

# Chapter 11

## Understanding Managerial Communication

### What is Communication?

–The transfer and understanding of meaning

•if no information has been conveyed, communication has not occurred

–everything that a manager does involves communicating

•effective communication does not equal agreement

•ineffective communication is the basis for many managerial problems

–**interpersonal communication** - occurs between people

–**organizational communication** - all the patterns, networks, and systems of communication in an organization

### Process Of Interpersonal Communication

#### Elements of the Process

–**message** - expresses the purpose of the communication

–**encoding** - converting the message in symbolic form

•affected by the skills, attitudes, and knowledge of the sender, and by the culture of the organization

–**channel** - medium for conveying the message

–**decoding** - retranslating symbols into a message

•affected by personal characteristics of the receiver

–**noise** - disturbances that interfere with the transmission, receipt, or feedback of a message

•message itself and channel can distort communications

•feedback also subject to same sources of noise

## The Interpersonal Communication Process

### Process Of Interpersonal Communication (cont.)

#### Methods of Communicating Interpersonally

–a wide variety of communication methods exist

–choice of a method should reflect:

– the needs of the sender

– the needs of the receiver

– the attributes of the message

– the attributes of the channel

### Evaluating Communication Methods

#### Comparison of Communication Methods

### Process Of Interpersonal Communication (cont.)

#### Methods of Communicating Interpersonally (cont.)

–**nonverbal communication** - communication without words

•types

–**body language** - gestures, facial expressions, and other body movements that convey meaning

–**verbal intonation** - emphasis someone gives to words or phrases that conveys meaning

- every oral communication is accompanied by a nonverbal message
- nonverbal component usually carries the greatest impact

Facial Expressions Convey Emotions

Process Of Interpersonal Communication (cont.)

Barriers to Effective Interpersonal Communication

–**Filtering** - the deliberate manipulation of information to make it appear more favorable to the receiver

- upward communication is condensed by senders to avoid information overload by top-level receivers

- extent of filtering affected by:

–the number of vertical levels in the organization

–culture of the organization

–**Selective Perception** - what people see and hear influenced by their attitudes, background, and experience

Process Of Interpersonal Communication (cont.)

Barriers to Effective Interpersonal Communication (cont.)

–**Emotions** - interpretation of a message affected by the way the receiver feels

- extreme emotions likely to hinder effective communication

–**Information Overload** - information available exceeds processing capacity

- frequent complaint of executives

Process Of Interpersonal Communication (cont.)

Barriers to Effective Communication (cont.)

–**Defensiveness** - behaviors that result from feeling threatened

- hinders effective communication

–**Language** - meaning of words differs among people with diverse backgrounds

•**jargon** - specialized terminology used by a group

- even those who speak the same language may use it quite differently

–**National Culture** - cultural values affect the way people communicate

- individualism versus collectivism

Process Of Interpersonal Communication (cont.)

Overcoming the Barriers to Effective Interpersonal Communication

–**Use Feedback** - ask a set of questions about a message to determine whether it was understood as intended

- ask receivers to restate the message in their own words

–**Simplify Language** - tailor the language to the audience for whom the message is intended

- jargon can facilitate understanding when used in appropriate groups

–**Listen Actively** - listen for full meaning

- restrain premature judgments or interpretations

- enhanced by developing empathy with sender

Active Listening Behaviors

Process Of Interpersonal Communication (cont.)

Overcoming Communication Barriers (cont.)

–**Constrain Emotions** - emotions severely cloud and distort the transference of meaning

- refrain from communicating until one regains her/his composure

–**Watch Nonverbal Cues** - actions should be aligned with words

- nonverbal message should reinforce verbal message

Organizational Communication

Formal Communication

–communication that follows the official chain of command or is communication required to do one’s job

–takes place within prescribed organizational work arrangements

Informal Communication

–not defined by the organization’s structural hierarchy

–fulfills two purposes

- permits employees to satisfy their needs for social interaction

- creates alternative, and frequently faster and more efficient, channels of communication

Organizational Communication (cont.)

Direction of Communication Flow

–**Downward** - flows from a manager to subordinates

- used to inform, direct, coordinate, and evaluate employees

–**Upward** - flows from subordinates to managers

- keeps managers aware of employees’ feelings

- source for ideas on improving operations

- amount of upward communication affected by the culture of the organization

–trust and empowerment increase upward flow

–mechanistic and authoritarian environment decrease upward flow

Organizational Communication (cont.)

Direction of Communication Flow (cont.)

–**Diagonal** - cuts across both work areas and organizational levels

- benefits efficiency and speed

- e-mail facilitates diagonal communication

Organizational Communication Networks

Organizational Communication Networks

–combination of vertical and horizontal flows into a variety of patterns

–**Types of Networks**

- chain** - communication flows according to the formal chain of command

- wheel** - flows between a clearly identifiable and strong leader and others in a work group or team

- all-channel** - flows freely among all members of a work team

–no single network is best for all situations

## Three Common Organizations Communication Networks and How They Rate on Effectiveness Criteria

Organizational Communication (cont.)

Organizational Communication Networks (cont.)

—**Grapevine** - an informal network that is active in almost every organization

- important source of information
  - identifies issues that employees consider important and anxiety producing
  - can use the grapevine to disseminate important information
  - grapevine cannot be abolished
- rumors can never be eliminated entirely

Understanding Information Technology

How Technology Affects Managerial Communication

—information technology has changed organizational communication

- disseminates more complete information
- provides more opportunities for collaboration
- employees are fully accessible

—**Networked Computer Systems** - linking computers through compatible hardware and software

- e-mail** - instantaneous transmission of written messages

Understanding Information Technology (cont.)

Effect of Technology (cont.)

—**Networked Computer Systems** - (cont.)

- instant messaging (IM)** - interactive real-time communication
- requires groups to be logged on the computer network at the same time
- leaves network open to security breaches
- IM software is currently incompatible with important business applications software
- voice-mail** - digitizes a spoken message
- transmits message over the network
- stores the message for later retrieval

Understanding Information Technology (cont.)

Effect of Technology (cont.)

—**Networked Computer Systems** (cont.)

- Fax** - allows transmission of documents containing both text and graphics over ordinary telephone lines
  - Electronic data interchange (EDI)** - permits the exchange of standard business transaction documents
  - Teleconferencing** - permits simultaneous conferral using telephone or e-mail group communications software
- videoconferencing** - participants can see each other

Understanding Information Technology (cont.)

Effect of Technology (cont.)

—**Networked Computer Systems** (cont.)

- **Intranet** - Internet technology that links organizational employees
  - **Extranet** - Internet technology that links an organization with customers and suppliers
  - **Internet-based voice communication** - allows users to talk with each other
  - **Wireless Capabilities** - depends on signals sent through space without any physical connection
  - based on microwave signals, satellites, radio waves, or infrared light rays
- Understanding Information Technology (cont.)  
 How Information Technology Affects Organizations
- communications among organizational members are no longer constrained by geography or time
- psychological drawback - personal costs associated with being constantly accessible

## Chapter 12

Why HRM Is Important

All Managers Must Engage in Some HRM Activities

– interview job candidates

– orient new employees

– evaluate work performance

HRM Policies and Practices Have a Positive Impact on Performance

– **high performance work practices**

- commit to improving knowledge and skills

- increase motivation

- retain quality employees

- encourage nonperformers to leave

Examples of High-Performance Work Practices

The HRM Process

HRM Process

– necessary for staffing the organization and sustaining high employee performance

- identify and select competent employees

- provide up-to-date knowledge and skills

- retain competent, high performing employees

– influenced by the external environment

– **labor union** - represents workers and protects their interests through collective bargaining

- HRM decisions regulated by the terms of collective agreements

The HRM Process

The HRM Process (cont.)

HRM Process (cont.)

– expanding influence of federal regulations to assure equal employment opportunities

– **affirmative action** - ensures that decisions and practices enhance the employment, upgrading, and retention of members from protected groups

- organization:

- refrains from discrimination

- actively seeks to enhance the status of members of protected groups

Major U.S. Federal Laws and Regulations Related to HRM

Human Resource Planning

Ensures:

- that organization has the right number and kind of people in the right places and at the right time

- employees are capable of effectively and efficiently performing their assigned tasks

Current Assessment

- human resource inventory** - review of organization's human resource status

- sophisticated databases contain background information on each employee

Human Resource Planning (cont.)

Current Assessment (cont.)

- job analysis** - defines jobs and the behaviors necessary to perform them

- information developed in job analysis reported in:

- job description** - statement of what job holder does, how it is done, and why it is done

- »focus is job content, environment, and conditions of employment

- job specification** - statement of the minimum qualifications that a person must possess to perform a given job

- »focus is employee knowledge, skills, and attitudes

Job Analysis Procedures

Human Resource Planning (cont.)

Meeting Future Human Resource Needs

- determined by the organization's goals and strategies

- demand for employees is a result of demand for the organization's products and services

- comparison of current HR capabilities and future needs permits:

- estimation of employee shortages, both in number and type

- determination of areas in which the organization is overstaffed

Recruitment And Derecruitment

Recruitment

- process of locating, identifying, and attracting capable applicants

- choice of recruiting source determined by:

- local labor market

- type or level of position

- size of the organization

- employee referrals typically produce the best applicants

- applicants are prescreened by current employees

- current employee's reputation is at stake

Major Sources of Potential Job Candidates

Recruitment And Derecruitment (cont.)

Derecruitment

–process of reducing the size of the organization’s workforce or restructuring its skill base

–used to meet the demands of a dynamic environment

–**firing** - permanent involuntary separation

–**layoff** - temporary involuntary termination

–**attrition** - workers who voluntarily resign are not replaced

–**transfer** - lateral or downward job change

–**reduced workweek** - fewer hours/week or part-time work

–**early retirement** - incentives offered to resign

–**job sharing** - more than one employee shares one full-time position

Selection

Selection Process

–screening job applicants to ensure that the most appropriate candidates are hired

What Is Selection?

–prediction exercise to determine which applicants will be successful if hired

•success defined by good performance on criteria used to evaluate employees

–selection decisions may be correct or incorrect

•**reject errors** - reject candidates who would have performed the job successfully

•**accept errors** - hire candidates who perform poorly

Selection Decision Outcomes

Selection (cont.)

Validity

–degree to which there is a proven relationship between the selection device and some relevant criterion

–law prohibits the use of selection devices unless there is evidence that, once on the job, individuals with high test scores outperform those with low test scores

–organization has burden to provide evidence of validity

Reliability

–degree to which a selection device provides consistent measures

–no selection device can be effective if it has low reliability

Selection (cont.)

Types of Selection Devices

–each device has strengths and weaknesses

•See Exhibit 12.7

–**written tests** - measure intelligence, ability, and interest

•subject of frequent legal challenges

–**performance-simulation tests** - made up of actual job behaviors

•**work sampling** - presents a miniature model of a job

–applicants perform tasks central to the job

•**assessment center** - used to evaluate managerial potential by simulating problems confronted on the job

Suggestions For Interviewing

Quality of Selection Devices as Predictors

## Selection (cont.)

### Realistic Job Preview (RJP)

- includes both positive and negative information about the job and the company
- intended to reduce problems created when applicant receives information that is inflated
- mismatched applicants are less likely to withdraw from the selection process
- new employees likely to be dissatisfied and leave
- new employees' disillusionment results in lower commitment
- engenders more realistic expectations
- results in increased job satisfaction and lower turnover

### Orientation

#### Work Unit Orientation

- familiarizes new employee with goals of the work unit
- clarifies how job contributes to work unit's goals
- introduces her/him to new coworkers

#### Organization Orientation

- informs new employee about the organization's objectives, history, procedure, and rules

#### Successful Orientation

- may be formal or informal
- makes new member feel comfortable, lowers likelihood of poor performance and resignations

### Employee Training

#### Skill Categories

- as jobs change, employee skills have to be updated
- technical skills** - basic and job-specific competencies
- interpersonal skills** - ability to interact effectively
- listening skills
- communication skills
- conflict management skills
- problem-solving skills** - useful in nonroutine jobs
- sharpening logic, reasoning, and problem definition
- assessing causation and developing alternatives
- analyzing alternatives and selecting solutions

#### Training Methods

### Employee Performance Management

#### Performance Management System

- process of establishing standards and appraising employee performance

#### Performance Appraisal Methods

- each method has advantages and disadvantages
  - See Exhibit 12.12
  - written essay** - written description of employee's strengths and weaknesses
  - discusses employee's potential and suggests performance improvements
  - critical incidents** - focus is behavior that defines effective and ineffective performance
- #### Employee Performance Management (cont.)



## Performance Appraisal Methods (cont.)

–**graphic rating scale** - list of performance factors

•employee rated on each factor with incremental scale

–**behaviorally anchored rating scale (BARS)** - critical incident and graphic rating scale approaches combined

–**multiple comparisons** - compares one person's performance with that of one or more others

•relative, not absolute, measuring device

–**group order ranking**

–**individual ranking**

–**paired comparison** - compare each worker with every other worker

## Employee Performance Management (cont.)

### Performance Appraisal Methods (cont.)

–**objectives** - employees evaluated by how well they accomplish a specific set of goals

•**Management By Objectives (MBO)** - preferred method of appraising managers and professional employees

–**360 degree feedback** - utilizes feedback from supervisors, employees, and coworkers

## Compensation And Benefits

### Goals of Compensation Programs

–attract and retain competent and talented individuals

–positively impact organization's strategic performance

–adapt to changing nature of work and the workplace

### Skill-Based Pay

–rewards employees for their job skills and competencies

–job title doesn't define pay category

–mesh nicely with the changing nature of jobs

### Trends in Compensation

–make pay systems more flexible

–reduce the number of pay levels

### Factors That Influence Compensation/Benefits

### Career Development

#### Career

–sequence of positions held by a person during her/his lifetime

#### The Way It Was

–employees advanced their work lives within a single organization

–career development was a way to attract and retain quality employees

–uncertainty brought organizational changes that undermine principles of traditional career development

### Career Development (cont.)

#### You and Your Career Today

–**boundaryless career** - individual, not organization, responsible for career

•employee defines progression, organizational loyalty, and marketplace value

—career choice - optimally offers the best match between person's aspirations and her/his abilities and market opportunities

Some Suggestions for a Successful Management Career

Current Issues In HRM

Managing Workforce Diversity

—**recruitment** - recruiting net must be widened

- use nontraditional recruitment sources

- outreach will broaden applicant pool

—**selection** - process must not discriminate

- must accommodate needs of diverse applicants

—**orientation and training** - transition often more challenging for some groups

- workshops to raise diversity awareness issues

Current Issues In HRM (cont.)

Sexual Harassment

—any unwanted activity of a sexual nature that affects an individual's employment

—harassment creates an unpleasant work environment and undermines workers' ability to perform their jobs

—illegal behavior includes:

- verbal or physical conduct toward an individual that:

- creates an intimidating, offensive, or hostile environment

- unreasonably interferes with a person's work

- adversely affects a person's employment opportunities

Current Issues In HRM (cont.)

Work-Life Balance

—employees can't (and don't) leave their families and personal lives when they walk into work

—managers can't be sympathetic with every detail of an employee's family life

—**family-friendly benefits** - provide some help in dealing with family problems

—**dual-career couples** - both partners have occupations

- HRM policies should reflect the special needs this situation creates

## Chapter 13

What Is Change?

Change

—alterations in people, structure, or technology

—change is an organizational reality

—managing change is an integral part of every manager's job

- complicates the jobs of managers

Forces For Change

External Forces

- marketplace** - adapt to changing consumer desires
- governmental laws and regulations** - frequent impetus for change
- technology** - source of change in almost all industries
- labor markets** - HRM activities must change to attract and retain skilled employees in the areas of greatest need
- economic** - uncertainties about interest rates, budget deficits, and currency exchange rates

#### Forces For Change (cont.)

##### Internal Forces

- originate from the operations of the organization
- forces may include strategy, workforce, new equipment, or employee attitudes

##### Manager as Change Agent

- change agents** - act as catalysts and assume responsibility for change

- manager may serve as change agent
  - may be more thoughtful, overcautious
- outside consultant - used for systemwide changes
  - produce more drastic changes than insiders

##### Two Views Of The Change Process

##### The Calm Waters Metaphor

- Lewin's three-step model

- unfreezing** - preparing for the needed change by:

- increasing the **driving forces** that direct behavior away from the status quo
- decreasing the **restraining forces** that push behavior towards the status quo

»**status quo** - conceived to be an equilibrium

- changing** - move to another equilibrium level

- refreezing** - make change permanent
  - objective is to stabilize the new situation
  - change is a break in the organization's equilibrium state

##### The Change Process

##### Two Views Of The Change Process (cont.)

##### White-Water Rapids Metaphor

- consistent with uncertain and dynamic environments
- consistent with a world increasingly dominated by information, ideas, and knowledge
- managers must continually maneuver in uninterrupted rapids
- managers face constant change
  - today, managers must be ready to efficiently and effectively manage the changes facing their organizations or their work areas

##### Three Categories Of Change

##### Managing Change

##### Initiating Change:

- identifying what organizational areas might need to be changed

—putting the change process in motion

—managing employee resistance to change

Types of Change

—**changing structure** - organization's formal design, centralization, degree of formalization, and work specialization

•**structural components** and **structural design**

Managing Change (cont.)

Types of Change (cont.)

—**changing technology** - modifications in the way work is performed

•alterations in the methods and equipment used

—consequence of competitive factors or innovations within an industry

—**automation** - replaces tasks done by people with machines

—**computerization** - recent visible changes in information systems

Managing Change (cont.)

Type of Change (cont.)

—**changing people** - changes in employee attitudes, expectations, perceptions, and behavior

•**organizational development (OD)** - techniques or programs to change people and the nature and quality of interpersonal work relationships

—intended to help individuals and groups work together more effectively

Organizational Development Techniques

Managing Change (cont.)

Dealing with Resistance to Change

—**Why people resist change**

•change replaces the known with ambiguity and uncertainty

•change threatens investments in the status quo

•belief that change is incompatible with the goals and interests of the organization

—**Techniques for reducing resistance**

•a variety of actions available to managers to deal with dysfunctional resistance

Managerial Actions to Reduce Resistance to Change

Contemporary Issues In Managing Change

Changing Organizational Culture

—culture resistant to change because it is made up of relatively stable and permanent characteristics

—strong cultures are particularly resistant to change

—**Understanding the Situational Factors** - makes cultural change more likely

•**dramatic crisis occurs**

•**leadership changes hands**

•**organization is young and small**

•**culture is weak**

Contemporary Issues (cont.)

Changing Organizational Culture (cont.)

—***How Can Cultural Change Be Accomplished?***

- requires a comprehensive and coordinated strategy
- unfreeze the current culture
- implement new “ways of doing things”
- reinforce those new values
- change, if it comes, is likely to be slow
- protect against any return to old, familiar practices and traditions

The Road to Cultural Change

Contemporary Issues (cont.)

Continuous Quality Improvement Programs

- continuous, small, incremental changes
- fix and improve current work activities
- rely on participative decision making from the bottom levels

Process Reengineering

- dramatic shift in the way an organization does its work
- begins with the redesign of work

- define customer needs
- design work processes to best meet those needs
- requires participation from managers and workers

Continuous Quality Improvement Versus Reengineering

Contemporary Issues (cont.)

Handling Employee Stress

—***What is Stress?***

- a dynamic condition a person faces when confronted with an opportunity, constraint, or demand related to what s/he desires
- outcome is perceived to be both uncertain and important
- typically associated with constraints and demands
- stress is not necessarily bad
- potential stress becomes actual stress when:
  - outcome is both uncertain
  - outcome is important

Contemporary Issues (cont.)

Handling Employee Stress (cont.)

—***Causes of Stress***

- found in organizational and personal factors
- change of any kind is potentially stressful
- uncertainty around important matters

Causes Of Stress

Symptoms Of Stress

Contemporary Issues (cont.)

Handling Employee Stress (cont.)

–**Reducing stress**

- controlling certain organizational factors
- employee’s abilities should match job requirements
- improve organizational communications
  - »reduce ambiguity
- performance planning program
  - »clarify job responsibilities
  - »provide performance feedback
- job redesign
  - »reduce boredom or work overload

Contemporary Issues (cont.)

Handling Employees Stress (cont.)

–**Reducing stress** (cont.)

- offering help for personal stress
- general considerations
  - »difficult for manager to control this source of stress
  - »ethical considerations
- available approaches
  - »**employee counseling**
  - »**time management program**
  - »**sponsored wellness programs**

Stimulating Innovation

Creativity versus Innovation

–**creativity** - ability to combine ideas in a unique way or to make unusual associations between ideas

–**innovation** - process of transforming creative ideas into a useful product, service, or method of operation

Systems View Of Innovation

Stimulating Innovation (cont.)

Stimulating and Nurturing Innovation

- must focus on inputs
  - creative people and groups within the organization
  - requires appropriate environment
  - structural variables**
    - organic design
    - plentiful resources
    - frequent inter-unit communication
- Stimulating Innovation (cont.)
- Stimulating and Nurturing Innovation (cont.)
- requires appropriate environment (cont.)

- ***cultural variables***

- encourage experimentation
- reward success and failures
- celebrate mistakes

- ***human resource variables***

- promote training and development of employees
- offer high job security
- encourage individuals to become idea champions
- »self-confident, persistent, risk taking
- »energize others with visions of innovation

Innovation Variables

## Chapter 14

Why Look At Individual Behavior?

Organizational Behavior (OB)

- concerned specifically with the actions of people at work
- addresses issues that are not obvious

The Organization as an Iceberg

Why Look At Individual Behavior (cont.)

Focus of OB

- individual behavior*** - attitudes, personality, perception, learning, and motivation

- group behavior*** - norms, roles, team building, leadership, and conflict

- individuals in a group setting behave differently from individuals acting alone

Goals of OB

- explain, predict, and influence*** behavior

- manager's success depends on getting things done through other people

Attitudes

Definition

- evaluative statements concerning objects, people, or events

- three components

- ***cognitive*** - beliefs, opinions, knowledge, or information held by a person

- ***affective*** - emotion or feeling

- term attitude usually refers to this component

- ***behavioral*** - intention to behave in a certain way toward someone or something

Attitudes (cont.)

Job-Related Attitudes

- ***job satisfaction*** - employee's general attitude toward her/his job

- ***job involvement*** - degree to which an employee identifies with her/his job

- degree of active participation in the job

- feeling that job performance is important to self-worth
- organizational commitment** - employee's loyalty to, identification with, and involvement in the organization
- organizational citizen behavior** (OCB) - discretionary behavior that is not part of the formal job requirements
- promotes effective functioning of the organization
- Attitudes (cont.)
- Attitudes and Consistency
- people seek consistency:
- among their attitudes
- between their attitudes and behavior
- inconsistency gives rise to steps to achieve consistency
- alter attitudes or behavior
- develop rationalization for the inconsistency
- Attitudes (cont.)
- Cognitive Dissonance Theory
- cognitive dissonance** - any incompatibility between attitudes or between attitudes and behavior
- effort to reduce dissonance related to:
- importance of factors causing dissonance
- perceived degree of influence over these factors
- rewards that may be involved in dissonance
- Attitude Surveys
- present employee with questions that elicit how they feel about their jobs, work groups, supervisors, or the organization
- attitude score is the sum of responses to individual items
- Sample Attitude Survey
- Attitudes (cont.)
- Satisfaction-Productivity Controversy
- traditional belief was that happy workers were productive workers
- research evidence suggests that if satisfaction has a positive influence on productivity, it is small
- contingency factors have clarified the relationship between satisfaction and productivity
- effect of environmental factors that constrain employee behavior
- research designs do not permit conclusions about cause and effect
- Personality
- Definition
- the unique combination of the psychological traits we use to describe a person
- Personality Traits
- Myers-Briggs Type Indicator** (MBTI) - four dimensions
- social interaction**: Extrovert or Introvert
- preference for gathering data**: Sensing or Intuitive



- **preference for decision making**: Feeling or Thinking
- **style of making decisions**: Perceptive or Judgmental
- 16 personality types by combining dimensions
- lack of evidence to support the MBTI's validity

Examples of MBTI Personality Types

Personality (cont.)

Personality Traits (cont.)

–**Big-Five Model of Personality** - traits include degree of:

- **extraversion** - sociability, talkativeness, assertiveness
- **agreeableness** - good-natured, cooperative, trusting
- **conscientiousness** - responsibility, dependability, persistence, and achievement orientation

–predicts job performance in a number of jobs

- **emotional stability** - calmness, enthusiasm, security
- **openness to experience** - imaginativeness, artistic sensitivity, and intellectualism

–predicts training competency

Personality (cont.)

Emotional Intelligence (EI)

–assortment of noncognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures

- **self-awareness** - aware of what you're feeling
- **self-management** - ability to manage one's emotions
- **self-motivation** - persistence in the face of setbacks
- **empathy** - ability to sense how others are feeling
- **social skills** - ability to handle the emotions of others

–EI related to performance at all organizational levels

- especially relevant to performance in jobs requiring social interaction

Personality (cont.)

Predicting Behavior from Personality Traits

–**Locus of Control**

- **internals** - believe that they control their own destiny
- **externals** - believe their lives are controlled by outside forces

–less satisfied and involved with their jobs

–more alienated from the work setting

–**Machiavellianism** - people who are high on this trait:

- are pragmatic, maintain emotional distance, believe that ends can justify the means
- are productive in jobs that require bargaining and have high rewards for success

Personality (cont.)

Predicting Behavior from Personality Traits (cont.)

–**Self-Esteem** - degree of liking for oneself

- related to expectations for success
- high self-esteem individuals

–will take risks in job selection

—more satisfied with their jobs

- low self-esteem individuals susceptible to social influence

—**Self-Monitoring** - ability to adjust one's behavior to situational factors

- high self-monitors can present striking contradictions between their public persona and their private selves

Personality (cont.)

Predicting Behavior from Personality Traits (cont.)

—**Risk-Taking** - affects time required to make a decision

- how much information is required before making a choice

Personality Types in Different Cultures

—a country's culture can influence **dominant** personality characteristics of its people

—e.g., national cultures differ in the strength of locus of control

Implications for managers

—must fit personality to the demands of the job

- results in higher satisfaction and less turnover

Holland's Typology of Personality and Sample Occupations

Perception

Definition

—process by which individuals give meaning to their environment by organizing and interpreting their sensory impressions

—none of us sees reality

- we interpret what we see and call it reality

Factors That Influence Perception

—**perceiver** - individual's personal characteristics

- attitudes, personality, experience, expectations

—**target** - relationship of target to its background

—**situation** - time, location, light, color, and other environmental factors

Perception Challenges: What do you see?

Perception (cont.)

Attribution Theory

—used to explain how we judge people differently depending on what meaning we attribute to a given behavior

- develop explanations of why people behave in certain ways

—**internal explanations** - behavior under the control of the person

—**external explanations** - behavior the result of situational constraints

»e.g., chance, rules, custom

Perception (cont.)

Attribution Theory (cont.)

—cause of behavior determined by:

- **distinctiveness** - whether person displays a behavior in many situations or whether it is particular to one situation

—less distinctiveness leads to internal attribution

- **consensus** - behavior of others in same situation

—high consensus leads to external attribution

•**consistency** - regularity with which person engages in the behavior

—greater consistency leads to internal attribution

Attribution Theory

Perception (cont.)

Attribution Theory (cont.)

—errors and biases may distort attributions

•**fundamental attribution error** - tendency to explain behavior of others by:

—overestimating the influence of internal factors

—underestimating the influence of external factors

•**self-serving bias** - personal success attributed to internal factors

—personal failure attributed to external factors

Perception (cont.)

Shortcuts Frequently Used in Judging Others

—make perceptual task easier

•can be valuable or lead to errors

—**selectivity** - portions of stimuli bombarding one's senses are selected based on interests, background, and attitudes of the perceiver

—**assumed similarity** - "like me" effect

•perception of other based on perceived similarities

—**stereotyping** - base perceptions of an individual on one's impressions of the group to which s/he belongs

—**halo effect** - general impression about a person is forged on the basis of a single characteristic

Learning

Definition

—any relatively permanent change in behavior that occurs as a result of experience

—almost all complex behavior is learned

Operant Conditioning

—argues that behavior is a function of its consequences

—describes voluntary or learned behavior

—reinforcement strengthens a behavior and increases the likelihood that it will be repeated

•pleasing consequences that follow a specific behavior increases the frequency of that behavior

Learning (cont.)

Social Learning

—learning by observing other people and direct experience

—influence of model determined by:

•**attentional processes** - must recognize and attend to critical features of the model

•**retention processes** - must remember the model's actions

•**motor reproduction processes** - performing actions observed in the model

•**reinforcement processes** - positive incentives necessary to motivate performance of the model's actions

Learning (cont.)

Shaping: A Managerial Tool

—shape behavior by systematically reinforcing each successive step that moves the individual closer to the desired behavior

—shaping accomplished by:

- **positive reinforcement** - desired response is followed by something pleasant
- **negative reinforcement** - desired response followed by eliminating or withdrawing something unpleasant
- **punishment** - undesirable behavior followed by something unpleasant
- **extinction** - no rewards follow undesired response

Learning (cont.)

Implications for Managers

—manage employee learning by means of rewards

- positive and negative reinforcement strengthen a desired behavior
- tend to increase its frequency
- punishment and extinction weaken an undesired behavior
- tend to decrease its frequency
- managers should serve as models
- set examples of the desired behavior

## Chapter 15

Understanding Group Behavior

Group

—two or more interacting and interdependent individuals who come together to achieve particular goals

- **formal groups** - established by the organization
- have designated work assignments and specific tasks
- different types exist
- **informal groups** - occur naturally in the workplace in response to the need for social contact

Examples of Formal Groups

Understanding Group Behavior (cont.)

Stages of Group Development

- forming** - people join the group either because of a work assignment or for some other benefit
- begin to define the group's purpose, structure, and leadership
- stage marked by much uncertainty
- storming** - acceptance of the group's existence
- conflict over who will control the group

—**norming** - relationships and a sense of group identity develop

- group assimilates a common set of expectations of what defines correct member behavior

Understanding Group Behavior (cont.)

Stages of Group Development (cont.)

—**performing** - group structure is functional and accepted

- group energy has moved to task performance

—**adjourning** - group prepares to disband

- attention devoted to wrapping up activities

—group does not necessarily become more effective as it moves through the first four stages

- group effectiveness is a complex issue that is affected by factors other than developmental stage

Stages Of Group Development

Understanding Group Behavior (cont.)

Basic Group Concepts

—**Role** - set of expected behavior patterns attributed to someone who occupies a given position in a social unit

- group members have particular roles

—roles oriented towards task accomplishment or maintaining group member satisfaction

- individuals play multiple roles

—**role conflict** - individual confronted by different role expectations

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

—**Norms** - acceptable standards or expectations that are shared by the group's members

- each group has:

—its own unique set of norms

—common norms related to levels of effort and performance

»exert powerful influence on performance

—**Conformity** - acceptance by group makes some members susceptible to conformity pressures

- group norms push members toward conformity

- results in alignment of opinions

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

—**Status** - a prestige grading, position, or rank in a group

- may be conferred informally based on personal characteristics

- may be formally conferred

—**Group Size** - effect on behavior of group depends upon the type of outcome

- large groups - good for getting diverse input

- small groups - good at making use of information

- dispersion of responsibility in large groups leads to *free rider tendency*

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

–**Group Cohesiveness** - degree to which members are attracted to a group and share the group's goals

- relationship between cohesiveness and group effectiveness depends upon the alignment of group and organizational goals

Relationship Between Cohesiveness

And Productivity

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

–**Conflict Management**

- conflict** - perceived incompatible differences resulting in some form of interference or opposition

–differences may be real or not

- traditional view** - conflict must be avoided

- human relations view** - conflict is a natural and inevitable outcome in any group

–conflict need not be negative

–conflict has the potential to be a positive force for performance

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

–**Conflict Management** (cont.)

- interactionist view** - some conflict is absolutely necessary

–**functional conflict** - supports the goals of the work group and improves its performance

–**dysfunctional conflict** - prevents group from achieving its goals

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

–**Conflict Management** (cont.)

- type of conflict

–**task conflict** - content and goals of the work

»low-to-moderate levels are functional

–**relationship conflict** - interpersonal relationships

»almost always dysfunctional

–**process conflict** - how work gets done

»low levels are functional

- conflict may be resolved in five ways

–no technique is ideal for every situation

Conflict and Group Performance

Conflict-Resolution Techniques

Group Decision Making

Understanding Group Behavior (cont.)

Basic Group Concepts (cont.)

–**Effectiveness and Efficiency of Group Decisions**

- effectiveness depends on criteria of success
- size of group affects effectiveness
- groups of 5-7 are the most effective
- odd number of members helps avoid deadlocks

–**Techniques for Improving Group Decision Making**

- steps must be taken to avoid groupthink
- groupthink** - conformity marked by withholding different or unpopular views in order to give the appearance of agreement

Group Versus Individual Decision Making

Techniques for Making More Creative Group Decisions

Understanding Group Behavior (cont.)

Understanding Work Group Behavior

–**External Conditions Imposed on the Group**

- formal group is a subsystem of a larger system
- group affected by the overall strategy, authority structures, formal regulations, resources, performance management system, and organization culture

–**Group Member Resources** - task-relevant and intellectual abilities of individual members

- abilities set parameters on effectiveness of performance in a group
- positive attributes - sociability and self-reliance
- negative attributes - dominance and unconventionality

Understanding Group Behavior (cont.)

Understanding Work Group Behavior (cont.)

–**Group Structure** - structural variables include roles, norms, status, and group size

–**Group Processes** - include communication, decision making, leadership, and conflict

- process factors created in the group may have a positive or negative effect on group performance

–**Group Tasks**

- complexity** - simple tasks are routine and standardized

–complex tasks are novel and nonroutine

»important to have effective communication and controlled conflict when task is complex

Group Behavior Model

Turning Groups Into Effective Teams

What Is a Team?

–**work team** - formal group made up of interdependent individuals who are responsible for the attainment of a goal

–work teams are popular in organizations

Why Are Work Teams Popular?

Turning Groups Into Effective Teams (cont.)

Types of Teams

–teams differ in terms of membership

•**functional teams** - composed of a manager and her/his employees from one functional area

–issues of authority, decision making, and leadership are relatively simple and clear

–attempt to solve problems in specific functional area

•**cross-functional teams** - members come different from functional areas

–hybrid grouping of individuals who are experts in various specialties

Turning Groups Into Effective Teams (cont.)

Types of Teams (cont.)

–teams differ in terms of structure

•**supervised** - under the direction of a manager

•**self-managed** - operate without a manager

–responsible for a complete work process or segment

–assumes the responsibilities of managing itself

»have authority to make and implement decisions, finish projects, and address problems

–organizations plan to expand their use in the future

Categories Of Teams

Turning Groups Into Effective Teams (cont.)

Types of Teams (cont.)

–**Virtual team** - physically dispersed members are linked by computer technology

•miss the normal give-and-take of face-to-face discussions

•tend to be task oriented

Developing And Managing Effective Teams

Characteristics of Effective Teams

–**Clear Goals** - members understand and support the goals to be achieved

–**Relevant Skills** - members have the necessary technical and interpersonal skills

–**Mutual Trust** - members are confident in each others' ability, character, and integrity

•strongly influenced by the organization's culture

–**Unified Commitment** - loyalty and dedication to the team

•membership in the team an important aspect of the self

–**Good Communication** - messages are readily understood

•healthy dose of feedback from team members

Developing/Managing Effective Teams (cont.)

Characteristics of Effective Teams (cont.)

–**Negotiating Skills** - flexibility requires members to possess these skills

•must be able to confront and reconcile differences arising from changing problems

–**Appropriate Leadership** - provide help in difficult situations

•plays role of coach or facilitator

–**Internal and External Support** - team requires a sound infrastructure

•team should have external resources required to perform its work

Characteristics of Effective Teams

Developing/Managing Effective Teams (cont.)

Managing Teams



—**Planning** - goal determination

- members understand and accept the team's goals

—**Organizing** - clarify authority and structural issues

- support in the organization's culture for employee involvement and autonomy

- must resolve issues of leadership, tasks to be performed, and assignment of tasks

Developing/Managing Effective Teams (cont.)

Managing Teams (cont.)

—**Leading** - determine the role that leader will play

- deal with human dynamics of the team

—**Controlling** - performance criteria must reflect teamwork behaviors

- reward system must reflect team efforts and performance

—**gainsharing** - incentive program that shares the gains of the efforts of employees with those employees

»rewards directly related to performance

Types of Interpersonal Skills Used in Managing Teams