

EFFECTIVE TEAM WORKING AND COMMUNICATION

BMSW4002

BY:

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TO:

BEN MABU

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INTRODUCTION

This assignment aims to draw up an evidential portfolio, which include in- class exercises that shows an understanding of communication as a skill in the workplace. Communication will also be analysed using my own or my friend's workplace. My research will be based on published literatures(theories) and give suggestions on how communication can be improved.

WHAT IS COMMUNICATION

Communication is the exchange of information, ideas, thoughts, opinions, feelings between two or more people, which can be done verbally through speech, writing or nonverbally, using signals, postures, gestures, behaviours, facial expressions, body language etc. Communication skills are the foundation upon which individuals, teams and organisations are built. (Kinnick and Patron, 2005). Oral communication is one of the most important requisites in choosing job candidates which makes colleges really work hard, preparing professionals for success.

Communication process begins with an idea in the communicator's mind, which can be to pass an idea, information or a fact, this is then encoded into a language through symbols in the form of speaking, writing, gestures, pictures, eye contact. The message is transmitted through various medium like face to face conversation, visual display, video call, letter, body language, text message, phone and email. Communication is only meaningful when the receiver can correctly comprehend and interpret the message

There are various barriers to hinder the process of understanding what the message the sender is transmitting. These are, individual differences where the sender and receiver have difference of opinions or different way of thinking, noise, which makes you not to hear what the other person is saying, wrong assumption, inability to comprehend and interpret what the other person is trying to pass across, difference of interest, poor retention, words with different meaning and style of communication.

TYPES OF COMMUNICATION

Communication can be classified into various types:

VERBAL COMMUNICATION

This is the most common way of communicating, which involves the use of words or verbal statements to convey a message, which can be oral. In the form of face to face, voice check, telephone conversation, conference call. Verbal communication entails the use of mails, reports, letters, SMS, documents to interact with others.

NON-VERBAL COMMUNICATION

This is communication without the use of words. It can be in the form of body language, facial expression, touch, eye contact, gestures, touch, sound, tone of voice appearance silence. Listeners can interpret the meaning of what a person is saying from nonverbal cues and this process of being able to interpret these messages in a blink of an eye (Malcom Gladwell, 2005)

There are seven ways, which is normally referred to as the 7 Cs of communication to be effective. These are: clarity, whereby the language used must be clear precise and straight forward. Correctness, the message must be free from spelling mistakes and grammatical errors. Completeness, this should contain all the information and facts for the receiver to understand. Concreteness, this requires the content of the communication must be tangible. Conciseness, this means the message must be short and precise.

MODELS OF COMMUNICATION

A model can be defined as a graphic depiction of an abstract, making it easier to understand. There are several models of communication such as Shannon and Weaver, Berlo and Aristotle's.

BERLOS SMCR MODEL OF COMMUNICATION

David Berlo developed his model of sender, message, channel and receiver in 1960. It explained how encoding and decoding affects how the message is sent and received. Berlos model of communication has four main components which are: source, message, channel and receiver. The source which is the sender is guided by various factors using communication skills like reading, writing, speaking listening, recording to send a message. If a person has good

communication skill; it will be easier to communicate effectively as compared to a person with poor communication skills.

A sender's and receiver's attitude also affect how a message is sent and received. Attitudes towards the receiver, environment can affect a meaning of a message. Some factors such as beliefs, values, religion class, rules, location, family, ideology and language can affect how a message is sent and received.

Cultural differences can also affect how a message is received. For instance, a person from a specific background may find a certain behaviour or use of a specific slang commonly acceptable in another cultural background an offence.

David Berlo also explained the concept of message, which is the substance sent and received, which can be relayed through voice, email, audio, phone, SMS, video call, text etc. Certain factors can affect how the message is sent and received. These are content, elements which are nonverbal like sighs, postures, gestures facial expression, body language. The way the message is relayed to the receiver is referred to as the treatment. The way the message is arranged or structured can also affect how it is sent and received. Code is the channel whereby the message is sent. This is either video, SMS or email. The medium through which the message is sent is referred to as the channel. These can be through the telephone, internet. For the channel to be effective, the five channels must be involved in the form of hearing, seeing, touching, smelling, and tasting. For a message to be effective, it must be sent, received, understood and have a feedback. The recipient must have good listening ability.

In requesting for a change of shift swap, I sent an email to the manager of my company requesting for a face to face meeting with her to discuss the issue. The manager suggested for me to either take time off on the day or sort out the shift with my colleagues, which was communicated through email.

The sender(me) source of the message, message or content is the shift change, which was sent through email and coded. The receiver is the manager, who gets the message, understood and gave a feedback through email.

SHANNON AND WEAVER COMMUNICATION MODEL

This model is popularly referred to as the Mother of All Models. It is based on various concepts such as the sender, encoder or transmitter, channel, decoder receiver, noise.

The sender encodes the message through ideas, thoughts, and this is sent to the receiver through medium like phone, email, telephone, text, email. The receiver then encodes the message to get understanding. For instance, a manager sent a message through voicemail, to the employees to attend a training course. In this case, the manager is the sender, the email is the channel through which the message is sent, and the employees are the receivers who would decode the message. Certain factors such as noise can affect the way a message is received.

Shannon Weaver had some criticisms in the sense that it is more of an intrapersonal communication model, than group or mass communication. The sender plays the major role in the communication process.

ACTIVE LISTENING

Active listening is the ability to listen, understand and interpret what another person is saying. It involves giving the speaker an undivided attention, which requires effort and a disciplined mind and attitude. People are often distracted during a conversation thereby not giving their 100% attention to what the other person is saying (McKay, Davis, Fanning, 1995).

Before a meaning response can be made, it is vital to have a full understanding of what was being said by actively listening to the speaker, asking questions for clarity. It is vital to look squarely at the speaker, have open rather than closed hands, lean slightly forward towards the speaker, make eye contact and relax.

The ability to paraphrase what a speaker is saying is a very powerful skill to acquire as it helps to clarify and have an accurate understanding of what the message is intended for. To resolve conflict in the workplace, it is vital to be an active listener rather than a selective one. This was reflected at my employment situation regarding the taking of breaks. The times for taking breaks by each employee was shared and communicated to everyone by the manager at a mini staff meeting. Some colleagues adhered to the allocated time, while others, including myself overstayed their time. When queried by the manager, it was discovered that the allocated times for break had changed because they weren't listening to the manager at the mini staff meeting.

ASSERTIVENESS

Assertiveness is the ability to speak, express or interact in a way that takes into consideration and feelings of others, respecting their opinions, and at the same

time standing up for one's own rights, needs, while maintaining a personal boundary.

Having the skill in the workplace created room for debate, with varieties of ideas, opinions, needs and choices to be heard and considered. In order to resolve a conflict (Pipas, Jaradat, 2010) To be assertive, you have to be able to stand up for yourself and others rights in a cool, calm, collective and positive way without appearing aggressive, passive or accepting any wrong.

Certain factors prevent individuals to be assertive in certain situations. These include low self-esteem, fear of not wanting to hurt others or be on their bad books, anxiety, stress, hurtful past experiences and personality traits.

In applying this skill of assertiveness at my workplace, I was able to explain to my coordinator the reasons for not accepting changes to my weekly rota as proposed by her, to avoid clashing with my days of attending university. As a compromise, I offered to cover some shifts on some weekends to make up for staff shortfall, thereby maintaining my stance in a firm and polite manner and at the same time willing to work to resolve the issue of shift change.

WRITTEN COMMUNICATION

Written communication is the central part of a workforce which enables the employers and employees to keep in touch, draw up and close business agreements. Writing can include emails, texts, record keeping whereby you must be clear, accurate, easy to follow and non-judgemental.

Good writing ability allows one to transmit message with clarity and reach to a greater audience, than having a face to face or phone conversation. (Murphy, Hildebrandt, 1991)

WORKING WITH CONFLICT

In the workplace, conflicts are dealt with in a variety of ways. Some people choose to be assertive or cooperative in a conflict in order to move the group forward (Thomas-Kilman, 1974).

Different strategies such as avoiding or dealing with conflicts where some choose to ignore or withdraw from a conflict when they feel confrontation far exceeds the potential result of being able to resolve the issue. Accommodation is another strategy to resolve issues. These people choose to give in to wishes and demands of others. By avoidance, it leaves the issue unresolved and gives the assertive party command and control of the situation.

People go into competing mood to win, especially when they feel they are not being listened to. Collaboration is used by people who are both assertive and cooperative allowing the possibility of a shared solution which can be supported by everyone. In the workplace, compromising to resolve conflicts is the best strategy as everyone gives a little bit of what they want, and no one gets everything they want.

POSSIBLE WAYS OF IMPROVING COMMUNICATION IN THE WORKPLACE

There are different ways to improve on communication in the workplace.

Establish a foundation first: because the more an employee have trust on the management, the more comfortable they would feel to communicate a problem when it occurs. In my first job as a care giver, the manager organised a face -to-face meeting with the new staff and got to know us better. This created room and opened a line of communication to everyone on the team.

Prove to be trustworthy: It is vital to show a genuine interest in a person, empathise with any problem or dilemma they may find themselves, follow through on ways to help and support them

Be a good listener: Actively listen to what the employees are saying, ask questions for clarification, give full attention and be non-judgemental.

Set the tone for meetings: It is important to send out a meeting agenda via email before the start of a meeting so everyone attending knows what to expect.

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[_Mode_instrument](http://en.m.wikipedia.org/wiki/Thomas%E2%80%93Kilmann_Conflict_Mode_instrument)

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Student Name: MARIS GARUBA Student ID: 1910039
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 Ms M. December,

I would like to invite you to undertake a training course in non-verbal communication skills, taking place on the 16th of December 2019 at 10am till 4pm at the company's head office training room.

You have been picked to undertake this training due to my recent observation during an incident, in which I found you didn't portray a positive image as a Supervisor in handling the situation.

This course would help you improve on your non-verbal communication skills in your day to day dealings with your fellow workers. Your attendance is mandatory.

Yours Sincerely,

Mgaruba

Maris Garuba

Director of Communications

Lecturer's signature: _____

Date: _____



MARKS

GARUDA

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Effective Team Working and Communication - Term 1

BMSW4002

In-class exercise 1

⑥ Berles model of communication.
This theory centres on communication skills, attitudes, knowledge, social systems, culture.

⑦ OVERCOMING THESE CHALLENGES.

- ① He should speak in a clear and precise manner instead of screaming. He should use simple English to get his message across.
- ② Being needs to undertake proper training for his employees.
- ③ He has to improve on his communication skills and have a better knowledge on safe food practice.
- ④ He should present himself professionally by appearing and dressed smartly.

Lecturer's comments:

Lecturer's signature:

Date:

31/05/20

Exercise 2: 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 35 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?

- Question 2:
Communication challenges and obstacles faced by Barry are:
- ① Language barrier - This is due to the fact that some of the employees do not have English as their primary language.
 - ② Cultural barrier - Some of the employees are from a different cultural background and therefore see and handle situations differently.
 - ③ Environmental barrier - Barry couldn't be heard by one of the employees because of the noisy environment.
 - ④ Age barrier - As a young restaurant manager, Barry was dealing with both young and old employees (16-55 years old). As a result, their levels of understanding varied.
 - ⑤ Appearance - Barry had an unwashed uniform, hair, uncut and dirty and unscrubbed hands. This makes his appearance unprofessional.

Lecturer's comments: *These answers make sense*

Lecturer's signature: *Lee Hakey*

Date: *18/12/19*



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Effective Team Working and Communication – Term 1

BMSW4002

In-class exercise 2

Student Name: MARIS GARUBA Student ID/Group: 1910039

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?

Mary wasn't listening actively to the child and there was no eye contact.

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

Mary could have stopped what she was doing and engage actively with the child by stopping her (typing), making eye contact and comfort the child.

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?

Sally was upset because Steve wasn't listening to her effectively because he said he was tired.

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

Steve could have listened actively without interrupting, then share her concerns if any before telling her about his day, offer apology.

Lecturer's signature:

Ben Malins

Date:

3/1/20

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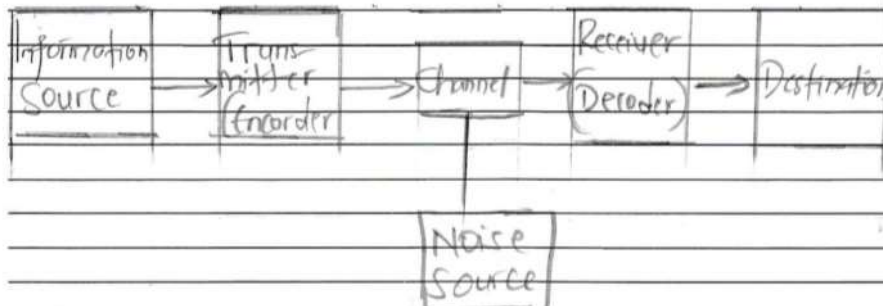
Exercise2: Writing an e-mail.

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 Lucy,
I received your email and below are the answers to your questions.
Communication can be defined as the exchange of information where a message is passed the message is received and understood. This can be verbally or non verbally.
Find below a diagram of Shannon-Weaver Model of communication



Non verbal communication is the transmission of information through visual, auditory or kinetic means. It is the use of non spoken words like facial expressions, body language to communicate.

Lecturer's comments:

All of these answers make sense though you could improve your answer by developing your response in relation to the Shannon-Weaver Model

Lecturer's signature:

Dei Matsu

Date:

3/1/20

