**MGNT102 REVISION**

Intercultural Communication:

High Context (Asian Countries):

* S. Korea
* China / HK / TW
* Malaysia
* India
* Indonesia
* Thailand
* Singapore

Low Context (Western Countries):

* Canada
* Australia
* Denmark
* Switzerland
* Netherlands

High / Low Context:

High:

* Non verbal cues (body language)
* Indirect verbal communication
* Beating around the bush etc.
* May appear loud / aggressive
* Communication is simple, and sometimes vague (refer to body language + non verbal aspects)
* Avoid saying no most of the time (to save face)
* Value personal relationships, personal words as confirmation rather than black and white
* Poly-chronic time sense, may not plan that far ahead of time / future

Low:

* Tend to understand meaning at face value
* Lesser non verbal cues, not that good at reading such cues
* Communication is highly structured, detailed, highlights the literal meaning of what they say / write
* Emphasis on black and white such as legal documents, letters, emails etc
* Mono-chronic time sense, must plan ahead of time, must plan for future stuff

**TAKE NOTE!**

Just because someone is from low context, it does not mean they are such and vice versa!

This is due to:

* Globalisation - Exchange of communication across the world, such as studying and working overseas
* Acculturation - Cultural modification due to adaptation to one’s culture
* Interracial marriages – Leading to enculturation and purposefully learning the culture

**Negotiation styles != Bargaining approach**

Bargaining Approach:

Distributive bargaining (positional bargaining)

* Concede as little as possible
* Gain as much as they can
* Adopt a zero sum approach
* Trade relations for position
* Uses a position-based approach

Integrative bargaining (principled bargaining):

* Interest based negotiation
* Adopt a win-win outcome approach
* Try do foster good relations between the parties
* Interest-based approach

**PEEL Format Example:**

**P**: Japan belongs to High context culture. However, Akira demonstrated Low context behaviours

**Ex1**: She shown few nonverbal (**Ev1** Communication in highly structured messages, provide details, stress literal meaning)

**Ex1**: She prefers writing down instructions than speaking verbally (**Ev2** Emphasis on legal document, email, documents, letters etc)

**Ex1**: She prefers making appointment in advance for social gathering, this shows that she has mono chronic time sense (**Ev3** Mono-chronic time sense, must plan ahead of time, must plan for future timing)

**L**: She demonstrated low context behaviours of few nonverbal cues, prefer writing instructions, and mono chronic time sense

Communication Foundations:

Shannon and Weaver’s (1954) model of communication:

* Communication is a dynamic, complex, interactive process
* A communication model is a simplified representation of the main elements in communication
* However, it cannot be used as a full guide / reference due to :
  + Perception, self concept, culture, skills, values, gender, expectations, emotional state, experience, beliefs etc

Ethical theories:

* Utilitarian approach
  + Greatest benefit for greatest number of people
    - The action that produces the most benefits for the largest group of people. For the greater good aaah approach
    - Individual rights may be overlooked. Minority might be sacrificed for the sake of majority
* Theory of rights
  + Rights set forth by society are protected and given highest priority (endorsed by the majority in society)
    - Individual rights protected and respected by society. In the form of constitutions, legal systems etc. Non-negotiable
    - Rights and dignity of individuals over broader societal goals. Individual rights cannot be violated. Emphasized justice, fairness and respecting people autonomy
* Virtue approach
  + Takes into account a person’s values, morals, reputation and motivation when judging unethical behaviour
    - Change of character
    - Importance of virtue -> Focuses on developing moral character through practice.
    - Emphasises personal development and the importance of cultivating virtues over time; about becoming a better person, improving one’s traits.

Impersonal communication:

Barriers to Effective Listening

* Physiological
* Environmental
* Attitudinal
* False assumptions
* Social-cultural differences
* Lack of training

Aspects of non-verbal communication:

More powerful

Cluster of nonverbal cues

* Put them together

Classifications such as

* Physical appearance
* Facial expression
* Body movements and gestures
* Tactile and control
* Comfort zone
* Objects of significance
* Accent / pitch / tone / rate / fluency
* Poly/mono-chronic

Self-disclosure:

Revealing feelings and reactions to present situations

Positive communication climate

Johari Window

* Two categories
  + The areas of yourself known to you
  + The areas of yourself known to others
* Four sections
  + The areas of yourself known to others
    - Public arena: Known to you and others
    - Hidden area(façade): Known to you but not others
    - Blind spot: Known to other but not you
    - Unknown area: Unknown to you and others
* Benefits
  + Increases self awareness
  + Improved communication
  + Build trust between individuals or within teams
  + Supports conlfict resol ution – promote understanding
  + Personal development through balance of self-disclosure and feedback

Conflict management and Negotiation:

Assertive behaviour:

* May achieve desired goal
* Has positive self concept / esteem
* Is expressive
* Makes decisions for themselves
* Is able to present and accept a different point of view
* In conflicts:
  + Standing up for their rights
  + Expressing what they believe, feel and want in direct, honest and appropriate ways that respects the rights of the other person
* Assertive behaviour unlikely to provoke a defensive or aggressive response from the other person
* Involves the use of “I” statements to send a clear message

Aggressive behaviour:

* May achieve desired goal but at the expense of others
* Tendency to have low self concept/esteem but masked by anger or domination – devalues others
* Is expressive in a hostile or violent way
* Makes decisions for others that tend to disregard their feelings
* In conflicts:
  + Tries to win at all costs, uses insults, threats or intimidation to control or dominate the situation
* Aggressive behaviour likely to provoke a defensive or aggressive response from others
* May create a tense / hostile atmosphere

Submissive behaviour:

* May not achieve goal due to lack of self advocacy
* Low self concept / esteem often combined with feeling hurt / anxious often
* Mostly inhibited
* Relies on others to make decisions or avoid conflict
* Unable to present a point of view
* In conflicts:
  + Avoids confrontation, may let others take control of decision / situation
  + May suppress their needs to keep the peace
* Rarely expresses opinions; uses ‘I don’t mind ‘ or ‘Whatever you want’ statements
* Difficulty saying ‘no’ or setting boundaries
* May encourage others to dominate or take advantage
* Often goes unnoticed, ignore or taken for granted
* Results in frustration or resentment over time due to unmet needs or desires leading to internal stress or passive-aggressive behaviour later on.

Conflict handling styles:

An interactive process in which two or more parties seek to find a common ground on an issue of mutual interest or dispute and to reach a mutually acceptable agreement that will be honoured by all involved parties. There are 5 negotiation styles:

* Avoiding
  + Not wanting to continue with situation or conversation
  + A v B (Lose-Lose)
  + A accuses B of something / or doing something and just leaves the area, resulting in no proper form of communication
* Accommodating
  + Give into a situation and lose something
  + A v B (Lose-Win)
  + A gave into what B wants / needs and A gains little to no benefits.
* Collaborating
  + Both parties get what they want
  + A v B (Win-Win)
  + A and B get mutual benefits from a given situation through communicating and understanding.
* Competing
  + Opposing party gives into the situation and main party wins
  + A v B (Win-Lose)
  + B gave into what A wants / needs. A gets the benefits while B gain little to nothing.
* Compromising
  + Either A or B give in to gain something
  + A v B (Could be any of the above)
  + Depends on the context. There will be some wins and losses on both sides

How to write the case study essay:

* Must write who win / who lose (e.g. Win-Lose)
  + E.g. The negotiation style demonstrated here is accommodating. Sally Lose and Sam Won. Sally gave in to this situation and she did not get what she wants (watch movie). Hence, Sally lose. Sam did not give in to Sally and took a nap instead. Sam won in this situation

Power and negotiation:

Types of power:

* Reward power
  + Ability to provide positive reinforcement or rewards to others in exchange for desired behaviour or compliance
  + Relies on the capacity to give rewards, which motivates people to comply
* Coercive power
  + Forcing others to do stuff by using threats or punishment
  + Relies on fear of negative consequences (punishment, scolding) to influence behaviour
* Legitimate power
  + Power derived from a formal position or role within an organisation or hierarchy
  + Associated with formal authority granted by structure of society or organisation
* Expert power
  + The influence someone has over others due to knowledge / skill / expertise
  + These people are often respected for their competence and proficiency
* Referent power
  + Power based on the personalities / charisma of an individual, leading others to admire or identify with them
  + This power is rooted in personal connections and the ability to influence others through respect and admiration
* Information power
  + Derived from having access to information (usually critical) that others need or want
  + Information is a powerful tool and can be used to influence decisions / situations

Communication across the organisation:

Types of **downward** communication:

* Job communication
* Job rationale
* Policies, guideline, SOP
* Feedback
* Indoctrination – teaching or inculcating a doctrine, principle or ideology

Effective meetings:

Effective team performance

* Four necessary features
  + Clear roles and accountability
  + Effective communication system
  + Performance monitoring and feedback
  + Sound judgement & decision making

Group effectiveness (or not) is seen in:

* Synergy
  + 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
* Social loafing (free rider problem)
  + Tendency of some group members to put in less effort because they believe their underperformance will not be noticed → May slow down decision making.

Groupthink

* Faulty decision making in a group (refer to Janis 1971)
* Situation where no one in the group challenges the ideas of the group or wishes to be seen 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 could lead them to be stereotyped as outside the group.