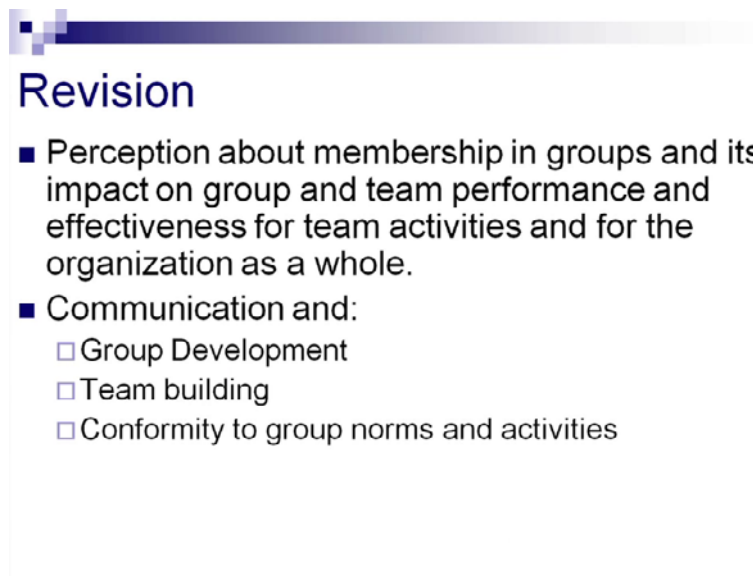


International Business Communication
Prof. A. Malik
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Lecture - 28
Communication in Groups and Teams (Contd.)

Welcome back to the class on International Business Communication. We were talking about Groups and Teams earlier, we will continue with the same topic in this lecture also. So, since we have a lot to cover, let us go straight to the revision portion and then we will continue with what we were talking about in the previous class.

(Refer Slide Time: 00:36)



Revision

- Perception about membership in groups and its impact on group and team performance and effectiveness for team activities and for the organization as a whole.
- Communication and:
 - Group Development
 - Team building
 - Conformity to group norms and activities

Some revision, please discuss amongst yourselves regarding the perception about membership in groups, and its impact on group and team performance. And effectiveness for team activities and for the organization as a whole, it seems like a lot of work, but all I want you to do is figure out, see the whole concept of membership is a perception. It is what I feel about my membership in the group, it is what other team members feel about my membership in the group, it is what the group as a whole feels about the membership status of different people in different positions within the group.

So, that is what we were talking about in the previous class, and that is what I would like you to discuss amongst yourselves before we move on to the next portion. So, that is what I mean by perception about membership in groups, I also want you to find out or

discuss amongst yourselves, what is impact is on the group and team performance. Groups and teams a get together for a purpose, groups and teams get together and do something that is why are they get together, they may get together just to share information as we had spoken about last time.

We have personal groups, we have functional groups, now personal groups get together to share information, to support each other, but there is definitely a purpose, even if the purpose is enjoyment and sharing of knowledge and information. So, in that case also please discuss amongst yourselves, how these perceptions of memberships in fact, the performance of these groups. I will give you one very close to life example, these lectures that we are recording on the video are virtual teams, we are hoping that you know one person or several people in a class will watch this.

And may be learn something or get some food for thought, this is different from a team in a class or a group in a class, it would be different if I have a talked in about these things to my colleagues. If I was telling them what I knew about communication that would be different from the way I would teach my students, and this is a completely different group. It could be one on one, one of you might decide to just look up a some of these lectures you may not even listen to the full lecture.

Some people may just decide to use these lectures for teaching in class, and that would become a different group altogether. Now, a again what you see my position in the group will be different from what you see yourselves, in the group from how you view yourselves, in the group from how the facilitator of this interaction, if there is one would view his or her position. If the person a is merely helping you, say a teacher assistant is helping you go through these lectures, and pausing at the right places and facilitating the discussions, when I say please discuss amongst yourselves that would be one.

If the teacher is teaching you, they may decide to take portions that they feel I have dealt with the more or less comfortably, and they may decide to show you those. And at times you might just decide to see these lectures on your own, so again how you view your membership in the group is going to affect your team performance, your performance, on how what your stakes are in these groups. Similarly, in other groups also, how you view things, what you stakes are, what you are ultimately hoping to achieve will decide, will be decided by what happens, how you feel about your membership in the group.

And we had talked about how people feel about their membership status in a group, depending on who is leading the group, who is deciding on the direction of the group, who is giving the group a sense of purpose, how rules are being followed. We had four different kinds of groups that could discuss by Allcorn in that book, and those groups were if you remember they were homogenized, institutionalized, autocratic and intentional groups.

So, you do not depending on how you feel about where you belong and how you fit into the group, you will decide how to communicate with your team members, and all that will be affected by the communication going on between the group members. I also want you to discuss amongst yourselves before we move on, I want you to figure out the connection between communication and group development, how are groups developed, what kind of stage, at what stage what is the communication going to be like. I want you to discuss the connection between communication and team building; I want you to discuss how communication impacts conformity to group norms and activities. So, these are the things I would like you to discuss amongst yourselves, before we move onto the next part of this lecture.

(Refer Slide Time: 05:32)

Norms that foster competent group interaction (Burkel-Rothfuss, 1985)

<u>Norms</u>	<u>Communication Behaviors</u>	<u>Relevant Roles</u>	<u>Basic comm competency category</u>
Attending to process	Attending to/ commenting on the group's method & comm	Manager	Controlling
Accepting feelings	Owning feelings; acknowledging others' feelings	Encourager Negotiator	Expressing
Adapting to feedback	Checking perceptions; seeking feedback	Negotiator Info manager	Symbolizing, Processing, Adapting

Norms that foster competent group interaction, we were talking about norms last time, so now this is the table that is given by, that has been suggested by a Nancy Burkel-Rothfuss, in a this book on communication competencies and contexts. The author is

Nancy Buerkel-Rothfuss, this book was published in 1985 and there is a table that I had thought I should share with you. So, I do not know if a camera can be zoomed onto the date, but if it can be then please do.

Otherwise, I am sure people who are viewing it, published in 1985 by Newberry award records incorporated, anyway. So, this is the table I have tried to reproduce, this table on the slide, so you can see it. Norms, the norms here are say one of the norms is attending to process, you need to attend to process, but the whatever is going on needs to be paid attention too. The communication behavior that will be exhibited will be attending to or commenting on the groups method and COMM here will be, I mean it is going to be used in this presentation as an abbreviation for communication.

For lack of space, wherever this lack of space would be used here I could have written the whole word, but anyway. The relevant roles of a people in forcing this norm would be the manager or the manager could be encouraging people, or may be at times enforcing this role, the manager could also be commenting on the groups method and communication. And the basic communication competency category in this activity or in enforcing this norm or ensuring that everybody follows this norm is controlling.

So, the manager will attempt to control the enforcement of this norm, by attending to or commenting on the groups method and communication. The second norm is accepting feelings, now these are the norms that foster competent group interaction, which means they encourage interaction, good interaction, appropriate interaction within the group. The second norm here is accepting feelings, may be the group encourages you to accept feelings, the communication behavior that will be expected of the members will be owning feelings and acknowledging others feelings also.

The relevant roles here would be those of the encourager and negotiator, so one person encourages people to express their feelings, another people negotiates when somebody expresses their feelings out of turn or is going overbore, they bring them back to the equilibrium. The basic communication competency category would be expression, either expression of just this is a basic way to encourage the shy people to start talking about themselves; it is also to encourage and to encourage respect of other peoples expression.

So, the whole focus is on expression here, and anyone who is competent in expressing will be able to follow this norm better than others or a enforce follow this norm better

than other. Next one here is adapting to feedback that is another norm here, what this means is the communication behavior that will through which this norm will be expressed or followed will be checking for perceptions and seeking feedback. So, you check your own perception, you check the other peoples perceptions also, find out what others are saying and seek feedback for your own perception.

Again the relevant roles that will help with this will be that of a negotiator, and information, INFO stands for information again for lack of space, information manager. A basic communication competency category here would be symbolizing, processing and adapting, so you will be to be able to express your perceptions, you need to check your perceptions against those of others that will need to be some symbolizing, some drawing parallels. Processing of information coming from the external environment and adapting based on the feedback that you receive from the environment, and again so the roles that will be played will be those of a negotiator and information manager.

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Norms that foster competent group interaction (Contd.) (Burkel-Rothfuss, 1985)

<u>Norms</u>	<u>Communication Behaviors</u>	<u>Relevant Roles</u>	<u>Basic comm competency category</u>
Objectively diagnosing problems	Coordinating information; systematically analyzing problems	Analyst Negotiator	Symbolizing Processing Controlling
Sharing responsibility	Verbally and nonverbally participating; acknowledging responsibility for the group	Gatekeeper Encourager	Symbolizing Processing Adapting Controlling Expressing

The other norm that fosters competent group interaction is objectively diagnosing problem, so how do you do this, we want members to do this. The behavior through which this will be expressed, will be coordination of information you have too much, you have lots of information, how do you categorize it, how do you manage it systematically analyzing problems. So, first you analyze the information and reach consciences or come to a conclusion about what the real problem is.

Then you analyze the problem you break it into parts, and figure out what needs to be attacked when, and then the basic communication competency category here is again symbolizing. You need to be able to think outside the box and try and fit into categories, come up with categories that will be as inclusive as possible of the issues or aspects that you want to put into, or the information that you want to put in that category.

There will be processing, one to symbolize you have come up with an idea of which category you are going to put the information into, then you need to process the information about whatever you need to look at all the information you have. And then you need to process it and put into the right category, no category will be the right fit for any piece. So, you have to decide which category things need to go into, then you need to control things, you need to control the management of this information.

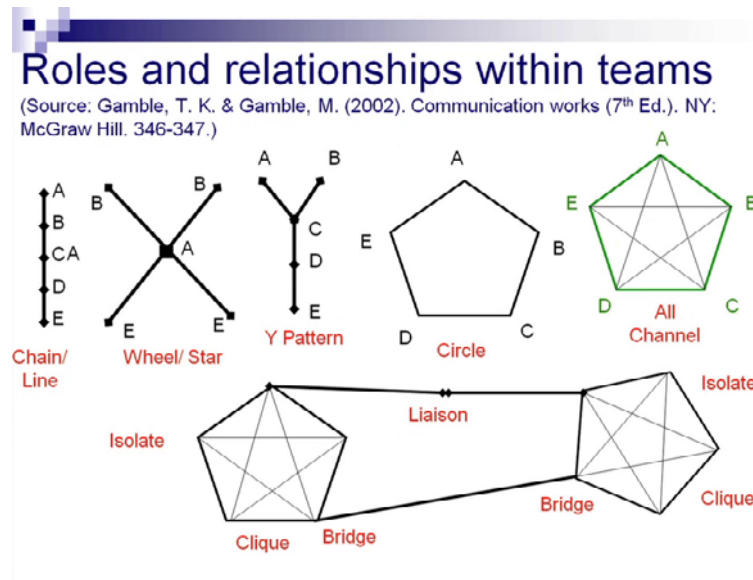
Now, the relevant roles that will be played here will be those often analyst and a negotiator, you need to be able to analyze, you need to be able to negotiate information and so this is this is another one. The last one that is mentioned in this table is, sharing responsibility which is again expected of the members or group members also, how do you do this you verbally, you participate verbally and non-verbally, you acknowledge the responsibility for the group.

You are not standing there by yourself you are part of a group, group is one unit, so you acknowledge the responsibility for the group as part of the group. Again the competencies that could be required would be pretty much everything we have talked about till now. Symbolizing, processing, adapting, controlling and expressing you need to have all of these competencies in order to share responsibility, because you could be varying any hat at any time. You could be a manager, you could be an analyst, you could be a negotiator, you could be an information manager, you could be any one of those, so and the encourager also.

So, that is how these roles are played out, and the categories the communication behaviors that you would be expected to play would be the once in the or the communication behaviors that you would be expected to be competent and are listed in the last column. So, this is and you need to be a gate keeper which means that when you share the responsibility, you do not let things get out of hand, you also don't underperform, so that is what is meant here. Now, these are some of the norms that

encourage group interaction, I thought I would share these with you, because they are very relevant in helping us understand how group norms and team norms and communication are related. And what we need to do in order to become a competent communicators.

(Refer Slide Time: 13:44)



Some roles and relationships within teams again, this is a I have tried to reproduce a diagram I will show where this is from, this diagram is from a book by Gamble and Gamble 2002 communication works, 7th edition. So, this is the book I am referring to, I tried to reproduce this diagram, I have a CD, but somehow just could not get the diagram from the CD, so I have decided to try to reproduce it on the slide. These are the diagrams they have patterns of communication that takes place in an organization, and I thought this was very relevant for what we are discussing here, that is you do not need zoom on the book, I have it up here.

So, I have tried to reproduce it, I just hope I have done it reasonable job, I have made a small mistake here and I am going to fix that right now that is done, and we get back to full screen. We have, there are many, many types of networks,, there are many kinds many channels, many diagrams that have been a proposed by a various researchers over the years as to the flow of information. But, to limit the scope of this class I will share three of the most important ones with you.

One is the chain or line kind of network, where information travels from person A to person B, person B to person C, person C to person D, person D to person E, so it is a linear transmission of information. The second kind of network here is the wheel or star, where everybody is sending the information to one person. So, if you look at the differences between chain and line and wheel, you will see that in wheel one person is responsible for collection of all the information, and in turn dissemination of the information to different people. In the first one the information is coming going from point A to point B, point B to point C, point C to point D and point D to point E.

So, if a person wants to send information to E the person has to follow the chain of command, in a Y pattern what happens is that is the say A is the top manager, D is the middle manager, C is the front line manager. So, the front line workers A and B send their information, reports to or connect with C and then C connects with D, D connects with E. If A and B want to talk to each other, there are other patterns where A and B can talk to each other, but if in this kind of pattern, if A and B want to talk to each other, they have to go through C.

C porch A and B in touch with each other, C is also the liaison between A and D and A and E, and again the information from C onwards it is a linear kind of pattern. Then in a circle again A goes to B, B goes to C, C goes to D, D goes to E, I do not have the dots their, I tried, but I just could not come up with the hubs or I could not demonstrate the hubs here, anyway. Information goes from point A to point B, person say something to someone, it is almost like you must played Chinese ((Refer Time: 17:16)), so it is like that.

So, information goes from point A to point B, B goes to C, C goes to D, D goes to E and E comes back to A. Now, I will give you an example of this from real life, what happens is we do not know who people know, may be you are the frontline worker the customer service representative is helping a customer. And so let us assume that the customer service representative is person A, they have some problem person A does not, either is not able to full the completely order to the satisfaction of customer.

Let us say E is the customer, A is the C E O and so there is initially no connection between the or may be E could be the C E O that is fine, A is the customer, B is the customer service representative, C is the manager, D is the senior executive, E is the C E

O, if we take it that way. Then B and A have an interaction, which is not to the satisfaction of either of them, and A just keeps quiet, A do not tell B what is going on, B talks to C that this did not happen properly, C talks to D, D talks to E and E happens to know A.

So, e checks with A and says did this happen, did this fall apart and the circle again starts, so I hope this is the right example here, I am sorry I am sort of little freezing up here anyway. We have an all channel kind of communication network where everybody talks with everybody, everybody is in touch with everybody, and that is how things happen. Now, what happens is the last part of this portion, this slide shows you how liaisons and bridges developed, we have cliques.

Now, cliques again, I am going to read out these things from the book, the next slide here gives you the definitions, I cannot show you the diagram and the definition in one short. So, I am going to read out from the slide I will, I mean when you are going through this, I will pause on the next slide for a second when you broadcasting this lecture or viewing lecture please pause the slide and read things yourself. Clique is the set of or a network where people know majority of the contacts know each other, and so this is the clique the pentagon here, everybody knows everybody, everybody is in touch with everybody.

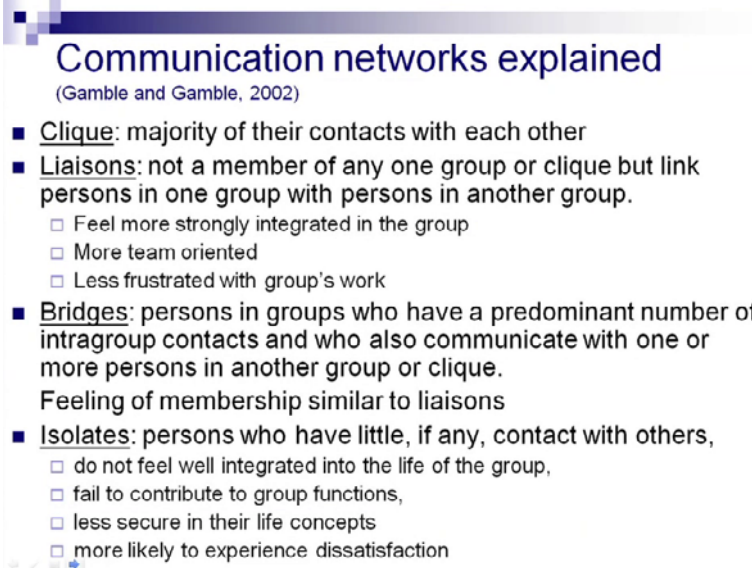
Liaisons are not members of any one group or clique, but link persons in one group with persons in another group. So, liaisons is the person in the middle, liaisons connects one clique to another clique, they do not belong to either place, but they are very good friends with both of these groups. And a the bridges, and the liaisons feel more strongly integrated in both of these groups, because they have very good connection with both of these groups, they are more team oriented, because they have to keep these two people bonded.

They are less frustrated with the groups work, because they on the inside, but they are still outside the group. The bridges on the other hand are persons in groups who have a predominant number of intragroup contacts, and who also communicate with one or more persons and rather group or clique, this is the best. So, this is one of the best situations, liaisons and bridges are good to, I mean it can be stressful also, but this seems to be the most, open most social kind of role that people play in the communication networks.

Bridges again have the feelings of membership, similar to liaisons I am a part of one group, I also am in very good touch or I have a good solid connection with another person, who is an integral member of the other groups. So, it is like having a foot on both the groups, and they are more team oriented they are less frustrated with the group, because if their relationship with one group does not work out, they can go through their bridge into the other group.

Isolates are people who have little, if any contact with others and that is why two isolates have been put here, one isolate is some what familiar with one group, the other isolate is some what familiar with the other group, but they are not really connected. They do not feel well integrated into the life of the group, they fail to contribute to group functions, they feel less secure and their life concept, and they are more likely to experience dissatisfaction. Again this knowledge, this information is from what I had just showed you in this book by Gamble and Gamble, the definitions have been taken from ((Refer Time: 22:24)) this book and they are here.

(Refer Slide Time: 22:26)



Communication networks explained
(Gamble and Gamble, 2002)

- **Clique:** majority of their contacts with each other
- **Liaisons:** not a member of any one group or clique but link persons in one group with persons in another group.
 - Feel more strongly integrated in the group
 - More team oriented
 - Less frustrated with group's work
- **Bridges:** persons in groups who have a predominant number of intragroup contacts and who also communicate with one or more persons in another group or clique.
Feeling of membership similar to liaisons
- **Isolates:** persons who have little, if any, contact with others,
 - do not feel well integrated into the life of the group,
 - fail to contribute to group functions,
 - less secure in their life concepts
 - more likely to experience dissatisfaction

So, you can pause for a second here, I have just read out from the slide, you can pause we should move.

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Maintenance communication
(Waldron, 1991, Modaff & DeWine, 2002)

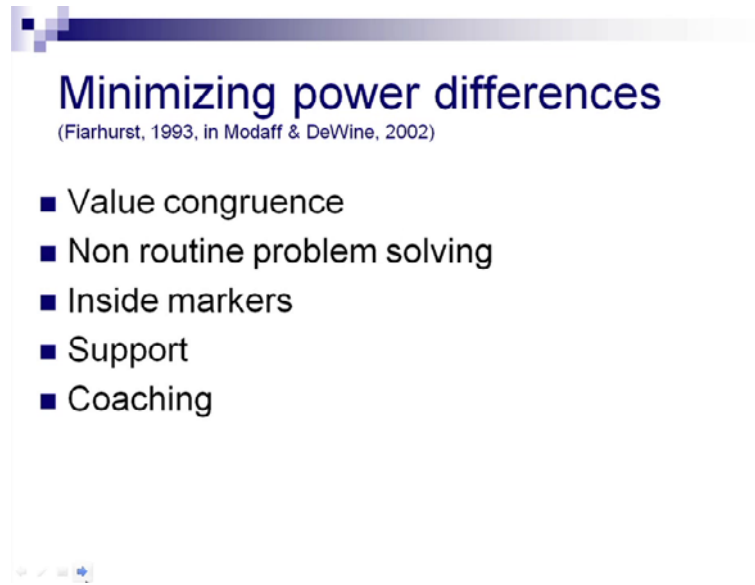
Messages and behaviors used to preserve an acceptable and lasting relational state.

- *Personal*: Informal, friendly
- *Contractual*: Living up to expectations, fulfilling role requirements
- *Regulative*: Strategic (sometimes manipulative)
- *Direct*

Maintenance communication is another aspect of network communication, where messages and behaviors are used to preserve an acceptable and lasting relational state. Maintenance communication, maintenance communication really takes place between all these connections, you have the connections in the pentagon with each other all these connections are preserved, because of maintenance communication or how we maintain the communication within each of these networks.

Maintenance communication may be personal on a personal level, it is informal and friendly, it could be contractual you scratch my bag and I scratch yours, live up to expectation, fulfill role requirements. You have a task a related tool talk, you get things done teams disband and we move on, it could also be regulative or strategic, and sometimes manipulative where you get things done by hooker prookes, sort of persuade people and maintain the relationship. It could be a character and strict approach, at times it could be termed as that, it could also be direct, where you just lay all you cards out on the table and let people move on from there, and maintain their interactions in a more direct manner. You would discuss your satisfaction with the communication rules, in a situation and take things from there.

(Refer Slide Time: 24:24)




Minimizing power differences

(Fiarhurst, 1993, in Modaff & DeWine, 2002)

- Value congruence
- Non routine problem solving
- Inside markers
- Support
- Coaching

Minimizing power differences, now when we talk about relationships, I should have not introductory slide here, when we talk about interpersonal relationships at work. One of the communicative activities that takes place in maintenance, communication at work is minimization of power differences between superiors and subordinates. And I think we should come to this slide when we discuss, it should be after the superior subordinate communication, so I will just come back to it.

(Refer Slide Time: 24:57)



Communication activities

(Modaff & DeWine, 2002)

- Superior to subordinate
 - Trust
 - Not guilty unless proved otherwise
 - Shared vulnerability
 - Some level of dependence
 - Behavioral consistency
 - Behavioral integrity
 - Sharing and delegating of control
 - Frequent and open communication
 - Demonstration of concern

Some communication activities that happen between superiors and subordinates, we have different kinds of relationships at work. We have peer and coworker relationships, we have a superior and subordinate relationships, and some communication activities are. One is building of trust or expression of trust, how do we encourage this a not guilty unless proved otherwise which means that, one way in which the superior can develop trust in the subordinate is by communicating.

That the subordinate is not guilty has not done anything wrong, is not making mistakes unless the subordinate gives the reason to the superior to believe otherwise. Shared vulnerability is another one, were the superior and subordinate come on the same level, and feel equally vulnerable, the superior says I am following the rules, if I do not follow the rule I will get slandered, so will you.

The next here is some level of dependence, which means I depend on you unless you give me your share of the work I cannot function properly, and if you do give me your share of the work I will give you positive feedback, and both of us will grow and both of us will be equally responsible to the seniors. So, I depend on you, you depend on me I cannot move further till you do your share work can give it to me, you are my right hand or whatever or left hand, if your left handed, anyway; so that is the shared level of dependence.

Behavioral consistency, if the superior is consistent with his or her behavior, with the subordinate, in his or her behavior with the subordinate, the subordinate will have a start developing a level of trust with the superior. If the superior is predictable to some extent especially, when it comes to positive or negative feedback a reinforcements, at that point of time the subordinate starts developing the trust in the superior.

Behavior integrity, again what the superior says to the subordinate and what superior does, should be coherent the superior says we should follow fickle practices; again I can give you example from math academics. Superior says we need to stop plagiarism, we need to put an end to plagiarism, we will ((Refer Time: 27:26)) plagiarism. And on the slide, the superior copies and paste information and takes the data generated by his or her student. And uses that data in a paper and passes that paper off as his or her own work, will be a theft of academic property or intellectual property, and that is not really consider the appropriate.

So, that is really something we all should be careful about and that will be discussed in a one of the lectures later. Sharing and delegating of control is another activity that the superior can engage, in order to gain trust of the subordinate, frequent and open communication leaves doors open not always, but then have enough channels open with their subordinate. So, that the subordinate can talk to you whenever necessary and demonstration of genuine concern, I mean do not say that I am concerned, but actually be concerned about your subordinates.

And the subordinates will start having faiths in you, and that will lead to enhance loyalty, enhance commitment to the organization that will in turn leads to a benefit to the organization. The organization will become more efficient, and you will land up earning trans more money than you would, if your employees went very loyal.

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Communication activities (Contd.)
(Modaff & DeWine, 2002)

- **Immediacy**
(Any communication that indicates interpersonal warmth and closeness)
 - Valuing the job of the subordinate
 - Attentiveness
 - Expression of confidence
 - Showing personal interest
 - Expressing verbal appreciation
 - Demonstration of a willingness to assist the subordinate

Immediacy is another one another activity, immediacy that is any communication that indicates interpersonal warmth and closeness. So, you value the job of the subordinate, be attentive to the subordinate, express confidence in the subordinates abilities, show personal interest in the subordinates work and welfare. I am not saying personal life, but if the subordinate fall sick be genuinely concerned, do not just show up at the hospital, because you have too, but be genuinely concerned.

Express verbal appreciation, people would not know how you feel till you tell them how you feel, so it is very important to tell people cannot get in to your head and figure out

that are really appreciating their work. You need to tell them that you appreciate their work, give them positive feedback, negative feedback we all give, but positive feedback is essentially a is equally important and should be given to the subordinates. And they will start feeling close to you, they will start feeling bonded, if you go through the stages of relationship building at work, this is the stage at which the bonding takes place.

And that aids in effectiveness of the organization, it helps with the performance of the team and ultimately the organization. Demonstration of a willingness to assist the subordinate, now this is again very, very important what happens is that when we are working together, bosses feel after the point they say you are all processors, you know your work, there is always a possibility to learn more. You reach a certain stage in life and superior say, you have been hired, because you know your job.

Yes I know my job, but a little help to get some feedback from somebody who has been through the same stage, and who has achieved a higher status or who has achieved a higher position, after being through the same stage. So, getting some feedback on our work always helps and learning if I am making mistakes, please tell me and please support me, do not ask me to go on and find answers on my own, please support me in learning newer things. And that helps if the boss is supportive, if the boss helps you with your mistakes, says you have made a mistake and then gives you or helps you find solutions, it always helps with bonding with the boss. So, that includes or that necessitates supportive communication between the superior and the subordinate.

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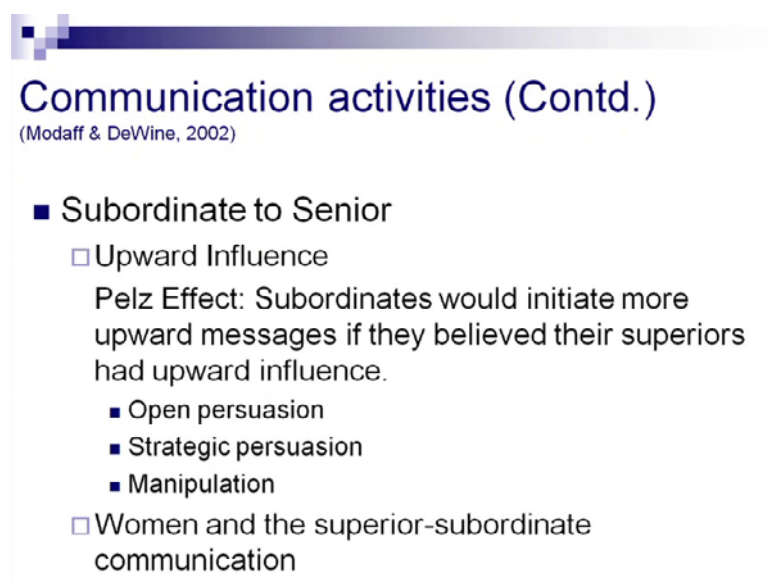
Communication activities (Contd.)

(Modaff & DeWine, 2002)

- Immediacy (Contd.)
 - Feedback
 - Providing
 - Seeking
 - Compliance gaining (Garko, 1992, in Modaff & DeWine, 2002)
 - Attractive style: Attentive, friendly, relaxed
 - Unattractive style: Inattentive, unfriendly, unrelaxed (leads to assertiveness, coalition and assertion of authority wherever necessary)

Immediacy feedback, a providing feedback and seeking feedback are both very important to come close, compliance gaining is another thing, we have various styles of compliance. We will discuss these when we talk about compliance and persuasion in the next class, we would not go into it right now. Compliance just means why should people, when we say compliance we are essentially talking about why should people listen you. Why should they talk to you, why should they even believe what you are saying, why should they agree to do what you ask them to do, and that is a essentially compliance we will talk about it, when we talk about persuasion.

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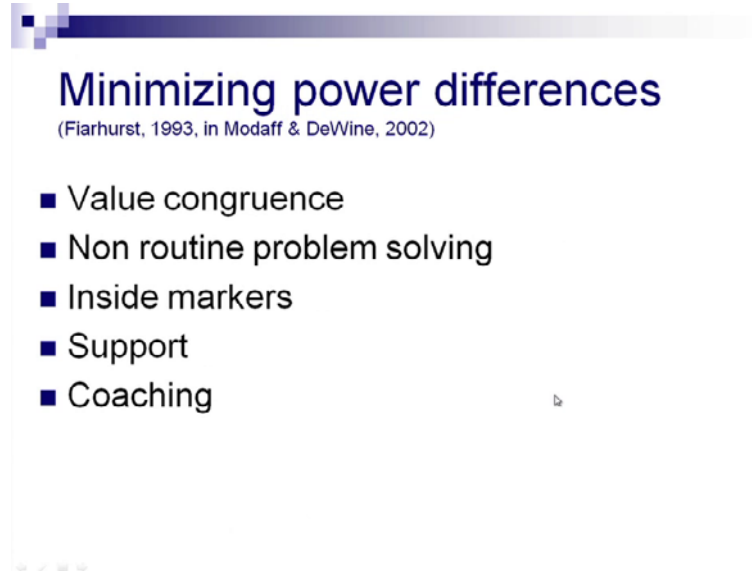
Communication activities (Contd.)

(Modaff & DeWine, 2002)

- Subordinate to Senior
 - Upward Influence
 - Pelz Effect: Subordinates would initiate more upward messages if they believed their superiors had upward influence.
 - Open persuasion
 - Strategic persuasion
 - Manipulation
 - Women and the superior-subordinate communication

Some communication activities here subordinate to senior, again before we do this I am sorry I made a mistake with the slides here ((Refer Time: 32:07)).

(Refer Slide Time: 32:05)



Minimizing power differences
(Fiarhurst, 1993, in Modaff & DeWine, 2002)

- Value congruence
- Non routine problem solving
- Inside markers
- Support
- Coaching

So, superior to subordinate we have various communication activities, how do you minimize power differences, in order to enhance the trust and immediacy with the subordinate. One of the ways in which you can minimize power differences is or one of the tactics that people use to minimize power differences is value congruence, you say my value system is similar to yours. The other one is non-routine problem solving, we think out of the box, we get together and we do not necessarily follow the, I mean we follow the rules in principle, but then we come up with alternate more creative ways of solving problems.

Inside markers things that you do within your organization, special ways of doing things within an organization for example, I will just tell you this is something that has become picked up sort of got on, it has been happening in private organizations for a long time. Now, what has happened is that in autonomous organizations like ours, it is very common practice to send internal information as FII, I do not hesitate if I am sending information to my boss, if it is just a piece of information he needs to know I say FII, I do not say sir, I do not say anything FII.

And no regards nothing, I mean yes he knows I respect him, but then FII just a piece of information, and if I want him to respond I say please respond or please acknowledge

and he says ok. So, these short forms of communication are slowly becoming more and more acceptable in more advanced organizations, like IIT, Kharagpur. I am sure the same similar things are happening even in IOMS, where we are saving time by cutting out this formality.

Yes, the boss wants to know needs to know FII, and just copy and paste the information, so that is in inside marker. Again how you address things, what you do I mean these things help with immediacy, these things help with bonding I will be able to do it with my boss in my department. But, when I am sending the same note to another a senior professor in another department, the letter would be little more formal, and a I am sure my senior faculty members may say that no, no you can do that with us also, thank you very much.

But, if I do not do that, I mean that is because I feel a little hesitant because outside the department is a different ballgame you feel a little more formal with people, you are not communicating with on a daily bases that is inside markers. Support again people minimize power differences by offering support, they come to the same level, they say I will help you and coaching which is what we just talked about, it helps people bond with each other.

Now, and the purpose of minimizing power differences is, to get people to encourage to encourage people to talk, to encourage people to express themselves to encourage people to work well with each other. And to get out of the shells and share positive energy, when there is too much of laxity, when people are just not completing their goals then what happens is people start feeling the need for controlling and regulating the situation. And at that point we need to start bringing in some vertical structure into the organization. So, you try and maximize power differences, we talked about power distance in the class on intercultural communication that is we are doing here, in order to regulate the organization

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Maximizing power differences

(Fairhurst, 1993, in Modaff & DeWine, 2002)


- Performance monitoring
- Face threatening acts: Criticisms and rebuke
- Competitive conflict: Interruptions and non supportive statements
- Power games

You monitor people's performance. It is monitored, but then that becomes more and more obvious. You say, well I expected you to do something it has never been done why, why has it not been completed or face threatening acts face in the kid's public image. So, if people are not behaving or people are not doing what they are expected to do, people may end up criticizing and rebuking them in public to indicate how far ahead they are of their subordinate.

Competitive conflict is another way by which power differences are maximized, interruptions and non-supportive statements again, subordinate is trying to their job, and boss calls the subordinate to his or her office. And keeps interrupting, keeps calling the subordinate to his office for 3 hours does not give any work, keeps interrupting have tea attends to phone calls, attends to other people this person is sitting there which I think that would have been over an 5 minutes.

But, then just sort of impressing on the person that you know, your work is not as important, and checking in micromanaging can create competitive conflict and that can maximize power differences. And power games, which is something we all see how people express that they have more power over others, again we will talk about this, when we talk about persuasion and leadership. We will discuss this a lot more then but just to give you an idea.

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Communication activities (Contd.)

(Modaff & DeWine, 2002)

- Subordinate to Senior
 - Upward Influence
 - Pelz Effect: Subordinates would initiate more upward messages if they believed their superiors had upward influence.
 - Open persuasion
 - Strategic persuasion
 - Manipulation
 - Women and the superior-subordinate communication

Communication activities subordinate to senior, we talked about what the subordinate can say to the, what the senior can say to the subordinate. Now, subordinate to senior upward influence, a pelz effect this is something we talked about in one of the previous lectures also. Subordinates would initiate more upward messages, if they believed their superiors had upward influence, again this could be open persuasion, strategic persuasion or manipulation, you openly say boss you are connected to the to your boss.

So, I am openly talking to you or strategically managing this or manipulation, which is a negative form of strategic persuasion, again we will discuss this more when we talk about the persuasion in an organization. Women and the superior subordinate communication, now this is a subject a topic that is very close to my heart, because I have seen this a being a women in a hierarchical organization, it is very difficult for women in senior positions, one has to be very cautious pile dealing with people of the other gender.

Whether you are a women in senior position with male subordinates or you are a male in senior position with female subordinates, the gender interactions can create a lot of misunderstandings, the interpretations of gender interactions can create a lot of misunderstandings, so please be cautious. One tip that I learned from my seniors that I have been using is, whenever talking to especially a subordinate of the opposite gender

keep your doors open, even if you are saying something negative that is something that has helped me quite a bit.

Males students again you do not know how others will interpret, you and the subordinates are on the same level, you respect each other, but because of this male, female interaction going on, why risk misinterpretations. Keep your doors open, have negative interactions in public places that usually helps to protect yourself and the other person also. So, that is one tip that I am sharing I hope, I am not politically incorrect, I hope I am not saying something I should not, but that is one way to keep yourself safe.

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Principles of developing work relationships (Modaff & DeWine, 2002)

- Principle 1: Proxemics affect relationship development.
- Principle 2: Relationship communication conveys information and imposes behavior.
- Principle 3: Relationships can be symmetrical or complimentary.
- Principle 4: Each partner has different interpersonal needs.
- Principle 5: Co-workers can have more control over each other than can supervisors.

Principles of developing work relationships, some principles that we used to develop work relationships are, one is proxemics or closeness affects relationship development. The second one is relationship communication conveys information and imposes behavior, you can implore a relationship we start expecting things from people. From people we are in touch with, the third principle here is the relation can be symmetrical or complimentary, we have talked about this earlier. Each partner will have different interpersonal needs again we have discussed this, and coworkers can have more control over each other than can supervisors.

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Stages in the development of personal relationships at work (Sias and Cahill, 1996, in Modaff & DeWine, 2002)

- Transition 1: Acquaintance to friend
- Transition 2: Friend to close friend
- Transition 3: Close friend to best friend

Some stages in the development of personal relationships at work how do personal relationships develop at work, the first transition is from an acquaintance to friend. I know you and then slowly we start coming on same level, we have talked about this when we talked about stages in group formation. The second transition is friend to close friend I know you more, we start being seen as a team, the third transition is close friend to best friend and occasionally the fourth transition occurs where best friend, becomes an intimate friend or there is some romantic relationship that develops.

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Factors in the development of professional relationships (Modaff & DeWine, 2002)

1. Proxemics: Out of sight, out of mind
2. Treatment of subordinates by superiors: treatment perceived as unfavorable leads to increasing communication and physical gap.
3. Social Exchange Theory (Kelley & Thibault, 1959, in Modaff & DeWine, 2002): Social interactions are regulated by each person's desire to derive the maximum pleasure and minimum pain from the other person. Behavior will not be repeated unless it is rewarded in some way.

Factors in the development of personal relationships things that affect, the development of professional relationships, proxemics is again one out of sight, out of mind you meet people. There is I mean it is inevitable that you will become friends, that you will develop professional relationships, it helps in the development of professional relationships if you are in touch, it does not have to be physical closeness, but as long as you are exchanging emails, talking to each other just acknowledging each others existence that helps in the development of professional relationships, working relationships as well as friendships.

Treatment of subordinates by superiors, again treatment perceived as unfavorable leads to increasing communication, and physical gap you start avoiding each other and that sort of becomes a dysfunctional kind of relationship. We have talked about social exchange theory in a previous lecture, so I am not going to or probably we have not. Social interactions are regulated by each persons desire to derive the maximum pleasure and minimum pain from the other person.

If your behavior is rewarded if it gets positive re-enforcement from the environment you will respond in the same manner, if your behavior gets re-enforce negatively, you will not repeat the same behavior, if somebody gives you the negative feedback the behavior will not be repeated. And that in turn affects how you develop relationships at works, your nice to somebody you do your work, you patted on the back you will repeat that same good work. You do your work well the boss does not take acknowledge, it will cause a break in the communication and in your relationship with the boss

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Positive consequences of work relationships (Modaff & DeWine, 2002)

1. Professional and personal support system
2. Professional network
3. Loyalty towards the organization
4. Respect
5. Professional growth

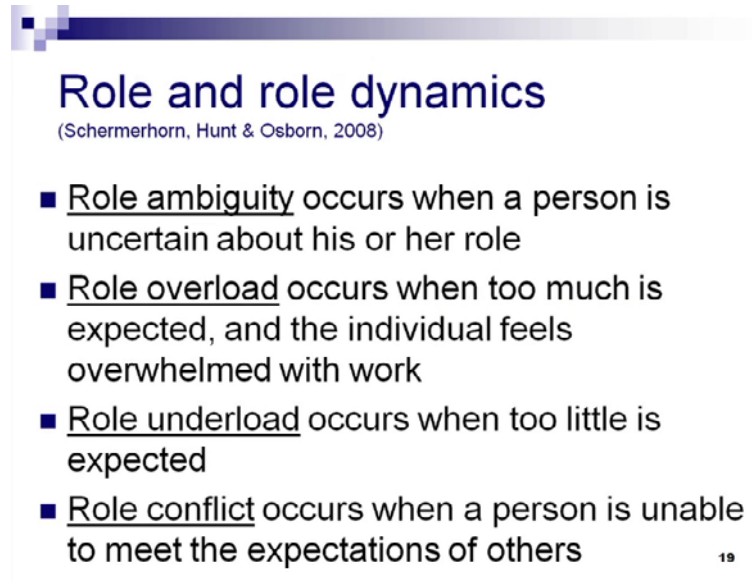
Positive consequences of work relationship, what happens when you form relationships at work the positive things that happen, because of work relationship are first is professional and personal support system. They create this very, very thick network, very very strong network of professional and personal friendships or relationships. Anytime you make a mistake the profession, the team will support you they will help you get out of the negative impacts of the or they will help you bear the consequences of that mistake.

So, that is one thing that happens, when we bond with each other, when we integrate into a team, the second one is professional network which in turn adds, are promotions it is adds are progress in the organization it adds, a jump to a new organization again this is done by friendships. Your golf outing with your bosses, and the dinners a where late night dinners with Christmas parties all of that stuffs.

Loyalty towards your organization, respect again these relationships and of course, if see people in other places, you see people in outside of the work environment, and you see people doing different things and slowly our opinions are sort of solidified or changed whatever. So, respect again develop, because we see people repeating same positive behaviors and the respect grows and we sort of start acknowledging and accepting each others presence in the group. Professional growth again one more very important

consequence of work relationship, what happens when professional relationships, do not pan out the way they were supposed to some problems that we face.

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Role and role dynamics
(Schermerhorn, Hunt & Osborn, 2008)

- Role ambiguity occurs when a person is uncertain about his or her role
- Role overload occurs when too much is expected, and the individual feels overwhelmed with work
- Role underload occurs when too little is expected
- Role conflict occurs when a person is unable to meet the expectations of others

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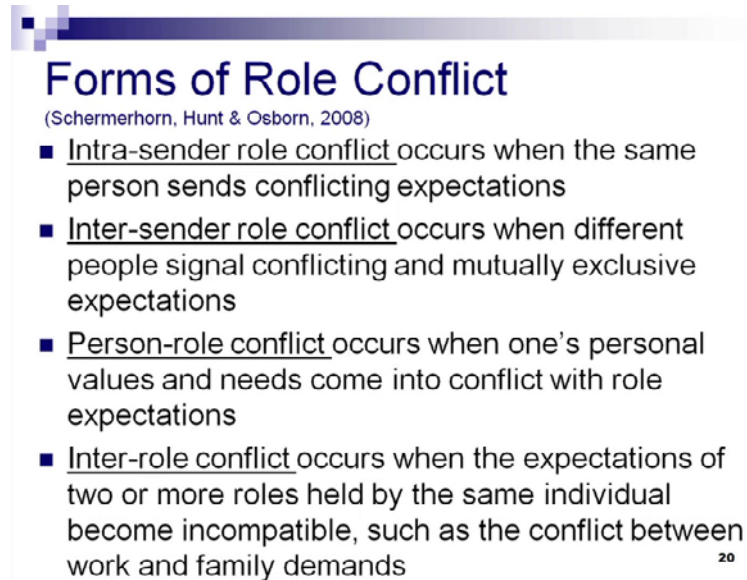
Role and role dynamics again problems, because of role and role dynamics and one is role ambiguity which occurs when a person is uncertain about his or her role. You do not know what is expected of you, so you get confused and that can leads to problems with yours peers, you do not know where you stand in the team, you can be hesitant to speak to your peers and that create problems within the ream or with your boss. Role overload occurs when too much is expected and we individual feels overwhelmed with work, again that is another thing that can go wrong in the organization.

Role underload occurs when too little is expected, you do not know you feel you are capable of doing, so much more and you are not given the work, the amount of work the quality of work that you feel you can do. The amount of responsibility that you feel you can take on, and that is role underload and that can again create problems in your relationships with your peers, and superiors and subordinates.

Role conflict occurs when a person is unable to meet the expectation of others, we were talking about why we confirm to group pressure, the group exerts some sort of pressure on us. Were we have social facilitation people help us grow, we have social comparison theory were we compare, what we are thinking our perceptions of what we are expected to with others perceptions of what we are expected to do. And if they do not match, then

role conflict occurs when a person is unable to meet the expectations of others and that can create problems.

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Forms of Role Conflict
(Schermerhorn, Hunt & Osborn, 2008)

- Intra-sender role conflict occurs when the same person sends conflicting expectations
- Inter-sender role conflict occurs when different people signal conflicting and mutually exclusive expectations
- Person-role conflict occurs when one's personal values and needs come into conflict with role expectations
- Inter-role conflict occurs when the expectations of two or more roles held by the same individual become incompatible, such as the conflict between work and family demands

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Some forms of role conflict, we have intra-sender role conflict which occurs when the same person sends conflicting expectations, one day your boss says I expect you to take on so much responsibility. And the next day the boss takes away that responsibility gives it to somebody else and says you are good for nothing. So, you do not know where you stand, you say what happened and the boss says no, no, no somebody else volunteer to take that on and that person is senior.

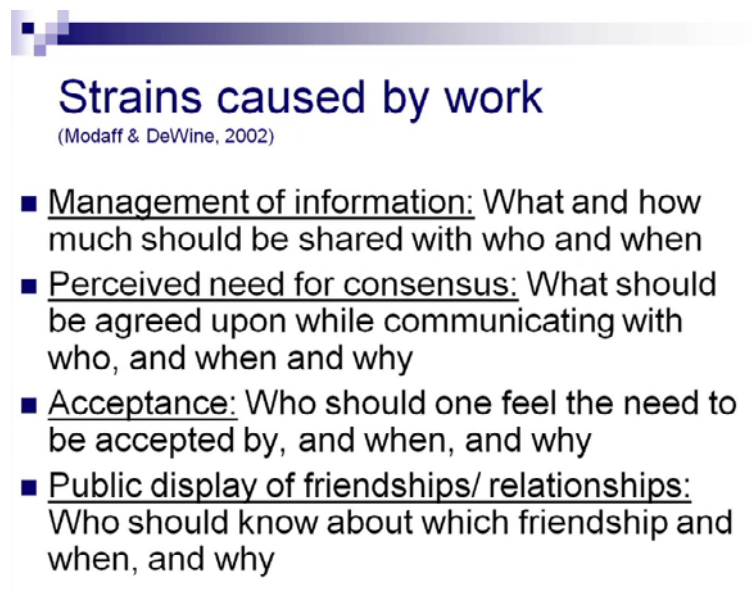
So, I thought that it will be better in the long run, and you say what did I do, where did I go wrong, one day you are trusting me with so much of work, the next day you have taken all that and given to somebody else. One day you are asking about my welfare, the next day when I say good morning or good evening you do not even look at me. So, you get it is confusing that is the intra-sender role conflict, the boss apparently or the superior does not know what they expect of you.

Inter-sender role conflict occurs when different people signal conflicting and mutually exclusive expectations. For example, in an organization one person says that you are expected to do this, another peer says no, no, no you go into a new organization somebody else gives you some information, somebody else gives you some other information and we sort of get confused. Person role conflict occurs, when ones personal

values and needs come into conflict with role expectations, again when we join an organization we are told that you work time will be 10 to 6.

Some days you will be expected to stay back late, you say some days 1 day in week, 2 days in a week what ends up happening is, you end up going to the office at 8 o'clock every single morning, you end up coming back from the office at 11 P m every single night. And you end up working on all Saturdays and part of Sundays on every single weekend, and so you feel no, no, no this is not what I had bargained for, yes I am committed to my work, but this is just stretching me just to thin, so I mean where do we draw the line. And that can create problems with our roles, am I being a good home maker, am I looking after my family well, am I being a good parent, am I being a good daughter, am I being a good son, am I being a and also being a good worker or where does one draw the line between these two hats that one is wearing.

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Strains caused by work
(Modaff & DeWine, 2002)

- Management of information: What and how much should be shared with who and when
- Perceived need for consensus: What should be agreed upon while communicating with who, and when and why
- Acceptance: Who should one feel the need to be accepted by, and when, and why
- Public display of friendships/ relationships: Who should know about which friendship and when, and why

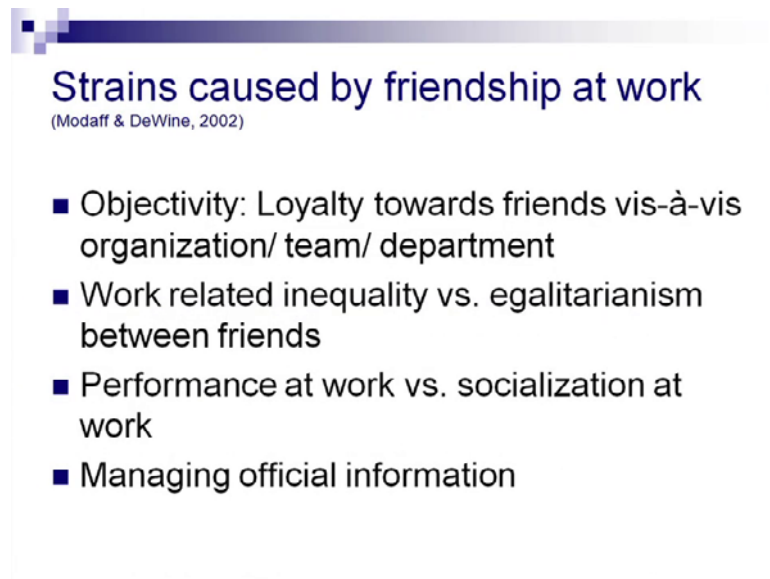
Strains that are caused by work, the first is management of information what and how much should be shared with who and when, where should we draw the line. Perceived need for consensus what should be agreed upon while communicating with who and when and why, where do we draw, where do we come to a consensus and why should we come to a consensus and where do we send no that is enough put my foot down.

Acceptance, who should one feel the need to be accepted by and when and why, who should we feel, who should we look forward to for acceptance, do I need to be to keep all

my peers happy, do I need to keep my boss happy all the time, do I need to keep my boss and his bosses and their bosses happy all the time. Or do I need to keep my family happy all the time, where does this role end, in my position do I need to keep all my students happy, do I always have to sort of above down to their whims or do I need to keep boss happy who says that you need to discipline the students, so where does one fit in.

Public display of friendships and relationships, who should know about which friendship and when and why and again male female friendship even, we know platonic friendships need to be dealt with care. Because, of the way inter-gender relationships are seen in high context cultures and even intra-gender relationships these days, depending on how close you feel to somebody, what level your friendship is at and how you express that friendship needs to be treated very, very cautiously, especially in public. So, to avoid misinterpretation again friendship are good, but just be cautious about how you deal with them in public, because your verbal and nonverbal signals can be majorly misinterpreted. And may be used against you when you least expectant to be used against you, so just be careful.

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Strains caused by friendship at work
(Modaff & DeWine, 2002)

- Objectivity: Loyalty towards friends vis-à-vis organization/ team/ department
- Work related inequality vs. egalitarianism between friends
- Performance at work vs. socialization at work
- Managing official information

Strains caused by friendship at work, friendship at work can cause some strains on how on your efficiency, one is objectivity which is loyalty to words your work vis-à-vis, the organization or team or department, where do you draw the line, do you support your friend when they are wrong all the time or do you a stab them in the back in the name of

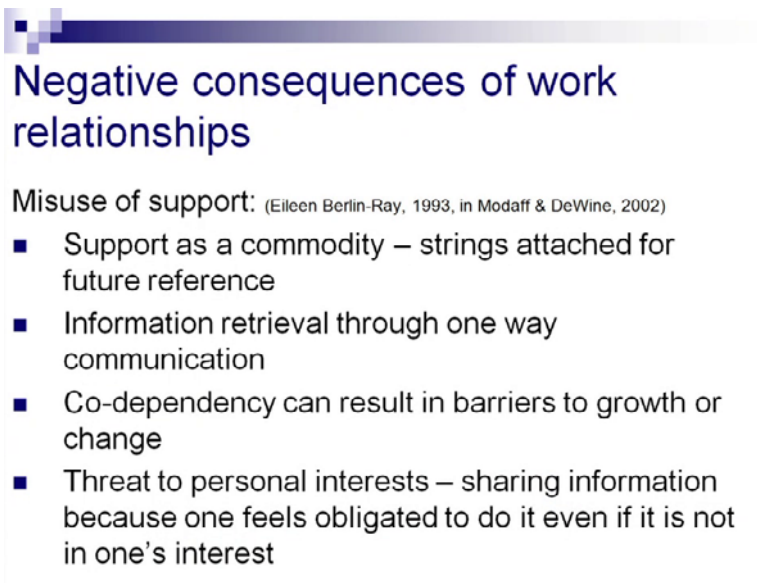
being objective and being professional all the time. So, how do you I mean, use this your friend make on fide a new add some point about their vulnerability, and you go into a meeting and you speak up about their vulnerability.

And you pointed out to them, and say well you told me this why has this not be done till now, nobody else knows it, you have been told about it and then you defend yourself and say that I was just being professional. So, is that loyalty to the organization or is it loyalty to your work or is it professionalism or is it neither, you have to draw the line, but that is the strain that is caused on a person, because of by virtue of being friends at work.

Work related inequality verses egalitarianism between friends, again we know that at many levels there is a competition in an organization, and at times one of the set of friends is chosen for a higher remuneration or a higher positive re-enforcement than others. At that point there is some stress that is caused on the friendship and even in the organization because your interpersonal relationships may get spoiled, because you keep murmuring why that person was chosen and you were not; unless the choice, the reasons for this choice are very clear.

Performance at work verses socialization at work, how many cups of tea do you have together at work, how much time do you spend talking to each other and how much time do you actually spend working at work. So, managing official information again very very dicey subject, managing official information is all about do you give your friends the insides coupon things or do you keep confidential things confidential.

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Negative consequences of work relationships


Misuse of support: (Eileen Berlin-Ray, 1993, in Modaff & DeWine, 2002)

- Support as a commodity – strings attached for future reference
- Information retrieval through one way communication
- Co-dependency can result in barriers to growth or change
- Threat to personal interests – sharing information because one feels obligated to do it even if it is not in one's interest

Some negative consequences of work relationships, misuse of support as one, support as a commodity, strings are attached for future reference as offer you support, because I want you to support me or I want to get something from you later on. Information retrieval through one way communication again, we are friends you give me the information, but again people misuse this support, they will take the information from you, but when you need the information or support they will not give it to you.

Codependency can result in barriers to growth or change, we are all averse to change most of us as we grow older we start becoming more and more rooted, where we are in the place we are in the organization. We are in, we do not want to move on and we have friends, if there then it becomes more difficult to accept and explore new opportunities and take risks. Threat to personal interests again sharing of information, because one feels obligated to do it even if it is not in ones interest, because you are friends with somebody, so that can be one problem.

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What co-workers say to encourage peers to leave voluntarily (Cox, 1998, in Modaff & Dewine, 2002)

- Negatively criticize a peer
- Encourage the peer to consider a new job or career
- Negatively criticize the peer's job, company, or management
- Praise other jobs or careers
- Encourage self-evaluation
- Inform the peer of other job opportunities
- Warn the peer of negative consequences or outcomes
- Review beliefs about work and life
- Tell/ encourage peer to exit; praise the choice of voluntary exit
- Resignation
- Praise peer's positive qualities

Some things that coworkers say to encourage peers to leave their peers voluntarily, if there is too much negativity going on, be careful if you hear any of these things it can create problems for you. Negatively criticized peer you are not doing the good job, encourage the peer to consider a new job or career, always those things are coming at you. Negatively criticized the peers job company or management, praise other jobs or careers encourage self-evaluation.

They will say look at yourself what are you doing, you pore your heart out to your friends of peers, and they say why do not you look at yourself, that might encourage leaving voluntarily. Inform the peer of other job opportunities again and again, warn the peer of negative consequences or outcomes, review beliefs about work and life and get all philosophical. Tell or encourage the peer the peer to exit, praise the choice of voluntary exit or resignation to the peers behavior and negativity. And you will say yeah, you are facing these consequences, because you deserve them or start praising the peers, positive qualities even when the situation does not warrant that. So, just be cautious if you see any of these markers, then be careful and watch out you do not know what is coming at you, if you are really expecting something negative.

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Some specific concerns for global teams with negative relationships at work, culture, geographic diversity, language problems and technology can all contribute too. And can all the instrumental end negative relationships at work; some challenges post by demographic fault lines on team performance. Fault lines are this is metaphor use from the seismology earthquakes, and fault lines are the places where the earth is weakest, the surface of the earth is weakest and any time there is a disturbance.

In the deeper core of the earth, the fault lines are the places where that tends to move and this is what happens in relationships, when we talk about geographic fault lines. What about your geographic background is do you feel most sensitive about and that could in turn a sort of affect how you feel about your membership in a particular group. Strong fault line group is members identify more with the subgroups and teams, again every group has subgroups and every subgroup has more subgroups, sub subgroups.

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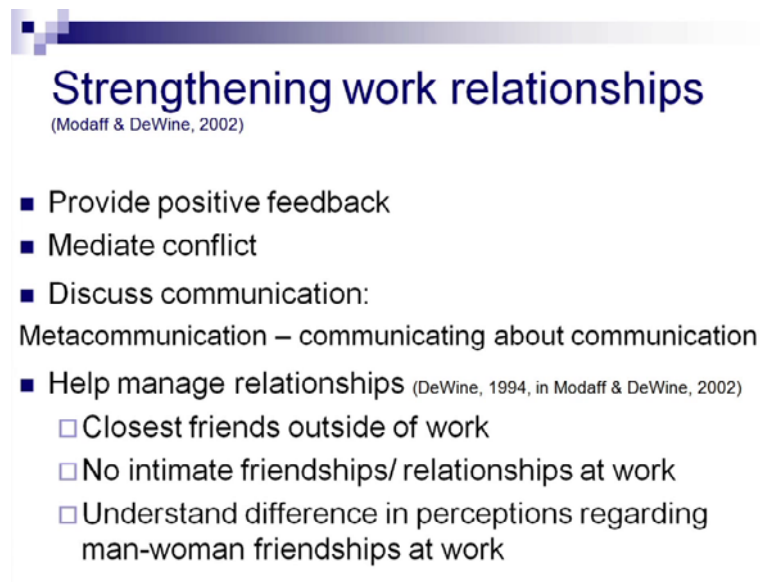
Challenges posed by demographic fault-lines on team performance (Schermerhorn, Hunt & Osborn, 2008)

- Strong fault-line group: Members identify more with subgroups than team
 - More conflict
 - Less sense of safety
 - Less team satisfaction
- Weak fault-line group: Members identify more with team than subgroups:
 - Less conflict
 - More sense of safety
 - More team satisfaction

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So, if you identified more with your subgroups, then the team there will be more conflict less sense of safety less team satisfaction. If you have a weak fault line group your members identify more with teams and subgroups, so you have less of conflict, more sense of safety and more team satisfaction.

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Strengthening work relationships (Modaff & DeWine, 2002)

- Provide positive feedback
- Mediate conflict
- Discuss communication:
Metacommunication – communicating about communication
- Help manage relationships (DeWine, 1994, in Modaff & DeWine, 2002)
 - Closest friends outside of work
 - No intimate friendships/ relationships at work
 - Understand difference in perceptions regarding man-woman friendships at work

How do you strengthening work relationships, provide positive feedback, mediate conflict, discuss communication, meta communication, communicating about communication, get philosophical help manage relationships. Do not have your closest

friends outside of work, absolutely no intimate friendships or relationships at work, understand the differences in perceptions regarding man woman friendships at work I just told you that.

((Refer Time: 57:18)) Some criteria for healthy work relationships, individual excellence, again this is been given by Kanter 1977, in Modaff and Dewine 2002. Individual excellence, importance for organization, interdependence, investment information, integration, institutionalization of the organization and integrity towards the organization. This is the last slide in today's presentation, some characteristics of high performance teams as regards communication given by doctor Car Larson and Dr Frank LaFasto, in Modaff and Dewine.

Clear, elevating goals, you have clear goals, you have results driven structure, you have competent team members, you have a unified commitment, you have a collaborative climate, your standards of excellent and external support and recognition and principle leadership. Again all these are pretty self-explanatory, so I am not going to get into it, what I would like you to discuss is on this slide ((Refer Time: 58:17)). I have given the time ending signals, so I am going to stop here please pause at this, discuss this things amongst yourselves, and we will come back next time and discuss persuasion.