

Researchers Into Management



Effective Communications

Objectives for today

- To explain how interpersonal relationships and communication skills affect managerial performance.
- To identify barriers to communication and effective interpersonal relationships in the organisation and devise strategies to overcome them.

- *“The two words information and communication are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.”*

Sydney Harris

What do we need to communicate about?

Main terms and conditions of employment

Information about how to do the job properly

Review of personal objectives and development

The bigger picture

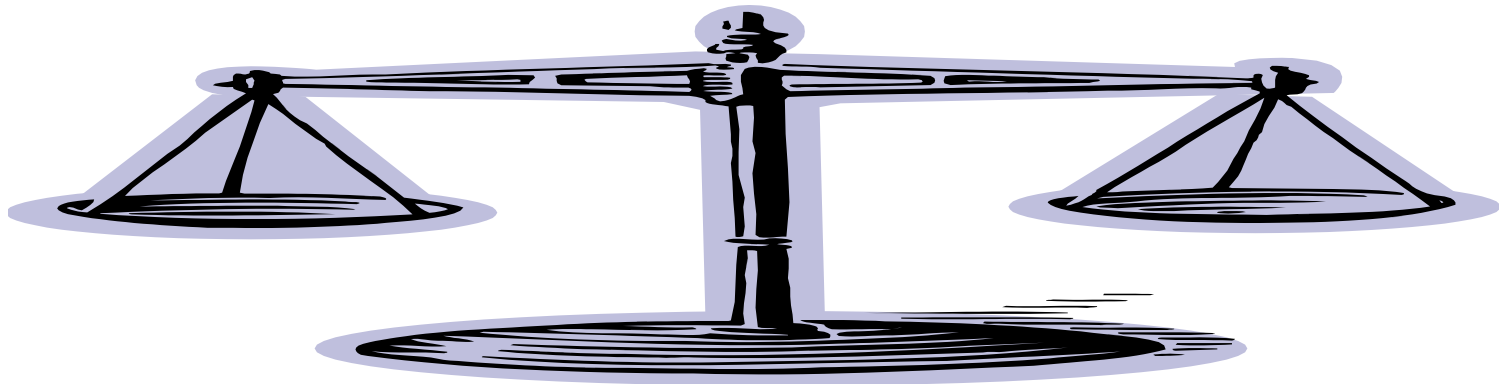
Productive Meetings

- Adequate preparation
- Agreement to action
- Staying on the subject
- Clearly set objectives
- Beginning on time
- Ending on time
- Having a written agenda
- The physical environment



Achieving the balance

- Keep to the agenda
- Keep to time
- Stick to the subject
- Agree actions
- * Allow debate
- * Facilitate discussions
- * Involve everyone
- * Encourage creativity



Which method would you use:

- To share an interesting article with colleagues
- To congratulate a colleague that has been promoted
- To tell people the date of the next team meeting
- To inform a member of staff that an application to attend a training course had been turned down
- To invite views from your team about a proposed restructure

- If a message is important it should be communicated at least **3** times in **3** different ways



Strong Communicators:

Adapt their style



Ask questions



Actively listen



Are congruent



Give constructive feedback



The 3 Perceptual Positions

1st Position – seeing and feeling the situation through our own eyes

2nd Position – stepping into the other persons shoes

3rd Position – ability to stand back and view the situation as a third party



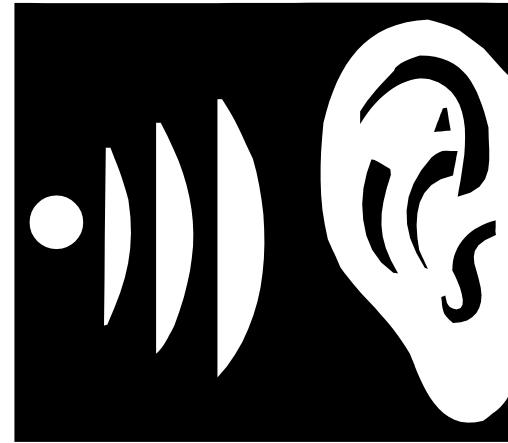
Empathy



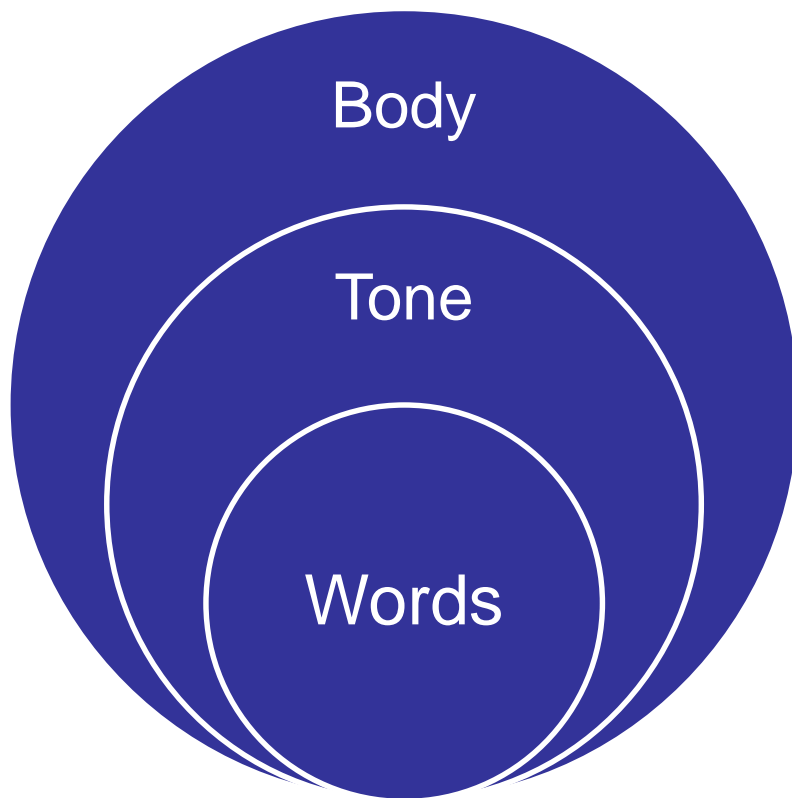
Put yourself mentally in the other person's shoes. What might it feel like to be them?

Five Levels of Listening

- Waiting to speak
- Listening to tell our story
- Listening to give advice
- Listening and asking for more
- Intuitive listening

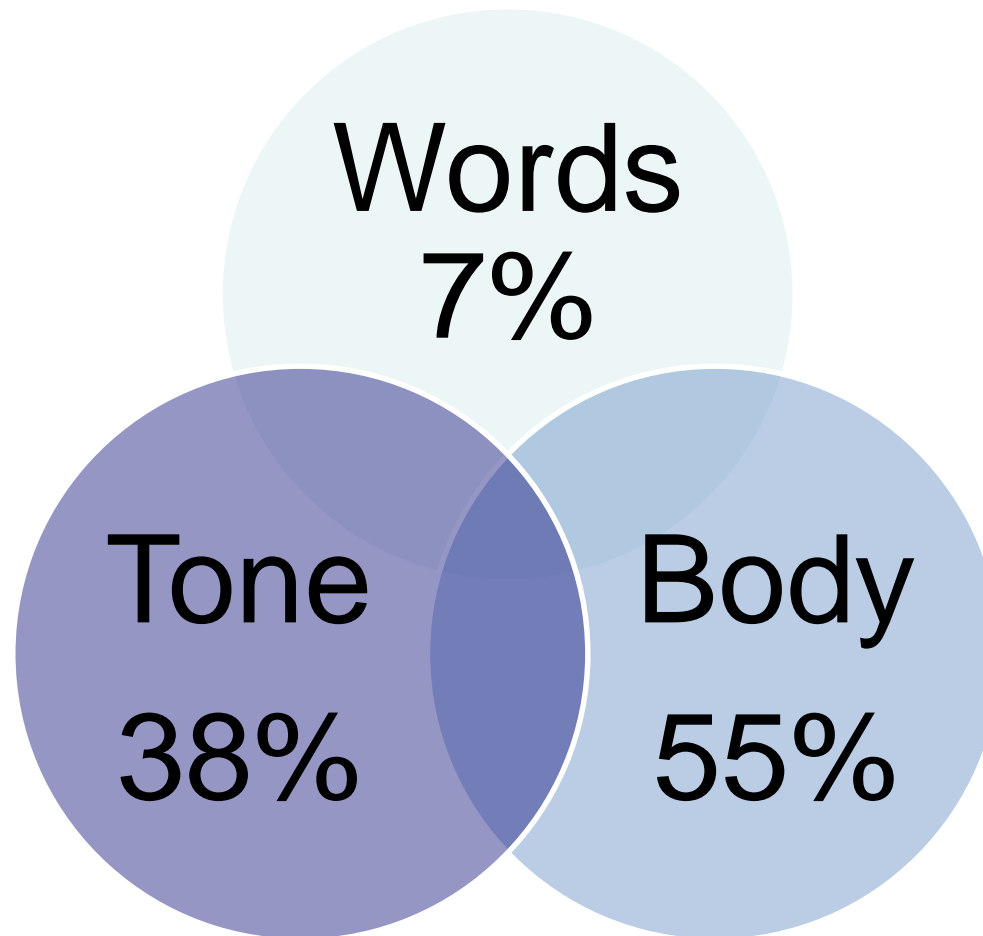


Congruence



- When our words, tone and body language are congruent 99% of the meaning comes from what we say

Congruence



Influencing

Defining what you want

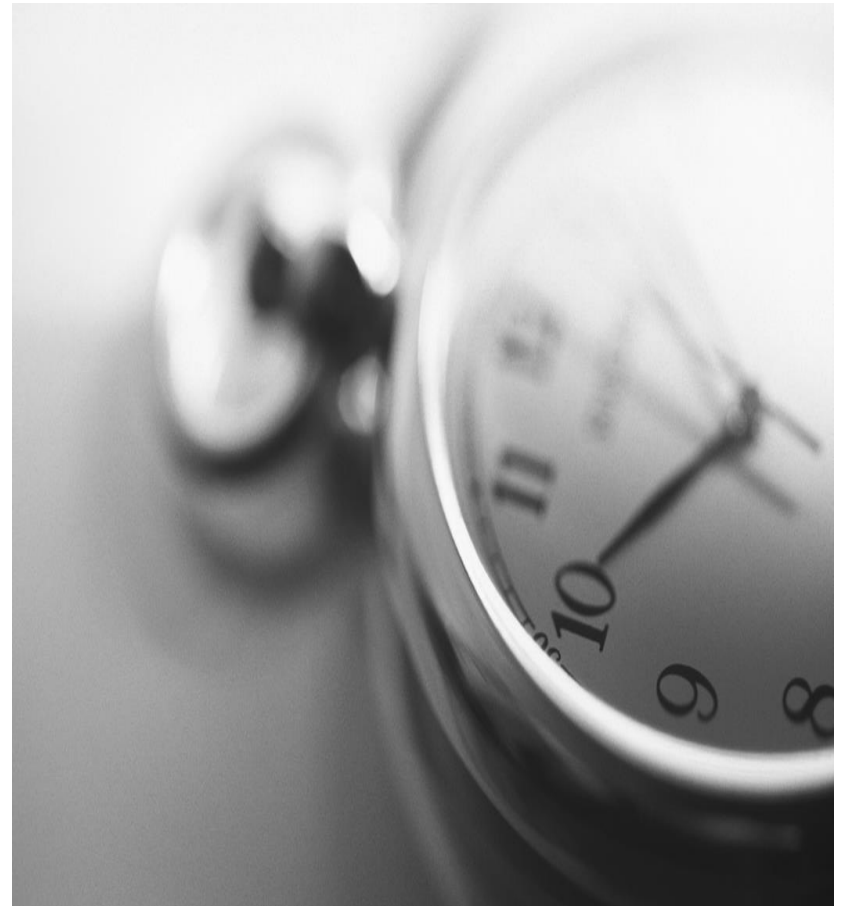
Assessing the views of others

Defining your influencing power

Communicating appropriately

Capacity to Influence

- What could I do to persuade you to stay here until 6.00pm this evening?



Power to Influence

Authority

Hazard

Expert

Connection

Reward

Personal

Information

Association

- In the following examples which sources of power do you think would be the most influential?

- To influence academic staff to complete leave forms
- To influence staff to take part in the staff survey
- To influence a recruitment or promotion panel

Johari's Window

	Known to Self	Unknown to Self
Known to Others	Open Knowledge	Blind Spot
Unknown to Others	Hidden Knowledge	Knowledge yet to be revealed

Definition of Feedback

- Feedback is information about performance that leads to action to affirm or develop performance.
- It is as much about reinforcing effective and strong performance as it is about identifying areas of potential improvement.



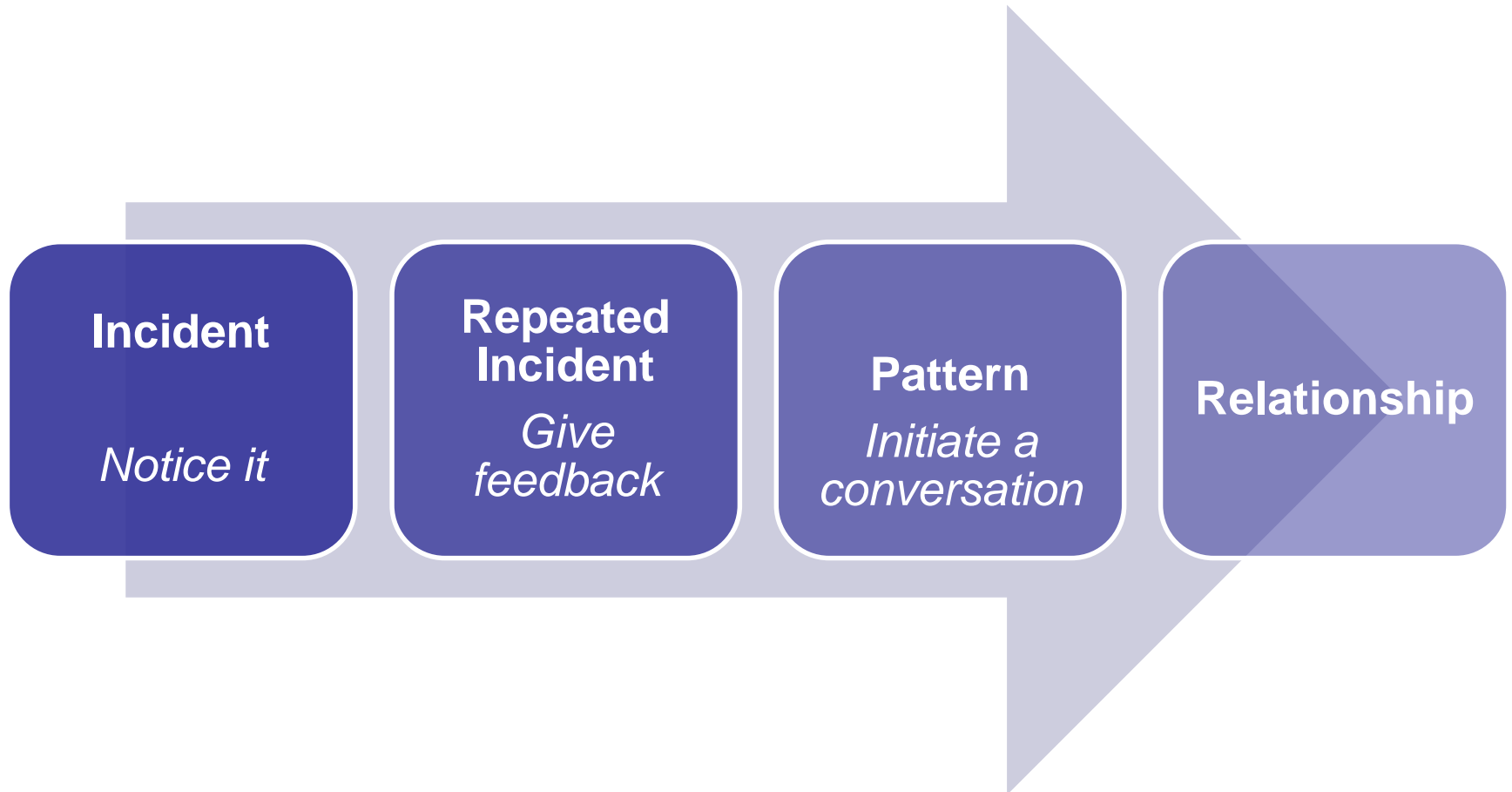


Incident

Repeated
Incident

Pattern

Relationship



The BEDS Feedback Model

B

- **Behaviour** - name the issue and describe the behaviour in a non judgemental way

E

- **Effect**- describe clearly the effect or impact that the behaviour is having . If positive, thank and close

D

- **Discuss** - clarify what is at stake, indicate your wish to resolve it and invite a response

S

- **Solution** - agree a way forward

Questions to open the discussion:

- Can you say a little more about how you see things?
- How is that affecting you?
- What are you thinking?
- What do you want to happen?
- Tell me how you see the situation.
- What is your perspective on this?
- How do you feel about what I have just said?
- How can we prevent this from happening again?
- What are the barriers to us achieving this?
- How do you feel we can move forward from here?
- What options do you think are open to us in this situation?

- You have just attended a meeting that was really well chaired – the agenda was long but the chairperson managed to keep to time whilst still ensuring that everyone had an opportunity to speak. All the items ended with clear recorded actions and you felt the meeting was a really good use of time (unlike many you attend!). You would like to tell Suzanne (the chair) how well you thought she managed the meeting.

- You have just observed Samir, who is a member of your team, giving a presentation. His PowerPoint slides had a lot of text on them and he read from the slides for the majority of the presentation which meant he rarely made eye contact with the audience. He sounded quite hesitant and appeared to lack confidence in what he was saying.

- Are the right communication channels in place?
- Do we tell people how the department communicates?
- Choosing the most appropriate method of communication.
- Using the methods appropriately.
- Assessing our capacity to influence.
- Exploring the perspectives of others – questioning and listening.
- Behaving congruently.
- Giving constructive feedback.