MANAGER TRAINING:

PROFESSIONAL DEVELOPMENT CONTENT FOR

NEW AND NEWLY PROMOTED MANAGERS

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Introduction

Training and onboarding for new employees is a vital aspect of retaining employees and has been shown to increase productivity and innovation, as well as decrease turnover within firms (Quigley, 2014). Most training focuses solely on general employees. However, it is an increasing trend for firms to want to train general employees and managers separately (Aragon & Valle, 2013). Despite this, many firms often lack resources or insight about the benefits of training managers and employees separately. Even when they are not training with their subordinates, managers often receive the same exact training programs as subordinates. Because managers are performing their tasks that are different from their subordinates, this kind of training is less effective for developing manager-specific skills.

From my experience in Jo-Ann Fabric and Craft Stores, managers and employees received the exact same type of training at the same time. While the company expressed an interest in training their managers separately, they did not have any programs in place that were tailored to fit a manager’s specific needs. The training offered to all Jo-Ann employees included sensitivity training, communication skills, and a seminar about the Big Five Personality Types. While other training was offered, the classes were optional and there was little demand for these classes. In my experience, the only time these classes were filled was when a manager in one area of the company required all their teams to attend the class, though managers themselves rarely took part in the class themselves. Often these classes took up half a day, which
further discouraged employees from taking time off to learn new skills in favor of being productive in their assignments.

There are countless topics in which a manager can develop skills. This paper will focus on four: emotional intelligence, conflict management, teambuilding, and communication skills. While these skills are important for any employee, managers need to address these topics from a different perspective in order to understand how to use them effectively. Further, to help facilitate managers receiving this training in the face of their busy workdays, I have developed a series of video seminars that address the skills mentioned above that managers can view when it most convenient for them.
Emotional Intelligence

Learning Objectives:

- Identify the four aspects of emotional intelligence

Emotional intelligence (EI) a concept that has been developing in the business world for over 20 years. It began as a “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990, p. 5). When EI was explained in Goleman’s 1995 book, entitled Emotional Intelligence, the concept redefined what “smart” truly meant. This way of thinking came about when studies showed that traditional intelligence scores only contributed to 20-25% of personal and professional outcomes (Goldstein, Zedeck, & Goldstein, 2002). This meant 75-80% of life outcomes were influenced by some other forces or dimensions. EI, with its multiple facets, may be responsible for much of the remaining personal and professional achievement (Ybarra, Kross, Sanchez-Burks, 2014). Individuals strong in EI are able to interact and communicate with a wide variety of individuals, including colleagues who are at different levels in an organization’s structure. Developing EI can have a positive impact on professional and personal outcomes for these reasons (Goldstein et al., 2002).

The concept of EI development is supported by neurological science, specifically mirror-neuron systems. Mirror-neuron systems allow humans to mimic behaviors observed in others without explicit reasoning and perform these movements
and behaviors subconsciously (Rizzolati & Craighero, 2004). This means humans, as a species, are able to see behavior and learn to emulate them without extensive training. When a human sees another individual behaving a certain way, they can emulate that behavior in order to understand the other person’s behavior without asking for specific clarification. This is why, for example, seeing somebody with slumped shoulders may lead you to believe that person is feeling tired or sad. Mirror-neurons are able to understand that gesture, recall a time that gestured was used, and make assumptions about the other person’s feelings based on prior experiences. Another example would be what happens when an individual watches somebody they recognize as a good leader behave. If that individual walks with their head held high and shoulders back, mirror-neurons will associate that behavior with leadership and the individual will subconsciously begin to act in a similar way.

Being strong in EI means understanding your own and others’ emotions, as well as controlling your emotional reactions. By watching others have positive emotional reactions, individuals can learn how to emulate them. Leaders in particular have a need for EI, as they not only manage their own emotions, but the emotions of those under their supervision. Subordinates, too, can emulate the EI skills they see their manager performing, thanks to mirror-neuron systems. According to Whiteoak and Manning (2012) “a leader able to manage their emotions and have empathy for those they lead will be a more effective manager in the organization” (p 1664). Research has shown that the most effective EI training occurs either on the job, or in training that
very closely resembles actual scenarios that may occur during an employee’s job. (Sigmar et al., 2012)

In addition, “social and emotional skills may be a more accurate predictor of personal and professional success than cognitive knowledge” (Sigmar et al., 2012, p. 302) and the development of these skills has been theorized to improve performance in successful careers and successful teamwork (Sigmar et al., 2012). Similarly, a subordinate’s impressions of their manager’s EI can have an effect on that employee’s job satisfaction and group task satisfaction (Whiteoak et al., 2012). If managers are seen as competent and approachable, their subordinates will be more likely to approach them. If a manager appears closed off, employees often do not feel comfortable in their job environment.

According to Goleman (1995), EI can be broken down into four distinct categories: Self-Awareness, Social-Awareness, Self-Management, and Relationship Management. Some individuals are strong in some but not all categories of EI. However, those who develop skills in all four categories are more likely to be successful in personal and professional endeavors.

Self-Management

Self-Management is another intrapersonal skill in EI. Self-management includes “emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation and initiative” (Moon, 2010, p. 833). The main outcomes associated with self-management have higher adaptability in situations and
better control of one’s impulses. Furthermore, self-management allows individuals to take precautionary measures against future events or situations, and react accordingly to changes in behavior (Goleman, 1998).

**Self Awareness**

Self-Awareness is another dimension of emotional intelligence, and one of the two intrapersonal aspects of the concept. Self-awareness is an individual’s ability to develop “the ability to identify one’s own emotions, recognize the source of feelings, and comprehend the implications of one’s own emotions” (Moon, 2010, p. 883). Self-awareness also includes the ability to recognize one’s own talents and weaknesses, and to develop one’s self worth. Self-Awareness is the way individuals determine if they have the skills necessary to complete certain tasks (Goleman, 1998).

Understanding one’s own strengths and weaknesses is important to managerial success, as it allows one to constantly look for ways to improve their performance and build teams and networks that can compensate for shortcomings in order to build the most effective teams possible. Furthermore, a manager’s ability to understand their emotions and control their responses can lead to “building psychologically safe team environments in organizations” which can improve overall team effectiveness (Ghosh, Shuck, and Petrosko, 2012, p. 612).

**Social Awareness**

Social- Awareness, or social competence, is another interpersonal skill within EI. Social awareness is similar to self-awareness, but rather than being a personal
reflection, social awareness it an individual’s ability to understand and react to the emotions and behaviors of others. The main focus of social awareness is empathy, defined as being able to understand and share emotions with others, group orientations, and service dynamics (Moon, 2010).

**Relationship Management**

Relationship-Management is the last aspect of EI. Similar to social-awareness, relationship-management is an individual’s ability to deal with another individual’s emotions. By being able to understand and react to another’s emotion individuals can develop “mutual relationships, a keen appreciation of social situations, and adaptation at inducing desirable responses from others with communication skills” (Moon, 2010, p. 882).

Relationship-management has many direct influences of the daily tasks of managers, including “helping others develop, inspirational leadership, influence, communication, catalyzing change, conflict management, fostering collaboration and teamwork” (Moon, 2010, p. 884). Managers trained in relationship-management will be able to better shape the culture of an organization by working to develop specific relationships between members of their teams, departments, and among the firm as a whole. 70% of an employee’s perception of organization culture and climate result directly from their managers behaviors and style of leadership (Momeni, 2009). Not only that, but one-third of a firm’s financial returns are influenced by organizational culture, while the remaining two-thirds are influenced by economic factors and
competitive dynamics. In a ten-year study, it was found that firms that were ranked higher on a list of best places to work also had higher returns measured by the S&P 500 Index (Momeni, 2009). By focusing on the culture of an organization, and having that culture reflect good worth ethic and values, employees can not only feel more accepted into their work environment, but also begin to emulate positive traits as they assimilate into the culture. Additionally, those higher in EI have been shown to be “more likely to use collaboration at both the individual and team levels of analysis” (Sadri, 2012, p. 538). Those strong in relationship management have the ability to influence others, to inspire their colleagues and excel in conflict management (Moon 2010).
Conflict Management

Learning Objectives:

- Explain the three types of conflict
- Understand the five methods of conflict management
- Identify the steps of the Evaporating Cloud

Conflict is a natural and inevitable aspect of organizational interactions. Simply, conflict is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs (Bakhare, 2010) that can occur between any individuals, groups, or levels in an organization. Some conflict stems from previous rivalries, other from miscommunications, or from the perception that one party is going to negatively affect something another party cares about (Jehn, Greer, Levine & Szulanski, 2008). Although conflict is inevitable, knowing how to properly deal with conflict is essential to using that conflict to positively affect the organization rather than hinder it.

Conflict is often divided into three main categories: Task, Process, and Relationship (De Wit, Greer & Jehn, 2010). These conflicts often occur simultaneously within groups, and some combinations are more harmful than others (De Wit et al., 2010). As a manager, it’s important to understand the types of conflict that may arise from your employees, and how to identify and deal with each type. Although some conflict can be beneficial, knowing when and how to step in can make or break an effective team.
Task Conflict

Task conflict is common within groups or teams, and involves disagreements about the task being performed by an individual or group (Jehn et al., 2008). The subject of disagreement can range from insignificant aspects of the task, such as a difference in one step of the process, or the entire task itself (Jehn et al., 2008). Disagreements are often perceived as personal attacks, especially when differences in opinions are involved (De Wit et al., 2010) but it’s important for a manager to differentiate task conflict from relationship conflict. Task conflict often lowers the satisfaction of the entire group, and if it is not resolved correctly task conflict may lead to other types of conflict. However, there is evidence that task conflict can be beneficial. When task conflict does not co-exist with relationship conflict, it can be beneficial to the overall performance of a team (De Wit et al., 2010). This is because it allows the task to be examined more critically, and the boundaries of the group are established when task conflict occurs (De Wit et al., 2010). As a manager, it is important to understand if task conflict is occurring with or without other types of conflict. If the conflict exists alongside another type, relationship for example, a manager may need to step in and facilitate the conflict resolution process.

Process Conflict

Although it sounds similar to task conflict, process conflict is a distinct type of conflict seen in the workplace. Process conflict revolves around the steps taken towards a goal rather than the goal itself (De Wit et al., 2010). A common example is
role delegation (Jehn & Bendersky, 2003). Sometimes individuals are upset by the role they are assigned and feel that the role is beneath them. Often conflict arises because an individual considers being given a “lesser” role as a personal attack and their commitment towards their work suffers (De Wit et al., 2010). It is important to note that process conflict is not related to what the group is trying to accomplish, but in the way the task is being accomplished. Disagreements about processes should be resolved early in a team’s lifecycle in order to ensure a productive team. If too much time is spent on the issues relating to process conflict, the team may not reach a productive stage with enough time to complete their tasks.

**Relationship Conflict**

Relationship conflict involves disagreements within the workplace that are not related to the job or tasks assigned (De Wit et al., 2010). These disagreements can stem from gossip to clothing choices to political views and anything in between (Jehn et al., 2008). Relationship conflicts are often based on ego threats between individuals and have huge implications for productivity and outcomes of those involved. (De Wit et al., 2010). Ego threats raise hostility between members (De Dreu & Van Knippenberg, 2005) which may also lead to further types of conflict. Furthermore, relationship conflicts influence an individual’s turnover decisions and overall trust in the company and their peers (Conlon & Jehn, 2007, Jehn et al., 2008) Relationship conflict is unique from task and process conflict because researchers have not found it to be beneficial to team performance. Relationship conflict can hinder team
performance and continue to affect individual relationships after the team is disbanded (Tekleab et al., 2009). If conflict management processes are implemented at the first sign of relationship-based conflict, however, these negative outcomes can be reduced (De Dreu & Van Vianen, 2001). Managers should pay particularly close attention to signs of relationship conflict among their employees in order to help facilitate the conflict resolution process as soon as possible.

The ability to identify the different types of conflict is essential to understanding how to react. While task conflict can be beneficial to a team effort, if relationship conflict co-exists, then the conflict will be ultimately negative. As a manager, it is important to determine the sources of conflict and make a judgment on what course of action to take.

**Types of Conflict Management**

In 1974, Thomas and Kilmann identified five types of conflict management styles and arranged them based on two dimensions: assertiveness and cooperativeness (See Figure X). Assertiveness is the desire to satisfy one’s own needs, while cooperativeness is the desire to satisfy another’s needs. The styles of conflict management outlined by Thomas and Kilmann are competition, collaboration, avoidance, accommodation, and compromising. These methods vary in cooperativeness and assertiveness; some styles of conflict management are more effective than others in certain situations. A manager who is trained in conflict
adaptability should be able to identify situations and determine the correct method of conflict management to deal with the problem efficiently and effectively.

Figure X: Thomas and Kilmann’s model of conflict management. Adapted from “Thomas-Kilmann Conflict Mode” by K.W. Thomas and R.H. Kilmann. *TKI Profile and Interpretive Report*, 1-11.

**Competition**

Competition is characterized as a win-lose struggle between the two parties. The manager can often use their authority to drive the decision in their favor, often at the expense of the second party. (Khan, Langove, Shah & Javid, 2015). This is often
used in high pressure situations, when decisions must be made quickly, or to protect self-interest (Bakhare, 2010)

Skills involved in the competition approach are the ability to debate, knowing how and when to use rank, assertiveness and the ability to stand your ground in high pressure situations (Khan et al., 2015)

**Compromising**

Compromise outcomes are ones in which both parties “gives up something, and there is no winner or loser” (Khan et al., 2015, p. 47). This type of conflict resolution requires both parties seeing the decision not as a competition but as a collaboration.

Compromising skills include active listening, the use of non-threatening confrontation, and the ability to identify and articulate both one’s own concerns and the concerns of others (Khan et al., 2015).

**Avoidance**

Avoidance is an uncooperative and unassertive behavior which can be classified in two ways: suppression and withdrawal. Suppression is when both parties withhold certain information in order to avoid a disagreement. Often, this is done to avoid hurt feelings, but key information that could be used to reach an agreement is left out. Withdrawal is when two parties avoid interactions with each other and rely on third parties to communicate. (Khan et al., 2015).
In order to be effective in the avoidance strategy, a sense of timing is essential. This method is not effective for time-sensitive issues, nor is it appropriate for issues in which you, as a manager, are directly responsible for. You should not rely on a third party to make decisions related directly to your job. Other skills involve the ability to withdraw from situations and the ability to leave things unresolved until a third party can make the decision.

**Accommodation**

An unassertive but cooperating behavior, accommodation occurs when one party puts the other’s need above their own. This is most common in personal relationships but not useful in most professional settings. Using this method may come across as favoritism (Khan et al., 2015).

Key skills in this strategy are selflessness and the ability to set your own desires aside in order to please another. The ability to take orders and follow directions is also essential for this strategy (Khan et al., 2015).

**Collaboration**

Collaboration is framed as a win-win solution and requires mutual problem solving in order for all parties to be satisfied with the outcome (Khan et al., 2015). This outcome is high in both assertiveness and collaboration, but requires a large amount of trust in order for the system to work. (Khan et al., 2015). Collaboration is the option that is both assertive and cooperative, and should be the option managers strive for with each decision. Collaborated solutions benefit both parties and decrease
the risk of one party fostering negative feelings for the other, the situation, or the company itself. Collaboration is also the most difficult of the five strategies, because it involves more communication and sacrifices.

Negotiation skills are most important in every conflict management strategy. The ability to make concessions is also essential, as well as the ability to assess the value of different aspects of the decision. Many methods exist to assist individuals solve conflict, including one known as the Evaporating Cloud.

**The Evaporating Cloud**

An approach to conflict management known as the Evaporating Cloud consists of five steps that present an area of conflict, identify assumptions in that conflict, and “injections that can invalidate one or more of the assumptions” (Gupta, Mahesh, Kerrick, & Sharon, 2014, p. 64) in order to solve the problem. The Diagram Y shows the process of the Evaporating Cloud; 5 steps are used to help open a dialogue about how a problem should be solved. This conflict management process is similar to Kilmann’s compromising and collaborating methods of conflict management, as it allows the interested parties to look at the decision not as a win/lose but as a win/win outcome for both parties.

While compromising and collaborating can be considered win/win outcomes, it is important to note the distinction between the two. In his 2012 article, Ralph Kilmann explained the distinction as follows; compromising is like a 50/50 split between two parties. While they both get what they want, each parties also makes
concessions towards the other. Collaborating can result in any kind of split, 75/25, 60/40 and so on. However, it’s also possible to use creativity and innovation to find a 100/100 split.

Kilmann’s example of compromising and collaborating involved scheduling a meeting. If one individual wants to meet at 8am and another at 4pm, because they both feel they are most productive at that time, there is no way each of them can get what they want. If they meet in the middle, at noon, neither of them has gotten their preferred outcome, but it is a compromise. However, if the first individual offers to meet at 8am and provide a breakfast they know the other individual likes then the outcome is beneficial to both parties. While they both didn’t get their preferred time, each individual was able to gain something positive from the outcome.

The Evaporating Cloud is structured to reflect win-win situations. While 100/100 splits may not always be possible, using this model can help a manager find solutions beneficial to both parties.

To best understand the diagram, it is helpful to work through an example of conflict. A simple conflict in the office could look like this: Mary came to the office and opened a window by her desk. Mary feels she works best in the cold. After a few minutes, Sue announced it was too cold in the office and closed the window.

**Step 1: The Common Goal**

The first step of the Evaporating Cloud is to identify the common goal that both parties want to achieve. This “goal” is actually the issue that needs to be solved,
or the source of conflict that needs resolution. An example might be Once the goal is identified, both parties must determine Steps 2 and 3.

In our example, the goal of both individuals is to work productively in the office.

**Step 2: Your Needs**

The next step in the Evaporating Cloud process is to determine why you, as a manager, want that outcome defined in Step 1. It is helpful to use “I need” statements to determine why the goal is important to your personal and professional objectives. This may take the form of a proposed action or solution to the problem outlined in Step 1.

In the example, Mary will be represented in Step 2. For her, her need is to have a cold office.

**Step 3: The Other Party’s Needs**

Similarly, the other party must identify why they want to achieve the shared goal outlined in 1. Following similar steps with “I need” statements, the other party can determine why they feel the ultimate goal should be achieved or what actions they propose.

Sue, in our example, would claim her need is to have a warm office.
Step 4: Your Wants

After you have identified what you and the other party need to accomplish Step 1, steps to reach that goal must be identified. These can be determined using “I want” statement, or “what do I feel pressured to do?” This can help guide a discussion of your limits or expectations of the problem solving process.

In order to have a cool office, Mary wants to open a window.

Step 5: The Other Party’s Wants

Just like in Step 4, Step 5 is designed to identify the actions or activities the other party does or does not want to use. Again, this will allow parameters to be set and expectations of needs within the issues are established.

In the example, Sue wants to close the window in order to have a warm office.

Evaporating Cloud Conclusion

Once each section of the Evaporating Cloud model is completed, a dialogue can be opened between the two parties. Because the needs and wants of both parties have been identified, it is easier to find a course of action that can be agreed upon and that satisfies both parties in the process of reaching the shared goal.

Going back to the example with Mary and Sue, there are two ways the two could go about solving the issue. If they went the compromising route, Mary could leave the window half-open. However, neither woman would get exactly what they
want; it may still be too cold for Sue and too warm for Mary. However, if the two
discuss their needs together, they may find another mutually beneficial solution to the
problem. Since they both agree that they both want to be productive, a collaborate
solution is the best option. If the window is left open and the office is cold, allowing
Mary to work comfortably, Sue could use a jacket or blanket to keep warm. If the
window is closed, meaning Sue will have her needs met, Mary can use a small fan on
her desk to keep cool. In both of these solutions, both women are able to have their
needs (outlined in Step 2 and 3) met.

This method is particularly effective for collaboration and compromising,
because it sets boundaries and outlines each party’s wants and needs as well as their
concerns. It divides the issues into “wins” and “loses” in a way that allows a manager
to understand what will make their employee happy in a proposed solution, and to help
them understand what the other party is willing to give up in order to achieve the
solution.
STEP 1: Identify the common goal

STEP 2: Identify your needs

STEP 3: Identify the other party’s needs

STEP 4: Identify your wants

STEP 5: Identify the other party’s...

Figure Y: The Evaporating Cloud: Adapted from “A Conflict Resolution Tool for Project Managers: Evaporing Cloud” by M.C. Gupta and S.A. Kerrick. *Journal of International Technology and Information Management*, 23(3-4), 61-75.
Team Formation

Learning Objectives:

● Identify the five stage of team formation

● Identify personality traits that can ensure successful team dynamics

Personality and Team Effectiveness

Teams are created to work on a variety of different tasks. Overall, tasks can be divided into two categories: additive and conjunctive (Homan, Hollenbeck, Humphrey, Van Knippenberg, Ilgen, & Van Kleef, 2008). Additive tasks are tasks in which each member of the group has a specific skill set which adds to the group’s overall abilities (Kramer, Bhave, & Johnson, 2014). Each person is responsible for knowing something others do not, and by working together the team can create a unit that has more skills than any one individual alone. Conjunctive tasks are tasks which are more individualized, like an assembly line. In a conjunctive task, the group is only as good as its weakest member (Kramer et al., 2014).

There are several ways a manager can assign teams. While most have their own pros and cons, the least effective method of team formation is to assign random individuals to work together (Barrick, Stewart, Neubert, Mount 1998). This is often the easiest method, as a manager can simply assign those who have the least amount of work to do and be done with it. However, these teams are rarely effective and often have the most conflict. In fact, group performance in influenced by the personal
composition of group members (Bradley, Klotz, Postletthewaite, & Brown, 2013) and the variability of their abilities matters more than the homogeneity of the group (Homen et al., 2008).

Personality tests, such as the Big Five (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism) can be good indicators of how well individuals can work together, and what skills they bring to a group (Barrick & Mount, 1991). Having a wide variance in skills can help teams work more efficiently. Knowing where your employees fall in each of these categories can help in determining how to create groups.

“Stacking the deck” is a common method of team formation. This is when managers assign only individuals who ranked high in certain personality aspects, such as extraversion or conscientiousness, regardless of how varied the skills are. For example, a group may consist of five individuals, each chosen because they ranked highest in a specific area of the big five. This method is recommended for tasks where a manager predicts a certain personality type will be most beneficial to the group’s success. For example, if a manager is putting a group together to brainstorm new and innovative marketing ideas, he or she may feel that individuals high in openness to experience will think of the most unique suggestions. Therefore, the team is built with individuals ranked highest in that category. The downside to this method is it does not take into consideration what other personality aspects the individuals ranked high or low in. If someone is assigned a group due to their high score in openness to
experience, but they are also very low in agreeableness, the group will not function as
efficiently (Williams & Sternberg, 1988).

Another method is to assign groups based on variance of personality types. A
group may be made up of individuals who have similar rankings in all or most of the
Big 5 personalities. For example, nearly every member of the group may be high in
conscientiousness, high in extroversion, and low in neuroticism. This ensures
homogeneity within groups and that can help eliminate conflict, especially relationship
conflict. However, this type of grouping can stifle creativity and individual thought,
meaning some of the potential of the group may be lost in favor of eliminating
conflicts (Chatman, 1991).

A third method of group formation is the “highs and lows” method. This is
when individuals are assigned to a group based on their highest score and lowest score
in the Big 5 personality types. The idea behind this method is that an individual can
greatly influence a team, so having someone strong in each category will help the team
be more creative. For tasks that rely heavily on innovation and problem solving, this
method is recommended. The large variance in personality types can encourage group
members to think critically about their task, and each group member is exposed to a
different point of view from each group member. This can lead to relationship conflict,
however, if the individuals are too different (Kenrick & Funder, 1988). Like the other
methods, this requires a manager to monitor how the group interacts in order to help
the team be most effective.
Five Stages of Team Formation

In 1965 Bruce Tuckman identified four stages groups encounter during team building, with a fifth added later to create the five stages of team formation, Forming, Storming, Norming, Performing, and Adjourning. The length of these stages, vary depending on a variety of factors, including the individuals on the team, why the team was created, and the timeline given for the team’s task. These stages may not occur in the same order, and some may repeat before the team’s ultimate disbandment. A manager must be able to understand each of the different stages in order to understand which stage their teams are in at any given time.

Teams are often formed in order for projects to be completed efficiently and without much input from management. However, it is crucial that a manager provides the necessary tools so that the team can achieve their goal without negative conflict or inefficiencies. By understanding the process of team formation, a manager can better identify who should serve on a team, what resources they will need, and better identify when conflict should be resolved within the group or when outside assistance is required in order to keep the team functioning.

Forming

The first stage, forming, usually occurs when the team is first created. Team members are often excited and positive, with hopeful expectations of what the team will accomplish (Tuckman, 1965). There may also be nervous energy within the team as each member figures out where he or she belong in the group structure. In this
stage, work towards the actual goal of the team is not as important as determining where each person fits on the team (Tuckman, 1965). It is important for managers to create a team with a specific, well defined goal. This will alleviate anxiety about what is expected of the team, and allow the team to quickly determine the team’s mission and its processes.

**Storming**

In the storming stage, the team begins to work towards their goals and may experience setbacks (Tuckman, 1965). Often, it becomes clear that the idealized outcomes experienced in the forming stage are not achievable. Arguments and conflict are a key part of this stage, as the resolution of conflicts helps the team grow closer in the following stages (Tuckman, 1965). Still, conflict management skills are essential to the cooperation of the group. During this stage, it is helpful to break the overarching goal into smaller, easier to manage tasks.

**Norming**

The norming stage occurs when the conflicts of the storming stage are resolved and the team overcomes their previous misconceptions about how the team should function (Tuckman, 1965). Team members become more comfortable expressing their true feelings about situations or decisions, and more widely accepted group norms are established. Both individual and collective work improve during this stage, and the group’s communication is longer and more meaningful.
Performing

During the performing stage, greater strides are taken towards the team’s overall goal. The team is acutely aware of strengths and weaknesses on both an individual and team level, and differences between teammates is used in an effective way rather than causing conflict (Tuckman, 1965).

Adjourning

This step was not in Tuckman’s original model, but because some teams do end it is an important step in understand how teams function. During the adjourning, or mourning, stage, productivity may diminish as team members feel anxious about the impending change that results in the team disbanding. Others may feel proud of their accomplishments. These feelings can even occur simultaneously. Each member of the team will experience these emotions at different times, and therefore morale can rise and fall during this stage at any moment (Tuckman, 1977). In order to make this stage easier on the team, a manager should provide feedback on team and individual performance and offer the chance to perform some kind of closing activity for the team.
Communication Between Managers and Subordinates

Learning Objectives:

- Identify aspects of effective personal feedback
- Identify ways to communicate efficiently with subordinates

Communication satisfaction can be simply defined as how employees feel about the method and effort exuded in communication (Nikolić, Vukonjanski, Nedeljković, Hadžić, & Terek, 2014). Downs and Hazen, (1977) identified eight sections of communication that could be used to determine how employees felt about how the organization as a whole communicated. The eight sections were Organization Perspective, Personal Feedback, Organizational Integration, Supervisory Communication, Communication Climate, Horizontal Communication, Media Quality, and Subordinate Communication. While each of these sections is important to develop, media quality is a growing concern in organizations. There is a tendency to gravitate towards digital communication, but that method is not always the most effective (Sheer & Chen 2004).

Communication skills rely on the development of emotional intelligence, as communication requires an individual to understand themselves and the person they are communicating. According to a 2014 study, a high value of self-awareness in middle managers is tied to higher rankings in all aspects of the Communication Satisfaction Questionnaire (Nickolic, 2014). In addition, employees under middle
managers high in self-awareness also reported higher scores in communication satisfaction. (Nikolić et al., 2014). Although EI can help with communication, managers must pay close attention to how they are communicating with their employees in order to make their discussions most effective.

Employees are more likely to engage and have meaningful discussions when speaking with their managers face to face (Golden & Fromen, 2011). Face-to-face communication, as opposed to telecommunication or other forms of media, facilitate the exchange of ideas in a timely manner. Having a manager more available to discussion encourages employees to reach out to the managers for guidance (Holm, 2006) even if it’s just to “stop by” for guidance or clarification. This is seen more often with managers who appear more available for face-to-face interactions than those who rely mainly on electronic communication with their employees (Golden & Fromen 2011). Furthermore, oral communication also reduces the ambiguousness of whatever message one is trying to convey. If a task is ambiguous or vague, and employee is more likely to fail in its execution (Sheer & Chen, 2004).

Feedback is essential to the growth and success of employees. Research shows that when managers lack direct, in-person communication with their employees, those employees in turn receive less feedback on their performance (Golden & Fromen, 2011). Additionally, electronic media can constrain information flow because it lacks as many contextual indicators and cues than oral communication (Rice & Gattiker, 2001).
**Media Richness Theory**

The clarity of messages also suffers when communicated electronically. Often, electronically communicated messages cause employees to “have greater difficulty understanding the precise nature of instructions received ... and the implications of such requests” (Golden & Fromenm 2011, p. 1459).

Media Richness Theory (MRT) deals with a manager’s choice of media for communication and its related effectiveness (Allinson, Armstrong & Hayes, 2001). In order to determine how “rich” a medium of communication is “depends on (a) the availability of instant feedback; (b) the use of multiple cues, such as physical presence, voice inflection, body gestures, and graphic symbols, and so forth; (c) the use of natural language for conveying a broad set of concepts and ideas; and (d) the personal focus of the medium” (Daft & Lengel, 1986, p. 77) The more aspects a medium has, the more “rich” it is. The richest medium is face to face, followed by telephone, electronic messaging and personal written text, then formal written text (Daft & Lengel 1986). Managers often use “leaner” communication if the task is direct, and richer communication if the task is more complex.

Many managers feel that they must remain in good standing with their subordinates and don’t want to deliver bad news (Sheer & Chen, 2004). This causes many managers to use impersonal communication skills in order to deliver negative messages. While in the short term this may seen like a better solution, as it can avoid uncomfortable interactions between a manager and their subordinate, delivering
negative news using lean communication can be harmful to an employee and an organization. For example, negative criticism delivered via email is less effective for building and improving an employee’s performance than criticism given through face-to-face interactions (Sheer & Chen, 2004). With this in mind, managers should communicate negative information using rich communication methods in order for their subordinate to understand the message more clearly.
Conclusion

The actions and behavior of managers can influence the performance of employees in many ways. By understanding how a manager’s behavior can affect their subordinates, one can work to develop the skills to change their own behavior in order to yield preferable results. By focusing on developing skills in emotional intelligence, conflict management, team formation, and interpersonal communication, managers have the opportunity to improve their own performance as well as the performance of their teams. This research was used to develop four learning modules, each covering the most essential information regarding the four outlined subjects in an easy to use format.
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Ybarra, O., Kross, E., & Sanchez-Burks, J. (2014). The “big idea” that is yet to be:
Toward a more motivated, contextual, and dynamic model of emotional
The learning objective for this model is to identify four aspects of emotional intelligence.

What is emotional intelligence? “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action”

What most people traditionally think of as intelligence, things such as proficiency in algebra like or knowing the United States capitals, only influence 20-25% of all personal and professional outcomes. Emotional Intelligence is thought to make up a large portion of the remaining 80%.

There are four types of emotional intelligence. Self Awareness, Self Management, Social Awareness and Relationship management.

Self Management is about understanding your own emotions. Those proficient in self management understand themselves and their emotions, and can manage their emotions in such a way that they generate positive interactions with others.

Trustworthiness, conscientiousness and optimism are all valuable traits of people high
in self management.

The first step in developing self management is to determine how you are feeling in any situation. Then, determine the underlying cause. Once you’ve determined what’s causing you to feel a certain way, you will be able to identify a course of action. Self management is all about keeping things positive. If you are experiencing a negative emotion, try to find a way to keep it under control. Remember, emotions are infectious and you don’t want your employees to be emulating your negative or angry emotions.

VIDEO 1:

[Jacob, clearly irritated by something. He’s angrily stomping down the hallway.]

Patricia: Hey Jacob, great day isn’t it?

Jacob: No, it’s a terrible day! Everybody’s being an idiot today, and nobody can do anything right. And your shoes look horrible.

[FADE OUT]

Patricia: Hey Jacob, great day isn’t it?

Jacob: (takes a deep breath) Yeah, it is. I’d love to stay and talk, but I have a lot to get done.

Patricia: Of course. Let me know if you need help with anything.

Jacob: Thank you. By the way, I love your shoes.

END OF VIDEO ONE.

Self Awareness is about understanding yourself. Those high in self-awareness can
easily identify their own emotions and can predict how they will feel in the future. They can also identify their strengths and weaknesses.

To develop self awareness, you need to be open and honest with yourself. Writing a list of your strengths or roles in life can be a good place to start. Roles can include your job title, your hobbies or even personal status as a sister, brother, husband, wife, and so on. It’s also important to listen to feedback from others.

VIDEO TWO:

Scenario: Patricia, sitting at her desk. She has tons of papers, folders, various office supplies around her. She clearly has a lot of work to do.

Patricia: Okay, I have three reports to complete, ten people to email, and several clients to meet with in the next two weeks. But I’m usually pretty bad at procrastinating. (pause) You know what, I’m sure it’ll be fine. I’ll just do it later.

[cut screen: 2 weeks later]

Patricia: (sobbing, clearly stressed) I don’t know how this could have happened?

[FADE OUT]

Patricia: Okay, I have three reports to complete, ten people to email, and several clients to meet with in the next two weeks. But I’m usually pretty bad at procrastinating. I’ll set up a timeline now, since I know I’m good at following set orders. If I feel myself getting too stressed, I’ll be sure to reach out for help.

END OF VIDEO TWO
Social Awareness is the ability to understand how others are feeling and respond accordingly. Empathy is an important part of social awareness, as is an understanding of group and service dynamics. Those who are high in social awareness can understand the needs of others, see their point of view, and providing assistance. Empathy does not mean you agree with their point of view, just that you understand them.

To improve social awareness, you keep close attention to how you act in social situations. After interacting with someone, ask yourself if you actively listened to what they had to say. Did you seek to understand what they were saying? And did you change your body language or facial expression in response to what they told you?

VIDEO THREE:

Scenario: Jacob, on the ground. He’s clearly an emotional wreck.

Staci: (walking by) Hey, Jacob, are you okay?

Jacob: (bitterly) Yeah, I’m just fine.

Staci: Great. Well, see you later.

[FADE OUT]

Staci: Hey, Jacob, are you okay?

Jacob: (bitterly) Yeah, I’m just fine.

Staci: You don’t sound fine. Do you need to talk about something?

Jacob: I’ve been pretty stressed. I have a lot of deadlines and I don’t think I can meet them and-- (goes on, rambling as Staci listens patiently)
Relationship Management is the last aspect of emotional intelligence. Those who excel in relationship management can inspire their peers and know how to resolve conflicts and influence others. Adaptability is important to those who are high in relationship management. They are good team builders, leaders, and they create close bonds with others. Practice using empathy and other EI skills to create trust among your employees. Practice conflict resolution and help others see something from someone else’s point of view.

To build your own relationship management skills, make a list of areas where you are already competent, with examples. Then, focus on one skill you would like to improve. Keep this process going until you are confident in all your abilities.

VIDEO FOUR:

Scenario: Patricia and Staci, arguing.

Jacob: (with her phone out, recording) Fight! Fight! Fight!

[FADE OUT]

Jacob: Hey guys, what’s wrong?

Patricia: Jacob says he doesn’t like One Direction, so we can’t be friends anymore.

Staci: Well Cedric doesn’t like Justin Bieber!

Jacob: You guys are such good friends, are you really going to let music taste break that up?
BOTH: Yes.

Jacob: Have you tried listening to the other’s favorite artist?

BOTH: No.

Jacob: Why don’t you give it a try?

BOTH: (they trade headphones, and obviously enjoy the other’s song)

Staci: I love this song!

Patricia: Me too...sorry about before. Are we still friends?

Staci: Still friends.

END OF VIDEO FOUR

Let’s review. What are the four types of Emotional Intelligence?

The four types of Emotional Intelligence are self awareness, social awareness, self-management and relationship management.
Appendix B

Conflict Management Script

The objectives for this module are to explain the three types of conflict, to understand the five methods of conflict management, and to identify the steps of the Evaporating Cloud.

Conflict is an inevitable occurrence while working in groups. However, managers can help alleviate the negative outcomes of conflict, and even help make conflict experienced within their teams to lead to positive outcomes.

There are three types of conflict: task, process, and relationship.

Task conflict occurs when there is a conflict about the task being performed by an individual or a group. Task conflict can range from a specific step of the process to the entire goal itself. Task conflict can be positive if it does not occur with relationship conflict. This is because it forces the team to look more critically at the problem and identify any underlying issues that might not have come up.

Process conflict is similar to task conflict, however rather than being about the task itself, process conflict occurs from disagreements about the steps being taken to complete the task, or the individuals assigned to each step. Some individuals may
perceive a personal attack if they are assigned a role they believe is beneath them or they don’t feel that they can perform the task to the best of their abilities. Like task conflict, process conflict can have a positive outcome if it does not occur with relationship conflict. Process conflict can help a team look more critically at how they are going about solving a problem.

Relationship conflict are disagreements that are not related to processes or tasks themselves. Anything can cause relationship conflicts, from gossip, disagreements about political views, or even clothing choices. In general, they are usually ego threats that hurt the productivity of a group or an organization. Relationship conflicts decrease trust within an organization, increase turnover, and can affect how groups work together. While relationship conflict is very rarely positive, the negative results can be reduced if conflict management measures are taken at the first sign of conflict.

Five approaches to conflict management:

Competing: This takes a win/lose mindset in regards to problem solving. A manager can use their authority to make a decision, at the expense of the other party. This method of problem solving is effective for decisions that need to be made with a very short timeframe. However, this method of problem solving is not effective in regards to maintaining close relationships with your employees.
Collaborating: This method of problem solving uses a win/win mindset. It involves both parties making sacrifices, and requires a lot of trust between the two individuals in order to work. While this is a preferred method of problem solving, it does take time. As a manager, you have to be dedicated to the problem solving process in order for this to work.

Avoiding: Avoiding is a lose/lose problem solving method. This occurs when both parties actively avoid each other or withhold information. Often, this is done to avoid hurting the other party’s feelings. It relies on third-party communication to work and often leads to negative outcomes for all parties involved.

Accommodating: This is a lose/win method. It’s an unassertive behavior that puts the other party’s needs above your own. While this is common in personal relationships, it is not useful in professional decisions.

Compromising: This is another win/win situation. It involves both parties actively discussing the problem and giving up something in order to make the other one happy. This method has no clear winner or loser.

The Evaporating Cloud is a problem solving model. It is a five step process than can open a dialogue between two parties that will help them reach a decision.
The first step is to identify the common goal, or a problem that needs to be solved. Once the goal is identified and both parties are on the same page, they can move on to steps 2 and 3.

VIDEO ONE:
Scenario: Two individuals, Staci and Patricia, are arguing over the temperature in the room.

Staci: (enters the room and adjusts thermostat)
Patricia: (gets up, adjusts thermostat)
Staci: I need that lower. The room has to be cold if I’m going to be productive today.
Patricia: I can’t be productive if it’s freezing in here. I like the room to be warm.
Staci: So, we both want to be productive.
Patricia: And we want each other to be productive too.

END OF VIDEO ONE

In step 2, you, the manager, must identify what you want actions you want to take towards the goal, or what you need from the outcome. Step 3 is for the other party to identify their actions or needs.

VIDEO TWO
Staci: I need to be cold when I’m working. I don’t think I’m very effective if the room is warm.

Patricia: And I need to be warm in order to work. If it’s too cold, I just focus on that instead of my job.

END OF VIDEO TWO

In step 4 you should identify what you want or do not want in regards to the outcome, or the steps taken towards the outcome. This will help you set parameters are you work towards a common goal. In step 5, the other party should do the same and identify their wants.

VIDEO THREE

Patricia: In order for my needs to be met, the office needs to be warm. I want to window to be closed.

Staci: And I want the window to be open, so that the room can be cold.

Patricia: Or, we can adjust the thermostat to a temperature we can both

Staci: Or, if the window is open, you can use a blanket to keep warm.

Patricia: And if you keep the window shut, you could use a fan to keep yourself cool.

Staci: I have a fan we can use.

Patricia: And I have a blanket.

Staci: We can alternate days that the window is open or closed, to keep things fair.

END OF VIDEO THREE
Let’s review. Name the five methods of conflict management: Competing, collaborating, avoiding, accommodating, compromising.
Appendix C

Team Formation

The objectives for this module are to identify the five stage of team formation, to identify personality traits that can ensure successful team dynamics, and to identify two types of tasks

Team Lifecycles

There are five stages of team formation. The duration of these stages vary based on the individuals on the team, the team’s purpose, and the timeline for the goal. As managers, it’s important to understand the process of a team. Monitoring a team’s progress can help a manager know when to intervene with conflict, or to allow each stage to run its course. Furthermore, a manager should pay close attention to who they put on teams. Team composition can help or harm team effectiveness.

Stage 1: Forming.

Forming is the first stage, when the team is trying to figure out where each individual fits in. Goals need to be well defined and specific in this stage, though the main focus is on each individual interacting with their teammates
VIDEO ONE:

Scenario: A group sits around a table. Prolonged awkward silence.

Jacob: So...my name’s Jacob...

(the entire group then begins introductions)

END VIDEO ONE

Stage 2: Storming

This is when the team begins to work towards their goal. Conflict and disagreements are common in this stage as the dynamic of the group is tested. These arguments usually resolve themselves, but as a manager you should be aware of times when you may have to step in and absolve the conflict, or give your subordinates the tools to resolve the conflict on their own.

VIDEO TWO:

Staci: I think we start with the filming, THEN the script

Patricia: that doesn’t make any sense! We do script first, then filming.

Jacob: maybe we can just do both as we go along.

Patricia: we are never going to get this done...

Staci: Wait, here comes the manager

Winston: (arrives with a folder entitled “The Evaporating Cloud”)

GROUP: Ohh... (they begin to read through the file)
Stage 3: Norming

In this stage, conflicts from the storming stage are resolved and the team members feel comfortable sharing their opinions with the group. Group norms solidify, and managers should take care to ensure these norms are helpful and not harmful to group dynamics.

VIDEO THREE:
Staci: So we’ve decided, we start with the script, then filming, and then we do the video editing.
Jacob: Great, but can we start tomorrow? It’s a No-Work-Wednesday.
Patricia: No Work Wednesday? I like the sound of that. We should do that every week.
GROUP: (all turn to look at Winston)
Winston: (shakes head)
Jacob: On second thought, let’s start now.
END VIDEO THREE

Stage 4: Performing
In this stage, the team is taking larger strides to complete their goal. They are aware of each member’s strengths and weaknesses and conflict is rare.

VIDEO FOUR:
[a 30 second montage of the team working together]
END VIDEO FOUR

Stage 5: Adjourning

The final stage occurs when the group’s goal is in sight and the team is going to be disbanded. Some may feel proud of their accomplishments while others are nervous about losing the group. Others may feel all these things at once. It is important for managers to allow the team to formally disband in order to alleviate any concerns.

VIDEO FIVE:
Staci: Great job everyone.
Jacob:(sobbing) I don’t want this to end.
Patricia: Maybe we’ll get to work together in the future, since we proved how good we are as a team.
END VIDEO FIVE
There are two main types of tasks. Additive tasks are tasks where each group member contributes their own knowledge or specific skill to a group. Conjunctive tasks are more like an assembly line. Each individual works on their own tasks with little interaction.

Here are three ways to form teams based on the Big Five Personality Types.

The “stacked deck” is when individuals are chosen if they rank high in certain personalities, regardless of how well the personalities are distributed. This is effective when a manager knows what type of skill they want in a team. For example, if they have a task that needs a lot of openness to experience, a stacked deck method would be most effective. That way, a manager can ensure that each team member has some level of openness to experience.

The variance method is when teams are created with the similar variance of personality types. This is good for when teams are going to be together for a long term goal. Because each group member is of similar personality type, there is less chance of there being relationship conflict among the team.

The High-Low method is when each member of the group is chosen because they are high in a particular type of personality. This way, each member of the team brings a specific skill to the table, be it openness to experience, conscientiousness, etc. This
method is good for when a manager wants to promote innovation within a team. Interacting with a large range of personality types can promote creativity within the group.

Let’s review. What are the five stages of team formation? Forming, Storming, Norming, Performing, and Adjourning.
Appendix D

Communication Between Subordinates

The objectives of this module are to explain media richness theory and to explain leader-member exchange

The importance of communication

Meaningful communication relies on the development of emotional intelligence for both the manager and their subordinates.

Subordinates are more likely to communicate with and have more meaningful discussions with their managers in face-to-face conversations.

Furthermore, in-person feedback has been shown to be more substantial and effective than feedback given via electronic media

Media Richness Theory

The Media Richness Theory says that “The richness of a medium depends on (a) the availability of instant feedback; (b) the use of multiple cues, such as physical presence, voice inflection, body gestures, and graphic symbols, and so forth; (c) the use of
natural language for conveying a broad set of concepts and ideas; and (d) the personal focus of the medium”

Managers often feel pressured to be in good standing with their subordinates to ensure cooperation and respect. This means managers often use “lean communication” when dealing with negative messages. However, this ultimately hurts the effectiveness of the employee, as negative messages are more effective when presented face-to-face.

Essentially, Media Richness Theory assigns richness levels to different types of communication. Face-to-face communication is the most rich. This is because there is less chance of the message being misinterpreted by the other party. Electronic communication such as email is less rich, because the written word may be misinterpreted by the reader.

VIDEO
Jacob: Patricia came in late again today. Maybe there’s something wrong at home? I should talk to her and make sure she’s okay.

[zoom in on the email]

Patricia,

You were late again. We need to talk.
Jacob

Patricia: (at her computer, reading the email.) “We need to talk?” With just a period? Oh my God...she’s going to fire me! (panicking) I was only late twice! How can she do this to me, it’s such an overreaction! You know what...she can’t fire me, I’m just gonna quit!

[FADE OUT]

Jacob: (at Patricia’s desk) Hey, Patricia. I noticed you were late again today, is everything okay?
Patricia: Yeah, I’m sorry. My car’s been having trouble starting lately. I’m getting it checked out tomorrow.
Jacob: I hope it’s nothing serious. Let me know if anything comes up, and we can discuss alternative ways for you to get here on time.
Patricia: I will, thank you for your concern.

END OF VIDEO

Leader-Member Exchange
Leader-Member Exchange is the theory that the relationship between a leader and subordinate is so complex that each individual dyad of the relationship must be looked at separately.

Leaders often choose a select few individuals to be closest to, which means the rest of their subordinates have very different perceptions of their leader and their abilities.

While it may seem easier to have only a few close relationships in the office, a manager must understand how other employees see them. Some employees may see this action as favoritism, and become discouraged in their work. It is important for managers to keep an open dialogue with all their employees.

Let’s review. Which method of communication is the most rich? According to Media Richness Theory, the most rich form of communication is face-to-face communication.