

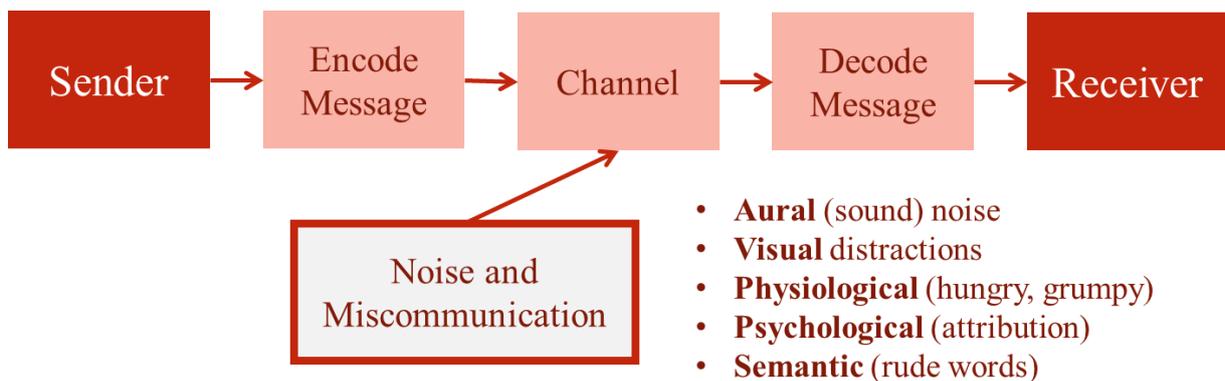
Communication

Topic 5 • KC Notes

- **Communication:** transfer and understanding of meaning
 - Overcoming barriers
 - Hearing what isn't *said*

5.1 Model of Communication

- 3 Models/different communication methods:
 - **Transmission** 1 way, e.g. TV
 - **Interactionist** 2 way, one at a time
 - **Transaction** 2 way, simultaneously (including cues like browsing web in lectures)
- **Linear Transmission** model, and relevant noise/communication barriers:



5.2 Barriers to communication

- Variety of barriers:
 - Filtering
 - Emotion
 - Information overload
 - Defensiveness
 - Language
 - National cultur

5.3 Overcoming barriers

- **Active listening:**
 - Making eye contact
 - Appropriate facial expression and gestures
 - Paraphrasing
 - Empathetic
 - Don't interrupt
 - Accent, tone, clarity (Verbal)
 - Sentence construction, flow, logic, language and presentation (Written)

- **Using aural and visual senses** (non-verbal cues)
 - **Kinesics**: movements, e.g. facial movements
 - **Haptics**: touch, e.g. handshakes
 - **Proxemics**: Location – intimate, personal, social and public
- Using **Emotions as Social Information (EASI)**
 - Emotions communicate important social behaviours
 - How you react and how others perceive your behaviour
- Improving **social medium**
 - **Disinhibition effect** when mediated by online mediums
 - Building relationships and trust through face to face communication

Organisational Communication

- **Formal** communication: takes place within **prescribed organisational work arrangements**
 - Different authority levels, communicating to certain ranks
- **Informal** communication: not defined by organisation's structural hierarchy
 - **Grapevine** as an informal, 'gossip' information network with both positive and negative consequences
 - **Personal networks**
- Three types of communication networks:
 - **Chain**: flows according to chain of command
 - **Wheel**: flow between leader and others in a team
 - **All channel**: freely among all members in a team
- **Open/Hot Desking** floor plans
 - Being able to see each other, Allen
 - Where people position themselves, e.g. CEO behind a secretary vs amongst the employees

Contemporary Issues

- Improvements in technology requiring **workers to be fully accessible anytime, anywhere**
 - Ability to share information and communicate
- Legal and security issues, lack of interaction, cyber bullying
- Ethical communication and requirement of clear guidelines

Teams

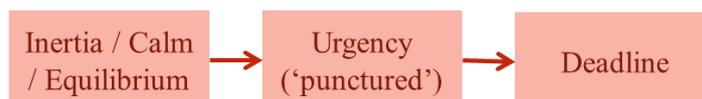
Topic 6 • KC Notes

6.1 Groups and teams

- **Group**: no psychological contact between people, with less dependence and lack of shared responsibility and accountability
- **Team**: **psychologically contracted** to achieve a **common goal** with all members having **some level of responsibility and accountability**
- **Team contracts**: a psychological contract outlining roles and responsibilities, how team will function and accomplish goals
 - Contract does not need to be legal
 - Contract can be **formal** (an authorised team, defined by structure and designed tasks to achieve goals) or **informal** (social and not authorised)
- Virtual teams:
 - Disadvantages
 - Harder to build trust
 - Lack of non-verbal communication
 - Differences in time zone causing different levels of energy
 - Depersonalised relationships
 - Advantages: easy, quick and reduces travel time and costs

6.2 Group development

- **Tuckman and Jensen** (1977) Model
 1. **Forming** Getting to know each other, creating a goal
 2. **Storming** Conflicts, disagreements and personalities are resolved
 3. **Norming** Developing normal methods with implicit and explicit rules
 4. **Performing** Focus on achieving and succeeding in goals
 5. **Adjourning** Completing the task and breaking up the team
- **Punctuated Equilibrium model**: performance is not constant, but goes through three stages



6.3 Group structure and behaviour

- Member roles
 - **Task achievement:** clarifying, diagnosing, evaluating, opinions
 - Maintain **group satisfaction:** encouraging, harmonising and compromising
 - **'Bad Apple'** effect, being **self-orientated or hindering** the group
- Member goals
 - Goals are **naturally conflicting**
 - Ensuring goals align with each other members' goals
- Group Size, Conformity
 - **Social loafing** when group is too big, required to get people engaged
 - **Groupthink and the illusion of agreement:** norm that discourages debate/open discussion
 - Can be prevented through critical independent thinking, encouraging discussion, being aware of status differences, splitting the group

6.4 Team Conflicts

- **Peterson and Harvey**

Type	Source	Resolution
Task based	What to do: differences in background, info and skills	Share information
Relationship based	Differences in values	Make compromises
Process based	How it is done: differences in interests and goals	Fair and transparent process, discuss underlying priorities and assumptions

Human Resource Management

Topic 7 • KC Notes

- **HRM: the policies, procedures, practices and systems that influence employee behaviour, attitudes and performance**

7.1 History of HRM

1. **Personnel management** (current 10-20%, HRM consists of 1 to a few people)
 - Hiring people to **fill positions**, not scientific
 - Calculating leaves, union payments
2. **Human Resource Management** (50-60%)
 - **Scientific** and regarding people as **resources** – getting the ‘right’ people
 - Psychologists measuring IQ, aptitude tests
3. **Strategic HRM**
 - Not only people but how they **contribute or constrain the organisation**

7.2 HRM Process

1. HUMAN RESOURCE PLANNING

- Is a process of **job analysis and design**
- **Human resource inventory**: review of current makeup of human resources
 - Cost of hiring and training, hiring internally, efficiency
- **Job description**: statement on job holder activities and purpose
- **Job specification/selection criteria**: Statement of minimum qualification

2. RECRUITMENT AND SELECTION

- Recruitment: process of **locating, identifying and attracting** capable applications
 - More qualified applications who will **stay with organisation**
 - Less underqualified or over qualified
 - **Internal sources**
 - Skills inventory, job postings, newspapers
 - **External sources**
 - Ads, referrals, employment agencies, graduates
- Selection: process of **screening** job applicants to ensure most appropriate candidates are hired
 - **Screening**: interviews, reference checks, biography, abilities, tasks, work samples
 - **Valid** (relevant) and **reliable** (same test): consistency in questions

3. EMPLOYEE LEARNING AND DEVELOPMENT

- **Training and development:** facilitating employee methods
 - **Training:** building a skillset
 - **Development:** building you as a person
 - For improving performance, solving problems and satisfying personal growth needs
- **Presentation methods:** group-building, hands-on methods
- **Effective training:** affective, cognitive, skill-based outcomes, a return on investment

4. PERFORMANCE MANGEMENT

- **Performance management system:** measuring performance in a correct way through:
 - **Appraisal:** obtaining data
 - **Feedback:** providing data to increase people's effectiveness
- Appraisal methods such as written incidents, graphical scales, multi-person comparisons

5. COMPENSATION AND BENEFITS

- **Helps attract and retain high-performance employees**
- Impacts **strategic performance** of firm
- E.g. merit pay, incentive pay, profit sharing, ownership, group incentives or awards

7.3 Future

- A shift towards dedicated HR managers to line managers

Leadership

Topic 8 • KC Notes

8.1 Managers, Leaders and Leadership

- **Leadership**: process of **influencing a group** towards the **achievement of goals**

Managers	Leaders
Appointed to their position	Emerge or appointed within a group
Influence people	Can influence people
Do <u>not necessarily</u> have skills or ability to be a good leader	Do <u>not necessarily</u> have skills or ability to be a good manager

8.2 Leadership Theories

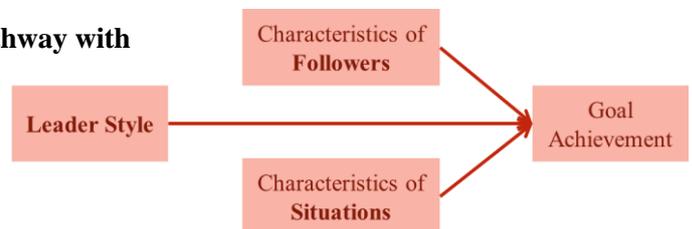
- **Leaders: born** (with certain characteristics) **or made** (and shaped by others)?
- **Trait theories** (1920-30s)
 - Focused on **personal characteristics** and the **great man theory**
 - Leaders being ‘great’ and possess characteristics **not found in the rest of the population**
 - Physical characteristics, personality and aptitude
 - Further on 50s-60s, focus on 7 traits
 - **Drive, desire to lead, self-confidence, intelligence, job-relevant knowledge, extraversion, honesty + integrity**
 - Honesty and integrity includes **credibility and trust**:
 - Integrity, competence (technical and interpersonal knowledge), consistency, loyalty (defending and taking responsibility) and openness
- **Behavioural Theories**: leaders **behave** in certain ways
 - **Autocratic**: controlling with less discussion Very structured
 - **Democratic**: participatory, considers others Inefficient
 - **Laissez Faire**: Hands off management with little guidance Open
- **University of Michigan Studies**
 - Two dimensions of leader behaviour:
 - **Employee orientated** emphasising **personal** relationships
 - **Production orientated** emphasising **task** accomplishment
 - Displayed in a 10x10 grid (0 to 9) comparing **concern for production and concern for people**
 - **Suggested** that leaders with high production and people concern were effective

8.2 Contingency theories of leadership

- Theories that **define** leadership style by applying **specific situation and responses**
- Fiedler Model** define best style
 - Leadership style was either **task or relationship oriented**
 - Least preferred co-worker (LPC) questionnaire
 - Three categories measured by **situation favourability**
 - Leader-member relationships: degree of confidence, trust and respect
 - Task structure: degree of tasks being **procedures**
 - Position power: degree of **influence over power variables** e.g. firing
- Hersey-Blanchard Situational Model**
 - Not a continuation, but suggested four leadership styles for **stages of readiness to follow**

Style	Task behaviour	Relationship behaviour	Readiness to follow
Telling	H	L	Unable and unwilling
Selling	H	H	Unable but willing
Participating	L	H	Able but unwilling
Delegating	L	L	Able and Willing

- House's Path-Goal Theory:** leaders as a **pathway with support and direction**
 - Assumed leaders were **flexible** and could change between **directive, supportive, participative and achievement orientated**
 - Changes were dependent on **follower (experience), job (routine) and organisation characteristics (explicit rules and procedures)**



8.3 Leaders and Sources of Power

- Power affects **behaviour and performance of followers**
- Formal position-based power:**
 - Legitimate: authority or position, 'title'
 - Coercive: punishment or control
 - Reward: bonuses and promotion
- Personal power:**
 - Expert: knowledge, skills
 - Referent: desirable resources and traits, e.g. persuasiveness, charisma
- Gender roles, women **transformational**, inspirational, men **transactional**, motivational