

Module : **Effective Team Work and
Communication**

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Student name : Alexandra Lazar

Student ID : 2009058

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Introduction

Communication is a fundamental thing for the existence and survival of the human being and the organization. Without proper communication, none could be able to fulfill his/her basic needs. Communication refers to sharing messages, ideas, information, feelings, facts, and views (Bergman, Kirtiklis and Siebers, 2012.). For example, if a person has the idea of changing the whole world and turning it into a utopian society, but he doesn't know how to communicate and share his thoughts, the thoughts will have no value to the other persons. Communication is one of the core functions of any organization. Communication helps the organization ensure coordination, increase managerial efficiency, ensure proper decision-making process, and boost the employees' work spirit.

Communication Model

Once upon a time, people would communicate with each other by posture and gesture. Gradually, language and symbols came, and people found an established way of communication. Now, communication is one of the essential factors for every business because every business requires to communicate with the employees and stakeholders to operate the business. The basic flow of communication is almost the same in every case. But the communication model might change based on the importance of communication. These communication models help the organization understand how the communication works, how the message is interpreted, how the receiver receives the message, and how the message is sent (Cobley and Schulz, 2012.).

Shanon and Weaver's Communication Model

Shanon and Weaver's communication model is a mathematical theory that breaks the human communication process into six segments and shows how the messages are sent, received, and misinterpreted while going to those six segments (Buell, 2014). But this model is a linear model, and Shanon and Weaver didn't include feedback in this model. The explanation of the S/W model is given below-

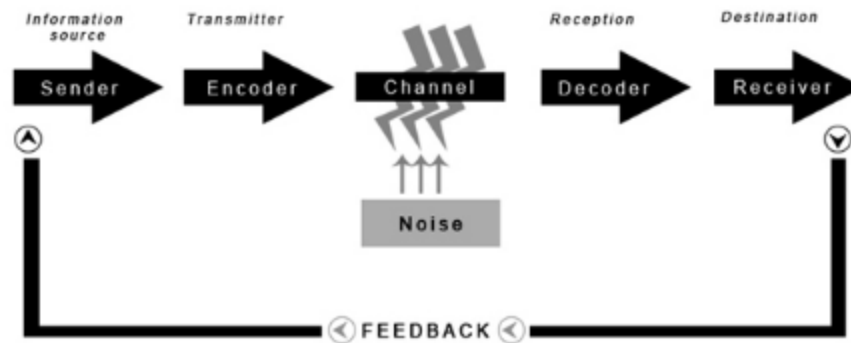


Figure 1: Shanon Weaver's Model (Buell, 2014)

Sender: The first segment of the Shanon Weaver model is the sender. Sender refers to the person who will send the information or message. The sender requires to choose what information would be sent and how it would be sent. An example of a sender can be a news presenter who is required to deliver news regularly.

Encoder: The second segment of the Shanon Weaver model is an encoder that converts messages into signals so that these signals can be sent to the channel (Buell, 2014). For example, in the time of telephone call, the sender's messages are converted into binary 0's and 1's so that the messages can be sent through the channel/wire/cable.

Channel: The third segment of the Shanon Weaver model is the channel by which the message is transmitted to the receiver. For example, if a person talks over the telephone, the channel will be here wire or cables by which the information is transmitted. Before going through the channel, the information must have to be encoded, and before receiving it, it must have to be decoded (Hoover, 2015). Now, the question is if we communicate face-to-face, what will be the channel? Here, the channel might be the sound wave that carries the message to the receiver's ears.

Noise: The next segment of Shanon Weaver's model is noise, and this theory is renowned mainly for this segment. Noise can change the meaning of the messages by interrupting the communication process (Cobley and Schulz, 2012.). Noise can be of two types; internal noise and external noise.

The sender and receiver are mainly responsible for internal noise (Hoover, 2015). Internal noise occurs when the sender and receiver make any mistake in the time of encoding and decoding the message. For example, if the receiver feels extreme headache and this is why he can't concentrate on the message, it will be considered as internal noise.

External noise occurs when any external factor interrupts the message. For example, the messages are delivered through the channel. During this delivery, the messages can be interrupted or distracted by the noise of horns, thunder, or crowd (Buell, 2014).

Decoder: The fifth segment of the Shanon Weaver model is the decoder. The decoder is the exact opposite of an encoder which converts signals into messages. In the encoder, I have mentioned that the messages are converted into signals (Binary Digits). In the decoder, these signals will be converted to the readable format so that the receiver understands the messages.

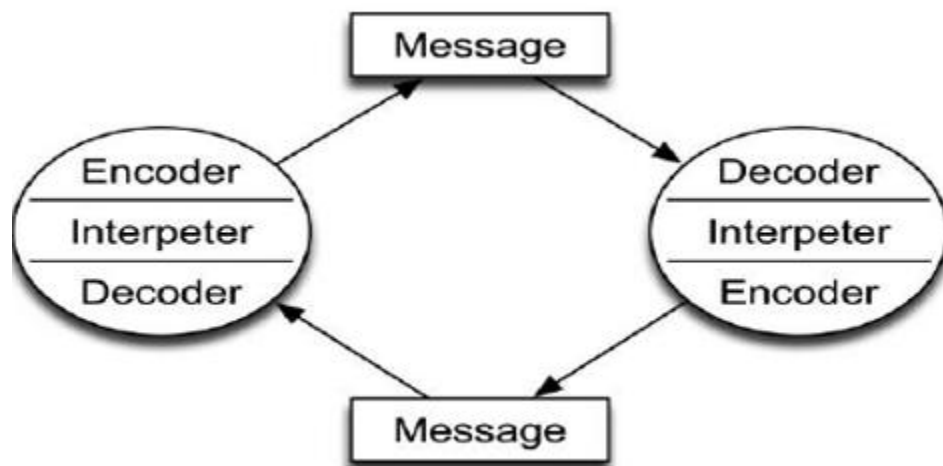
Receiver: the last segment of the Shanon Weaver model is the receiver. The receiver is the destination or endpoint of this model. The receiver is the person who receives the messages or information.

From the case study of Maria and Pedro, Maria said chicken on the telephone. On the other hand, Pedro heard the kitchen because of external noise.

Shanon Weaver's model of communication contributed a lot to find out the noise that interrupts the message. Following this model, engineers have been able to improve the telephone communication system and radio communication system (Cobley and Schulz, 2012.).

Schramm 1954's Model of Communication

Wilbur Schramm, a reputed communication expert, introduced a straightforward communication model in his book named "The process and Effects of Mass Communication." The root of this model is Shanon Weaver's model of communication. Shanon Weaver's model was linear, whereas the Scramn model is circular. In the circular



model, the messages don't go in a way. Rather, they go both ways. The core principles of the Scramn model are given below-

Figure 2: Scramn Model (Rai and Rai, 2018)

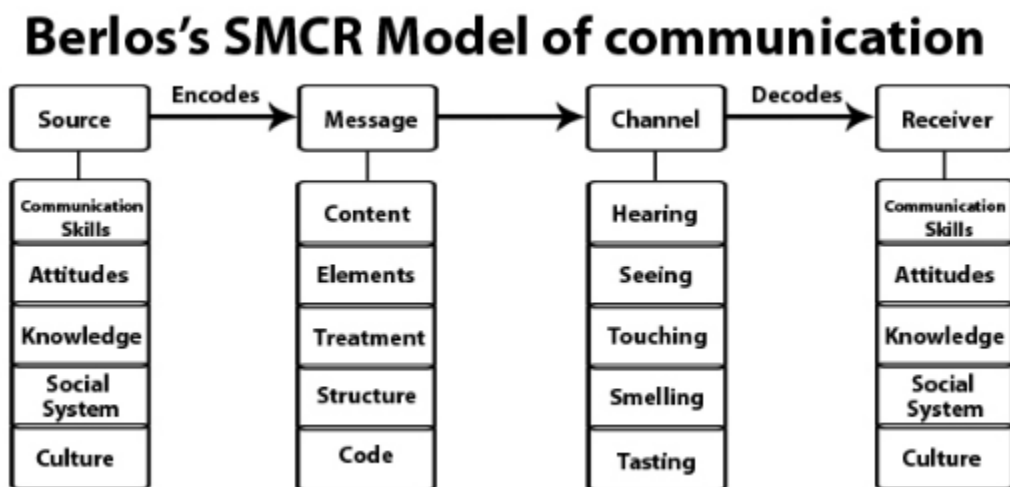
Principle 1: Circular Communication: In circular communication, each party is both sender and receiver. It means, when the receiver receives the sender's message, he will again send the feedback, and then the receiver will be the sender, and the sender will be the receiver.

Principle 2: Equal and Reciprocal Communication: In Shanon and Weaver's model, we have seen that the sender only sends the message and the receiver only receives the message. In spite of having the power of encoding and decoding, they don't equally communicate with each other. Schramm removed this obstacle in his model. He said both the sender and receiver are equal, and their contribution will be equal in communication. All things of the Scramn model are the same as the Shanon Weaver model except the mentionable principles.

From the case study of Maria and Pedro, the misunderstanding could be avoided if Pedro would call Maria again and gave feedback to her messages. Then the "chicken and kitchen" confusion would clear.

Berlo's Model of Communication

David Berlo initiated Berlo's model of communication in the 60's decade. Another name of Berlo's model is the SMCR model. SMCR stands for the sender, message, channel, and receiver. Berlo's model is also a linear model like the S/W model. But S/W model



stated that only noise could create distractions or interruptions in the communication process. In comparison, Berlo's communication model said that emotional factors are equally responsible for distractions or interruptions in communication (Molen and Gramsbergen-Hoogland, 2012.).

Figure 3: Berlo's SMCR Model (Cleary, 2013)

Source/Sender: The person or the source from where the message is sent. Factors affecting the source or sender are given below-

Communication: Communication skill of receiver and sender affects the communication process. For example, if the receiver or sender lacks reading or writing skills or the sender can't compose the message correctly, the communication process won't be fruitful (Motschnig and Ryback, 2012.).

Attitude: The meaning of the message is also dependent on the sender and receiver's mood. If the receiver or sender reads or composes the message with a positive mindset, the meaning will be positive (Bergman, Kirtiklis and Siebers, 2012.).

Knowledge: If the sender and the receiver are aware of the message's subject, the communication process will be successful and vice versa.

Social Systems and Culture: The effectiveness of the messages also depends on the receiver and sender's social systems and culture. A message might be appropriate in the sender's culture, whereas it might be inappropriate in the receiver's culture (McQuail and Windahl, 2016).

Message: Messages are those which are transferred through encoder, channel, and decoder. Messages are the most crucial element of the communication process. The effectiveness of messages depends on the structure of the message, content, and the aspects of the messages (McQuail and Windahl, 2016). For example, if I send a report to my professor and don't follow any structure, the professor will be discouraged from reading my report.

Channel: Channels are those through which the messages are transferred. There have multiple communication channels; for example, the internet, radio, television, print, etc. According to Berlo, the effectiveness of those channels directly or indirectly on following five senses-

1. Hearing
2. Seeing
3. Touching
4. Smelling
5. Testing

Receiver: The person who receives the messages is called a receiver.

Communication Skills

Communication skills are those which help one to understand other people's speech and to be understood by others. Communication skills are essential in today's world. The followings are the required communication skills.

Active Listening: Active listening means paying proper attention to the speaker's words. One needs to remove all types of distractions, including cell phones, laptops, or other project's tension. Besides, one can be an active listener assuming what the speaker can say.

Adapting Communication Style to Audience: There are many different communication styles, and their applications are also different. One should adopt proper style considering one's audience. For example, if a person talks to his boss, his communication style should be formal (Krizan, Merrier and Jones, 2015). On the other hand, while talking to a colleague, the communication style should be casual.

Confidence: Confidence is one of the most desired skills in communication. If a person talks or presents something confidently, the audience pays more attention. There have so many ways to show one's confidence. For example, making eye contact with the audience and sitting up straight indicates that you are confident (Bergman, Kirtiklis and Siebers, 2012.).

Giving and Receiving Feedback: Giving and receiving feedback in time of communicating is another vital communication's factor. If the communicator can't accept the critical feedback, he won't be a good communicator.

Volume and Clarity: In the time of speaking in front of a vast audience, the speaker needs to ensure that he is audible and his voice is unmistakable (Molen and Gramsbergen-Hoogland, 2012.). It is also equally important to notice whether the speaker's voice is too loud or too slow.

Empathy: Empathy refers to understanding another person's mental state and communicating according to that mental state. For example, if a person is showing depression or anger, one should talk to him smoothly (Krizan, Merrier and Jones, 2015).

Non-Verbal Cues: Whenever one speaks to another, the person who is listening needs to observe posture, gesture, and body language to understand the speaker properly.

Examples of Poor Communication

As a team leader, I need to assign tasks to my team members. Once I emailed a team member to complete a part of the assignment within Friday. I needed that part of the assignment on Friday morning. But as I didn't mention any specific date in the email, my team member thought that he could deliver the task at any time on Friday. As a result, I had to submit the assignment on the due date. The reason behind this due submission is poor communication. According to Berlo's communication model (Cobley and Schulz, 2012.), the effectiveness of messages depends on the structure of the message, content, elements, and code. Here, as a team leader, I failed to mention to fulfill all the message requirements. As a result, my team member didn't understand my need.

According to Robinson (1982), there are many factors that affect the listener's ability to realize what the speaker says despite giving full attention to the speaker's speech. For example, once, an Indian student attended a course with us. He always gave his full attention to the teacher's lecture. But he couldn't understand it correctly. He had to take help from other classmates to understand the lesson well. But if the teacher could arrange a feedback session or the Indian friend could increase his English listening skill, he would be able to understand the lectures perfectly.

Conclusion

Whatever anyone does for a living, he/she must have to possess communication skills. Even if one can't talk like a normal person, he/she also needs to express his/her opinion/thoughts. In this case, he/she can communicate through writing, posture, gesture, and body language. To improve one's communication skills, one needs to be clear and concise when communicating with others. Besides, practicing empathy can help one to be a good communicator. Reading the body language of the speaker is also a necessary requirement to be a good communicator. In this report, I have described three models of communication, necessary communication skills, and examples of poor communication.

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