



Principles of Management Unit IV -DIRECTING

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Topics

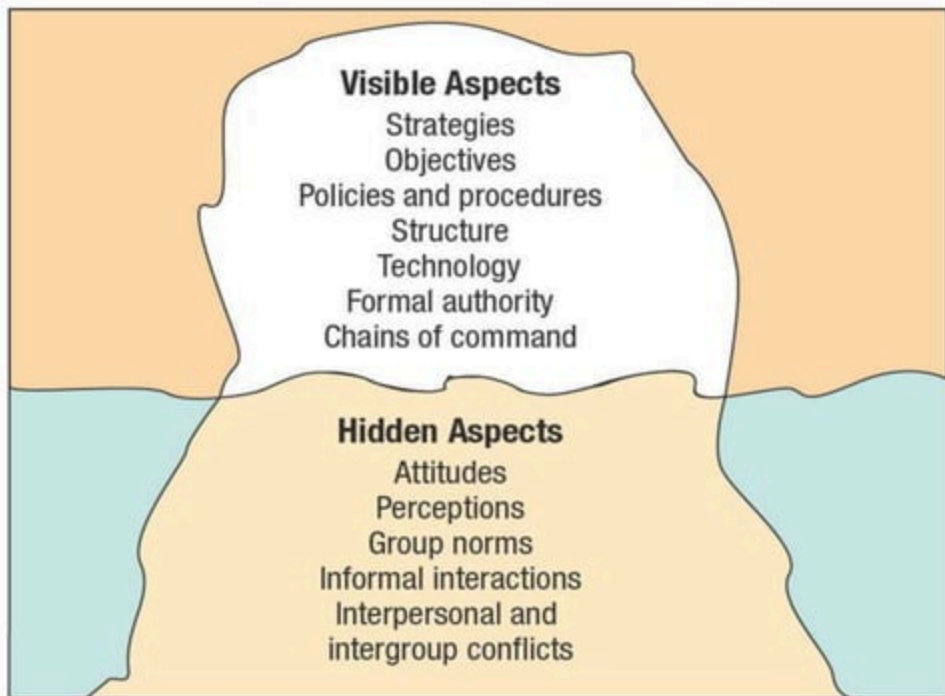
- ▶ **Foundations of individual and group behaviour**
- ▶ **Motivation**
- ▶ **Motivation theories**
- ▶ **Motivational techniques**
- ▶ Job satisfaction
- ▶ Job enrichment
- ▶ Leadership
- ▶ **Types and theories of leadership**
- ▶ Communication
- ▶ Process of communication
- ▶ **Barrier in communication**
- ▶ **Effective communication**
- ▶ Communication and IT.





**Foundations of Individual and
Group Behaviour**

Organization as Iceberg



Behaviour

- ▶ Behaviour:
 - ▶ The action of people.
- ▶ Organizational Behaviour
 - ▶ The study of the actions of people at work.



Goals of Organizational Behaviour

- ▶ **Employee productivity** is a performance measure of both efficiency and effectiveness.
- ▶ **Absenteeism** is the failure to show up for work. It's difficult for work to get done if employees don't show up.
- ▶ **Turnover** is the voluntary and involuntary permanent withdrawal from an organization.
- ▶ **Organizational citizenship behaviour (OCB)** is discretionary behavior that's not part of an employee's formal job requirements, but which promotes the effective functioning of the organization



Examples of good OCBs



- ▶ helping others on one's work team,
- ▶ volunteering for extended job activities,
- ▶ avoiding unnecessary conflicts, and
- ▶ making constructive statements about one's work group and the organization.



OCBs

- ▶ Drawbacks of OCB occur when employees experience work overload, stress, and work–family life conflicts.



Job satisfaction

- ▶ **Job satisfaction** refers to an employee's general attitude toward his or her job.
- ▶ Although job satisfaction is an attitude rather than a behaviour, it's an outcome that concerns many managers because satisfied employees are more likely to show up for work, have higher levels of performance, and stay with an organization.



Workplace misbehaviour

- ▶ **Workplace misbehaviour** is any intentional employee behavior that is potentially harmful to the organization or individuals within the organization.
- ▶ Workplace misbehavior shows up in organizations in four ways: deviance, aggression, antisocial behavior, and violence.



Workplace misbehaviour

- ▶ Understanding of four psychological factors—employee attitudes, personality, perception, and learning—can help us predict and explain these employee behaviours.



Attitude

- ▶ The way we see things;/ how we feel about something
- ▶ Attitudes are evaluative statements—favorable or unfavorable—concerning objects, people, or events..

- ▶ Components of Attitude:
 - ▶ Cognitive
 - ▶ Affective
 - ▶ Behavioural

ATTITUDE
IS A MAGNET



Cognitive Dissonance

- ▶ Any incompatibility or inconsistency between attitudes or between behaviour and attitudes.



- ▶ A person can internally witness a feeling of uncomfortable stress or tension which comes from holding two conflicting thoughts in their mind at the same time.
-



Example

- ▶ If I believe I am good but do something bad, then the discomfort I feel as a result is cognitive dissonance.
- ▶ Cognitive dissonance is a very powerful motivator which will often lead us to change one or other of the conflicting belief or action.



Personality

- ▶ Personality is a unique combination of emotional, thought, and behavioural patterns that affect how a person reacts to situations and interacts with others.

- ▶ When we describe people using terms such as quiet, passive, loud, aggressive, ambitious, extroverted, loyal, te



Myers Briggs Type Indicator® (MBTI)

- ▶ One popular approach to classifying personality traits is the personality-assessment instrument known as the MBTI®.
- ▶ This 100-question assessment asks people how they usually act or feel in different situations.
- ▶ On the basis of their answers, individuals are classified as exhibiting a preference in four categories:
 - ▶ Extraversion Or Introversion (E Or I),
 - ▶ Sensing Or Intuition (S Or N),
 - ▶ Thinking Or Feeling (T Or F), And
 - ▶ Judging Or Perceiving (J Or P).



Myers Briggs Type Indicator® (MBTI)

- ▶ Combining these preferences provides descriptions of 16 personality types, with every person identified with one of the items in each of the four pairs.
- ▶ More than 2 million people a year take the MBTI® in the United States alone.
- ▶ Some organizations that have used the MBTI® include Apple, AT&T, GE, 3M, hospitals, educational institutions, and even the U.S. Armed Forces.

The MBTI® has been used to help managers better match employees to certain types of jobs.



Example

- ▶ I–S–F–P (introversion, sensing, feeling, perceiving)
- ▶ Sensitive, kind, modest, shy, and quietly friendly. Such people strongly dislike disagreements and will avoid them. They are loyal followers and quite often are relaxed about getting things done



Big Five model

- ▶ 1. Extraversion: The degree to which someone is sociable, talkative, assertive, and comfortable in relationships with others.
 - ▶ 2. Agreeableness: The degree to which someone is good-natured, cooperative, and trusting.
 - ▶ 3. Conscientiousness: The degree to which someone is reliable, responsible, dependable, persistent, and achievement oriented.
 - ▶ 4. Emotional stability: The degree to which someone is calm, enthusiastic, and secure (positive) or tense, nervous, depressed, and insecure (negative).
 - ▶ 5. Openness to experience: The degree to which someone has a wide range of interests and is imaginative, fascinated with novelty, artistically sensitive, and intellectual
-

Additional Personality Insights

- ▶ Five other personality traits are powerful predictors of behaviour in organizations.
- ▶ **Locus of Control.** Some people believe that they control their own fate. Others see themselves as pawns, believing that what happens to them in their lives is due to luck or chance.
 - ▶ The locus of control in the first case is internal; these people believe that they control their own destiny.
 - ▶ The locus of control in the second case is external; these people believe that their lives are controlled by outside forces



Additional Personality Insights

▶ **Machiavellianism**

- ▶ The second characteristic is called Machiavellianism (Mach), named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and manipulate power.
- ▶ An individual who is high in Machiavellianism is pragmatic, maintains emotional distance, and believes that ends can justify means.

▶ **Self-Esteem**

- ▶ People differ in the degree to which they like or dislike themselves, a trait called self-esteem
-



Additional Personality Insights

- ▶ **Self-Monitoring**

- ▶ That natural ability to “click” with other people may play a significant role in determining career success and is another personality trait called self-monitoring, which refers to the ability to adjust behavior to external, situational factors.

- ▶ **Risk-Taking**

- ▶ People differ in their willingness to take chances



Perception

- ▶ Stereotyping is one aspect of perception, which is a process by which we give meaning to our environment by organizing and interpreting sensory impressions.



Groups

- ▶ Two or more individuals, interacting and interdependent, who come together to achieve particular objectives –Stephen Robbins

- ▶ **Formal** – defined by the organization's structure.

- ▶ **Informal** – neither formally structured nor organizationally determined.



Types of Groups

- ▶ **Command groups**
 - ▶ determined by the organization chart
- ▶ **Task groups**
 - ▶ working together to complete a job task
- ▶ **Interest groups**
 - ▶ affiliate to attain a specific objective of shared interest
- ▶ **Friendship groups**
 - ▶ members have one or more common characteristics



Group Properties

▶ Roles

- ▶ group members have particular roles oriented towards task accomplishment or maintaining group member satisfaction.

▶ Norms

- ▶ acceptable standards or expectations that are shared by the group's members.

▶ Status

- ▶ a prestige grading, position, or rank in a group
-



Group Properties

▶ Size

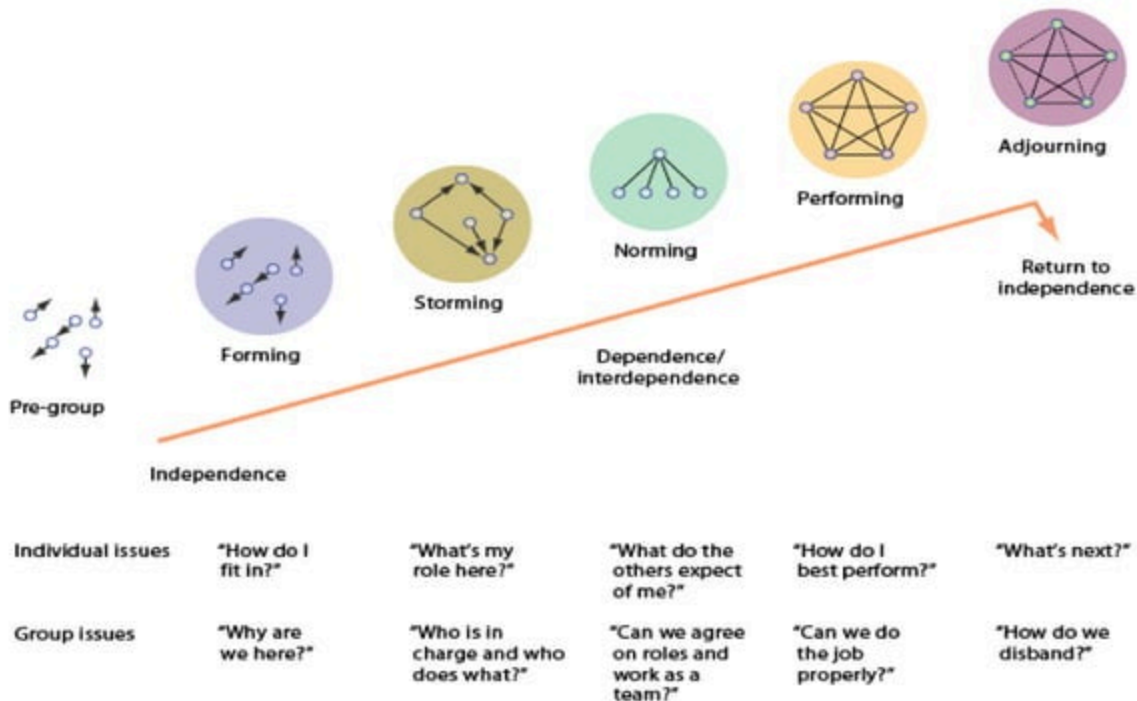
- ▶ effect on behavior of group depends upon the type of outcome
 - ▶ large groups - good for getting diverse input
 - ▶ small groups - good at making use of information

▶ Cohesiveness

- ▶ degree to which members are attracted to a group and share the group's goals



Stages of Group Development



Stages of Group Development

▶ **Forming:**

- ▶ In the forming stages the members share personal information and try to know more about the tasks to be performed.

▶ **Storming:**

- ▶ The members compete for positions of status and control. This is a period of high emotionality and tension among group members. The storming stage is completed when the intra group conflicts are resolved and the group's leadership is accepted.



Stages of Group Development

▶ **Norming:**

- ▶ In this stage the group really begins to come together as a co-ordinated unit. Members start co-operating with each other and place their competing interest in the background.

▶ **Performing:**

- ▶ This stage is sometimes called as total integration. During this stage, the group members work effectively and efficiently towards achieving the group objectives.




Stages of Group Development

- ▶ **Adjourning:**

- ▶ In this stage the group prepares for disbandment. The group's focus is now on wrapping up activities rather than achieving high task performance.



WHY DO PEOPLE JOIN GROUPS ?

- ▶ People join groups for a variety of different reason. Most people belong to several groups because different groups provide different benefits. The following are the benefits:
 - (1) Security.
 - (2) Self-esteem.
 - (3) Status.
 - (4) Affiliation.
 - (5) Power.
 - (6) Goal achievement.
 - (7) Satisfaction of needs.
 - (8) Shared interest and goals.
-
- 



Motivation

Motivation

- ▶ The set of forces that cause people to behave in certain ways.
- ▶ The goal of managers is to maximize desired behaviors and minimize undesirable behaviors.
- ▶ The driving force within individuals by which they attempt to achieve some goal in order to fulfill some needs or expectation.



Motivation

► Motivation

- Is the result of an interaction between the person and a situation; it is not a personal trait.
- Is the process by which a person's efforts are energized, directed, and sustained towards attaining a goal.



Motivation

- ▶ Motivation is the **characteristic** that helps you achieve your goal.
- ▶ It is the **drive** that pushes you to work hard .
- ▶ It is the **energy** that gives you the strength to get up and keep going - even when things are not going your way.





Motivation theories

Early Theories of Motivation

- ▶ Maslow's Hierarchy of Needs
- ▶ MacGregor's Theories X and Y
- ▶ Herzberg's Two-Factor Theory



Maslow's needs hierarchy theory

- ▶ We each have a hierarchy of needs that ranges from "lower" to "higher." As lower needs are fulfilled there is a tendency for other, higher needs to emerge."

- ▶ Maslow's theory maintains that a person does not feel a higher need until the needs of the current level have been satisfied.



Self-

Actualization

You are living to
your highest potential

Esteem

You've acquired the skills
that lead to honor and recognition

Love & Belonging

Achieving deeper, more meaningful relationships

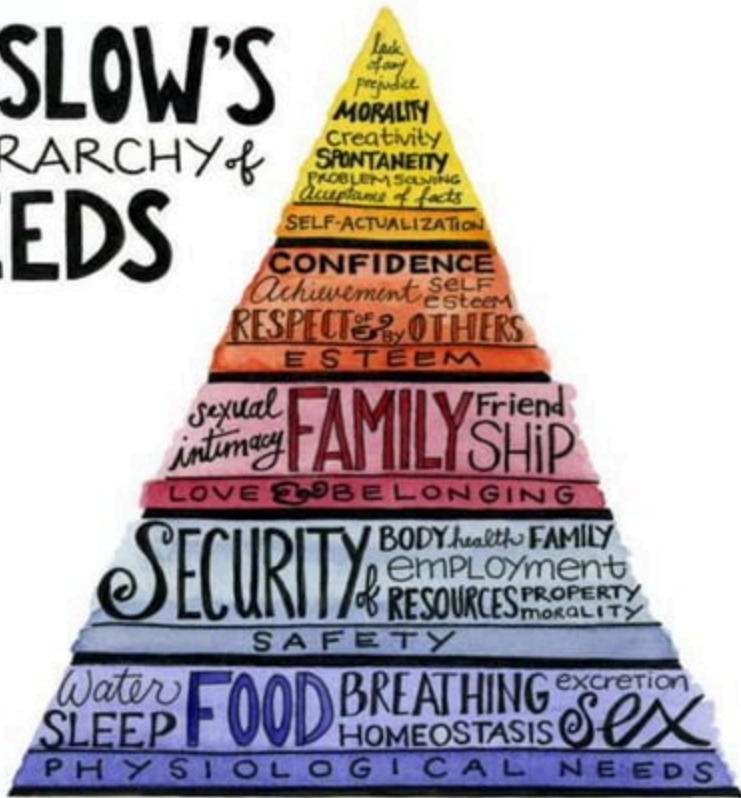
SAFETY

Home, sweet home

Physiological Needs

Food, water, sleep

MASLOW'S HEIRARCHY of NEEDS



What satisfies higher-order needs?

Self-actualization needs



- Creative and challenging work
- Participation in decision making
- Job flexibility and autonomy

Esteem needs



- Responsibility of an important job
- Promotion to higher status job
- Praise and recognition from boss

What satisfies lower-order needs?

Social needs



- Friendly coworkers
- Interaction with customers
- Pleasant supervisor

Safety needs



- Safe working conditions
- Job security
- Base compensation and benefits

Physiological needs



- Rest and refreshment breaks
- Physical comfort on the job
- Reasonable work hours



Maslow's needs hierarchy theory

- ▶ **Physiological Motivation:** Provide ample breaks for lunch , pay salaries that allow workers to buy life's essentials.
- ▶ **Safety Needs:** Provide a working environment which is safe, relative job security, and freedom from threats.
- ▶ **Social Needs:** Generate a feeling of acceptance, belonging by reinforcing team dynamics.



Maslow's needs hierarchy theory

- ▶ **Esteem Motivators:** Recognize achievements, assign important projects, and provide status to make employees feel valued and appreciated.

- ▶ **Self-Actualization:** Offer challenging and meaningful work assignments which enable innovation, creativity, and progress according to long-term goals.



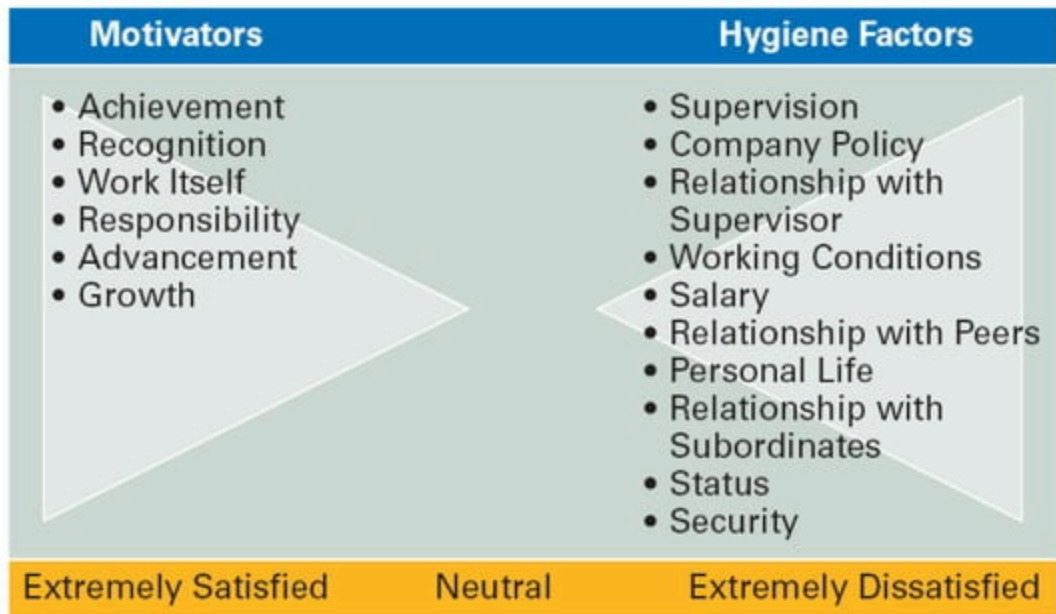
Herzberg's Two-factor theory

➤ Two-factor theory

- ▶ Developed by Frederick Herzberg.
- ▶ **Hygiene factors:**
 - ▶ Elements of the job context.
 - ▶ Sources of job dissatisfaction.
- ▶ **Satisfier factors:**
 - ▶ Elements of the job content.
 - ▶ Sources of job satisfaction and motivation.



Herzberg's Motivation-Hygiene Theory



Two-factor theory

Job Dissatisfaction



Influenced by
Hygiene
Factors

- Working conditions
- Coworker relations
- Policies and rules
- Supervisor quality
- Base wage, salary

Herzberg's Two-Factor Principles

Improving the
motivator factors
increases
job satisfaction

Improving the
hygiene factors
decreases
job *dissatisfaction*

Job Satisfaction

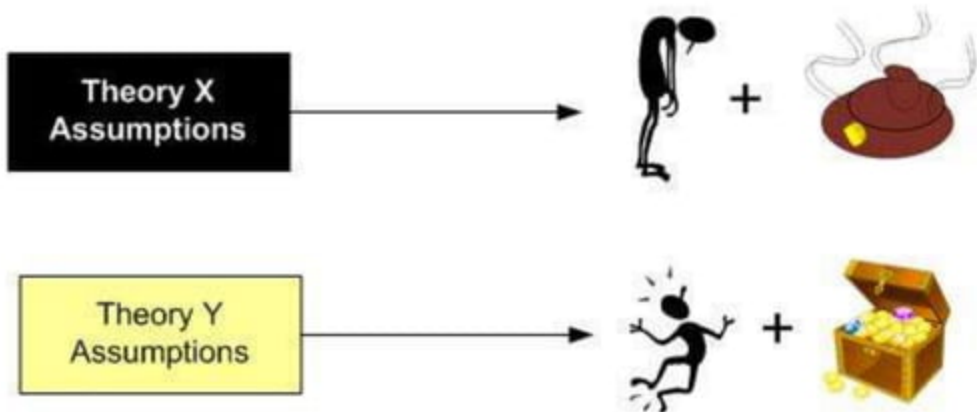


Influenced by
Motivator
Factors

- Achievement
- Recognition
- Responsibility
- Work itself
- Advancement
- Personal growth

McGregor Theory X & Theory Y

- ▶ Douglas McGregor proposed two distinct views about human nature--one a negative view, Theory X, and one a positive view called Theory Y.



Theory X

- ▶ If a manager sees people as irresponsible and lazy, they will follow Theory X and assume the following:
 1. Employees inherently dislike work and will try to avoid it.
 2. Since employees dislike work, they must be coerced, controlled, or threatened to achieve goals.
 3. Employees avoid responsibilities and seek formal direction, if possible.
 4. Most workers place security above all other work-related factors and will display little

Theory Y

- ▶ However, Theory Y managers see people as responsible and conscientious, and assume the following:
 1. Employees can view work as being as natural as rest or play.
 2. When committed to their objectives, people will exercise self-direction and self-control
 3. The average person can learn to accept, even seek, responsibility.
 4. Many workers besides managers have innovative decision-making skills.
-
- ▶

McGregor Theory X & Theory Y

- ▶ No hard evidence confirms that either set of assumptions is universally true. It is more likely that the assumptions of Theory X or Theory Y may or may not be appropriate, depending on the situation at hand.



Contemporary Theories of Motivation

- ▶ Three-Needs Theory
- ▶ Reinforcement Theory
- ▶ Goal-Setting Theory
- ▶ Equity Theory
- ▶ Expectancy Theory



McClelland's Need Theory

- ▶ Developed by David McClelland.
- ▶ People acquire needs through their life experiences.
- ▶ Needs that are acquired:
 - ▶ Need for Achievement (nAch)
 - ▶ Need for Power (nPower)
 - ▶ Need for Affiliation (nAff)



Needs that are acquired

- ▶ **Need for Achievement (nAch)**
 - ▶ Desire to do something better or more efficiently, to solve problems, or to master complex tasks.

- ▶ **People high in (nAch) prefer work that:**
 - ▶ Involves individual responsibility for results.
 - ▶ Involves achievable but challenging goals.
 - ▶ Provides feedback on performance.



Needs that are acquired

- ▶ **Need for Power (nPower)**

- ▶ Desire to control other persons, to influence their behavior, or to be responsible for other people.
- ▶ Personal power versus social power.

- ▶ **People high in (nPower) prefer work that:**

- ▶ Involves control over other persons.
- ▶ Has an impact on people and events.
- ▶ Brings public recognition and attention.



Needs that are acquired

- ▶ **Need for Affiliation (nAff)**
 - ▶ Desire to establish and maintain friendly and warm relations with other persons.
- ▶ **People high in (nAff) prefer work that:**
 - ▶ Involves interpersonal relationships.
 - ▶ Provides for companionship
 - ▶ Brings social approval.



Reinforcement Theory of Motivation

- ▶ Reinforcement theory of motivation was proposed by BF Skinner and his associates.
- ▶ It states that individual's behaviour is a function of its consequences.
- ▶ Consequences that immediately follow a behaviour and increase probability that the behaviour will be repeated are called "reinforcers".
- ▶ It is based on "law of effect", i.e., individual's behaviour with positive consequences tends to be repeated, but individual's behaviour with negative consequences tends not to be repeated.

Reinforcement Theory

- This theory focuses totally on what happens to an individual when he takes some action
- The external environment of the organization must be designed effectively and positive so as to motivate the employee



Positive Reinforcement

Positive behavior followed by positive consequences
(Manager praises the employee)

Negative Reinforcement

Positive behavior followed by removal of negative consequences (Manager stops nagging the employee)

Punishment

Negative behavior followed by negative consequences
(Manager demotes the employee)

Extinction

Negative behavior followed by removal of positive consequences (Manager ignores the behavior)

Methods Of Controlling Behaviour

- **Positive Reinforcement-** This implies giving a positive response when an individual shows positive and required behaviour
- **Negative Reinforcement-** This implies rewarding an employee by removing undesirable consequences. Both positive and negative reinforcement can be used for increasing desirable behaviour.
- **Punishment-** It implies removing positive consequences so as to lower the probability of repeating undesirable behaviour in future
- **Extinction-** It implies absence of reinforcements. In other words, extinction implies lowering the probability of undesired behaviour by removing the reinforcement that has been used to maintain it.

The managers use the following methods for controlling the behaviour of the employees

- ▶ **Positive Reinforcement-** This implies giving a positive response when an individual shows positive and required behaviour.
 - ▶ For example - Immediately praising an employee for coming early for job. This will increase probability of outstanding behaviour occurring again. Reward is a positive reinforce, but not necessarily. If and only if the employees' behaviour improves, reward can said to be a positive reinforce.
 - ▶ Positive reinforcement stimulates occurrence of a behaviour. It must be noted that more spontaneous is the giving of reward, the greater reinforcement value it has.
-

Methods For Controlling

- ▶ **Negative Reinforcement-** This implies rewarding an employee by removing negative / undesirable consequences. Both positive and negative reinforcement can be used for increasing desirable / required behaviour.

Punishment- It implies removing positive consequences so as to lower the probability of repeating undesirable behaviour in future. In other words, punishment means applying undesirable consequence for showing undesirable behaviour.

For instance - Suspending an employee for breaking the organizational rules. Punishment can be equalized by positive reinforcement from alternative source.

Methods For Controlling

- ▶ **Extinction-** It implies absence of reinforcements. In other words, extinction implies lowering the probability of undesired behaviour by removing reward for that kind of behaviour. For instance - if an employee no longer receives praise and admiration for his good work, he may feel that his behaviour is generating no fruitful consequence.
- ▶ Extinction may unintentionally lower desirable behaviour.



Implications

- Reinforcement theory explains in detail how an individual learns behaviour
- Managers who are making attempt to motivate the employees must ensure that they do not reward all employees simultaneously
- They must tell the employees what they are not doing correct
- They must tell the employees how they can achieve positive reinforcement



Drawback

- ▶ Thus, according to Skinner, the external environment of the organization must be designed effectively and positively so as to motivate the employee.
- ▶ This theory is a strong tool for analyzing controlling mechanism for individual's behaviour. However, it does not focus on the causes of individual's behaviour.

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"It's a special hearing aid. It filters out criticism and amplifies compliments."

Goal-Setting Theory

- ▶ In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation.
- ▶ This theory states that goal setting is essentially linked to task performance.
- ▶ It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.



Goal-Setting Theory

- ▶ Goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.
- ▶ The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals.



Goal-Setting Theory



FEATURES OF GOAL-SETTING THEORY

- ▶ **Specific and clear** goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.

- ▶ Goals should be **realistic and challenging**. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving



FEATURES OF GOAL-SETTING THEORY

- ▶ Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback.
- ▶ Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.



-
- ▶ **Employees' participation** in goal is not always desirable. Participation of setting goal, however, makes goal more acceptable and leads to more involvement.



Goal setting theory has certain eventualities

▶ Self Efficacy

- ▶ An individual's feeling that s/he can complete a task (e.g. "I know I can!")
- ▶ Self-Efficacy complements Goal-Setting Theory
- ▶ Enhances probability that goals will be achieved



Eventualities

- ▶ **Goal commitment-** Goal setting theory assumes that the individual is committed to the goal and will not leave the goal. The goal commitment is dependent on the following factors: Goals are made open, known and broadcasted.
- ▶ Goals should be set-self by individual rather than designated.
- ▶ Individual's set goals should be consistent with the organizational goals and vision.



Advantages of Goal Setting Theory

- ▶ Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively.
- ▶ Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality.



Limitations of Goal Setting Theory

- ▶ At times, the organizational goals are in conflict with the managerial goals. Goal conflict has a detrimental effect on the performance if it motivates incompatible action drift.
- ▶ Very difficult and complex goals stimulate riskier behaviour.
- ▶ If the employee lacks skills and competencies to perform actions essential for goal, then the goal-setting can fail and lead to undermining of performance.
- ▶ There is no evidence to prove that goal-setting improves job satisfaction.



Equity Theory

- ▶ Was developed by J. Stacey Adams, proposes that employees compare what they get from a job (outcomes) in relation to what they put into it (inputs).
- ▶ And they compare their inputs :outcomes ratio with the inputs:outcomes ratio of relevant others.

$$\frac{\text{Person's Outcomes}}{\text{Person's Inputs}} = \frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$$



How Employee perceives Equity

$$\frac{O_A}{I_A} < \frac{O_B}{I_B}$$

Inequity due to being underrewarded

$$\frac{O_A}{I_A} = \frac{O_B}{I_B}$$

Equity

$$\frac{O_A}{I_A} > \frac{O_B}{I_B}$$

Inequity due to being overrewarded

- ▶ When inequities occur, employees attempt to do something about it.
- ▶ The result might be lower or higher productivity, improved or reduced quality of output, increased absenteeism, or voluntary resignation.



The Referent

- ▶ The referent—the other persons, systems, or selves individuals compare themselves against in order to assess equity—is an important variable in equity theory.



The Referent

- ▶ The “**persons**” category includes other individuals with similar jobs in the same organization but also includes friends, neighbors, or professional associates.
- ▶ The “**system**” category includes organizational pay policies, procedures, and allocation.
- ▶ The “**self**” category refers to inputs–outcomes ratios that are unique to the individual. It reflects past personal experiences and contacts and is influenced by criteria such as past jobs or family commitments.



Equity Theory

Perceived Ratio Comparison^a

Employee's Assessment

$$\frac{\text{Outcomes A}}{\text{Inputs A}} < \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Inequity (underrewarded)

$$\frac{\text{Outcomes A}}{\text{Inputs A}} = \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Equity

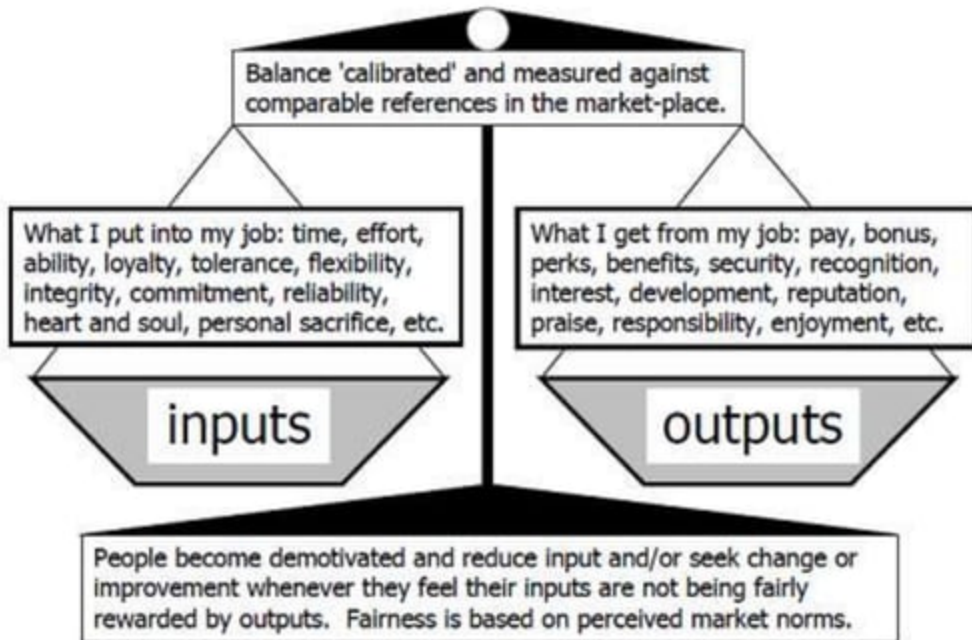
$$\frac{\text{Outcomes A}}{\text{Inputs A}} > \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Inequity (overrewarded)

^a Person A is the employee, and person B is a relevant other or referent.



Adam's Equity Diagram



Equity Theory Focused on

- ▶ Distributive Justice
 - ▶ which is the perceived fairness of the amount and allocation of rewards among individuals.
 - ▶ (Eg., I got the pay raise I deserve.)

- ▶ Procedural Justice
 - ▶ which is the perceived fairness of the process used to determine the distribution of rewards.
 - ▶ (Eg., I was given a raise with the explanation of why I was given.)



Cntd.,

- ▶ This research shows that distributive justice has a greater influence on employee satisfaction than procedural justice, while procedural justice tends to affect an employee's organizational commitment, trust in his or her boss, and intention to quit.



Expectancy Theory

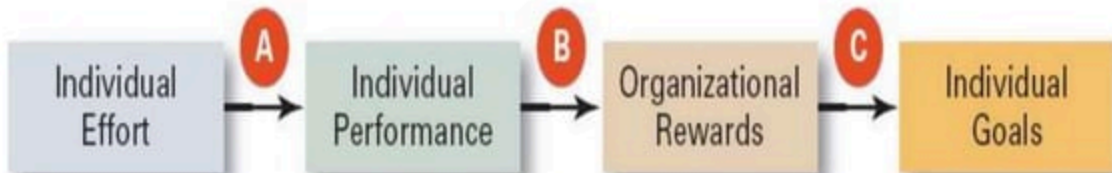
- ▶ The most comprehensive explanation of how employees are motivated is Victor Vroom's expectancy theory.
- ▶ Expectancy theory states that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual



Expectancy Model



Expectancy Model



- A** = Effort-performance linkage
- B** = Performance-reward linkage
- C** = Attractiveness of reward



Expectancy Model

- ▶ **A= Expectancy or Effort–performance linkage**
 - ▶ the probability perceived by the individual that exerting a given amount of effort will lead to a certain level of performance
 - ▶ **B= Instrumentality or Performance–reward linkage**
 - ▶ the degree to which the individual believes that performing at a particular level is instrumental in attaining the desired outcome.
 - ▶ **C= Valence or Attractiveness of reward**
 - ▶ the importance that the individual places on the potential outcome or reward that can be achieved on the job.
-

-
- ▶ The key to expectancy theory is understanding an individual's goal and the linkage between effort and performance, between performance and rewards, and finally, between rewards and individual goal satisfaction.
 - ▶ It emphasizes payoffs, or rewards. As a result, we have to believe that the rewards an organization is offering align with what the individual wants.



Motivational Techniques



Extrinsic Motivation

- ▶ **Extrinsic motivations** are factors external that causes an employee to act toward fulfillment of a work task or goal.
- ▶ They are usually punishments or rewards.
- ▶ A punishment motivates an employee to act in order to avoid the punishment, while rewards motivate an employee to act in order to receive the reward.
- ▶ It's easy to remember becomes extrinsic motivations come from external forces.



Intrinsic Motivation

- ▶ **Intrinsic motivation**, on the other hand, is motivation that comes from within an employee.
- ▶ You are intrinsically motivated to work when the work itself motivates you.
- ▶ You may find the work satisfying, fulfilling or enjoyable.
- ▶ The work itself provides the motivation.
- ▶ Intrinsic motivation is often more effective than extrinsic motivation, because it comes from within the employee rather than being imposed on the employee.
- ▶ It's easy to remember because intrinsic motivations
- ▶ come from within the employee

Techniques to improve motivation

- ▶ Creative a Positive Work Environment
- ▶ Set Goals
- ▶ Provide Incentives
- ▶ Recognize Achievements
- ▶ Share Profits
- ▶ Solicit Employee Input
- ▶ Provide Professional Enrichment



▶ **Fringe Benefits:**

- ▶ -Known as 'Perks'
- ▶ Items an employee receives in addition to their normal wage or salary.
- ▶ Example: Company Car, Private health insurance, free meals etc.

▶ **Profit Sharing:**

- ▶ A system whereby employee receives a proportion of business profits.





Job satisfaction

Job Satisfaction

The degree of pleasure an employee derives from his or her job.

- ▶ 2 levels of Job Satisfaction:
 - ▶ Global Job Satisfaction - Overall Good Feelings
 - ▶ Job Facet Satisfaction - Selected Dimensions
 - ▶ pay
 - ▶ promotions
 - ▶ work tasks
 - ▶ coworkers
 - ▶ supervisors



What causes satisfaction

- ▶ Environment/Job Features
 - ▶ Skill variety Task identity
 - ▶ Task significance Autonomy
 - ▶ Feedback
- ▶ Role Variables
 - ▶ Ambiguity Conflict
 - ▶ Work-family conflict
- ▶ Person variables
 - ▶ Negative affectivity Locus of Control
 - ▶ Gender Age
 - ▶ Culture Genetics
 - ▶ Life satisfaction





Job Enrichment

Job Enrichment

- ▶ The concept of job enrichment was developed by Fredrik Herzberg in the 1950s.
- ▶ **Job enrichment** is a way to motivate employees by giving them increased responsibility and variety in their jobs.
- ▶ **Job enrichment** is a management concept that involves redesigning jobs so that they are more challenging to the employee and have less repetitive work.



Job Enrichment *means*



Features

- ▶ **Nature of Job :**

- ▶ Job enrichment is a vertical expansion of the job.

- ▶ **Objective :**

- ▶ The objective of Job enrichment is to make the job more lively and challenging.

- ▶ **Positive Results :**

- ▶ Job enrichment gives positive results if the workers are highly skilled.

- ▶ **Direction and Control :**

- ▶ Job enrichment encourages self-discipline.
-

Job Enrichment Options

Rotate Jobs

- Give people the opportunity to use a variety of skills, and perform different kinds of work

Combine Tasks

- Combine work activities to provide a more challenging and complex work assignment.

Identify Project-Focused Work Units

- Break your typical functional lines and form project-focused units.

Create Autonomous Work Teams

- This is job enrichment at the group level.

Implement Participative Management

- Allow team members to participate in decision making and get involved in strategic planning.

Job Enrichment Options

- ▶ Rotate Jobs
 - ▶ Combine Tasks
 - ▶ Create Autonomous Work Team(s)
 - ▶ Implement Participative Management
 - ▶ Redistribute Power and Authority
 - ▶ Increase Employee-Directed Feedback.
-
- ▶ Job enrichment provides many opportunities for people's development. You'll give them lots of opportunity to participate in how their work gets done, and they'll most-likely enjoy an increased sense of personal responsibility for their tasks.



Merits

- The worker gets achievement, recognition and self-actualization.
- The worker gets a sense of belonging to the organization.
- The worker finds the job meaningful.
- Job enrichment reduces absenteeism, labour-turnover and grievances.
- It motivates the workers to give best performance.



Limitations

- It makes many changes in the job. So many workers oppose it.
- It has limited use for highly skilled managers and professionals.
- The consent of workers is not taken before implementing job enrichment.
- Managers force the workers to accept job enrichment, which is not good.





Leadership

Leadership

- ▶ **Leader** is someone who can influence others and who has managerial authority.



- ▶ **Leadership** is what leaders do. It's a process of leading a group and influencing that group to achieve its goals.
 - ▶ *All Managers Should Be Leaders*



Leadership

- ▶ Leadership is the **art of motivating** a group of people to act towards achieving a common goal.

- ▶ Leadership is the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.”

- M

CHEMERS

- ▶ *“Management is doing things right, leadership is doing the right things”*

(Warren Bennis and Peter Drucker)

Leaders And Managers



Leaders And Managers

- ❖ The leader is an innovator and the manager is an administrator.
- ❖ The leader ensures trust and results whereas the manager represents control and authority.
- ❖ A leader asks questions about what and why, a manager questions in how and when.
- ❖ Leaders give solutions while the managers create strategies.
- ❖ Leaders make followers and the managers look for subordinates.



Differences Between Leadership And Management

- ▶ **Management** - Is a process of planning ,organising, coordinating , directing, and controlling the activities of others.

- ▶ **Leadership** - is the process of influencing for the purpose of achieving shared goals.



Leadership Vs. Management

7 Things Great Leaders Always Do (But Mere Managers Always Fear)



connects daily work
with great goals



focuses only
on the short-term

thinks of people
as people



sees only titles
or organizational
charts

wants to earn
respect



wants to be liked

is thrilled when team
members achieve
great things



is threatened

empowers people
with honesty
and transparency



parcels out
information as if it
costs him personally

cares mainly
about results



is more concerned
with process

understands that
he is responsible
if the team falls short



blames the team



Boss Vs. Leader

DIFFERENCE BETWEEN

BOSS  **VS.**  **LEADER**

??

- Drives employee
- Depends on authority
- Inspires fear
- Says, "I"
- Places blame for the breakdown
- Knows how it is done
- Uses people
- Take credit
- Commands
- Says, "Go"



- Coaches them
- On goodwill
- Generates enthusiasm
- Says, "We"
- Fixes the breakdowns
- Shows how it is done
- Develops people
- Gives credit
- Asks
- Says, "Let's go"



Qualities of a leader

- Honesty
- Good communication skills
- Confidence
- Inspiration
- Positivity
- Delegation
- Commitment
- Humor
- Creativity
- Intuition



Leadership Styles

- ▶ Leadership Style means the ways / method through which he or she influence his or subordinates / followers.

- ▶ **Autocratic**
- ▶ **Participative /Democratic**
- ▶ **Laissez-Faire**



Autocratic

- ▶ The authoritarian leader makes decisions alone as power is centralized in one person.
- ▶ Decisions are enforced using rewards and the fear of punishment.
- ▶ It is abusive, unprofessional style called 'bossing people around.'



Democratic

- ▶ The participative leader includes one or more employees in the decision making process.
- ▶ Communication flows freely, suggestions are made in both directions.
- ▶ The participation encourages members commitment to the final decisions.



Laissez-Faire or Free-rein

- ▶ Let (people) do (as they choose).
- ▶ The free-rein leader gives power to subordinates to make the decisions.
- ▶ However, the leader is still responsible for the decisions that are made.

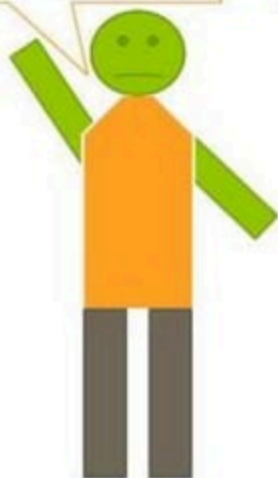
- ▶ Communication is chaotic as there are no definite paths or instructions.



Example

12/15/2012

Start working on the "slate" project. Leave the other one aside, Now!!



Autocratic

You'll decide which project you'll want to work on



Laissez-Faire

Which project should we work on ??



Democratic



Theories of leadership

Theories of leadership

- ▶ **Trait Theory**

- ▶ **Behavioral Theories**

- Ohio state Studies
- Michigan Studies
- Managerial Grid

- ▶ **Contingency Theory :**

- Fiedler's Least Preferred Co-worker (LPC) Theory

- ▶ **Situational Theory :**

- Hersey and Blanchard's Situational Theory
- House's Path Goal Theory



Trait Theory

- ▶ What characteristics or traits make a person a leader?
- ▶ Trait theories of leadership sought personality, social, physical or intellectual traits that differentiate leaders from non leaders
- ▶ Leadership Traits:
 - Ambition and energy
 - The desire to lead
 - Honesty and integrity
 - Self-confidence
 - Intelligence
 - Job-relevant knowledge



TABLE 10-1**Traits and Skills Differentiating Leaders from Nonleaders**

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious, achievement oriented	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about the work
Dependable	Organized (administrative ability)
Dominant (power motivation)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerate of stress	
Willing to assume responsibility	

Source: Based on Ralph Stogdill *Handbook of Leadership: A Survey of the Literature* (New York: Free Press, 1974), p. 237.

Limitations

- No universal traits that predict leadership in all situations.
- Unclear evidence of the cause and effect of relationship of leadership and traits.
- Distinguished leadership on appearance of leaders instead of distinguishing on the bases of their effectiveness and ineffectiveness



Behavioural Theory

- ❖ In contrast with trait theory, **behavioural theory** attempts to describe leadership in terms of **what leaders do**, while **trait theory** seeks to explain leadership on the basis of **what leaders are**.
- Leadership according to this approach is the result of effective role behavior.
- Leadership is shown by a person's acts more than by his traits.



Behavioural Theory

- ▶ Theories that attempt to isolate behaviors that differentiate effective leaders from ineffective leaders.
- ▶ Behavioral studies focus on identifying critical behavioral determinants of leadership that, in turn, could be used to train people to become leaders



University of iowa studies

- ▶ The University of Iowa studies explored three leadership styles to find which was the most effective.
- ▶ The **autocratic style** described a leader who dictated work methods, made unilateral decisions, and limited employee participation.
- ▶ The **democratic style** described a leader who involved employees in decision making, delegated authority, and used feedback as an opportunity for coaching employees.
- ▶ Finally, the **laissez-faire style** leader let the group make decisions and complete the work in whatever way it saw fit

Behavioural Leadership Studies

- ▶ *The Ohio State Studies* sought to identify independent dimensions of leader behavior
 - ▶ Initiating structure
 - ▶ Consideration

- ▶ *The University of Michigan Studies* sought to identify the behavioral characteristics of leaders related to performance effectiveness
 - ▶ Employee oriented
 - ▶ Production oriented



Ohio State Studies

initiating structure

The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment.

consideration

The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and regard for their feelings.



University of Michigan Studies

employee-oriented

Emphasizing interpersonal relations; taking a personal interest in the needs of employees and accepting individual differences among members.

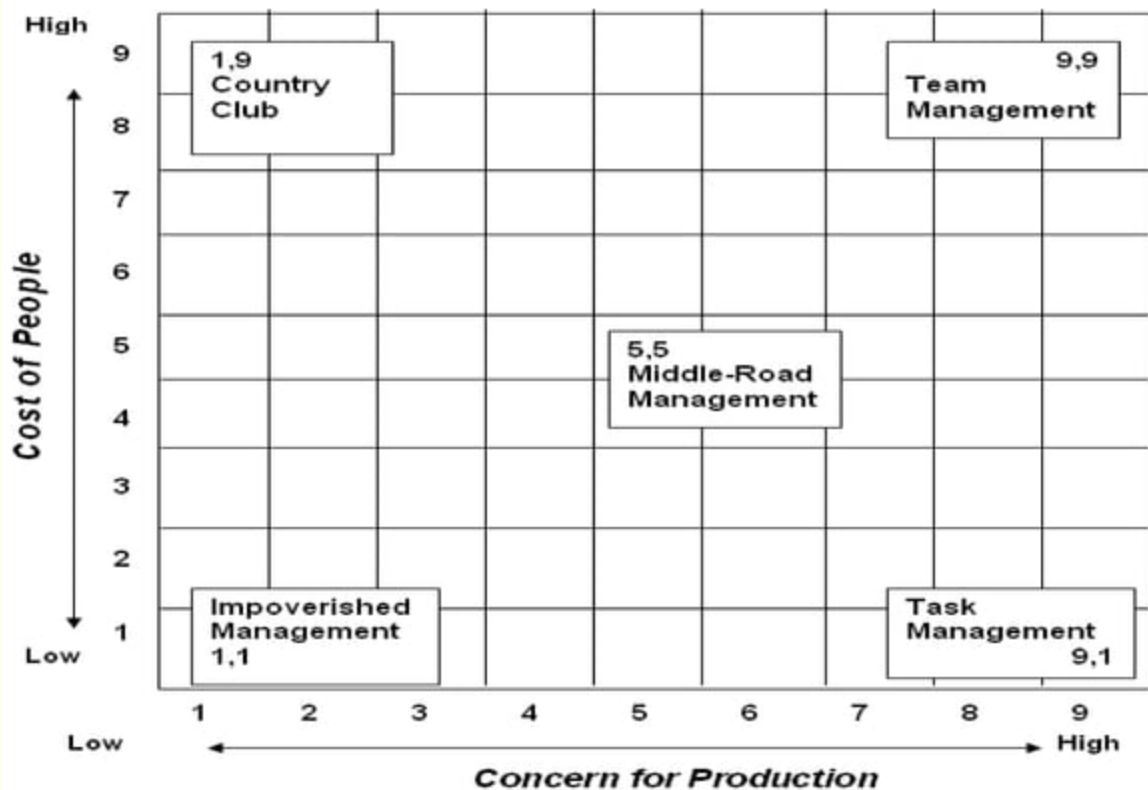
production-oriented leader

One who emphasizes technical or task aspects of the job.



Blake and Mouton's Managerial Grid

- ▶ This managerial grid used the behavioral dimensions “concern for people” (the vertical part of the grid) and “concern for production” (the horizontal part of the grid)
- ▶ **Concern for People** – This is the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task.
- ▶ **Concern for Production** – This is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.
- ▶ Evaluated a leader's use of these behaviors, ranking them on a scale from 1 (low) to 9 (high)



Blake Mouton Managerial Grid: Five Leadership Styles

STYLE	FEATURES	CONCERN FOR PEOPLE	CONCERN FOR TASK
Impoverished Management	Laissez-faire style; minimal effort on management; hoping to avoid blame for errors	1	1
Country Club Management	Focus on creating safe, comfortable working environment; minimal conflict	9	1
Task Management	Autocratic style, consistent with McGregor Theory X. Workers have to complete tasks – nothing else	1	9
Team Management	Staff closely involved in decision-making & feel valued; consistent with McGregor Theory Y	9	9
Middle of the Road Management	Compromises made to achieve acceptable performance; thought to be the less effective leadership style	5	5

Country Club Leadership – High People/Low Production



- ▶ Leader is concerned about the needs and feelings of members of his/her team.
- ▶ “As long as team members are happy and secure then they will work hard”.



Task Management / Produce or Perish Leadership – High Production/Low People



- ▶ “Employees are simply a means to an end”.
- ▶ Employee needs are always secondary to the need for efficient and productive workplaces.
- ▶ This type of leader is very autocratic, has strict work rules, policies, and procedures.



Impoverished Leadership – Low Production/Low People



- ▶ This leader is mostly ineffective.
- ▶ He/she has neither a high regard for creating systems for getting the job done.
- ▶ The result is a place of disorganization and dissatisfaction.



Middle-of-the-Road Leadership – Medium Production/Medium People

- ▶ This style seems to be a balance.
- ▶ It may at first appear to be an ideal compromise.
- ▶ Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.



Team Leadership – High Production/High People

- ▶ These leaders stress production needs and the needs of the people equally highly.
 - ▶ Employees are involved in understanding organizational purpose and determining production needs.
 - ▶ When employees are committed to, and have a stake in the organization's success, their needs and production needs coincide.
-



Advantages



- ▶ This model is used to help managers analyze own leadership styles through a technique known as grid training.
- ▶ This is done by administering a questionnaire that helps managers identify how they stand with respect to their concern for production and people.
- ▶ The training is aimed at basically helping leaders reach to the ideal state of 9, 9.



Disadvantages



- ▶ The model ignores the importance of internal and external limits, matter and scenario.
- ▶ Also, there are some more aspects of leadership that can be covered but are not.



Contingency Theories of Leadership

- ▶ Three contingency theories—
 - ▶ Fiedler's Model
 - ▶ Hersey-Blanchard's Situational Leadership Theory, and
 - ▶ Path-goal Theory, (House's)
-
- ▶ Contingency Theory deals with this the environment in which the leader exists and aspect of leadership effectiveness studies



Fiedler Model

- ▶ **The theory that effective groups depend upon a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader.**

- ▶ **There are basically three steps in the model**
 - 1) Identifying Leadership Style**
 - 2) Defining the Situation**
 - 3) Matching leaders and situations**



1) Identifying Leadership Style

- ▶ Fiedler believes a key factor in leadership success is the individual's basic leadership style. So he created the Least Preferred Co-worker (LPC) Questionnaire
- ▶ LPC:-An instrument that tells to measure whether a person is task or relationship oriented.
- ▶ If the low LPC score then the person is task oriented
- ▶ If the high LPC score then the person is relationship oriented



Least Preferred Coworker (LPC) Scale

Pleasant		8	7	6	5	4	3	2	1	Unpleasant
Friendly		8	7	6	5	4	3	2	1	Unfriendly
Rejecting		8	7	6	5	4	3	2	1	Accepting
Tense		8	7	6	5	4	3	2	1	Relaxed
Cold		8	7	6	5	4	3	2	1	Warm
Supportive		8	7	6	5	4	3	2	1	Hostile
Boring		8	7	6	5	4	3	2	1	Interesting
argumentative		8	7	6	5	4	3	2	1	Harmonious
depressing		8	7	6	5	4	3	2	1	Cheerful
Open		8	7	6	5	4	3	2	1	Closed
Backbiting		8	7	6	5	4	3	2	1	Loyal
Untrustworthy		8	7	6	5	4	3	2	1	Trustworthy
thoughtful		8	7	6	5	4	3	2	1	Inconsiderate
mean		8	7	6	5	4	3	2	1	Nice
Agreeable		8	7	6	5	4	3	2	1	Disagreeable
Insincere		8	7	6	5	4	3	2	1	Sincere
Kind		8	7	6	5	4	3	2	1	Unkind

Scoring

- ▶ Your final score is the total of the numbers you circled on the 18 scales

57 or less = Low LPC (task motivated)

58-63 = Middle LPC (socio-independent leaders, self directed and not overly concerned with the task or with how others view them)

64 or above = High LPC (motivated by relationships)



2) Defining the Situation

Fiedler identified three contingency dimensions that define the key situational factors

1. Leader-member relations:
The degree of confidence, trust, and respect, members have in the leader
2. Task structure:
The degree to which the job assignments are procedurized
3. Position Power:
The degree of influence a leader has over power variables such as hiring, firing, promotion etc.



3) Matching leaders and Situations

- ▶ After knowing the leadership style through LPC and defining all the situations, we will chose the leader who will fit for the situation.

Two ways in which to improve leader effectiveness

- 1) Change the leader to fit the situation
- 2) Change the situation to fit the leader



Situational Leadership Theory (SLT)

- ▶ A model that focuses on follower “readiness”.
- ▶ Followers can accept or reject the leader
- ▶ Effectiveness depends on the followers’ response to the leader’s actions.
- ▶ “Readiness” is the extent to which people have the *ability* and *willingness* to accomplish a specific task



Situational Leadership Theory (SLT)

- ▶ Hersey and Blencherd identify four specific leader behaviors
 - ▶ The most effective behavior depends on the follower's ability and motivation
 - 1. If followers are unable and unwilling to do a task, the leader needs to give specific and clear directions.
 - 2. If followers are unable and willing, the leader need to display a high task orientation.
 - 3. If the followers are able and unwilling, the leader needs to use a supportive and participative style.
 - 4. If followers are both able and willing, the leader doesn't need to do much.
-

The Four Leadership Styles



Situational Leadership Theory (SLT)

- ▶ The final component in the model is the four stages of follower readiness:
- ▶ R1: People are both unable and unwilling to take responsibility for doing something. Followers aren't competent or confident.
- ▶ R2: People are unable but willing to do the necessary job tasks. Followers are motivated but lack the appropriate skills.
- ▶ R3: People are able but unwilling to do what the leader wants. Followers are competent, but don't want to do something.
- ▶ R4: People are both able and willing to do what is asked of them.



House's Path-Goal Theory

- The Theory:
- Leaders provide followers with information, support, and resources to help them achieve their goals
- Leaders help clarify the “path” to the worker’s goals
- Leaders can display multiple leadership types



Path-Goal Theory

path-goal theory

The theory that it is the leader's job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization.



Four types of leaders:

- ▶ **Directive:** focuses on the work to be done
- ▶ **Supportive:** focuses on the well-being of the worker
- ▶ **Participative:** consults with employees in decision-making
- ▶ **Achievement-Oriented:** sets challenging goals

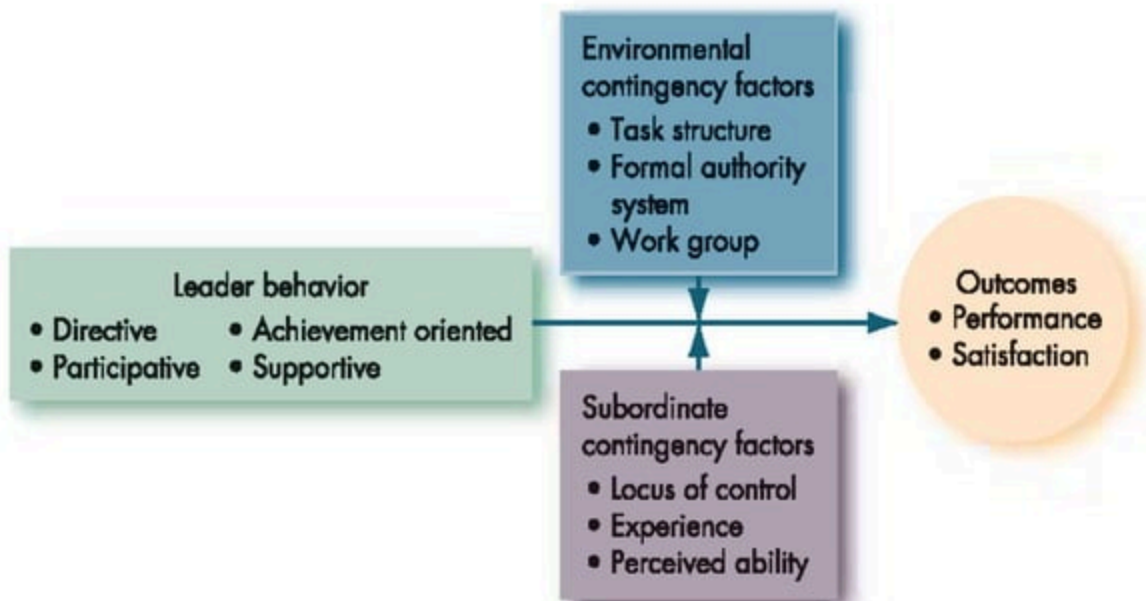


Four types of leaders:

- ▶ Directive leader: Lets subordinates know what's expected of them, schedules work to be done, and gives specific guidance on how to accomplish tasks.
- ▶ Supportive leader: Shows concern for the needs of followers and is friendly.
- ▶ Participative leader: Consults with group members and uses their suggestions before making a decision.
- ▶ Achievement oriented leader: Sets challenging goals and expects followers to perform at their highest level.



The Path-Goal Theory





Communication

Communication

- ▶ The transfer and understanding of meaning.
 - ▶ Transfer means the message was received in a form that can be interpreted by the receiver.
 - ▶ Understanding the message is not the same as the receiver agreeing with the message.

- ▶ For communication to be successful, the meaning must be imparted and understood.



Communication; that encompasses

- ▶ **INTERPERSONAL COMMUNICATION-** communication between two or more people.

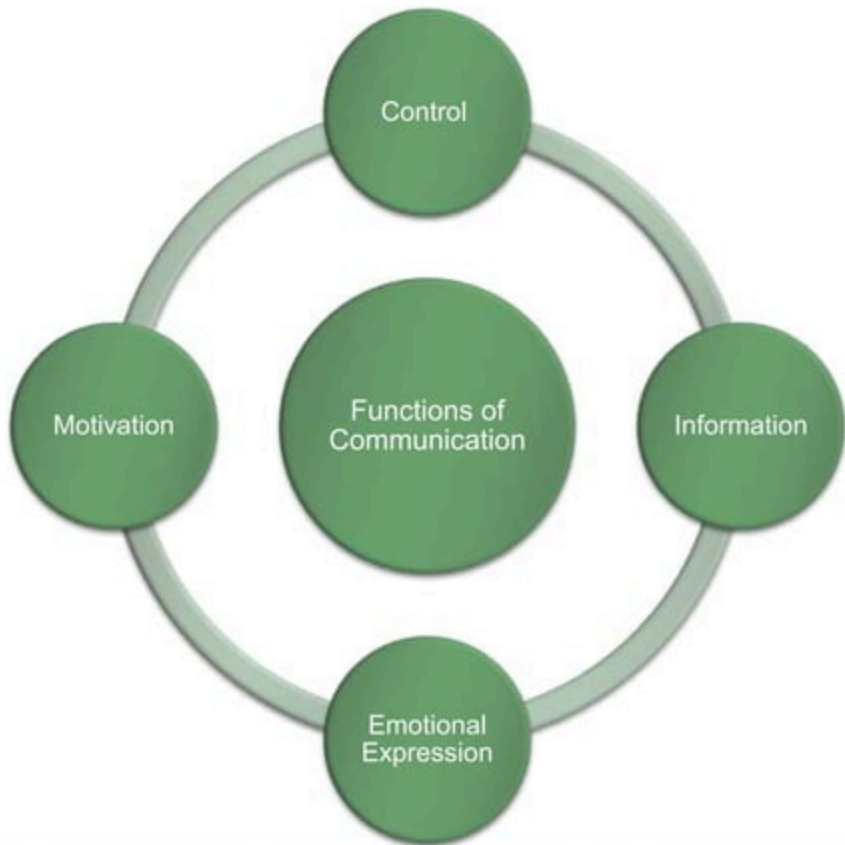


- ▶ **ORGANIZATIONAL COMMUNICATION**, which is all the patterns, networks, and systems of communication within an organization.





Functions of Communication



Communication Functions

1. Control member behavior.
2. Foster motivation for what is to be done.
3. Provide a release for emotional expression.
4. Provide information needed to make decisions.



Functions of Communication

▶ **Control**

- ▶ Communication acts to control employee behavior in several ways.
- ▶ Organizations have authority hierarchies and formal guidelines that employees are expected to follow.

▶ **Motivate**

- ▶ Clarifying to employees what is to be done, how well they're doing, and what can be done to improve performance.



Functions of Communication

- ▶ **Emotional Expression:**

- ▶ Social interaction in the form of work group communications provides a way for employees to express themselves and for fulfillment of Social needs.

- ▶ **Information:**

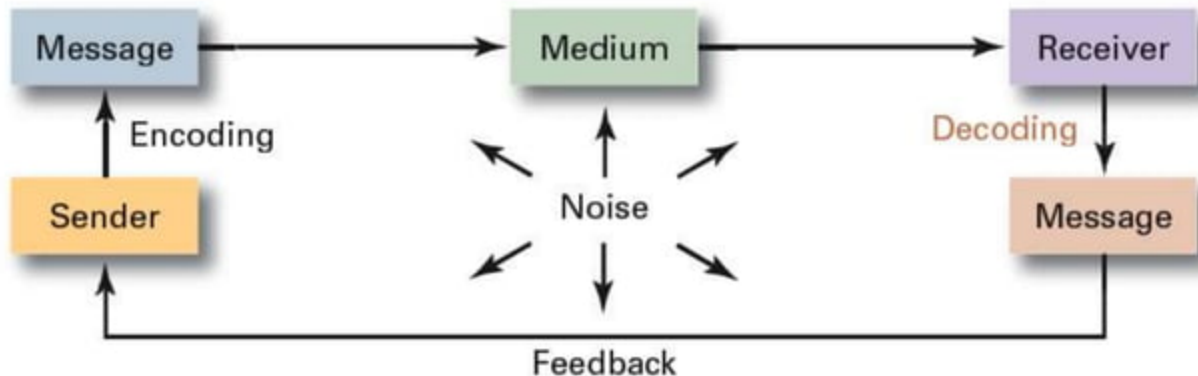
- ▶ Individuals and work groups need information to make decisions or to do their work.





Process of communication

Process of Communication



Elements of Communication

- ▶ **a message** to be conveyed, must exist.
- ▶ It passes between a **source (the sender)** and a **receiver**.
- ▶ The message is converted to symbolic form (called **encoding**) and **passed** by way of some **medium (channel)** to the receiver, who retranslates the sender's message (called **decoding**).
- ▶ The result is the transfer of meaning from one person to another.
- ▶ **noise**—disturbances that interfere with the transmission, receipt, or feedback of a message



Elements of Communication

- ▶ **Sender & Receiver**
- ▶ **Message:**
 - ▶ Source: sender's intended meaning.
- ▶ **Encoding:**
 - ▶ The message converted to symbolic form.
- ▶ **Channel:**
 - ▶ The medium through which the message travels.
- ▶ **Decoding:**
 - ▶ The receiver's retranslation of the message.
- ▶ **Noise:**
 - ▶ Disturbances that interfere with communications.



The Communication Process

▶ Channel

- ▶ The medium selected by the sender through which the message travels to the receiver.

▶ Types of Channels

▶ Formal Channels

- ▶ Are established by the organization and transmit messages that are related to the professional activities of members.

▶ Informal Channels

- ▶ Used to transmit personal or social messages in the organization. These informal channels are spontaneous and emerge as a response to individual choices.



Interpersonal Communication

▶ Oral Communication

- ▶ Advantages: Speed and feedback.
- ▶ Disadvantage: Distortion of the message.

▶ Written Communication

- ▶ Advantages: Tangible and verifiable.
- ▶ Disadvantages: Time consuming and lacks feedback.

▶ Nonverbal Communication

- ▶ Advantages: Supports other communications and provides observable expression of emotions and feelings.
- ▶ Disadvantage: Misperception of body language or gestures can influence receiver's interpretation of message.



Grapevine

▶ Grapevine Characteristics

- ▶ Informal, not controlled by management.
- ▶ Perceived by most employees as being more believable and reliable than formal communications.
- ▶ Largely used to serve the self-interests of those who use it.
- ▶ Results from:
 - ▶ Desire for information about important situations
 - ▶ Ambiguous conditions
 - ▶ Conditions that cause anxiety



Interpersonal Communication Methods

- ▶ Face-to-face.
 - ▶ Telephone.
 - ▶ Group meetings.
 - ▶ Formal presentations.
 - ▶ Memos.
 - ▶ Fax machines.
 - ▶ Employee publications.
 - ▶ Bulletin boards.
 - ▶ Audio- and videotapes.
 - ▶ Hotlines.
 - ▶ E-mail.
 - ▶ Computer conferencing.
 - ▶ Voice mail.
 - ▶ Teleconferences.
 - ▶ Videoconferences.
-

Nonverbal Communication

- ▶ Communication that is transmitted without words.
 - ▶ **Sounds** with specific meanings or warnings
 - ▶ **Images** that control or encourage behaviors
 - ▶ **Situational behaviors** that convey meanings
 - ▶ **Clothing and physical surroundings** that imply status
- ▶ **Body language:** gestures, facial expressions, and other body movements that convey meaning.
- ▶ **Verbal intonation:** emphasis that a speaker gives to certain words or phrases that conveys meaning.





Barrier in communication

Barrier in communication

- ▶ **Filtering** is the deliberate manipulation of information to make it appear more favourable to the receiver.
- ▶ **Emotions.** How a receiver feels when a message is received influences how he or she interprets it.
- ▶ **Information overload**, which is when information exceeds our processing capacity.
- ▶ **Defensiveness.** When people feel they're being threatened, they tend to react in ways that hinder effective communication and reduce their ability to achieve mutual understanding.



Barrier in communication

- ▶ **Language**, In an organization, employees come from diverse backgrounds and have different patterns of speech.
- ▶ Even employees who work for the same organization but in different departments often have different jargon—specialized terminology or technical language that members of a group use to communicate among themselves.
- ▶ **National culture;**



Communication Barriers Between Men and Women

▶ Men talk to:

- ▶ Emphasize status, power, and independence.
- ▶ Complain that women talk on and on.
- ▶ Offer solutions.
- ▶ To boast about their accomplishments.

▶ Women talk to:

- ▶ Establish connection and intimacy.
- ▶ Criticize men for not listening.
- ▶ Speak of problems to promote closeness.
- ▶ Express regret and restore balance to a conversation.





Overcoming the Barriers

Overcoming the Barriers to Effective Interpersonal Communications

- ▶ Use Feedback.
- ▶ Simplify Language.
- ▶ Listen Actively.
- ▶ Constrain Emotions.
- ▶ Watch Nonverbal Clues.





Communication and IT

Communication and IT

- ▶ Technology is changing the way we live and work, IT has radically changed the way organizational members communicate.
- ▶ Two IT developments that are most significant for managerial communication are networked systems and wireless capabilities.



Networked systems

- ▶ In a networked system, an organization's computers are linked.
- ▶ Organizational members can communicate with each other and tap into information whether they're down the hall, across town, or halfway across the world.
- ▶ some of its communication applications include e-mail; instant messaging; social media such as blogs, wikis, and Twitter; webinars; voice-mail; fax; teleconferencing and videoconferencing; and intranets.



IT

▶ E-mail

- ▶ Advantages: quickly written, sent, and stored; low cost for distribution.
- ▶ Disadvantages: information overload, lack of emotional content, cold and impersonal.

▶ Instant messaging

- ▶ Advantage: “real time” e-mail transmitted straight to the receiver’s desktop.
- ▶ Disadvantage: can be intrusive and distracting.



IT

- ▶ **Intranet**

- ▶ A private organization-wide information network.

- ▶ **Extranet**

- ▶ An information network connecting employees with external suppliers, customers, and strategic partners.

- ▶ **Videoconferencing**

- ▶ An extension of an intranet or extranet that permits face-to-face virtual meetings via video links.



Wireless capabilities

- ▶ Wireless communication technology has the ability to improve work for managers and employees.
- ▶ Even Internet access is available through Wi-Fi and WiMax hot spots, which are locations where users gain wireless access.
- ▶ Employees don't have to be at their desks to communicate with others in the organization, as wireless technology continues to improve.



Managing Communication in an Internet World (issues)

- ▶ Communication and the exchange of information among organizational members are no longer constrained by geography or time.
- ▶ The two main ones are
 - ▶ (1) legal and security issues, and
 - ▶ (2) lack of personal interaction.



Legal and security issues

- ▶ Although e-mail, blogs, tweets, and other forms of online communication are quick and easy ways to communicate, managers need to be aware of potential legal problems from inappropriate usage.
- ▶ But legal problems aren't the only issue, security concerns are as well.
- ▶ Managers need to insure that confidential information is kept confidential.
- ▶ Employee e-mails and blogs should not communicate—inadvertently or purposely—proprietary information.
- ▶ Corporate computer and e-mail systems should be protected against hackers (people who try to gain unauthorized access) and spam (electronic junk mail).



Personal interaction

- ▶ It may be called social media, but another communication challenge posed by the Internet age we live and work in is the lack of personal interaction.
- ▶ Even when two people are communicating face-to-face, understanding is not always achieved. However, it can be especially challenging to achieve understanding and collaborate on getting work done when communication takes place in a virtual environment.
- ▶ In response, some companies have banned e-mail on certain days, as we saw earlier. Others have simply encouraged employees to collaborate more in-person