COMMUNICATION:

1. **Achieve Coordinated Action**
2. **Share information**: Organizational Goals, Task directives, Results of Efforts, Decision Making
3. **Express Feelings and Emotions**

Methods:
1. **Written** → Letters, Memos, Reports, Manuals, Forms → Official, Clear, etc
2. **Oral** → Informal Conversations, Task-Related Exchanges, Group Discussions, Formal Speeches → Direct Contact, allows Feedback (i.e. for time-sensitive issues), vital for Technical issues
3. **Non-Verbal** → Human Elements (facial expressions, body language), Environmental Elements (office design, building architecture)

Process:
**Source** → (NOISE) → **Encoding** → (NOISE) → **Transmission** → (NOISE) → **Decoding** → (NOISE) → **Receiver** → (NOISE) → **Feedback**

**Transactional Communication Model**: acknowledges neither creators nor consumers. Both ends create and consume messages. Noise can be/is inserted at all phases

![Transactional Model of Communication Process](image)

**Communication Networks** (small groups):
1. **Wheel** (manager in middle)
2. **Chain** (pyramid: manager on top)
3. **Circle** (equality)
4. **All-Channel**

**Communication Problems**:
1. **Source**: Filtering
2. **Encoding/Decoding**: lack of common experience, semantics/jargon, medium problems
3. **Receiver**: selective attention, value judgments, lack of source credibility, overload
4. **Feedback**: Omission
5. **Organizational Factors**: noise, status differences, time pressures, overload, communication structure
MOTIVATION

Content Theories (attempt to explain the particular cause(s) of human behavior (Myers, 2003)):

<table>
<thead>
<tr>
<th>Maslow</th>
<th>Herzberg</th>
<th>Alderfer</th>
<th>McClelland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>Safety</td>
<td>Social relationships</td>
<td>Esteem</td>
</tr>
<tr>
<td>Base to top: Base salary, Pension plan, Friends, Job title, Challenging job. Satisfaction-Progression scheme</td>
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<tr>
<td>Motivation factors affecting satisfaction and Hygiene factor determining dissatisfaction</td>
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<td>Frustration-Regression scheme</td>
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<tr>
<td>Needs for Affiliation, Power, and Achievement (bottom to top)</td>
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</table>

Process Theories (p.137): "focus on the method or process in which motivation occurs" (Myers, 2003):

Luthans (1989) Theories of Motivation
1. **Equity theory** (Adams, 1963) (p.139): Treatment in relation to relevant others (i.e., colleagues), i.e. Perception or belief of treatment instead of objectivity (Gannon, 2001). Motivation to reduce Inequity:
   a. Change Inputs
   b. Change Outcomes
   c. Alter Perception of Self
   d. Alter Perception of Other
   e. Change Comparison
   f. Leave Situation

2. **Expectancy theory** (Vroom, 1964) (p.143): How much something is wanted and the – perceived – likelihood of having it: Effort $\rightarrow$ Performance (affected by Environment and Ability) $\rightarrow$ Outcome

3. **Goal theory** (Locke, 1968) (p.191): Behaviour is result of conscious goals and intentions: Goal Difficulty & Goal Specificity $\rightarrow$ Goal Directed Effort (affected by Goal Acceptance and Goal Commitment) $\rightarrow$ Performance (affected by Organizational Support and Self-Abilities & Traits) $\rightarrow$ Rewards (Intrinsic & Extrinsic) $\rightarrow$ Satisfaction
LEADERSHIP: is both a Process and a Property

Trait Approach (p.342): Drive, Motivation, Honesty and Integrity, Self-Confidence, Cognitive ability, Knowledge of business, Charisma

Behavioral Approach (p.344):
1. Michigan Leadership Studies:
   a. Job-Centered: focus on Work of subordinates, work procedures, performance
   b. Employee-Centered: focus on Effective Work-Groups with high Performance Goals
2. Ohio Leadership Studies:
   a. Consideration Behavior: focus on subordinates’ Feelings and Ideas
   b. Initiating-Structure Behavior: focus on clear definition of subordinates’ Roles (expected outcome)

LPC (Least Preferred Coworker) Theory (Fiedler, 1967) (p.348): leadership effectiveness depends on the match of Leader’s Personality and Situation. Measurement:
1. Pleasant
2. Sufficient
3. Friendly

Situational Favorableness:
1. Leader-Member Relations: trust, respect, confidence, etc
2. Task Structure:
   a. Structured: simple, easy, routine
   b. Unstructured: complex, non-routine
3. Leader Position Power: control over subordinates’ work assignments, rewards, punishments, promotions

Path–Goal Theory (Evans, 1970 and House, 1971) (p.351): effective leaders clarify the paths (behaviors) leading to desired rewards (Goals). Subordinates are motivated by their leader to the extent that the behaviors of that leader influence their expectancies.

Behaviors:
1. Directive: precise goals, tasks, schedules
2. Supportive: focus on concern, well-being, needs
3. Participative: focus on consultancy
4. Achievement-Orientated: focus on challenging goals showing strong confidence on their accomplishment

Situational Factors:
1. Subordinates’ Personal Characteristics:
   a. Locus of Control: affect happenings Vs believe in happenings due to external forces
   b. Perceived Ability:
2. Environmental Characteristics:
   a. Task Structure
   b. Authority System
   c. Work Group

LPC – Path-Goal DIFFERENCE: the latter assumes that leaders can change their behavior and exhibit any or all of the Path-Goal Leadership Styles

Decision Tree Approach (Vroom & Yetton, 1973) (p.354): how much participation subordinates should be allowed in making decisions. Styles are:
1. Decide: announce (sell) decision already made
2. Delegate: pass-on
3. Consult-Individually: obtain suggestions, then decide
4. Consult-Group: obtain suggestions, then decide
5. **Facilitate**: present problem and boundaries and act as group-conversation coordinator for members to reach a decision

**LMX, Leader-Member Exchange Model** (Graen & Cashman, 1975) (p.358): focus on leaders’ unique *working relationships* with each of their subordinates:
1. **In-Group**: special duties requiring responsibility and autonomy
2. **Out-Group**: less time ad attention (by leader)

**Hersey and Blanchard Model (1977)** (p.359): leader behavior depends on the **Readiness** (i.e. motivation, competence, experience, responsibility acceptance) of leader’s followers. Depending on readiness level:
1. **Telling** style: Low readiness
2. **Selling** style: Low-Mid Readiness,
3. **Participating** style: Mid-High Readiness, sharing decision making
4. **Delegating** style: High Readiness, assign decision making