which the object of response was analysed to provide a feedback form.

Schramm's method reveals that decoding is the base of this method; if the receiver is unable to understand, a message could easily be distorted.

Culturally, for example, a misinterpretation of a word can twist the entire meaning of an original message, and this is a fact, I have experienced it myself at work.

Berlo's Model of Communication:

Berlo's model of communication defines itself in the involvement of communication components that goes from one source to another; the SMCR acronym is translated into, Source, Message, Channel and Receiver, this method can be influenced by behaviour, levels of educational knowledge and different societies.

In this method, Berlo introduced the physical element, and this can cause consequences in how the receiver understands it (Kurtzo et al., 2019).

To better understand Berlo's model of communication, my lecturer Lloyd Beharry, provided with an in-class exercise called The Professor and The Village. This exercise showed me clearly how to analyse a situation and understand this model in the real world. The English professor had a very knowledgeable vocabulary and very little in common with the people from the village. Unfortunately, they were uneducated and did manual jobs. A certain night a disaster happened, and his house caught fire, he runs to the village to ask for help, he screamed telling that the edifice was being consumed by a great conflagration. Sadly the village people did not understand those words; it was too difficult for them, as an impact, the professor ended up with the house completely burned. If the professor had used easy language to ask help in a way they could understand, he probably would have saved his house. The cultural and knowledge level caused a barrier in between them all, in this case, scenario.

In the work environment it's vital for managers to have a clear communication, making sure the language used is easy to understand and ask back if the co-workers understood the message correctly, this will avoid a team getting lost in translation, due to backgrounds, language accents; as a result, a manager will be more productive, and the workload will be delivered smoothly.

Written Communication:

Written communication in the workplace can show how effective a message is delivered. It is essential to choose an appropriate professional model.

During the in-class exercise, I was firstly provided with an explanatory sheet containing information about email etiquette on how to compose a Business email, there were valuable points about what to do or not. When writing an email, it is vital to show formality, to choose the subject appropriately matching context.

Dear Sir, Madam, email body size, carbon copy, hyperlink check, and the use of kind regards, at the end of the email, all shows professional formality.

I was then asked to compose an email reply with the explanations about communication, explaining the definition, different types and examples.

The email reply exercise helped me to think and analyse about all of the communication methods, and I also have applied the steps learned to compose the email.

According to Trought, 2017 effective written communication should avoid any confusion, the words must be chosen conscientiously and to avoid interference, it is recommended to make

the use of the 7C rule before sending any message forward, a message should be, clear, concise, concrete, coherent, complete, courteous.

In Conclusion:

In conclusion, this report analysed several studies I developed regarding communication in the workplace; each of them taught a productive lesson.

The books, lessons, in-class materials and all the research, gave me a deeper understanding of the full meaning about Shannon and Weaver, Schramm and Berlo's model of communication, this included my personal experience in the workplace.

I came to understand that communication goes above and beyond written and verbal skills. It is vital to have active listening, adequate body language and genuine understanding on how to deal with different types of audiences in order to become a good leader and succeed in a business environment, avoiding miscommunication and frustration.

Learning about communication models and methods was a mind-opening about what real and great leaders applies in business in order to run a team that works well together in between managers and employees.

This report made analysed about the importance to follow with an excellent communication code, in which I shall use in a business environment and academic development.

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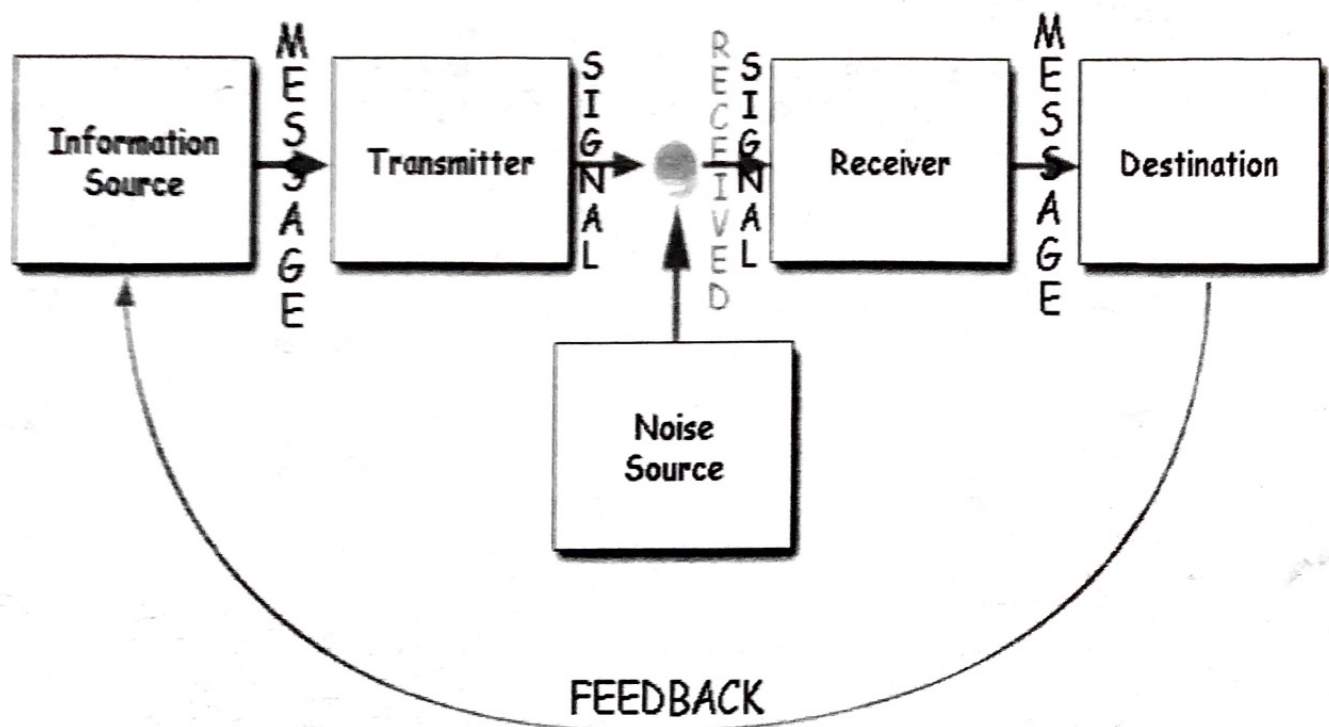
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25/06/19 Effective communication and communication:- how it works/developed 1818772

Also: It's about Communication History/Timeline.

Schramm model- 1954

Berke's



Explanation of Shannon Weaver Model of Communication

The sender encodes the message and sends it to the receiver through a technological channel like telephone and telegraph. The sender converts the message into codes understandable to the machine. The message is sent in codes through a medium.

The receiver has to decode the message before understanding it and interpreting it. The receptor machine can also act as a decoder in some cases. The channel can have noise and the receiver might not have the capacity to decode which might cause problems in communication process.

Here, for instance, brain might be the **sender**, mouth might be the **encoder** which encodes to a particular language, air might be the channel, another person's ear might be the **receptor** and his brain might be the **decoder** and **receiver**.

Similarly, air is the channel here, the noise present in his environment that disturbs them is the **noise** whereas his response is the **feedback**. There were only 5 components when the model was made. Noise was added later.

As Shannon was an engineer, this model was first made to improve technical communication, mainly for telephonic communication. It was made to to maximize telephone capacity with minimum noise.

Later, Weaver applied it for all kind of communications to develop effective communication and the model became famous as Shannon Weaver model. In engineering, Shannon's model is also called information theory and is used academically to calculate transmission through machines and also has a formula.

Example of Shannon Weaver Model

A businessman sends a message via phone text to his worker about a meeting happening about their brand promotion. The worker does not receive the full message because of noise. It goes like this:

Businessman: We have a meeting at the office ("at 8 am" goes missing due to phone network disruption or noise)

Worker (feedback) : At what time?

Here,

Sender: Businessman

Encoder: Telephone network company

Channel: Mobile network

Noise: Missing text due to disruption

Decoder: Mobile phone

Receiver: Worker

The transmission error is the noise in this case. The **feedback** lets the businessman know that the message reached incomplete. The receiver gets the chance to get the full message only after his feedback.

Levels of Communication Problems

There are three levels of problems of communication according to Shannon Weaver. They are:

1. Technical problem –How a channel causes a problem
2. Semantic problem –Is the meaning of message sent and received very different
3. Effectiveness problem –How effectively does the message cause reaction

Advantages of Shannon Weaver Model

- Concept of noise helps in making the communication effective by removing the noise or problem causing noise.
- This model takes communication as a two-way process. It makes the model applicable in general communication.
- Communication is taken as quantifiable in Shannon Weaver model.

Criticisms of Shannon Weaver Model

- It can be applied more for interpersonal communication than group communication and mass communication.
- Receiver plays the passive part in the communication process as sender plays the primary role that sends messages.
- Feedback is taken as less important in comparison to the messages sent by the sender.
- The model is taken by some critics as a "misleading misrepresentation of the nature of human communication" as human communication is not mathematical in nature.

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!'

'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, we didn't understand you. Why didn't you say that your house was on fire? We would have helped.'

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

Why?

Bardo's model

T *Because the receiver did not communicate well, they did not have knowledge with the words*

02/07/19 WEEK 3 - Effective Team Working and Communication.

Maria Luísa Salvagno 1818772

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'!

Whose model might explain this confusion and why?

Shannon Weaver, because if ~~the~~ noise is removed, message should be sent in original form

How could it have been avoided?

He could send a text message
Gone to a quieter place
he could have asked to repeat

09/07/19 - Effective Team Working and Communications
Mario Luis Salvado 1818772

Business emails effectively help to coordinate efforts when working on projects and to inform or question employees. In order to make business correspondence through email more efficient, a number of rules should be observed. Abiding by these rules will not only help distinguish your emails from others in the recipient's mailbox, but it will leave a positive impression on your business partners.

Steps for Writing a Business Email

1. Compose a subject line that will reflect the content of the email.
For example, if you are asking a subordinate to provide you with a monthly report a week in advance, you can title your email:
"Monthly report deadline change."
2. Write the main body text. Usually, a business email is no longer than two or three paragraphs. Don't include any personal information.
3. Attach all documents you need to send with the email, assign CCs *Carbon Copy* if needed, and insert hyperlinks to important information not included in your email.
4. Insert the electronic address of your recipient. This is done to avoid situations when the email is sent to a wrong correspondent, or when you accidentally send a draft or an unfinished letter.
5. Proofread your email. Check to see if the hyperlinks work. Also, scan the attachments with antivirus software and check whether all attached files open.

Topic Selection

A business topic for an email usually refers to an urgent matter, an upcoming meeting, the introduction of new employees, new tasks, a document that needs to be sent, and so on. Each email should refer to only one topic. The topic is often reflected in the subject line. Therefore, it should represent the topic specifically, otherwise the recipient can miss important information due to ignoring an email with a strange title.

*Dear, Sir, Madam
Yours sincerely
Yours faithfully*

Key Points to Consider

1. A business email is a less formal type of writing compared to a paper letter. You don't have to observe all the rules that a written letter should comply with. Business emails are also more concise—information contained in them should be straight to the point.
2. One business email letter should be written on just one topic. Accuracy in such details will make the correspondence easier to maintain, since all the letters in the chain will refer to the same topic.

Do and Don't

Do

Do start your business email with a greeting. This gesture shows good manners, and besides, it is an integral part of any letter and not necessarily a sign of formality.

Do always compose brief but informative subject lines. They should be written like summaries so that the recipient can quickly understand what the letter is going to be about.

Do keep your business email brief. Try to make it straight to the point immediately after the greeting.

Do consider the possibility that your email can be forwarded to others if the initial recipient finds that your letter might be of use to others.

Do choose an ending phrase you will always use to finish your business emails. Being consistent, even with such small details, will show your correspondents you are a reliable business partner.

Do proofread and edit your emails before pressing the "Send" button.

Do enter the recipient's address after you've finished typing the text. This way, you can minimize the risk of sending a letter to the wrong person.

Don't

Don't use exclamation marks. A business email should be neutral rather than expressive. Also, make sure to avoid overusing capital letters, since it is often associated with shouting.

Don't use Internet-slang acronyms, such as BTW, IMHO, and others.

Don't use any abbreviated verb forms. You should write *He is, I would, You should* instead of *He's, I'd, You'd*, and so on.

Don't use unusual font styles or colours, at least until you are sure this is acceptable.

Don't use emoticons either.

*Dear Mr,
I hope this message finds you well;*

✓

*Kind Regards
Best Wishes
Regards
With regards*

Never use: dog, cats,

animals such as: dog, cats, horses.

- Business email are always neutral

- Never use exclamation marks!

- Never use ~~BTW~~ BTW, ~~IMHO~~ IMHO, ~~etc~~

✓
abbreviated forms of language

Don't use contractions ex: ~~I'm~~, instead use I am ✓

Don't use bold, italic font size for emails

Verarial font when writing a report

09/07/19 - Effective Team Working and Communication
Student - Maria Luisa Palvazo - 1818772

WRITING A BUSINESS E-MAIL

You are Professor of English at a University and you receive this email from a student.

To: Student Lloyd - Student Lloyd@gmail.com

Cc:

SUBJECT: Clarification of Communication

Dear Professor,

I am confused about Communication.

Could you please tell me 1) what it is 2) What the different types of communication are and 3) Give me examples of each.

Thank you very much,

Student Lloyd

Dear Lloyd,

I hope this message finds you well,

I am really sorry to hear that you feel confused, but do not worry yourself, I am here to help you out.

In clarification to your question, communication is a way to share information and conversations with others, there are different methods of communication, that can be, verbally, writing, non verbal, via phone and computerized, such as emails and social media.

Examples are:

Verbally - saying it, and as for non verbally, could be writing, gestures

I hope that this ~~message~~ email will help you out and please feel free to contact me if there is any other query

Kind Regards,

Malu.

09/07/2019 - Week 4 - Effective Team working and communication
Maria Luisa Salvagno - 1818772.

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!

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?

① A: Pedro misunderstood Maria because the noise in his building site, distorted the original message form, causing confusion.

② A: Shannon Weaver, because if noise is removed, message should have been sent in original form.

③ A: ~~Pedro~~ Maria could have sent a text message with her request, also Pedro could have gone to a quieter place, or even have asked Maria to repeat what she had said. → could have used the Shannon's Method Non Verbal / Visual / Face to Face.

④ A: Shannon Weaver, because the concept says, that removing the noise, it will diminish the problem caused.



Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 1

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 you Task 1 (part of the Assignment for this module).

Student Name: Maria Luiza Salvagno Student ID: 1818772

Ex.1. Read the following passage and answer the questions.

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!'

'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.'

Q1: Why didn't the village people help the Professor?

Q2: What should he have done to get them to help him?

Q3: Whose model of communication do you think can explain this situation?

Q4: Why?

✓ Very good analysis

Unfortunately the people in the village did not help the professor because they did not understand the word "conflagration". The professor should have used an easier word to communicate, since he already knew they were ~~uneducated~~ uneducated, maybe he should have said something like, - Help me please, my house is on fire, or even on flames. This model of communication is called Berlo's because the receiver did not communicate well with the people from the village because of their ~~different background~~ different background and vocabulary. Unfortunately the village people did not have knowledge with words, such as the professor.

1. But why didn't they ask what he meant? Feedback
2. They didn't understand because they were from a different background

Lecturer's signature: [Signature]

Date: 29/7/19

Ex.2. Read the following brief and write a business email according to the instructions.

You are Director of Communications at your company and you would like an employee, Jack Daniels, to join your Communications Training team.

- Tell JD why you are writing
- Say what you have observed and like about his communication skills
- Tell him why you think he would be an asset to the team

Dear Jack Daniels,

Good morning, I hope this message finds you well.

I have recently been observing your communication skills, and have noticed that the way you work, the way you speak and helps our team to achieve the goals are excellent.

I strongly believe that you would be an asset to the team since it all comes really natural when I ~~also~~ observed your interpersonal skills. You really listens and gives positive, engaging feedback, your tone of voice does not put any one at pressure, which helps colleagues to also develop themselves naturally keeping harmony amongst us all.

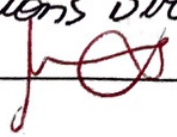
It's with a great pleasure that I would like to invite you to join our communication training team, I believe you are the right person to keep teaching and spreading the company's legacy to the future new employees.

Would you kindly ~~reply~~ to this offer, you will certainly be very welcome to our growing team.

Kind regards

Maria Luisa Salvagno
Communications Director

This is very good. ✓

Lecturer's signature: 

Date: 28/7/19

SKILLS SELF-ASSESSMENT

to

Complete the brief questionnaire below to see how well you communicate with others. Give each item a score between 0 and 5, where 0 is 'not at all like me' or 'strongly agree', and 5 is 'very much like me' or 'strongly disagree'.

When I communicate with others, I know that I ...

ion.

Item	Statement	Score
1.	Never interrupt other people in a conversation	4
2.	Find myself daydreaming during most conversations because I find what others talk about is quite boring to me	1
3.	Want to be the last person to say anything during a discussion	4
4.	Think I can reduce tension during an emotional discussion or argument	4
5.	Want to think of something funny to say	2
6.	Never misinterpret what someone else is saying	2
7.	Vary the intonation (pitch) of my voice	2
8.	Smile as much as I can	3
9.	Speak very slowly to ensure that I can get my message across	3
10.	Am happy to be passionate about a topic if I think it is important	5
11.	Speak too loudly	0
12.	Use facial expressions (frowns, smiles) to emphasise the message I want to give	1
13.	Judge the person who is communicating with me	2
14.	Feel nervous about how others will react to what I want to say	2
15.	Consider the words I use carefully to ensure that the other person does not react emotionally	2
16.	Choose my language and the words that I use so that the other person will understand	5
17.	Get impatient with other people if they are taking a long time to say what they want to say	5
18.	Am interested in what others have to say	5
19.	Do not care how others will react to what I want to say	0
20.	Am happy to let others talk if they are saying what I want to say anyway	3
21.	Regularly get emotional about what others say	2
22.	Always understand exactly what others are trying to say	5
23.	Cause problems in my relationships with them, but I do not know why	1
24.	Believe that others will interpret my messages in the same way as I intend them	4
25.	Enjoy myself	4
26.	Struggle to understand different accents when I am talking with or listening to people from different places	0
27.	Think carefully about whether I believe what someone is saying	4
28.	Reflect on how well I am communicating with others	5
29.	Understand when I need to be formal and business-like, rather than informal and friendly	5
30.	Recognise how my own personality, perception and past experiences can affect how well I communicate	5

Developing excellence as a listener can be difficult, but to achieve professional excellence, you must hone your ability to listen effectively. In fact, Haas and Arnold (1995) state that a growing body of research suggests that listening ability, or the perception of effective listening, is inextricably linked to effective individual performance in organizations. Nichols and Stevens (1957) found that good listeners regularly engage in mental activities while listening. A good listener periodically reviews and mentally summarizes the talking points completed thus far. Throughout the talk, the listener "listens between the lines," in search of meaning that is not necessarily put into spoken words. He or she pays attention to nonverbal communication (facial expressions, gestures, tone of voice) to see if it adds meaning to the spoken words. The listener may also weigh the evidence used by the talker to support the points he or she makes. It takes a lot of practice to become a good listener, and listening has become a lot more difficult.

So how can you develop your skills as a listener? The first step is to admit that listening is difficult. Don't fall into the trap of assuming that because you have good hearing, you have good listening skills, too. Take Carey, for example. Carey was born deaf, and

WRITE YOUR NOTES HERE



Step Back and Reflect:

TROUBLE AT HOME, TROUBLE WITH TRAINING

As you read this passage and answer the questions, step back and reflect on what went wrong in this professional situation.

Jennifer is a recent college graduate who started a new job as a recruiter for a local nonprofit. Her job consists of placing individuals with employment barriers into jobs. She must build relationships with employers, secure job leads, screen candidates, and report her monthly hires/placements. Her position is commission based, which means she must make placements to earn money. While in training, she found herself preoccupied by several things going on at home. She was fighting with her boyfriend and in a conflict with her roommate. Her boyfriend sent her numerous text messages while her new manager explained the job responsibilities to the class of new hires. Between worrying about her relationship and the pressures of learning a new job, she heard the new manager say that she should do anything in her power to get placements, as this was the most important thing to remember of all the training content.

A few weeks into her position, Jennifer found that she felt really lost about how to do her job well. She was not making any placements. Whenever she approached her

coworkers, they did not seem to listen to her. They rarely looked up from their computers or phones, and she had to repeat her questions several times before they answered. When they did respond, they answered only parts of her questions. Jennifer was left confused and frustrated. They all said the same thing, however: Getting placements was the most important thing to focus on, no matter how she met her goal. She followed their lead and began claiming credit whenever any of her clients found a job, whether she had assisted them or not. Jennifer was cutting corners to reach her placement outcomes. She had "heard" the message loud and clear. A few months later, Jennifer, her coworkers, and their immediate supervisor were terminated and the nonprofit was under investigation for fraudulent reporting.

STEP BACK AND REFLECT

1. What went wrong?
2. What role did listening play?
3. What are the ethical considerations?
4. What critical listening strategies can Jennifer employ to help her in the workplace?
5. How could Jennifer use the **KEYS** approach to improve her communication interaction?

looking into this scenario differently

→ maybe colleagues saw she wasn't putting effort to learn, and then ignored her after

Be Real
Know yourself
Evaluate the relational content

Your communication with others

Step Back and Reflect

1. He was preoccupied by several things, he was distracted due to fight with her BF and conflict with roommate
2. Listening played a big role, since he was distracted and did not pay attention of job responsibilities he then new role.
3. He followed claiming credit - dishonesty
4. Don't be distracted by home, her BF messages distracted her.
5. He could have done everything in her power to avoid this, learn and do well in her job.

30/07/19.

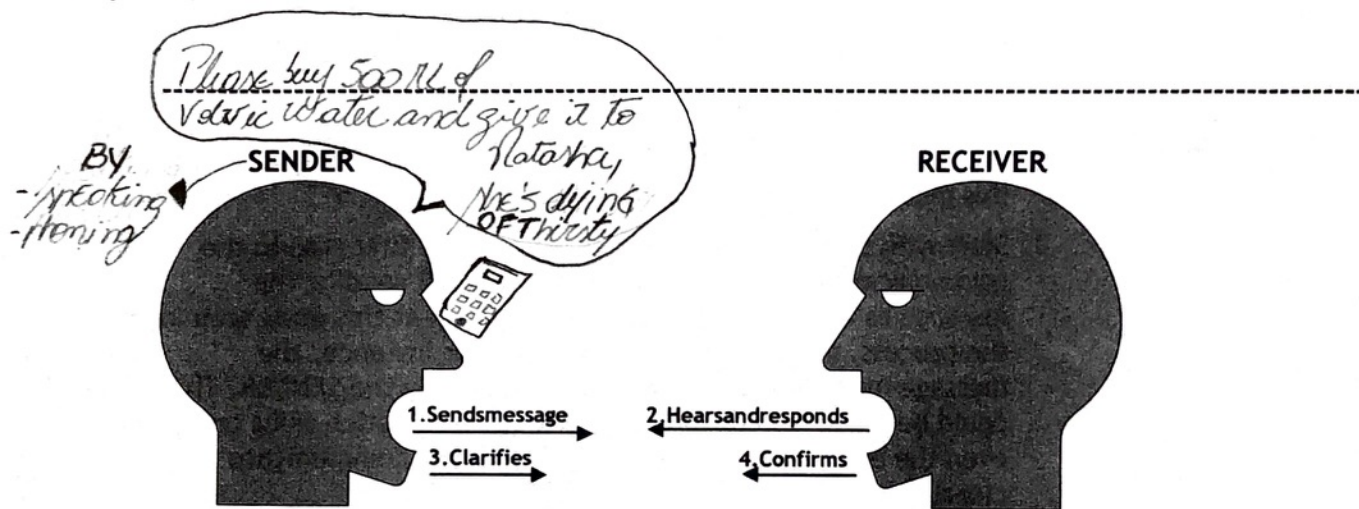
Effective team

Working communication

Maria Luiza Pollogro

1818772

Model of How Communication can BE



- Different Background
- Noise → - Communication skills
- Language Barrier

Feedback → ask if person is listening carefully

06/08/19 - Effective Team Work Communication Week 8
Tara Lura-Palmer
1818472



Evaluate the Professional Context MIGUEL AND THE MULTITASKING MISHAP

As you evaluate the passage below, consider whether this behavior is appropriate for this professional context.

Miguel had a successful career as an event planner. He started off as an assistant at an agency, but through hard work and consistent results, he had developed his own client list and saved enough money to start a company out of his home. He specialized in weddings and took pride in helping couples plan their dream events. As his client base continued to grow due to word-of-mouth referrals, he struggled to keep up with all the client requests but did not have the funds to hire additional employees. Miguel found himself multitasking on most days, and he was often double booked. The summer months were especially hectic.

One of his repeat clients, Tamara, hired him to plan a 50th anniversary party for her parents, as she had been so pleased with how her wedding turned out. It was an especially important event because Tamara's father had been diagnosed with cancer a few months before. A few weeks before the party, Miguel was meeting with a new client when the phone rang. Tamara was on the phone, extremely upset because they needed to move up the event

due to a medical procedure scheduled around the original event date. Miguel took the call while working with the new client. While showing the new client fabric samples and place settings, he listened to Tamara, assured her he would take care of it, and they agreed on an available date.

On the day of the event, Tamara, Miguel, her parents, and their guests arrived at the venue to find that another event had already begun. Miguel was mortified when he realized that he had forgotten to reschedule the event with the venue. Although he attempted to apologize and offered alternatives, the damage was done. The family was extremely upset. Tamara began to cry, called Miguel an insulting name, and told him she would be sure to tell all her friends and acquaintances about the experience.

QUESTIONS TO CONSIDER

1. What could Miguel have done differently to avoid this situation?
2. Should Tamara have handled the situation differently?
3. How could the KEYS process help Miguel manage his clients' needs and expectations despite his hectic schedule?

- He struggled to keep up with clients requests
- always multi-tasking
- Double booking
- Didn't have money to employ someone to help

- 1- Miguel should have evaluated the professional context, and not have divided his attention into two customers at the same time, had it done that way he would have understood the delicate situation of Tamara's parents by heart and then dealt with the date of the event changes accordingly, avoiding all the disappointment.
- 2- Well, yes and no, he had right to be very upset, although he could have avoided the bad name said; he also ruined his career telling acquaintances about the dramatic experience, she was too emotional.
- 3- The KEYS could have helped, since Miguel knew it was a busy time of the year and hard to manage so many events, he could have evaluated that it was too much multitasking, and stepped back to decide on how to communicate better with others, not take too much jobs, double booking things.

06/08/19 - Effective team Work and Communication - Week 8

Maria Luísa Salvagno
1818772

Abrasive - rough

demeanor = manner

Encounter - meeting

Petite - small

Dropped the ball - failed to do something

KEYS

K = Know yourself

E = Evaluate the professional context

V = your communication interaction with others

S = Step back and reflect



Evaluate the Professional Context A DAY WITH THE CHIEF

As you evaluate the passage below, consider whether this behavior is appropriate for this professional context.

Mark is a top-performing salesperson at a pharmaceutical supply company. As a reward for his performance, he is treated to a trip to the corporate office in California to meet the chief executive officer, Ms. Mills. Ms. Mills is known around the office as the "Wicked Witch of the West" because of her short and sometimes abrasive demeanor. Mark's coworkers share "horror stories" of their encounters with her, stating that she rarely makes eye contact, never smiles, and dislikes being approached unless she initiates the conversation. Although he is excited to travel, he is also nervous about what he and Ms. Mills might talk about. He prepares by thinking about how he can share his sales strategies and techniques. On the day of the meeting, he waits patiently for Ms. Mills's assistant to call him into her office. When he is escorted in to meet her, he is shocked to see a petite woman behind the large desk smiling back at him with kind eyes. He approaches, shakes her hand, and waits for her permission to sit. Ms. Mills is nothing like the horrible person they made her out to be. Ms. Mills asks Mark several thoughtful questions about why he is

successful, ways the staff can be supported, and how the company fits in with his professional goals. Mark feels more and more comfortable as she leans forward to listen intently to what he is saying. Mark loosens his tie, crosses his legs, and begins sharing stories of how he feels his immediate supervisor has dropped the ball on more than one occasion and that the team would be better if more money were allocated to incentives and bonuses. Mark immediately sees Ms. Mills's eyes begin to squint and her brow furrow. She stands up abruptly and says in a gruff voice that their time is up and that her assistant will show him out.

QUESTIONS TO CONSIDER

1. Given the professional context, what would you have done the same and/or differently if you were in Mark's position?
2. Do you think Mark accurately evaluated the context? Why or why not?
3. What communication factors led to the change in the chief executive officer's disposition?
4. How could the KEYS process help Mark improve his communication skills?

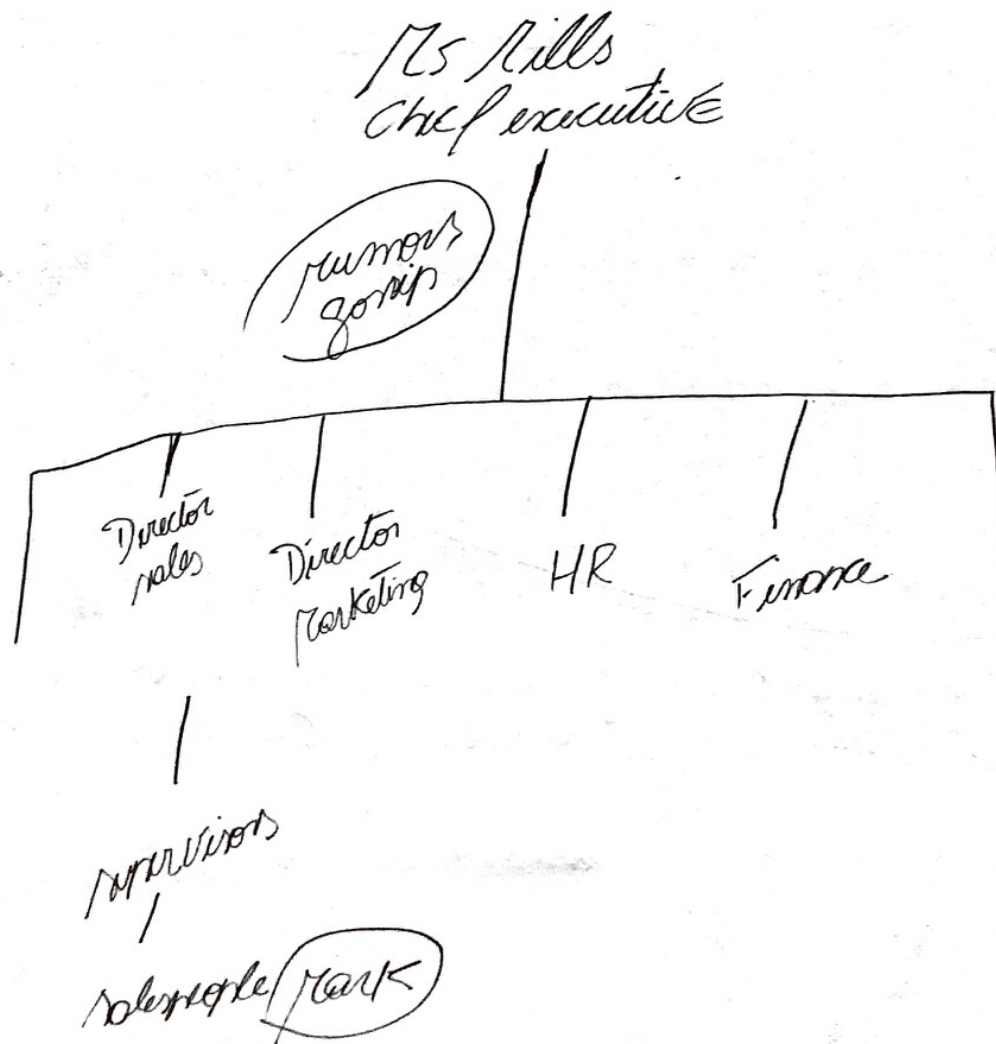
1- I think Mark was correct, he knows himself, since he is a salesperson of a high value, he evaluated and prepared himself, so he could share his knowledge with sales strategies and techniques in order to be ready for a professional communication and interaction with Ms. Mills. In this context I agree with Mark because he was correct in following with professional manners.

2- Unfortunately in the second part his communication interaction changed. In Mark's place I would have kept a professional manner from beginning to end. He became too comfortable, loosens his ties, crosses his legs, and begins sharing bad news about his supervisor.

① Unfortunately his communication and interaction changed throughout the conversation and he started feeling more and more comfortable as he learnt how to listen to him, his professional outlook did not impress Ms Mills and it was when he interrupted the meeting

3- Because Mark ~~did~~ not talk about the company ^{interests}, instead he kept talking about the personal interests such as money, also sharing stories about his supervisor.

4- he did not step back and did not reflect to Ms Mills questions properly and he also should have acted with respect since he was meeting the Chief Executive of the company.

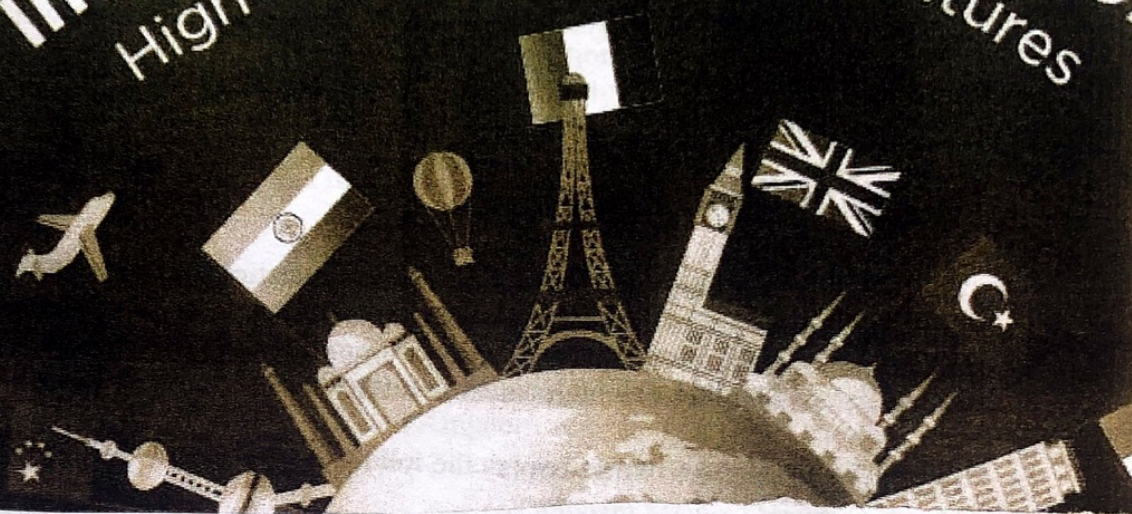


Effective team working and communications
Week 9 - 13/08/19
Tara Lisa Salvagno
See about this on page 281-282 to read.

I ntercultural Communication: High- and Low-Context Cultures

Posted August 18, 2016 |

Intercultural Communication High- and Low-Context Cultures



THE IMPACT OF UNDERSTANDING OTHERS' VALUES

(MORGAN)

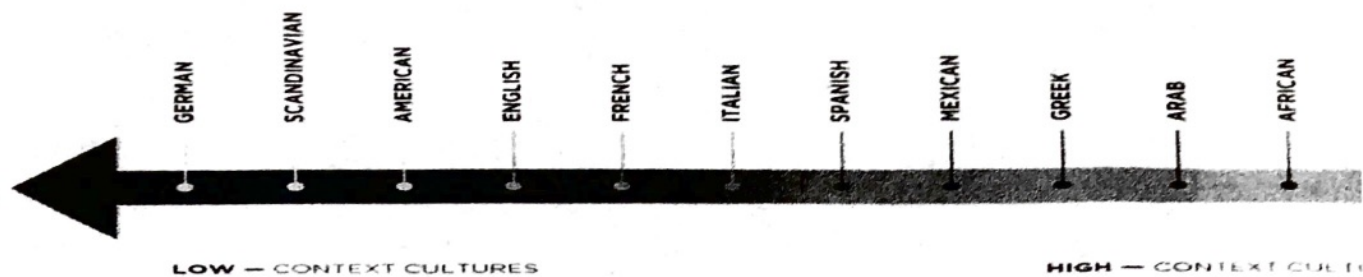
Chapter 12 showed us that accurate communication processes require that messages encoded in one way should be interpreted or decoded in the same way, enabling both parties to understand the meaning. It also indicated that there should be a feedback loop to ensure that all parties were clear on whether the message had been understood well or not.

Communication across cultures causes problems in both these processes. Firstly, the encoding and decoding processes might work completely differently in different cultures (depending on how different the cultures are in terms of their world view). Secondly, the feedback loop might not yield the information expected for a variety of reasons, including that where some cultures might even find the need for such a feedback loop quite offensive.

Resolving these challenges sometimes requires a good degree of knowledge of how different cultures might use and interpret the communication processes. In cultures where individuals say exactly what they mean and this is clearly understood, there may not be a big challenge. However, other cultures might require a reasonable understanding of cultural values in order to interpret others' communication accurately and, in doing so, we start to talk about high-context and low-context cultures.

Anthropologist Edward Hall founded the field of intercultural communication in 1959 with his book *The Silent Language*. The book was originally intended for the general public, but it sparked academic research in intercultural communication and fueled interest in subjects like nonverbal communication, according to [Kcio Communication Review](#).

Hall defines intercultural communication as a form of communication that shares information across different cultures and social groups. One framework for approaching intercultural communication is with high-context and low-context cultures, which refer to the value cultures place on indirect and direct communication.



High-Context Cultures

A high-context culture relies on implicit communication and nonverbal cues. In high-context communication, a message cannot be understood without a great deal of background information. Asian, African, Arab, central European and Latin American cultures are generally considered to be high-context cultures.

High-context cultures often display the following tendencies, according to C.B. Halverson's book *Cultural Context Inventory*.

- **Association:** Relationships build slowly and depend on trust. Productivity depends on relationships and the group process. An individual's identity is rooted in groups (family, culture, work). Social structure and authority are centralized.
- **Interaction:** Nonverbal elements such as voice tone, gestures, facial expression and eye movement are significant. Verbal messages are indirect, and communication is seen as an art form or way of engaging someone. Disagreement is personalized, and a person is sensitive to conflict expressed in someone else's nonverbal communication.
- **Territoriality:** Space is communal. People stand close to each other and share the same space.
- **Temporality:** Everything has its own time, and time is not easily scheduled. Change is slow, and time is a process that belongs to others and nature.
- **Learning:** Multiple sources of information are used. Thinking proceeds from general to specific. Learning occurs by observing others as they model or demonstrate and then practicing. Groups are preferred, and accuracy is valued.

Low-Context Cultures

A low-context culture relies on explicit communication. In low-context communication, more of the information in a message is spelled out and defined. Cultures with western European roots, such as the United States and Australia, are generally considered to be low-context cultures.

Low-context cultures often display the following tendencies, according to Halverson.

- **Association:** Relationships begin and end quickly. Productivity depends on procedures and paying attention to the goal. The identity of individuals is rooted in themselves and their accomplishments. Social structure is decentralized.
- **Interaction:** Nonverbal elements are not significant. Verbal messages are explicit, and communication is seen as a way of exchanging information, ideas and opinions. Disagreement is depersonalized; the focus is on rational (not personal) solutions. An individual can be explicit about another person's bothersome behavior.
- **Territoriality:** Space is compartmentalized. Privacy is important, so people stand farther apart.
- **Temporality:** Events and tasks are scheduled and to be done at particular times. Change is fast, and time is a commodity to be spent or saved. One's time is one's own.
- **Learning:** One source of information is used. Thinking proceeds from specific to general. Learning occurs by following the explicit directions and explanations of others. Individual orientation is preferred, and speed is valued.

Communication Dynamics in High- and Low-Context Cultures

Cultural differences shape every aspect of global communication, says *Forbes* contributor Carol Kinsey Goman. This helps explain why people in Japan (a high-context culture) prefer face-to-face communication over electronic technology favored by other industrialized countries like the United States, Canada, the United Kingdom and Germany (low-context cultures).

High-context cultures also prefer personal bonds and informal agreements over meticulously worded legal documents. They "are looking for meaning and understanding in what is *not* said — in body language, in silences and pauses, and in relationships and empathy," Goman says. Meanwhile, low-context cultures "place emphasis on sending and receiving accurate messages directly, and by being precise with spoken or written words," she explains. U.S. business leaders often fall into a communication trap by disregarding the importance of building and maintaining personal relationships when interacting with people from high-context cultures.

People should also watch for differences within high- and low-context cultures. This classification is an oversimplification, according to A.C. Krizan and others in the book *Business Communication*. "For example, although American culture is classified as low context, communication among family members tends to be high context," they write. "Family relationships and members' high level of shared experiences require fewer words because of mutual understandings."

On the other hand, communication between two businesspersons from a low-context culture tends to be more specific and direct. Attention focuses more on what is said than relationships. In China or Japan, words receive less attention than relationships, mutual understandings and nonverbal body language.

13/08/19

Student Name: David Llewellyn

Student ID: 18118772 (Group 8)

Time allocated: 1 hour.

Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with your Task 1 (part of the Assignment for this module).

Ex.1. Read the following passage and answer the questions on the next page.

Case Study: A Day With The Chief

Mark is a top-performing salesperson at a pharmaceutical supply company. As a reward for his performance, he is treated to a trip to the corporate office in California to meet the chief executive officer, Ms. Mills. Ms. Mills is known around the office as the “Wicked Witch of the West” because of her short and sometimes abrasive demeanour.

Mark’s co-workers share “horror stories” of their encounters with her, stating that she rarely makes eye contact, never smiles, and dislikes being approached unless she initiates the conversation. Although he is excited to travel, he is also nervous about what he and Ms. Mills might talk about. He prepares by thinking about how he can share his sales strategies and techniques. On the day of the meeting, he waits patiently for Ms. Mills’ assistant to call him into her office. When he is escorted in to meet her, he is shocked to see a petite woman behind the large desk smiling back at him with kind eyes. He approaches, shakes her hand, and waits for her permission to sit.

Ms. Mills is nothing like the horrible person they made her out to be. Ms. Mills asks Mark several thoughtful questions about why he is successful, ways the staff can be supported, and how the company fits in with his professional goals. Mark feels more and more comfortable as she leans forward to listen intently to what he is saying. Mark loosens his tie, crosses his legs, and begins sharing stories of how he feels his immediate supervisor has dropped the ball on more than one occasion and that the team would be better if more money were allocated to incentives and bonuses. Mark immediately sees Ms. Mills’ eyes begin to squint and her brow furrow. She stands up abruptly and says in a gruff voice that their time is up and that her assistant will show him out.

Lecturer’s signature: _____

Date: _____

1. Given the professional context, what would you have done the same and/or differently if you were in Mark's position?
2. Do you think Mark accurately evaluated the context? Why or why not?
3. What communication factors led to the change in the chief executive officer's disposition?
4. How could Mark improve his communication skills?

I think Mark was correct in the first parts of the text, he knows himself, he knows that he is a salesperson of high value, Mark evaluated everything and prepared himself beforehand in order to share his knowledge and work with Ms. Mills in regards of sales strategy and techniques. He got himself ready for a professional communication and interaction, in this context I agree and I would have done the same, although in the second part of the text, his communication and interaction changed. In Mark's place I would have kept a well collected professional manner from beginning to end of the conversation meeting. ✓

Also I do not think that Mark has evaluated the context accurately because he became way too comfortable during the meeting, he loosened up his ties, pressed his legs and began sharing bad news about his supervisor which was very unprofessional. ✓

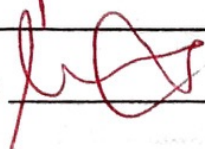
In regards of communication factors, Mark did not talk about the company interests, instead he kept talking about his own interests, such as money, also sharing news about his supervisor, the Chief shut down immediately, stood up and asked him out.

In conclusion I think Mark should use the KEYS Model, evaluating the professional context, stepping back and reflecting. He did not step back and did not reflect at Ms. Mills questions properly, he also should have acted with more respect, since he was meeting the Chief executive officer of the company.

Lecturer's comments:

Very good, Maria - You have covered all the points.

Lecturer's signature:



Date:

12/8/19