BLEPP Preparatory Review and Exam Simulation

# Industrial and Organizational Psychology (IO-P)

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# Session Flow and Content

Training & Development

Job Attitudes & Organizational Commitment

Employee Motivation

Organizational Communication

Leadership

# How do you feel today?

# HR Strategy and Business Result

# Session 1

## Training and Development

# Goldstein and: Ford's Training Model

# Training Process

# Assessing Training Needs

| | |
|---|---|
| **Task Analysis** | A detailed analysis of a job to identify the skills required, so that an appropriate training program can be instituted |
| **Competency Analysis** | Careful study of competency level to identify a deficiency and then correct it with a training program, or some other development intervention. |

# Competency Analysis

## 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 | | | | | |
| | Training Evaluation | | | | | |
| Recruitment Supervisor | Communication Skills | | | | | |
| | Interview Skills | | | | | |
| | Analytical Thinking | | | | | |
| | Understand Selection Tools | | | | | |
| | Teamwork | | | | | |
| | Customer Orientation | | | | | |

Score Required

Competency Type

# Competency Profile Per Position

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

# Training Matrix for Competency Development

| Position | Training Title / Managerial Competency | Productive Communication Series | On Becoming Effective Leader 1 | On Becoming Effective Leader 2 | Service Excellence for Customer | Achievement Motivation Training | Creative Problem Solving | Strategic Management | Building Productive Teamwork | Professional Seminar Series |
|---|---|---|---|---|---|---|---|---|---|---|
| Supervisor | Communication Skills | V | | | | | | | | |
| | Leadership | | V | | | | | | | |
| | Teamwork | | | | | | | | V | |
| | 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***

# Enhance Training Effectiveness

# Measuring ROI of Training

## Training Process

# Measuring ROI of Training

## The Four Levels of Evaluation

Level 1 - Reaction

Level 2 - Learning

Level 3 – Behavior Application

Level 4 – Business Impact

**Four Levels of Training Effectiveness**

# Measuring ROI of Training

## The Four Levels of Evaluation

| | |
|---|---|
| Evaluate trainees' reactions to the program. Did they like the program? Did they think it worthwhile? | **Level 1 - Reaction** |
| Test the trainees to determine if they learned the principles, skills, and facts they were to learn. | **Level 2 - Learning** |

# Measuring ROI of Training

## The Four Levels of Evaluation

| | |
|---|---|
| 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 3 – Behavior Application** |
| 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. | **Level 4 – Business Impact** |

# 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 |

# Measuring ROI of Training

## Level 1 - Reaction

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?

# Measuring ROI of Training

## 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 prgram 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 |

# Measuring ROI of Training

## Level 4 – Business Results

**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

## 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.

# 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

## ROI of Training Model

# 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

a) Attitudes are evaluative statements, either favorable or unfavorable.

b) Attitude refers to the feeling or views of individuals or groups of individuals.

c) 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)

# How Much Do You See of an ICEBERG?

# How Much Do You See of an ICEBERG?

**ONLY 10% OF <u>ANY</u> ICEBERG IS VISIBLE.**

**THE REMAINING 90% IS BELOW SEA LEVEL.**

# How Much Do You See of an ICEBERG?

# How Much Do You See of an ICEBERG?

KNOWN
TO OTHERS
BEHAVIOR
SEA LEVEL
UNKNOWN
TO OTHERS
IMPACT
VALUES – STANDARDS – JUDGMENTS
ATTITUDE
MOTIVES – ETHICS - BELIEFS

# Types of Attitudes

**Job Satisfaction**

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

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**Job Involvement**

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

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**Organizational Commitment**

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

# Organizational commitment

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

# Measurement of Attitude

**Thurston Attitude Scale**: Thurston attitude scale is comprised 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.

# Measurement of Attitude

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 **emotional response** to a job situation. It determined by how well outcomes meet or exceed expectations. Job Satisfaction represents several related attitudes.

Job satisfaction is an **attitude** rather than a **behavior**.

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.

# How Employees Can Express Dissatisfaction…

**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.

# How Employees Can Express Dissatisfaction…

***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."

# How Employees Can Express Dissatisfaction…

***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.

# Specific Outcomes of job satisfaction and Dissatisfaction in the Workplace

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<br>Anxiety |
| | Prospective | Hope<br>Anticipatory joy | Hopelessness<br>(Resignation/despair) |
| | Retrospective | Relief<br>Outcome-related joy | Sadness |
| Social | | Pride<br>Gratitude<br>Empathy<br>Admiration<br>Sympathy/love | Disappointment<br>Shame/guilt<br>Anger<br>Jealousy/envy<br>Contempt<br>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

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# 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

## Energizes Behavior

Drives
Compulsions
Deprivation
Disequilibrium

## Directs Behavior

Goals
Organization of Effort
Reaching Equilibrium

## Sustains Behavior

Maintaining motivation
Persistance
Ability to change course
Importance of Feedback

# 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

**Higher-Order Needs**

Needs that are satisfied internally; social, esteem, and self-actualization needs.

**Lower-Order Needs**

Needs that are satisfied externally; physiological and safety needs.

*Source:* Motivation and *Personality*, 2nd ed,, by A.H. Maslow, 1970.
Reprinted by permission of Prentice Hall, Inc., Upper Saddle River, NJ.

# 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. Aldefer)

# 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 a way 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

# Job Characteristics model

# Job Design Theory

**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.

# Job Design Theory

**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.

# Job Design Theory

**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

**Referent Comparisons:**

**Self-inside**

**Self-outside**

**Other-inside**

**Other-outside**

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

# 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

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# 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.

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# 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

# 1. Upward Communication

## 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

# 1. Upward Communication

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

Company forums

# 2. Downward Communication

*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 any time
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

# 4. Informal Communication

- Often transmitted through the "grapevine" -- does not require official announcements (Word-of-mouth).
- Includes two types: gossip and rumor.
  - **Gossip** –primarily about individuals and the content of the message lacks significance to the people gossiping
  - **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 received the message or someone "breaks the chain."

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

**Probability Grapevine** - Person A tells the 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

(And the problems encountered)

# 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.

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# Interpersonal Communication Process

# 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:

# Problem 2: Message Sent vs. Message Received

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).

# Problem 2: Message Sent vs. Message Received

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?

# Problem 2: Message Sent vs. Message Received

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.

# Problem 2: Message Sent vs. Message Received

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

By WebHamster - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=6147809

# Problem 2: Message Sent vs. Message Received

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. |

# Problem 2: Message Sent vs. Message Received

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)

# Problem 2: Message Sent vs. Message Received

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

# Problem 2: Message Sent vs. Message Received

7. Amount of information

Possible reactions to communication overload:

**Omission**
- a conscious decision to not process certain information

**Error**
- reception error, unintentional

**Queuing**
- placing information in a queue

**Escape**
- Absenteeism or leaving the organization

**Use of a Gatekeeper**
- a person screens potential communication

**Use of Multiple Channels**
- Direct some communication to others

# 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

# Problem 3: Message Received vs. Message Interpreted

2. Be aware of the different listening styles and how they affect communication:

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

# Problem 3: Message Received vs. Message Interpreted

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:

- ✓ those that are universally human,
- ✓ those that are specific to an individual,
- ✓ 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 | Nonjudgmentalness |
| Stylistic Differences in Personal Communication That Inhibit Interpersonal Relationships | Display of Respect |

# 2. Valuing Diversity: Barriers and Positive Approaches

## 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

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

| Myth One: | Myth Two: | Myth Three: |
| --- | --- | --- |
| Listening and Hearing Are the Same Thing | Listening and Hearing Are Physiological Processes | Everyone Listening to the Same Message Receives the Same Message. |

# 3. Active Listening

- 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.

# 3. Active Listening

- 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

- 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 | Descriptive language |
| --- | --- |
| Attempts to communicate verbally individual perceptions and feelings without attempting to establish blame or find unnecessary corroboration. | Language choice based on facts, events, and behavior as opposed to language choice describing attitudes, blame, or other subjective and vague concepts. |

# 4. Descriptive Messages

| 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. I am not an engineer. | You're talking like 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. |

**FIGURE 6**
Message Ownership Tactics

# 4. Descriptive Messages

| 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. |

FIGURE 7
Descriptive Messages

# Technology and Interpersonal Relationships

# Technology and Interpersonal Relationships

- 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.

- 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.

- **Media –richness model**

# Technology and Interpersonal Relationships

- 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.

- 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.

- 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

# Organizational Communication and Support

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

- Conversations with others,
- Job-related feedback,
- Global support-related messages, and
- 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 |

# Key Leadership Functions

**Leading—**
to inspire effort

- Communicate the vision
- Build enthusiasm
- Activate commitment, hardwork

**Planning—**
to set the direction

**Controlling—**
to ensure results

**Organizing—**
to create structures

# The Nature of Leadership

- **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

# The Nature of Leadership

- Two sources of managerial power:

# The Nature of Leadership

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

| Sources of position power: | | |
|---|---|---|
| Reward power<br>• Capability to offer something of value | Coercive power<br>• Capability to punish or withhold positive outcomes | Legitimate power<br>• Organizational position or status confers the right to control those in subordinate positions |

# The Nature of Leadership

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

| Sources of personal power: | |
|---|---|
| Expert power<br>• Capacity to influence others because of one's knowledge and skills | Referent power<br>• Capacity to influence others because they admire you and want to identify positively with you |

# The Nature of Leadership

**Sources of power...**

| **Power of the POSITION:** *Based on things managers can offer to others.* | **Power of the PERSON:** *Based on how managers are viewed by others.* |
| --- | --- |
| **Rewards:** "If you do what I ask, I'll give you a reward." | **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. |
| **Legitimacy:** "Because I am the boss; you *must* do as I ask." | |

# The Nature of Leadership

- 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

# The Nature of Leadership

- **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

# The Nature of Leadership

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

# 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

# Leadership Traits and Behaviors

| Task concerns | People concerns |
| --- | --- |
| • Plans and defines work to be done<br>• Assigns task responsibilities<br>• Sets clear work standards<br>• Urges task completion<br>• Monitors performance results | • Acts warm and supportive toward followers<br>• Develops social rapport with followers<br>• Respects the feelings of followers<br>• Is sensitive to followers' needs<br>• Shows trust in followers |

# Leadership Traits and Behaviors

Blake and Mouton's Leadership Grid

# 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

# Leadership Traits and Behaviors

Fiedler's Contingency Model

- Good leadership depends on a match between leadership and situational demands
- Determining leadership style:
  - Low LPC — task-motivated leaders
  - High LPC — 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

Best Fit = Task-motivated Leader
High-control Situations
Moderate-control Situations
Low-control Situations
Leader-member relations
Good
Good
Poor
Poor
Task structure
High
Low
Low
High
Low
Position power
Strong
Weak
Strong
Weak
Strong
Weak
Strong
Weak
I
II
III
IV
V
VI
VII
VIII
Best Fit = Relationship-motivated Leader

Leadership implications of the Hersey-Blanchard situational leadership model

# House's leadership styles:

| Directive leadership | Supportive leadership | Achievement-oriented leadership | Participative leadership |
|---|---|---|---|
| • Communicate expectations<br>• Give directions<br>• Schedule work<br>• Maintain performance standards<br>• Clarify leader's role | • Make work pleasant<br>• Treat group members as equals<br>• Be friendly and approachable<br>• Show concern for subordinates' well-being | • Set challenging goals<br>• Expect high performance levels<br>• Emphasize continuous improvement<br>• Display confidence in meeting high standards | • Involve subordinates in decision making<br>• Consult with subordinates<br>• Ask for subordinates' suggestions<br>• Use subordinates' suggestions |

Contingency Approaches to Leadership

# Leader-Member Exchange Theory (LMX)

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

# Leadership implications of Vroom-Jago leader-participation model

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

| Decision quality | Decision acceptance | Decision time |
| --- | --- | --- |
| • Who has the information needed for problem solving | • Importance of subordinate acceptance to eventual implementation | • 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.

# Personal Leadership Development

**Transformational leader**

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

# Personal Leadership Development

## 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?

Goodluck, soon to be **Psychometricians!!!**