



Eulogio "Amang" Rodriguez Institute of  
Science and Technology - Manila Campus  
College of Arts and Sciences



# Industrial and Organizational Psychology

INTEGRATIVE COURSE IN PSYCHOLOGY  
(ICOPSCYH)



EARIST CAS | BS PSYCHOLOGY REVIEW CLASS  
Academic Year 2023-2024

## Session 1: Training and Development

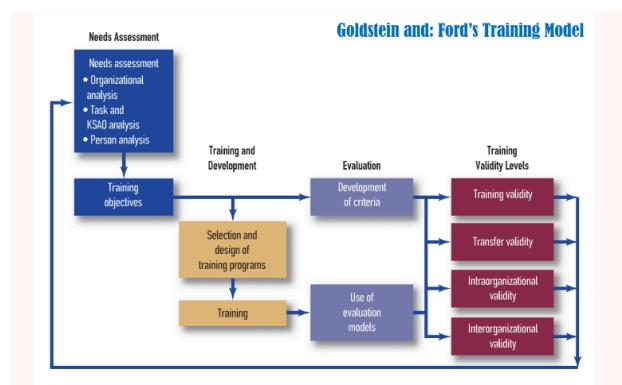


TABLE 7.1 Training Needs Analysis

A. Organizational analysis	Examines company-wide goals and problems to determine where training is needed
B. Task analysis	Examines tasks performed and KSAOs required to determine what employees must do to perform successfully
C. Person analysis	Examines knowledge, skills, and current performance to determine who needs training

## Competency Profile Per Position

Position	Required Competency	Required Level				
		1	2	3	4	5
Training & Development Manager	Communication Skills	■	■	■	■	■
	Public Speaking	■	■	■	■	■
	Leadership	■	■	■	■	■
	Training Need Analysis	■	■	■	■	■
	Material Development	■	■	■	■	■
Recruitment Supervisor	Training Evaluation	■	■	■	■	■
	Communication Skills	■	■	■	■	■
	Interview Skills	■	■	■	■	■
	Analytical Thinking	■	■	■	■	■
	Understand Selection Tools	■	■	■	■	■
	Teamwork	■	■	■	■	■
	Customer Orientation	■	■	■	■	■



## Competency Profile Per Position

Managerial competency	Required Level				Actual Level
	1	2	3	4	
Leadership	■	■	■	■	
Achievement Orientation	■	■	■	■	
Teamwork	■	■	■	■	
Planning & Organizing	■	■	■	■	
Functional competency	1	2	3	4	
Mechanical Engineering	■	■	■	■	
Mechanical Engineering Maintenance	■	■	■	■	

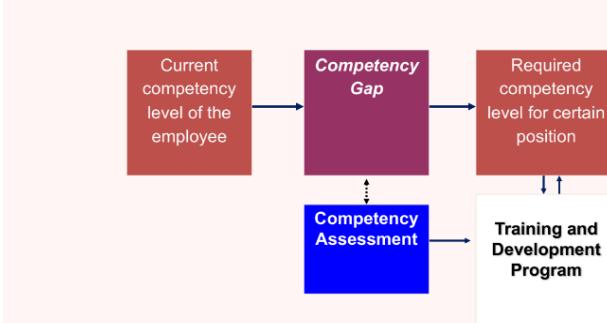
Position	Competency Requirements	Relevant Training Modules			
		Leadership	Achievement Orientation	Planning & Organizing	Teamwork
SUPERVISOR	Leadership	• Leadership I • Communication Skills I • The Art of Motivating Employees • Providing Effective Feedback			
	Achievement Orientation	• Goal Setting Technique • Work Motivation • Planning & Organizing • Continuous Self Improvement			

## Training Matrix for Competency Development

Position	Training Title	Productivity/Cost Savings		On Becoming Effective Level 1	On Becoming Effective Level 2	Service Excellence for Customer	Achievement Motivation Training	Creative Problem Solving	Strategic Management	Balanced Productivity	Professional Services
		Managerial Competency	Communication Skills								
Supervisor	Communication Skills	V									
	Leadership		V								
	Teamwork										
	Achievement Orientation					V					
	Customer Focus						V				
	Job Functional Skills									V	
Manager	Communication Skills	V									
	Leadership		V								
	Teamwork									V	
	Achievement Orientation				V						
	Customer Focus					V					
	Strategic Thinking						V				
	Problem Solving & Decision Making							V			
	Job Functional Skills								V		

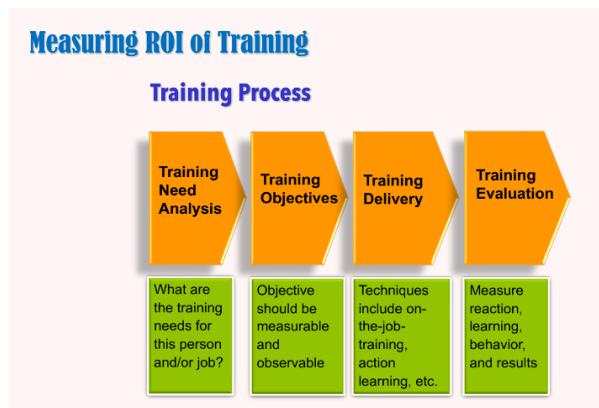
V = compulsory training

## Competency Analysis



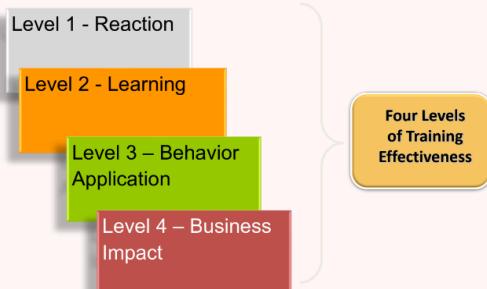
## Enhance Training Effectiveness

- Make the material meaningful
- Provide for transfer to learning
- Motivate the trainee



### Measuring ROI of Training

#### The Four Levels of Evaluation



#### The Four Levels of Evaluation

##### Level 1 - Reaction

Evaluate trainees' reactions to the program. Did they like the program? Did they think it worthwhile?

##### Level 2 - Learning

Test the trainees to determine if they learned the principles, skills, and facts they were to learn.

##### Level 3 – Behavior Application

Ask whether the trainees' behavior on the job changed because of the training program. For example, are employees in the store's complaint department more courteous toward disgruntled customers than previously?

##### Level 4 – Business Impact

What final results were achieved in terms of the training objectives previously set? Did the number of customer complaints about employee drop? Did the reject rate improve? Was turnover reduced, and so forth.

### Measuring ROI of Training

#### The Four Levels of Evaluation

Level	Value of Information	Frequency of Use	Difficulty of Assessment
I. Reaction	Least valuable	Frequent	Easy
II. Learning	↓	↑	↓
III. Behavior			
IV. Results	Most valuable	Infrequent	Difficult

##### Level 1 - Reaction

Evaluate trainees' reactions to the program: Did they like the program? Did they like the facilitators? Did they like the training accommodation and facilities?

#### Guidelines for Evaluating Learning

1. Use a control group if practical
2. Allow time for behavior change and application to take place
3. Evaluate both before and after the program if practical
4. Survey and/or interview one or more of the following: trainees, their immediate supervisor, their subordinates, and others who often observe their behavior
5. Get 100 percent response or a sampling
6. Repeat the evaluation at appropriate times
7. Consider cost versus benefits

## Measuring ROI of Training

### Example of Survey to Measure Behavior Application

#### Instruction:

The objective of this questionnaire is to determine the extent to which those who attended the recent program on Leadership have applied the principles and techniques that they learned there to the job.

Circle the answer that you consider appropriate for each question.  
5 = Much more 4 = More 3 = Same 2 = Less 1 = Much less

Time and energy spent after the program  
compared to time and energy spent before  
the program

#### Understanding and Motivating

1. Trying to understand my subordinates	5	4	3	2	1
2. Listening to my subordinates	5	4	3	2	1
3. Praising good work	5	4	3	2	1
4. Talking with subordinates about their family and personal interests	5	4	3	2	1
5. Asking my subordinates for their ideas	5	4	3	2	1
6. Applying "Management by Walking Around"	5	4	3	2	1

## Level 4 – Business Results

Indicate the extent to which you think this program has influenced each of these measures in your work unit, department, or business unit:

- Productivity
- Quality
- Customer Response Time
- Cost Control
- Employee Satisfaction
- Customer Satisfaction
- Other

## Measuring ROI of Training

### Level 1 - Reaction

### Level 2 - Learning

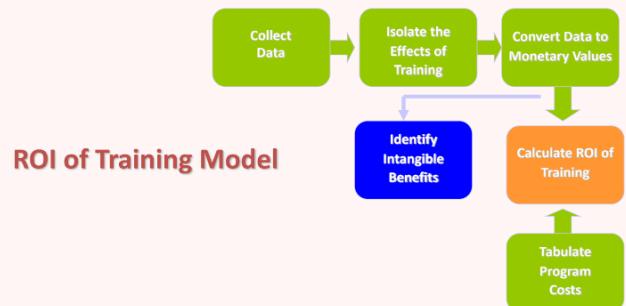
### Level 3 – Behavior Application

### Level 4 – Business Impact

### Level 5 – Return on Investment of Training

## Level 5: Return on Investment of Training

## Measuring ROI of Training



## Measuring ROI of Training

### Example : Measuring Training Results

#### Program:

#### TQM Training

Results After 3 months of training, the number of defects dropped to 80 units/day



## Measuring ROI of Training

### Example: Measuring Training Results

#### Program :

#### Sales Training

Results after 3 months training, number of sales per salesman increase to 30 units/month.



## Session 2: Job Attitudes and Organizational Commitment

### Attitude Defined

Evaluative statements or judgements concerning objects, people or events.

For example, when we say we “like” something or “dislike” something, we are in effect expressing an attitude toward the person or object.

### Nature of Attitude

- Attitudes are evaluative statements, either favorable or unfavorable.
- Attitude refers to the feeling or views of individuals or groups of individuals.
- The feelings and beliefs are often directed towards objects, people, events, or ideas.

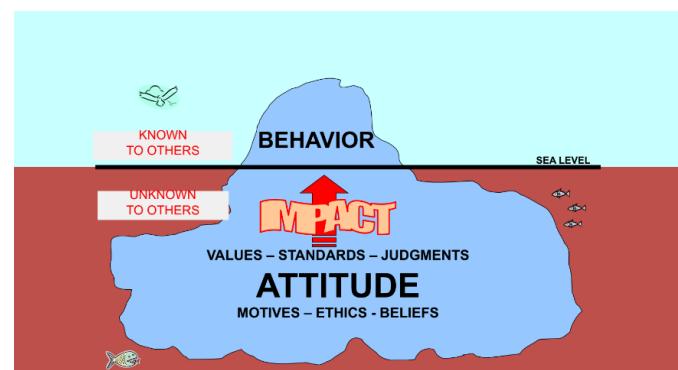
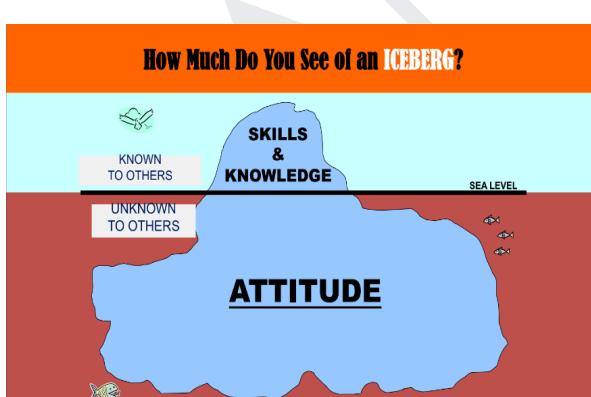
For example, when somebody says, “I like my job”. It shows his positive attitude towards his job.

### Components of Attitudes

There are three basic components of Attitudes:

- Cognitive (Evaluation) component (what do you trust?) (My pay is low)
- Affective (Feeling) component (how do you feel?) (How little I'm paid)
- Behavioral (Action) component (a tendency to act in a certain way).

(I am going to look for another job)



### Types of Attitudes

#### Job Satisfaction

A collection of positive or negative feelings that an individual holds toward his or her job.

#### Job Involvement

Identifying with the job, actively participating in it, and considering performance important to self-worth.

#### Organizational Commitment

Identifying with a particular organization and its goals, and wishing to maintain membership in the organization (Continuance and Commitment)

- Affective commitment; emotional attachment to the organization and a belief in its values.
- Continuance commitment; the perceived economic value of remaining with an organization.
- Normative commitment; an obligation to remain with the organization for moral or ethical reasons.

### Measurement of Attitude

**Thurston Attitude Scale:** Thurston attitude scale is composed of questionnaires that are filled up by the employees. This method of attitude scaling is widely used for the measurement of attitude.

**Interviews:** An interview is a method of obtaining information about employees'

attitudes towards the organization, job-related factors, working conditions, or other parameters.

1. **Single global rating** Use one general question such as “All things considered, how satisfied are you with your job?”
2. **Summation of job facets** It identifies key elements in a job such as the nature of the work, supervision, present pay, promotion opportunities, and relations with co-workers.

### Changing Employee Attitude

- Reward system closely associated with individual performance
- Setting challenging goals but realistic
- Role clarity and role specification
- Provide frequent feedback
- Employee participation and involvement programs
- Show appreciation for appropriate effort and citizen behaviours

### Job Satisfaction

- A positive feeling about one's job resulting from an evaluation of its characteristics.
- How Satisfied Are People in Their Jobs?
  - In general, people are satisfied with their jobs.
  - Depends on facets of satisfaction—tend to be less satisfied with pay and promotion opportunities.

*Job satisfaction* is an **attitude** rather than a **behavior**. - is an **emotional response** to a job situation. It is determined by how well outcomes meet or exceed expectations. Job Satisfaction represents several related attitudes. In addition to attitudes about a job as a whole, people can have attitudes about various aspects of their jobs, such as the kind of work, pay, relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.

### Influences on Job Satisfaction

- The outcomes and rewards
- Potential for progress: Opportunities for growth and progress are a very important part of any job.
- Nature of supervision: Supervisors who encourage employees to take initiative and participate in decision making also allow greater job satisfaction in their team.
- Working conditions and co-workers: The physical conditions at the place of work can also affect how employees perceive their jobs. If conditions are uncomfortable or unpleasant it can lower job satisfaction. Employees' relationships with their coworkers also influence job satisfaction to some extent.

### What Determines Job Satisfaction?

- ◆ Freedom
- ◆ Equitable Rewards
- ◆ Supportive Working Conditions
- ◆ Supportive Colleagues
- ◆ Personality -Job Fit

### Causes of Job Satisfaction

- **Pay only influences Job Satisfaction to a point**
  - After about PhP 450,000 a year, there is no relationship between the amount of pay and job satisfaction.
- **Personality can influence job satisfaction**
  - Negative people are usually not satisfied with their jobs.

### How Employees Can Express Dissatisfaction

- Exit** - Behavior directed toward leaving the organization.
- Voice** - Active and constructive attempts to improve conditions.
- Loyalty** - Passively waiting for conditions to improve.
- Neglect** - Allowing conditions to degrade.

**Exit:**

Behavior directed toward leaving the organization, including looking for a new position as well as resigning.

**Voice:**

Actively and constructively attempting to improve conditions, including suggesting improvements, discussing problems with superiors, and some forms of union activity.

**Loyalty:**

Passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism, and trusting the organization and its management to “*do the right thing*.”

**Neglect:**

Passively allowing conditions to degrade, including chronic absenteeism or lateness, reduced effort, and increased error rate.

### The Effect of Job Satisfaction on Employee Performance

- Satisfaction and Productivity
  - Satisfied workers are more productive AND more productive workers are more satisfied!
  - Worker productivity is higher in organizations with more satisfied workers.
- Satisfaction and Absenteeism
  - Satisfied employees have rarer avoidable absences.
- Satisfaction and Turnover
  - Satisfied employees are less likely to quit.

### Specific Outcomes of job satisfaction and Dissatisfaction in the Workplace

#### 1. Job satisfaction and job performance

Organizations with more satisfied employees tend to be more effective than an organization with fewer.

#### 2. Job satisfaction and OCB

People who are more satisfied with their jobs are more likely to engage in OCB (organizational citizenship behavior).

#### 3. Job satisfaction and customer satisfaction

Satisfied employees increase customer satisfaction and loyalty.

#### 4. Job satisfaction and absenteeism

Dissatisfied employees tend to miss work and have a high absence rate.

#### 5. Job satisfaction and turnover

Job dissatisfaction is more likely to translate into turnover when employment opportunities are plentiful because employees perceive it is easy to move.

#### 6. Job satisfaction and workplace deviance

If employees don’t like their work environment, they’ll respond somehow.

TABLE 9.4 Taxonomy of Work-Related Emotions

		POSITIVE	NEGATIVE
Task-related	Process	Enjoyment	Boredom/satiation
	Prospective	Hope Anticipatory joy	Anxiety Hopelessness (Resignation/despair)
	Retrospective	Relief Outcome-related joy	Sadness
Social	Pride		Disappointment
	Gratitude		Shame/guilt
	Empathy		Anger
	Admiration		Jealousy/envy
	Sympathy/love		Contempt
			Antipathy/hate

Source: Pekrun, R., & Frese, M. (1992). Emotions in work and achievement. *International Review of Industrial and Organizational Psychology*, 7, 153–200, p. 185. Copyright © 1992 by International Review of Industrial and Organizational Psychology. Reprinted by permission of John Wiley & Sons, Inc.

## Session 3: Employee Motivation

### Defining Motivation

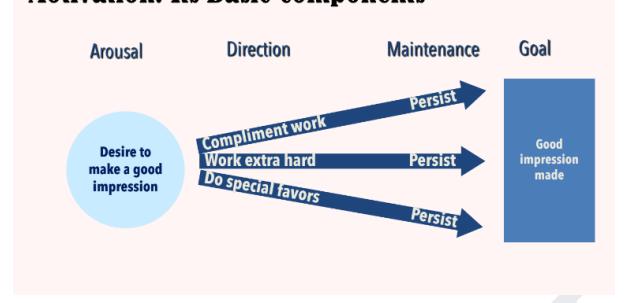
#### Motivation

The processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

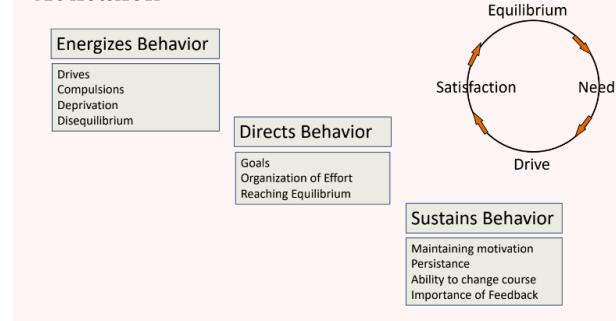
#### Key Elements

1. Intensity: how hard a person tries
2. Direction: toward a beneficial goal
3. Persistence: how long a person tries

### Motivation: Its Basic Components



### Motivation



### Motivation Theories

#### Content Theories

- Maslow
- ERG
- Theory X and Theory Y
- Two Factor Theory
- McClelland Theory

#### Process Theories

- Needs-Goal Theory
- Vroom Expectancy Theory
- Equity Theory

### Maslow's Hierarchy of Needs



### Modern Hierarchy of Needs



### ERG Theory (Clayton Alderfer)

There are three groups of core needs: **existence**, **relatedness**, and **growth**.

#### Core Needs:

**Existence:** provision of basic material requirements.

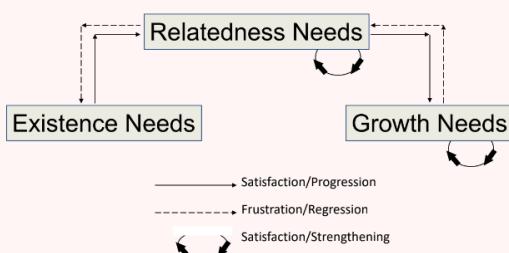
**Relatedness:** desire for relationships.

**Growth:** desire for personal development.

#### Concepts:

More than one need can be operative at the same time. If a higher-level need cannot be fulfilled, the desire to satisfy a lower-level need increases.

## ERG Theory (C. Alder)



## Theory X and Theory Y (Douglas McGregor)

### Theory X

Assumes that employees dislike work, lack ambition, avoid responsibility, and must be directed and coerced to perform.

### Theory Y

Assumes that employees like work, seek responsibility, are capable of making decisions, and exercise self-direction and self-control when committed to a goal.

## Two-Factor Theory (Frederick Herzberg)

### Two-Factor (Motivation-Hygiene) Theory

**Intrinsic** factors are related to job satisfaction, while **extrinsic** factors are associated with dissatisfaction.

### Hygiene Factors

Factors—such as company policy and administration, supervision, and salary—that, when adequate in a job, placate workers. When factors are **adequate**, people will not be dissatisfied.

## David McClelland's Theory of Needs

### Need for Achievement

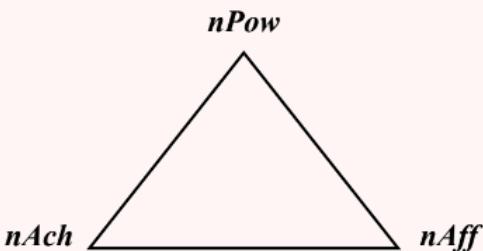
The drive to excel, to achieve in relation to a set of standards, and to strive to succeed.

### Need for Affiliation

The desire for friendly and close personal relationships.

### Need for Power

The need to make others behave in away that they would not have behaved otherwise.



## Goal-Setting Theory (Edwin Locke)

The theory that specific and difficult goals, with feedback, lead to higher performance.

### Factors influencing the goals–performance relationship:

Goal commitment, adequate self-efficacy, task characteristics, and national culture.

**Self-Efficacy** - The individual's belief that he or she is capable of performing a task.

## Reinforcement Theory

The assumption that behavior is a function of its consequences.

### Concepts:

*Behavior* is environmentally caused.

*Behavior* can be modified (reinforced) by providing (controlling) consequences.

*Reinforced* behavior tends to be repeated.

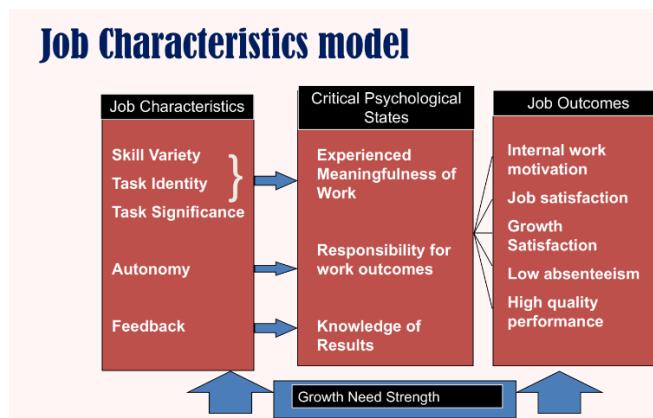
## Job Design Theory

### Job Characteristics Model

Identifies five job characteristics and their relationship to personal and work outcomes.

## Characteristics:

1. Skill variety
2. Task identity
3. Task significance
4. Autonomy
5. Feedback



### Skill Variety

The degree to which a job requires a variety of different activities.

### Task Identity

The degree to which the job requires completion of a whole and identifiable piece of work.

### Task Significance

The degree to which the job has a substantial impact on the lives or work of other people.

### Autonomy

The degree to which the job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

### Feedback

The degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance.

## Equity Theory

Individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities.

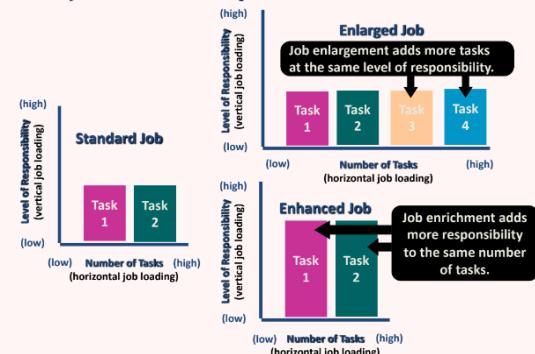
## Referent Comparisons:

- Self-inside
- Self-outside
- Other-inside
- Other-outside

## Motivating Jobs Through Job Redesign

- **Scientifically managed jobs:** boring, repetitive, few skills utilized
- **Job Enlargement:** add more tasks of similar skill level to the job - *Horizontal Loading*
- **Job Enrichment:** add more responsibility and autonomy to the job - *Vertical Loading*

### Job Enlargement and Job Enrichment: A Comparison



## Equity Theory

### Distributive Justice

Perceived fairness of the amount and allocation of rewards among individuals.

### Procedural Justice

The perceived fairness of the process determines the distribution of rewards.

## Expectancy Theory (Victor Vroom)

The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.



## Expectancy Theory Relationships

### • Effort–Performance Relationship

- The probability that exerting a given amount of effort will lead to performance.

### • Performance–Reward Relationship

- The belief is that performing at a particular level will lead to the attainment of a desired outcome.

### • Rewards–Personal Goals Relationship

- The degree to which organizational rewards satisfy an individual's goals or needs and the attractiveness of potential rewards for the individual.

## Session 4: Organizational Communication

### Organizational Communication

#### A Definition

It is the exchange of information, ideas, and views within and outside an organization. OrgCom is also the exchange of information with the internal and external stakeholders.

#### Types of Organizational Communication

- Upward Communication
- Downward Communication
- Business Communication
- Informal Communication

#### 1. Upward Communication

- The communication of subordinates to superiors
- The quality of upward communication is a significant factor in employee job satisfaction, however direct upward communication is sometimes not workable or advised

**Serial Communication** - the message is relayed from an employee to her supervisor, who relays it to her supervisor, and so on, until it reaches the intended higher position

#### Drawbacks of Serial Communication:

- Change in content and tone of the message as it moves
- MUM Effect (Minimize Unpleasant Message)
- Less effective as proximity decreases

#### Other substitutes:

- Attitude Surveys
- FGDs
- Exit Interviews
- Suggestion Boxes
- Third-Party Facilitators

#### 2. Downward Communication

- The communication of superior to subordinate

Bulletin Boards, Policy Manuals, Newsletters Intranets, and Company forums

**\*Policy Manual-** an organization's rules and regulations are placed in a manual and they are legally binding by courts of law.

#### Should contain disclaimers:

1. The handbook is a set of guidelines and should not be considered all-inclusive
2. The material in the present handbook supersedes previous handbooks
3. The handbook can be changed at anytime
4. Employees are subject to provisions of any amendments, deletions, and changes

#### 3. Business Communication

- The transmission of business-related information among employees, management, and customers.

Memos

Telephone Calls

E-mail and Voice Mail

Business Meetings

Office Design

- Often transmitted through the “grapevine” -- does not require official announcements (Word-of-mouth).

- Includes two types: gossip and rumor.

Ø **Gossip** – primarily about individuals and the content of the message lacks significance to the people gossiping

Ø **Rumor** - contains information that is significant to the lives of those communicating the message and can be about individuals or other topics

- Employees can be isolates (receive >50 of the information), liaisons (receive and pass most of the information) or dead-enders (heard most information but seldom passed it on)

#### 4. Informal Communication

**Single-Strand Grapevine** – Jones passes a message to Smith, who passes it to Brown who passes it to Tinker, and so forth, until everyone

receives the message or someone “breaks the chain.”

**Gossip Grapevine** - only select people will receive the message

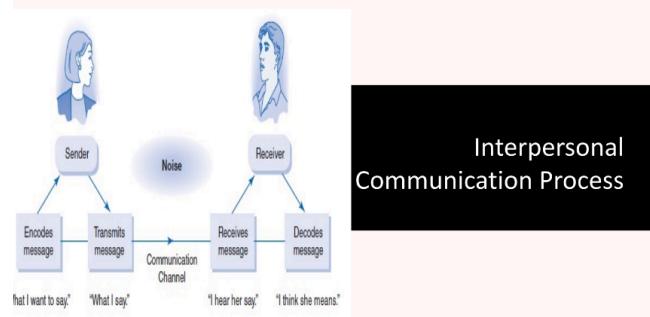
**Probability Grapevine** - Person A tells the message to a select few, and they in turn randomly pass the message to other employees

**Cluster Grapevine** - Person A tells the message to a select few, and they in turn tell it to another select few.

## Interpersonal Communication

### A Definition

It is the exchange of a message across a communication channel from one person to another. Begins with a sender encoding and transmitting a message across a communication channel (i.e. by memo, verbally, nonverbal) and ends with another person (the receiver) receiving and decoding the message.



### Problem 1: Intended Message vs. Message Sent

To effectively communicate, the sender must know what she wants to say and how she wants to say it.

There are three solutions to this problem:

1. Think about what you want to communicate
2. Practice what you want to communicate

3. Learn better communication skills

### Problem 2: Message Sent vs. Message Received

Even though the message was said properly, many factors can affect how it is received.

There are some solutions to this problem:

1. **Be mindful of the connotations of the words you use. Mind the gender difference.**

Men	Women
Talk about major global events	Talk about daily life
Tell the main point	Provide details
Are more direct	Are more indirect
Use "uh-huh" to agree	Use "uh-huh" to listen
Are comfortable with silence	Are less comfortable with silence
Concentrate on the words spoken	Concentrate on meta-messages
Sidetrack unpleasant topics	Focus on unpleasant topics

Source: Adapted from Tannen (1995, 2001).

2. **Make sure that the proper communication channel is used and that there are no problems**

Information can be communicated orally, nonverbally, through a messenger, etc. Interpretation may vary based on how the message was sent.

*Example: How will an employee feel and absorb the message if they were reprimanded via email or face-to-face?*

### 3. Reduce noise

Noise is defined as any interference that affects proper reception. It is not limited to auditory noise.

*Examples: Appropriateness of the channel used*

### 4. Nonverbal cues

Consider the body language, how much personal space you are taking up, and your use of someone else's time.

- Body Language- we communicate by how we move and position our body
- Use of space- Hall's spatial distance zone
- Use of time

## 5. Paralanguage

It involves the way we say things and consists of variables such as tone, tempo, volume, number and duration of pauses, and rate of speech.

Inflected Sentences	Meaning
I did not say Bill stole your car.	Someone else said Bill stole your car.
I did not say Bill stole your car.	I deny I said Bill stole your car.
I did not say Bill stole your car.	I implied that Bill stole your car.
I did not say Bill stole your car.	Someone else stole your car.
I did not say Bill stole your car.	He borrowed your car.
I did not say Bill stole your car.	Bill stole someone else's car.
I did not say Bill stole your car.	Bill stole something else of yours.



## 6. Artifacts

It is what a person wears or with which they surround themselves. It is a nonverbal statement about yourself.

*Example: someone who wears bright and colorful clothes is perceived differently from someone who wears whites or grays.*

In the office, there are two different kinds of desk arrangements:

- Open desk arrangement (beside)
- Closed desk arrangement (across)

## 7. Amount of information

The amount of information received can affect the accuracy when it is conveyed to others.

When a message contains information that we can hold in memory, it can become

**Leveled** – unimportant details are removed before passing it

**Sharpened** – interesting and unusual information has been kept

**Assimilated** – information is modified to fit the receiver's schema

### Amount of information

Possible reactions to communication overload:



## Problem 3: Message Received vs. Message Interpreted

The meaning can change depending on the way the receiver perceives and interprets the message.

These are some solutions to this problem:

1. Improve your listening skills
2. Be aware of the different listening styles and how they affect communication:

**Attitudinal Listening Profile by Geier and Downey** - postulates 6 types of listening styles

**Leisure listening** - listen only for words that indicate pleasure

**Inclusive listening** - listening only for the main ideas/concept

**Stylistic listening** - will only listen if the way it is communicated is proper

**Technical listening** - only listens to the facts, but not the meaning behind them

**Empathic listening** - tunes in to the feelings of the speaker, most likely to pay attention to nonverbal cues

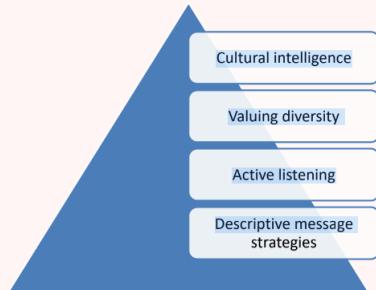
**Nonconforming listening** – attending only to information that is consistent with her way of thinking

Other things that can affect the interpretation of a message:

1. Emotional State
2. Cognitive Ability
3. Bias

## Improving Interpersonal Effectiveness

### Interpersonal Effectiveness



#### 1. Cultural Intelligence

It refers to an individual's ability to understand the behaviors of other people in terms of three classifications:

- ü those that are universally human,
- ü those that are specific to an individual,
- ü and those that are rooted in culture.

*The culturally intelligent individual learns to assess his or her reactions by understanding the complexity of behavior and being willing to explore alternative explanations.*

#### 2. Valuing Diversity: Barriers and Positive Approaches

Preconceptions and Beliefs That Foster Inaccurate Information and Confusion between Perceptions of Behaviors and Actual Behaviors - *Personalize Knowledge and Perceptions*

Stereotypes That Limit the Potential Contributions of Individuals Based on Their Membership in a Group or Class - *Tolerance for Ambiguity*

Prejudices That Produce Negative Emotional Reactions to Others - *Non Judgmentalness*

Stylistic Differences in Personal Communication That Inhibit Interpersonal Relationships - *Display of Respect*

#### Brenda Allen's Checklist for Mindful and Proactive Interactions

- What preconceived notions do I have about this person based on social identity characteristics (whether we seem different or similar)?
- Are those notions positive, negative, or neutral?
- What's the source of those preconceptions?
- Will my preconceptions facilitate or impede communication?
- Am I open to learning about this person and myself during this interaction? Why or why not?
- Am I willing to be changed as a result of this interaction or experience?
- What communication tools can I use to try to create genuine communication?

#### 3. Active Listening

- q Processes of hearing, assigning meaning, and verifying our interpretations.
- q Increases the accuracy of message reception, enabling responses based on what was said, not on what might have been said.

##### **Myth One:**

Listening and Hearing are the Same Thing

##### **Myth Two:**

Listening and Hearing Are Physiological Processes

##### **Myth Three:**

Everyone Listening to the Same Message Receives the Same Message.

**q Listening Barriers (Nichols and Stevens, 1957)**

- Labeling Communicators and Subjects as Uninteresting or Unimportant.
- Emotionally Resisting Messages.
- Criticizing Personal Style Rather Than Messages.
- Failing to Identify Listening Distractions.
- Faking Attention.
- Misusing Thought Speed and Speech Speed Differential.
- Not Listening.

**q Guidelines for Good Listening**

- Positive active listening attitude begins with a genuine concern for understanding messages as others intend, to sense meaning from another person's point of view.
- Active listeners stop talking long enough to hear what others have to say.
- When others have finished talking, active listeners frequently paraphrase or feed back what they have understood.
- Active listeners use questions for meaning clarification and do not interrupt attempts to explain ideas or positions.
- Active listeners summarize main points and evaluate facts and evidence before responding.

**4. Descriptive Messages**

**q** Messages characterized by ownership of perceptions and conclusions and language that presents facts, events, and circumstances all parties in communication are likely to observe or experience personally.

**Message ownership**

Attempts to communicate verbally individual perceptions and feelings without attempting to

establish blame or find unnecessary corroboration.

**Descriptive language**

Language choice based on facts, events, and behavior as opposed to language choice describing attitudes, blame, or other subjective and vague concepts.

Effective	Ineffective
I am angry with you.	You always make me mad.
I don't understand the technical terms you are using. They seem to me to be specific to engineering.	You're talking like an engineer.
I am not an engineer.	
I am responsible for doing this job as part of our contractual agreement.	You have problems with authority.
I am telling you directly and honestly what my findings are.	You are being a bit paranoid.
I need this specific information to complete this report.	How do you expect me to do my job without adequate information?
I am concerned about the level of costs on Project X.	We think costs are running wild on Project X.
I am worried about the mistakes in your last report.	Some of us think you haven't been yourself lately.

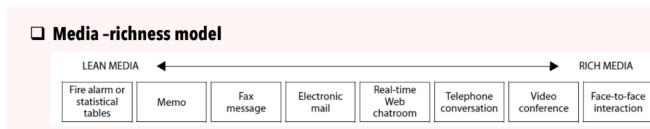
Effective	Ineffective
I need information for cost overruns for ____ product to finish my audit report by ____ date.	You were to have provided me all the information necessary to finish this report on the costs.
Which part of the cost overrun data is not being submitted? Can you tell me why that particular information seems inappropriate to you?	Why don't you understand my request? What do you mean my request for information is not appropriate?
I do not have a response to my memo of ____ date requesting ____ data.	You are not being straightforward with the agency.
My position suggests that I need A, B, and C to prepare the report. I understand that you are willing to give me A and C but not B. Is that correct?	I know what I need to finish the report and so do you, but you are not willing to give it to me.

**Technology and Interpersonal Relationships**

**q** In thinking about the use of complex technologies and interpersonal relationships, Thomas Friedman (2002) described (based on the work of Linda Stone) the notion that we are engaged in continuous partial attention.

**q** The selection of one communication medium over another has been linked to whether the medium has the ability to support immediate feedback, can provide verbal and nonverbal information, uses natural language, and exhibits a personal focus.

q Media –richness model



q Research links the use of advanced communications technologies such as video and computer conferencing, group decision support systems, or personal digital assistants to organizational members' assimilation into organizations and to the reduction of a variety of uncertainties about organizational life.

q Research suggests that for teleworkers, e-mail carries task information but contains more messages (than for workers in organizationally controlled physical space) about social/relational issues, innovations/suggestions, and grapevine information.

q Technology contributes to complexity in managing privacy boundaries between information employees seek to keep private and information the organization requires to reduce uncertainty.

### **Organizational Communication and Support**

The extent to which an organizational climate can be considered supportive is influenced by organizational communication such as:

- q Conversations with others,
- q Job-related feedback,
- q Global support-related messages, and
- q Decision-making input

## Session 5 - Leadership

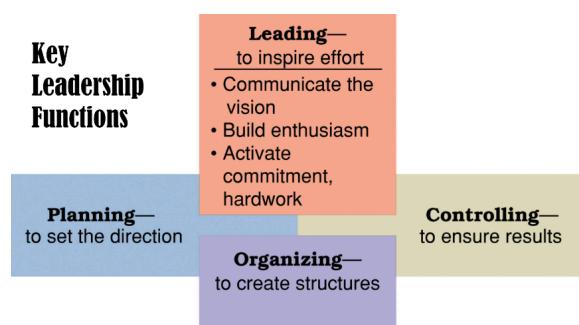
### The Nature of Leadership

#### • Leadership

- The process of inspiring others to work hard to accomplish important tasks

#### Contemporary leadership challenges:

- Shorter time frames for accomplishing things
- High performance expectations
- Complex, ambiguous, and multidimensional problems
- Scarce resources



#### • Power

- Ability to get someone else to do something you want done or make things happen the way you want
- Power should be used to influence and control others for the common good rather seeking to exercise control for personal satisfaction

#### • Two sources of managerial power:

Position power ↔ Personal power

#### • Position power

- Based on a manager's official status in the organization's hierarchy of authority

#### Sources of position power:

##### **Reward power**

- Capability to offer something of value

#### **Coercive power**

- Capability to punish or withhold positive outcomes

#### **Legitimate power**

- Organizational position or status confers the right to control those in subordinate positions

#### • Personal power

- Based on the unique personal qualities that a person brings to the leadership situation

#### Sources of personal power:

##### **Expert power**

- Capacity to influence others because of one's knowledge and skills

##### **Referent power**

- Capacity to influence others because they admire you and want to identify positively with you

##### Sources of power...

###### **Power of the POSITION:** Based on things managers can offer to others.

**Rewards:** "If you do what I ask, I'll give you a reward."

###### **Power of the PERSON:** Based on how managers are viewed by others.

**Expertise**—as a source of special knowledge and information.

**Coercion:** "If you don't do what I ask, I'll punish you."

**Reference**—as a person with whom others like to identify.

#### • Visionary leadership

##### – Vision

- A future that one hopes to create or achieve in order to improve upon the present state of affairs

##### – Visionary Leadership

- A leader who brings to the situation a clear and compelling sense of the future as well as an understanding of the actions needed to get there successfully

#### • Servant leadership

- Commitment to serving others
- Followers more important than leader
- “Other centered” not “self-centered”
- Power not a “zero-sum” quantity
- Focuses on empowerment, not power

### • Empowerment

- The process through which managers enable and help others to gain power and achieve influence
- Effective leaders empower others by providing them with:

*Information - Responsibility- Authority - Trust*

## Leadership Traits and Behaviors

### • Leadership behavior

- Leadership behavior theories focus on how leaders behave when working with followers
- Leadership styles are recurring patterns of behaviors exhibited by leaders
- Basic dimensions of leadership behaviors:
  - Concern for the task to be accomplished
  - Concern for the people doing the work

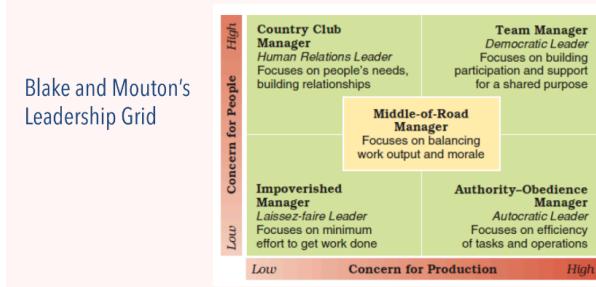
### Task concerns

- Plans and defines work to be done
- Assigns task responsibilities
- Sets clear work standards
- Urges task completion
- Monitors performance results

### People concerns

- Acts warm and supportive toward followers
- Develops social rapport with followers
- Respects the feelings of followers
- Is sensitive to followers' needs
- Shows trust in followers

## Leadership Traits and Behaviors

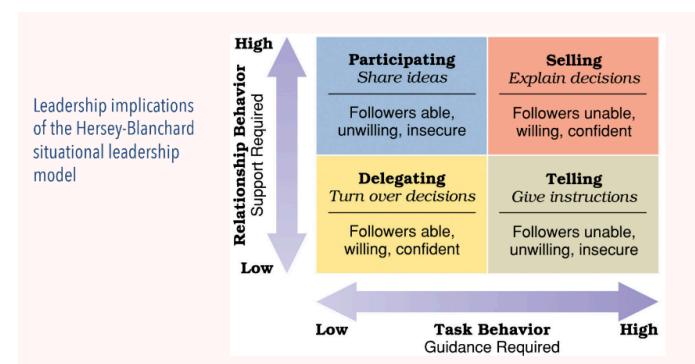
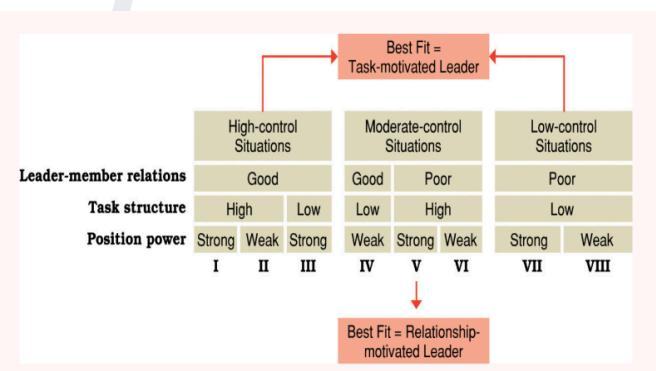


### • Classic leadership styles:

- Autocratic style
- Emphasizes task over people
- Human relations style
- Emphasizes people over task
- Laissez-faire style
- Shows little concern for task
- Democratic style
- Committed to task and people

## Fiedler's Contingency Model

- Good leadership depends on a match between leadership and situational demands
- Determining leadership style:
  - Low LPC 3/4 task-motivated leaders
  - High LPC 3/4 relationship-motivated leaders
    - Leadership is part of one's personality, and therefore relatively enduring and difficult to change
  - Leadership style must be fit to the situation



## House's leadership styles:

### Directive leadership

- Communicate expectations
- Give directions
- Schedule work
- Maintain performance standards
- Clarify leader's role

### Supportive leadership

- Make work pleasant
- Treat group members as equals
- Be friendly and approachable
- Show concern for subordinates' well-being

### Achievement-oriented leadership

- Set challenging goals
- Expect high performance levels
- Emphasize continuous improvement
- Display confidence in meeting high standards

### Participative leadership

- Involve subordinates in decision making
- Consult with subordinates
- Ask for subordinates' suggestions
- Use subordinates' suggestions

## Contingency Approaches to Leadership

### Leader-Member Exchange Theory (LMX)

- Nature of the exchange is based on presumed characteristics by the leader

### High LMX relationship:

- favorable personality
- competency
- compatibility

### Low LMX relationship:

- low competency
- unfavorable personality
- low compatibility

## Leadership implications of Vroom-Jago leader-participation model



### Contingency factors in the Vroom-Jago leader-participation theory:

#### Decision quality

- Who has the information needed for problem solving

#### Decision acceptance

- Importance of subordinate acceptance to eventual implementation

#### Decision time

- Time available to make and implement the decision

## Leader-Participation Theory

*a leader should use authority-oriented decision methods when:*

- The leader has greater expertise to solve a problem
- The leader is confident and capable of acting alone
- Others are likely to accept and implement the decision
- Little or no time is available for discussion

*a leader should use group-oriented and participative decision methods when:*

- The leader lacks sufficient information to solve a problem by himself/herself
- The problem is unclear, and help is needed to clarify the situation
- Acceptance of the decision and commitment by others is necessary for the implementation
- Adequate time is available for true participation

## Personal Leadership Development

- **Superleaders**

- Persons whose vision and strength of personality have an extraordinary impact on others.

- **Charismatic leaders**

- Develop special leader-follower relationships and inspire others in extraordinary ways.

- **Transformational leader**

- Someone who is truly inspirational as a leader and who arouses others to seek extraordinary performance accomplishments

### Moral leadership

- Ethical leadership that is always “good” and “right”
- All leaders are expected to maintain high ethical standards
- Long-term, sustainable success requires ethical behavior
- Integrity involves the leader’s honesty, credibility, and consistency in putting values into action
- Moral overconfidence is an overly positive view of one’s strength of character
- Authentic leadership activates positive psychological states to achieve self-awareness and positive self-regulation.

### Essentials of “old-fashioned” leadership:

- Defining and establishing a sense of mission
- Accepting leadership as a “responsibility” rather than a rank
- Surround yourself with talented people
- Don’t blame others when things go wrong
- Keep your integrity, earn trust
- Don’t be clever, be consistent

## Factors Affecting Style

- **Leadership style may be dependent on various factors:**

- Risk - decision-making and change initiatives based on the degree of risk involved
- Type of business – creative business or supply driven?
- How important change is – change for change’s sake?
- Organizational culture – may be long-embedded and difficult to change
- Nature of the task – needing cooperation? Direction? Structure?

# NOTES:

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