

Effective Team Working and Communication - Report and reflective case studies

Luca Oreno (1906225)

Effective Team Working and Communication (BMSW4002)

University of Wales Trinity St David, London

Lecture: Rita Ukachi-Lois

04/05/2020

Contents

1 Acknowledgements	3
2 Abstract.....	3
3 Introduction	3
4 Methodology.....	3
5 Results.....	5
5.1 Case Study One	6
5.2 Case Study Two.....	6
5.3 Case Study Three	7
5 Discussion	7
6 Conclusions	8
7 Recommendations	8
8 References	9
References	9
Appendices	10

1 Acknowledgements

For the realization of this report, I would like to thank my girlfriend who has helped me enormously despite the hard period that we are all going through and, I also thank myself for having overcome initial difficulties due to the continuous absences of the lecturer in charge to teach us the job we should have had to perform in the first term.

2 Abstract

The demonstration regarding the meaning of communication skills discussed in class, and how they are used in the workplace, based on communication studies and all its different characteristics. Discussion regarding verbal and non-verbal communication, the three communication methods (Berlo-Shramm-Shannon and Weaver), how important it is to recognize the difference between formal and informal writing and finally how essential it is to have great communication skills in the workplace.

3 Introduction

What is skills communication and what is the best skill communication used on the workplace? I would like to discuss regarding those, based on the studies I have completed on the first term, with my personal experience.

4 Methodology

Reading a book, written by (Koprovskaja, J 2008, p.5), I reasoned that communication is an intentional act that serves us to send or receive different types of information, and this takes place on both sides of both the recipient and the sender, following coded signals that have specific rules; during the sending of a message (signal) a decoding process is created and immediately afterwards various interpretation processes are created and from there that it is then possible to give an iteration to the message itself. The code, therefore, is a fundamental element of communication that consists in the exchange of information of various kinds: if the message is not decoded, a disturbance is created on the information and in communication it is called noise. During the first week we studied the difference between verbal and non-verbal communication, and I have watched many videos, "*Importance of Nonverbal Communication—old*", (Jenkinson, 2017), which helped me to understand how and when we use them, in personal life and especially in the workplace. Verbal communication occurs when we write a report, a letter and also when we make a face-to-face speech, and we need to follow very specific rules such as syntactic and grammar, while the non-verbal one encompasses every time we communicate without using words, but

through different channels such as: looks, gestures or facial expressions, as an example when we face a job interview, if we show nervousness or an incorrect posture in the way we sit or even the way in which we gesticulate with the arms they make us understand that we are not comfortable and therefore the employer can understand that not we have enough knowledge in the field of the job we are looking for.

I am a bar manager and, I deal mainly with wines, I have been working with my company for three years and my role is to communicate orders and decisions between the company and employees, to make sales and purchases with wine suppliers by phone calls and e-mails, manage a work group to give good service with the aim of receiving excellent reviews and doing the economic good of the company, writing daily reports at the end of my shift. As evidences, communication skills are present in all the actions we carry out in any context.

Is necessary to say that for a communication to take place, the following elements are necessary: transmitter, receiver, code, channel, context, filters. The issuer, also called the transmitter, is the one who sends the message and thus starts the communication. The recipient, also called the recipient, is the one to whom the message is sent. The message, also called content, concerns what is communicated and can be of various kinds. The code, also called language, (verbal, non-verbal) concerns the way in which you communicate giving a conventional meaning to the message. The channel is the means by which communication takes place (verbally the voice, at a non-verbal level I mimic the face, gaze the eyes, the posture the body, gait the movements, how we dressing, hands movement, etc.).The context concerns the place, the moment and the circumstances in which it is communicated. Other Non-verbal communication can be physical (noise, buzz, low volume of voice, silence) and psychological (expectations, needs, prejudices, emotional experiences). While physical filters are more easily manageable, psychological ones are more complex to avoid precisely because they are almost always unaware, (*Udemi Editor, 2020, The elements of Communication*).

In accordance with that argument I am going to mentioned Berlo's, *Shannon-Weaver and Schramm's models*, that I have studied during the first term and I will discuss them in the case of study. One of the topics that I have founded interesting and, moreover, I think it can help me is Formal and Informal communication, from the book written by (*Ma, F.*). I established how and when use them in different or similar contexts. Formal communication is an official notification tool, which follows pre-established standards and routines, takes more time and efforts, it is launched and monitored through specific organization policies. It may include training, intranet systems, newsletters, and meetings, for example, to write a letter in formal way is suggested follow specific rules, in order to highlight and clearly explain why you are writing. Look for the words that most effectively and concisely announce your message and you will reassure who is about to read. The tone is the same as if you were talking face to face with the recipient to whom you are sending the formal letter, and therefore it will only vary according to the situation. It is recommended to use abbreviations before names such as: Mr, Madam, Dear, etc. Punctuation is also important for delivering a

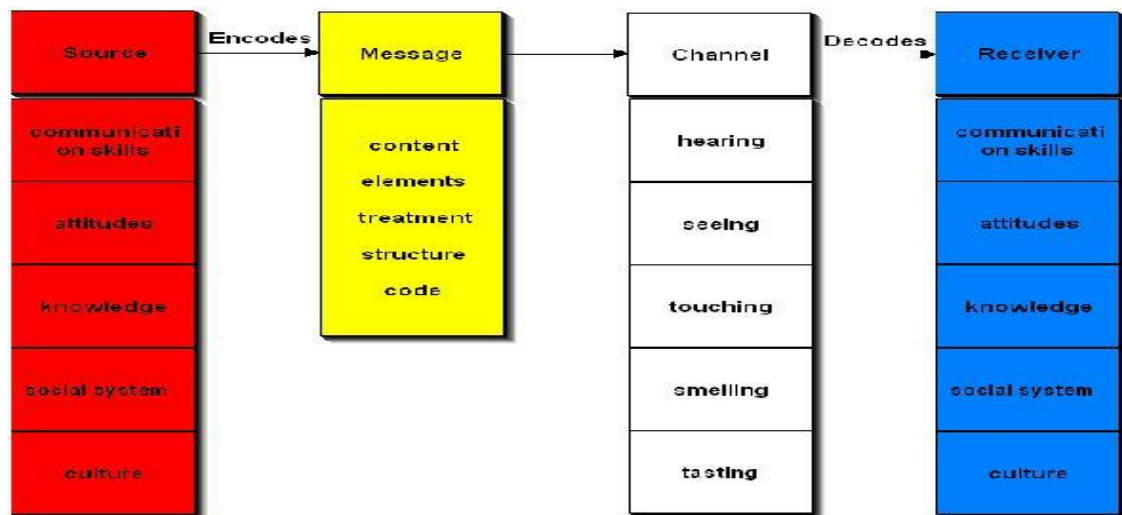
clear and concise message. Instead, Informal communication represents a faster feedback system, which gathers opinions at all levels and is high frequency as it affects the everyday life of an organization. It involves all unofficial channels: from discussions in the canteen to gossip, passing through facial expressions and body language, they are all informal means of communication, an example would be an intimate and private conversation with a colleague in the workplace, without considering the rules that are imposed by the company. Analysing an event that happened at my workplace with a colleague, where I had sent him an email, but to my carelessness I had not noticed that I had missed the subject and, therefore, the incorrect communication generated confusion among all the staff, just realized what could have created that disorder I decided to rectify my email apologizing to him in the first place and immediately afterwards to the staff. For a possible career development we must undertake communication as one of the first tasks to be achieved, its vast characteristics and uses, will put us in front of situations that will create in us a state of possible embarrassment, nervousness and in that case not making good use verbal language comes automatically to express ourselves with the non-verbal language and in most of the times it does not give a good first impression and image of ourselves. Most of the time when I happen to face a work topic with my team I always try to create an atmosphere of serenity so that they can feel comfortable and can communicate without distorting the content of the message, but as in any meeting of work also happens to speak all together and therefore create a state of confusion and it can happen that the content of the message is distorted, and it is at that moment that I understand how much a single badly pronounced word can change a work program and therefore create a high stress rate. (Ma, 2015).

5 Results

Matching with the studies we can conclude that I have learned from the first term how to communicate according to the needs that the situation requires, how to write a letter, a report or a memes in a formal and informal way and above all, how to communicate in the world of work. In this section I would like to share my achievements and discuss it one by one in the following order:

5.1 Case Study One

Berlo's Model of Communication

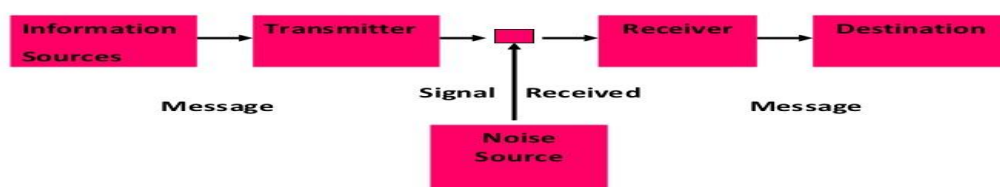


A Source encodes a message for a channel to a receiver who decodes the message:
S-M-C-R Model.

Template by (Communication Skills Handbook)

In 1960 David Berlo invented the Sender / Message / Channel / Receiver communication model. According to him "the model also known as" SMCR "is used in any form of communication since it consists in having a person send the message following a source or channel and then get to the receiver. The model, however, does not explain well the real process and therefore the relationship that exists between those who send a message and those who receive it. Developing with due research and studies it has been confirmed that there is always a feedback circuit between the sender and the recipient of the message. (Saud, Jufri, Rahman, and Salam. 2014 pp. 1033-1041).

Shannon & Weaver Model of Communication



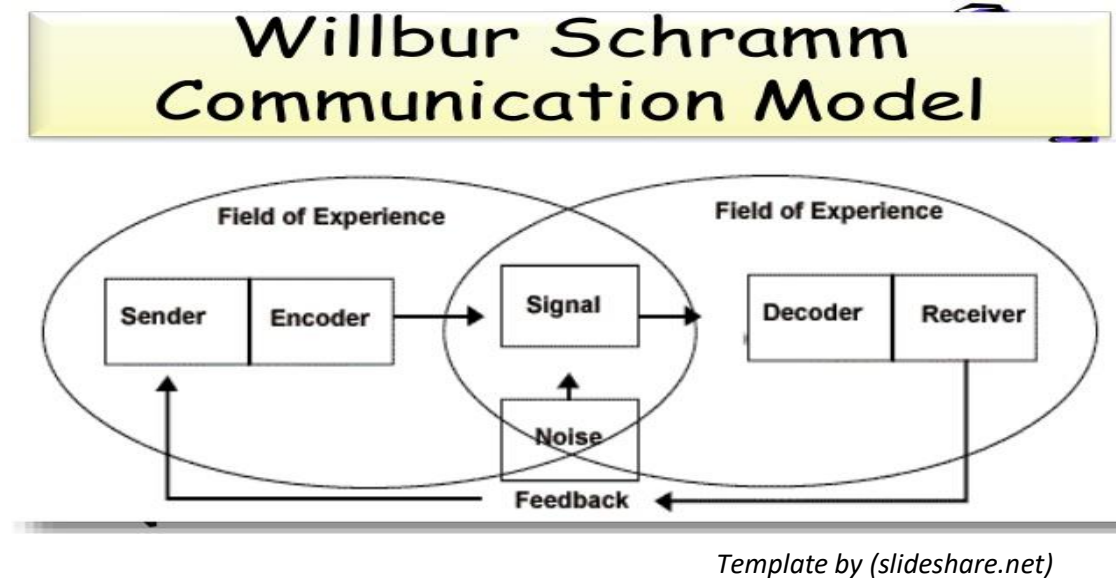
Template by (Luca Oreno)

5.2 Case Study Two

Shannon-Weaver (1949), the model is based on the concept of "signal transmission" from a source to a receiver, by means of a communication channel. The emitted message is

transformed into a signal, transmitted through a channel, received and decoded (interpreted) by a source. Within the process there are interferences (noise) at various points, especially on the channel, distortions and degradations of the information (entropy), and a feedback mechanism (feedback), in which the receiver returns information returning to the source. (Er, M 2013 p.52-60).

5.3 Case Study Three



(1954) Schramm comes to conceive the communicative action as a continuum made of coding-decoding-interpretation, to which a similar path occurs but in the opposite, reciprocal direction, which continually enriches communication and introduces a conception that sees it as mutual understanding, a continuous exchange of messages, meanings and points of view that, although they will never be grasped in their deep essence, they will produce. (Blythe, J 2010 pp.57-62)

5 Discussion

Communicating derives from the Latin verb *To Communicate*, which means to share, to make common; therefore, when we communicate, we increase our shared knowledge. Receiving information therefore corresponds to a process of acquiring knowledge which is organized and transmitted in the form of propositions and therefore, in order to be able to conceptualize and communicate it, language and models are used. In accordance with my studies, I can deduce that the course of studies that I am doing is helping me to better understand my current skills, and at the same it encourages me to learn more, related to the job I am doing right now.

6 Conclusions

All the models presented provide important indications on the basic characteristics of the human communication activity and, in this way, they provide valuable indications for those who want to professionally dedicate themselves to writing memo-report-letters, in a professional way. It is always useful to make appropriate use of communication by evaluating our limits, it is never too late to do research, read articles and go to a good library to improve the way of communication.

7 Recommendations

Recommendations to the readers of this Report to use the best communication skills in the workplace, to ensure that new goals can be achieved without having any problems and above all to create a relationship with the colleges without going beyond the personal life line, and to conclude I would like people in everyday social life to give more importance and respect to the use of communication especially when we are dealing with different cultures, ethnic groups and religions.

8 References

References

- BLYTHE, J. 2010. Trade fairs as communication: a new model. The Journal of Business & Industrial Marketing, 25(1), pp. 57-62. Available at https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/222012108?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo# <accessed: 16/04/2020>
- Er, M. 2013 "The Active Role of the Recipient in Decoding an Advertisement Respectively a Poster." Procedia - Social and Behavioural Sciences 70 (): 52-60. Web. Available on <https://www.sciencedirect.com/science/article/pii/S1877042813000384> <accessed: 17/04/2020>
- Jerkinson, 2017, Importance of Nonverbal Communication—old <video> Available at https://www.youtube.com/watch?time_continue=19&v=rSYbrd2vOHc&feature=emb_title
- Koprowska, Juliet. Communication and Interpersonal Skills in Social Work. 2nd ed. Exeter: Learning Matters, 2008. Transforming Social Work Practice. Web. Available at <https://savesurreyparks.ca/book-id/communication-and-interpersonal-skills-in-social-work-koprowska-juliet>
- Ma, Feicheng. Information Communication. 2015. Synthesis Digital Library of Engineering and Computer Science. Web. Available at <https://ieeexploreieeeorg.ezproxy.uwtsd.ac.uk/document/7164863>
- Saud, Jufri, Rahman, and Salam. "Learning Devices Development on Descriptive Writing for Foreign Language Based on Berlo's SMCR Communication Model of Secondary School Student." Journal of Language Teaching and Research 5.5(2014): 1033-041. Web. Available at https://whelprimo.hosted.exlibrisgroup.com/primoexplore/fulldisplay?docid=TN_proquest1561996990&context=PC&vid=44WHELP UWTS VU1&lang=en_US&search_scope=CSCOP EVERYTHING&adaptor=primo_central_multiple_fe&tab=tab1&query=any,contains,berlo%20model&offset=0
- Uдеми Editor, 2020, The elements of Communication <blog> February. Available at <https://www.udemy.com/blog/elements-of-communication/> < Accessed: 21/04/2020>

Appendices

Formal and Informal communication exercise

Luca Oreni Group 1

Style and Appropriateness

- Written academic English will not normally contain the following:
 - Contractions (i.e. 'it did not' would be used instead of 'it didn't'; 'they have' would be used and not 'they've'.)
 - Hesitation Fillers (i.e. er, um, well, you know ... which might be common in spoken language are omitted.)
 - Familiar Language that would not be appropriate in the academic context. For example:

FORMAL	INFORMAL
conduct	carry out
discover	find out
investigate	look into
- Personal pronouns I, you, we tend not to be used in more formal writing (except in letters etc.). Instead the style may be more impersonal. An introductory *it* or *there* may begin sentences; passive tenses may also be used.
- Compare the following explanations or definitions of economics: the first informal and spoken, the second formal and written (from an economics textbook).

Informal/Spoken
Economics? ... Yes, well, um ... economics is, I suppose, about people trying to ... let me see ... match things that are scarce – you know – with things that they want, ... oh yes, and how these efforts have an effect on each other ... through exchange, I suppose.

Formal Written
Economics is the social science that studies how people attempt to accommodate scarcity to their wants and how these attempts interact through exchange.

Exercise
The following sentences are mixed formal and informal. Write F (formal) or I (informal) next to each sentence.

- The project will be completed next year. F
- I showed that his arguments did not hold water. I
- I wonder why he put up with those terrible conditions for so long. I
- Five more tests will be necessary before the experiment can be concluded. F
- It is possible to consider the results from a different viewpoint. F
- It has been proved that the arguments so far are without foundation. F
- He'll have to do another five tests before he can stop the experiment. I
- It is not clear why such terrible conditions were tolerated for so long. I
- There are a number of reasons why the questionnaire should be revised. F
- We'll finish the job next year. I

D:\Formal and informal writing.doc

Listening communication exercise

THE PROFESSOR and THE VILLAGE PEOPLE May 16, 7/19

Luca Oreni

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 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.'

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

The message was not easy to decode, was unusual and understandable only for a specific category of people

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

Speak easy, using informal communication

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

Schramm's communication model

Q: Why?

Coding-decoding-interpretation

Read and Answer communication exercise

Ex.1. Read the cases and answer the questions that follow: Luca Oreno

CASE 1: Mary was working on some paperwork when her daughter came into the room. The child was clearly upset about something and as she was telling Mary what had upset her, 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 upset and 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, cried and ran out of the room.

1. Why weren't Mary's calming words having any effect on her daughter? She was excited speaking with her friend and the pitch of her voice was really loud to make the child more upset

Not entirely the case. Think of how the daughter felt, what made her to be upset and what made her to cry.

2. What could she have done to make the situation better? She was supposed to do not answer the phone, spend more attention with her child to understand the reason why she was upset and after help the daughter call back her friend

You need to use punctuations effectively to ensure that what you are conveying is clear. Proof reading is required.

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? She was angry and was looking for support in her husband who for other personal problems did not give her time to make her feel better

Use punctuations effectively. The sentence needs a full-stop.

2. What could Steve have done to lessen the tension that had developed? For a moment he had to put his problems aside and ask her what happened and help her feel better, let her speak out

Give/allow her time to talk about her day and give support where possible? Again, use a full-stop at the end of the sentence.