Welcome to MGNT102 Professional Communication: Concepts and Practices

School of Management, Operations & Marketing
Faculty of Business, University of Wollongong

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Overview - Week 1

- Introduction
- Housekeeping
- eLearning
  - Moodle
- Subject Outline
  - Team-based learning (TBL)
  - Assessments
- Lecture 1

Subject Coordinator

Dr Ping Kattiyapornpong

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About Me

Ms. Jesslyn **Lau**

Lecturer in Communications & Media

Murdoch, UOW, Stirling

Join me @:

jesslynlau.wordpress.com

https://www.instagram.com/bslau004

Tools I commonly used for education:

- Your mobile phones
- QR code scanner
- Games
- Padlet

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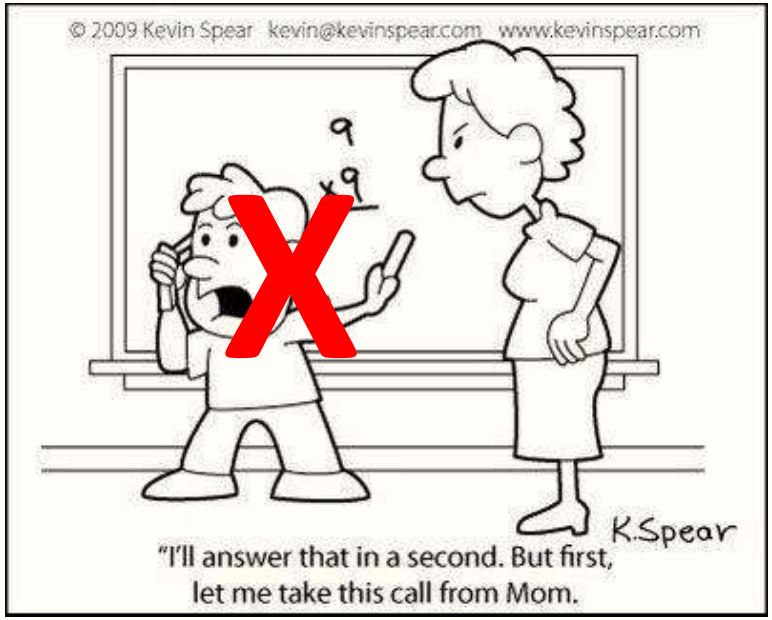
- Your lecturer will be your main point of contact for this module.
- My email address is also available in the subject outline.
- Bslau004@mymail.sim.edu.sg

Lecture/tutorial etiquette



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Moodle

Access through SOLS

- Lecture information
- Additional Readings
- Communication Forum
- Lecture/Tutorial Resources
- Assessment information
  - Writing task
- Useful information

Important announcements

Consultation information

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Your Subject Outline

Your Most Important Subject Resource

Subject Outline available from:

- MGNT102 Moodle

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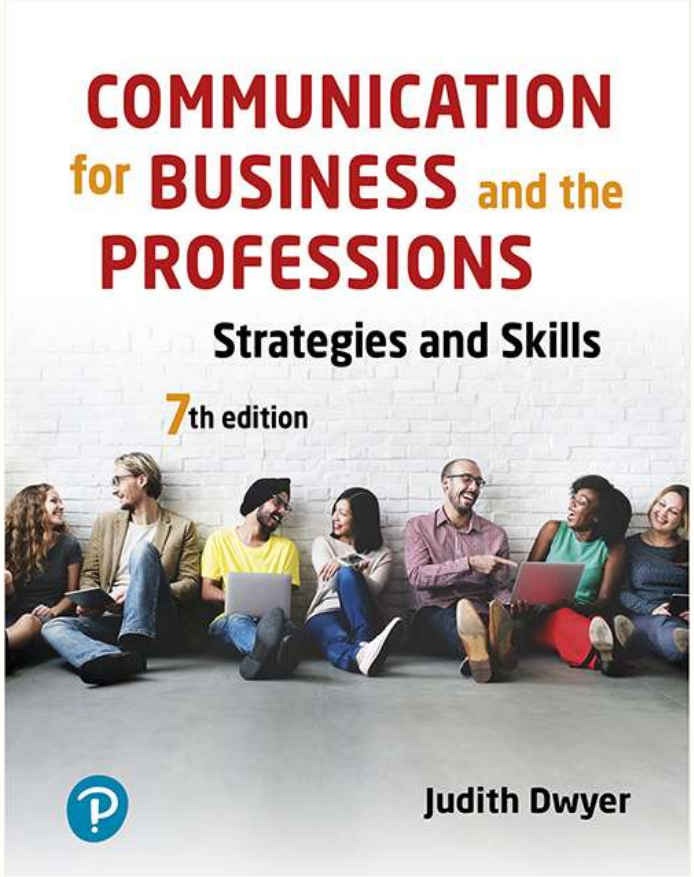
Subject outline

- What is this subject about?
- Subject Objectives

Textbook

- Dwyer, J 2021, *Communication for Business and the Professions: Strategies and Skills*, 7th edn, Pearson, Sydney.
- E-Book
  - Through publishers website
  - www.pearson.com.au



Schedules

- Lecture Schedule
- Tutorial Schedule

Assessments

- Refer to the subject outline

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- Participants
- Grades
- Sections
- Activities
- Groups
- Enrolment Methods
- Site Logs
- Question Bank
- Dashboard
- Institution home
- Calendar

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My sites

- BCM 110_SP219

Show Progress

Meeting point for general discussions and announcements

Use this space for general discussions about the subject or topics.

Please be aware that your lecturer will be monitoring this site from time to time.

- Announcements
- Announcements
- Announcements
- Discussions, questions and general chats

Subject Outline

The subject outline is an important document and you should be familiar with its content. It states what you can expect to learn in this subject, the lecture and tutorial topics, and what you need to do to enable your own learning and to enhance your overall university experience. It also provides you with information what the university expects of you, such as regular attendance, knowledge of assessment dates and times, and adherence to the university's policies and guidelines.

- MGMT102 Subject Outline

Lecture handouts

All care will be taken to ensure correct lecture handouts, however, lecture slides may be edited prior to the lecture and may vary from the handouts.

ASSESSMENT 1

- You will be asked to keep a blog, and complete a series of individual and group exercises designed for you relating to the communication issues and theories you have learnt from the course. During these weeks you will also share your blogging identities with the other students in your class and you will be expected to read and comment on at least one student's blogs every week.

- This will comprise blog posts of 400 words each and comment on at least one student's blog (100 words each, due one day after)

- **Submission:** 1.) Wordpress and 2.) through Moodle (Please use online Template for submission)

Moodle

Assignment I - Wordpress

Follow through the **instructions** to set up a free Wordpress account **here**.

Complete Assignment I weekly on Wordpress and refer to **GoogleSpreadsheet** for the links to your classmates' blogs.

You will be asked to keep a blog via Wordpress and complete a series of individual and group exercises designed for you relating to the communication issues and theories you have learnt from the course.

During these weeks you will share your blogging identities with the other students in your class and you will be expected to read and comment on at least three other students' blogs every week.

This will comprise blog posts of 400 words each and comments on other student's blogs (100 words each)

- Blog Post 1 - Introduction of yourself
- Blog Post 2 - Shannon and Weaver's Communication Model
- Blog Post 3 - Johari Window
- Blog Post 4 - Stereotypes part I & II
- Blog Post 5 - A Case Study

Assignment II - Group Presentation Submission Link

Presentation Slides + Video

Submit a Zip file containing your 1.) Group presentation slides + 2.) Skit video

Note: Only **ONE** submission per group. Please allow your group leader to submit on behalf of your group.

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https://bit.ly/3ycDFpg

Refer to Assignment I's Brief on Moodle

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ASSESSMENT 2

- NOTE:

- Additional information will be provided in class.

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- Groups will be formed and sign-up for the presentation will take place in class. At this time groups will choose a country (from a given list) to explore and discuss how the group will proceed in terms of communication in campus, roles to be undertaken by each of the group members, and relevant time lines.

- All groups should be prepared to make their presentation by session 13.

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Exams

- Exams conditions
- TBA

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Questions?
Comments?

Lecture 1

Communication Foundations

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Leads to promotability

Important in all jobs

Adds to success

Top quality/skill wanted by employers

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Forms of communication

Communication is an ongoing process

- People use symbols to represent their:
  - feelings
  - ideas
  - values
  - perceptions
- These symbols are in the form of:
  - verbal communication, either spoken or written
  - nonverbal communication
  - graphic communication

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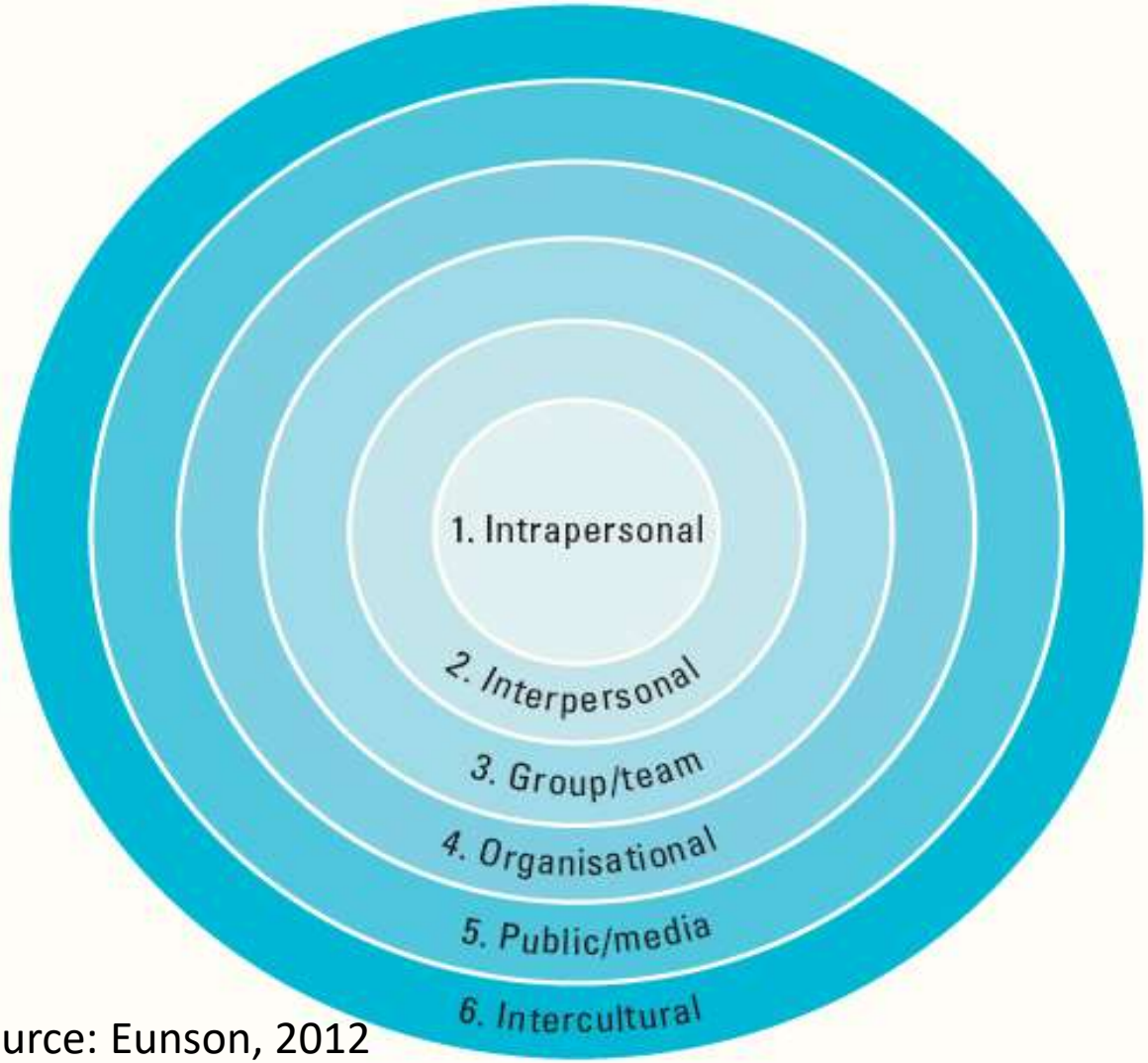
Communication types



Source: Eunson, 2012

Textbook identifies four main types:

- Intrapersonal
- Interpersonal
- Public
- Mass

Source: Dwyer, 2013

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Communication models & theories

- Communication is a dynamic, complex, interactive process
- A communication model is a simplified representation of the main elements in the communication process
- A model cannot be regarded as a complete guide to how communication works

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Communication models

- Laswell's model (one way transmission)
- Shannon-Weaver model (recognised noise)
- Schramm's circular model (two way interchange)
- Berlo – SMCR (source, message, channel, receiver)
- Barnlund's transactional model
- Foulger – ecological model of communication
- Dance's helical spiral

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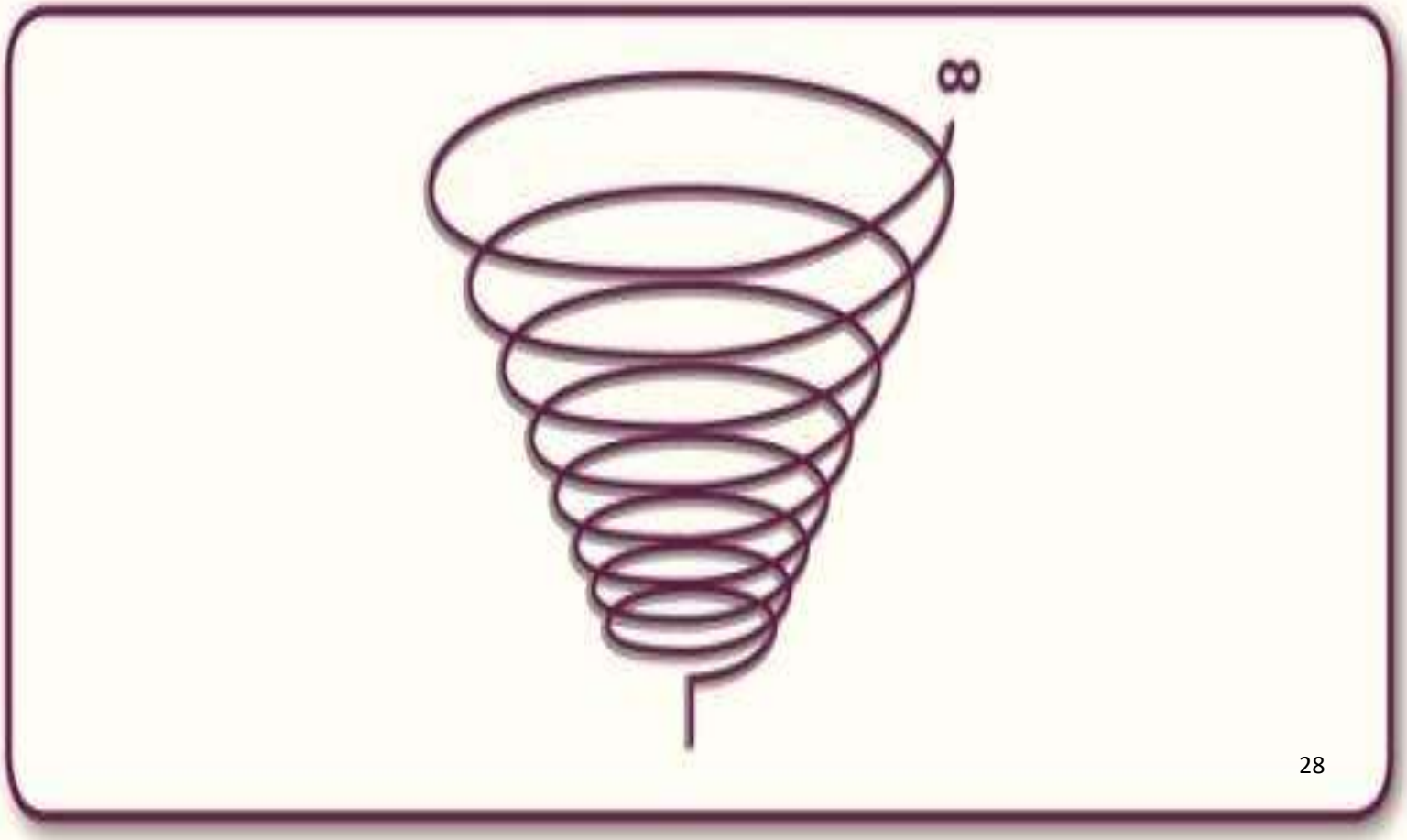
Dance's helical spiral

Figure 1.7

Communication as a helix

Source: Adapted from Frank Dance, 1967. Reproduced with permission of the McGraw-Hill Companies. From R. West & L.H. Turner, *Introducing Communication Theory: Analysis and Application*, 2000, p. 6, Mayfield Publishing Company, Mountain View, California.



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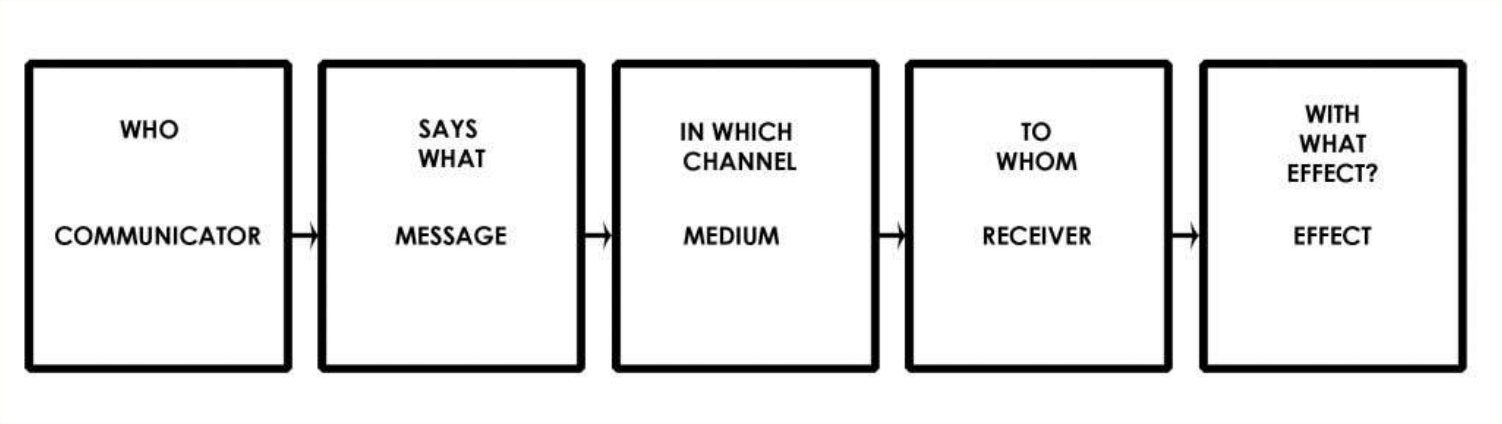
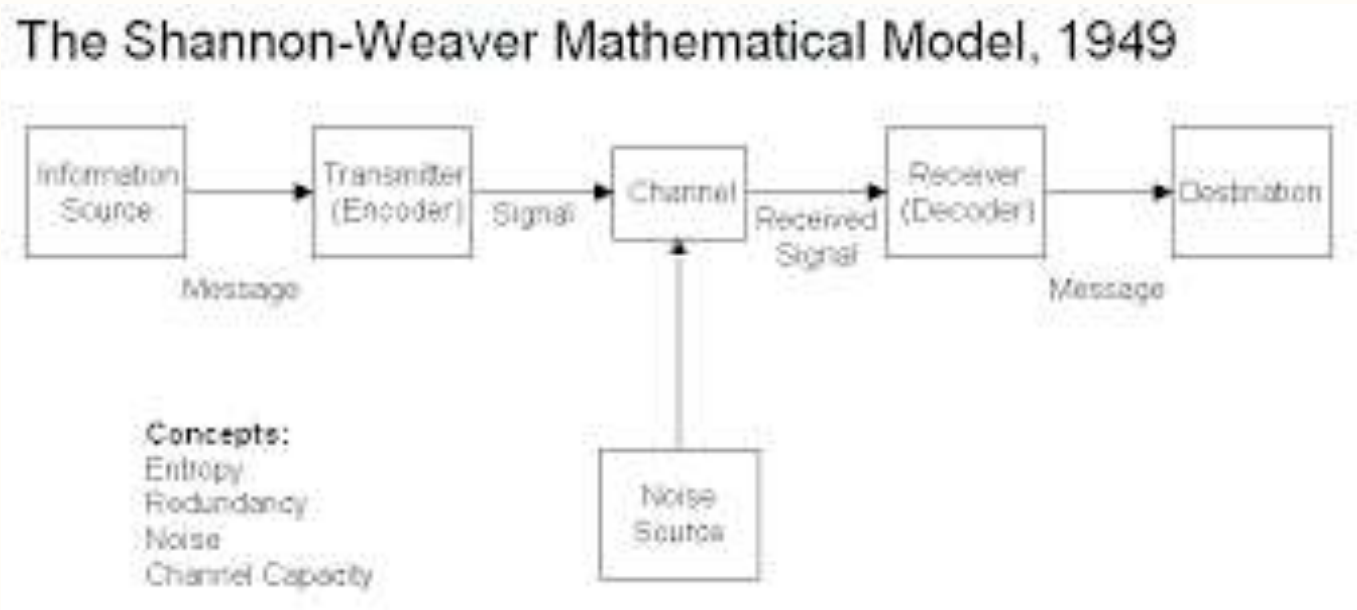
Dance's helical spiral

- "The communication process is constantly moving forward and yet is always to some degree dependent upon the past, which informs the present and the future" (Dwyer 2016, pp.9-10).



Laswell's model

Shannon-Weaver's model



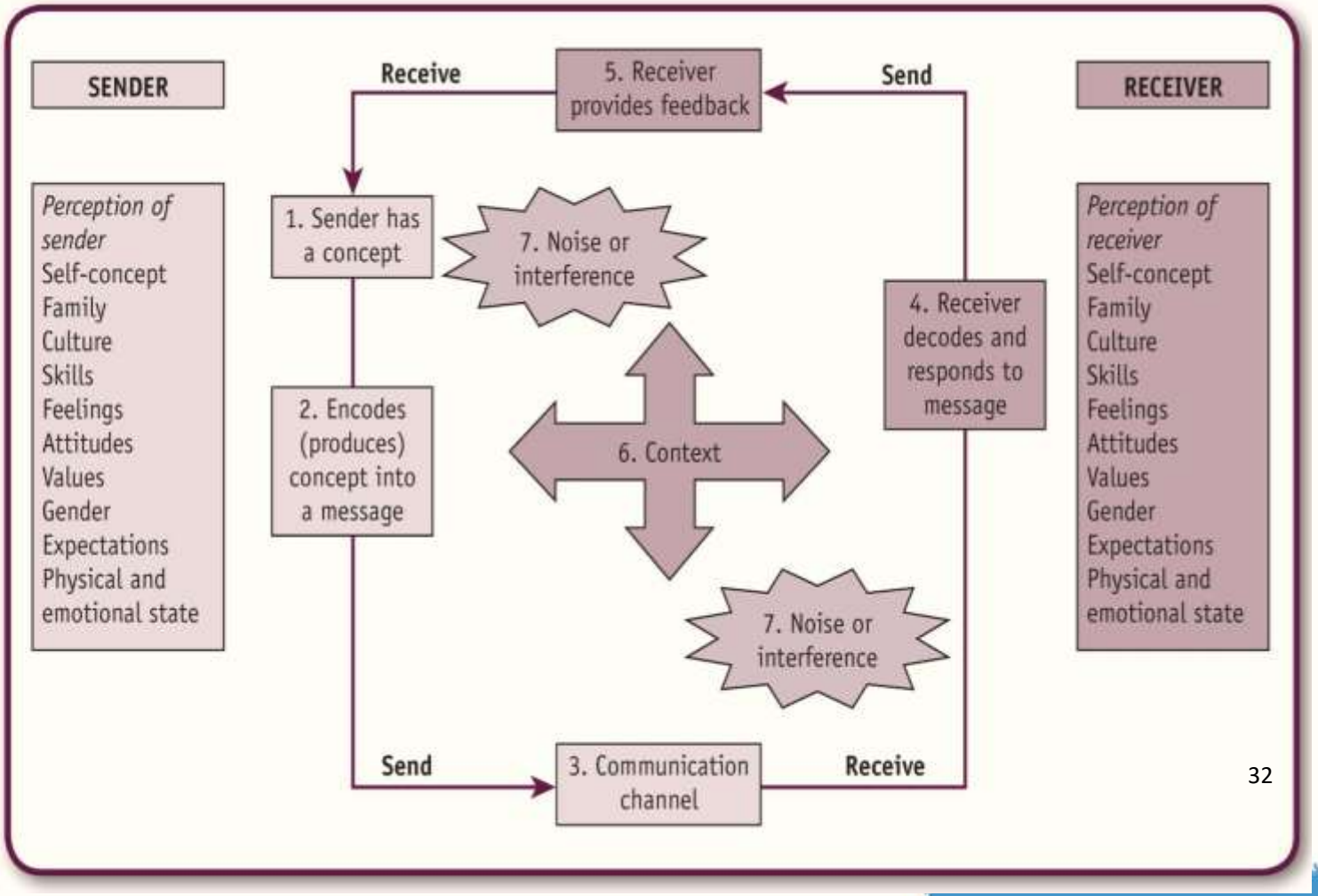
- A later version of the theory by Warren Weaver added a 7th concept ('feedback') which changed the model from a linear to cyclical model.

Communication models

- Dwyer's model

Figure 1.1
Communication: an interactive process

Source: © Judith H. Dwyer.



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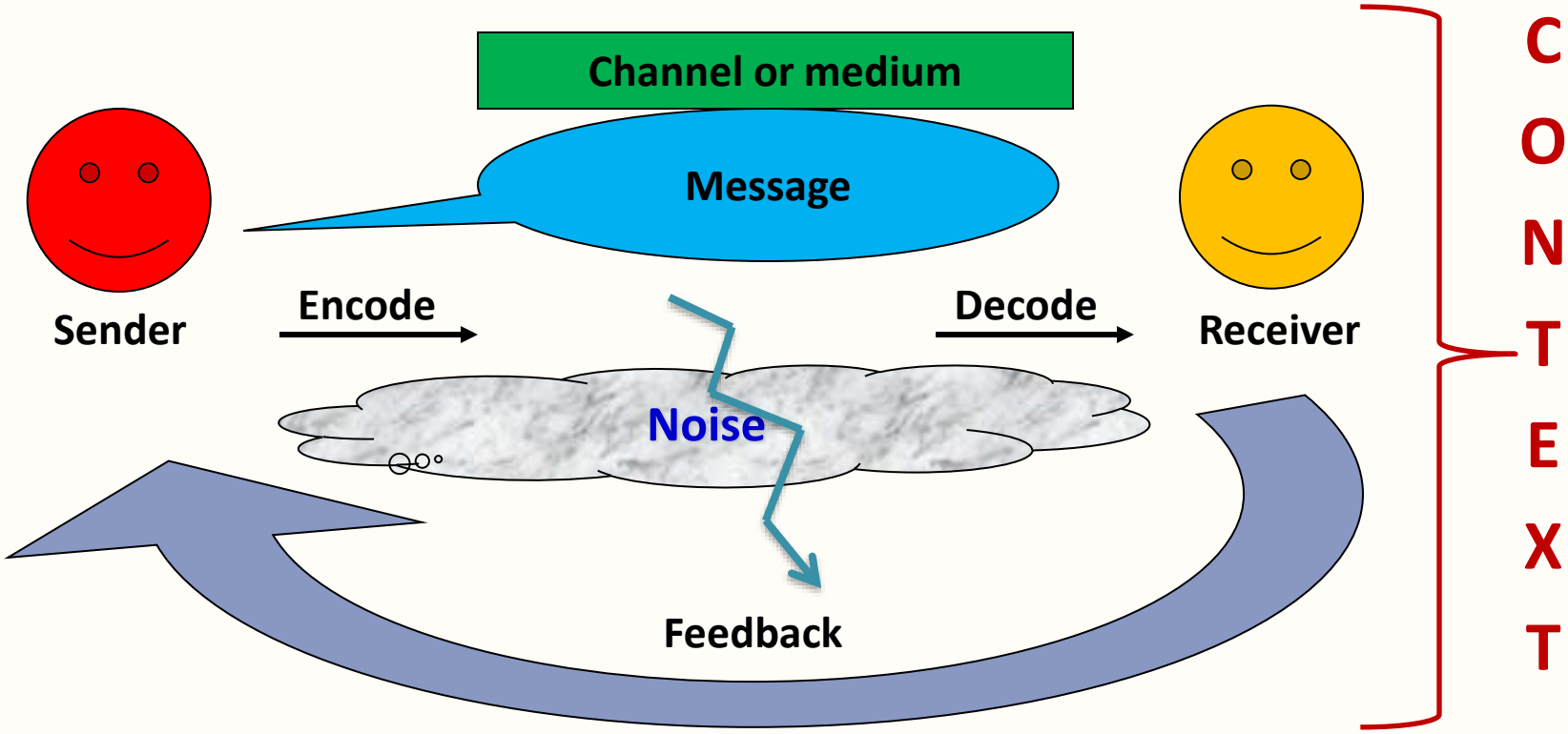
Process of Communication



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Communication components

- Sender
  - Encodes message
  - Selects channel
- Receiver
  - Decodes message
  - Provides feedback
- Noise
  - Interferes with effective communication

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Noise

- External
  - Physical noise such as traffic, rain/thunder, phones ringing, crowds, machinery noise, bad phone line, smells, insects...
- Physiological
  - Hearing disorders, illness, pain,
  - tired, hung over...

- Psychological
  - Pre-occupation, prejudice, assumptions, defensiveness, guilt, hostility, egotism, fear...

Source: Adler et al., 2010

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Context

- Physical
  - Tangible environment
- Social-Psychological
  - Roles, norms & mores of society
- Temporal
  - Time in history
  - Sequence of events

Collaborative communication technologies

New channels of communication

- Digital technology
- Social media
- Rapid advances in online technology have increased the range of activities conducted online:
    - Webcasts
    - Web-conferencing
    - Webinars
    - Social network services

Priestley's paradox

- The more people elaborate their means of communication, the less they actually communicate.

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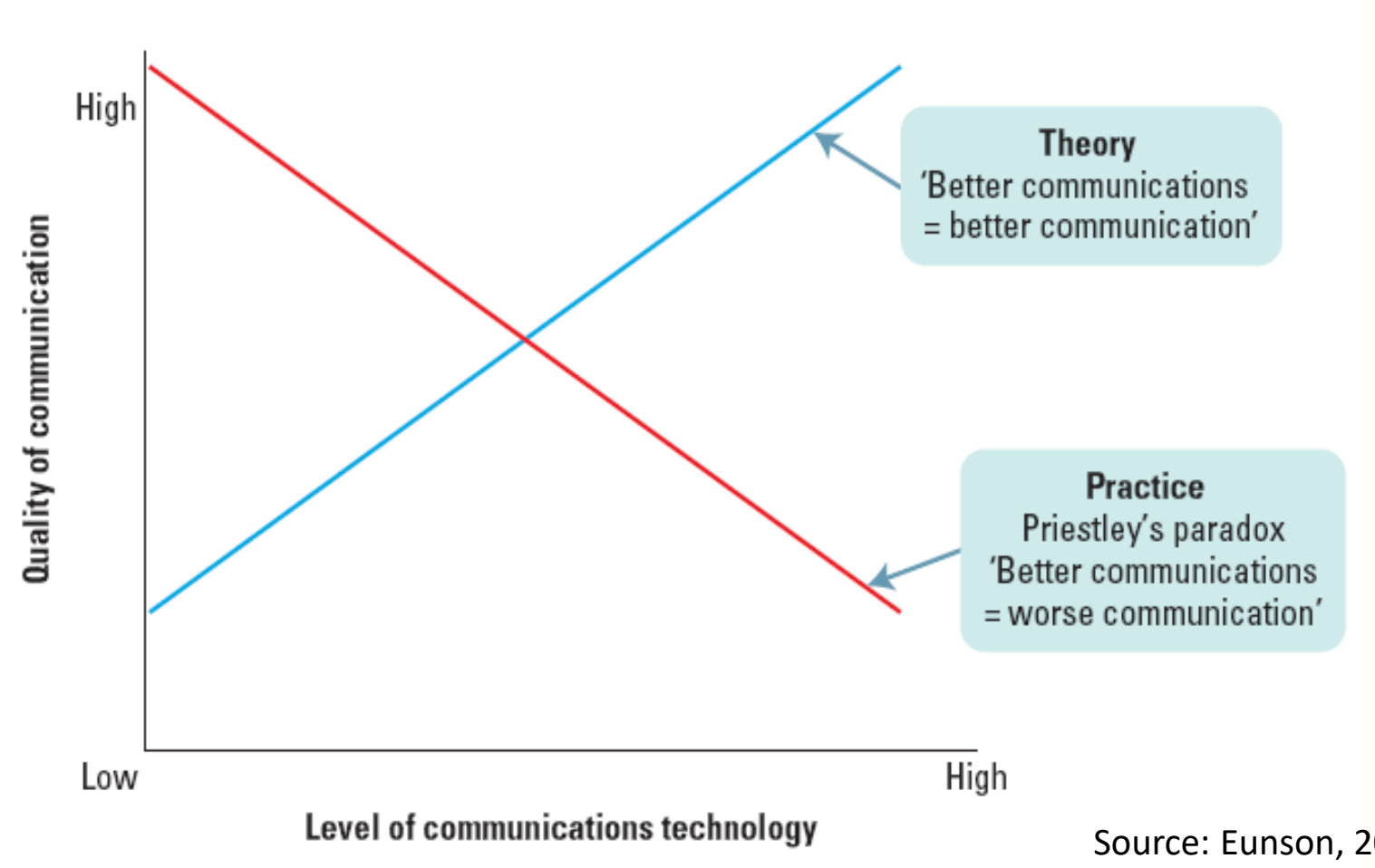
Priestley's paradox

Priestley's paradox



Source: Eunson, 2012

In this diagram – communications (plural) indicates the technology of communication and communication (singular) indicates the actual communication exchange.

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Communication and Ethics

Ethics refers to the principles of right and wrong that guide decision making when faced with conflicting responsibilities

Code of ethics

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Obstacles to ethical decision making

Five common ethical ‘traps’:

- The false necessity trap
  - Act from the belief that they are doing what they have to do (assumed they have no choice)
- The doctrine-of-relative filth trap
  - Look harmless when compared with the actions of others
- The rationalisation trap
  - People try to justify their actions with excuses (it’s alright to arrive work late, because they don’t pay me enough)
- The self-deception trap
  - E.g. job applicants exaggerate their past work successes
- The ends-justify-the-means trap
  - Taking unethical actions to accomplish desirable goal

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Ethical decision framework

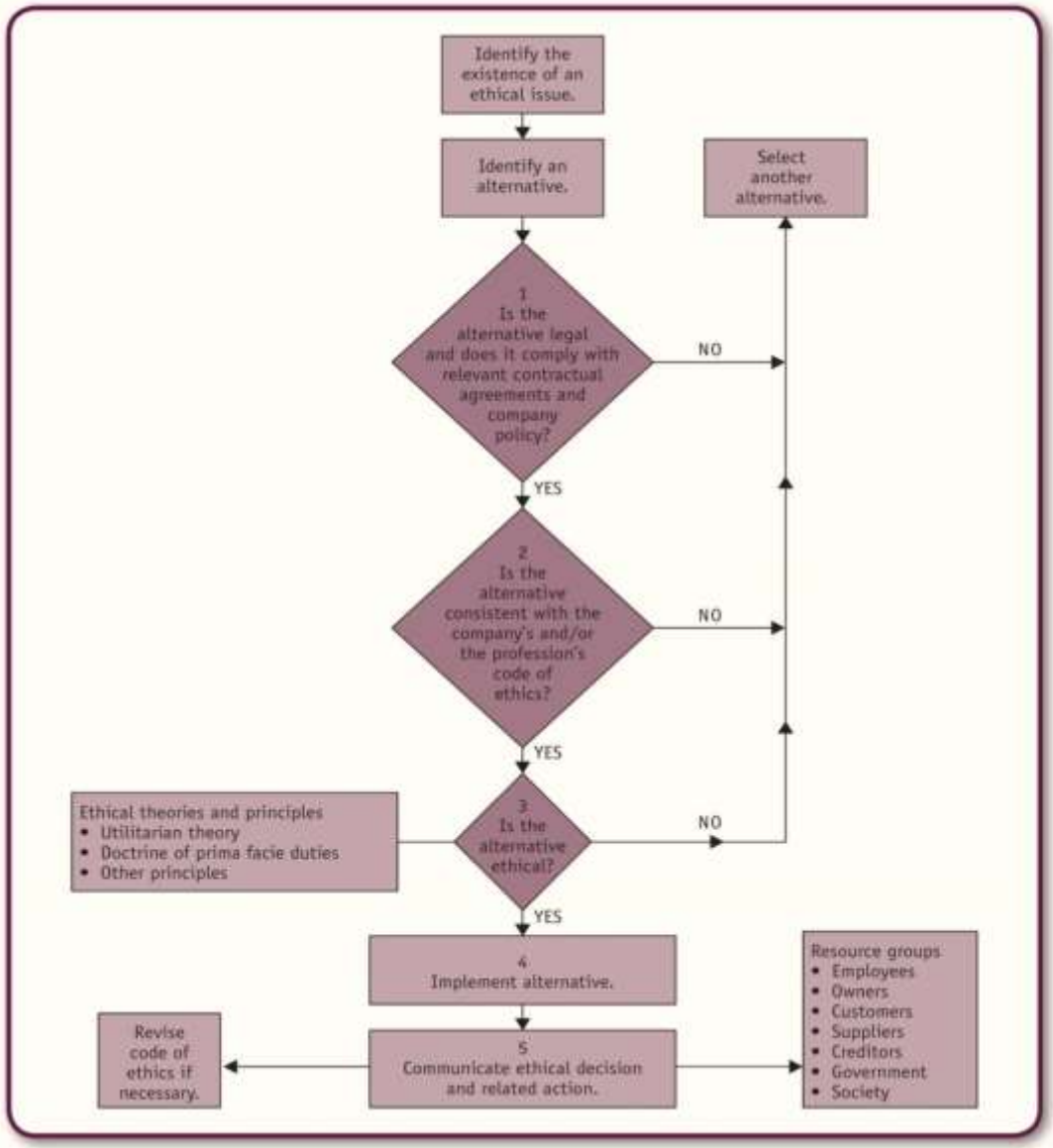

Figure 1.12
Framework for analysing ethical issues

Source: C.M. Lehman & D. Dufrene, *Himstreet and Baty's Business Communication Handbook*, 13th edn, South-Western, Ohio, 2002, p. 21. © 2002 South-Western, a part of Cengage Learning, Inc. Reproduced by permission, www.cengage.com/permissions.

Figure 1.12 Textbook

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Ethical theories

- Utilitarian approach
  - Greatest benefit for greatest number of people
    - Comparing consequences
    - Individual rights
- Theory of rights
  - Rights set forth by a society are protected and given highest priority (endorsed by large or ruling population)
    - Societal goals and ethical priorities
- Virtue approach
  - Takes into account a person's morals, reputation and motivation when judging unethical behaviour
    - Change of character
    - Importance of virtue

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Group discussion

- Scenario:
- Assume you are the financial manager and one of the supervisors enters your office to ask you for a reimbursements for expense of $180 for entertaining a client last night. He submits receipts for $180. However, at morning tea you overhear the supervisor telling a team member about celebrating a birthday with an old friend last night. What do you do?
- **Using Ethical theories (slides no. 46), you can also use the decision framework textbook pages 17-19 as a guideline.**

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a) Issue warning letter and copy in all superiors.

b) Personally talk to this staff to find out more.

c) Talk to this staff together with another manager to find out more.

d) Public announcement to all staff that this type of behaviour is unacceptable.

e) ?

Post your response here:

https://padlet.com/jesslynism/rqz5wl07g13k

Today: Setting your Wordpress account in class

Blog Post 1

Introduce yourself to your fellow students and lecturer through a professional and engaging blog post. This is an opportunity to set the tone for your online identity as a student and potential professional.

Guidelines:

1. **About You:**
   - o Share some details about yourself, such as your background and where you are from.
   - o Discuss your motivations for studying this course and what you hope to achieve.
2. **Professional Photo and Visual Storytelling:**
   - o Upload a professional photograph of yourself.
   - o Include additional photographs that highlight your hobbies, past activities, or achievements—such as school events, volunteer work, or projects. Ensure these photos align with your professional aspirations.
3. **Skills and Interests:**
   - o Describe your skill set, including any special skills or certifications.
   - o Share your hobbies and interests, especially those that reflect your personality or align with your career goals.
4. **Blogging Identity and Submission Details:**
   - o Add the link to your blog post on the shared **Google Spreadsheet**.
   - o Check the spreadsheet for submission deadlines.

We want to see you up and running!

See the assignment brief from Moodle for tips on scoring for assignment.

My Sites My Library IT Support Useful Links Mahara

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- Participants
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MGNT102_SP120

My sites

- BCM 110_SP219
- MGNT102_SP319
- BCM 110_SP214
- BCM 110_SP119

Topic 1

- Topic 1 Slides
- Share your Blogging ID here
- Setting up your Wordpress account

Topic 2

Restricted Available from **2 January 2020**

- Topic 2 Slides
- Blog post 1
- Extra notes for Lect 2

Topic 3

Restricted Available from **5 January 2020**

- Topic 3 Slides
- Blog Post 2
- Extra notes this week

Topic 4

Restricted Available from **8 January 2020**

- Lect 4

MGMT102

Professional Communication: Concepts and Practices

Lecture 2: The writing process

School of Management, Operations & Marketing

Faculty of Business, University of Wollongong

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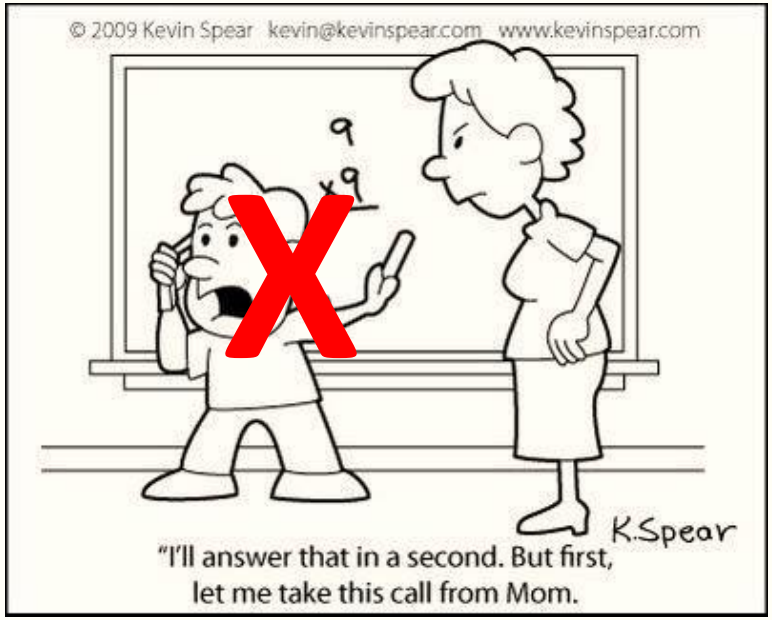
Housekeeping

Lecture/tutorial etiquette



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Recap from previous lesson

- Communication is very important aspect of our lives
  - There are different forms of communication for example in your textbook:
    - Intrapersonal
    - Interpersonal
    - Public
    - Mass
- Advancement in technology have increased range of activities online
  - Priestley's paradox says that the more people elaborate their means of communication, the less they communication.

Recap from previous lesson

Communication models & theories

- Communication is a dynamic, complex, interactive process
- A communication model is a simplified representation of the main elements in the communication process
- A model cannot be regarded as a complete guide to how communication works

Recap from previous lesson

Communication models

- Laswell's model (one way transmission)
- Shannon-Weaver model (recognised noise)
- Schramm's circular model (two way interchange)
- Berlo – SMCR (source, message, channel, receiver)
- Barnlund's transactional model
- Foulger – ecological model of communication
- Dance's helical spiral

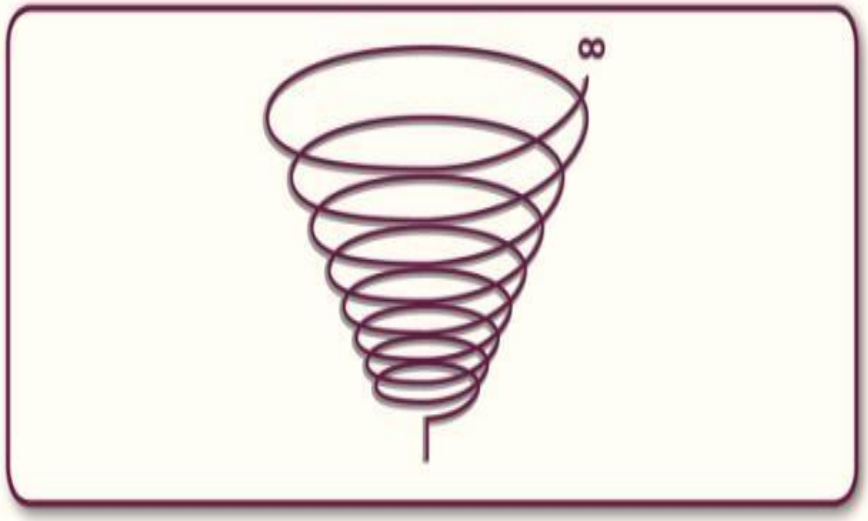
There are many communication models that we can find from text books, these are some examples

Recap from previous lesson

"The communication process is constantly moving forward and yet is always to some degree dependent upon the past, which informs the present and the future" (Dwyer 2016, pp.9-10).

Figure 1.7
Communication as a helix

Source: Adapted from Frank Dance, 1967. Reproduced with permission of the McGraw-Hill Companies. From R. West & L.H. Turner, *Introducing Communication Theory: Analysis and Application*, 2000, p. 6, Mayfield Publishing Company, Mountain View, California.



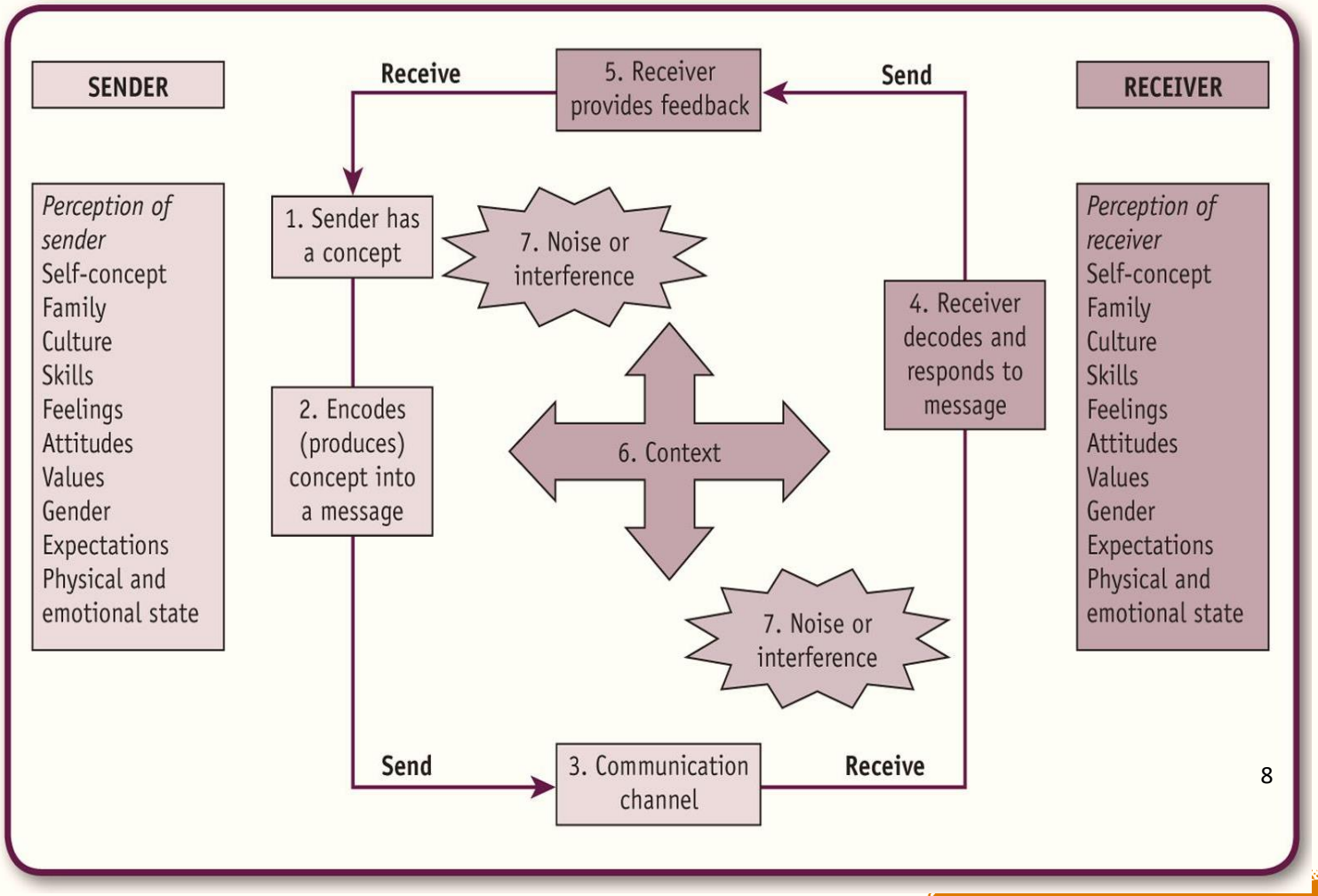
Recap from previous lesson

- Dwyer's model

Communication models

Figure 1.1
Communication: an interactive process

Source: © Judith H. Dwyer.



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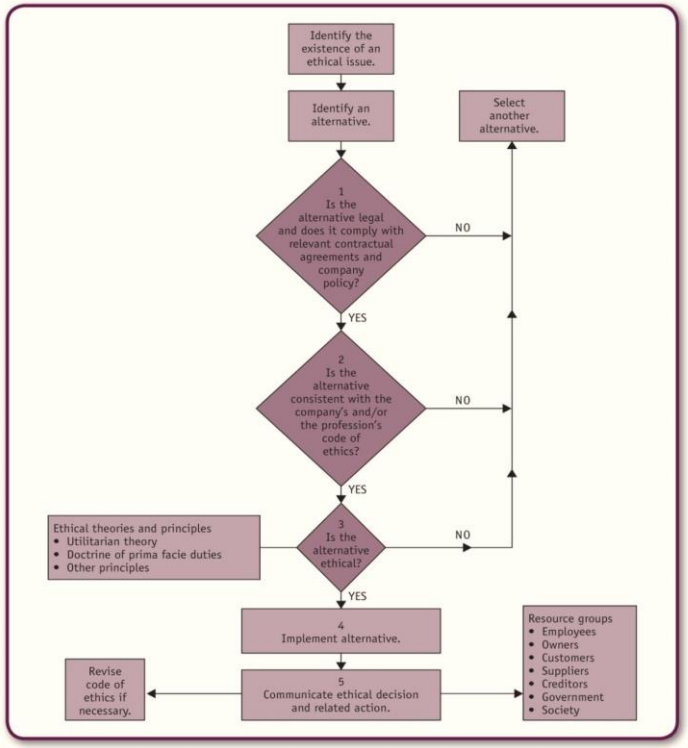
Recap from previous lesson

- The framework for analysing ethical issues can help us make decision in an ethical way in the company.



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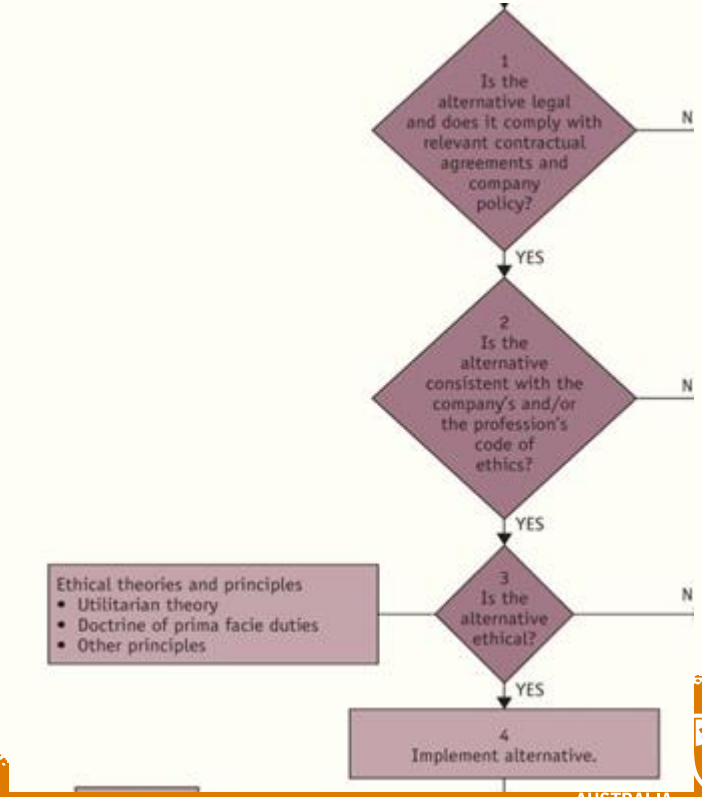


This lesson

Academic writing in detail

Academic writing in detail

Basic academic writing protocols

Generally, NO

- Personalisation
- Contractions
- Colloquialisms/slang
- Rhetorical questions

In my opinion I feel that….

This essay examines the harmful effect of

don't, shouldn't, wouldn't

Always spell in full

I so like Pokemon Go omg they're so cute!!!

"It's too hot today. *Isn't it?*"

Is questioning necessary?

Should USE

- Nominalisation
- Expanded sophisticated vocabulary
- Passive voice

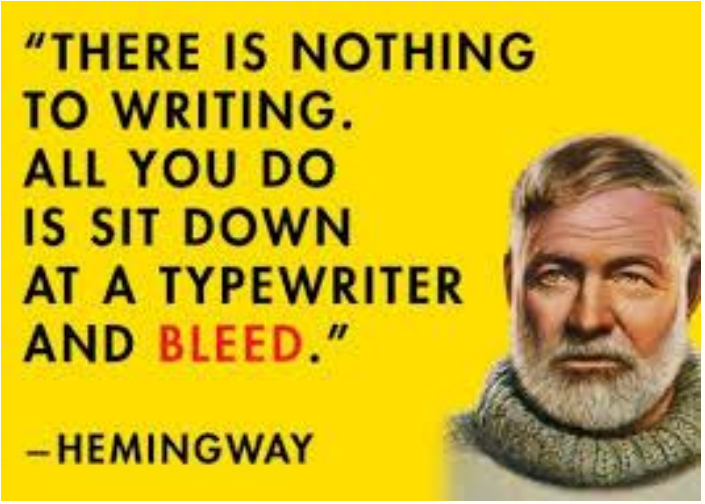
~~Ing~~

~~Developing~~ to the development of

kahoot.it

Pin: 96372

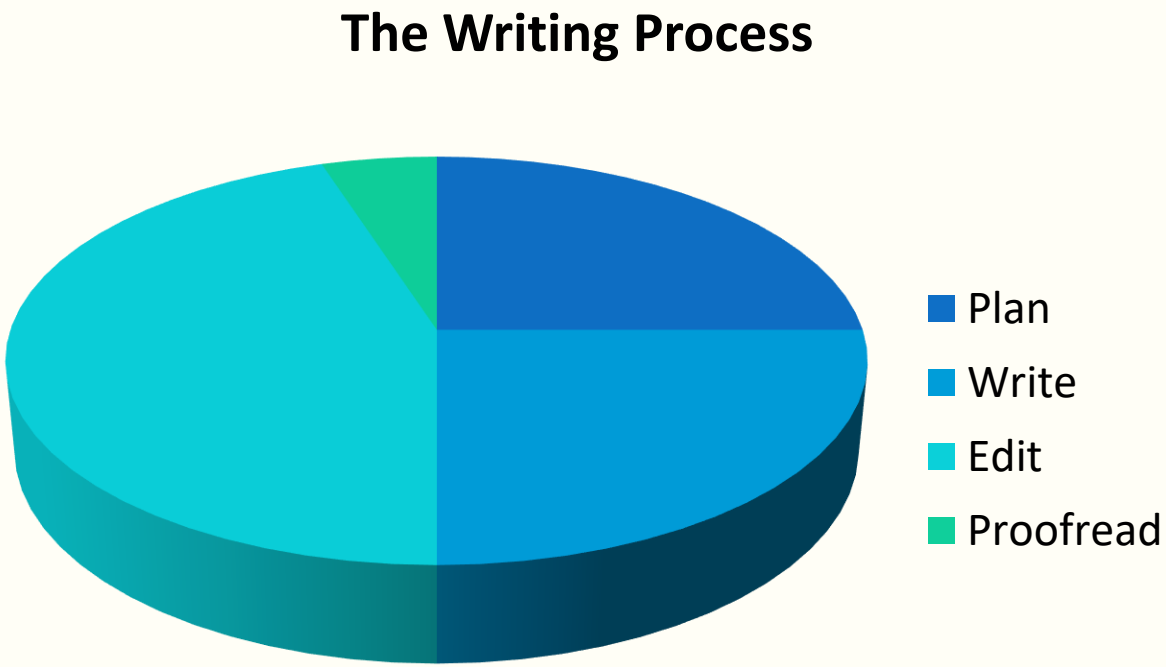
Choose the correct answer via the correct coloured icon on your mobile phone.



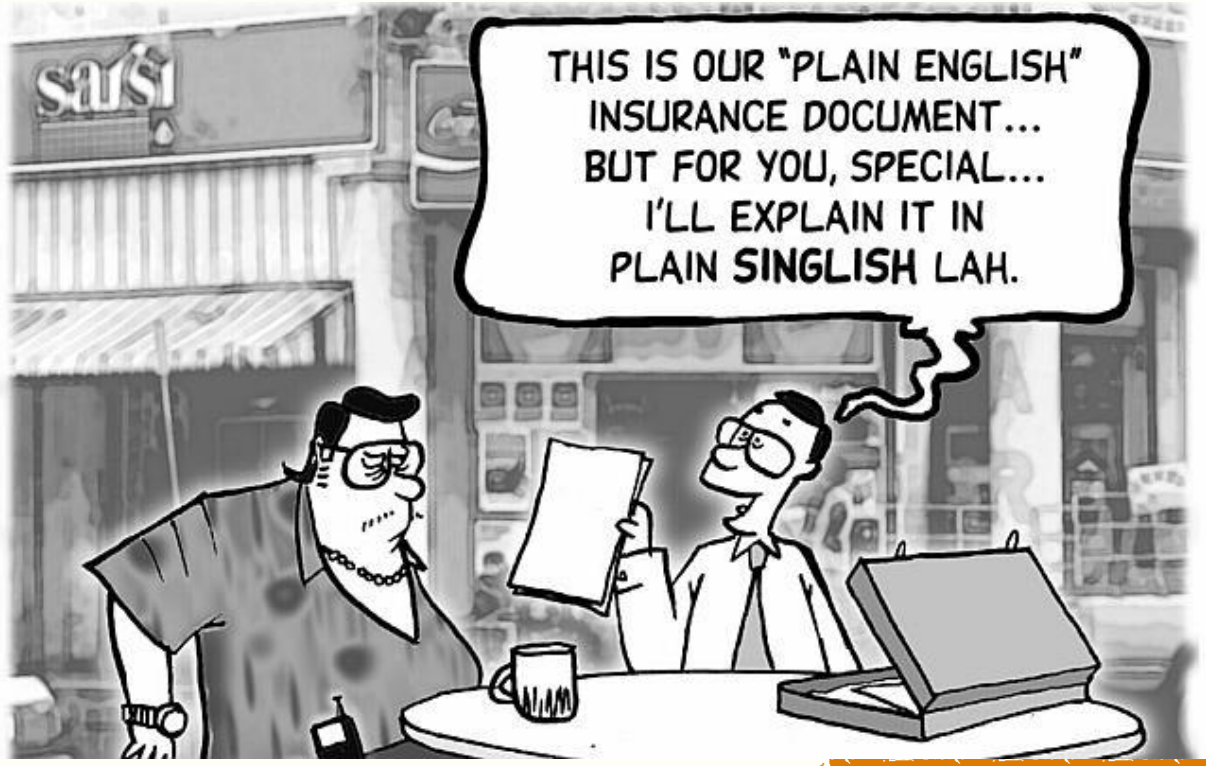
THE WRITING PROCESS

Plain English

- Three E's
  - Equity
  - Efficiency
  - Effectiveness
- Three stages
  - Planning
  - Writing
  - Editing



In a speech in 1979, then Prime Minister Lee Kuan Yew said Dr Goh Keng Swee "gives every officer whom he thinks is promising and whose minutes or papers are deficient in clarity, a paper-back edition of Gower's Complete Plain Words".



Seven components of writing style

- Words (language)
- Sentences
- Paragraphs
- Rhythm (flow)
- Tone
- Order of information
- Layout

Word choice

- Vocabulary
  - Unnecessary words

Sources: Adler & Elmhorst, 2010, Dwyer, 2016

Whoery, Whichery & Thatery

- De-clutter excessive use of which, who and that
- Alice's father was a man who actually liked to have his lawnmower go wrong so he could tinker with its motor.

Macrorie, 1985, 4th ed., Telling Writing

Whooery, Whichery & Thatery

- De-clutter excessive use of which, who and that
- Alice's father [was a man who] actually liked to have his lawnmower go wrong so he could tinker with its motor.
- The people that I would like to tell you about are Father and Mother.

Macrorie, 1985, 4th ed., Telling Writing

Whooery, Whichery & Thatery

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- Alice's father [was a man who] actually liked to have his lawnmower go wrong so he could tinker with its motor.
- [The people that] I would like to tell you about [are] Father and Mother.

Macrorie, 1985, 4th ed., Telling Writing

Thingery

- The first thing I'd like to say is…

Macrorie, 1985, 4th ed., Telling Writing

Thingery

- [The first thing] I'd like to say [is]…
- The thing that enrages me is mosquitoes inside my open shirt collar

Macrorie, 1985, 4th ed., Telling Writing

Thingery

- [The first thing] I'd like to say [is]…
- The thing that enrages me is mosquitoes inside my open shirt collar
- Mosquitoes inside my open shirt collar enrage me.

Macrorie, 1985, 4th ed., Telling Writing

Namery

- George came in with a new idea. It was a thought that had never struck his boss.

Macrorie, 1985, 4th ed., Telling Writing

Namery

- George came in with a new idea. It was a thought that had never struck his boss.
- George came in with an idea that had never struck his boss.

Macrorie, 1985, 4th ed., Telling Writing

Clear writing?

- "This change will allow us to better leverage our talent base in an area where developmental roles are under way and strategically focuses us toward the upcoming Business System transition where Systems literacy and accuracy will be essential to maintain and to further improve service levels to our customer base going forward."

Try rewriting this

http://instruct.westvalley.edu/lafave/writsamp0.htm

- Leverage
- our talent base
- ~~in an area where developmental roles are under way~~
- ~~and strategically focuses us toward~~ the upcoming Business System transition ~~where~~ Systems literacy and accuracy ~~will be essential~~
- to maintain and ~~to further~~ improve service levels ~~to our customer base going forward~~."

Try rewriting this

http://instruct.westvalley.edu/lafave/writsamp0.htm

- Make used of
- Maximize
- Human resource
- Prepare us
- Benefit
- Necessary

Try rewriting this

http://instruct.westvalley.edu/lafave/writsamp0.htm

- This change will allow us to maximize our human resources in new development areas. To maintain and improve customer service levels, we will have to focus on the upcoming Business System transition. The Business System transition will help enhance the necessary systems literacy and accuracy skills of our employees.

Post your response here:

https://padlet.com/jesslynism/rqz5wl07g13k

Types of sentences

- Simple, compound, complex sentence
  - Max read the textbook
  - Max read the textbook and took notes
  - Max read the textbook to prepare for class

Types of sentences

- Simple, compound, complex sentence
- Fragments

Because. His car was in the shop. John took the bus.

John took the bus *because his car was in the shop.*

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl

Too many equally weighted phrases and clauses produce tiresome sentences.

Incorrect

The hearing was planned for Monday, December 2, but not all of the witnesses could be available, so it was rescheduled for the following Friday, and then all the witnesses could attend.

Correct

The hearing, which had been planned for Monday, December 2, was rescheduled for the following Friday so that all witnesses would be able to attend.

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
  - 6 to 8 sentences form a paragraph.

Unlike the complete sentence, the run-on sentence doesn't pass these tests.

When you try to turn the run-on sentence into a single question, you immediately see that the sentence has more than one complete concept.

Make sure you try both f your problem sentences, because you may trick yo ng a tag on the last part and not noticing that it doesı st. Some people might not notice that "My favorite pread is hummus it is very garlicky isn't it?" is wrong, but most people will spot the yes/no question problem right away.

Every once in a while, you or your instructor will see a really long sentence and think it's a run-on when it isn't. Really long sentences can be tiring but not necessarily wrong—just make sure that yours aren't wrong by using the tests above.

Unlike the complete sentence, the run-on sentence doesn't pass these tests. When you try to turn the run-on sentence into a single question, you immediately see that the sentence has more than one complete concept. Make sure you try both tests with each of your problem sentences, because you may trick yourself by just putting a tag on the last part and not noticing that it doesn't work on the first. Some people might not notice that "My favorite Mediterranean spread very garlicky isn't it?" is wrong, but most people will spot the y problem right away. Every once in a while, you or your instructo y long sentence and think it's a run-on when it isn't. Really lo n be tiring but not necessarily wrong—just make sure that yours aren't wrong by using the tests above.

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
- Hedging

  - The fire was **probably** caused by a fault in the engine temperature gauge.
  - The fire **could** have been caused by a fault in the engine temperature gauge.
  - Johnson (2007) **appears to** ignore the adverse psychological side-effects of this approach.
  - The risks of the new vaccine **may** have been overstated.

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
- Hedging

Better expression than "I my opinion, I think that the fire is caused by the……"

- The fire was **probably** caused by a fault in the engine temperature gauge.
- The fire **could** have been caused by a fault in the engine temperature gauge.
- Johnson (2007) **appears to** ignore the adverse psychological side-effects of this approach.
- The risks of the new vaccine **may** have been overstated.

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
- Hedging
- Readability (Fog index) http://gunning-fog-index.com/
  - Short sentences written in Plain English achieve a better score
  - The ideal score is 7 or 8. Above 12 is too hard for most people to read
  - For instance, The Bible, Shakespeare & Mark Twain have Fog Indexes of ~ 6
  - Leading magazines, like Time, Newsweek, and the Wall Street Journal of ~ 11

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
- Hedging
- Readability (Fog index) http://gunning-fog-index.com/
- Punctuation

The power of punctuation

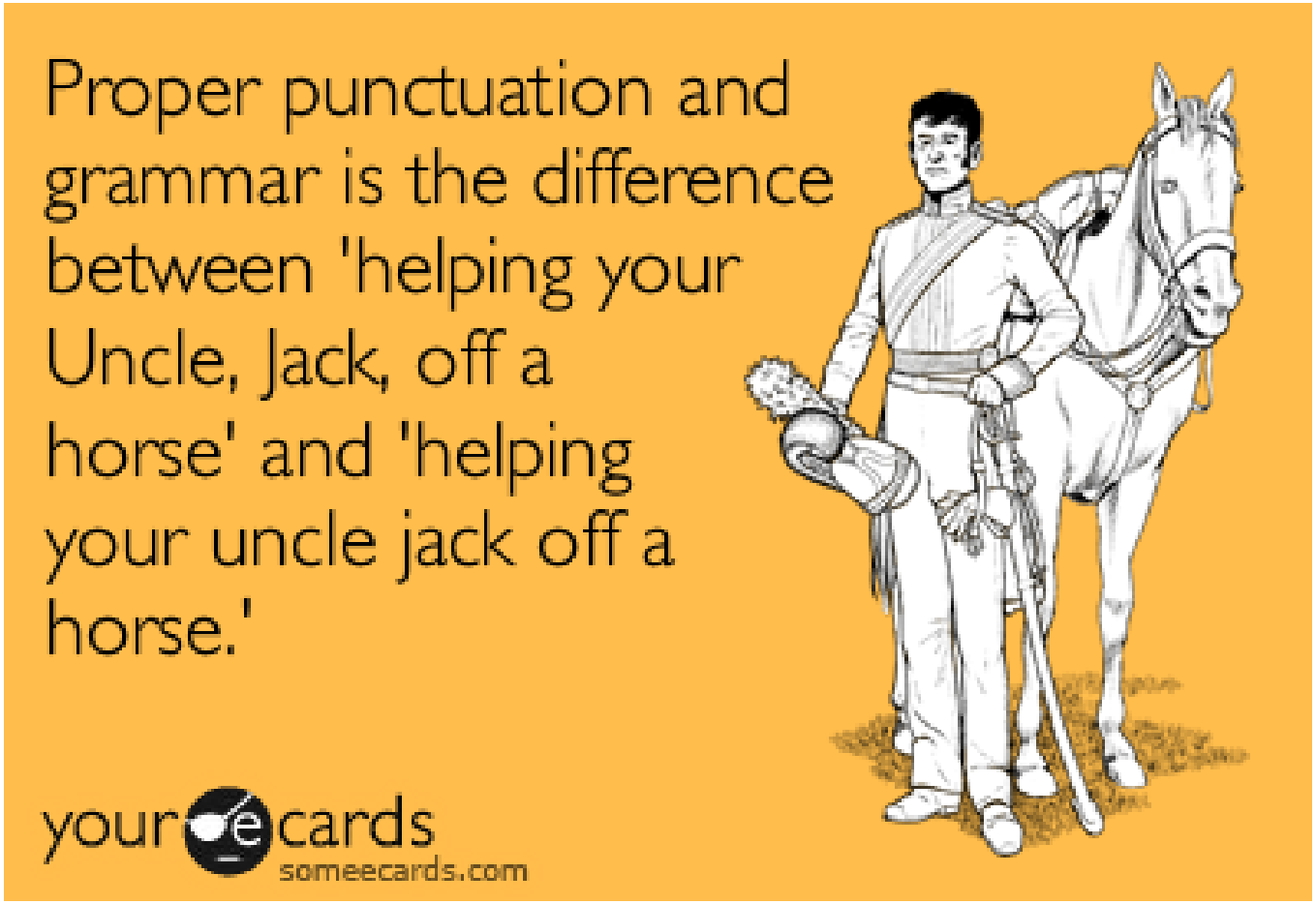
It. Is. Very. Weird.
That. When. You.
Read. This. Your.
Voice. Pauses.
Between. Words.

Let's eat Grandpa!
Let's eat, Grandpa!
COMMAS
They save lives!

Why punctuation matters

Types of sentences

- Simple, compound, complex sentence
- Fragments
- Sprawl
- Length
- Hedging
- Readability
- Punctuation
- Capitalisation
  - Start of sentence and for proper nouns
  - If generic term in place of proper nouns do not capitalise
  - E.g. ‘Government of Australia’, the government


Proper punctuation and grammar is the difference between 'helping your Uncle, Jack, off a horse' and 'helping your uncle jack off a horse.'
yourecards
someecards.com

Other considerations

- Rhythm
- Tone
- Order of information
  - Structure
  - Headings and subheadings
- Professional layout

PLUS

- Edits and revisions
- Review and proofread

Essay and report writing

- UOWs UniLearning site has a variety of useful information
  - Effective writing
  - Essay and report writing
  - Reading
    - How to read effectively and critically
  - Note taking
  - Critical thinking
- https://www.uow.edu.au/student/support-services/academic-skills/

Kahoot.it

Pin: 702399

Punctuation: Which sentence is correctly punctuated? Choose the correct sentence via the correct coloured icon on your mobile phone.

Next week

Interpersonal communication

Read Chapter 3

Read instructions on Moodle for your Blog post’s tasks

2024, S3, T1 classmates

- https://mgnt102hdscore.wordpress.com/2024/06/29/self-introduction/
- https://kokjun9.wordpress.com/2024/06/29/introduction/
- https://mong27.wordpress.com/2024/06/29/introduction/
- https://mgnt102ridhwancorp.wordpress.com/2024/06/30/self-introduction/

2024, S3, T2 classmates

- https://dawnnyxl.wordpress.com/2024/07/01/about-me/
- https://beanorama1.wordpress.com/2024/06/29/introduction/
- https://zhtanecho.wordpress.com/2024/06/29/tan-zhang-hong/
- https://yrdomainmgt102.wordpress.com/2024/06/28/introduction/
- https://vnessa022.wordpress.com/2024/07/01/about-me/
- https://felixwidjaja.wordpress.com/about/
- https://post128.wordpress.com/2024/07/01/introduction-of-myself/
- https://itscf8.wordpress.com/2024/06/30/introductions/
- https://kaihang1184.wordpress.com/2024/07/01/introduction/

2024, S1 classmates

https://sdy459.wordpress.com/2023/01/03/topic-1-introduction/

https://bwong169.wordpress.com/2023/01/05/blog-1-introduction/

https://saiswaja.wordpress.com/

https://kaixuan3.wordpress.com/2023/01/05/self-introduction/

https://wayneishere0.wordpress.com/2023/01/04/who-i-am/

https://amandachen2.wordpress.com/2023/01/02/a-self-introduction/

https://callmekensg.wordpress.com/

https://derrickong97.wordpress.com/

Welcome to MGNT102 Professional Communication: Concepts and Practices

Topic 3

Interpersonal communication

Topics covered

1. Types of nonverbal communication
2. The role of nonverbal communication
3. Aspects of nonverbal communication
4. The role of questions and feedback

Types of nonverbal communication

1. Universal to humankind
2. Personal to the individual
3. Common to a group of people or culture

Nonverbal Communication

Types of nonverbal communication

- Universal to humankind
  - Common to humankind
  - http://www.youtube.com/watch?v=5G6ZR5lJgTI
- Personal to the individual
  - Personal or unique to that person

Nonverbal Communication

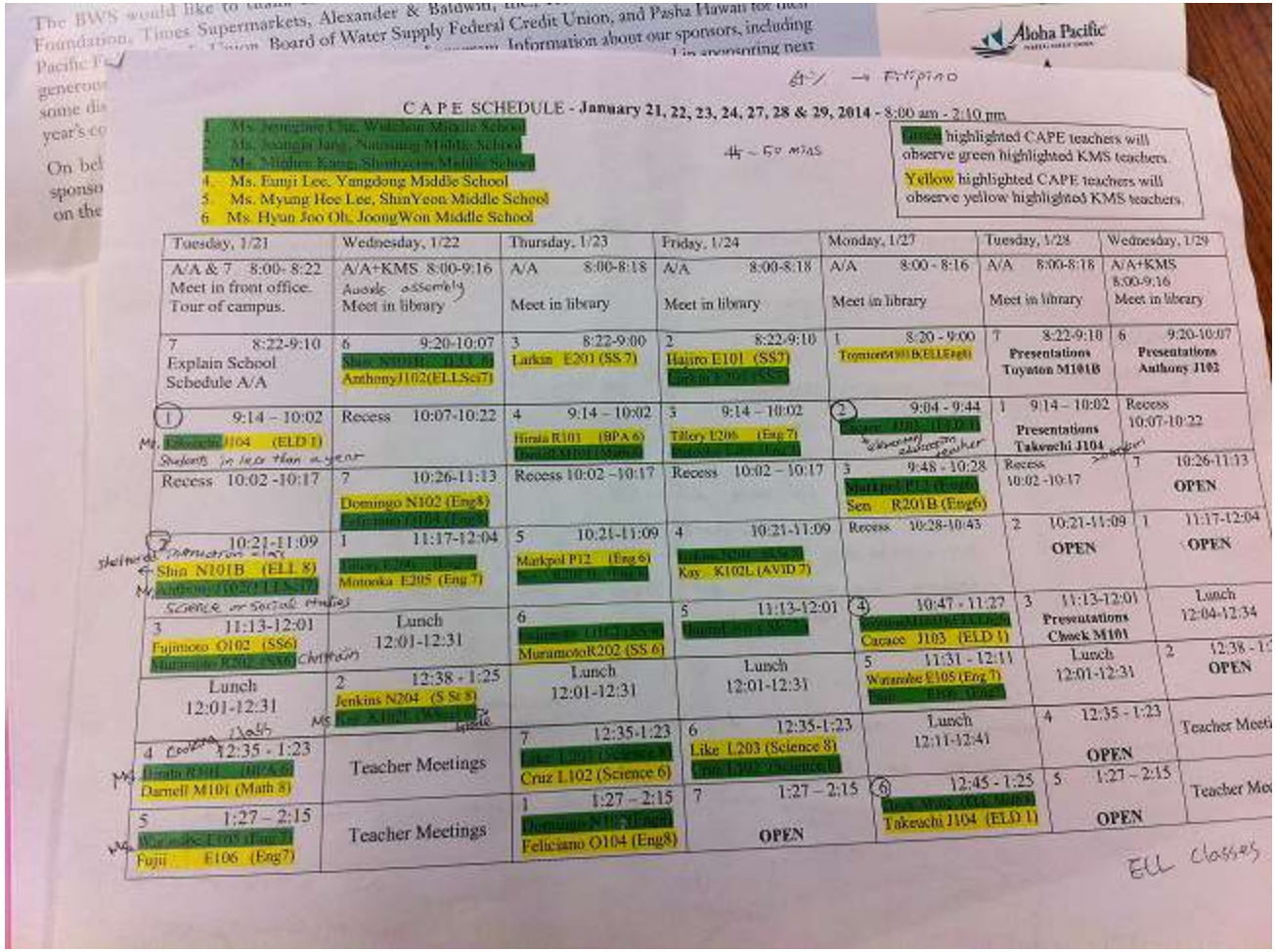
- Common to a group of people or culture
  - Learned unconsciously by observing others
  - Or receiving direct instructions
  - Or imitating the behaviors of others in the group

Cultural

Hall (1976) identified the concepts of 'High Context' and 'Low Context' to classify differences in communication styles in cultures.

	High context	Low context
Identification	Group	Individual
Sensory involvement	High (low personal space needs, high-contact touch behaviour)	Low (high personal space needs, low-contact touch behaviour)
Messages	Implicit: embedded in social context: ritual, personal relationships, personal word as guarantee	Explicit: words carry most information (emphasis on legal documents etc.)
Time sense/chronicity	Polychronic: multiple times. Time is circular. Events proceed at their own pace. Multiple events occur simultaneously (e.g. different people in room working on different tasks)	Monochronic. One time only. Time is linear. Events happen sequentially. Punctuality, scheduling, planning very important

Monochronic



CAPE SCHEDULE - January 21, 22, 23, 24, 27, 28 & 29, 2014 - 8:00 am - 2:10 pm

1. Ms. Jeongjoo Cho, Waialoha Middle School
2. Ms. Jeongin Jung, Nanakuli Middle School
3. Ms. Minhee Kang, Shimboyoo Middle School
4. Ms. Eunji Lee, Yangdong Middle School
5. Ms. Myung Hee Lee, ShinYeon Middle School
6. Ms. Hyun Joo Oh, JoongWon Middle School

Green highlighted CAPE teachers will observe green highlighted KMS teachers.
Yellow highlighted CAPE teachers will observe yellow highlighted KMS teachers.

Tuesday, 1/21	Wednesday, 1/22	Thursday, 1/23	Friday, 1/24	Monday, 1/27	Tuesday, 1/28	Wednesday, 1/29
A/A & 7 8:00- 8:22 Meet in front office. Tour of campus.	A/A+KMS 8:00-9:16 Meet in library	A/A 8:00-8:18 Meet in library	A/A 8:00-8:18 Meet in library	A/A 8:00 - 8:16 Meet in library	A/A 8:00-8:18 Meet in library	A/A+KMS 8:00-9:16 Meet in library
7 8:22-9:10 Explain School Schedule A/A	6 9:20-10:07 Shin N101B (ELL 8) Anthony J102(ELLSci7)	3 8:22-9:00 Larkin E201 (SS 7)	2 8:22-9:10 Hajiro E101 (SS7)	1 8:20 - 9:00 Toyoten(101B(ELLEng6)	7 8:22-9:10 Presentations Toyoten M101B	6 9:20-10:07 Presentations Anthony J102
1 9:14 – 10:02 Takeuchi J104 (ELD 1)	Recess 10:07-10:22	4 9:14 – 10:02 Hirata R101 (BPA 6) Darnell M101 (Math 8)	3 9:14 – 10:02 Tillery E206 (Eng 7)	2 9:04 - 9:44	1 9:14 – 10:02 Presentations Takeuchi J104	Recess 10:07-10:22
Recess 10:02 -10:17	7 10:26-11:13 Domingo N102 (Eng8)	Recess 10:02 – 10:17	Recess 10:02 – 10:17	3 9:48 - 10:28 Markpol P12 (Eng 6) Sen R201B (Eng6)	Recess 10:02 -10:17	7 10:26-11:13 OPEN
2 10:21-11:09 Shin N101B (ELL 8)	1 11:17-12:04 Tillery E206 Motooka E205 (Eng 7)	5 10:21-11:09 Markpol P12 (Eng 6)	4 10:21-11:09 Kay K102L (AVID 7)	Recess 10:28-10:43	2 10:21-11:09 OPEN	1 11:17-12:04 OPEN
3 11:13-12:01 Fujimoto O102 (SS6) Muramoto R202 (SS 6)	Lunch 12:01-12:31	6 MuramotoR202 (SS 6)	5 11:13-12:01	4 10:47 - 11:27 Cacace J103 (ELD 1)	3 11:13-12:01 Presentations Chock M101	Lunch 12:04-12:34
Lunch 12:01-12:31	2 12:38 - 1:25 Jenkins N204 (S Sc 8)	Lunch 12:01-12:31	Lunch 12:01-12:31	5 11:31 - 12:11 Watanabe E105 (Eng 7)	Lunch 12:01-12:31	2 12:38 - 1:25 OPEN
4 12:35 - 1:23 Darnell M101 (Math 8)	Teacher Meetings	7 12:35-1:23 Cruz L102 (Science 6)	6 12:35-1:23 Like L203 (Science 8)	Lunch 12:11-12:41	4 12:35 - 1:23 OPEN	Teacher Meet
5 1:27 – 2:15 Fujii E106 (Eng7)	Teacher Meetings	1 1:27 – 2:15 Feliciano O104 (Eng8)	7 1:27 – 2:15 OPEN	6 12:45 - 1:25 Takeuchi J104 (ELD 1)	5 1:27 – 2:15 OPEN	Teacher Mee

UNIVERSITY OF WOLLONGONG AUSTRALIA

Polychronic

French colleagues report Sharon Au to HR after she emails them about work at 8pm

Work-life balance is very important to the French.

Zhangxin Zheng | October 14, 2019, 02:47 PM

Former Mediacorp artist, 44-year-old Sharon Au, has been working and living in Paris for more than a year.

IF YOU ANSWERED 25

News / World

The 'right to disconnect': French employees can now legally ignore work emails outside of office hours

'Employees physically leave the office, but they do not leave their work. They remain attached by a kind of electronic leash, like a dog' a French MP said

Washington Post

Published Jan 02, 2017 • 3 minute read

A new employment law requires French companies with more than 50 employees to begin drawing up policies with their workers about limiting work-related technology usage outside the office.

That 10 p.m. email from your boss? It's your right to ignore it.

That Saturday ping from a colleague with "just one quick question?" A response on Monday should suffice.

More posts from oki_japanisyabai

scoot
Scoot to DALIAN
ALL-IN FARE
from $196*
ScootBiz from $356
Book now
*Terms and conditions apply.

Would you wait 14 years for a restaurant booking?

Prepare to get acquainted with the hold tone; these are the toughest restaurants in the world to get a reservation

154 0 38 192 Email

Noma restaurant in Copenhagen Photo: Yadid Levy / Alamy

Telegraph International Money Transfers

Save on international money transfers

Find out more »

By Saffron Alexander

Print this article

Table 1. High/Low context by culture (Hall & Hall, 1990).

High Context Cultures
Japan
Arab Countries
Greece
Spain
Italy
England
France
North America
Scandinavian Countries
German-Speaking Countries
Low Context Cultures

Do you agree?

The Role of Nonverbal Communications

The Role of Nonverbal Communications

65% of total communication

(Birdwhistell, 1970).

- Communicating interpersonal attitudes and emotions
- Self-presentation
- Supporting verbal communication

Nonverbal Communication

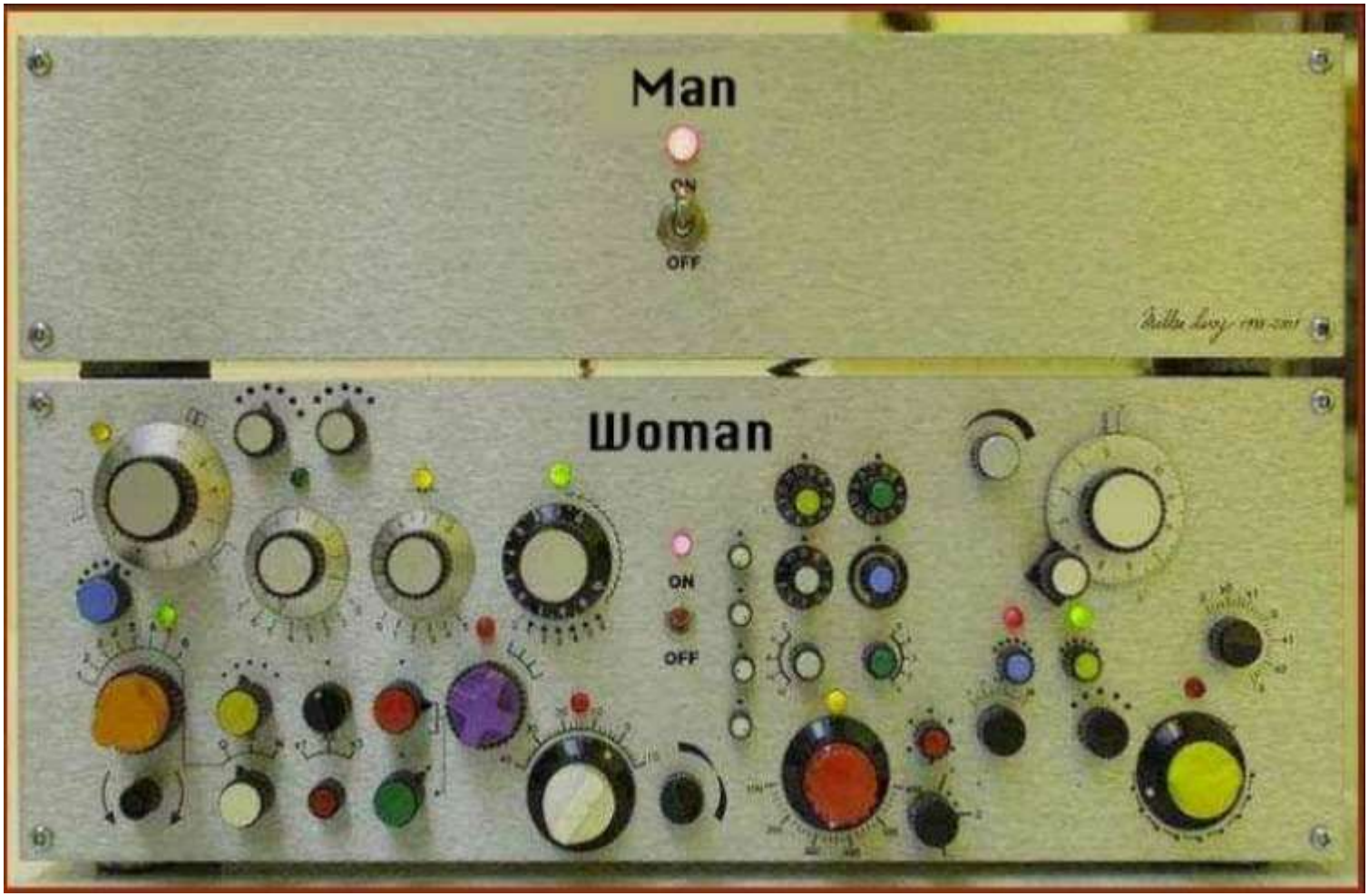
Nonverbal Characteristics

- Always has communicative value
- Is powerful
- Is ambiguous

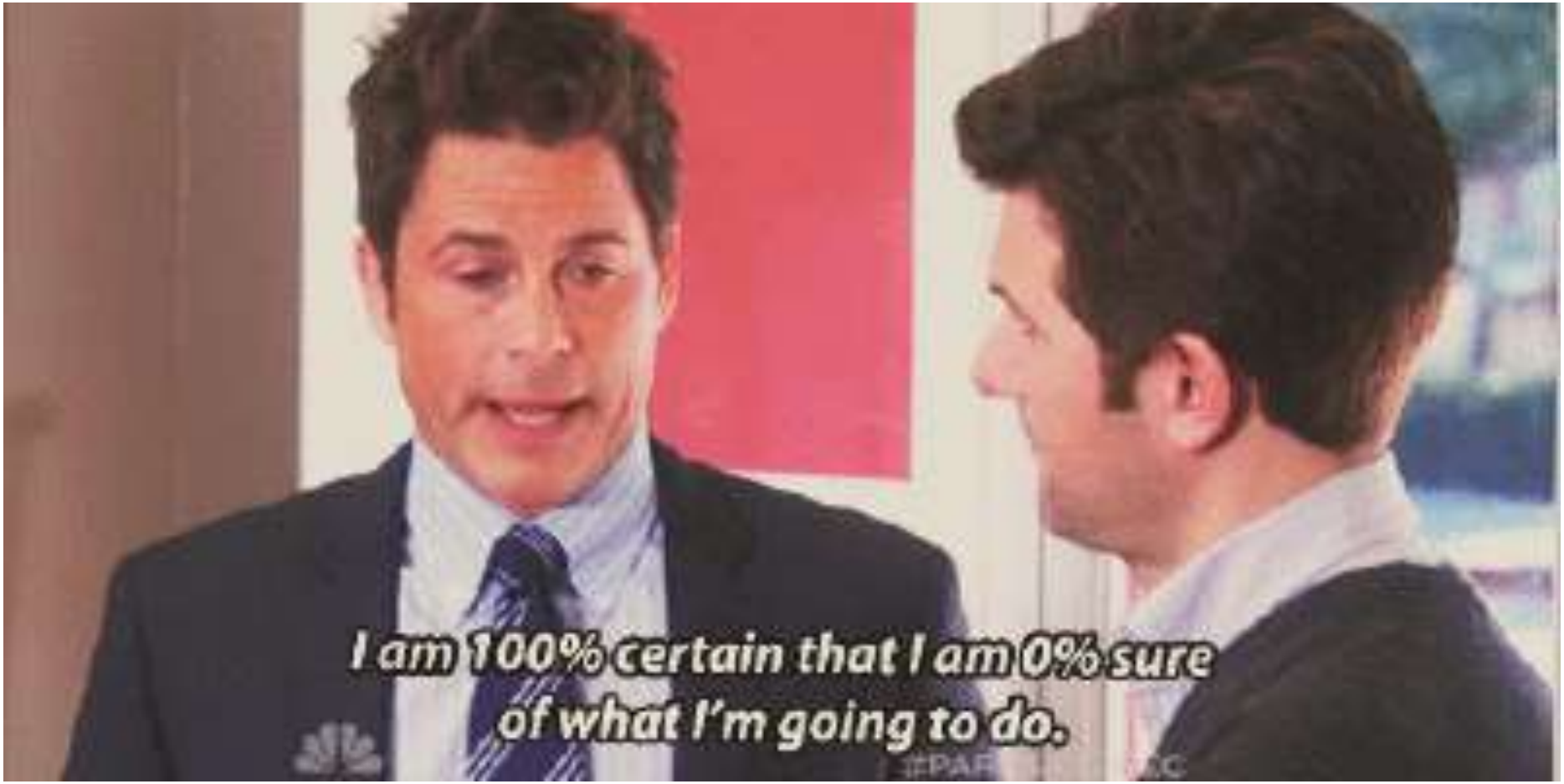
http://www.youtube.com/watch?v=gZujYUcY5xc

Congruence

- The extent to which verbal and nonverbal messages reinforce or contradict each other
- When they are not congruent with each other, you need to work out what is really true
- Generally the nonverbal communication should be given more credence



Do you agree?


I am 100% certain that I am 0% sure
of what I'm going to do.

Aspects of nonverbal communication

Aspects of nonverbal communication

- More powerful
- Cluster of nonverbal cues
  - put them together
- Classifications such as
  - Physical characteristics
    - Appearance, dress code etc…
  - Facial expressions
  - Kinesics
    - body movements and gestures
  - Haptics
    - touch (tactile) sensation and control
  - Proxemics
    - Comfort zone and space
  - Artefacts
    - Object of significance etc..
  - Environment
  - Paralinguistics
    - accent, pitch, volume, rate, and fluency
  - Chronemics (Time)
    - Polychronic people keep more flexible schedules and may engage in several activities at once.
    - Monochronic people tend to schedule their time more rigidly and do one thing at a time.

Let's take a look at these today,

Nonverbal Communication

- Physical characteristics
  - First impressions
  - Past experiences
  - Body shape
  - General (perceived) attractiveness
  - Hair and skin colour

Nonverbal Communication

- Physical characteristics
  - Appearance
  - Clothing
    - Choosing work wardrobe

Can you guess who they are and what's their occupation?

United Arab Emirates residents want crackdown on foreign women's skimpy dress

MOST POPULAR

1. NYC mom stabbed to death defending young daughter in brawl with 20 women
2. Julio Hyatt on Giants after Joe Schoen, Brian Daboll stay: 'We've got a lot of problems that we gotta fix'
3. NYPD issues 113 tickets, seizes 10 cars in six-hour congestion toll crackdown
4. Online clash sparked 20-woman brawl, fatal stab of NYC mom defending daughter
5. Mystery track defect wearing out NYC subway car wheels has MTA shuffling trains
6. Kamala Harris' Brentwood neighborhood evacuated amid L.A. wildfires
7. Trump blames L.A. fires on Calif. Gov. Gavin Newsom
8. Anna Faris, Adam Brody, Paris Hilton lose homes in California wildfires
9. Federal prosecutors say they've uncovered 'additional criminal conduct' by NYC Mayor Adams
10. Brooke Shields says doctor performed vaginal rejuvenation without consent

AP By ASSOCIATED PRESS

TRENDING NATIONALLY

NR

Blog

What to Wear in Dubai: Dubai Dress Code

Post your response here:

https://padlet.com/jesslynism/rqz5wl07g13k

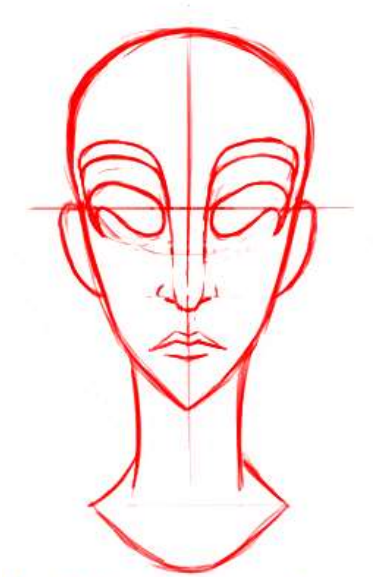
10mins

Discuss the corporate dress codes and also traditional attire from your home countries.

- Any specific rules or symbolism associated with them.
- Include a photo, drawing, or description of the attire if possible (choose one from your group).
- Post your summary and visuals on the class Padlet page
- Once all groups have shared their posts, take 5 minutes to browse the Padlet and leave a comment or question on at least one other group's post.

This activity promotes cross-cultural understanding and collaboration while utilising digital tools to share and reflect.

Nonverbal Communication



- Face and eyes
  - Facial expression

http://www.youtube.com/watch?v=TrgNKGjSyxA

  - Eye contact

Nonverbal Communication

- Kinesics
  - Posture
  - Gestures
  - Orientation

THINKSTOCK

Nonverbal Communication

- Amy Cuddy
  - Social psychologist
  - Non-verbals shape who you are
  - Participation in discussions
  - Power poses

"We can change other people's perceptions — and even our own body chemistry — simply by changing body positions".

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en#t-745194

Adopt these: "High Power" Poses (top row)

Avoid these: "Low Power" Poses (bottom row)

(images courtesy of A. Cuddy, Harvard University)

Nonverbal Communication

- Amy Cuddy
  - Fake it till you make it
    - Power poses ↑ testosterone and ↓ cortisol (stress hormone)
  - Fake it till you *become* it

"Standing in a posture of confidence, even when we don't feel confident — can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success".

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en#t-745194

Nonverbal Communication

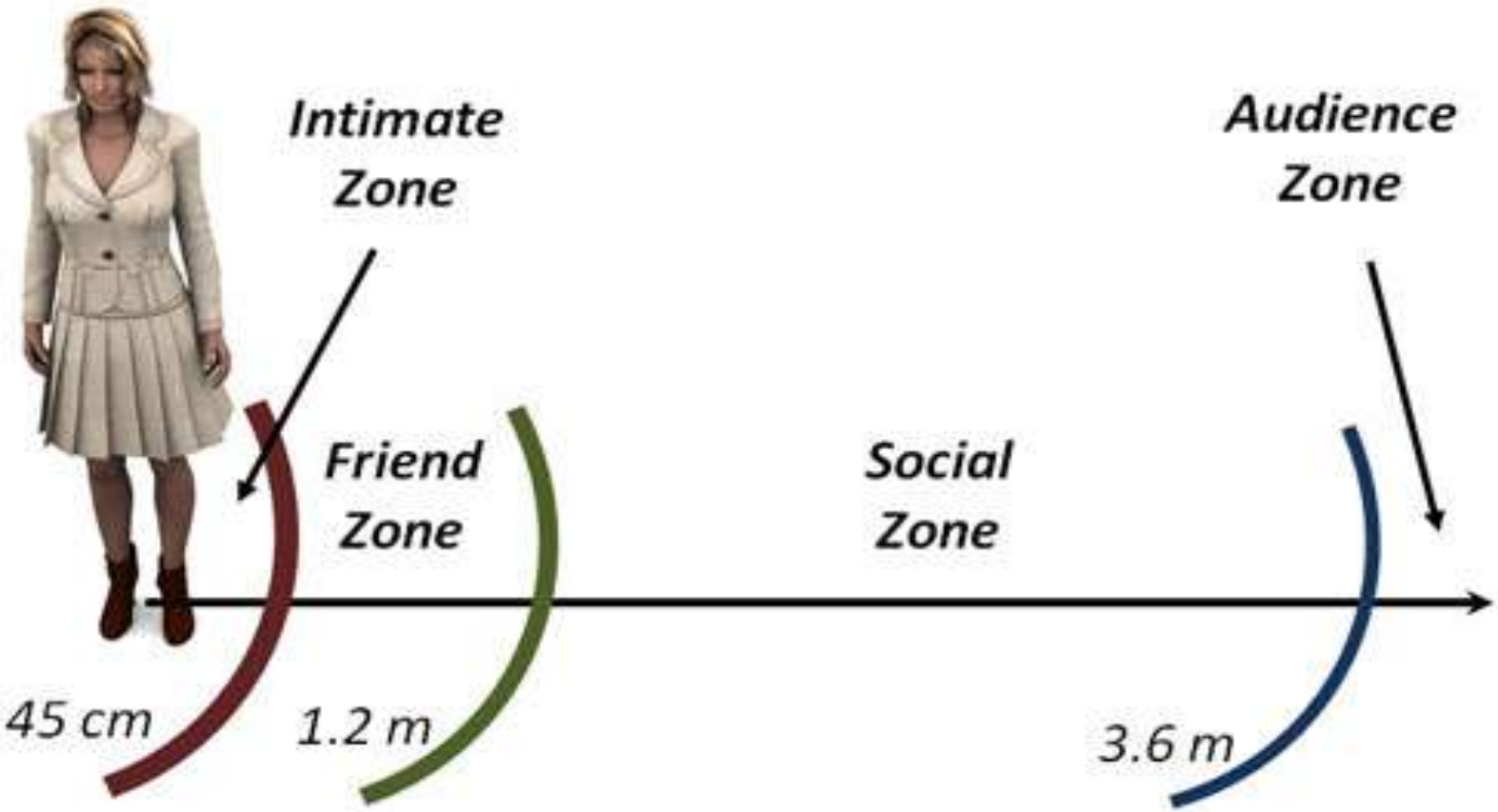
touch

- Haptics
  - Cultural
  - Ritualistic
  - Support
  - Dominance
  - Affection
  - Sexual interest

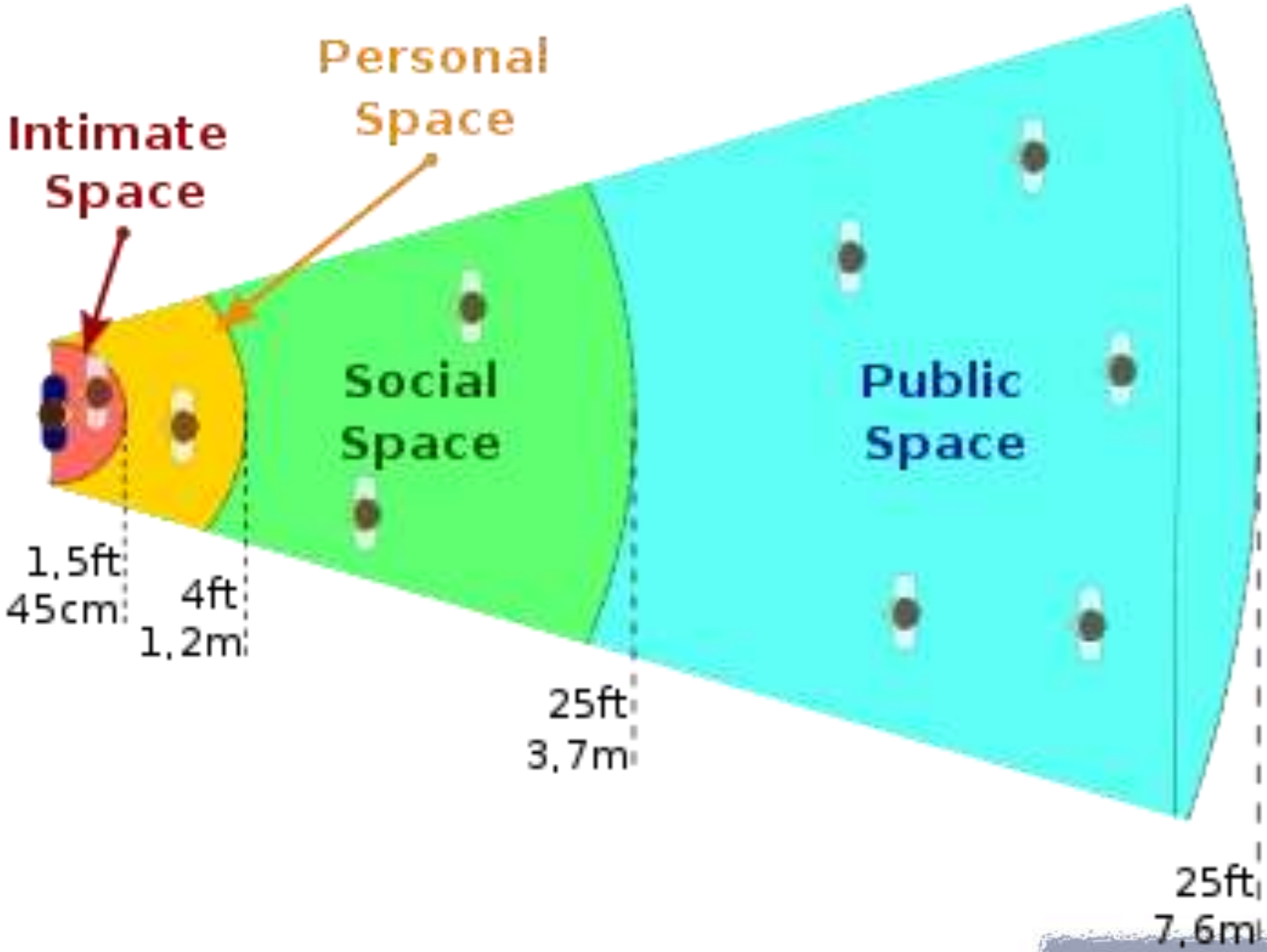
Nonverbal Communication

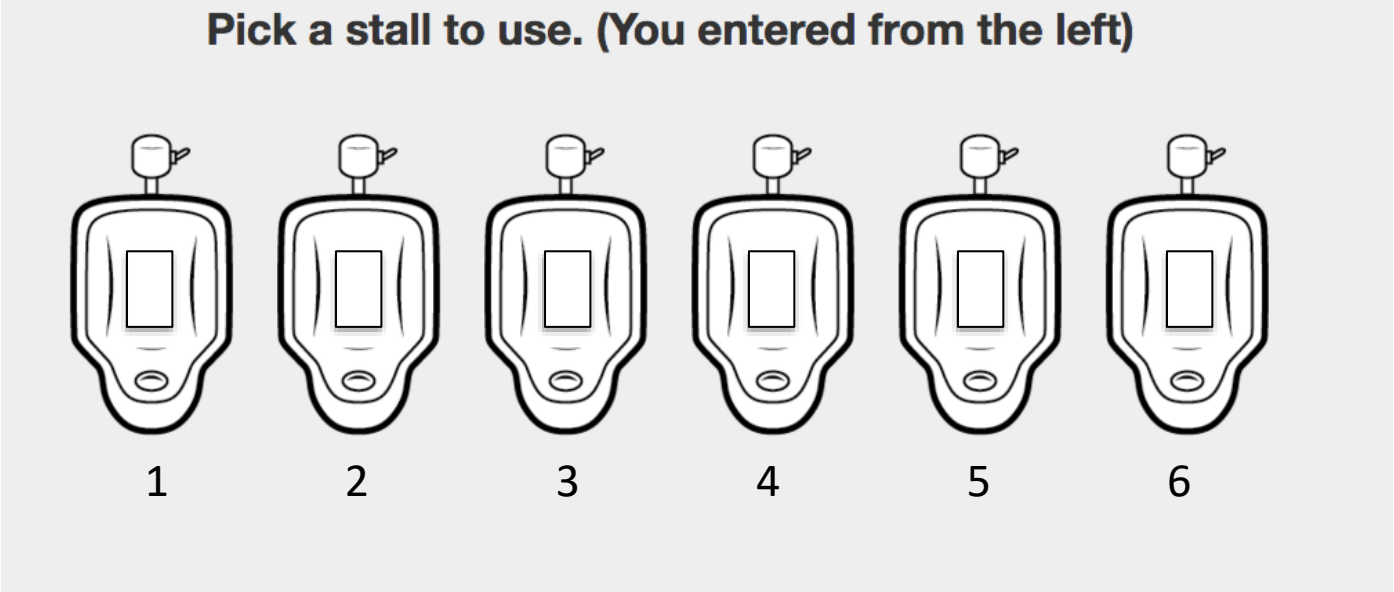
space

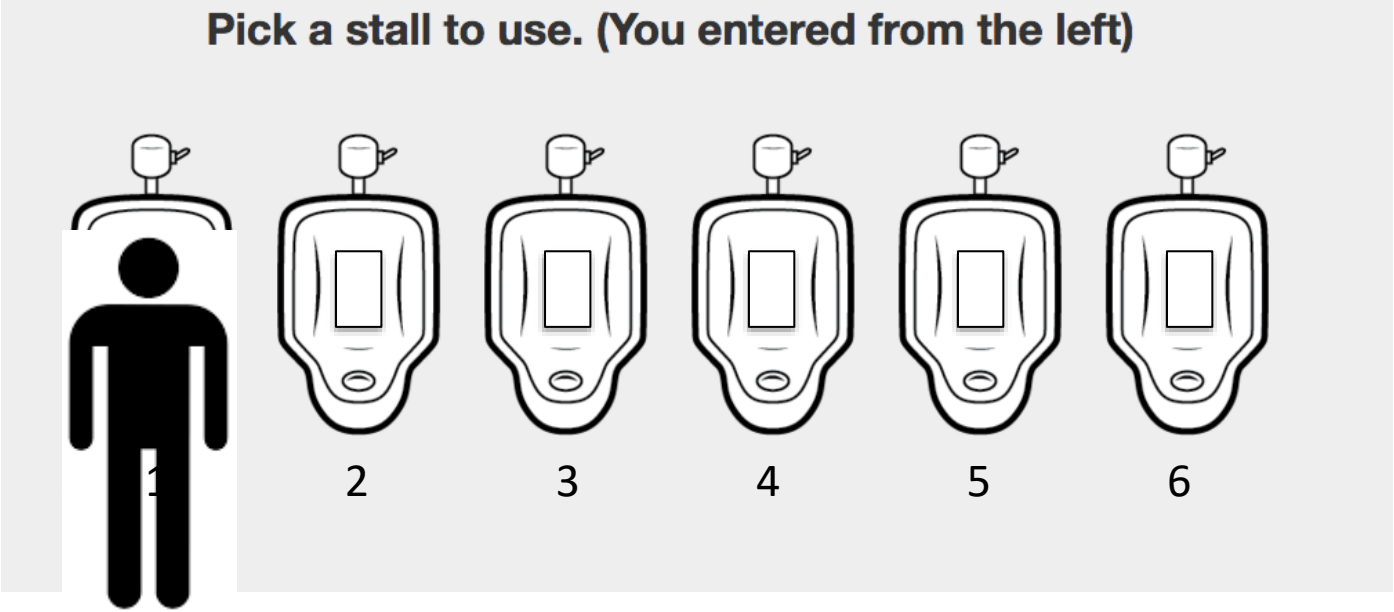
- Proxemics
  - Reflects attitudes
  - Creates feelings
  - Indicates power



Personal Space


Personal Space
Intimate Space
Social Space
Public Space
1,5ft
45cm
4ft
1,2m
25ft
3,7m
25ft
7,6m


Pick a stall to use. (You entered from the left)
1
2
3
4
5
6


Pick a stall to use. (You entered from the left)
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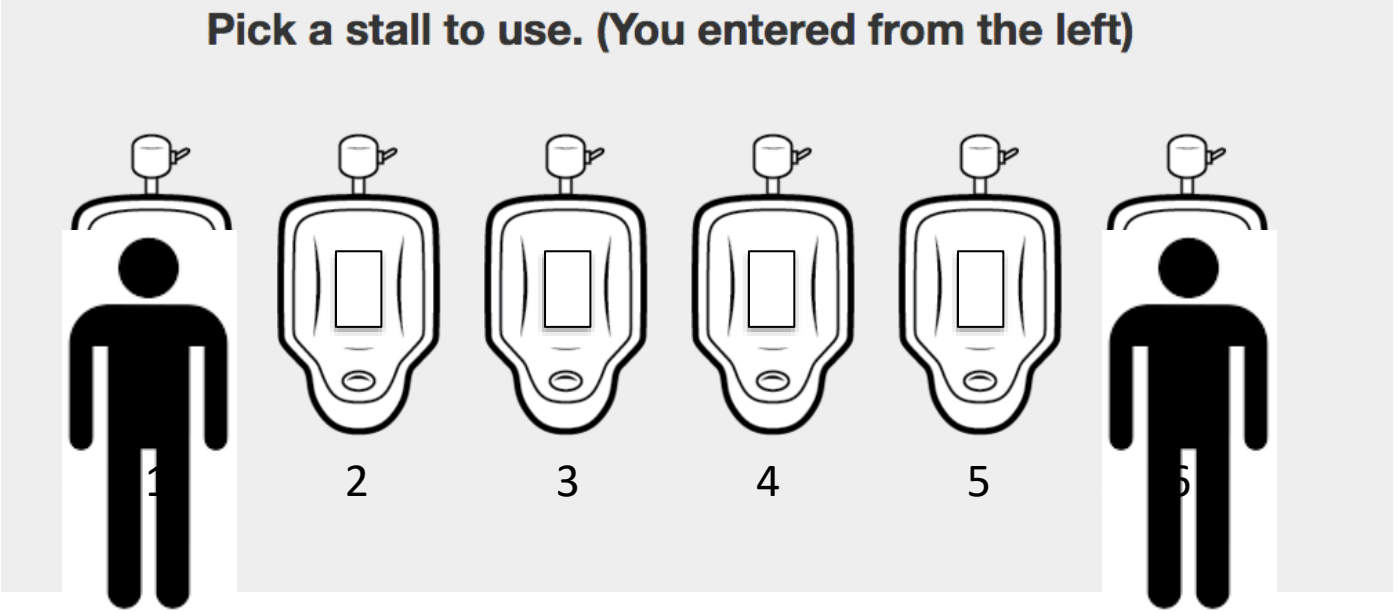
Pick a stall to use. (You entered from the left)
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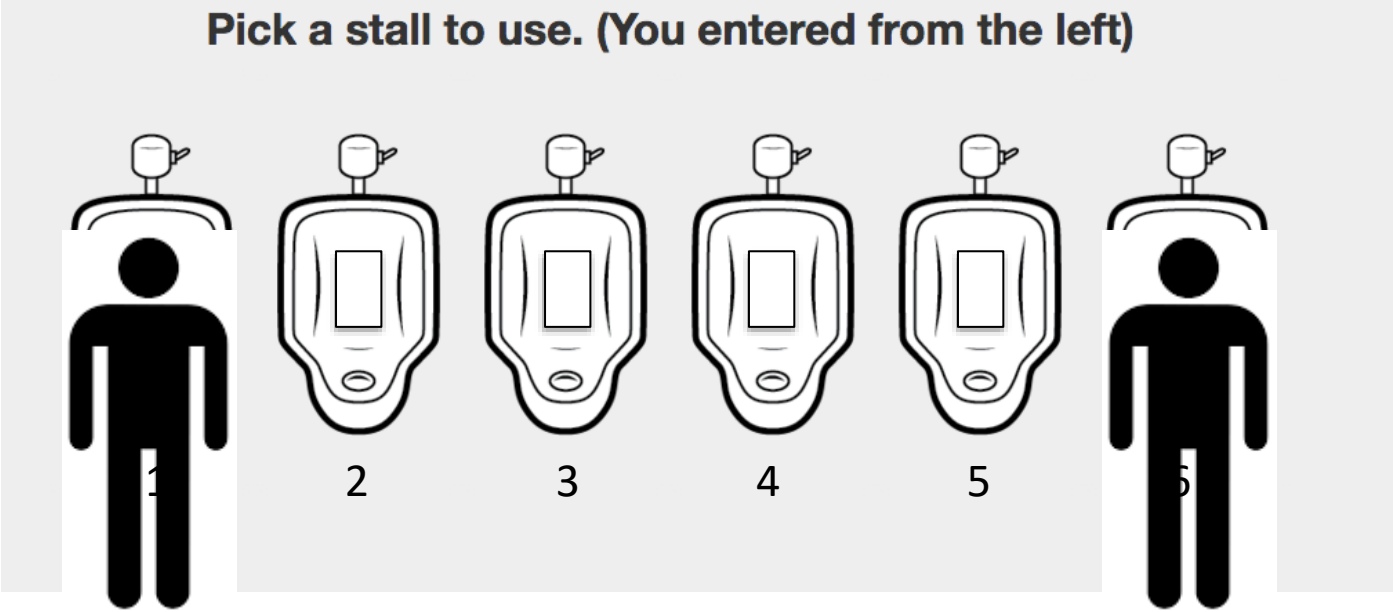
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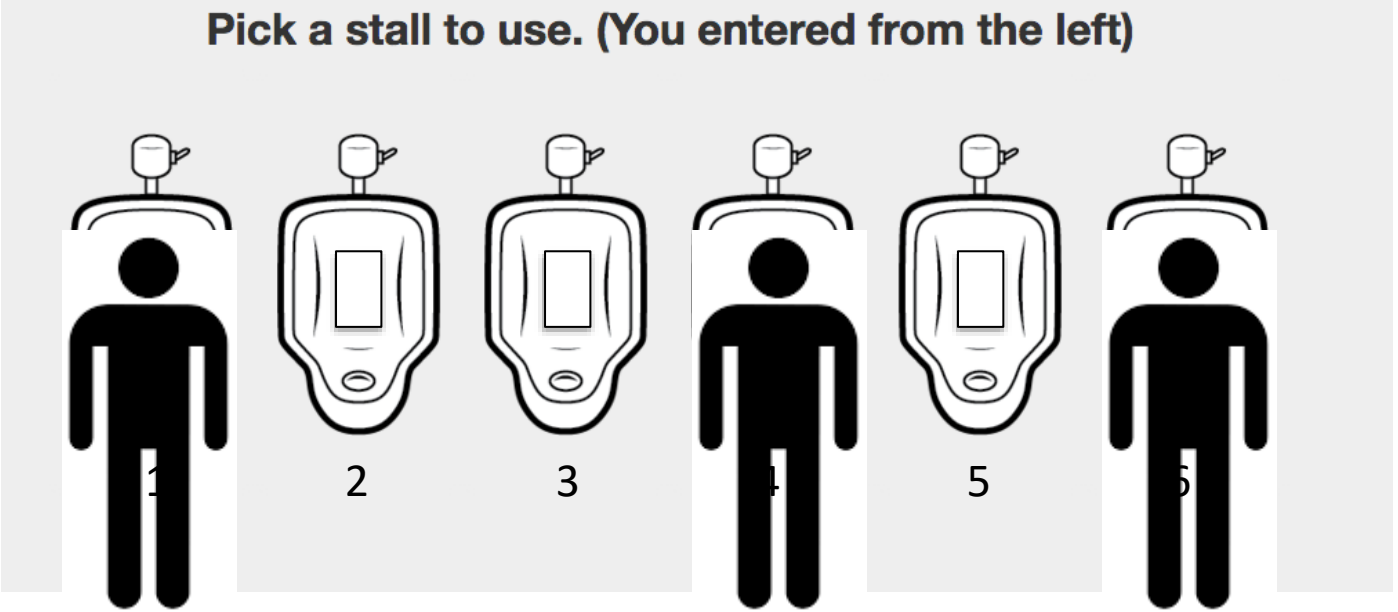
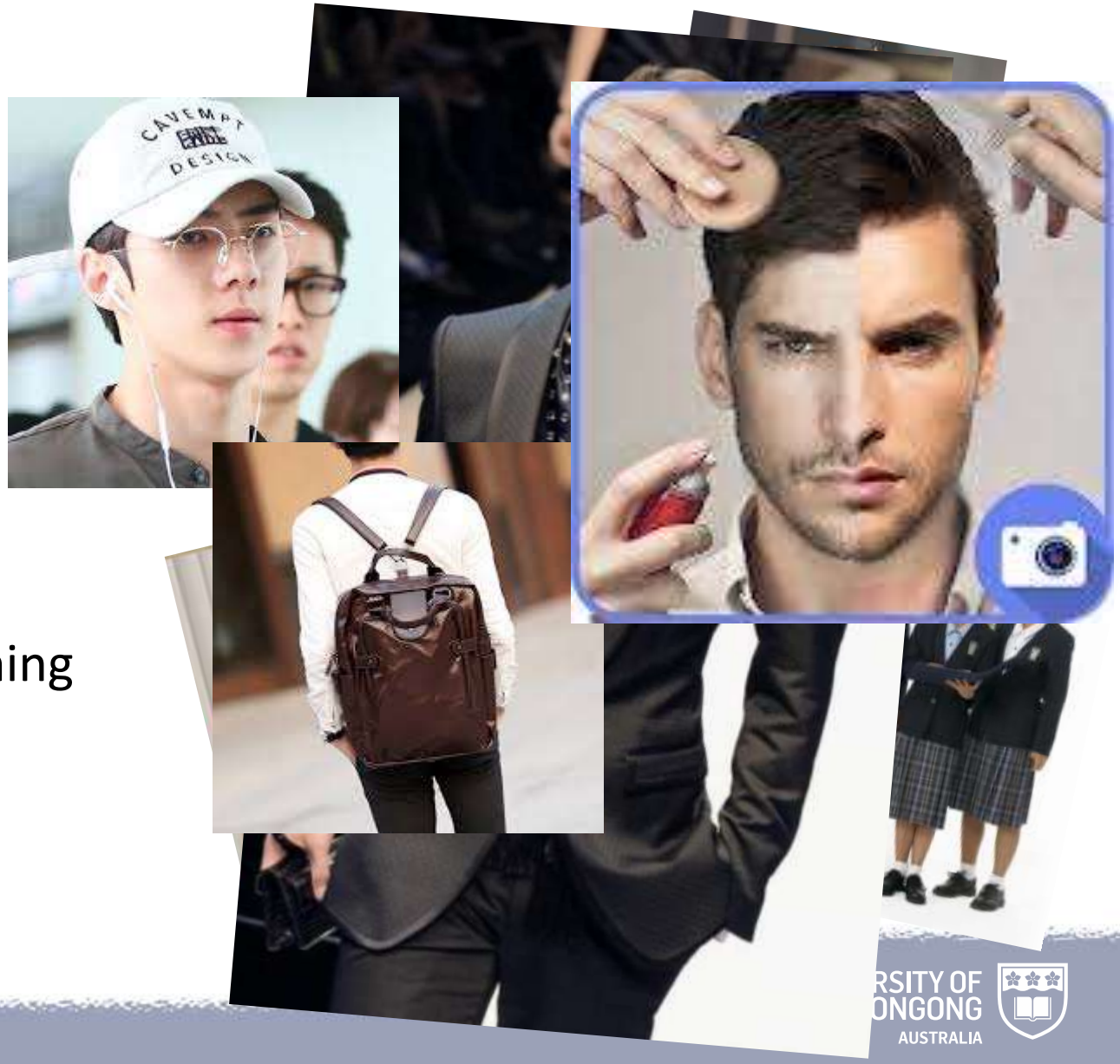

Pick a stall to use. (You entered from the left)
1
2
3
4
5
6

Nonverbal Communication

- Artefacts
  - Jewellery
  - Perfume
  - Glasses
  - Badges
  - Uniforms
  - Designer clothing



Nonverbal Communication

- Physical environment
  - Building architect
  - Room size and sh
  - Furniture
  - Decoration
  - Climate
  - Privacy
  - Noise

Nonverbal Communication

- Paralinguistics
  - Pitch
  - Volume
  - Rhythm
  - Tempo
  - Articulation
  - Emphasis
  - Inflection (change of tone/timbre)
  - Nasality
  - Vocalisation

Nonverbal Communication

- Chronemics
  - Use of time
  - Variations in culture

Monochronic	Polychronic
One thing at a time	Multiple activities at once
Rigid approach to time	Flexible approach to time
Strict agenda	No strict agenda
Focus on task	Focus on relationship
Completion of job most important	Relationships more important than the job
Emphasise promptness	Promptness based on relationships

Improving Nonverbal Effectiveness

- Monitor your behavior
- Demonstrate interest in others
- Be positive
- Observe conventions

Questioning

Questioning

Effective questioning:

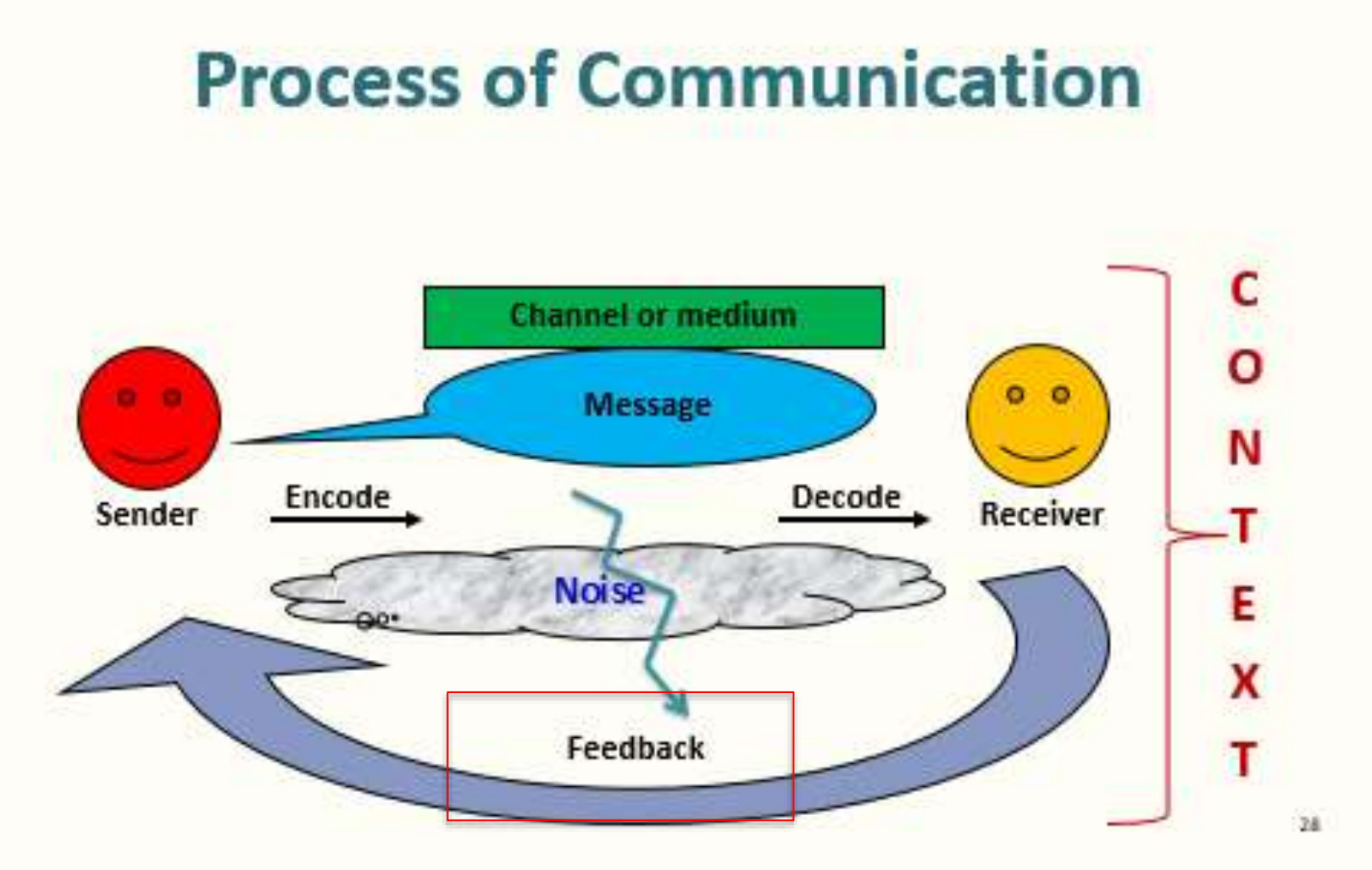
- Asking questions requires the other person to listen, think and respond.
- Giving and receiving effective feedback supports, values, encourages and underpins positive relationships.
- Let people know how well they are performing and how their work contributes to their team's and organisation's goals

Questions

Table 2.11 Effective and ineffective questions	
Effective question types and purpose	*Ineffective question types and problem*
Open questions invite the other person to talk. 'How is the project progressing?'	Multiple questions that cover a number of issues. 'Do you think you can do the project scoping and how will you involve the external stakeholders?'
Closed questions invite the other person to give a 'yes' or 'no' response. 'Do you have concerns about the project?'	Ambiguous vague questions that confuse. 'To what extent did using project management software and the company intranet help various stages of the project?'
Probing questions gain more details. 'Could you provide more information about how you reached your conclusion?'	Implied value questions that reflect your values. 'Do you agree that project communication plans are more trouble than they are worth?'
Reflective questions restate and clarify what the other person said. 'Then you haven't had time to work on the new project?'	Aggressive questions that attack the other person. 'So what are you going to do, pull a fast one on us?'
Challenge questions examine assumptions, conclusions and interpretations. 'How else might we account for the increasing number of equipment failures?'	Leading questions to get the answer you want. 'With all these benefits we've highlighted, don't you think that the benefits of this approach make it the best way for all of us to go forward?'
Hypothetical questions probe and explore options. 'If you were project leader, how would you proceed?'	Rhetorical questions that do not need an answer. 'Isn't it obvious that we should proceed to the next stage?'

http://www.youtube.com/watch?v=G0ZZJXw4MTA

Feedback

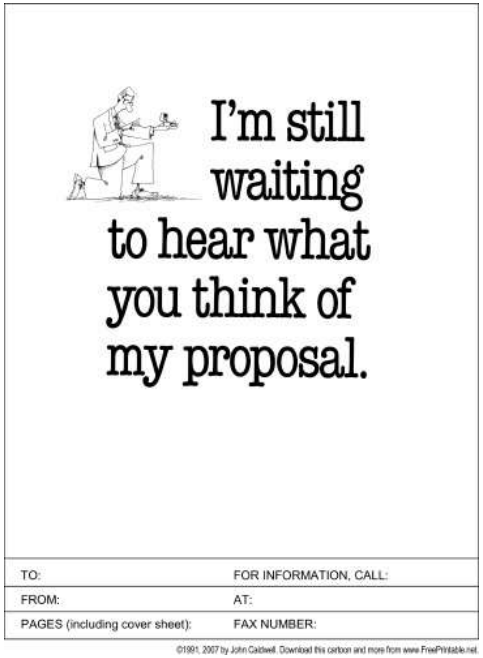

Process of Communication
Channel or medium
Message
Sender
Encode
Decode
Receiver
Noise
Feedback
CONTEXT
28

Topic 1

Feedback

- The advice, support and critique provided in response by one person to another
- Our own perception vs. how others perceive us
- Self knowledge
- Technology as feedback

- Feedback important for personal and professional growth
- But….



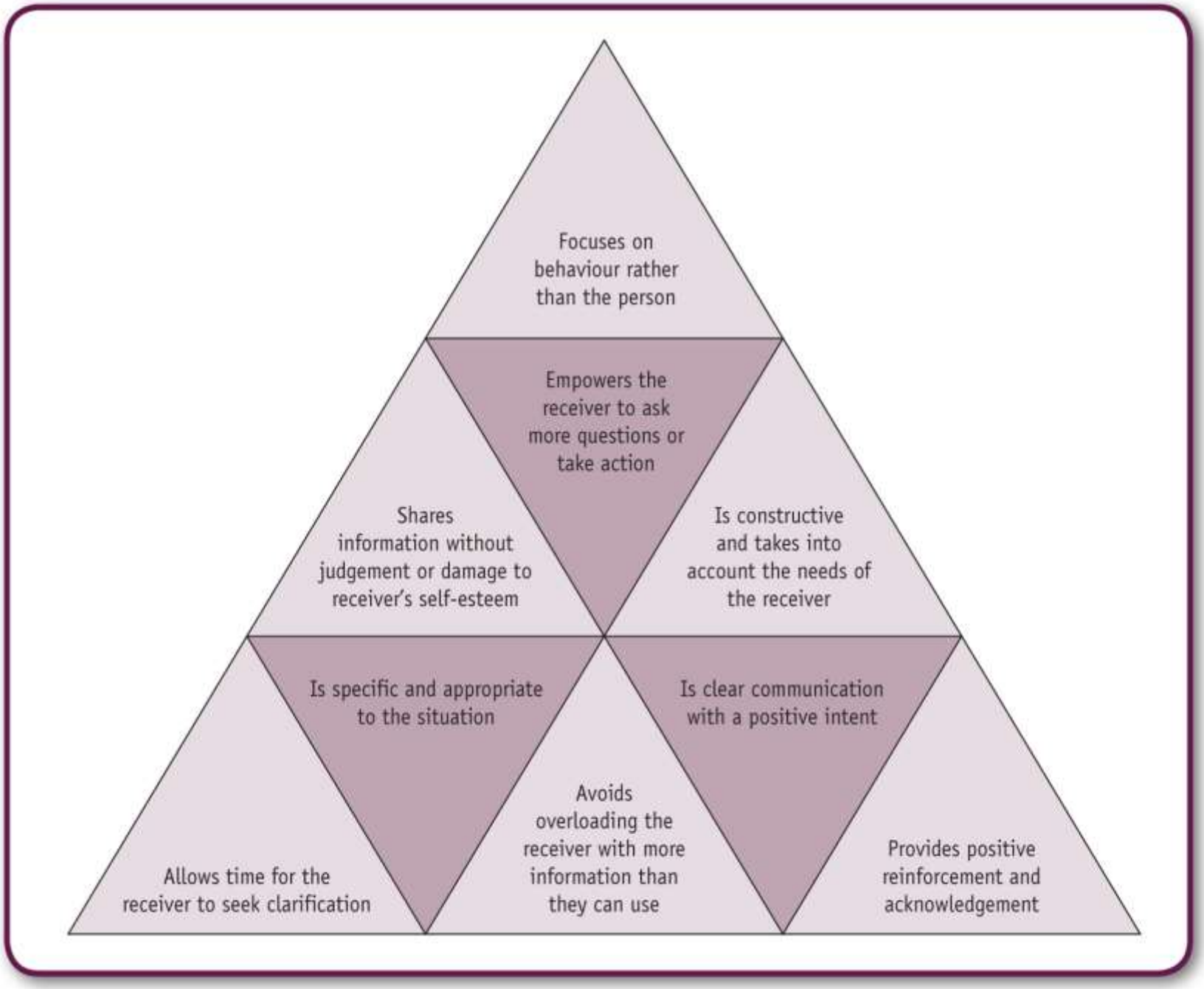


Figure 2.2
Characteristics o effective feedbac

Feedback Types

- Informative
- Immediate
- Specific
- Positive
- Negative
- No feedback

Feedback

Can take place from a number of directions

- downwards (from superior to subordinate)
- upwards (from subordinate to superior)
- laterally (from peer to peer)
- from outside to inside (from customers to organisation members)
- between family and friends

Feedback

Can occur as:

- A spoken communication in private
- A spoken communication in a public situation
- A written communication
- An objective response
- Non-verbal communication

Feedback

Feedback is effective when it is …	Feedback is ineffective when it is …
Fair	Unfair
Accurate	Inaccurate
Specific	Vague
Formally structured	Disorganised
Solution oriented	Problem oriented
Focused on behaviour, not personality	Focused on personality, not behaviour

Source: Eunson, 2012

Questions
Comments
Feedback

Next lesson

Interpersonal Communication 2

Refer to Assignment 1's brief on Moodle and complete your 1st blog post.

See you in the next lesson!

Welcome to MGNT102 Professional Communication: Concepts and Practices

Interpersonal Communication 2

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Kahoot.it

Ready?!

Body Languages

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Topics covered

1. Listening
2. Assertive behaviour
3. ‘I’ statements
4. Emotional intelligence and competency clusters
   - Self awareness and self-management
   - Social awareness and relationship management
5. Impact of self-concept and self-disclosure

Importance of Listening

Importance of Listening

- Most frequent skill used at work
- Affects quality, productivity, & costs
- Good listeners are more successful

http://ed.ted.com/featured/foptnjVE?utm_source=TED-Ed+Subscribers&utm_campaign=625d12bcce-2013_09_219_19_2013&utm_medium=email&utm_term=0_1aaccced48-625d12bcce-37054433

"Great listeners are often terrific at uncovering and putting in place strategies and plans that have a big impact," Branson continued. Being able to provide encouragement to aspiring business leaders has been invaluable because those conversations spark his ideas, too, he said.

Richard Branson

“Listen hard to voter concerns, help them to tackle pressing needs, and convey their worries and aspirations to the Government.”

Mark Zuckerberg, owner of Facebook, invited five people 18 years ago to his Harvard room.

Reason? Talk to them about a business opportunity. Only two came to the meeting, listened and helped their project.

Today both are billionaires: Dustin Moskovitz with more than 17.8 billion dollars and Eduardo Saverin with more than 20 billion dollars.

When a friend comes to talk about a business opportunity, always have an open mind!

1.7M views · View 8,450 upvotes · View 84 shares

8.4K 396 84 ...

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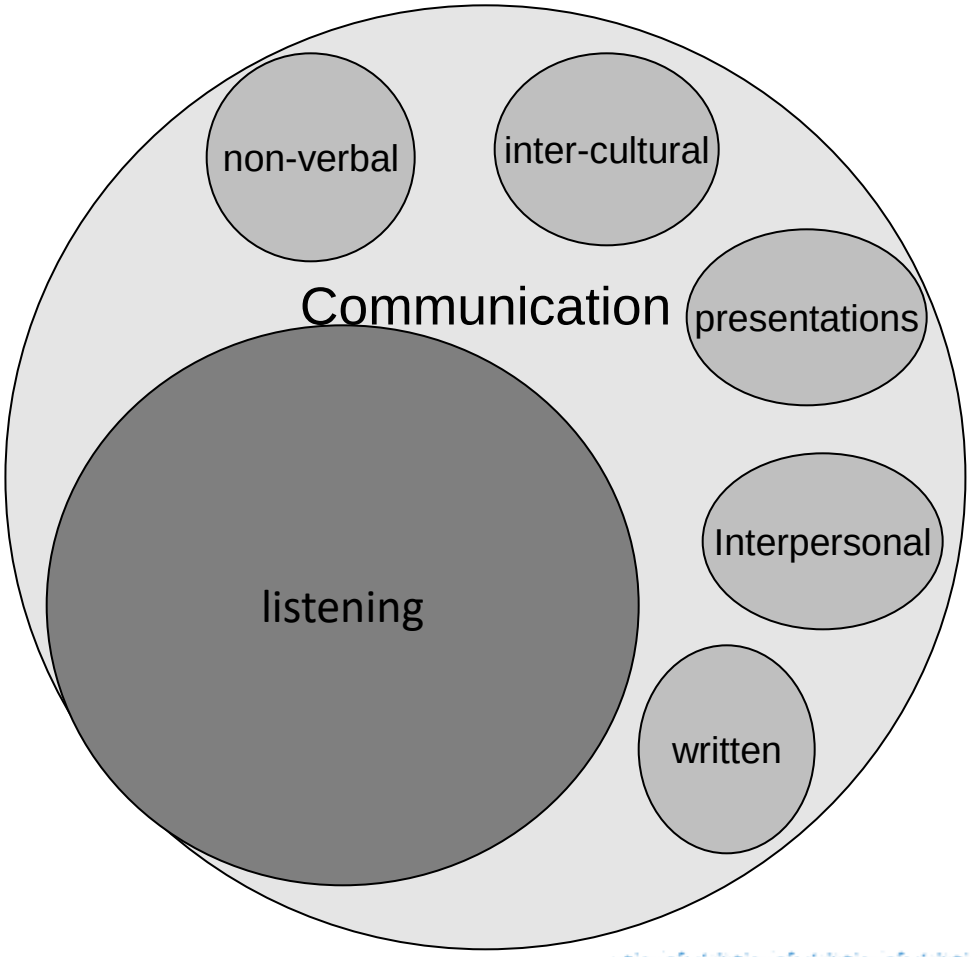
Amongst his different entrepreneurial talents, Jim Breyer, Managing Partner of Accel Partners, talks about the importance of Zuckerberg's listening skills that have helped him effectively lead Facebook to success.

https://www.youtube.com/watch?v=MozvgHLasQE

Communication Importance

Communication is listed as the most important employment skill



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ICT Consultant (e2i)
Employment and Employability Institute
Jurong East, West
19 mins ago

Software Project Lead (Firmware)
Randstad
Central
randstad
20 mins ago
S$5k - 7k /month

Senior Business Analyst - Risk Management
Robert Walters Singapore
North
22 mins ago

SAP Project Manager (Manufacturing Execution System)
Michael Page
West
Michael Page

APPLY NOW | Save job | Print | Report | Share | View in new tab

projects are successfully delivered by vendors/service providers; (ii) contracts continually meet customers' needs; (iii) vendors' performance are monitored in accordance with contractual obligations and service-level agreements; and (iv) project risks are properly mitigated and managed.

- Value-add to business users by providing advice on best practices in exploiting appropriate technology, reviewing and improving their work processes, facilitating and supporting their change management process and influencing their alignment with the Labour Movement vision.
- Develop and enhance customer intimacy to achieve customer satisfaction.

Requirements:

- Degree in Computer Science, Electronics Engineering, Information Technology or equivalent
- At least 5 years of working experience in business analysis, system analysis, project management, and IT outsourcing management
- Good knowledge of Infocomm industry best practices for ICT planning, business process re-engineering, IT infrastructure and ICT portfolio management
- Appreciation of infocomm industry trends and directions
- Proactive, quality-conscious, self-starter with an analytical and methodological mind
- Result and customer oriented with multi-tasking capabilities
- Be service-oriented and possess good communication, inter-personal presentation and negotiation skills.
- Good conceptual thinking, planning and organisational skills
- Strong Team player who is proactive, quality-conscious and results-oriented.

79 Top Executives (CEO, CFO, CTO, GM, MD etc.) jobs in All locations

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Talent-Merge Pte Ltd
Clementi, West
10 hours ago

FRONT OFFICE MANAGER
Link Hotels International Pte Ltd
Others, Central
10 hours ago

Chief Executive Officer
PricewaterhouseCoopers
Overseas
10 hours ago

Get new jobs like these directly to your inbox.
Enter your email | OK

Strategic Planning Manager (Up to 5K/ Central/ Global Markets Research)
ACHIEVE CAREER

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core tactical business and driving business development

- Monitor and analyse business plans and results and ensure effective actions are taken to achieve t desired outcomes
- Ensure spending on operations and projects are carried out in accordance with budgets
- Generate stakeholder awareness and interest by comprehensive safety education and training programs
- Ensure optimal use of all resources whilst improving efficiencies and effectiveness
- Maintain and strengthen business relationships both internally and externally by improving custom service levels and response times and enhancing relationships with regional and international agencies a authorities
- Ensure a productive, safe, healthy, motivated and environmentally aware workforce.

Qualifications and Essential Attributes:

- An Advanced Diploma in Nautical Science or Degree in Marine Engineering or relevant field is essenti a Masters Degree would be an added advantage
- Extensive maritime experience and at least 10 years of experience in a senior leadership role are essential
- Proven ability in strategic planning and execution
- Sound experience in re-engineering operations and procedures
- Ability to quickly grasp legislation and international conventions
- Excellent management, leadership and negotiation skills
- Excellent presentation skills with the ability to communicate and interact with officials at all levels government and international bodies.

An attractive remuneration package commensurate with qualifications and experience will be negotiated with t successful candidate. Applications for this position should include three referees and a current resume with outline of your proven experience to carry out the role and how you meet the criteria mentioned above and the j

Enter job title or employer name | Top Executives (CEO, CF... | All locations | More | Search

79 Top Executives (CEO, CFO, CTO, GM, MD etc.) jobs in All locations

Last 30 days | Show | Saved jobs

30-Jul-16

Head of Pricing, HealthCare
Hudson
CBD (Central Area)
Hudson
30-Jul-16 Base salary + high commission

GENERAL MANAGER
JAY GEE ENTERPRISES PTE LTD
Others, North East
Levi's
30-Jul-16

Head of Finance (Shah Alam, Selangor) - Leading heavy industrial technology and solutions provider
Kerry Consulting Pte Ltd
Overseas
29-Jul-16 S$5k - 7k /month (negotiable)

Director (Social Service Organisation)

APPLY NOW | Save job | Print | Report | Share | View in new tab

GENERAL MANAGER

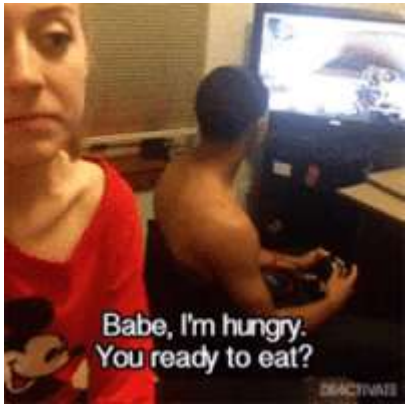
- Responsible for achieving the overall company's sales objectives and retail operations
- Prepare annual budget, profit and loss, and sales forecasting of the whole division
- Actively develop and manage all facets of retail expansion opportunities to meet organizational goals
- Plan, design and facilitate layout/look of new and existing retail locations
- Communicate, execute and manage marketing/merchandising to improve brand image and ensure consistency
- Lead and motivate team to achieve goals and objectives by providing clear direction, motivation, support and guidance
- Work closely with the brand principals and management to further the brand and company growth

Job Requirements:

- Post graduate candidates with minimum 10 years of experience in retail management with leading international fashion labels
- Matured, well rounded personality, strong positive attitude, self-motivated and determination to make things happen
- Ability to remain calm, organized and hands-on under highly demanding situations
- Strong creative and analytical skills together with a flair for fashion

Listening versus hearing

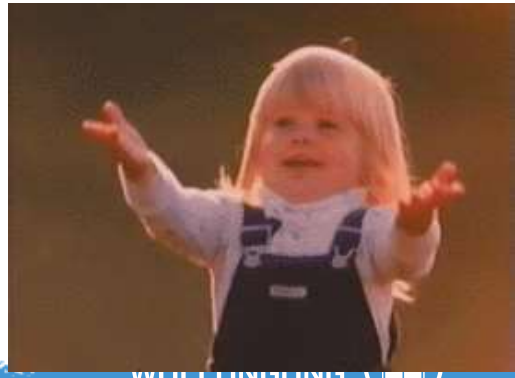
- Hearing is an involuntary physiological process
  - Passive
- Listening is a deliberate psychological process
  - Active, conscious



Listening versus hearing

- The most prevalent mistake that people make about listening is to regard it as passively receiving rather than as actively participating ...
- Catching is as much an activity as throwing and requires as much skill, though it is a skill of a different kind. Without the complementary efforts of both players . . . the play cannot be completed.

(Mortimer Adler quoted in Sigband & Bell 1989)



Listening More Effectively

- Mindful listening (active)

- Mindless listening (passive)

Active Listening

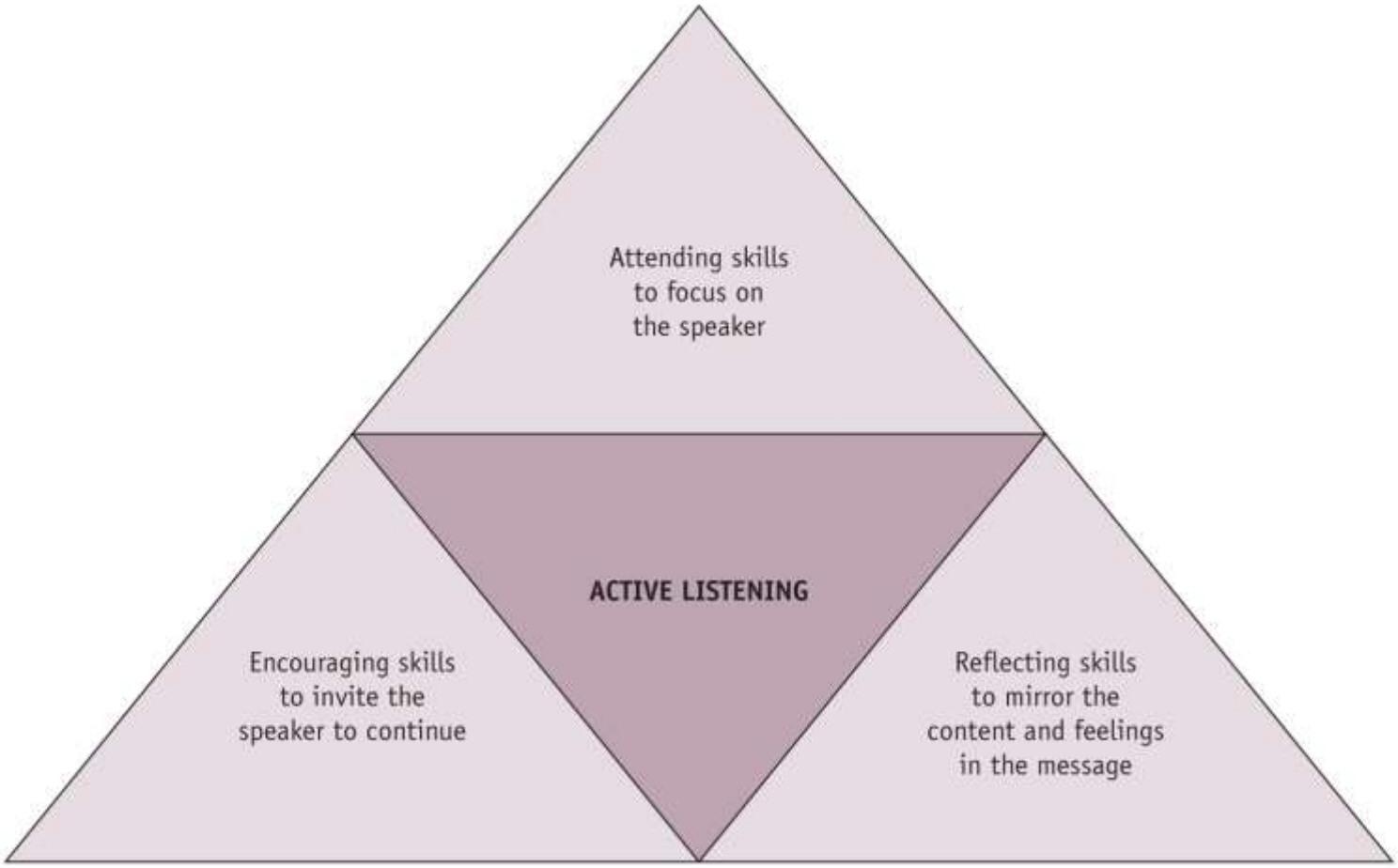


Figure 3.1
Cluster of active listening skills

Attending skills

Focuses on the speaker by giving physical attention through:

- Verbal responses
  - I see
  - Uh hmmm
- Eye contact
- Posture
- Body movement
- Personal space
- Environment
  - Avoid distractions

Encouraging skills

Invites speaker to disclose thoughts and feelings:

- Without pressuring them (their choice)
- Using encouraging questions
  - I'd like to hear how you feel
  - Would you like to talk about it
- Using reflective statements
  - So you are….
  - It sounds as if…..
- Allowing for silence or pauses for speaker to reflect and consider

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Reflecting skills

Restates to the speaker the feeling and content in the message:

- Paraphrasing
  - You are saying that…..
- Reflective statements
  - Sounds like you……
- Clarifying statements
  - Could you give me an example of….
- Summarising
  - Your main concerns seem to be….

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BARRIERS TO EFFECTIVE LISTENING

Barriers to Effective Listening

- Physiological
- Environmental
- Attitudinal
- False assumptions
- Socio-cultural differences
- Lack of training

Let's take a look

Adler and Elmhorst, 2011

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Barriers to Effective Listening

1. Physiological barriers

- Hearing problems
- Rapid thought

- http://www.youtube.com/watch?v=CPDQgaDiDJE

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"The average speaker speaks at about **125 words** per min. But,

the average listener can comprehend about **500 words** per min"

Barriers to Effective Listening

2. Environmental barriers

- Physical distractions
- Problems in channel
- Message overload

Barriers to Effective Listening

3. Attitudinal barriers

- Preoccupation
- Egocentrism
- Fear of appearing ignorant

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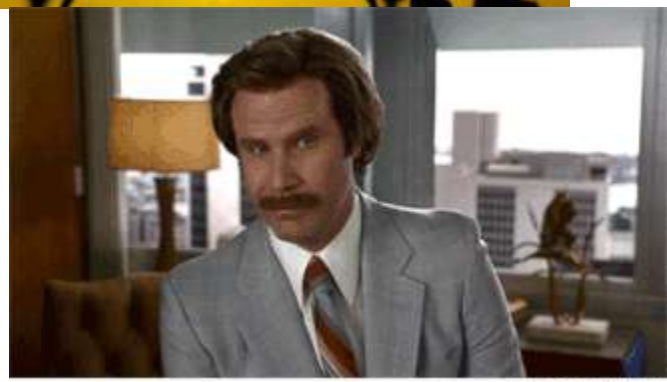
Barriers to Effective Listening

4. False assumptions

- Effective communication is sender's responsibility
- Listening is passive
- Talking has more advantages



Barriers to Effective Listening

5. Socio-cultural differences

- Cultural differences
- Gender differences

Barriers to Effective Listening

- 6. Lack of training

Effective Listening

Practice the following 5 filters (tools) to encourage better listening:

- Quiet
  - 3 minutes silence
  - a day, helps to reset your ear
- Mixer
  - Identify individual channels
- Savouring
  - Hidden choir (enjoying)
- Listening positions
  - Filters (switched to any of filters easily?)
- RASA
  - receive, appreciate, summarise, ask (afterwards)

Julian Treasure
Sound consultant

http://www.youtube.com/watch?v=cSohjlYQI2A

Emotional intelligence (EI)

- IQ gets you hired
- EI gets you promoted

- Key to employment and personal success
  - Softskills, such as
    - Self management skills
    - Interpersonal skills
    - Communication skills

Emotional intelligence (EI)

- Five key components
  - Self awareness
  - Self regulation
  - Self motivation

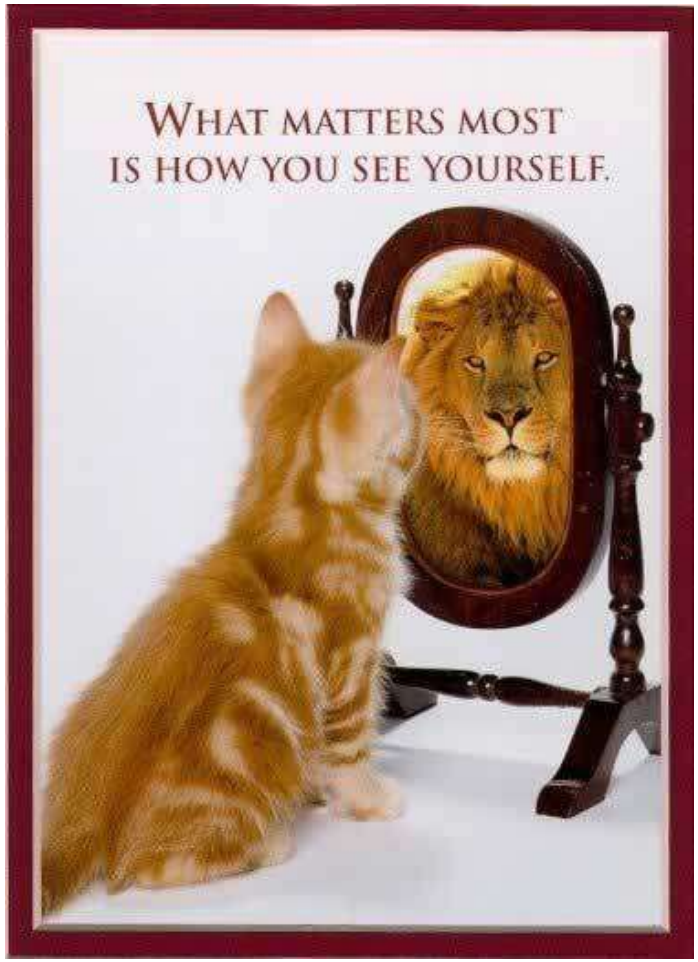
  } Intrapersonal or Personal competence

  - Social awareness
  - Social skills

  } Interpersonal or Social competence

Self awareness

- Emotional awareness
- Self-assessment
- Self-confidence



Self regulation

- Self-control
- Trustworthiness
- Conscientiousness
- Openness/flexibility
- Objectivity
- Innovativeness

Self motivation

- Achievement drive
- Commitment
- Initiative
- Optimism and persistence

"A pessimist is one who makes DIFFICULTIES of his opportunities and an optimist is one who makes OPPORTUNITIES of his difficulties."

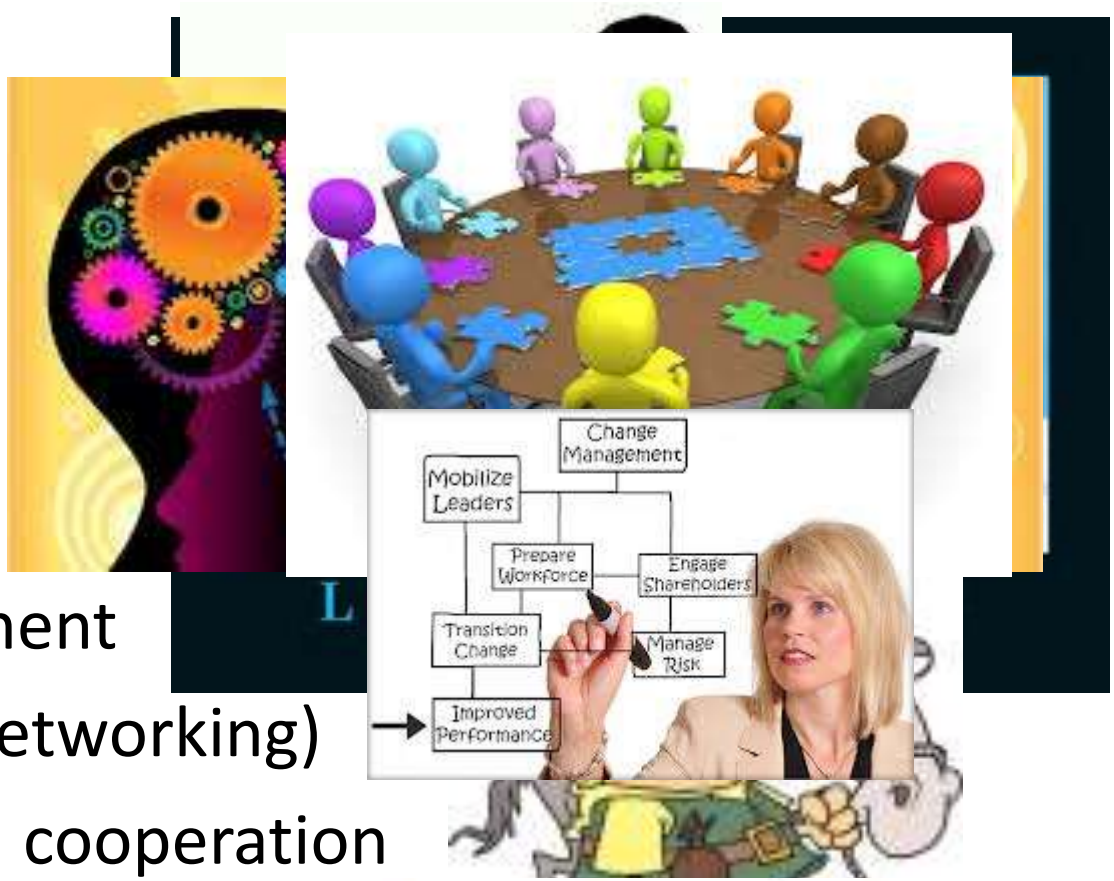
-Harry S. Truman

Social awareness

- Empathy
- Service orientation
- Developing others
- Leveraging diversity
- Political awareness

Social skills

- Influence
- Communication
- Leadership
- Change catalyst
- Conflict management
- Building bonds (networking)
- Collaboration and cooperation
- Team capabilities



The Johari Window

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The Johari Window

- The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group.
- The Johari Window model can also be used to assess and improve a group's relationship with other groups.
- The Johari Window model was devised by American psychologists Joseph Luft and Harry Ingham in 1955

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- **Johari Window**
  - Two categories
    - The areas of yourself known to you
    - The areas of yourself known to others
  - Four sections
    - Public arena
    - Hidden area (façade)
    - Blind spot
    - Unknown area

Johari Window

	Things I know	Things I don't know
Things others know	Public Arena (Public self)	Blind spot (Unknown self)
Things others don't know	Facade (Hidden self)	Unknown area (Unconscious self)

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- The Johari Window is a communication model that is used to improve understanding between individuals. The word "Johari" is taken from the names of Joseph Luft and Harry Ingham, who developed the model in 1955.

- Blog post 3: Reflect upon your analysis from the Johari Window model and explain how this result can be used to improve self-awareness and in a team.

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A Johari window consists of the following 56 adjectives to describe the participant:

1. able
2. accepting
3. adaptable
4. bold
5. brave
6. calm
7. caring
8. cheerful
9. clever
10. complex
11. confident
12. dependable
13. dignified
14. empathetic
15. energetic
16. extroverted
17. friendly
18. giving
19. happy
20. helpful
21. idealistic
22. independent
23. ingenious
24. intelligent
25. introverted
26. kind
27. knowledgeable
28. logical
29. loving
30. mature
31. modest
32. nervous
33. observant
34. organized
35. patient
36. powerful
37. proud
38. quiet
39. reflective
40. relaxed
41. religious
42. responsive
43. searching
44. self-assertive
45. self-conscious
46. sensible
47. sentimental
48. shy
49. silly
50. spontaneous
51. sympathetic
52. tense
53. trustworthy
54. warm
55. wise
56. witty

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Sample

Step 1: Select the adjectives that best describe you and insert them under “I know I am” column.

Step 2: Select the adjectives that you think do not describe you or if you are unsure and insert them under “I do not know if I am” column.

How do I describe myself (ViJian Lee)	
I know I am:	I do not know if I am:
1. helpful 2. idealistic 3. independent 4. ingenious 5. …	1. calm 2. caring 3. cheerful 4. clever 5. …

How do I describe ViJian (Rebecca)	
I know he is:	I do not know if he is:
1. helpful 2. idealistic 3. independent 4. ingenious 5. …	1. witty 2. humorous 3. clever 4. …

*All adjectives must be selected

Johari Window (Sample – ViJian Lee)

	Things I know	Things I don't know
Things others know	Public Arena (Public self) • Helpful • ingenious	Blind spot (Unknown self) • Calm • Cheerful
Things others don't know	Facade (Hidden self) • idealistic • independent	Unknown area (Unconscious self) • extroverted

Both ViJian & Rebecca think he is

Rebecca thinks he is

ViJian think he is, but Rebecca didn't

Both ViJian & Rebecca didn't select these

Goleman’s five 'domains' of EQ

- Knowing your emotions.
- Managing your own emotions.
- Motivating yourself.
- Recognising and understanding other people's emotions.
- Managing relationships, i.e., managing the emotions of others.

https://www.youtube.com/watch?v=Y7m9eNoB3NU&list=PLz_vqwkX2Hi_I87RwTA00S8derhDe9wjH

Questions
Comments
Feedback

Blog Post 2

Critically evaluate the completeness of Shannon and Weaver's (1954) communication model. Reflect on its strengths and limitations and consider how it could be improved. Then, design your version communication model and share it as part of your blog post.

Guidelines:

1. **Evaluate Shannon and Weaver's Model:**
   - Discuss whether the model is complete or if gaps exist.
   - Use passive voice to explain your reasons in detail.
2. **Design Your Communication Model:**
   - Create a new model that reflects your understanding of the communication process.
   - Attach a clear diagram or drawing of your model to the blog post.
3. **Caption and Explanation:**
   - Add a caption for your model and explain its components and process. Use passive voice to provide examples or illustrations of how communication occurs within your model.
4. **Enhance with Media:**
   - Support your answer with pictures, photos, drawings, videos, or animated GIFs to visually enrich your post.

Tips for Success:

Provide a detailed and insightful evaluation of Shannon and Weaver's model, demonstrating clear understanding. Design a creative, practical, and original communication model. Use high-quality visuals to enhance your explanation and maintain a professional tone in your writing.

Let’s take a look at some blogs

- https://tengrikhanakhmetov.wordpress.com/2025/01/11/introductory-post/
- https://hayazumi.wordpress.com/2025/01/09/introductory-post/
- https://marcuschain.wordpress.com/2025/01/07/first-post/
- https://zerowordessay.wordpress.com/2025/01/11/blog-post-1-self-introduction/
- https://syhan916.wordpress.com/2025/01/12/introduction/

Next week

Interpersonal Communication 2

- **Listening**
- **Assertiveness**
- **Emotional Intelligence**

REMINDER: WORK ON AND IMPROVE THE BLOGGING ASSIGNMENT FROM LAST WEEK

Next week

Intercultural communication

Read chapter 5

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Next lesson

Interpersonal Communication 2

Preparation for presentation

- You may start to identify suitable group members
- Read the assignment's details online **FIRST**
- Start thinking about a country from the given list (get from Moodle) that you are interested to do more research in.

Let’s take a look at some blogs from last year

- https://saudalhomied.wordpress.com/2024/07/11/shannon-weavers-communication-model/
- https://augyteo.blog/2024/07/10/shannon-and-weaver-outdated-model/
- https://relim03.wordpress.com/2024/07/03/adaptive-advantage/
- https://thestrongestmelvin.wordpress.com/2024/07/14/shannon-weaver-communication-model/
- https://celinewaiseeyingblog.wordpress.com/2024/07/10/blog-2- incompleteness-of-shannon-and-weavers-model-of-communication/

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Welcome to MGNT102
Professional Communication: Concepts and Practices
Topic 05

Intercultural communication

Topics covered

- Explain the concept of culture and differentiate enculturation, acculturation, ethnocentrism and cultural relativism.
- Discuss Hofstede's four dimensions of culture
- Use Hall's context model of culture to explain intercultural differences

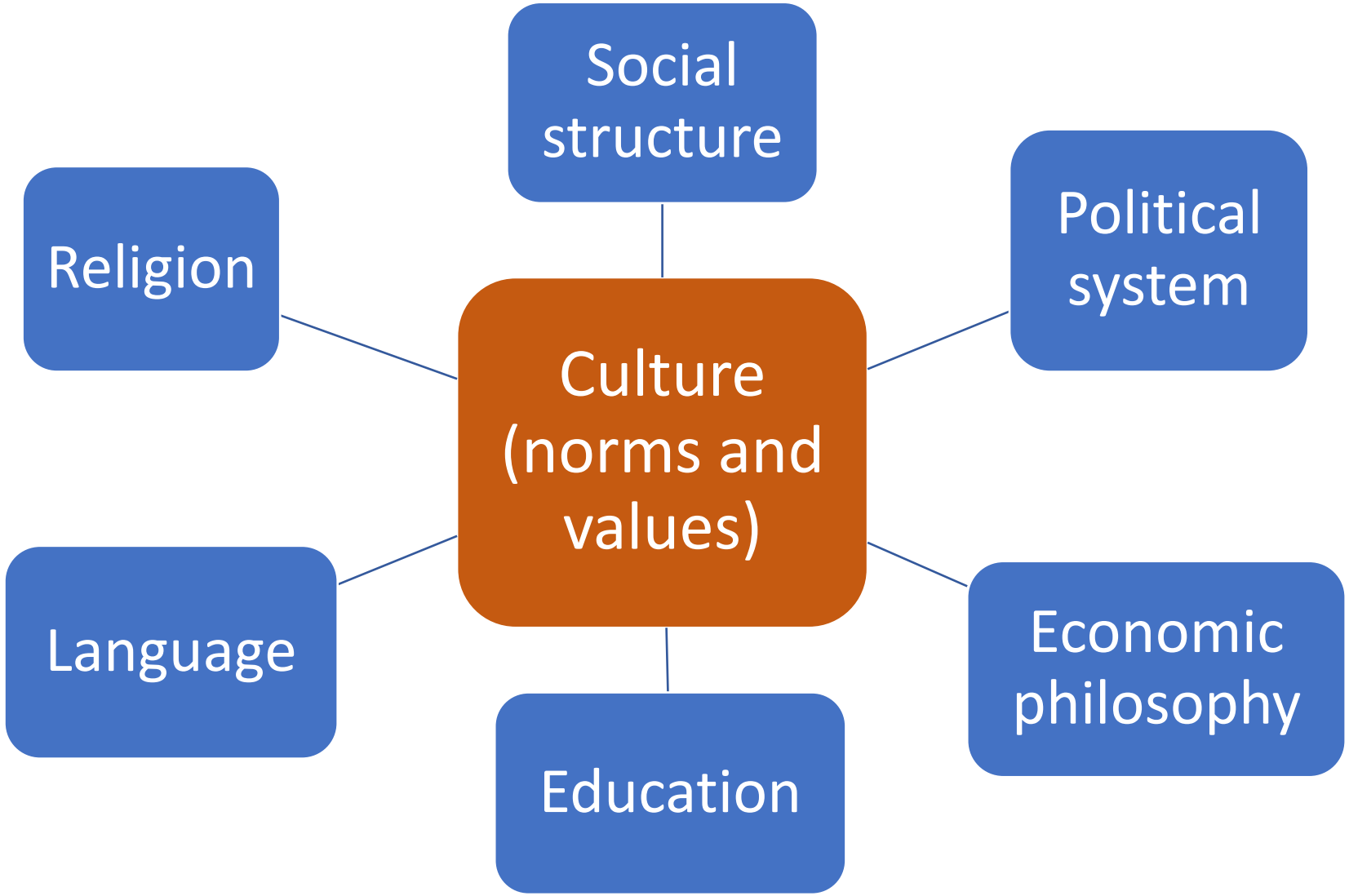
Culture — some definitions

Set of shared interpretations about beliefs, values and norms, which affect the behaviours of a relatively large group of people

Culture — some definitions

- **Macro-culture**
  - All the arts, beliefs, social institutions, and other activities that are characteristic of a community, race, or nationality

- **Micro-culture**
  - Predominating attitudes and behaviour that characterise the functioning of a group or organisation



Factors influencing cultural norms and values (Fig. 6.1, textbook)

Nature of Culture

- Learned, not innate
- Invisible to those accustomed to particular culture
- Unconscious or deliberate learning

Cultural Differences in Business

- Customs and behaviour
- Formality
- Social customs
  - Greetings
  - Business cards
  - Gift giving
  - Socialising

Cultural Differences in Business

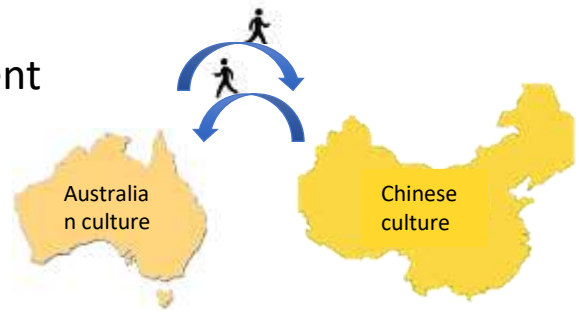
- Styles of dress
- Time
  - Monochronic
  - Polychronic
- Tolerance for conflict

https://www.youtube.com/watch?v=mUCODUvKbzE&list=PL0RPf6iqk2PsmLE1rnSk580VEHhnCttWw

"there's no reason to attack me" 😂😂

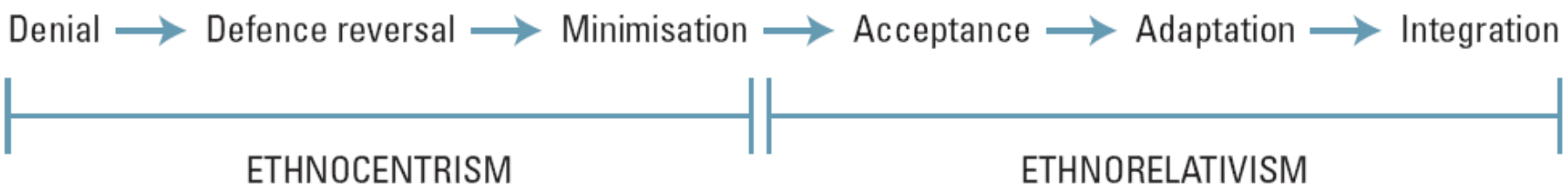
The process of intercultural communication

- Int***er***cultural communication
  - The process of communication between people of different cultures
- int***ra***cultural communication
  - an interaction between people from the same cultural milieu having some kind of different backgrounds (of whatever kind).
- Enculturation
  - the process by which an individual learns the traditional content of a culture and assimilates its practices and values
- Acculturation
  - cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture; *also* : a merging of cultures as a result of prolonged contact



Acculturation

- Acculturation: the process of the meeting of cultures and the changes which result from such meetings.



Source: Eunson, 2012

Intercultural communication models

- Hofstede
  - Four cultural dimensions
    - textbook
  - Six cultural dimensions
    - http://geert-hofstede.com/
- Hall – context model
  - High context
  - Low context

Hofstede’s model

Hofstede defines culture as:

‘The collective programming of the mind which distinguishes the members of one group or category of people from another’

Hofstede’s model: 4 dimensions of culture

POWER DISTANCE	refers to the different solutions to the basic problem of human inequality
INDIVIDUALISM vs COLLECTIVISM	refers to the integration of individuals into primary groups
UNCERTAINTY AVOIDANCE	refers to the level of stress in a society in the face of an unknown future
MASCULINITY vs FEMININITY	refers to the division of emotional roles between men and women

Power Distance

- This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally.
- The fundamental issue here is how a society handles inequalities among people.
- People in societies exhibiting a large degree of Power Distance accept a hierarchical order in which everybody has a place and which needs no further justification.
- In societies with low Power Distance, people strive to equalise the distribution of power and demand justification for inequalities of power.

Source: http://geert-hofstede.com/national-culture.html

Hofstede's model

Low power-distance culture	High power-distance culture
▪ Students put value on independence	▪ Students put value on conformity
▪ Students initiate some communication in class	▪ Teachers initiate all communication in class
▪ Freedom more important than equality	▪ Equality more important than freedom
▪ Flat organisation pyramids	▪ Tall organisation pyramids
▪ Stress on reward, legitimate and expert power	▪ Stress on coercive and referent power
▪ Subordinates expect to be consulted	▪ Subordinates expect to be told
▪ Consultative leadership leads to satisfaction, performance and productivity	▪ Authoritative leadership and close supervision lead to satisfaction, performance and productivity

Individualism vs collectivism

- The high side of this dimension, called individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families.
- Its opposite, collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty.
- A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we."

Source: http://geert-hofstede.com/national-culture.html

Hofstede's model

Individualist culture	Collectivist culture
▪ Individual decisions are better	▪ Group decisions are better
▪ 'Guilt' cultures	▪ 'Shame' cultures
▪ Hedonism	▪ Survival
▪ Weak family ties, rare contacts	▪ Strong family ties, frequent contacts
▪ Women express emotions more strongly than men	▪ Women express emotions less strongly than men
▪ Relationship with union calculative	▪ Potential emotional commitment to union
▪ Incentives to be given to individuals	▪ Incentives to be given to work in-groups
▪ Media main source of information	▪ Social network main source of information
▪ More invention patents granted	▪ Fewer invention patents granted
▪ Moderate to cold climates	▪ Tropical and subtropical climates

Uncertainty avoidance

- The Uncertainty Avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.
- The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?
- Countries exhibiting strong UAI maintain rigid codes of belief and behaviour and are intolerant of unorthodox behaviour and ideas.
- Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.

Source: http://geert-hofstede.com/national-culture.html

Hofstede's model

Low uncertainty-avoidance culture	High uncertainty-avoidance culture
■ Facial expressions of sadness and fear easily readable by others	■ Nature of emotions less accurately readable by others
■ Individual decisions, authoritative management and competition among employees acceptable	■ Ideological preference for group decisions, consultative management; against competition among employees
■ Favourable attitude towards younger people; smaller generation gap	■ Critical attitudes towards younger people; larger generation gap
■ Independence for female students important	■ Traditional role models for female students
■ Innovators feel independent of rules	■ Innovators feel constrained by rules
■ Appeal of transformational leader role	■ Appeal of hierarchical control role
■ Belief in generalists and common sense	■ Belief in specialists and expertise

Masculinity vs femininity

- The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material rewards for success. Society at large is more competitive.
- Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life.
- Society at large is more consensus-oriented.
- In the business context Masculinity versus Femininity is sometimes also related to as "tough versus tender" cultures.

Source: http://geert-hofstede.com/national-culture.html

Tokyo 2020 Olympics president to resign following sexist remarks

By Junko Ogura and Joshua Berlinger, CNN

3 minute read · Updated 12:52 AM EST, Thu February 11, 2021

Video Ad Feedback

Report: Tokyo 2020 Olympics president to resign over sexist...
Lewis Hamilton speaks to CNN Sport about diversity and fighting...
Kayaker Dane Jackson descends 300 feet down waterfalls in...

Tokyo (CNN) — Tokyo 2020 Olympics chief Yoshiro Mori will step down after sexist remarks he made about women were leaked to Japanese media last week, Japanese public broadcaster NHK reported Thursday, citing sources.

Mori said at an Olympics board of trustees meeting last week that "board meetings with lots of women take longer" because "women are competitive – if one member raises their hand to speak, others might think they need to talk too," according to reports in the Japanese press.

"If you want to increase female membership, you would be in trouble unless you put time limits in place," he is reported to have added.

Speaking at a news conference the next day, the 83-year-old former Japanese Prime Minister confirmed he made the remarks behind closed doors and said he was sorry for doing so.

The New York Times Magazine

ON MONEY

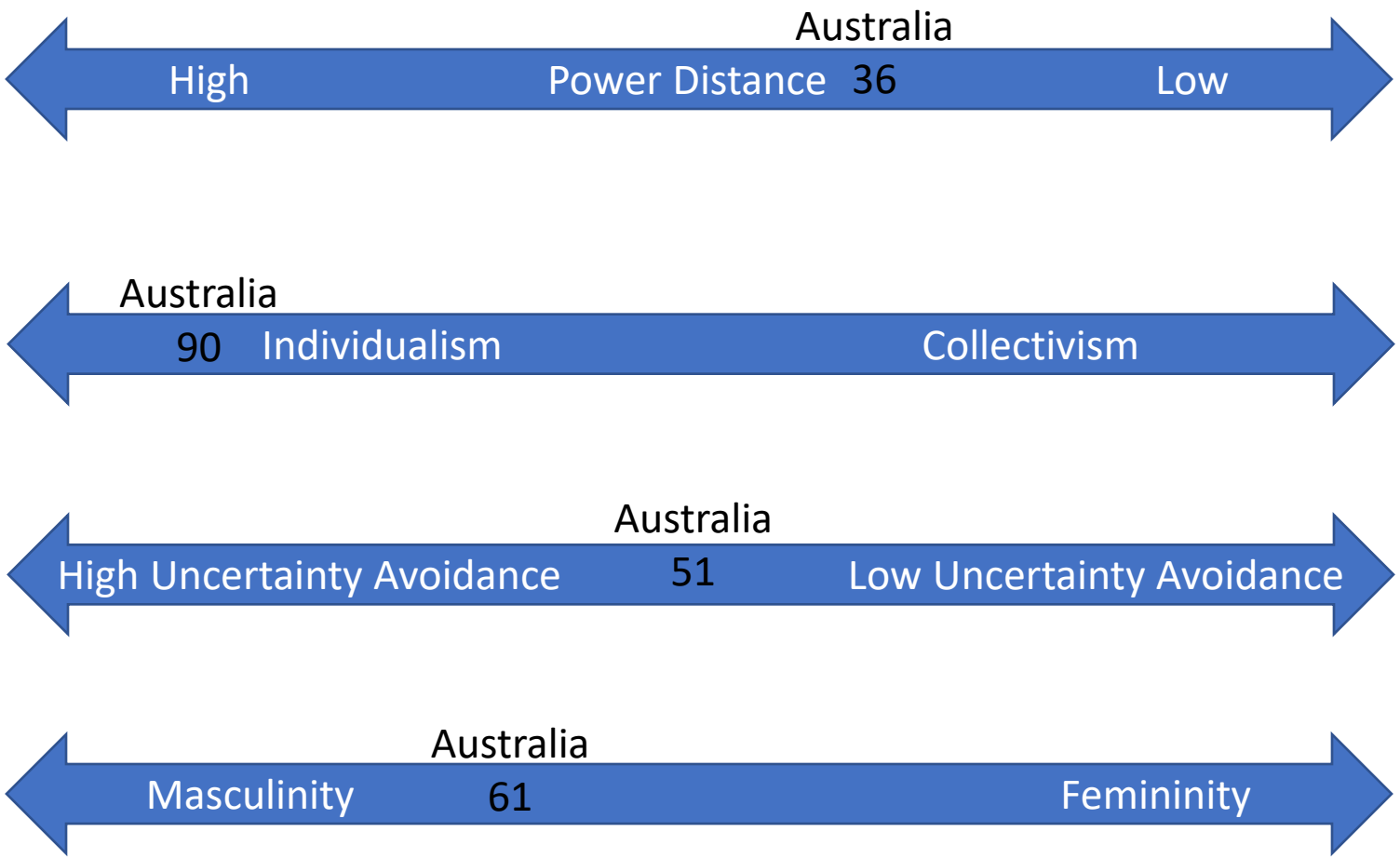
Why Does Japan Make It So Hard for Working Women to Succeed?

Share full article

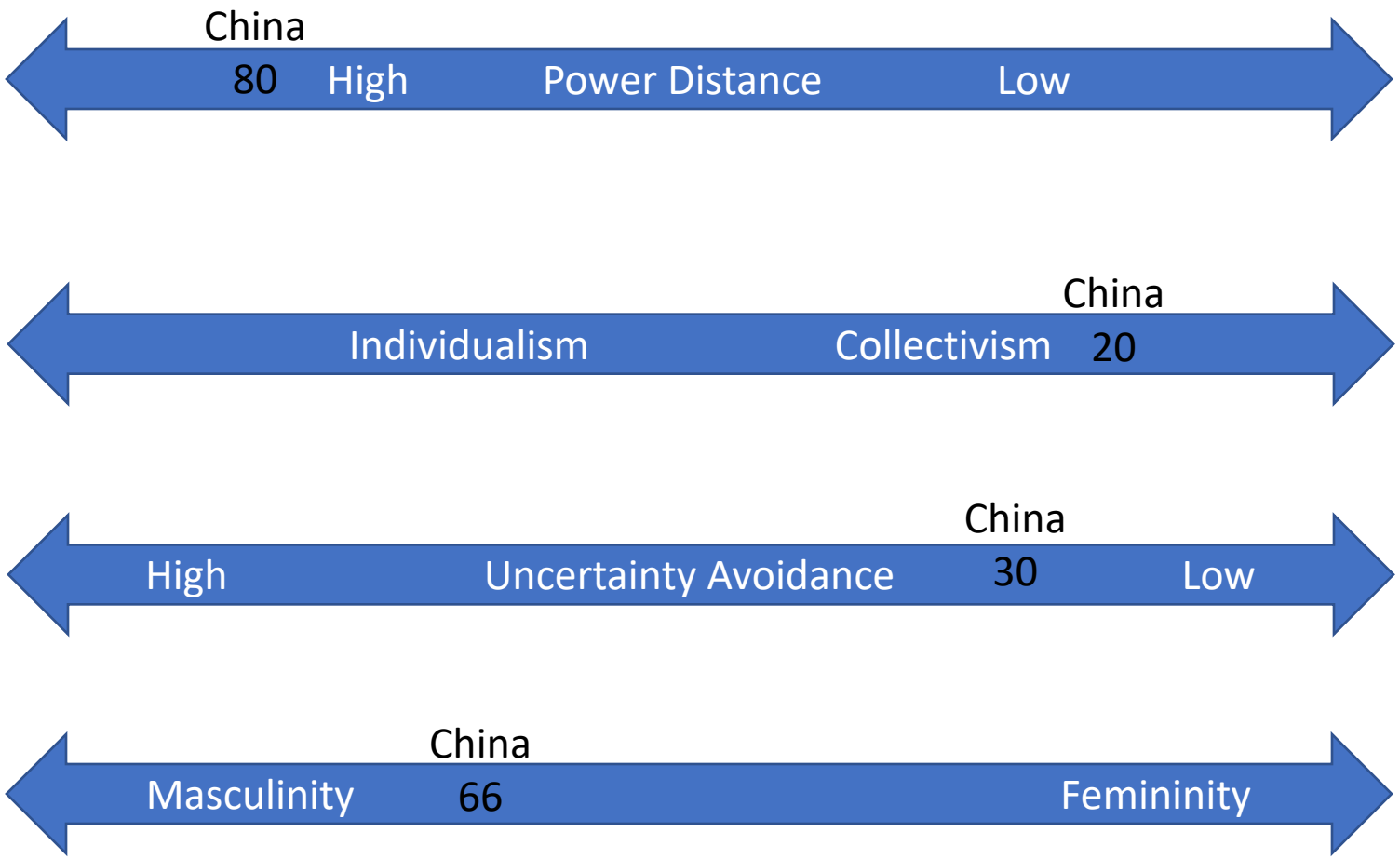
Illustration by Peter Oumanski

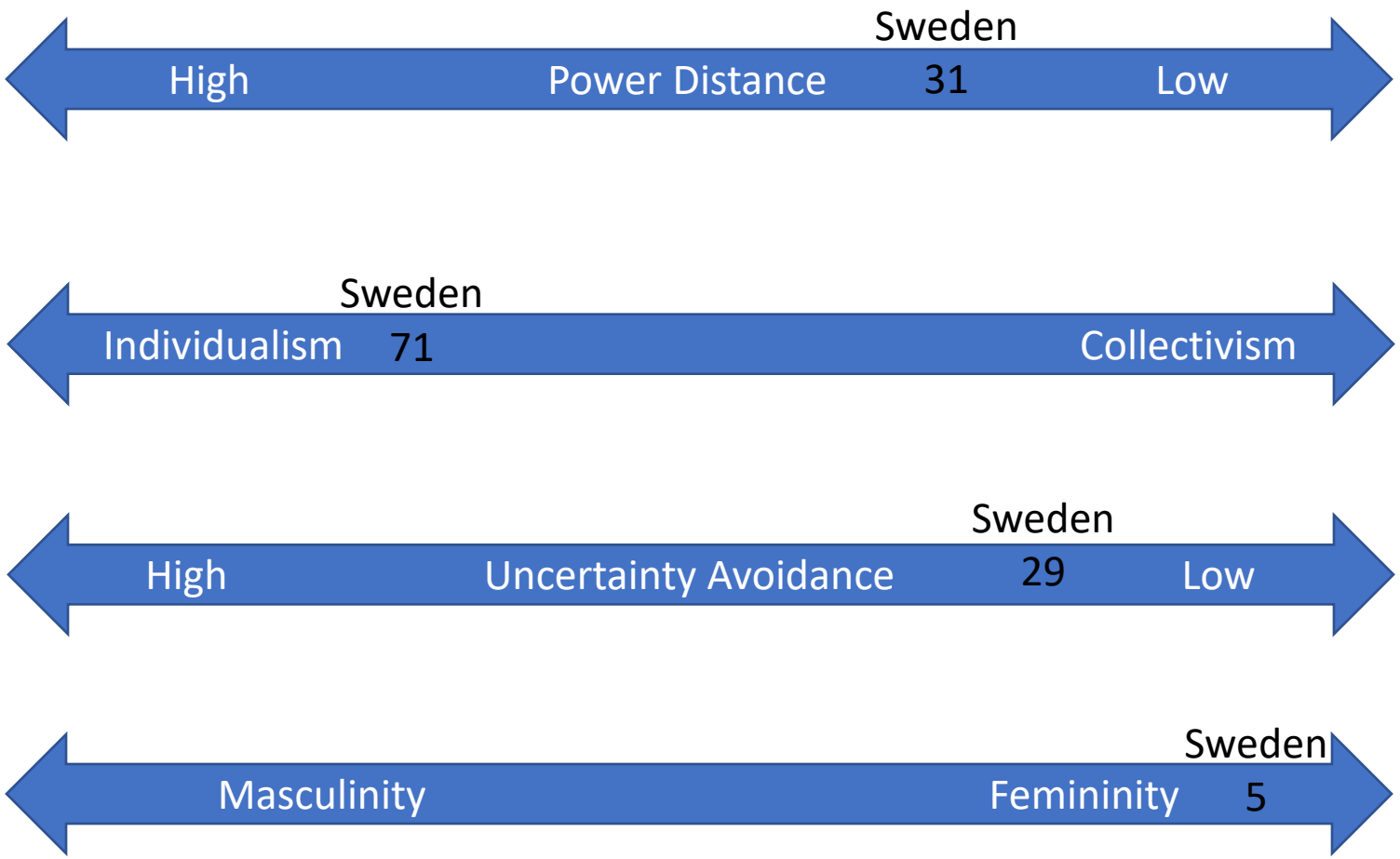
Hofstede's model

Masculine culture	Feminine culture
■ Challenge and recognition in jobs important	■ Cooperation at work and relationship with boss important
■ Belief in individual decisions	■ Belief in group decisions
■ Men should be tough and take care of performance; women should be tender and take care of relationships	■ Men should be tender and take care of both performance and relationships; women should be the same
■ Sympathy for the strong	■ Sympathy for the weak
■ Live in order to work	■ Work in order to live
■ Fewer women in management positions	■ More women in management positions
■ Resolution of conflicts through denying them or fighting until the best 'man' wins	■ Resolution of conflicts through problem solving, compromise and negotiation
■ Less sickness absence	■ More sickness absence
■ Competitive advantage in manufacturing industries, price competition, heavy products and bulk chemistry	■ Competitive advantage in service industries, consulting, live products and biochemistry



http://geert-hofstede.com/countries.html


China
80
High
Power Distance
Low
China
Individualism
Collectivism
20
China
High
Uncertainty Avoidance
30
Low
China
Masculinity
66
Femininity


Sweden
High
Power Distance
31
Low
Sweden
Individualism
71
Collectivism
Sweden
High
Uncertainty Avoidance
29
Low
Sweden
Masculinity
Femininity
5

Hofstede's model: Implications

- People from high power-distance cultures work with high-status negotiators or principals
- People from high uncertainty-avoidance cultures want the reassurance of structure and ritual
- People from collectivist cultures like to build relationships over a long period of time
- People from high masculine cultures are more likely to resolve conflicts by force
- People from feminine cultures are more likely to resolve conflicts through compromise and consensus
- People from long-term orientation cultures persevere to achieve desired ends

Hall’s context model

Hall's context model

- Communication & culture are not only about words
  - not just text, but context
- Context can be measured
- Two extreme types of context
  - low and high

Hall's context model

High context:

- A culture in which the context of communicated messages is ***as important*** as the communicated message

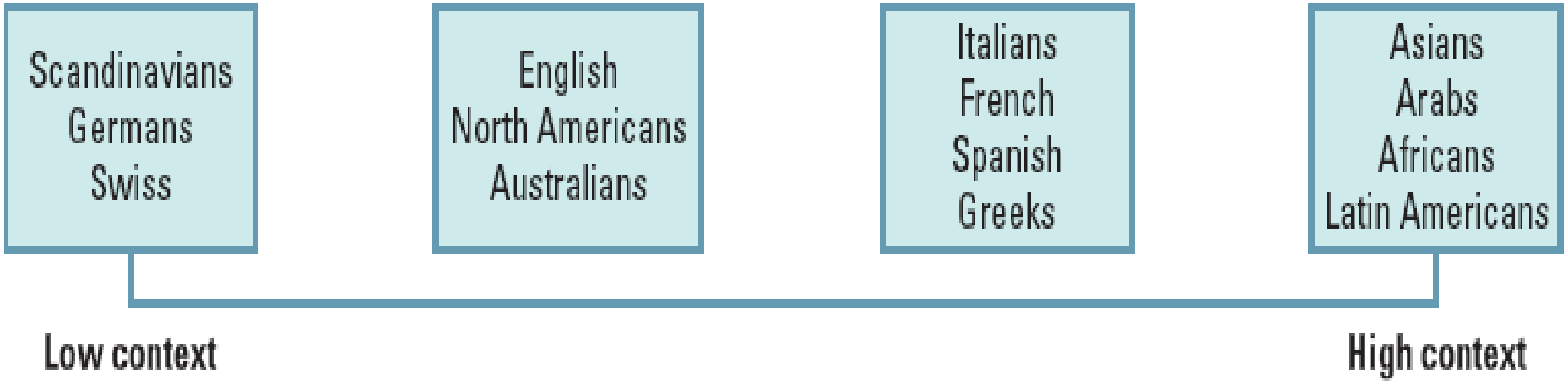
Low context:

- A culture in which the context of communicated messages is ***not as important*** as the communicated message itself

Table 5.1 Characteristics of high-context and low-context cultures

Type	*Characteristics*
High-context cultures identify with the group. *Example:* Chinese culture	**a** Sensory involvement is high, with: ▪ high-contact touch behaviour ▪ close proximity due to low personal space needs **b** The message: ▪ conveys only a limited portion of the meaning in what is said ▪ must also be interpreted in terms of: – how it is being said – where it is being said – the body language of the speaker **c** Time sense is polychronic: ▪ things happen simultaneously ▪ time is circular ▪ things proceed at their own pace
Low-context cultures identify with the individual. *Example:* Australian culture	**a** Sensory involvement is low, with: ▪ low-contact touch behaviour ▪ high personal space needs **b** The message: ▪ words convey explicitly most of the meaning in the communication ▪ nonverbal cues of body language have less impact ▪ the status of the speaker is less important in interpretation of the meaning **c** Time is monochronic: ▪ things happen one at a time and in sequence ▪ time is linear ▪ planning and punctuality are a priority

Hall’s context model



Disclaimer

The following video may contain scenes of cultural misrepresentations and satire. If you do not feel comfortable kindly mute and minimize the window for a few mins.

- https://www.youtube.com/watch?v=FiQnH450hPM

Co-cultural dimensions of diverse society

Co-cultural dimensions of diverse society

- Language
- Regional Differences
- Ethnicity
  - Talk & silence
  - Conflict
  - Disclosure
  - Nonverbal standards

Co-cultural dimensions of diverse society

Gender differences

- Genderlects
  - the conversation of men and women are not right and wrong, superior and inferior - they are just different.

Deborah Tannen (2001)

Disclaimer

The following video may contain scenes of cultural misrepresentations and satire. If you do not feel comfortable kindly mute and minimize the window for a few mins.

- https://www.youtube.com/watch?v=FiQnH450hPM

Co-cultural dimensions of diverse society

Generational Differences

- Baby Boomers
  - (1946-1964)
- Generation X
  - (1965-1980)
- Generation Y
  - (1981-2000)

Gursoy et al., 2013

Co-cultural dimensions of diverse society

- Disabilities
  - Communicating
    - People without disabilities
    - People with disabilities

Stereotypes and prejudice

- Stereotypes arise from the natural linguistic tendency to organise phenomena into meaningful categories
- It involves accepting widely held belief systems about particular groups
- These beliefs can be very limited and detrimental to intercultural understanding and communication

Disclaimer

The following video may contain scenes of cultural misrepresentations and satire. If you do not feel comfortable kindly mute and minimize the window for a few mins.

Communicating across diversity

- Become culturally literate
- View diversity as opportunity
- Avoid ethnocentrism
- Don’t condescend
- Create dialogue

Questions
Comments
Feedback

Briefing for Presentation

Next lesson

- Conflict Management

Read chapter 5

We will sign up for presentation the following session on 26 July

- Presentation Briefing and Sign-up
  - Please refer to Moodle
  - https://docs.google.com/spreadsheets/d/1FAZfpcuu01-SXgwEYczHIWYXRMi1Udsoc9EJeS9qVzE/edit#gid=330513530
- T1: 7 students in a group
- T2: 7 students in a group
- Please only allow your **team leader** to sign up on behalf of your team.
- I should only see **team leaders** signing up.

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MGNT102
Business Communication

Conflict Resolution

Topic 6

JESSLYN LAU

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Recap (last lesson)

- Hofstede's model: 4 dimensions of culture
- Hall's context model: High vs. low

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Topics covered

- Conflict in organisations
  - four major patterns
- Functional vs. dysfunctional conflicts
- Styles in negotiation and conflict
- Responses to conflict
- Drama triangle vs. success triangle
- The Four R Communication Strategy
- Mediation

Conflict in organisations

Conflict arises in every organisation, Schermerhorn (2008) suggests that conflict in organisation occurs in **four** major patterns:

1. Vertical
   - Different hierarchical levels e.g. competition between manager, supervisors and teamleaders for scarce resources or deadlines

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   - Same level e.g. longstanding traditional manager is in conflict with new manager who wants to introduce modern practices

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   - In different position e.g. front-line staff supporting IT dept

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   - Same level e.g. longstanding traditional manager is in conflict with new manager who wants to introduce modern practices
3. Staff-line
   - In different position e.g. front-line staff supporting IT dept
4. Role
   - Differing perception of what a person is expected to do. E.g. misunderstanding, conflict of priorities etc…

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Conflict can be positive and productive!

Functional and dysfunctional conflict

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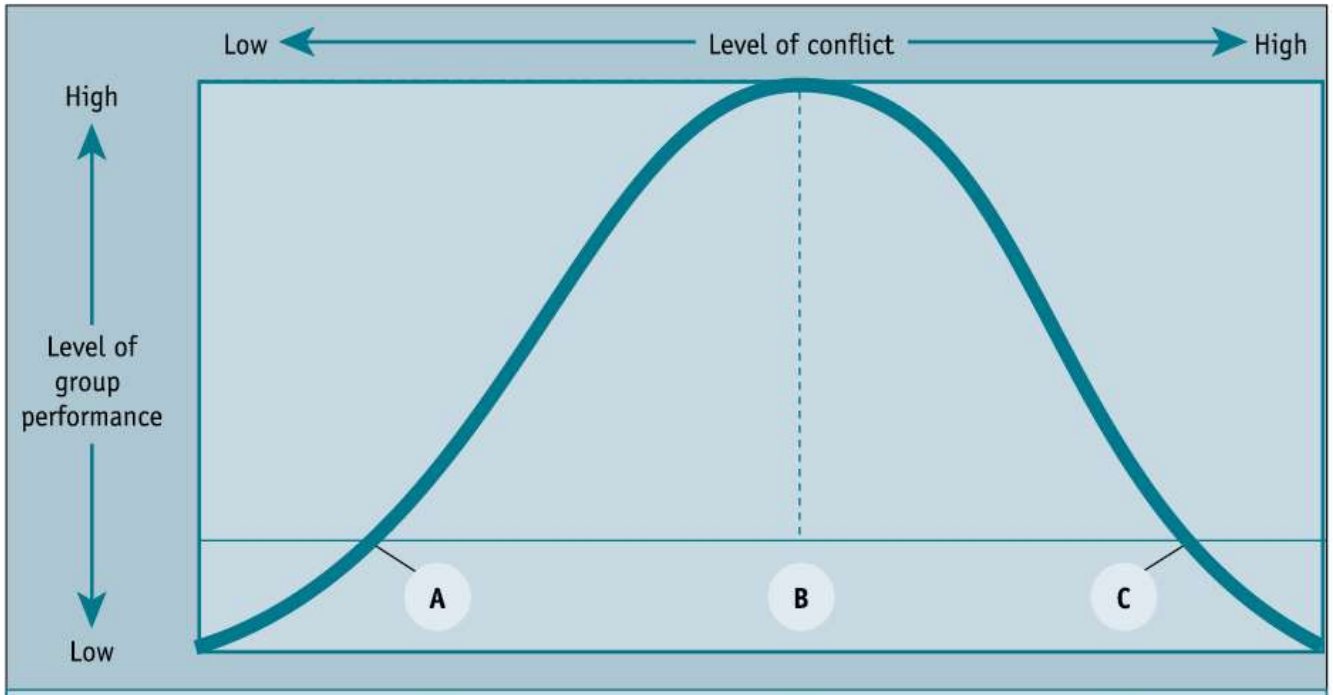
Functional and dysfunctional conflict

- **Functional conflict**
  - Sweeps stagnation away and enables creativity
  - Can improve a work group's performance
  - Force a team to examine a problem and work towards a potential solution.

Functional and dysfunctional conflict

- Functional conflict
  - Sweeps stagnation away and enables creativity
  - Can improve a work group's performance
  - Force a team to examine a problem and work towards a potential solution.
- **Dysfunctional conflict**
  - Explodes out of control and destroys creativity
  - Divert energies, disrupt group cohesion and contributes to a negative working environment.



Situation	A	B	C
Level of conflict	Low or none	Optimal	High
Type of conflict	Dysfunctional	Functional	Dysfunctional
Group's internal characteristics	Apathetic Stagnant Unresponsive to change Lack of new ideas	Viable Self-critical Innovative	Disruptive Chaotic Uncooperative
Level of group performance	Low	High	Low

FIGURE 5.6

Conflict and group performance

Source: S. Robbins, R. Bergman, I. Stagg & M. Coulter, *Management*, 7th edn, Pearson Australia, 2015, p. 458. Reproduced by permission.

Functional and dysfunctional conflict

- Functional conflict (‘constructive’ conflict):
  - supports group goals
  - improves group performance
  - results in positive outcomes for individuals, groups and organisations
- Dysfunctional conflict (‘destructive conflict’):
  - hinders group performance
  - results in negative outcomes for individuals, groups and organisations

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- Manager within an organisation should manage - and, on occasion, stimulate conflict to encourage critical thinking, problem solving, creativity and innovation.

- https://www.youtube.com/watch?v=5l7Igvz9Oqg

Answer the following questions

1. Describe the conflict pattern in this video?
2. What seems to be the problem in this video?
3. Conflict can be positive and productive, how would you improve the situation in this video?

Characters involved:

Mr Ong, Christopher, Yvonne and Rachel

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Levels of conflict

- Conflict moves through five different levels before it reaches a crisis level
- A crisis is the climax of a conflict where behaviour and normal functioning are seriously affected

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Perhaps nothing is said yet. Things don't feel right. It may be difficult to identify what the problem is. Do you feel uncomfortable about a situation, but are not quite sure why?

Here a short, sharp exchange occurs without any lasting internal reaction. Has something occurred between you and someone else that has left you upset, irritated or with a result you didn't want?

Here motives and facts are often confused or misperceived. Do your thoughts go frequently to the problem?

Here relationships are weighed down by negative attitudes and fixed opinions. Has the way you feel about and regard the other person significantly changed for the worse? Is the relationship a source of constant worry and concern?

Behaviour is affected, normal functioning becomes difficult, extreme gestures are contemplated or executed. Are you dealing with a major event like a possible rupture in a relationship, leaving a job, violence?

DISCOMFORT

INCIDENTS

MISUNDERSTANDINGS

TENSION

CRISIS

FIGURE 5.2

Levels of conflict

Source: Copyright The Conflict Resolution Network, PO Box 1016, Chatswood, NSW 2057, Australia. Tel: (02) 9419 8500; email: crn@crnhq.org; website: www.crnhq.org. Reproduced with permission.

Dealing with Conflict

Styles in negotiation and conflict

1. Avoiding/withdrawing
2. Accommodating
3. Collaborating
4. Competing
5. Compromising

Avoiding or withdrawing

Explanation	Outcome
• Withdrawal means one party retracts its point of view or backs away from the situation, causing the negotiation to be broken off. • The situation is unsatisfactory as negotiation stops before either party is able to find an acceptable solution. • Dissatisfaction may lead to future conflict.	Lose-lose 😭 😭

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Accommodating

Explanation	Outcome
• Accommodation is a negotiation style where one party is willing to oblige or adapt to meet the needs of the other party. • It is a useful option for negotiation on minor matters as the result can go one way or the other. • However, the negotiating parties may not bother to look for creative new solutions. • In this form of negotiation, points of view are easily swayed (Can build resentment over unmet needs).	Lose-win 😭 😀

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Collaborating

Explanation	Outcome
• Collaboration results when people cooperate to produce a solution satisfactory to both. • It helps interpersonal relationships and explores new ideas. • Permanent solutions and commitment to these solutions result. • On the other hand, it is time-consuming and each party needs to have negotiation skills to be able to participate in a collaborative negotiation style.	Win-win 😀 😀

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Competing

Explanation	Outcome
• Completing when one party negotiate to maximise its results at the expense of the other party's needs. • One party gains the advantage over the other. • Although it is quick and can be used as a counter against another person who always uses this style, it is bad for interpersonal relationships. • The solution is likely to be temporary, as there is no commitment from the other party and the issue will occur again. • Leaves the person who loses in a difficult situation (sacrificing relationships).	Win-lose 😀 😭

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Compromising

Explanation	Outcome
• Compromise is the settlement of differences through concessions by one or both parties. • This is a back up plan, if collaboration or competing is not possible • When the settlement meets the needs and goals of both parties, both are satisfied with the outcome. • Alternatively, when the solution meets the needs and goals of only one party, the other party is dissatisfied with the outcome.	Win-win, win-lose or lose-win 😑 😑

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- Refer to the previous video again, try to identify the different conflict handling style in the organisation.

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Responses to conflict

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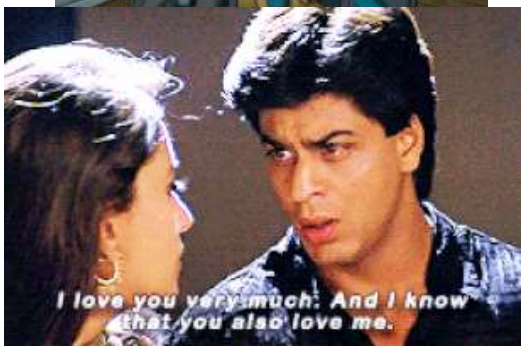
Responses to conflict

- The **flight** response is used in conflict to escape the situation and avoid the results
- The **fight** response is used in a conflict situation to control or defend the position
- The **flow** response acknowledges the conflict situation and reacts appropriately
    - It is another term for the win-win approach



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Fight, flight or flow response

Table 5.6: Responses to conflict

Type	*Purpose*	*Behaviour*	*Intended outcome*
Fight	To be in control and defend a position	Aggressive: manipulation, physical violence, screaming	I win–you lose
Flight	To escape the situation and avoid the results	Submissive: giving in, crying, avoiding, sulking	I lose–you win
Flow	To acknowledge the situation and respond appropriately	Assertive: explaining own perspective/needs, listening, discussing	I win–you win

Source: Adapted from materials of The Conflict Resolution Network, PO Box 1016, Chatswood, NSW 2057, Australia. Tel: (02) 9419 8500; email: crn@crnhq.org; website: www.crnhq.org. Reproduced with permission.

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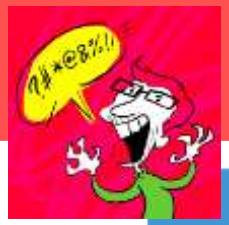
Assertive vs. Non-assertive behaviour

Assertive behaviour	Non-assertive behaviour

• Standing up for your rights
• Expressing what you believe, feel and want in direct, honest and appropriate ways that respect the rights of the other person.
• Increase our self-esteem, leads to development of mutual respect with others and helps us achieve our goals.
• Allow people to express how they are feeling in a way that is unlikely to lead to a defensive or aggressive response from the other person.
	• Is aggressive or submissive that ignores our own rights by failing to express honest feelings, thoughts and beliefs.
	• Aggressive people try to win at all costs
	  • Dominating
	  • Humiliating
	  • Little respect for others
	• Submissive people are unable to promote viewpoint and ignore own needs
	  • Based on low self-esteem



"I, Me, Myself"

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The Drama Triangle

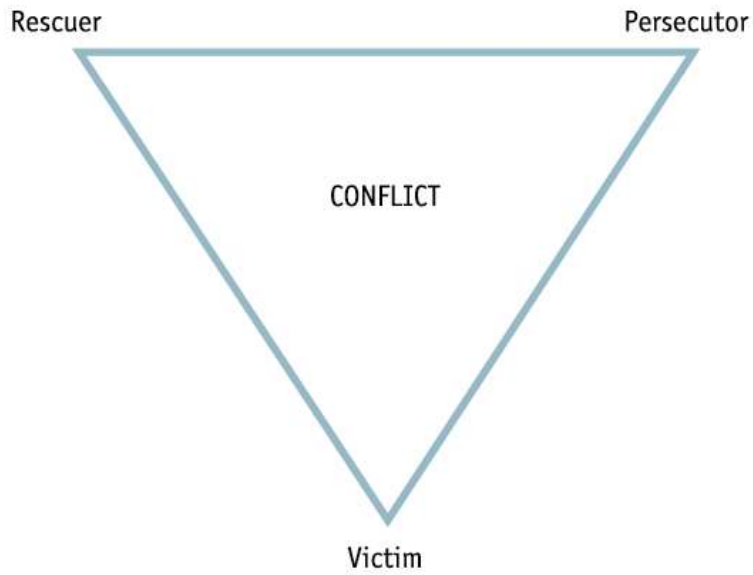

FIGURE 5.7
The drama triangle

Source: 'Drama Triangle' from C.M. Steiner, *Scripts People Live*, Grove Press, New York, copyright © 1974 by Claude Steiner. Used by permission of Grove/ Atlantic, Inc.

(Steiner 1974).

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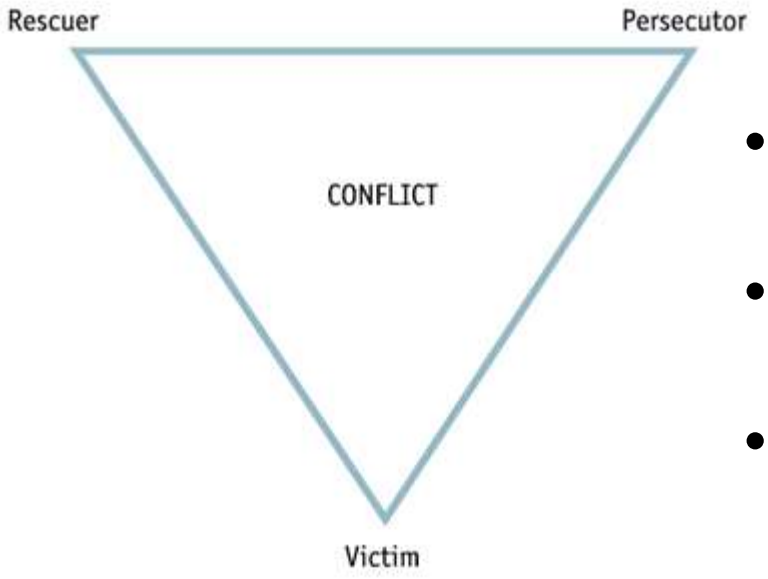
Casestudy

Watch

- https://www.youtube.com/watch?v=srTM8C_S1R0

The Drama Triangle



- Victim illustrates non-assertive behaviour
- Persecutors put others down or bully them into action
- Rescuer offer help and support while denying own needs

1. Who is the victim here?
2. Did ‘Uncle’ demonstrated assertive or non-assertive behaviour?

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Assertive behaviour

- Acting assertively in a conflict situation involves
  - standing up for your rights
  - expressing what you believe, feel and want in direct, honest and appropriate ways that respect the rights of the other person
- Assertive behaviour is unlikely to provoke a defensive or aggressive response from the other person
- Assertive behaviour involves using 'I' statements to send a clear message

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- What you did to my car now! You see!
- You see what you did!
- Pay me now $2000!
- Pay me now!
- I don't care! You pay me $2000! Now!
- #@$!%#@ You think you Chinese you are better than us!
- I know what you did with your intention!
- #@$!%#@.....

- I will pay you, you don't have to do that.
- Put this.. put into your car first.
- Don't do that to me.
- Don't be so rough at me.
- I have no intention of doing it.

from

The Drama Triangle

to

The Success Triangle

The success Triangle

- Illustrates **assertive** behaviour
  - Using basic 'I' messages
    - This is what I think
    - This is what I feel
    - This is how I see the situation
  - They are clear statements about wants and needs leading to increased understanding of the situation

Nonverbal messages

- In a conflict situation:
  - Speak in a pleasant way (Paralinguistics)
  - Match your verbal and nonverbal messages
  - Use appropriate body language
  - Pay attention to the other person's nonverbal messages

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Active listening

Table 5.10: Three components in the active listening process

Attend to and focus on the other person	*Encourage the other person*	*Reflect or mirror the other person's message*
Use eye contact	Use conversation openers	Paraphrase
Face the person and be still	Invite the other to disclose	Clarify or explore
Let them speak	Make brief responses	Reflect feelings
Maintain an open posture	Ask a few questions	Reflect meanings
Be aware of personal space	Pause	Summarise

(Last week)

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The Four R Communication Strategy

Donohue and Kolt (1992, p41) suggest this four-step communication strategy for moving out of crisis

- **R**eceive the other person's comments without interruption and avoid defensiveness
- **R**epeat the other person's comments as objectively as possible
- **R**equest the other person's proposed ways of dealing with the problem
- **R**eview the options and decide on the best approach

1

2

Who is/are the mediator(s) here?

3

4

Mediation

Mediation

Mediation is a process in which a third party is engaged to help disagreeing parties move to an agreement

- The role of the mediator is to facilitate the parties to
  - communicate their needs and concerns and what is important to them
  - explore options and the possible ways in which the parties might satisfy their interests together
  - identify the standards or criteria by which each party can legitimise their perspective
  - consider the alternatives or 'walk-away choices' that face each party if agreement is not reached
  - commit to agreements about what each party will or will not do

Formal mediation

- Formal mediation takes place in institutionalised settings
- Conflicts requiring formal mediation include:
  - divorce and custody cases
  - labour-management relations
  - council disputes
- Once a settlement is reached, the mediation transforms from a voluntary non-binding process to a fully binding accord
- A ‘heads of agreement’ document is usually drafted immediately in collaboration with all those present

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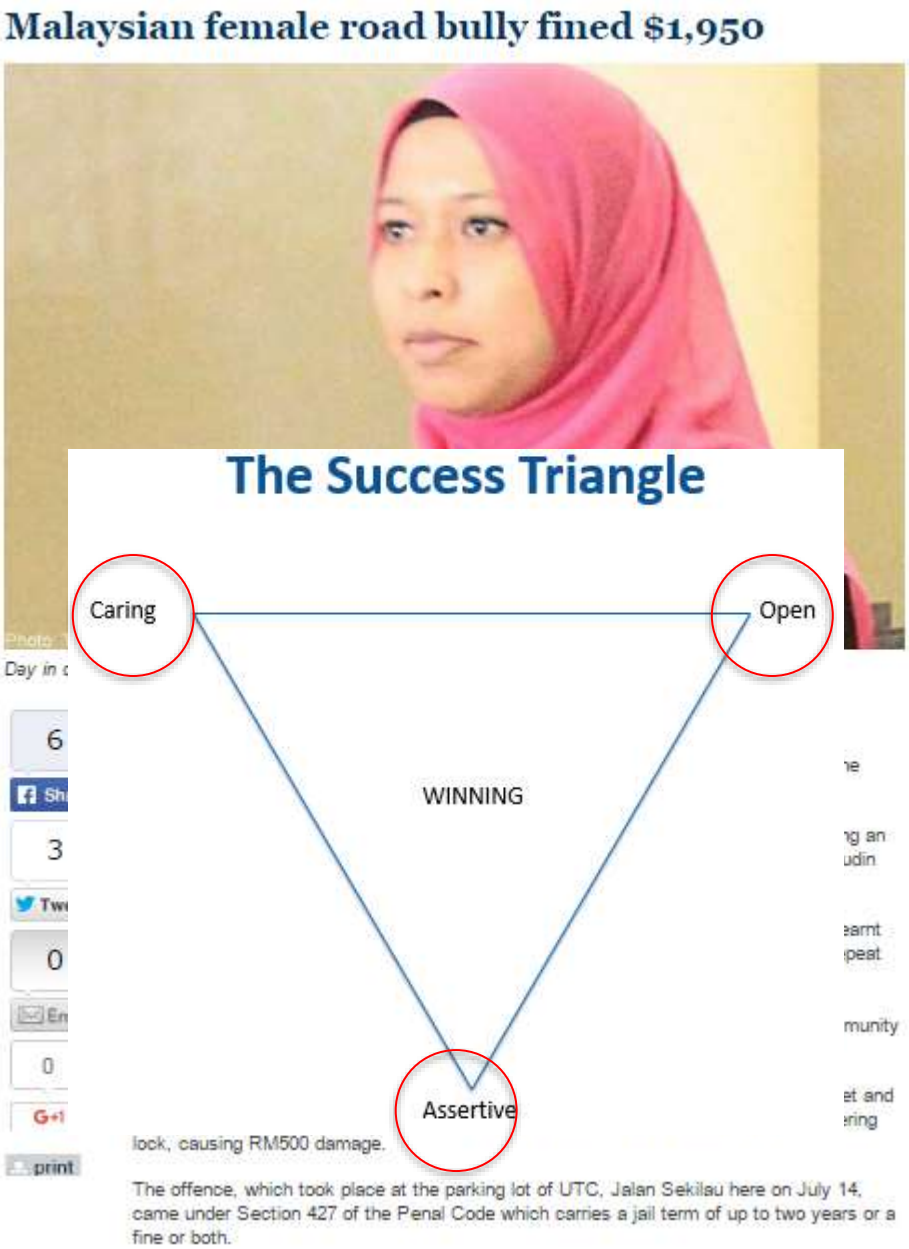
Dina Murad | The Star/Asia News Network | Thursday, Jul 17, 2014

- A screenshot of a text message from a police officer was also posted. The officer had requested the woman's presence at the Puchong police station to record a statement
- Netizens incensed at the unnecessarily violent tantrum and rude behaviour, exposed the woman's identity, contact details and Facebook account, including information of the bridal company where she works.



Defence counsel Rosli Yusof urged the court to use its discretion to impose a non-custodial sentence since the accused was a first-time offender who had given full co-operation to the police and admitted guilt.

When contacted, Sim expressed hope that Siti Fairrah would put the incident behind her.

"When I heard she was to be charged, I prayed for her safety and that she be let off with a light punishment. I urge the public to stop harassing her as she has already been traumatised," he said.

Summary

- Not all conflicts are bad for organisations
- Approaches to managing conflict involves:
  - Negotiation
  - Interpersonal Skills
  - Apology
  - Forgiveness
  - Compromise
  - Mediation
- Adapt and response to different conflict(s) according to situations, using different styles and approaches to achieve the success triangle!

Eunson, 2013

Questions
Comments
Feedback

Next week

Negotiation

Read Chapter 5

again

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Feedback for Blog Post 2

Upcoming: Blog Post 2

- Discuss if Shannon and Weaver's (1954) model of communication complete?
  - Using passive voice 1) Explain your reason(s) in detail and 2) provide examples or illustrations of the process of communication in your own understanding.
- Note: you may use pictures, photos, drawings, videos, animated gifs etc… to support your answer above.

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Firstly, break down the question/task:

Main task: **Discuss** if Shannon and Weaver's (1954) model of communication complete?

1.) Using passive voice
2.) 1) Explain your **reason(s)** in detail and
3.) 2) provide examples or illustrations of the process of communication in your own understanding.

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Firstly, break down the question/task:

Main task: **Discuss** if Shannon and Weaver's (1954) model of communication complete?

1.) Using passive voice [no personalisation]
2.) 1) Explain your **reason(s)** in detail and [No/Yes, because…]
3.) 2) provide examples or illustrations of the process of communication in your own understanding. [Phrase like "An example of process of communication will be……"]

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Did you get it correctly?

;)

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Blog Post 4

- Part I

  In what ways do stereotypes affect the way that we communicate with each other? Cite one past experience you had (or witnessed) in NS/school/daily life. What are the implications of such events occurring in your social life?

- Part II

  Attach with a storyboard with captions to illustrate the above experience (scenario).

  – See sample coming up.

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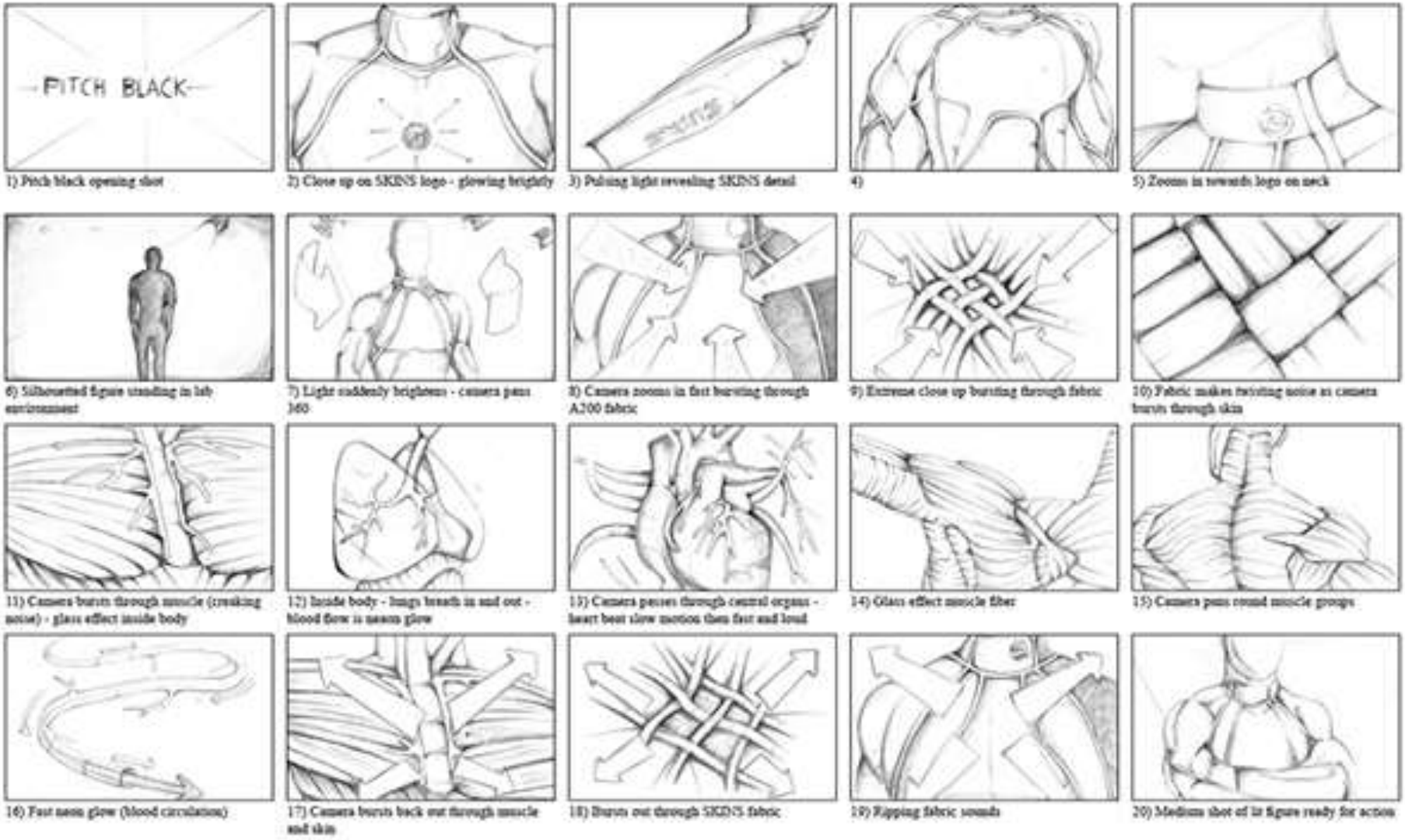

1) Pitch black opening shot

2) Close up on SKINS logo - glowing brightly

3) Pulsing light revealing SKINS detail

4)

5) Zooms in towards logo on neck

6) Silhouetted figure standing in lab environment

7) Light suddenly brightens - camera pans 360

8) Camera zooms in fast bursting through A200 fabric

9) Extreme close up bursting through fabric

10) Fabric makes twisting noise as camera bursts through skin

11) Camera bursts through muscle (creaking noise) - glass effect inside body

12) Inside body - lungs breath in and out - blood flow is neon glow

13) Camera passes through central organs - heart beat slow motion then fast and loud

14) Glass effect muscle fiber

15) Camera pans round muscle groups

16) Fast neon glow (blood circulation)

17) Camera bursts back out through muscle and skin

18) Bursts out through SKINS fabric

19) Ripping fabric sounds

20) Medium shot of lit figure ready for action

FOOD

In the upcoming lesson

- Presentation groups
- Selecting a suitable country for research
  - Signing up for presentation

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Welcome to MGNT102 Professional Communication: Concepts and Practices

Topic 7

Negotiation

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Presentation sign-up

Done – last week

- Presentation Briefing and Sign-up
  - Please refer to Moodle
  - https://docs.google.com/spreadsheets/d/1FAZfpcuu01-SXgwEYczHIWYXRMi1Udsoc9EJeS9qVzE/edit#gid=330513530

- 7 students in a group
- Please only allow your **team leader** to sign up on behalf of your team. Only **team leaders** should sign up.
- #mgnt102 https://www.instagram.com/bslau004/ for previous photos

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15 Mins presentation

The 15mins of your presentation can include, skits, demonstrations, questions to ask your classmates, very short games to engage your audiences.

See LMS Moodle for references.

https://docs.google.com/spreadsheets/d/1FAZfpcuu01-SXgwEYczHIWYXRMi1Udsoc9EJeS9qVzE/edit#gid=1289147326

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Video examples

- https://drive.google.com/file/d/1ZpHfdQejXr6lvWXUeMIRSk2zJmoP-3Cm/view?usp=sharing
- https://drive.google.com/file/d/1Fq5zWdeTsgDz5-0tnJtKnr_1q09iN5TP/view?usp=sharing
- https://drive.google.com/file/d/1wkVNAItGmo2kYl3dZRoLE27ptTiK2ZLg/view?usp=sharing
- https://www.youtube.com/watch?v=kJpLwoaI06o
- https://drive.google.com/file/d/1ZY4B4WVXJlFtulr-DwC9a_qDGJgWtb_d/view?usp=sharing

Reminder:

Kindly check your Wordpress settings.

Please allow all comments.

Unless you can check regularly and approve all your classmates' comments in a timely manner.

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Reminder:

- Please ensure that your posts are successfully published.
- To double-check, copy your blog's URL from the Google spreadsheet and paste it into another browser or use incognito mode to view your webpage.

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Topics covered

- Negotiation defined
- Winning and losing
- BATNA and WATNA
- Distributive vs integrated negotiation (positions vs interests)
- Power and influence
  - Personal style
- Psychological barriers

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Negotiation: What is it?

Formally

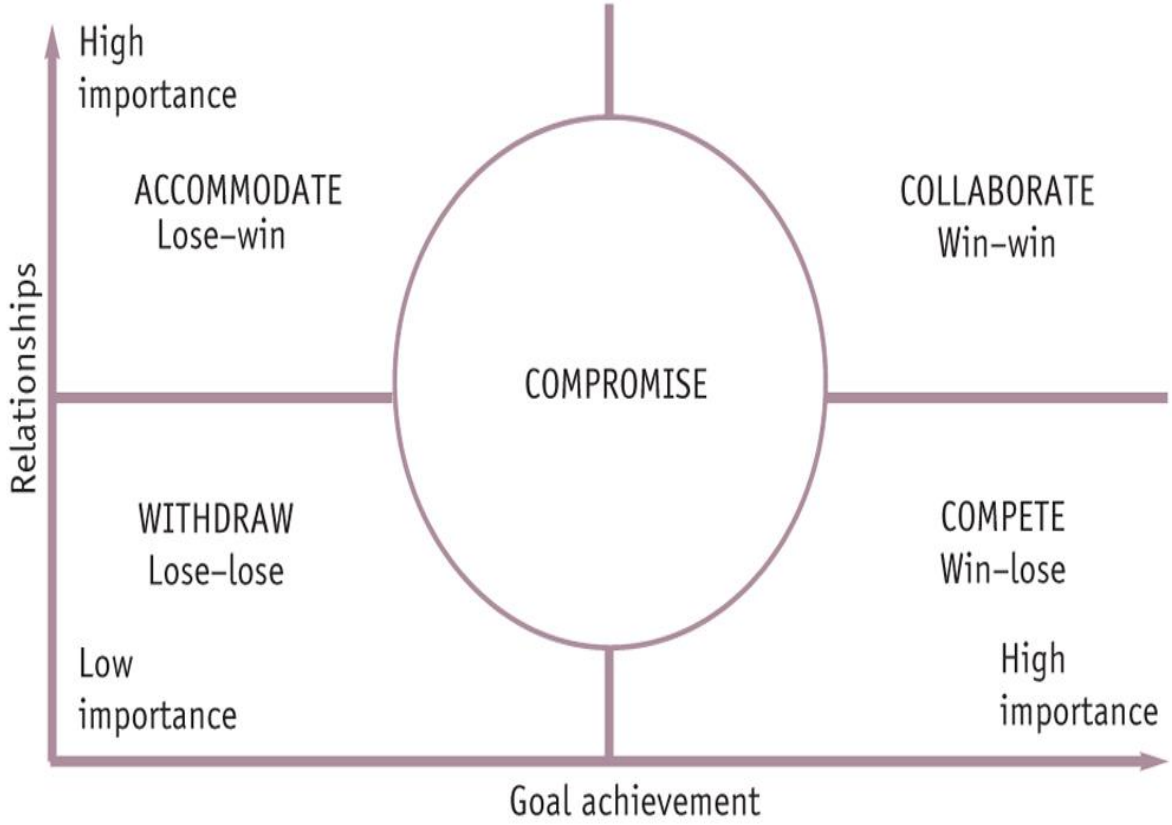
- to confer with another or others in order to come to terms or reach an agreement
- mutual discussion and arrangement of the terms of a transaction or agreement
- to settle by discussion and bargaining

More colloquially:

- Haggling, bargaining, making deals, transacting, higgling, dickering, and horse-trading

(Eunson, 2013).

Two women pass out in street following epic 8 hour argument


High
importance
ACCOMMODATE
Lose–win
COLLABORATE
Win–win
Relationships
COMPROMISE
WITHDRAW
Lose–lose
COMPETE
Win–lose
Low
importance
High
importance
Goal achievement

Negotiation Style	Explanation	Outcome
Avoiding or withdrawing	Withdrawal means one party retracts its point of view or backs away from the situation, causing the negotiation to be broken off. The situation is unsatisfactory as negotiation stops before either party is able to find an acceptable solution. Dissatisfaction may lead to future conflict.	Lose-lose
Accommodating	One party is willing to oblige or adapt to meet the needs of the other party. It is a useful option for negotiation on minor matters as the result can go way or the other. However, the negotiating parties may not bother to look for creative new solutions. In this form of negotiation, points of view are easily swayed.	Lose-win
Competing	One party negotiates to maximise its results at the expense of the party's needs. One party gains the advantage over the other. Although it is quick and can be used as a counter against another person who always uses this style, it is bad for interpersonal relationships. The solution is likely temporary, as there is no commitment from the other party and issue will occur again. Leaves the person who loses in a difficult situation	Win-lose
Collaborating	Collaboration results when people cooperate to produce a solution satisfactory to both. It helps interpersonal relationships and explores new ideas. Permanent solutions and commitment to these solutions result. On the other hand, it is time-consuming and each party needs to have negotiation skills to be able to participate in this style.	Win-win
Compromising	Compromise is the settlement of differences through concessions by one or both parties. When settlement meets the needs and goals of both parties, both are satisfied with the outcome. Alternatively, when the solutions meets the needs and goals of only one party, the other party is dissatisfied with the outcome.	Win-win, win-lose or lose-win

Summary

- Win-win strategy – results in both parties reaching an agreement
- Win-lose strategy – results in I win, you lose
- Lose-win strategy – results in lose, you win
- Lose-lose strategy – results in all parties losing

Bargaining

Integrative – added value and maximise joint gains. (Interest Based)

Distributive – maximise their share of available resources. (Position based)

Bargaining approach

Interest based negotiation (Integrative)

- Engage in joint problem solving to identify interests.
- Work together to resolve each party's underlying issues, needs and concerns.
- Adopt a win-win outcome approach

Try to move from a positions-based approach to an interests-based approach

https://www.youtube.com/watch?v=zTH2zEvDxRc&list=PLYlfUPWbVvBZqbS86C30YfSDGJ2cO0s6x

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Bargaining approach

Position based negotiations (Distributive)

- Argue from the position of only ‘what they want’
- Take opposing sides on any particular issue in dispute
- Strongly defend their stance
- Refuse to consider options other than their competing viewpoints.

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Identifying BATNA and WATNA

BATNAs and WATNAs

- **B**est **a**lternative **t**o a **n**egotiated **a**greement
- **W**orst **a**lternative **t**o a **n**egotiated **a**greement

Situation	WATNA	BATNA
Buying a second hand car from a car yard	Keep driving current car until it breaks down	Buy direct from owners cutting out middleman
Two friends have free movie tickets and can't agree on a film	They fight and rip up tickets and don't get to see a film	The cinema has a double feature (for the price of one) for their favourite films

Power and negotiation

- Power is
  - The capacity to influence
  - The possession of delegated authority
  - An ability to act

- Power is a useful tool in the negotiation process
- Misuse or abuse of power can cause tension, mistrust and conflict

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Given the power. What about respect?

Power and negotiation

- Reward power
  - The holder has the opportunity to control resources and to give or withhold things wanted by others
- Coercive power
  - Exercised when a person compels others to behave in a certain way
- Legitimate power
  - The organization has invested power and authority in the position held
- Expert power
  - Vested in a person's knowledge, aptitude and ability-others are willing to defer to expertise
- Referent power
  - The holder is respected, admired, liked or personally identified with by others.

Name me an example for each of the above.

Other sources of power

- Coalitions
  - strength in numbers
- Wedge politics
  - divide the opponent and rule
- Emotional blackmail
  - Manipulation of feelings
  - interpersonal dynamics used to exert leverage
- Manipulation of perceptions
  - Manipulate reality to appear more powerful
- Eminence Grise
  - Unofficial power behind the scenes exerting influence
  - decision-maker or adviser who operates "behind the scenes"

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Power and negotiation

Effective negotiators do not rely solely on their power; they:

- develop strategies to achieve results
- use ideas to resolve the situation
- use communication skills to present ideas

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Signals and negotiation

- Each negotiating party needs to be good listeners and pay attention to signals
- Signals are verbal and non-verbal messages that tend to contradict or differ slightly from what is said
- Emphasis and inflection is the key part of the message

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Psychological barriers

to successful negotiation

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Psychological barriers

- Fear of being taken for a ride
- Feeling intimidated
- Fear of conflict or confrontation
- Fear of losing face
- Wanting to be liked
- Lack of self-confidence
- Inability to be assertive

Negotiation strategies and tactics

Unless you understand the art of **persuasion**, the importance of **listening**, the essentials of building **trust** and maintaining **goodwill**, you can't negotiate effectively, no matter what your line of strategy or arsenal of tactics includes

(Calero & Oskam 1988, p. 127).

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Next lesson

Communication across the organisation

Read Chapter 7

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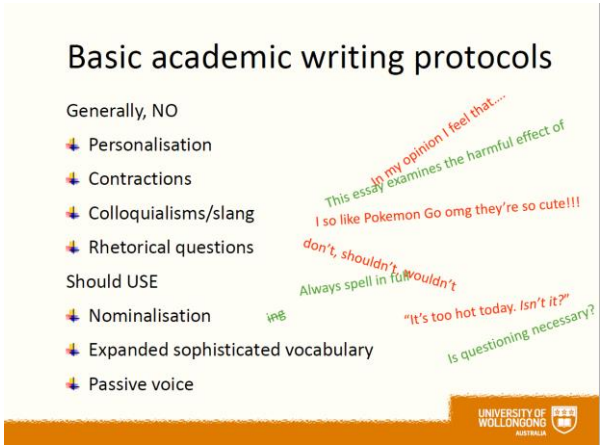
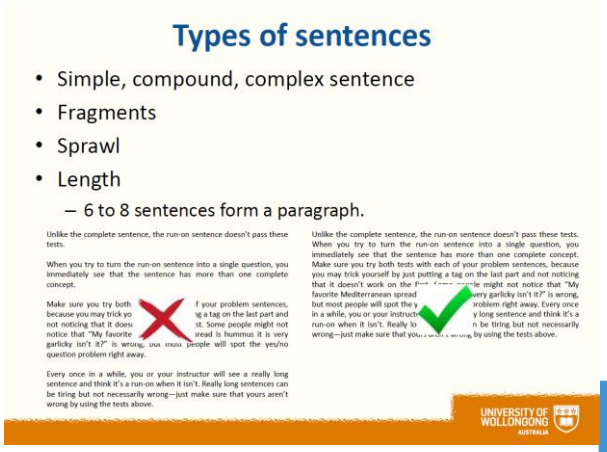
This year

- https://shawnlinblog1.wordpress.com/2025/01/19/shannon-weavers-communication-model/
- https://bea407.wordpress.com/2025/01/18/blog-post-2-shannon-and-weavers-communication-model-1948/
- https://ocodejk.wordpress.com/2025/01/15/post2/
- https://mynojcom.wordpress.com/2025/01/19/my-style-of-communication/
- https://lodingchengmgnt102.wordpress.com/2025/01/14/shannon-weavers-communication-model/comment-page-1/?unapproved=11&moderation-hash=2dda5c6b9c8373edc87899e8e92b68dd#respond
- https://gtmgnt102.wordpress.com/2025/01/19/shannon-and-weavers-1954-communication-model/

Blog Post II feedback

- Refer to Lecture 2
- Too descriptive
  - Too much focus on explaining what is the model (show more analysis)
  - Too much used of point form
- Paragraph length
- Use of personalization
- Contraction
- Referencing
- Comments under
  - Moderation





Comment writing

1. **Highlight What You Like**
   Start by stating what you appreciate about their blog post. Mention specific elements, such as its creativity, clarity, use of visuals, or engaging writing style.

2. **Acknowledge Similar Thinking**
   Identify an idea or perspective in the blog that aligns with your own thinking or experiences. This shows you have connected with their content.

3. **Provide Constructive Feedback**
   Point out one specific aspect of the blog that you disagree with or think could be improved. Explain why you feel this way and offer a suggestion for improvement or an alternative approach. You can be respectful and supportive in your tone to encourage growth and learning. Including specific examples might make this point more actionable for the writer.

- For example:
  I really enjoyed the clarity of your writing and how you used visuals to explain your points. I also share your perspective on …. However, I think the section on … could be expanded with more concrete strategies, such as .....

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A few good examples

January 19, 2025

Hyunho Lim

Hi Harish, this is a really nice explanation of the Shannon and Weaver Model! I like how you kept it simple and clear, especially with the example of the "coke money" misunderstanding. It's such a relatable way to show how noise or personal interpretation can change the meaning of a message. I also think you explained the importance of feedback really well. It's such an important part of making sure messages are understood. Maybe adding a bit about how this model works with modern tools like social media would make it even better. Great job overall, I enjoyed reading this.

Liked by 1 person

Reply

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MANOJMANI380
JANUARY 20, 2025

Hi Gautam,

I really enjoyed reading your blog post. Your example of the manager and employee interaction was particularly insightful in understanding your thought process and communication model! It does a great job of illustrating how body language and tone can completely change the outcome of a conversation especially in a professional setting.

Furthermore, your communication model is practical and reflects your understanding of the process. And I think making it more visually appealing could help in grabbing attention and clarifying the flow. Maybe incorporating some colors or icons to represent feedback and noise could make it even more engaging. Great job overall, I'm looking forward to reading more of your work!

Best regards,
Manoj

★ Like

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January 17, 2025

Yes

Hello Ryant after I read through this blog, i can sense that this new way of looking at how we communicate seems better than the old one, but I have some doubts. Yes, it's great that they added feedback and context .After all, communication is not just talking at someone. But I think real life conversations are way more complicated than this model suggests. Think about being in a classroom, you are not just hearing the lecturer's words, you are also watching their body language, thinking about what you already know, and maybe even noticing how your classmates are reacting. All of this happens at the same time, not in a neat step-by-step way like the model shows. Also, with today's technology like texting and video calls, the lines between how we send messages and what we use to send them are pretty fuzzy. While this model is an improvement, it might still be too simple for how we actually talk to each other. Overall it is still a decent blog.

★ Like

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Suggestions for improvement:

- Adopt a full referencing style
  - https://www.citethisforme.com/
  - Use manual cite function
- Paragraph length
  - 6-8 sentences
- Editing and proofreading
  - Punctuation, grammar, spelling
- READ the question and requirements carefully
  - Avoid side-tracking
    - Get to demonstrate that you are answering the question
    - Many students still spending huge portion of their blog post talking about what is Johari Window and who the founder is.
      - A few students only did one Johari window with no comparison
- Finally, please check that all weekly comments are up and approved
  - Request classmates to approve your comments so that marks can be awarded to you

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More video examples:

- https://www.youtube.com/watch?v=-ml7jCDerS4
- https://www.youtube.com/watch?v=hKCGmrwyHf0
- https://drive.google.com/drive/folders/16SojAbMsP-Vt29CTE6LzkwAuU2hDjMDM
- https://drive.google.com/drive/folders/16SojAbMsP-Vt29CTE6LzkwAuU2hDjMDM
- https://drive.google.com/drive/folders/16SojAbMsP-Vt29CTE6LzkwAuU2hDjMDM

MGNT102
Business Communication

Topic 8

Communicating in organisations

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Topics covered

- Discuss the role and purpose of organisational communication
- Describe formal and informal communication channels
- Differentiate between formal and informal organisational structure and explain the impact of different structures on organisational and interpersonal activities
- Describe the patterns of interaction in small group networks
- Discuss strategies that can improve organisational communication

Organisations: What are they?

- An organisation consists of a group of people who work together to achieve a common purpose.

Alignment strategy:

- To communicate consistently across the organisation

Communication in organisations

Factors that affect communication flow:

- Organisational
- Cultural
- Individual

Communication in organisations

Analyse an organisation's structure and communication flows by examining the following:

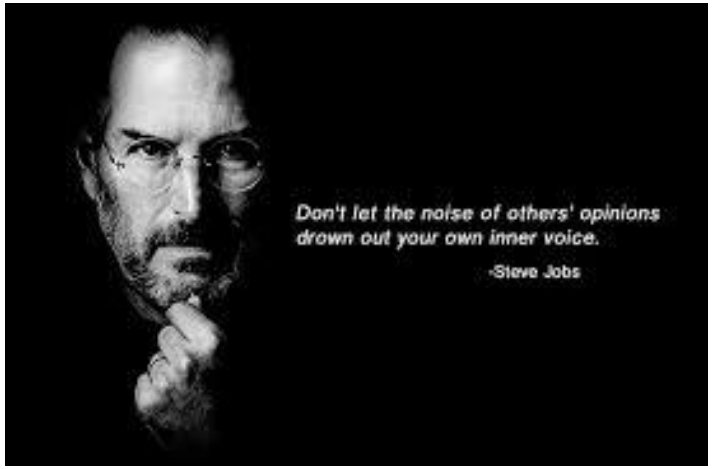
- Complexity
- Formalisation
- Centralisation
- Hierarchy

(in)forms culture

Organisational culture

Reinforced through:

- Stories
- Rituals
- Language



Shared in:

- Meetings
- Written communication
- Intranets, blogs, podcasts
- Social media

The purpose of communication in the workplace

- Control
  - Monitor/assess performance, work procedures, manuals, objectives
- Motivate
  - acknowledgement, appreciation
- Balance needs and goals
  - Organisational goals vs. individual goals

Balancing needs and goals

Table 7.2: Organisational and individual goals

Organisational goals	*Individual or group goals*
Profit	Good pay
Return on investment	Job security
Employee efficiency	Fringe benefits
Control of work	Self-direction
Production of quality goods and services	Scope for initiative and achievement
Competitiveness	Challenge
Low absenteeism and low employee turnover	Satisfaction
Ability to access capable, skilled people	Acknowledgement of work

The possible differences between the needs of the organisation and the individual

Organisational structures

Organisational structures

- Organisational structure refers to how authority and responsibility for decision making are distributed within an organisation

- It involves:
  - reporting relationships
  - range of duties
  - ways decisions are made
  - communication flows within the organisation

Formal Structure

- Complexity, formalisation and centralisation
- The greater the number of job functions and titles in an organisation
- The greater the complexity
- The more sections, departments or divisions in the organisation, the more complex it become.
- More differentiation between member's jobs and more levels between the least powerful members of staff and senior management.

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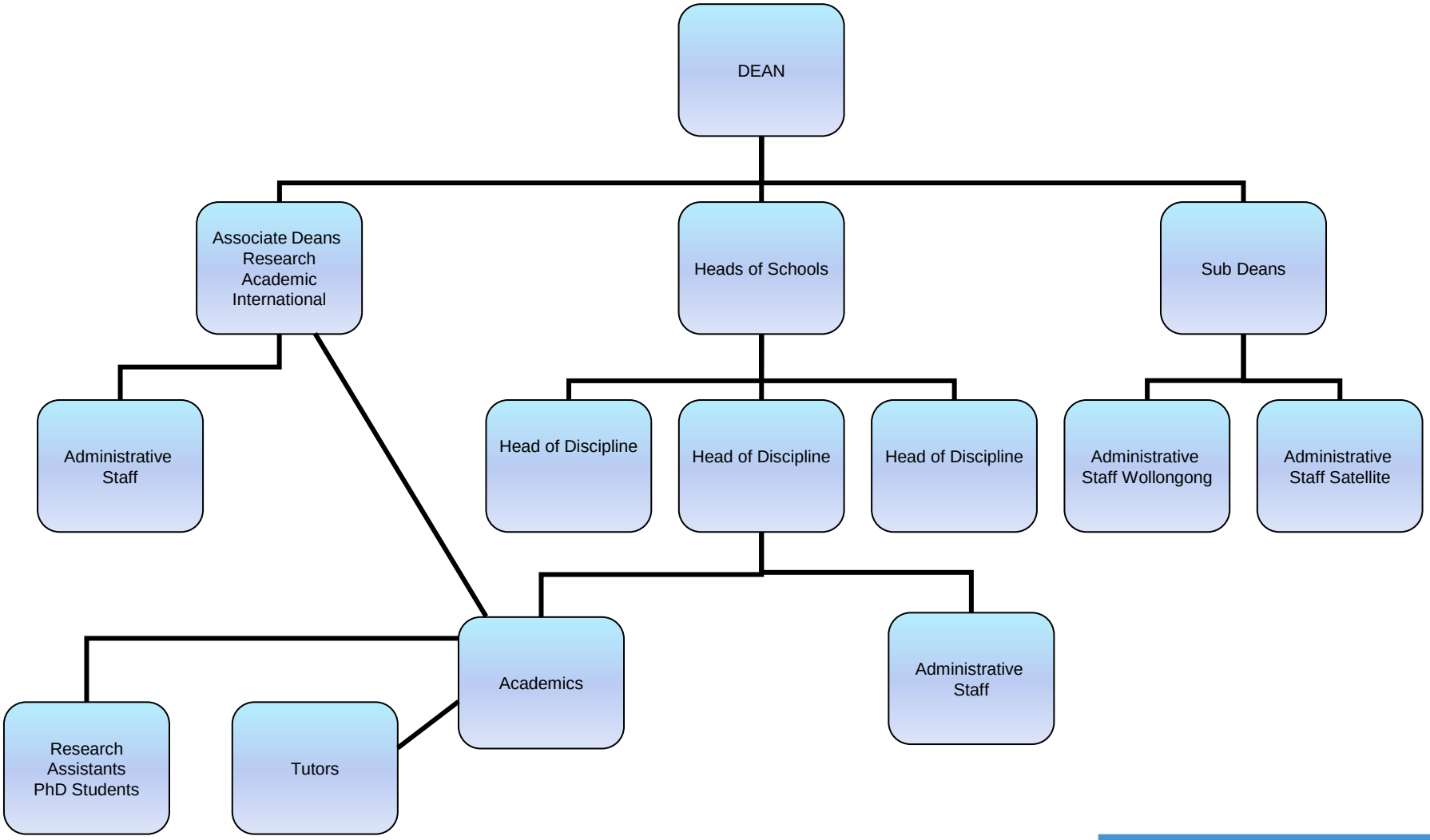
Formal communication network



Types

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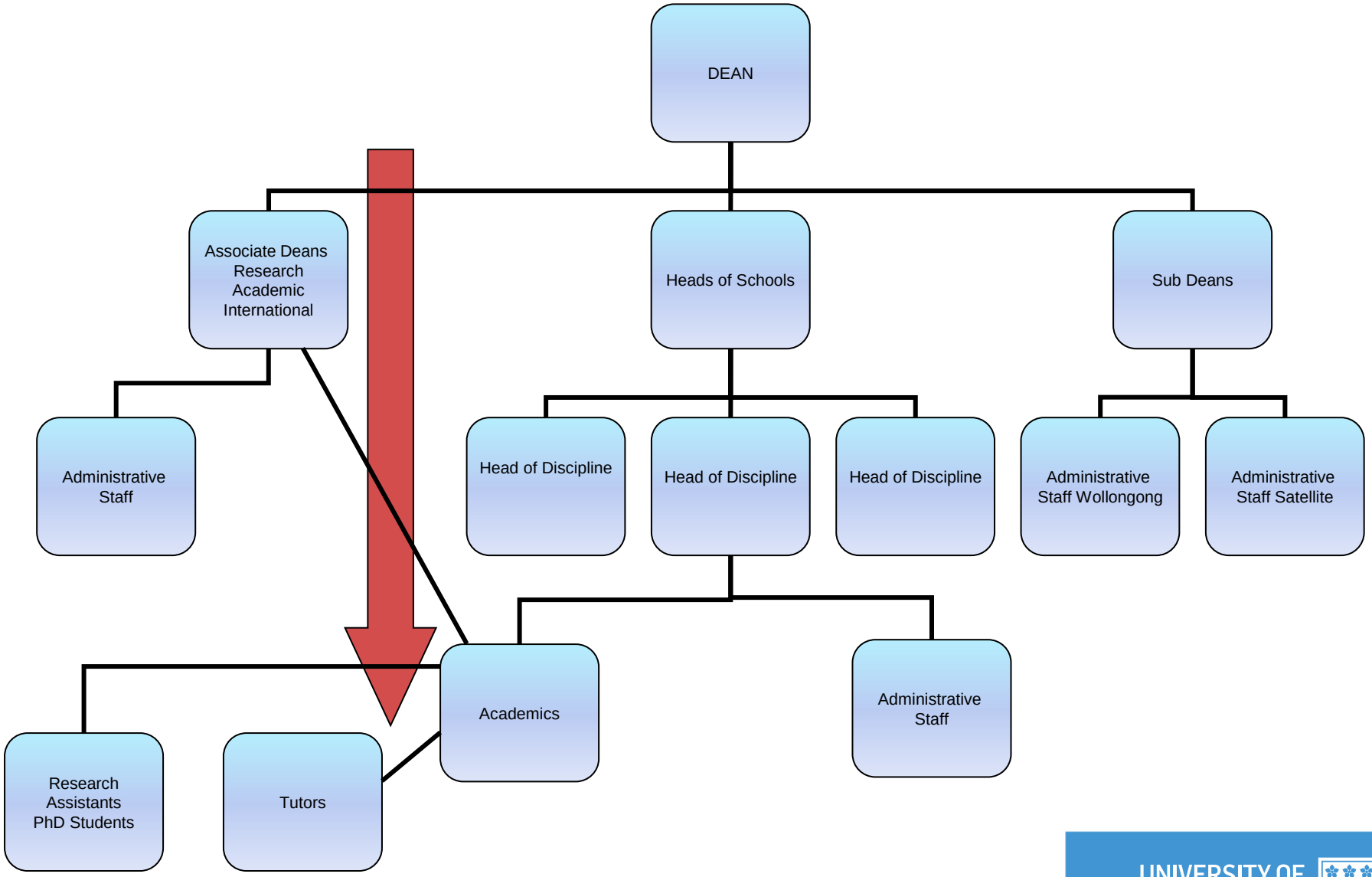
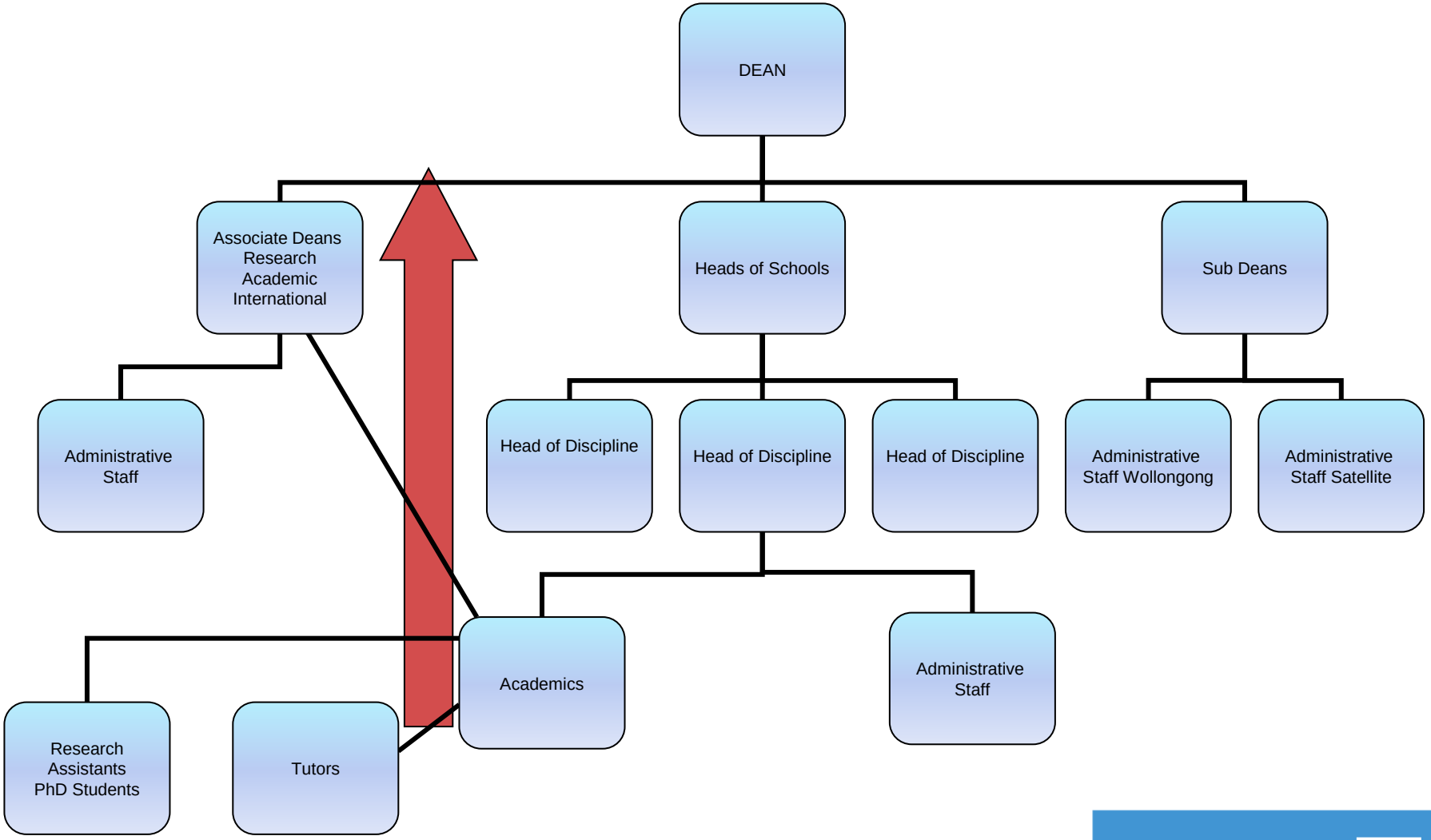
Downward communication



Types of downward communication

- Job Instructions
- Job Rationale
- Procedures, Practices, Policies, Guidelines
- Feedback
- Indoctrination
  - teaching or inculcating a doctrine, principle, or ideology

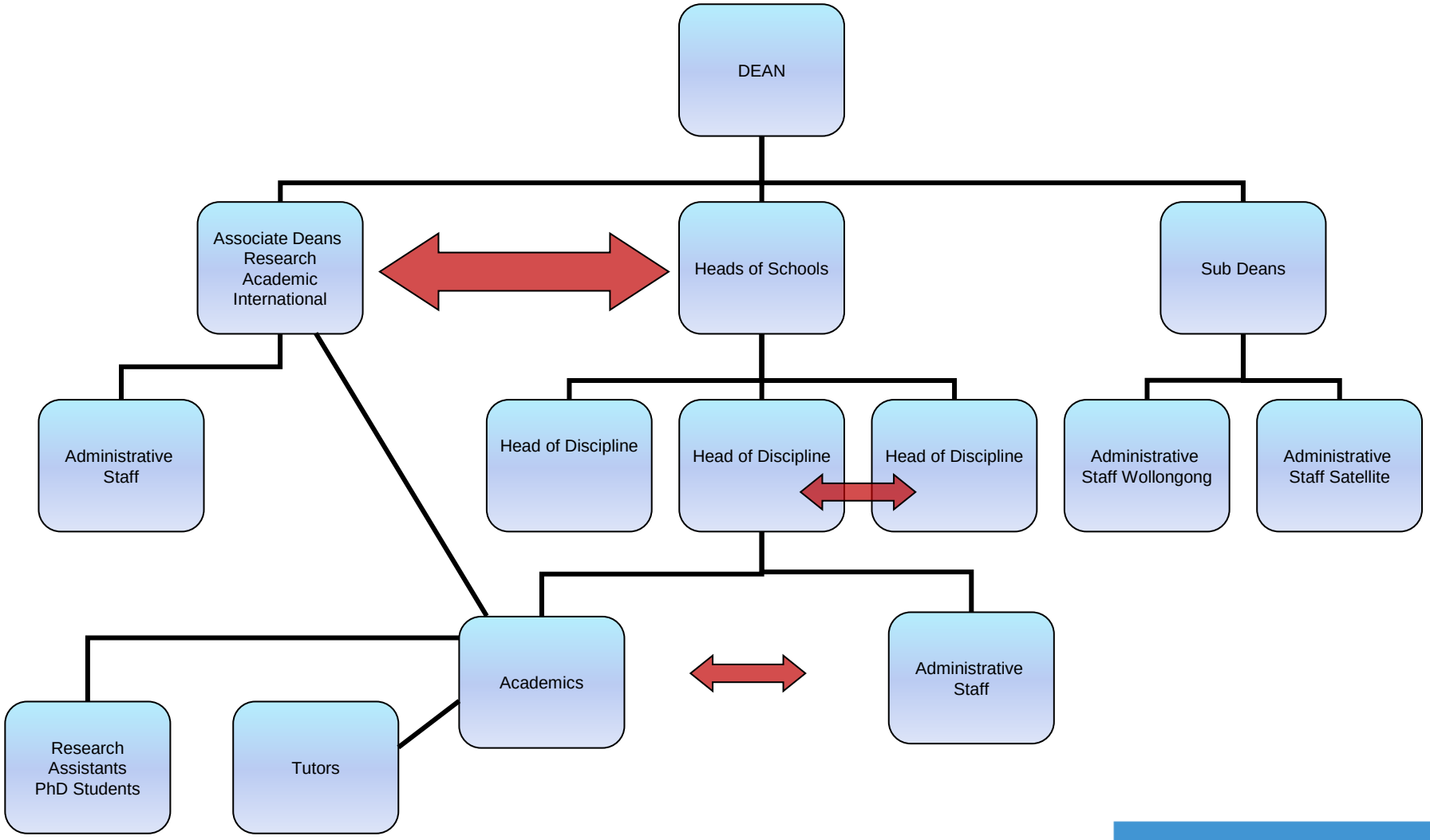
Upward communication



Messages of upward communication

- Production reports
- Financial information
- Complaints
- Work problems
- Innovations, suggestions

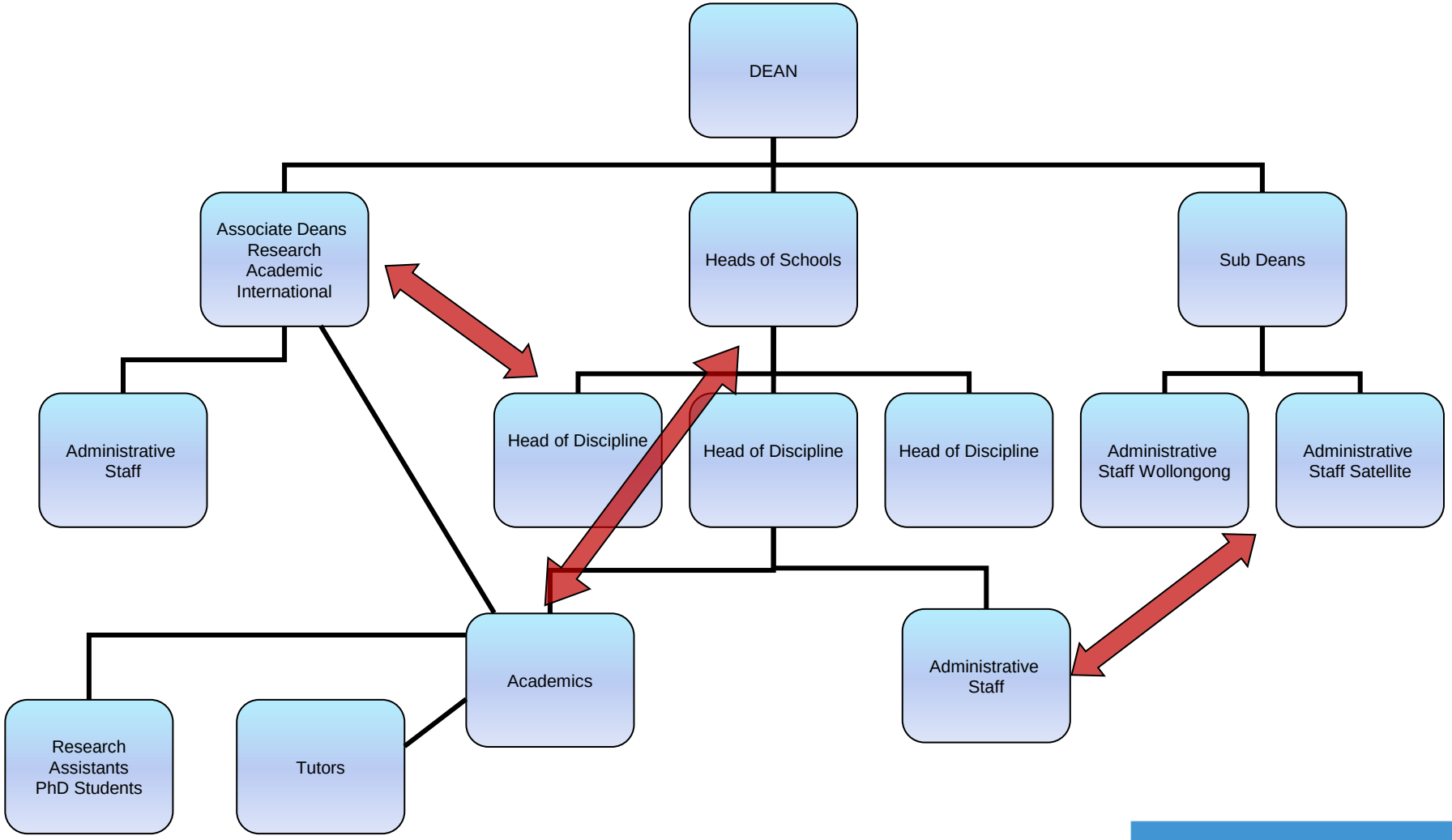
Horizontal or lateral communication



Purposes of horizontal communication

- Task Coordination
- Problem Solving
- Sharing Information
- Conflict Resolution
- Building Rapport

Diagonal communication



Purposes of diagonal communication

- Information sharing
- Managing conflict
- Coordination of tasks

Informal organisational structures

Informal organisational structures

- An informal organisational structure comprises communication links or networks not formally recognised or legitimised
- Informal communication networks convey information within the informal organisational structure
- Informal networks have advantages and disadvantages
  - Faster action, higher productivity, more job satisfaction, easier release of tension, easier feedback
  - Potential for conflict, resistance to change, conformity to the informal group's standards, rumours through the grapevine

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Informal communication networks

- Single strand network
- The gossip chain
- The probability chain
- The cluster chain

The grapevine

- Not controlled by management – mainly by employees
- Serves self-interest
- Spreads quickly
- Perceived as more reliable than formal communication

Christopher Khoo
Rachel Boey
Easyfil
Ya, that's not all.
He seems to treat us differently as compared to Yvonne.

Managing the grapevine

- Increase the levels of participation in decision making
- Reduce or eliminate secretive communication, and abolish information vacuums
- Encourage two-way communication and ensure that information exchanged is accurate
- Send out messages using more than one channel
- Don’t censor reality and thus sacrifice credibility

“Gossip, or the exchange of anecdotal information, appears to be a deeply ingrained human behaviour that fulfils the needs of reinforcing group solidarity, extending influence, and managing anxiety and uncertainty”.

Functions of informal networks

- Confirming formal messages
- Expanding on formal messages
- Expediting formal messages
- Contradicting official messages
- Circumventing formal channels

Informal communication networks

- Informal networks are inevitable

- Management can influence it by providing
  1. adequate information through formal channels,
  2. being aware of rumours and providing factual information,
  3. creating a trusting work environment

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Value the people who sacrifice their something for you.. because maybe that something was their everything.

aysayako (c)

Cultivating Personal Networks

- View everyone as prospect
- Be sensitive to personal & cultural factors
- Treat contacts with gratitude & respect

Source: Eunson, 2012

Cultivating Personal Networks

- Help others
- Get referrals to secondary sources
- Seek mentor

Source: (Eunson, 2012).

Communication channels

Communication channels

- The means or technique used to signal or convey a message.
  - A conversation, a letter, an email, a web page, a TV program, a video clip or a tweet.
- Communication may pass along more than one channel
  - An interaction in a meeting, nonverbal gestures, instructions via a podcast.

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Communication channels

1. **Types of channels**
2. **Interpersonal** channels
   - Meet specific member's needs
3. **Mediated** communications
   - Centred on executive messages, which can be counter-productive

Better communication from immediate supervisor

Source: Eunson, 2012

Using social media for communication

- The increasingly globalised, telecommuting world is resulting in more and more organisations communicating with stakeholders via social media channels on instantly accessible mobile and portable technology devices and services

- Effective two-way communication on social media channels enables organisations to share information, collaborate and promote mutual understanding, engagement and respect with their internal and external stakeholders

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Singtel

Singtel
@singtel

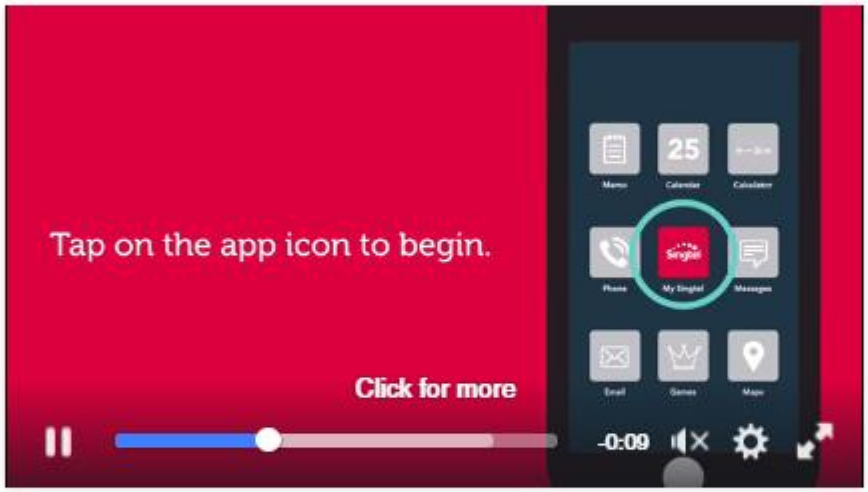
- Home
- About
- Photos
- Videos
- Singtel Community
- Likes
- Events
- Notes
- Posts

Create a Page

Singtel
August 28 at 5:00pm

Never lose track of how much data you've used for your endless drama, music, games (and the recent Pokémon Go craze)! Use My Singtel app to monitor your usage anytime, anywhere.

Download or update to the latest version now via App Store or Google Play at: http://bit.ly/2c1ZAYD



3K Views

Like Comment Share

40 Chronological

1 share

View 4 more comments

Tiong Siong Tee Hi how come my friend can enjoy the $5 per month promotion to double his data, while I can't? And considering I'm many years of Singtel customer?

ABOUT

Ask for Singtel's phone

Ask for Singtel's hours

http://www.singtel.com/

APPS

Singtel Community

PHOTOS

Impact of EI on communication

Impact of EI on communication

- Emotional intelligence is the capacity to reason with emotion
- Effective communication builds a positive communication climate
- Three conditions:
  - Trust among members
  - Sense of group identity
  - Sense of group efficacy

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Promoting communication skills

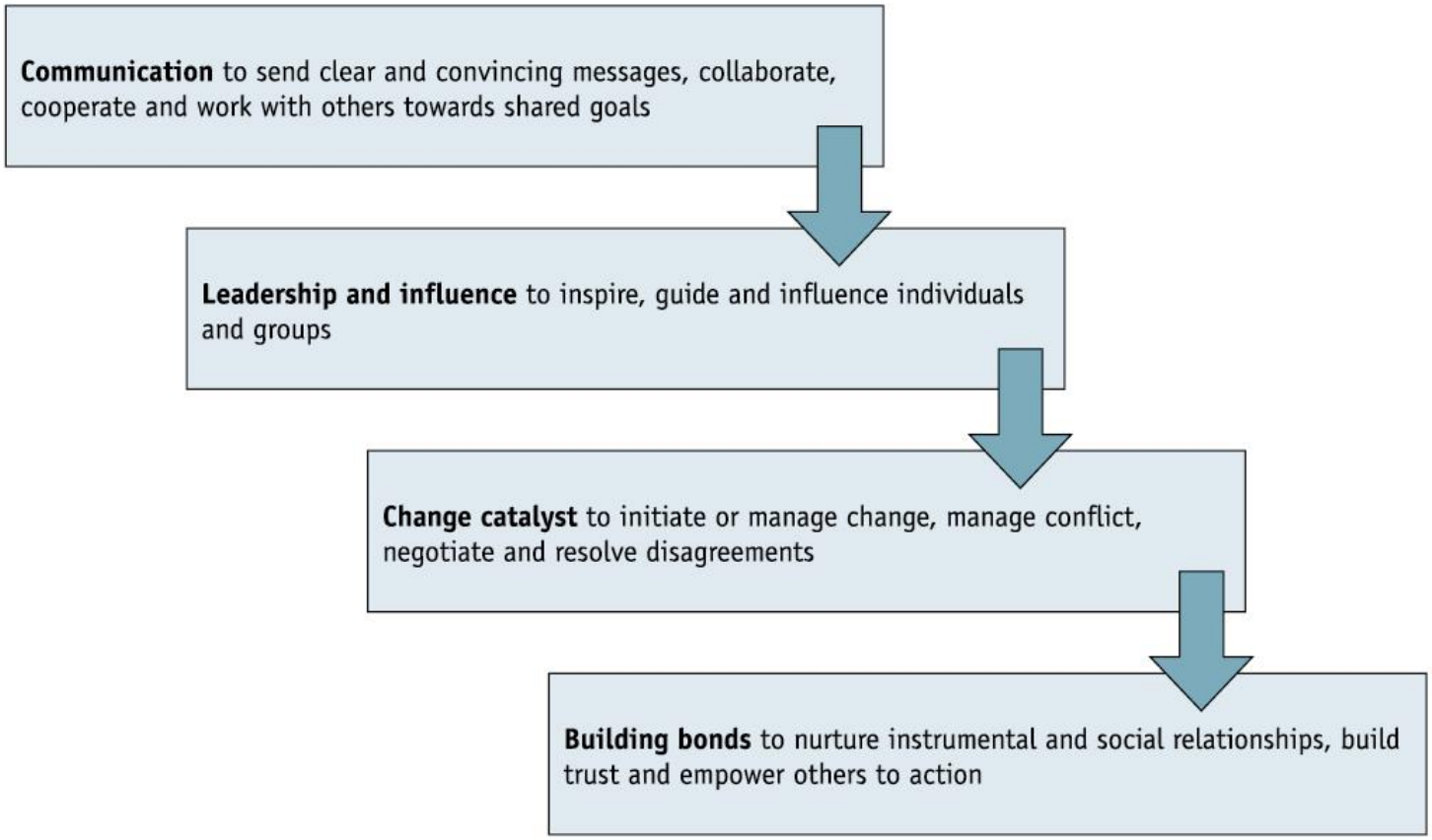

FIGURE 7.11
Social and communication skills

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Questions
Comments
Feedback

Lesson 9:

Team communication

Read Chapter 9

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Group discussion points

- Set ground rules, goal and objectives, communication channels
- Dress code
- Filming location
  - Restaurant/airport/car ride/office/school etc… (note: school's meeting rooms require booking)
  - Props needed
- Script/scenario
- Different roles
  - Actors/Actress, Main speakers
- Audience engagement activities
- Q&A
  - Questions to ask competitor
- Rehearsals? Equipment?

Note: This is only a guide please add on where necessary

MGNT102 Business Communication

Topic 9: Team communication

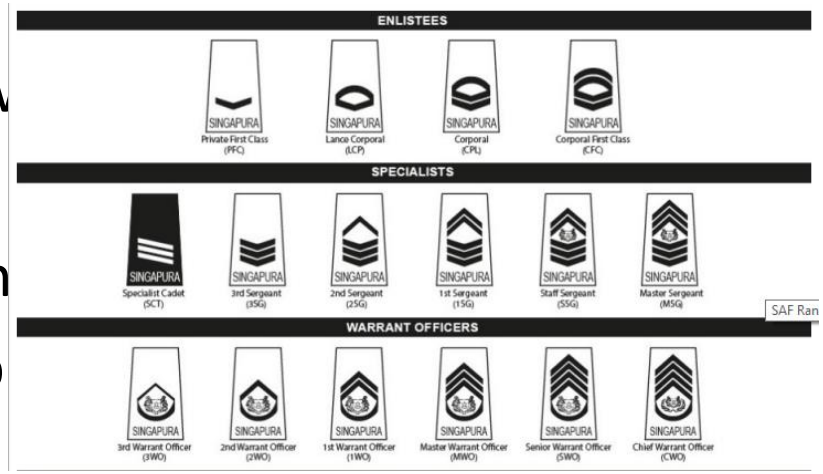
Topics covered

- Drivers of team performance and the characteristics associated with team excellence
- Differentiate between project teams, self-managed work teams, hot groups, cross-functional teams and virtual teams
- Explain the dynamics of roles and norms in groups
- Describe the five stages of group development
- Identify factors that influence team performance
- Explain the communication processes that enable teams to function effectively

Nature of Teams

- Teams are essential
- Advantages of teams:
  - Productivity
  - Accuracy
  - Greater commitment
  - Greater enthusiasm

Formal and informal groups



- Two major categories of team or v
- A formal group
  - established by managemen
  - regulated through formal p
- An informal group
  - not formally established within organisational structure
  - meets regularly about work
  - communicates through informal

Effective team performance

A group or team in an organisation consists of two or more people who work together to fulfill a particular task or to achieve a goal

- A team's role is to:
    - make decisions
    - make plans
    - achieve goals
    - reflect on and assess its own performance
    - review and revise plans

Effective team performance

Four necessary features

- Clear roles and accountability
- Effective communication system
- Performance monitoring and feedback
- Sound judgment & decision making

Characteristics of team excellence

- Clear & inspiring shared goals
- Results-driven structure
- Competent team members
- Unified commitment
- Collaborative climate
- Standards of excellence
- External support & recognition
- Principled leadership

Table 9.2: Critical success factors for self-managed teams

Success factor	*Purpose*
1 Clear, engaging direction	Gives a sense of why the group exists and what it is trying to accomplish
2 A real team task	Requires the members to work together to complete significant tasks
3 Rewards for team excellence	Distribute at least 80% of rewards equally among team members: rewards that are 50/50 individual/group are associated with the lowest team performance
4 Basic material resources	Meet the team's needs for physical materials such as tools, meeting space, access to computing service
5 Authority to manage work	Allows the team and not the leader to make the decisions over basic work strategies
6 Team goals	Enhance team performance, but goals have to be aligned with the team's overall direction, provide a challenge and be completed by a specified deadline
7 Team norms that promote strategic thinking	Through informal rules, guide team members' behaviour in a way that gives an outward focus and an awareness of their environment

Source: Adapted from R. Wageman, 'Critical success factors for creating superb self-managing teams', *Organizational Dynamics*, Vol. 26, Issue 1, Summer 1997, pp. 49–62. © 1969, Reproduced with permission of Elsevier Science.

Types of work teams

- Project teams
  - Members are chosen because their backgrounds and experiences are directly useful to the team's purpose
- Self-managed work teams
  - Autonomous
    - Have the independence and discretion to determine the procedures and carry out the team's activities
  - Semi-autonomous
    - Have less freedom and discretion but still have high level of control over their work
- Hot groups (speed, flexibility, creativity)
  - Shares an attitude dedicated to the task
  - Goal-focused, with impassioned managers and employees who are creative
  - Get thing done quickly
- Cross-functional teams
  - Team members are experts in several specialities
  - Members have complementary skills, knowledge and experience
- Virtual teams
  - Specialists from different functional areas
  - Communicate remotely through communication technologies
    - E.g. global organisations, geographically dispersed team members

Virtual teams

- Physically dispersed
- Information technology
  - Synchronous
  - Asynchronous
- Unique competencies
- Integration to create value
- Quality communication
  - Familiarity
  - Relationships
  - Trust
- Shared understanding of goals, work, group processes

Stages of group development

- Forming Orientation phase
- Storming Conflict phase
- Norming Emergence phase
- Performing Reinforcement
- Adjourning Disbanding phase

Stages of group development

1. **Forming**
   - Getting to know you, ice-breaking stage
   - Attempt to identify what tasks they should be working on
   - Begin to develop a sense of the group's independence
   - Task (job-oriented) and socio-emotional (interpersonal) roles may be unclear

Stages of group development

2. Storming

- Conflicts over leadership, control and influence — ‘who’s in charge?’
- Misunderstandings about:
  - Role and style behaviour and norms
  - Conflicting goals
  - Poor feedback and listening
  - Ineffective group decision-making
  - Problem-solving processes

Stages of group development

3. Norming

- Formal and informal norms emerge
- Cohesion begins to develop
- Opinions are now stated more readily and are received in a less defensive manner

Stages of group development

4. **Performing**
   - Balance of rules (norms) and roles emerge
   - Synergy develops via positive role-playing
   - Optimal mix of task (job-oriented) and socio-emotional (interpersonal) roles
   - Destructive role-playing under control
   - Begins to produce solutions to problems it is focusing on

Stages of group development

5. **Adjourning**
   - Reaches closure on tasks
   - Members may leave for a variety of reasons
   - Destructive role-playing may become more prevalent

Stages of group development

- All groups – all five stages?
- No, because they may:
  - Be ‘immortal’
  - Move between different stages
  - Self-destruct before reaching stages 3–5
  - Have no storming phase at all

Ground rules

- Set expectations early
- Three elements
  - Processes
  - Norms
  - Task analysis and workload distribution

- Need to have good communication and interpersonal skills

Ground rules

1. Processes
   - Ground rules to facilitate communication and reciprocal interactions among team members and other stakeholders; to establish communication channel (face-to-face, email, voice mail, text message, mobile, intranet), based on needs and processes, and to connect the work actions of team members.
2. Norms
   - Ground rules about how decision will be made, how problems and conflict will be managed, how team members will be held accountable. Norms reflect the team's values.
3. Task analysis and workload distribution
   - Task analysis and distribution of workload: ground rules about how tasks are assigned and workload distributed (according to members' roles, accountabilities and capabilities).

Interpersonal concerns

- There are three interpersonal concerns within groups:
    - inclusion
    - control
    - acceptance

- As the group moves through each stage in its development, these concerns usually develop in the above order

Roles people play

A role is an expected behaviour in a particular situation

- Task related roles
- Maintenance related roles
- Defensive roles
- Dysfunctional roles

Task-related roles

Task-related roles are the behaviours needed to focus on the specified goals to be completed as a group

Some task-related functions in a group are:

- briefing others in the group
- explaining and reporting to the group
- evaluation of performance, both of one's own self and of others
- initiation of processes, or finding new ways to view a problem
- leading and controlling by the leader

Maintenance-related roles

Maintenance-related roles are the behaviours needed to focus on people and relationships

These facilitate the group process by keeping the group together

Some maintenance-related functions in a group are:

- advising others
- counseling others
- harmonizing relationships by working to avoid conflict and to reduce tension

Defensive roles

Behaviours intended to protect the group from anxiety in situations when it is unable to function or perform effectively

Some defensive roles in a group are:

- playing the scapegoat to deflect group's feelings of failure or incompetence onto the person playing that role
- being the tension reliever, by cracking jokes or filling long silences with chatter

Defensive roles can help the group when tension needs to be broken

Dysfunctional roles

Dysfunctional roles are behaviours intended to distract the group from its purpose, or to inhibit the group's progress towards its goals

Some dysfunctional roles in a group are:

- Blocker – raises irrelevancies or obstacles
- Pessimist – expresses gloom and failure
- Aggressor – criticizes or blames others in a hostile manner
- Show-off, Attention-seeker, and Lobbyist

All these roles can disrupt the group's work with their own types of self-centered behaviour

Advantages and Disadvantages of groups

Advantages

- Synergy
- Diverse range of skills
- Wide range of alternatives, opinions, perceptions, ideas
- Participatory management style
  - Acceptance of decisions
- Increased morale, motivation
- Better risk management
- Faster, direct and more open communication

Disadvantages

- Social loafing
- Pressure towards conformity
- Group inertia, group think
- Low morale, motivation may allow group to be dominated
- Risk shifting – members avoid direct responsibility
- Slower decisions and actions
- Silo mentality

Group effectiveness (or not) is seen in…

- Synergy

  2 + 2 = 5

- Social loafing

  Free rider problem

- Combined effect from the interaction group is greater than the sum of their individual effects.
  - Leading to better-quality decision making and problem solving, and the generation of creative ideas and solutions

- Tendency of some group members to put in less effort because they believe their underperformance will not be noticed ('a free ride')
  - May slow down decision making and generate conservative, 'tried and safe' ideas and solutions

Effective Communication in Groups & Teams

Promote optimal level of cohesiveness

A group is more likely to be highly cohesive if members have similar values, attitudes and cultural background.

- Shared/compatible goals
- Progress toward goals
- Shared norms or values
- Minimal threat among members
- Interdependence
- Competition from outside group
- Shared group experiences

Eunson, 2012

“In a cohesive group, members obtain a high level of job satisfaction and feel they are needed. In a sense, they will not let other group members down” (Dwyer 2016, p.227).

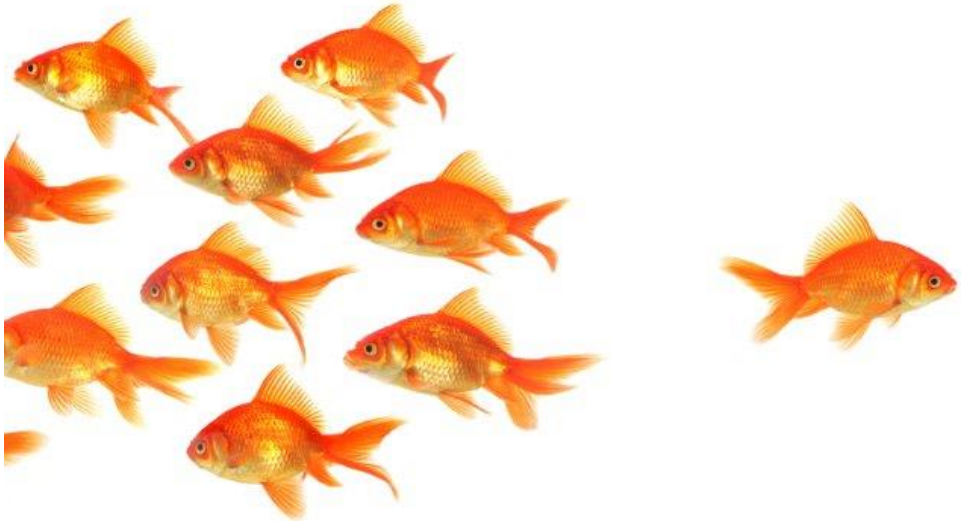
However, a cohesive group is also at the risk of the ‘Group think’ decision.

Groupthink

- Faulty decision making in a group (Janis 1971).
- Situation where no one in the group challenges the ideas of the group or wishes to be seen to be out of step with the rest of the groups.
- Group think impairs the group's performance because group members would rather make poor decisions than risk independent comments that could lead them being stereotyped as outside the group.

Groupthink

- Avoid excessive conformity
  - Risky shift
  - Cohesive groups most at risk



Groupthink - Symptoms

- Illusion of invulnerability
  - Creates excessive optimism that encourages taking extreme risks.
- Rationalisation
  - Members discount warnings and do not reconsider their assumptions.
- Belief in inherent morality
  - Members believe in the rightness of their cause and therefore ignore the ethical or moral consequences of their decisions.
- Stereotyping
  - Negative views of “enemy” make effective responses to conflict seem unnecessary.
- Direct pressure
  - Members are under pressure not to express arguments against any of the group’s views.
- Self-censorship
- Illusion of unanimity
  - agreement by all people involved; consensus
- Mind-guards
  - Members protect the group and the leader from information that is problematic or contradictory to the group’s cohesiveness, view, and/or decisions.

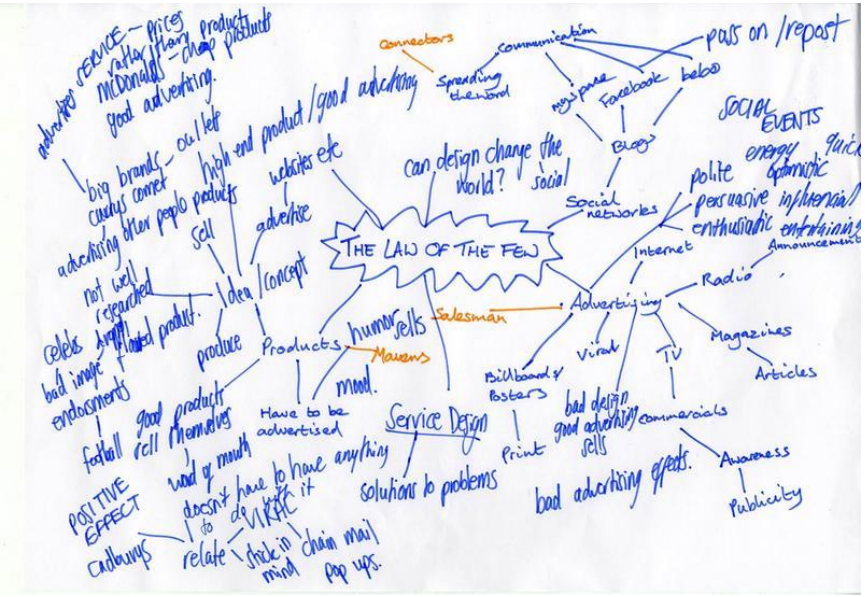
“That’s unanimous then - we don’t know what to do.”

Eunson, 2012

Groupthink - Cure

Encourage creativity

- Brainstorming
  - Rules of brainstorming
    - Avoid evaluation at first
    - Seek quantity of ideas
    - Seek new combinations
- Brainstorming Process
  - Generate possible solutions
  - Eliminate duplicate ideas
  - Evaluate ideas



Groupthink - Cure

- Examine alternatives
- Generate contingency plans
- Appoint devil's advocate
- Increase group size, heterogeneity
- Remove physical isolation
- Facilitate organisational graffiti
  - group members are encouraged to generate graffiti (sayings, slogans, pictures, symbols) so that organizational issues can be reflected in interesting and attention-getting ways

Eunson, 2012

Factors that affect a team

- Structure (influence on functioning) and size
- Leadership (quality)
- Members (skills and attitudes)
- Cohesiveness (shared values and attitudes)
- Climate (atmosphere of cohesiveness)
- Groupthink (no one in the group challenges ideas)
- Work group moods
- Leveraging diversity
- Environment (physical surroundings)

Effective Communication in Teams

- Recognize group and personal goals
  - Avoid hidden agendas
- Promote desirable norms
  - Establish norms early
  - Comply with established norms

Effective Communication in Teams

Communication practices

- Establish climate of trust
- Set goals and objectives
- Allocate tasks
- Balance between empowerment and accountability
- Monitor and follow up
- Evaluate and praise performance
- Deal with poor performance

Empowerment

- Empowerment is the key factor in the way a group works.
- Five key factors
  - Information sharing
  - Autonomy
  - Self-directed team members
    - Allowing members to be more self-directed
  - Explicit objectives
    - Ensuring the teams have explicit objectives
  - Accountability
    - Identifying and communicating

Questions
Comments
Feedback

Final Blog Post

Blog Post 4 - Case Study analysis

Samantha, a senior manager and union member, has requested an 8 percent raise for her department. Her request is based on recent financial reports showing that her team has significantly contributed to a 15 percent profit increase for the organization. Samanthabelieves her team should be rewarded for their dedication and long hours over the past few years to achieve this success.

Jason, the company's director, recognises the value of Samantha's team and fully acknowledges their accomplishments. However, he is aware that the company plans to expand and diversify, with most of the profit increase allocated to these initiatives for at least the next five years. Jason is open to discussing ways Samantha's team can contribute to the new project, which may offer opportunities such as overseas assignments, leadership roles, and potential promotions.

Despite this, Samantha remains firm in her stance that her team deserves a monetary raise and has even threatened to involve the union if her request is not approved.

Due 02/02/2025 6pm

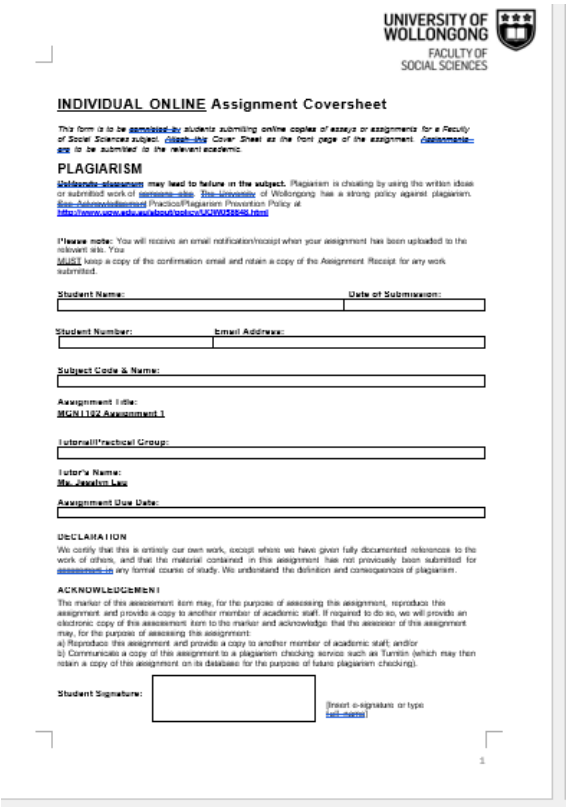
Task:

1. Identify one conflict-handling style (accommodating/avoiding/competing/compromising/collaborating) evident in this scenario. Explain how you determined this.
2. Select one of the characters (Samantha or Jason) and analyse the bargaining approach (distributive or integrative) they are using. Justify your choice.
3. Discuss the aspect of interpersonal communication contributing to the tension in this situation. Provide examples from the case to support your analysis.
4. Using Hall's high- and low-context cultural framework, describe one character's behaviour and explain how this is reflected in their communication style.

Template submission on Moodle

- After completing (all posts) 4 weeks of posts and comments
- Fill up the template and submit it to Moodle
- Due 04/02/2024 6pm

Copy and paste all the text (only) over to the template for all your posts and comments. You only can submit ONE template



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This form is to be completed by students submitting online copies of essays or assignments for a Faculty of Social Sciences subject. Attach this Cover Sheet as the front page of the assignment. Assignments are to be submitted to the relevant academic.

PLAGIARISM

Deliberate plagiarism may lead to failure in the subject. Plagiarism is cheating by using the written ideas or submitted work of someone else. The University of Wollongong has a strong policy against plagiarism. Refer Acknowledgement Practice/Plagiarism Prevention Policy at http://www.uow.edu.au/about/policy/UPW00594.html

Please note: You will receive an email notification/receipt when your assignment has been uploaded to the relevant site. You MUST keep a copy of the confirmation email and retain a copy of the Assignment Receipt for any work submitted.

Student Name: | **Date of Submission:**

Student Number: | **Email Address:**

Subject Code & Name:

Assignment Title:
MGN1192 Assignment 1

Tutorial/Practical Group:

Tutor's Name:
Ms. Jesslyn Lau

Assignment Due Date:

DECLARATION

We certify that this is entirely our own work, except where we have given fully documented references to the work of others, and that the material contained in this assignment has not previously been submitted for assessment in any formal course of study. We understand the definition and consequences of plagiarism.

ACKNOWLEDGEMENT

The marker of this assessment item may, for the purpose of assessing this assignment, reproduce this assignment and provide a copy to another member of academic staff. If required to do so, we will provide an electronic copy of this assessment item to the marker and acknowledge that the assessor of this assignment may, for the purpose of assessing this assignment:
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Student Signature:

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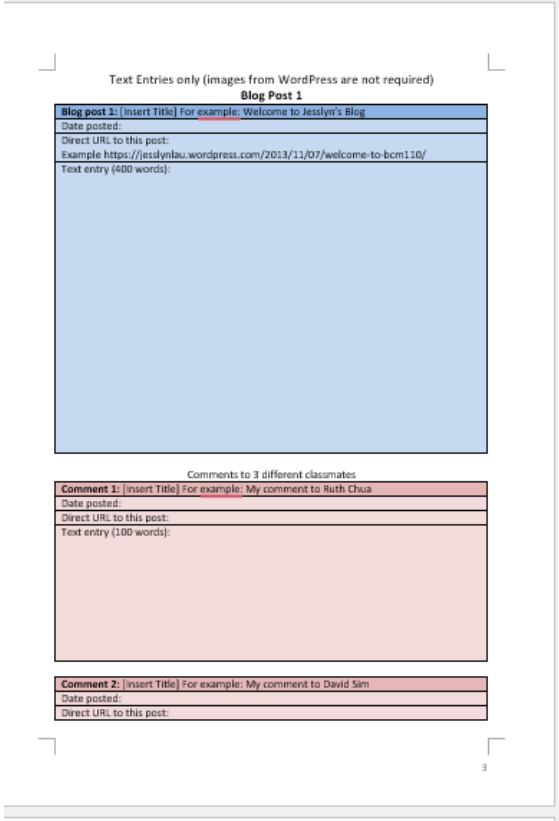


Text Entries only (images from WordPress are not required)

Blog Post 1

Blog post 1: [Insert Title] For example: Welcome to Jesslyn's Blog
Date posted:
Direct URL to this post:
Example https://jesslynlau.wordpress.com/2013/11/07/welcome-to-bcm110/
Text entry (400 words):

Comments to 3 different classmates

Comment 1: [Insert Title] For example: My comment to Ruth Chua
Date posted:
Direct URL to this post:
Text entry (100 words):

Comment 2: [Insert Title] For example: My comment to David Sim
Date posted:
Direct URL to this post:

3

Text entry (100 words):

Comment 3: [Insert Title] For example: My comment to Jeremiah Tan
Date posted:
Direct URL to this post:
Text entry (100 words):

Blog Post 2

Blog post 2: [Insert Title] For example: Welcome to Jesslyn's Blog
Date posted:
Direct URL to this post:
Example https://jesslynlau.wordpress.com/2013/11/07/welcome-to-bcm110/

4

For Blog posts and comments week 1 - 4

Next Week

Effective meetings

Read chapter 10

MGNT102
Business Communication

Oral presentations
Public speaking

Topics covered

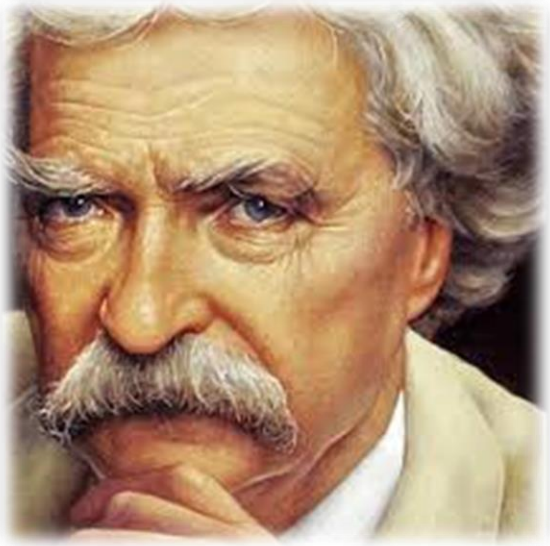
- Approaches to oral presentations and their purpose
- Selecting, organising and shaping relevant information and its impact on the audience
- Holding your audience's attention
- Dealing with challenging audience members

Objectives and strategies

- To inform
  - Factual information, clear examples, supporting material
  - Aim to develop ideas, pass on information, show how something works
- To persuade
  - Establish a need, explain action to satisfy need
  - Aim to influence audience, change attitude or point of view
- To entertain
  - Humour, anecdotes, examples, quotations around a common theme
  - Aim for audience to enjoy presentation

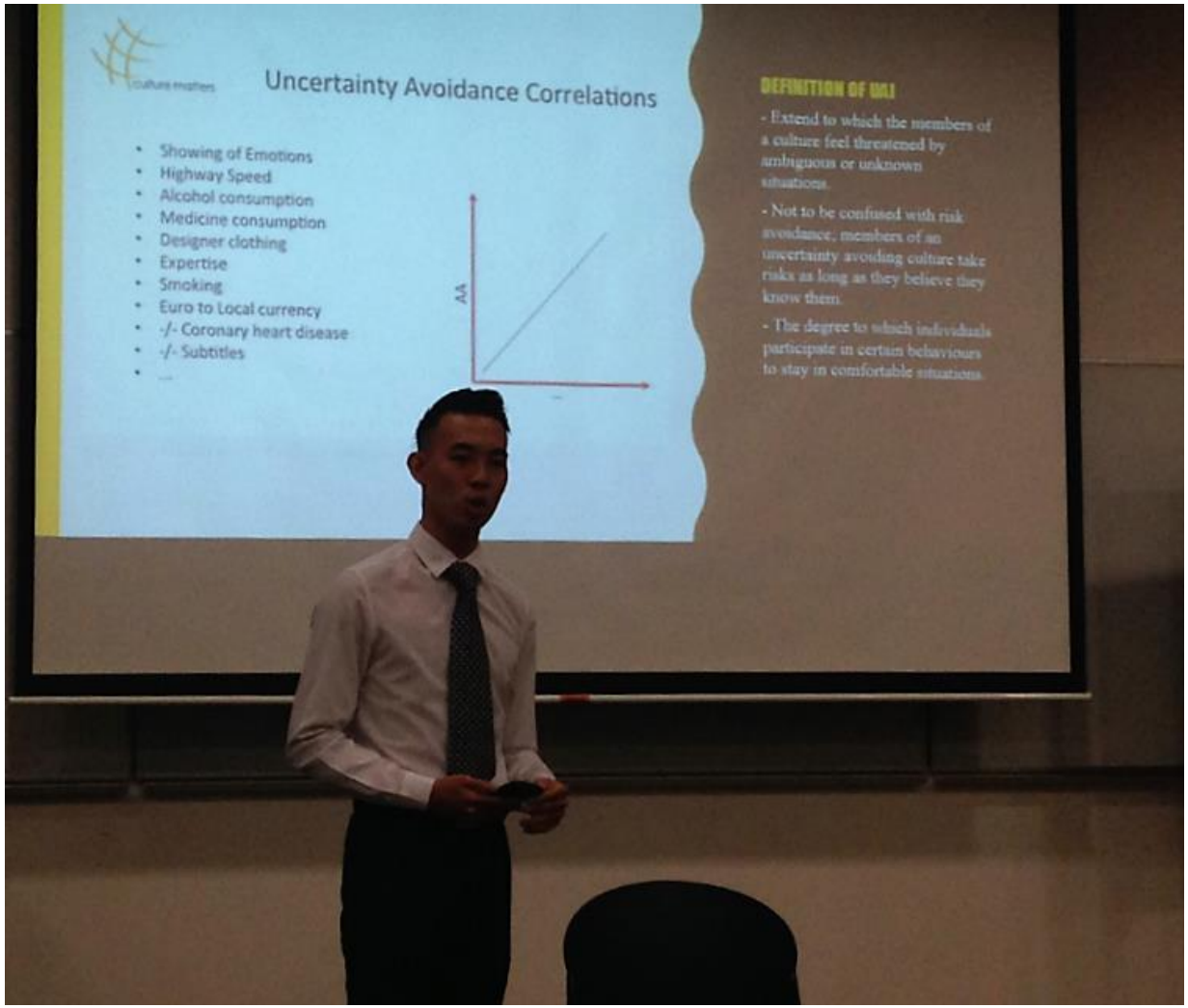
Speaking out
Different public situations

Impromptu Speech **extemporaneous**	Wedding speech **memorised**
Work presentation **manuscript**	Sport pep talk **briefing**
Work briefing **briefing**	Lift pitch **memorised**



Mark Twain

‘It usually takes more than 3 weeks to prepare a good impromptu speech.’



Impromptu Speech

is **extemporaneous -** previously planned but delivered with the help of few or no notes

PREP formula

Impromptu speech

Question: Should voting be compulsory?

Point (main point)

- Yes, in my opinion voting should be compulsory

Reason

- It is important that people state their point of view about the future of their country

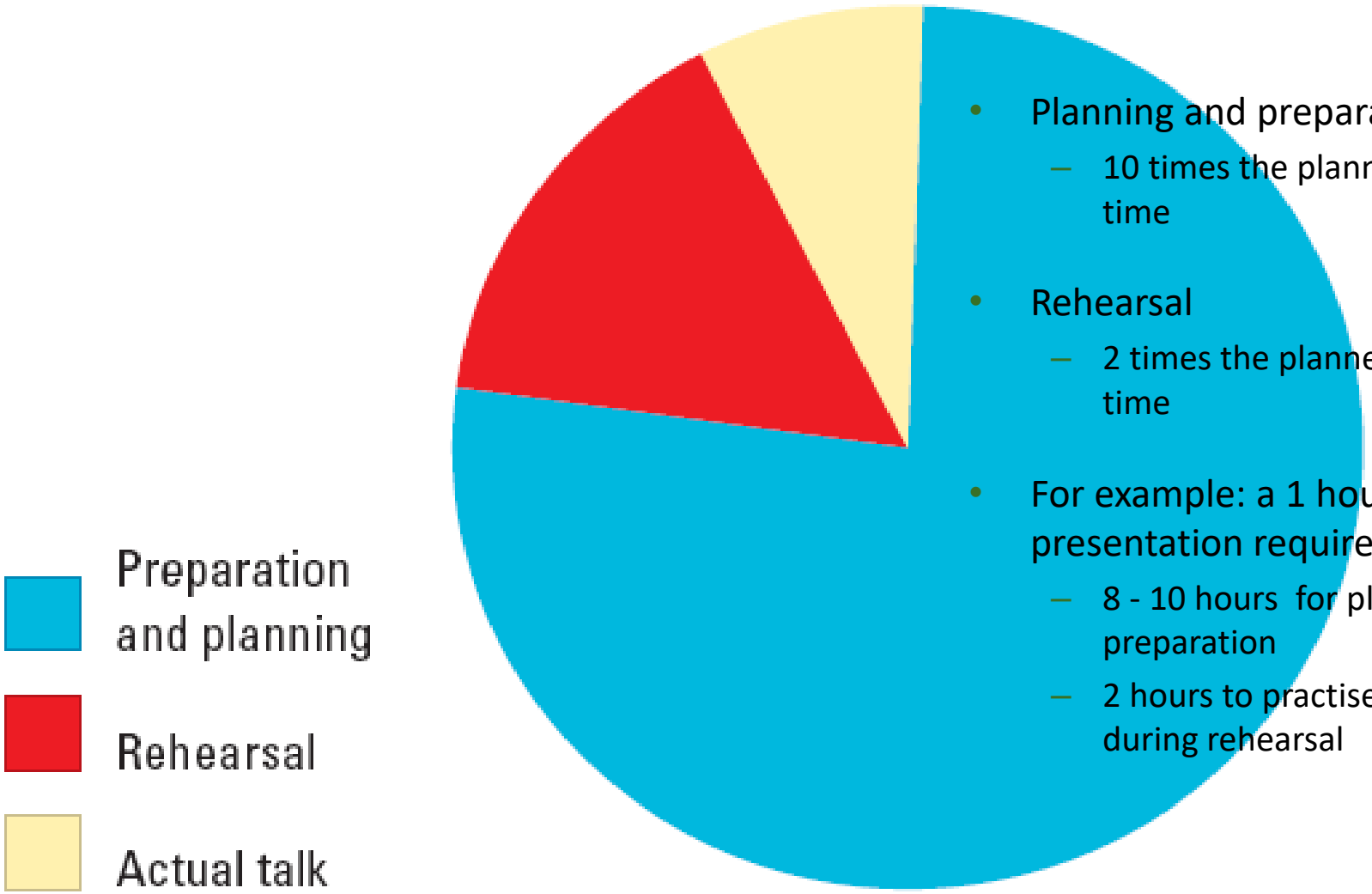
Example

- For instance, if voting is compulsory more people will think about the choices and how it affects them, leading to a more democratic election

Point (restate main point)

- For that reason, I think voting should be compulsory

Planning: Graphic illustration



- Planning and preparation
  - 10 times the planned speaking time
- Rehearsal
  - 2 times the planned speaking time
- For example: a 1 hour presentation requires
  - 8 - 10 hours for planning and preparation
  - 2 hours to practise speaking during rehearsal

Planning: Purpose

- What do you want to say?
- How can you best say it?
- What does the audience want to hear?
- What does the audience not want to hear?
- What does the audience need to hear?
- How do you ensure your presentation is effective?

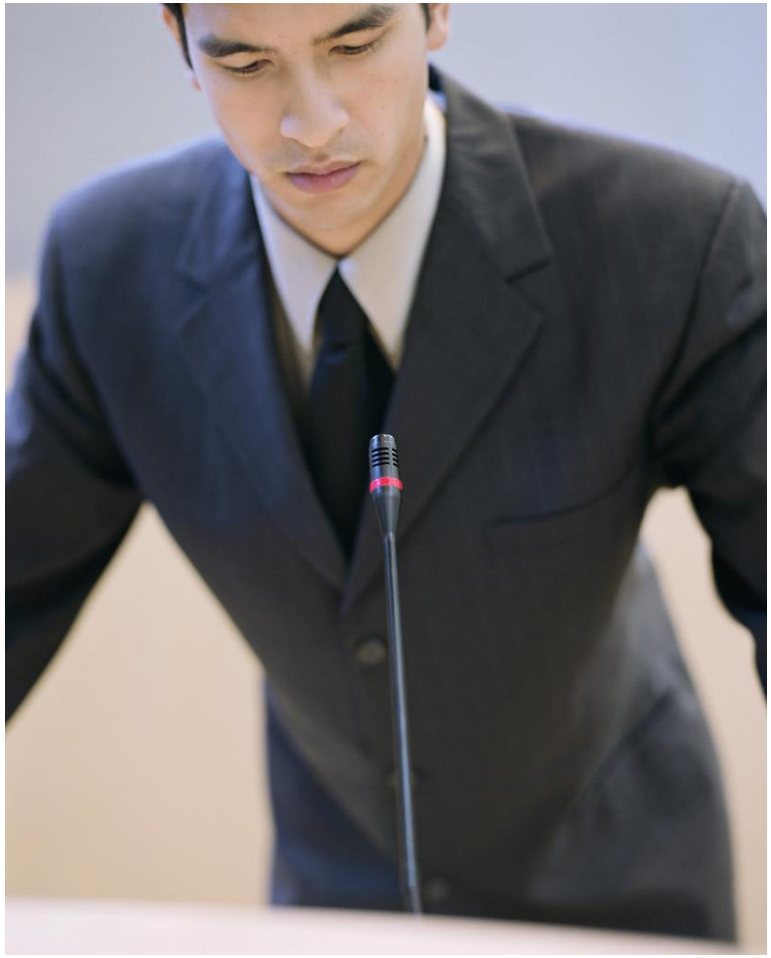
Planning: Audience

- Significant demographics
  - Gender
  - Age
  - Cultural background
  - Economic status
- Group size
- Attitudes
  - Towards speaker
  - Towards topic

Planning: Audience

- Key members
- How much do they know
  - About topic
  - About me
- What do they expect
  - From topic
  - From me
- Personal preferences

Planning: Know yourself as speaker



- Your goal
- Your knowledge
- Your feelings about topic

Planning: Analyze the situation

- Occasion
  - Facilities
  - Time
    - Hour of day
    - Length of presentation
  - Context
    - Other speakers
    - Current events

Planning: Presentation structure

- Opening or introduction
- Body or main section (3-5 main points)
- Conclusion or closing

Colloquially:

- Tell them what you are going to tell them
- Tell them
- Tell them what you have just told them

Planning: Introduction

- Tell your audience what you are going to tell them
- Gain audience's attention and establish rapport
  - Consider a graphic of your presentation
  - Pose a question
  - Use humour appropriate to audience and relevant to topic
    - Be careful not to offend
  - Relate a short anecdote
  - Present an interesting fact

Planning: Body

- No more than three to five points
- Use repetition to drive points home
- Sign-post with words (verbal headlining)
- Build to a climax
  - Increase the information density and rhetorical momentum
- Try to avoid a dull recitation of facts
- Create variety in content, delivery, pacing
- Support your points with
  - Personal experiences
  - Examples
  - Illustrations
  - Facts and statistics

Planning: Conclusion

- Speakers indicate the close of a talk with words such as
  - in conclusion
  - to summarise
  - in closing

- Restate your main points & reinforce your argument

- Consider your finish
  - Dramatic
  - Low-key
  - Punch line

- Consider using
  - Anecdote or quotation
  - Example
  - Recommendation
  - Appeal for action

Rewriting for the ear

Rewriting for the ear

- Writing for the ear shapes the speech as a spoken form of communication, to meet the needs of listeners
- Read the speech aloud and listen for:
  - a simple structure that is easy to follow
  - an active voice with simple tense
  - words that are easy to hear and understand
  - concise words with clear meaning
  - words that sound right together
  - breathing spaces that add impact to the message
  - words that move a listener through the introduction, body and conclusion clearly

Planning: Q&A session

When to Answer Questions

- During presentation
  - Promise to answer premature questions later
  - Allow for extra time
- After presentation
  - Start the ball rolling
  - Anticipate likely questions
  - Clarify complicated or confusing questions

Planning: Q&A session

- Treat questioners with respect
- Keep answers focused on your goal
- Buy time when necessary
- Address answer to entire audience
- Follow last question with summary

How to handle difficult or challenging audience members?

Planning: Q&A session

When an intimidating or difficult question is asked, reflect for a moment and consider

- Is the question relevant to what is being presented?
- Is the question out of context?
- Is the question simply a comment on what is being said?
- Is the question too controversial?
- Is the question simply promoting that person or the group?

Planning: Q&A session

How to handle difficult or challenging audience members

Table 18.9: Types of questioners and how to deal with them

Questioners	*Proposed solution*
Digressors from the issue or topic	Remind them politely that you are discussing a different issue or topic.
Dominators of the discussion	Draw others in the audience into the discussion by asking, 'What do the rest of you think?'
Promoters of hidden agendas	Remind them politely to stay with the context of the presentation and discussion.
Self-promoters	Involve others in the discussion by asking general questions of the audience without dismissing the self-promoter.
Poor articulators	Rephrase the question back to them by saying, 'You mean . . .?' This avoids a 'putdown' and encourages the questioner to remain involved.

Speaking with Confidence

Julian Treasure: How to speak so that people want to listen

https://www.ted.com/playlists/226/before_public_speaking

HAIL

- Honesty – be clear and straight
- Authenticity – be yourself
- Integrity – be your word
- Love – wish people well

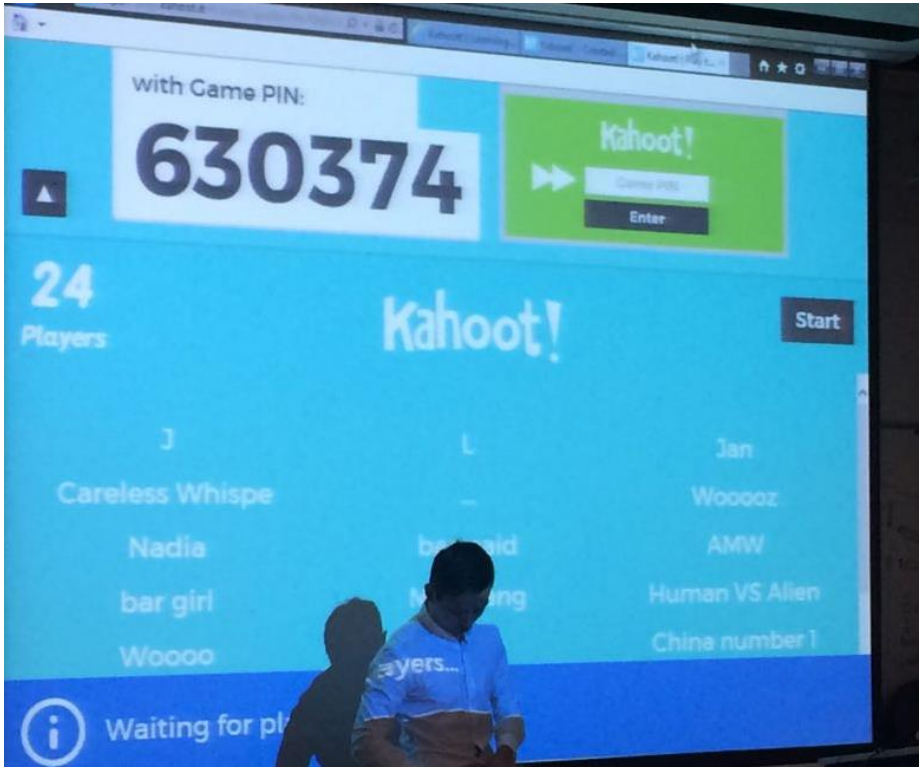
Speaking with Confidence

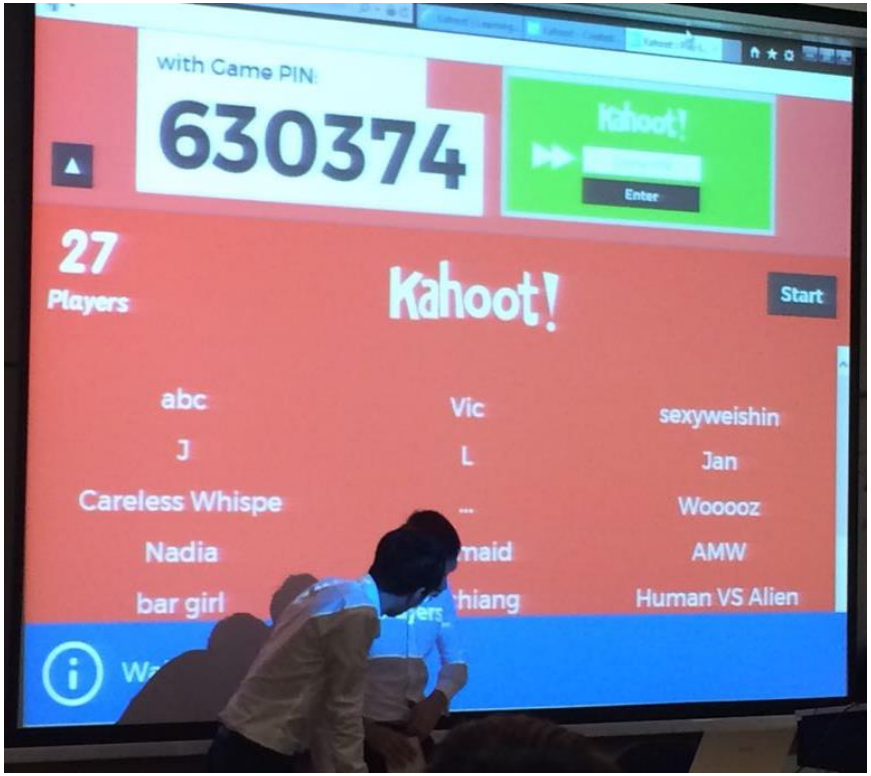
- Speech anxiety is common
- Apprehension isn't as visible as you think
- Accept moderate amount of nervousness
- Speak more often

Speaking with Confidence

- Non-verbal communication
  - Posture
  - Facial expression
  - Appearance and dress
  - Gestures, body movement
  - Paralinguistics

Try not to 'avoid' your audiences
Negotiation Styles - Avoiding
Japanese
They tend to not give "No" for an answer
Takes a long time to get them to reply eg. email, calls and text
They will try to post-pone the dates
The Japanese may deflect confrontational questions by responding vaguely, or with silence
What we should do
Keep following up the dates
Set up meetings to meet face to face
Understand that silence response does not mean "no", it is best to not give the Japanese too much pressure to follow up





Sometimes there's no choice… but try your very best to avoid shadows/reflections on your face.

FRANCE
SINGAPORE
High uncertainty avoidance, Score 86
Low uncertainty avoidance, Score 8
Good positioning

Share
Slideshow
Add to album
Enhance
Edit
CONTENT
Introduction
Behaviour
Communications
Hofstede
Negotiation Style - Scenarios
Conclusion
Quiz

Speaking with Confidence

- Rehearse presentation
  - On your feet in front of a sympathetic audience (family/friends/pets)
  - Expect talk to be 20% longer
  - Focus on introduction & conclusion
  - In real setting
- Focus on topic and audience, not self

- Social psychologist Amy Cuddy on power posing
- Fake it till you make it

THEN

- Fake it till you become it

  - https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
  - 13.09-2.10

Speaking with Confidence

- Other tips
  - Check all equipment
  - Breathe deeply
  - Move around during talk
  - Smile at your audience

Source: Eunson, 2012

Other presentation resources

- Audiovisual presentation and other aids
- What about handouts?
- Will computer projection/visualiser work better than whiteboards?
- Is there a microphone?
- Mac Adapters/HDMI etc…?
- Will there be a video player?
- What about connections?
- Any other supporting material?

Functions of supporting material

- Anything that backs up claims in presentation
- Functions:
  - Clarity
  - Interest
  - Proof

Source: Adler et al., 2010

Verbal Support

- Definitions
- Examples
- Stories
- Statistics
- Comparisons
- Quotations

Cite your sources

Source: Adler et al., 2010

Questions
Comments
Feedback

MGNT102
PRESENTATION:
VIETNAM

Vietnam In Summer 2023: 10 Amazing Places Every Traveler Should Visit
₹ 2800
per person

SELAMAT
PAGI

Avoid
Avoid direct confrontation

given an "American context"

Next:

Communicating through visuals

Read chapter 17

MGNT102
Business Communication

Communicating through visuals

Topics covered

- Importance of visual design and consistency
- Illustrating your message with appropriate graphics
- Numerical information
- Graphics and ethics

Visual Support

- Make presentations more effective
- Are easier to understand than words alone
- Make statistics easier to comprehend
- Add interest
- Boost image

Source: Adler et al., 2010

Table 17.1: Visual design principles

Principle	*Explanation*
Contrast	▪ The difference in visual properties can assist in creating focus by making one object distinguishable from another. These differences include colour, form, weight, structure and size.
Alignment	▪ Strong lines can connect items and indicate a relationship. ▪ Traditional documents use symmetry and indicate a more safe, more formal or serious article. Asymmetry creates a sense of movement and can be more interesting visually.
Repetition	▪ Audiences identify with repetition, and repetition can create consistency, continuity and unify a document. Repeat the design elements. Make consistent elements stand out.
Proximity	▪ Group related items together. Conversely, create space between unrelated items.
Simplicity	▪ Less is better than more. Eliminate 'chart junk'—that is, colours, textures, pictures or other information that is superfluous to the message.

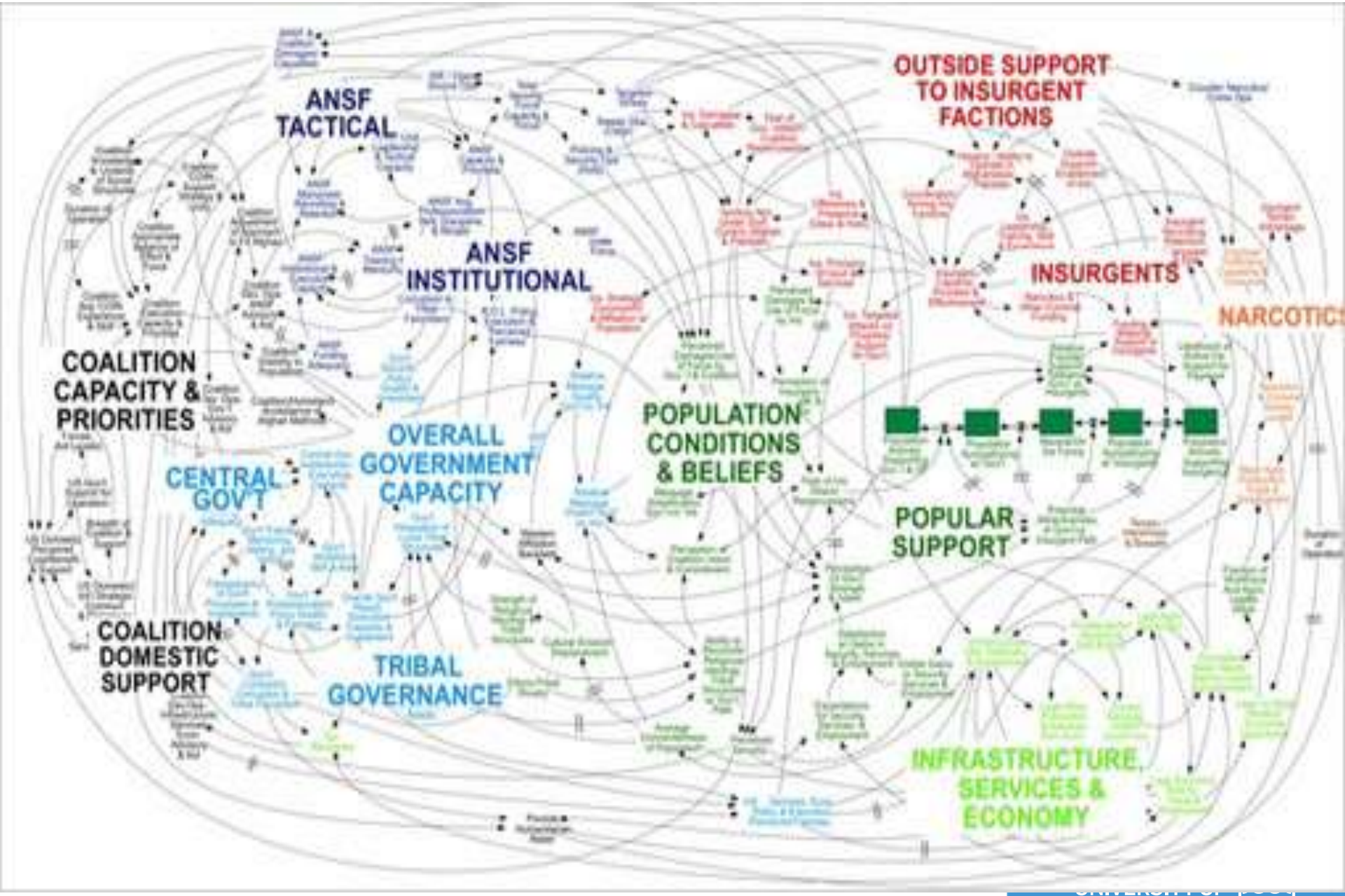
Source: J. Dwyer, *The Business Communication Handbook*, 9th edn, Pearson Australia, Sydney, 2012, p. 571.

TY OF
GONG
USTRALIA

Match the graphic to the message and the audience

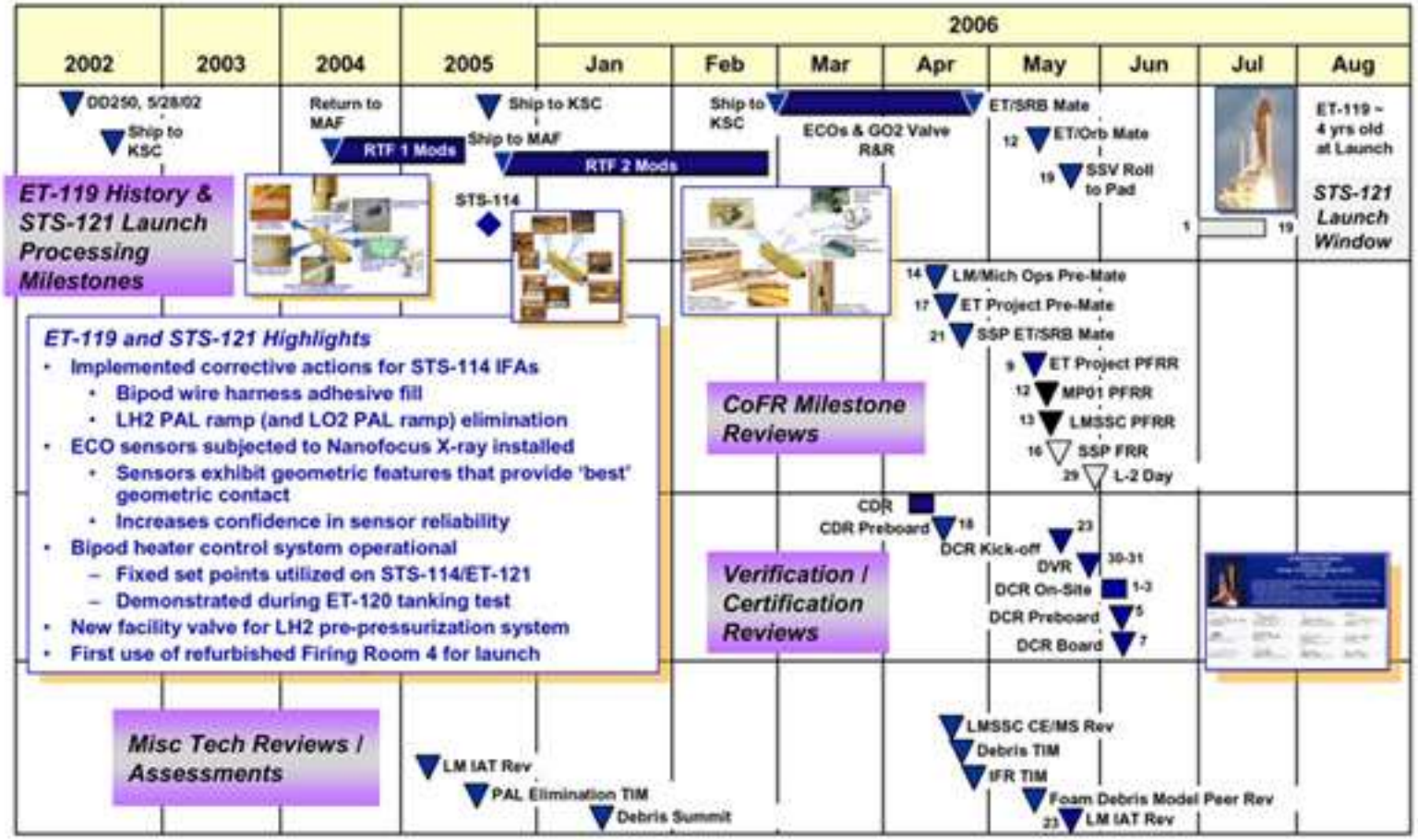
The effectiveness of any graph or chart can be tested by the following questions

- Does it show data clearly without distorting the facts?
- Is too little or too much information presented in the available space?
- Does it convey an unambiguous message about the data?
- Is the reader encouraged to analyse the data?
- Are large quantities of data made coherent?
- Are there any superfluous decorative design elements?


ANSF TACTICAL
OUTSIDE SUPPORT TO INSURGENT FACTIONS
ANSF INSTITUTIONAL
INSURGENTS
NARCOTICS
COALITION CAPACITY & PRIORITIES
POPULATION CONDITIONS & BELIEFS
OVERALL GOVERNMENT CAPACITY
CENTRAL GOV'T
POPULAR SUPPORT
COALITION DOMESTIC SUPPORT
TRIBAL GOVERNANCE
INFRASTRUCTURE, SERVICES & ECONOMY

1.0 ET-119/STS-121 Processing / Certification Overview

Presenter: M. Quiggle, LM-ET/ 3000
Date: June 16, 2006



Guidelines for using visual aids

- Use with purpose
- Keep slide shows brief
- Match sophistication of visuals to audience

Source: Adler et al., 2010

Guidelines for using visual aids

Design

- Large enough to see (**minimum** 18 pt)
- Simple design
- One colour
- One font (sans serif)
- Few words (Rule of 7)
- Horizontal printing
- Label all items

Source: Adler et al., 2010

Bad power point slides

- Using a font colour that does not contrast with the background colour is hard to read
- Using colour for decoration is distracting and annoying
- Using a different colour for each point is unnecessary
  - Using a different colour for secondary points is also unnecessary
- Trying to be creative can also be bad

- This part contains too many words for a presentation slide. It is not written in point form, making it difficult for your audience to read and for you to present each point. Although there are exactly the same number of points as in the left hand column, it looks much more complicated. In short, your audience will spend too much time trying to read this paragraph instead of listening to you.

Light Colors on a White Background

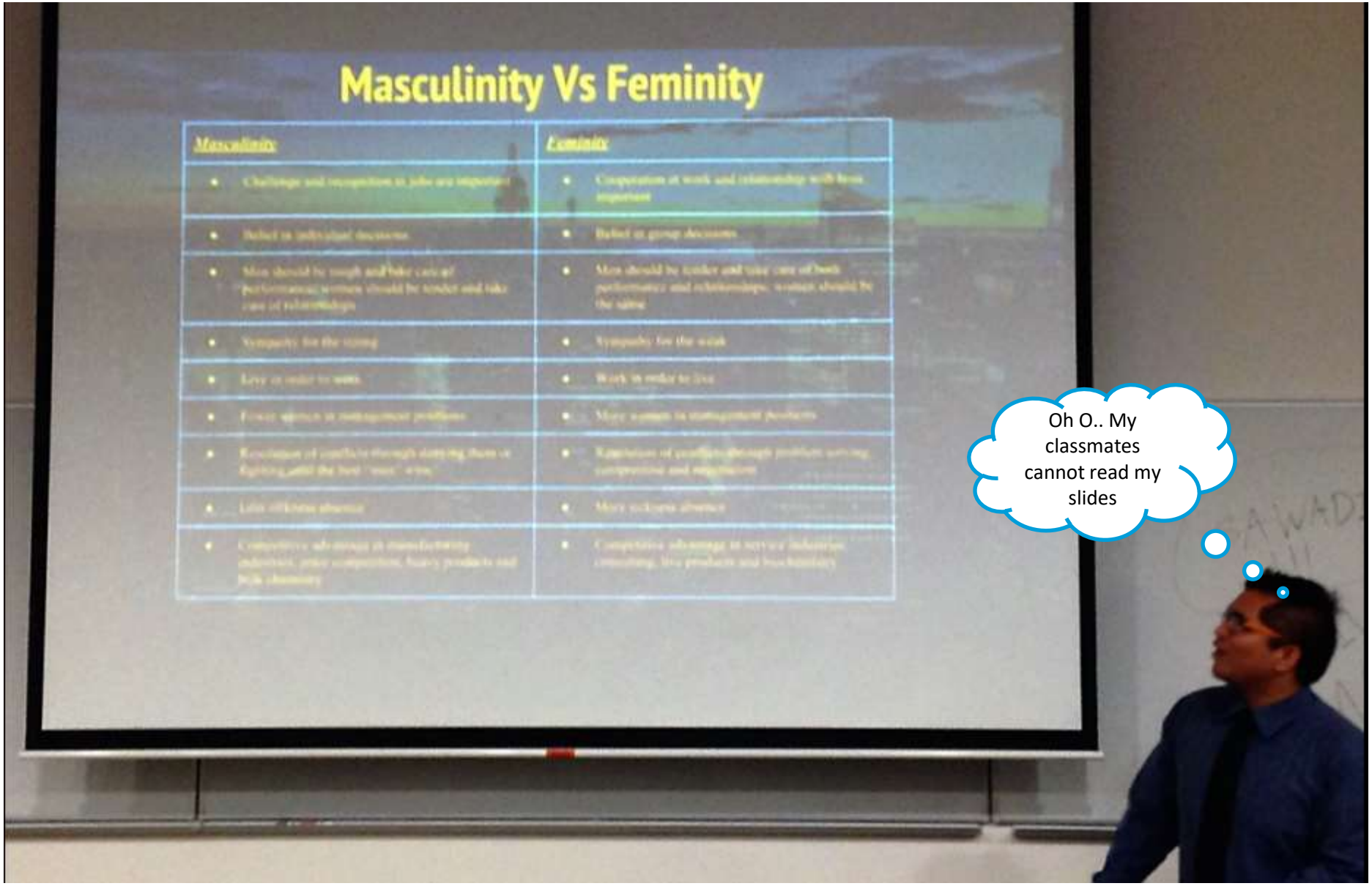
- White is already light, so adding light-colored text such as green or yellow on a white background is going to create readability issues. Thankfully, the website above didn't go with this original design, probably due to the bad color combo. **Bold text helps a little, but not much. It is always best to stick with darker shades of grey or black with white.**

Same for the reverse as well. Same for the reverse as well. Same for the reverse as well.

Not only your audiences can't read your text

- White is already light, so adding light-colored text such as green or yellow on a white background is going to create readability issues. Thankfully, the website above didn't go with this original design, probably due to the bad color combo. **Bold text helps a little, but not much. It is always best to stick with darker shades of grey or black with white.**

- **Too much effort needed to read your text?**


Masculinity Vs Feminity
Masculinity
Feminity
Oh O.. My classmates cannot read my slides

Bad power point slides

- CAPITALISE ONLY WHEN NECESSARY. IT IS DIFFICULT TO READ.
- ***Don't use a complicated font***
- Don't use small font
  - It is difficult or impossible to read
- Generally, use 24-point font
  - No less then 18-point font
- Don't use serif font
  - San-serif is easier to read (**on screen**)
  - Serif font is easier to read **on paper** (works especially for essay)
- Use horizontal printing

Bad power point slides

- CAPITALISE ONLY WHEN NECESSARY. IT IS DIFFICULT TO READ.
- *Don't use a complicated font*
- Don't use small font
  - It is difficult or impossible to read
- Generally, use 24-point font
  - No less then 18-point font
- Don't use serif font
  - San-serif is easier to read (on screen)
  - Serif font is easier to read on paper
- Use horizontal printing

INTRODUCTION

Motor Car, any self-propelled vehicle with more than two wheels and a passenger compartment, capable of being steered by the operator for use on roads. The term is used more specifically to denote any such vehicle designed to carry a maximum of seven people.

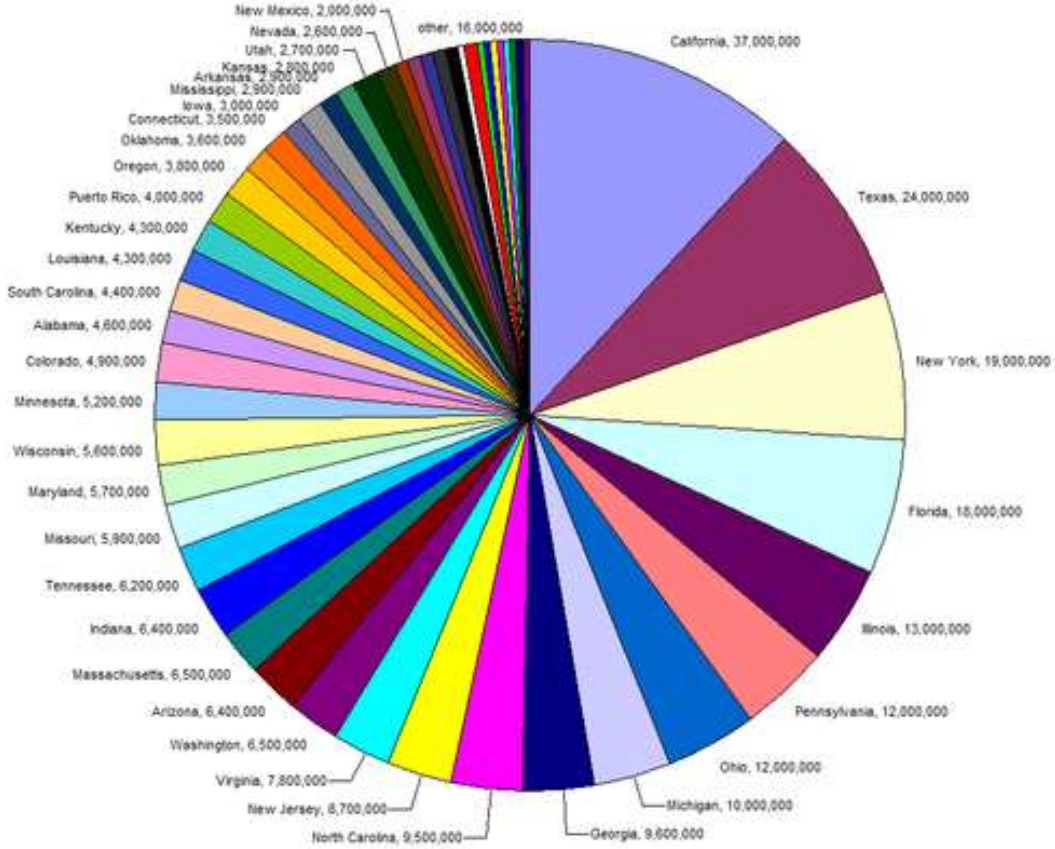
The primary components of a car are the power plant, the power transmission, the running gear, and the control system. These constitute the chassis, on which the body is mounted. The power plant includes the engine and its fuel, the carburettor, ignition, lubrication, and cooling systems, and the starter motor.

Graphic communication

Good visuals can . . .	Bad visuals can . . .
▪ Summarise ▪ Back up your words ▪ Clarify and reveal ▪ Reduce space and time needed to communicate message ▪ Add variety ▪ Entertain ▪ Permit visual processing of information ▪ Stimulate the discovery of trends, comparisons and possibilities ▪ Convey ideas cheaply and/or cost-effectively ▪ Demonstrate professionalism	▪ Confuse and distort ▪ Trivialise ▪ Distract from the primary message ▪ Increase space and time needed to communicate message ▪ Be expensive and bothersome ▪ Demonstrate amateurism

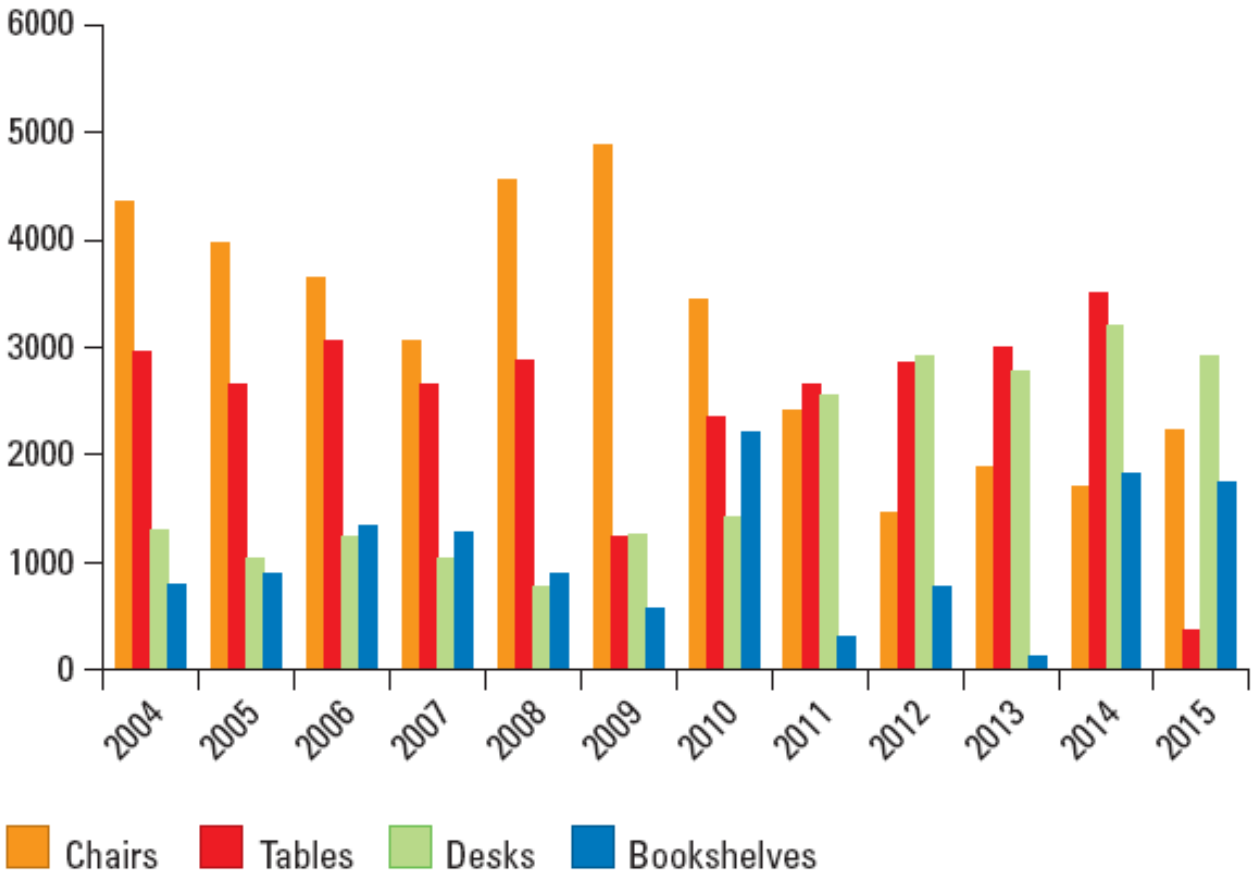
Graphic communication

Pie graphs



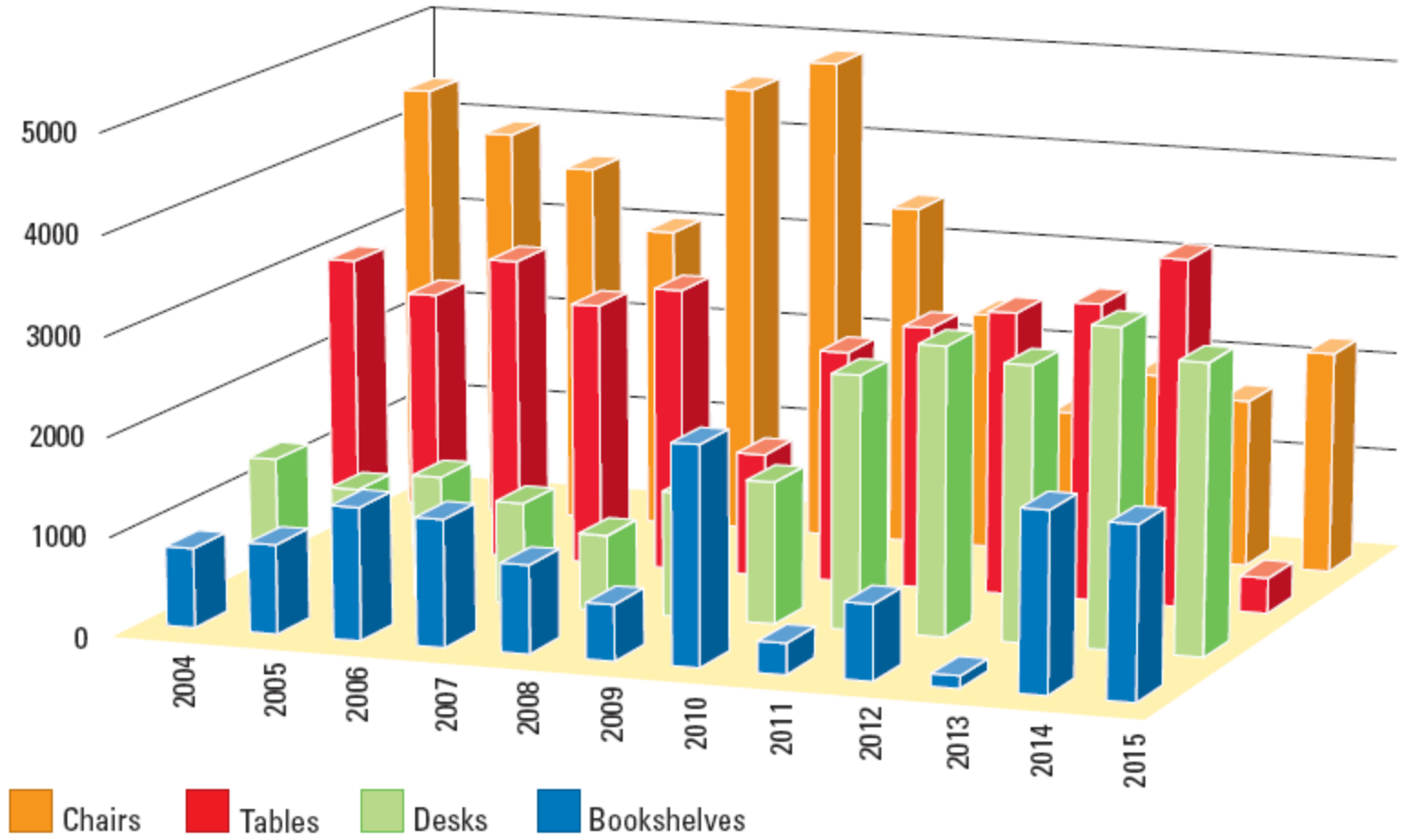
Graphic communication

Multiple bar graphs



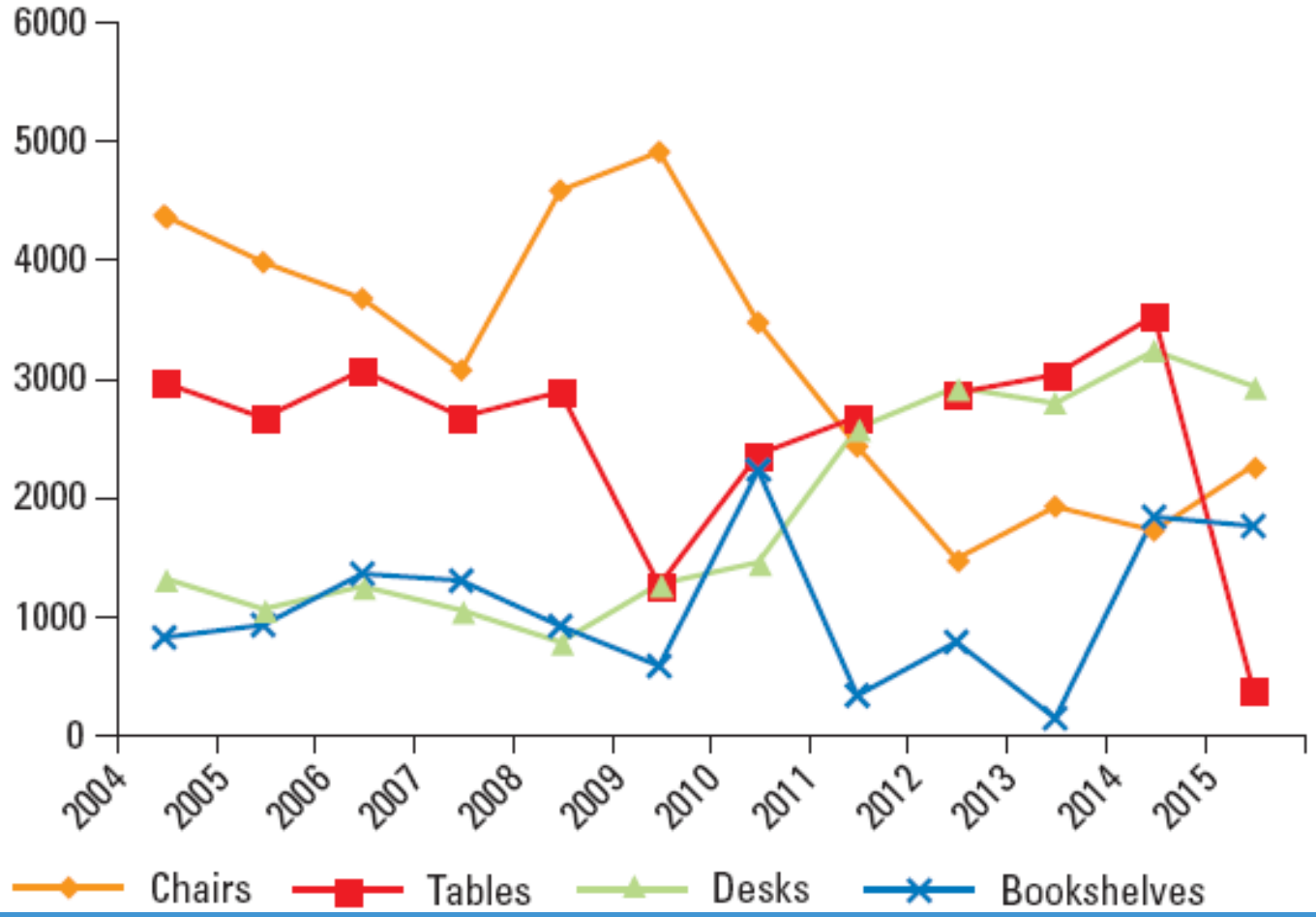
Graphic communication

3-D bar graphs



Graphic communication

Multiple line graphs



Graphic communication

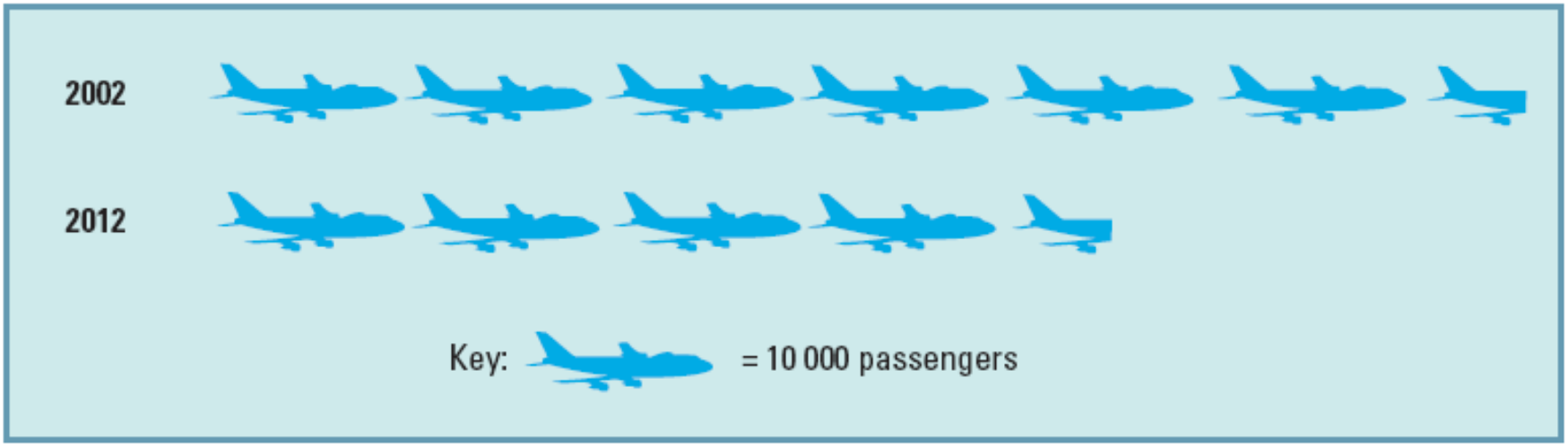
Combination graphs

FIGURE 2.25 Combination graph — real gambling expenditure (1972–2005); household savings (1972–2005)

Sources: Australian Bureau of Statistics, Tasmanian Gaming Commission, Queensland Treasury Office of Economic and Statistical Research, *Australian gambling statistics* 2009, Australian Parliamentary Library.

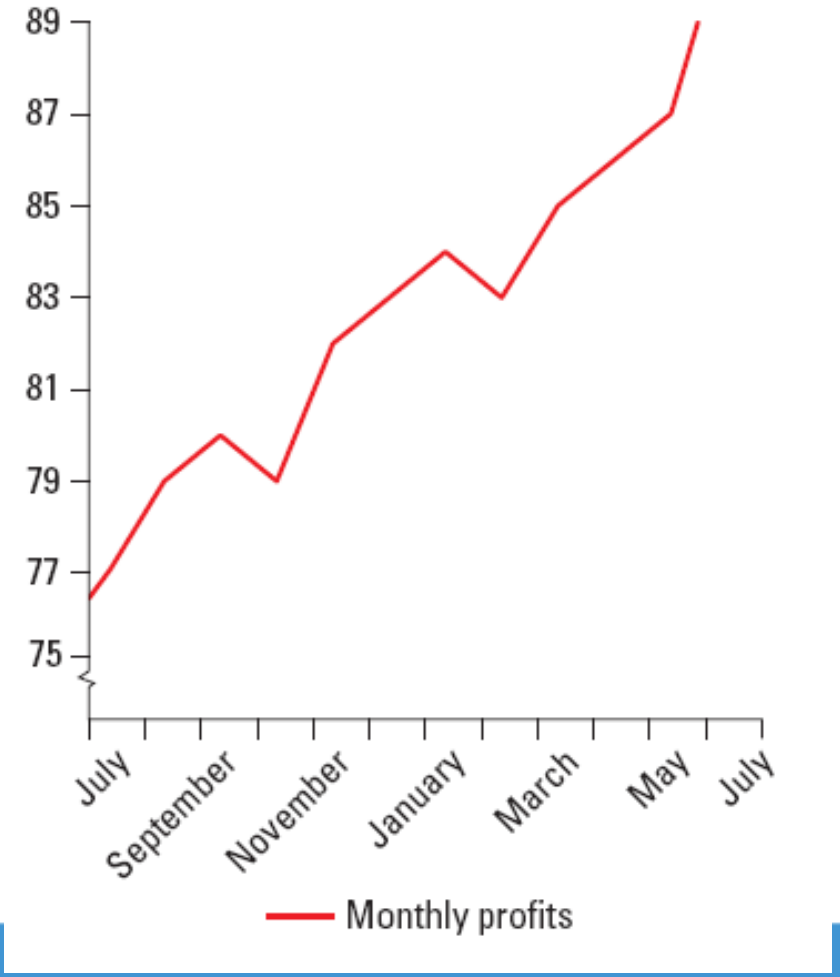
Graphic communication

Pictograms



Graphic communication

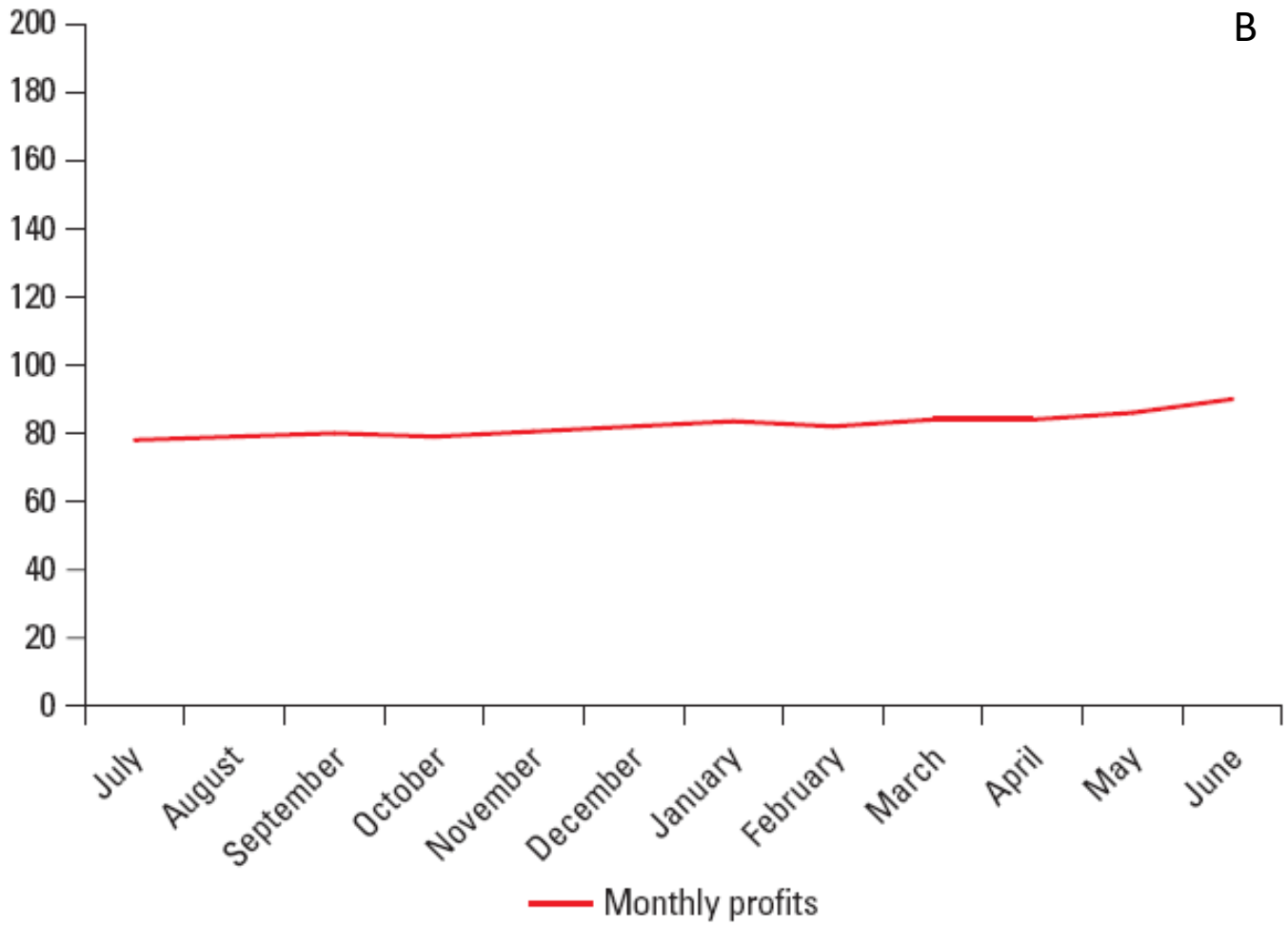
Fixing the figures?



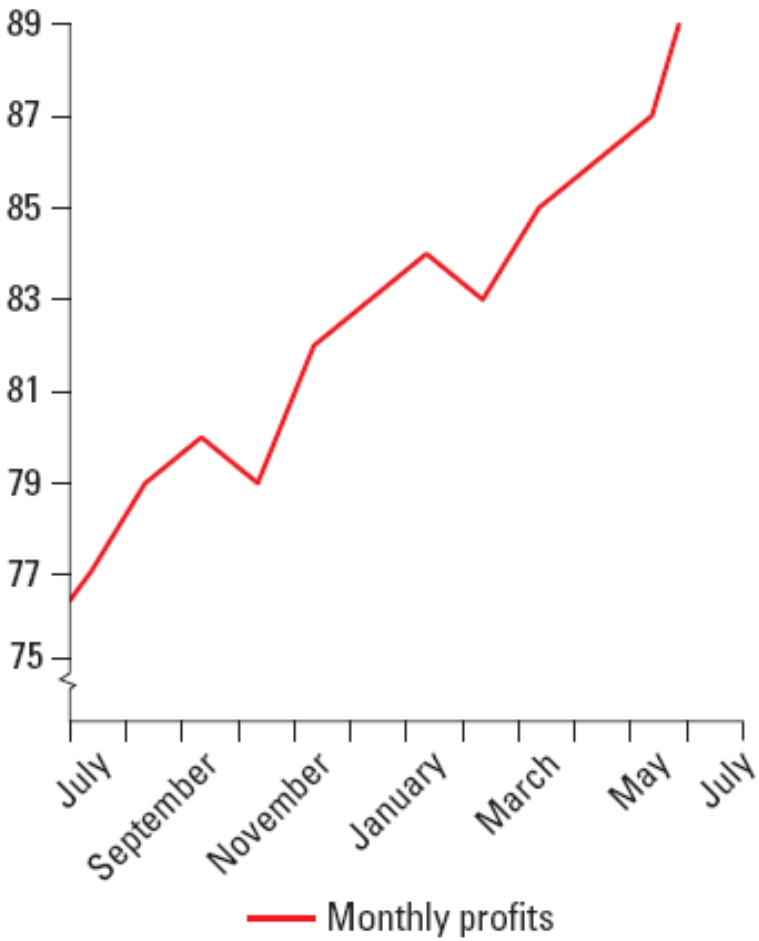
A

Graphic communication

Fixing the figures?



A or B?


89
87
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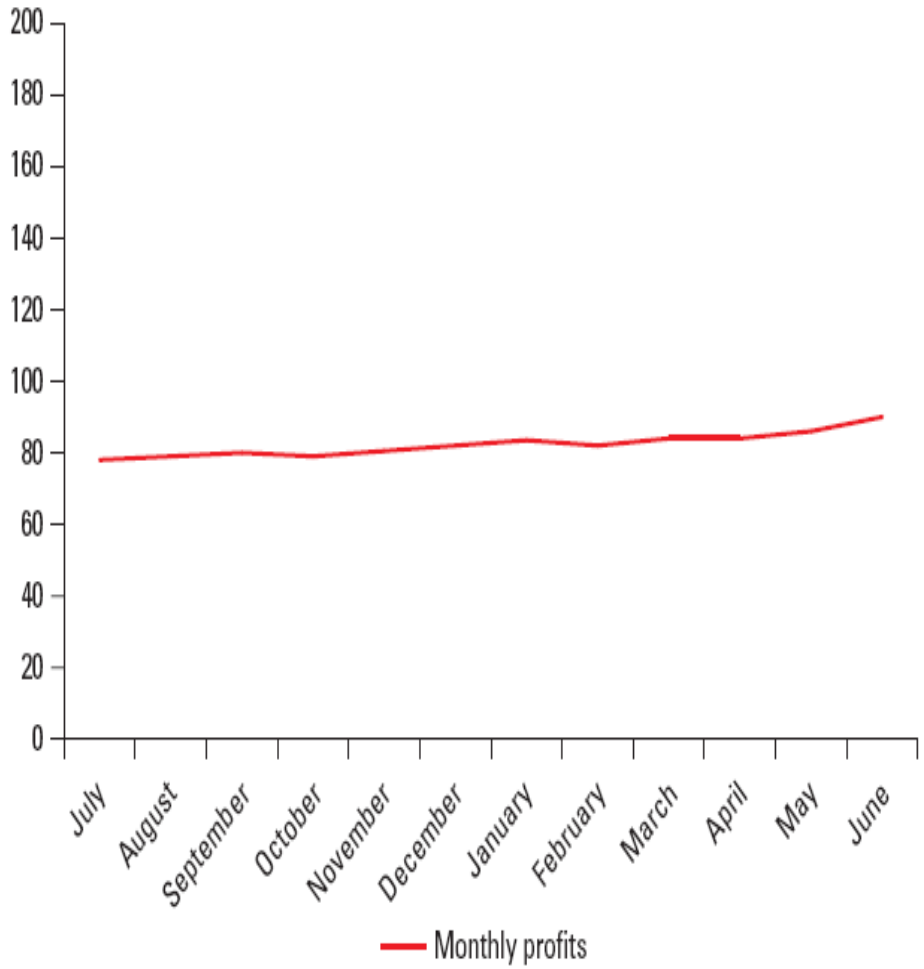
77
75
July
September
November
January
March
May
July
Monthly profits


200
180
160
140
120
100
80
60
40
20
0
July
August
September
October
November
December
January
February
March
April
May
June
Monthly profits

Prepare and present graphics within ethical boundaries

- A primary responsibility in presenting graphics in a report or presentation is to be ethical
- This means that data are presented accurately and objectively (prepared with integrity and professionalism)

Questions
Comments
Feedback

Some ideas for Q&A

- This was done online last year
  - This year all Q&A will be F2F
  - https://padlet.com/jesslynism/mgnt102-final-presentation-q-a-u5hbm7gtebvd

- Refer to the following list for competitors and dates to turn up for Q&A
  - https://docs.google.com/spreadsheets/d/1FAZfpcuu01-SXgwEYczHIWYXRMi1Udsoc9EJeS9qVzE/edit#gid=428847788

Next week

- Class presentation
- Please be on time and BE PRESENT for your classmates' presentation
- Please be on time and BE PRESENT for your competitors' presentation
- Leave a good impression
- Clear names
- **ALL THE BEST!**

Next Week