

COMUNICATION AND HOW TO IMPROVE IT

(BMSW4002)

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INTRODUCCTION

Communication is the exchange of knowledge or feelings by words, expressions or signals in way the receiver can understand the message. It can be verbal or nonverbal.

It is one of the most important and necessary skills that you always use in your daily life; without it our life style will not be how it is and we will not be able to do many indispensable things that help us to survive. It is the core of human relations and it helps us to develop new knowledge's and to express our selves.

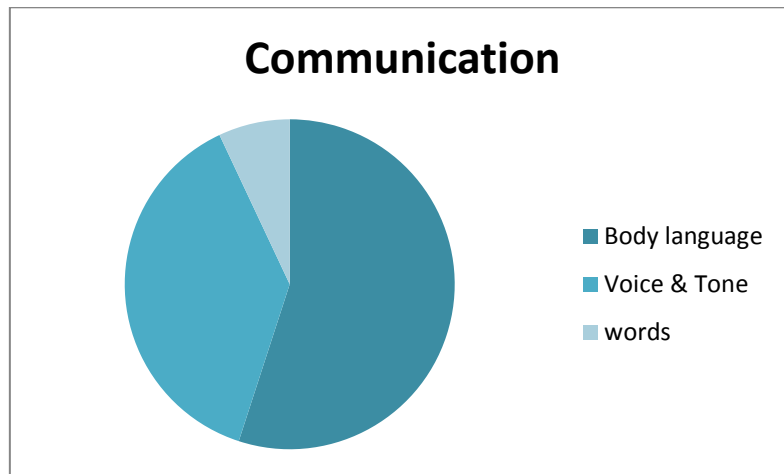
We communicate formally in reports, official letters, presentations, or conferences. An example is the communication between employer and employees.

We communicate informally for example when we are talking with a friend or we met somebody.

To make a communication you need two persons in exchange of information and signals, it is complete just when the receiver gets the message of the sender. Feedback makes a communication effective and it completes the process. In this report you will learn why communication is so important and also the process to make this possible:

- Effective communication.
- How to improve communication.
- Models and methods of communication.
- Difference between verbal and nonverbal communication.

METHODS OF COMMUNICATION



(Mehrabian, 1960)

VERBAL COMMUNICATION

It is the use of sounds and words to express yourself properly. A conversation, conference, reports or letters are an example of verbal communication; it can be oral or written.

ORAL COMMUNICATION

It involves written and non-verbal communication.

While you are speaking with somebody, you need to have grammar and vocabulary knowledge but also you use gestures and expressions. The elements in oral communication are:

- Voice tone.
- Voice speed.
- Voice volume.
- Language.
- Vocabulary.
- Grammar.

WRITTEN COMMUNICATION

It is the one with written words.

For a good written communication, you need to have knowledge of:

- Vocabulary and grammar.
- Structure.
- Format.
- Composition.

There are different kinds of written communication:

- Academic writing:
 - Reports.
 - Official emails.
 - Letters.
- Informal writing:
 - Friends conversation.

NONVERBAL COMMUNICATION

It is the kind of communication without words, by messages or signals. It is probably the most important when you having a conversation; research shows that 55 % is body language and 33% is the voice and tone.

Nonverbal communication includes:

- Body language
- Facial expressions
- Posture
- Gestures and movement
- Eye contact
- Dress
- Tone
- Rate and volume of speech

For example if a person tells you: “I am okay”, but you see that the person have sad face expressions, look nervous or his voice is too weak, you will perceive that is lying or something is wrong, or if a person is speaking and the tone is not enough for you to hear properly, or the pause between the words is too long, it

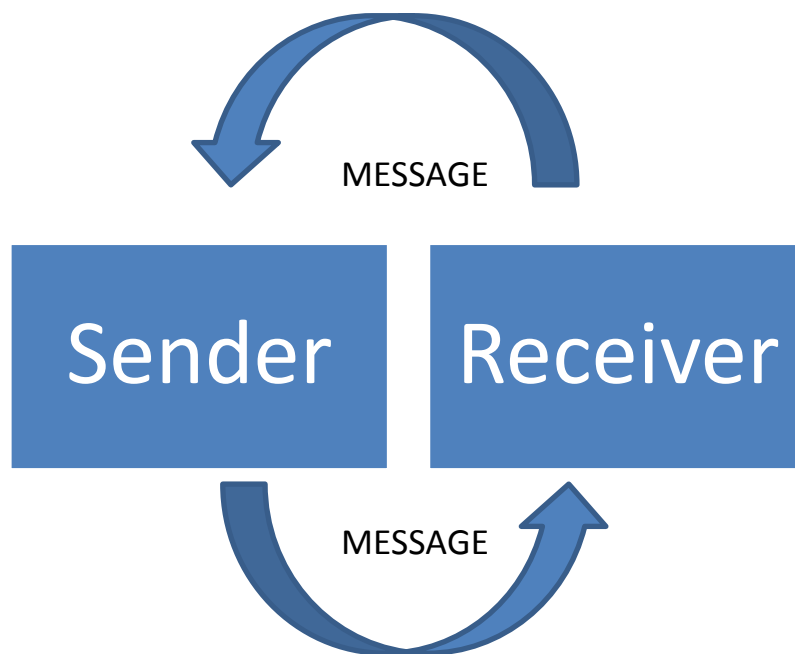
would be annoying and you will not pay the same attention than in another conversation.

If you are in a conference and there are two persons; the first one well dressed, with a good tone and his gestures and expressions are in harmony with his words. The second one is not good dressed and his expressions and words are not in harmony, you will give more credibility to the first one, even if the speech of the second one was better.

Sometimes it is not what we say, but how we say it, and the harmony while saying it.

MODELS OF COMMUNICATION

SCHRAMM'S

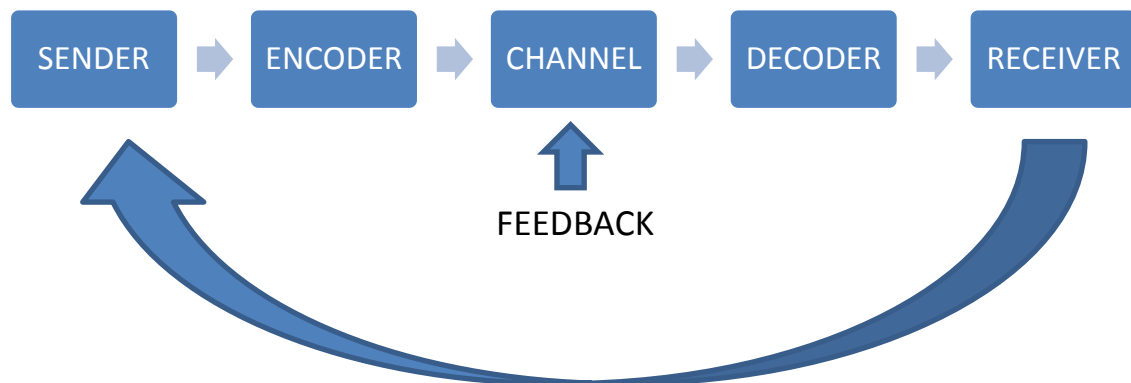


(Schramm's 1954)

For Schramm's the communication is based in the feedback, if there is no feedback from any of the two persons, the communication is incomplete and in consequence ineffective.

There is no encoder or decoder because he believed that every different person may interpret the message and understand it in its own way.

SHANNON-WEAVER



(SHANNON AND WEAVER, 1948)

The sender sends the encode information to the receiver through a channel; the receiver needs to decode the information and process it to understand it. The noise is the interference in the channel of communication.

BERLO'S

SOURCE	MESSAGE	CHANNEL	RECEIVER
COMMUNICATION SKILLS	CONTENTS	HEARING	COMMUNICATION SKILLS
KNOWLEDGE	ELEMENTS	SEEING	KNOWLEDGE
ATTITUDES	TREATMENT	TOUCHING	ATTITUDES
SOCIAL SYSTEM	STRUCTURE	SMELLING	SOCIAL SYSTEM
CULTURE	CODE	TASTING	CULTURE

(BERLO'S 1960)

In Berlo's model there are many different factors which affect the communication.

Both persons need to have the same knowledge and skills, the message need a structure and all the non-verbal factor's as touching or seeing are important.

Some problems of this model are that it doesn't have feedback, noise, and people in the communication needs to have the same level, which make it unreal.

PRIORITIES AND BARRERS IN COMMUNICATION

PRIORITIES

There are many important factors in a good communication:

- Active listening
- Understanding
- Open minded
- Open ended questions (such as: really? How? ...)
- Feedback
- Empathy
- Confidence

BARRIERS

There are different barriers that can interfere in the communication:

- Noise: Background difficulties.
- Non active listening.
- Language: different language or accent.
- Perception: Misunderstanding between the sender and the receiver.
- Distractions.
- Too much information or not well structured.
- Physical barriers: such as inadequate equipment.
- Attitude: being too stress, or letting our emotions interfere.
- Physiological: Hearing difficulties.
- Structure design: Bad organization.
- Overuse of abstractions.

HOW TO IMPROVE COMMUNICATION

Nowadays, communication is a necessity and probably the most important skill. We use it all the time in our daily routine. It is really important for us to be able to transmit the message we want to send, exactly in the way we want, to don't have misunderstanding and to develop the best of our selves. It can help us to get the job of our life; to acquire knowledge's, to create and socialize.

There are many bullet points in an effective conversation:

- The first thing is to understand the public we are talking to for being able to adequate the speech and to make sure they will receive the information and that we will receive feedback. For example if the public is from another culture, or another decade, we should try to avoid terms we are used to but they are not.
- We need to make sure that we are listening active and we are in that conversation and nothing else, giving the other all our attention and stop thinking about other things such as what you are going to do tomorrow. An example could be when somebody is telling us a story; we should give some feedback, but just small affirmations to let the other person know that we are listening, but without interrupting or saying that we had the same experience.
- It is also important to make sure that our appearance and expressions don't interfere with the message. In a conference, we should speak clear, control the level of our voice and make sure that our verbal communication is in harmony with the non-verbal. For example is I am saying "This is good" but while saying it my face expression show disappointing, the speech will lose all the credibility.
- Other important point is empathy, being empathic will help us to understand each other better and to give a good feedback which may help the other person. For example when somebody is feeling bad, if you are not emphatic, you are not able to help that person properly
- Keep eye contact; it is really important to look at the person we are talking to, if you are in a conversation and the other person is looking somewhere else you can think that is ignoring you, not paying attention or even hiding something.

- When you have confidence you stimulate people to believe in you and it gives more credibility, value and sense to your speech. It will also make you able to don't make mistakes while speaking.
- Avoid gossip, empty words, discussions out of context or changing the topic of the conversation in another direction, because it will affect the quality of the communication and relation with the receiver.
- Be honest and say the truth even if it hurts, it is better than a lie. There is always a good way to say the reality in benefit for both sides and without hurting the feelings of the other person. An example could be when a friend ask you about the opinion of something which she actually did bad, you should say the truth and let her know she can fix it or try to help; if you lie she may not realize its bad and in consequence she can not do something about it.
- Be a professional and go straight to the point. Don't talk more than its necessary and just organize the information in a way is easy to understand and not overloaded.
- Make sure the other person feels comfortable in that conversation. Avoid personal questions and consider his ideology and personality to make sure you are not going inside of taboo subjects such as:
 - Political views.
 - Religion.
 - Mental illness.
 - Health and family problems.
 - Your attitude about something irrelevant.
- Positive communication has the power of convert destructive critics in constructive. An example could be instead of: "you did this wrong!" You can say: "I know you can do it better". Or instead of: "if you don't do this now there will be consequences", you could say: "In my opinion is better if you do it now".
- Warming conversation. Even if you are nervous when you are giving a speech, you have to consider that the other person might be too, breaking the ice a letting the other person know that you are friendly will make the conversation flow more naturally and comfortable on both sides.

- While speaking in public, take a deep breath to stress out and don't let it control you or block your thinking. Everybody have a own way to do it, try to find what makes you relax and use it, it will be so helpful and your speech will go well.
- Give advice just when they ask you for it. Telling to somebody what to do or how to do something when they didn't ask for it will make the conversation uncomfortable and disrespectful. Maybe that person is trying his best and can not do it different.
- Respond to others with acceptance and understanding. Everybody have different opinions, but it doesn't mean that they are wrong, they have their own reality. You can have a good conversation even with a person that doesn't have anything in common with you. It is all about respect.
- Assume you always have something to learn about. Stop thinking you are right in everything and take some time to listen other opinions, you may realize you were wrong, or you can just add some information to your own ideas.
- Don't be in tension and be yourself. Sometimes, because of the pressure and what we think we may say, we can get blocked or just say things we don't even think to try making the receiver feel good, but if that's not yourself, the other person may notice because of your face expression or your posture, and it would be even worse than if you said something that might be out of context.

(Robinson ET. Al., 2019)

CONCLUSION

It is significant knowing how to express our selves, and being effective in a communication supposes the difference between success and failure.

We need to be aware of the verbal and non-verbal communication and how each of them affects a conversation. Both need to be saying the same in order for others to believe in what we are expressing.

The different models of communication (Berlo's, Shannon and weaver and Schramm's) give as an idea of the structure in a communication and how the feedback affect it.

Active listening, emphatic, confident, professional and honest are some skills every good speaker has. The development of these skills might help you in your daily life and personal career.

Communication is our biggest power, and if we know how to use it properly, we can develop many other things from it.

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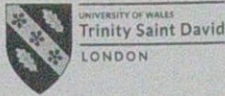
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IN CLASS EXERCISES



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

Exercise 2: Writing an e-mail.

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

Dear Sir,
I am writing to you because I am confused about Communication.
Could you please explain:
1. What Communication is:
2. The Shannon-Weaver model.
3. What is meant by non-verbal communication and why it is important.
Many thanks,
Lucy Mars.

Reply to the student and answer her questions. Use a diagram in your answer, if necessary.

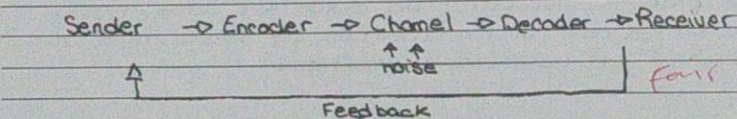
Dear Miss Mars

I'm glad you contact me.

Here I explain you those:

1. Communication is a process by which information is exchanged between individuals through mutually understood signs in a way you understand each other and what they want to say with that.

2. Shannon-Weaver model



3. Non-verbal communication are things you don't say, but your facial expressions, body languages, moves and tone say.

It's important for them to be saying the same you are saying with words, to give the message you want in a way the receiver understands what you are trying to say.

Hope this information is useful.

Best regards,

Your teacher

Lecturer's comments:

Lecturer's signature:

Date:

10/12/2019

Student Name: Ana Morenilla Navarrete Student ID/Group: 1907372 69

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 cause frustration
Because she ignored her, she didn't stop to listen her daughter or tried to give advice.

Also Mary was on her keyboard and speaking with Susan, when it obvious her daughter was waiting to speak about it

Then Mary told her about how excited she was like she don't care about her daughter problems

2. What could she have done to make the situation better?

she should have actively listened
She could have ask her more about her problem and tried to help her to solve the problem, and also she could have stop typing and give to her daughter all the attention she needed with an active listening and open-ended questions

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
She obviously had a bad day and she needed to talk about it, but he interrupted her and gave no importance to her problem, also next day instead of asking her why she was upset, he just started to talk about him.

2. What could Steve have done to help the tension that had developed?

Good
He could have told her something else, and tried to make her feel better or say sorry in the morning and explain that he also had a hard day and ask her what went wrong last day, giving her some support

Lecturer's signature: _____

Date: 10/6/2019

Student Name: Gaura Marenilla Student ID: 1907372

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

Ex.1. Read the following brief and write a business email according to the instructions.

You are the Director of Communications at your company and you would like a Supervisor, Mary December, to go on a training course in non-verbal communication because you have observed that her non-verbal skills sometimes send the wrong message.

- Tell Mary why you are writing
- Say what you have observed about her communication skills
- Tell her how you think this course would improve her skills and her relationship with her fellow workers.

Dear Miss December

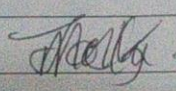
~~I have observed~~

As the Director of Communications, I think it would be great for you to ~~get~~ ^{assist} on a training course in non-verbal communication. I have been observing that some information may be helpful for you to develop the best of you and send the message in the way you want the receiver to understand you.

It is ^{an} important aspect and I would be grateful if you assist. Our team will be there to support and evaluate your progress at every moment.

Sincerely yours,

Director of Communications.

Lecturer's signature: 

Date: 12/11/2017

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?**



- ④ Firstable, Barry should keep a good appearance (clean and tidy) because non-verbal communication is the most important
- Also when he speaks, he should do it in a positive way such as: "Remember the chicken have to be in the fridge. It's so important and you have to be so careful" instead of "Why did you leave the chicken out...?" And also without screaming
 - I think if he want his employees to respect him he need to take care of his image and his verbal and non-verbal communication.
 - Barry should think about how to organise better the turns, in a way for them to get the proper time and skills in the training and the enough rest and break time so he ensure they will work effectively.
 - Would be a great idea to speak with them calm and listen their opinion to understand if there are other problems that maybe Barry can't see.

Lecturer's comments:

Lecturer's signature:

Date:

12/11/2019