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Labor Management Principles in the Communication Discipline: Developing a Communication Plan Based on an Organization Analysis

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Running head: LABOR MANAGEMENT: A COMMUNICATION PLAN

WORKSHOP:

LABOR MANAGEMENT PRINCIPLES IN THE COMMUNICATION DISCIPLINE:
DEVELOPING A COMMUNICATION PLAN BASED ON AN ORGANIZATION
ANALYSIS

By

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B.A., DePaul University, 2013

APPLIED PROJECT

Submitted in partial fulfillment of the requirements

For the Degree of Master of Arts

With a Major in Communication and Training

Governors State University

University Park, IL 60466

2017

Introduction

The purpose of this research and workshop is to identify how the communication science discipline affects specific areas of the organization ranks and provide options to consider when measuring structural growth. The benefit of this analysis demonstrates how the rudimentary function of a core mission is able to work together and be compartmentalized for measurement but also explains how the implementation of communications theory and methods are able to assist in workplace diagnostics, training and development for an organization's communication plan. The importance of this workshop and literary analysis is to assist stakeholders and managers that maintain communication between organizational expectation, systems analysis and the unique comprehension of social behavior, attitude and efficacy. The analysis and workshop demonstrates how communication variables interact together.

When organization stakeholders make decisions about workplace expectation without the consideration of social behavior or the inclusion of the employee experience, operations and morale can be negatively impacted (Kerfoot, 2008). As a result, work stoppage, costly legal bills from collective bargaining groups, policy violations, labor union organizing and lack of confidence can take place to over throw or frustrate the management process for a political change of organizational power. Labor union formation typically occurs when employees express that their voice is unheard from lack of communication in the within the organization, their experience is not considered and appropriate communication not present. Unions provide a way for workers to have a voice outside of the workplace and identify as industry professionals (Simsek & Seashore, pg. 95). When organization systems are not explored or considered for solutions of how to cohesively communicate, a break down in product, service and process can occur.

Framework of Research, Instructional Design and Workshop

This research analysis will explore literary scholarship and examples of how management communicates within itself on a conceptual, strategic and operational system followed by how management communicates with labor in a top-down and bottom up management logic. Following the literary scholarship is the analysis of Instructional design that provides and explanation of workshop topic, target audience, learning outcomes and key topic areas of content.

Management Communicating with Itself

The three levels of management, Conceptual, Strategic and Operational are representations of organization identity and characterization. This executive, middle and operational level management system provides the structure of how the organization functions and why. Without guiding principles to govern the structure of an organization, the translation of idea into implementation becomes short-lived and futile. Conceptual or executive level management focuses on “monitoring the entire organizational environment, identifying internal and external factors that impact their operation” (Albarran, 2016, p.16).

Executive Level Management

The role of executive level management deals with the development of ethical norms within an organization, core values and principles of why a business is formed and what the overall goal of product and service will be to consumers. Generally, business formation is led by a person or group of individuals that make the decision to use a skill or expertise to rectify a consumer problem. Although there has been research to suggest that the identity of an organization can be misconstrued with the personal identity of an individual that seeks self-gratification from the mission and interest of the institution (Amernic & Craig, 2010; Asforth &

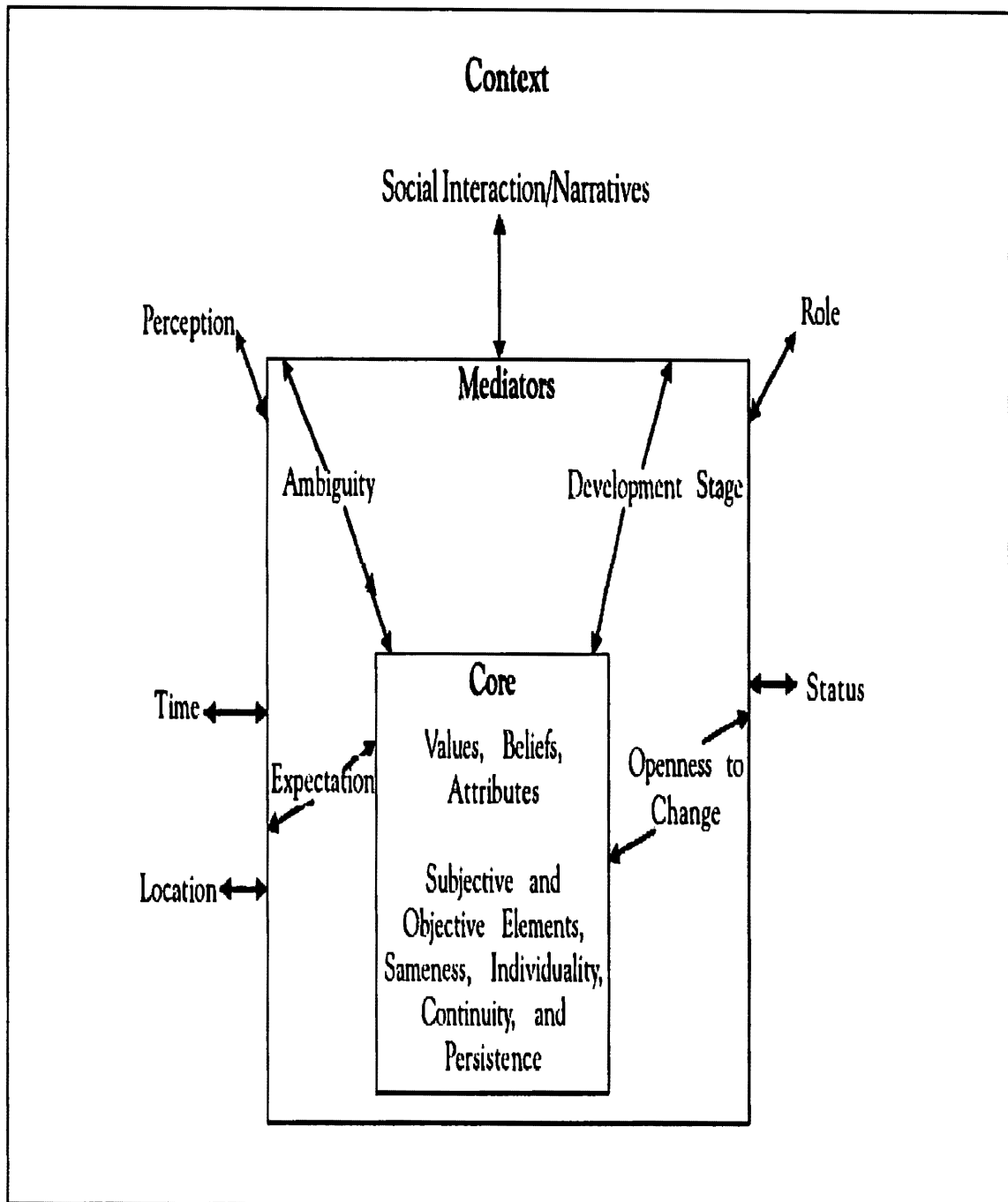
Mael, 1989; Czarniawska-Joerges, 2004; Dukerich, Golden, & Shortell, 2002; Galvin, Lange and Ashforth, 2015; Robertson & Arachchige, 2015), organizational identity employs a constructivist perspective based on collective goals and identity conditions that reflect a model driven system (Robertson & Arachchige, 2015; Van Tonder, 2006). Defining an organization's identity is a complex task that requires analysis of multi-level structure, mission, goals, competitor analysis and market place benefits. Dissecting characteristics of an organization requires identification of key components that formulate process and protocol. Universal principles that define how and why a goal is met become transformative measures that construct agency and employability for collective goal attainment and recognition (Sagnak, 2010). After defining foundational principals of task accomplishment, an identification of ethics and values develop the standard of behavior for the agents and participants that espouse the organization (Sagnak, 2010).

Figure 1 by Robertson and Arachchige titled, *Identity of an Organization-Key Components and Interrelationships* (pg. 21) provides a guideline for analysis of organizational agency, institution and structural function (Robertson & Arachchige, 2015). This roadmap serves as a mediating view of multiple variables that compose an organization and synthesizes the structure, function and agency within context to the ethics, values and core beliefs that make up the dynamic system. Identifying variable components of the organization allows for an analysis of how the organization conducts its operations. Without the core section that defines the values and beliefs of the organization, the other stages of management would not have foundational grounding to be able to work from.

Values, beliefs and continuity take on a unified framework when communication and context are blended together to meet performance objectives. In addition, the focus of an organization's structure without regard to the ideas, belief, personal values and experiences of

the employees can lead to performance hindrance and development gaps that relate to the progress of the holistic system (Oppong, 2014).

Figure 1



(Robertson and Arachchige, 2015)

Strategic Level Management

The Strategic or middle-level management focuses on the inventory of skill that is needed to meet the goals and objectives as set by executive level management. The structure of how the mission will be accomplished is developed in order to manage productivity. Figure 1 depicts this as the Mediator Stage and in kind, demonstrates the role of defining expectation and processing the understanding of development between the Core Stage (which is the Executive level management) and the Contextual Stage (which is the Operational level of management). Without communication of the strategic level of management between the executive level and operational level of management, carrying out the job to accomplish the mission may be difficult. The strategic level provides methods and systems to accomplish what needs to be done based on identified resources. The role of this level of management is to find ways to accomplish the job and work within the mission of the organization.

The primary goal of a mission creates boundaries and limits that compose a specific focus for directed action. Henningsen, Valde, Russell and Russell define primary goals as “the motivation for the interaction... that defines the nature of initiation and termination” (p. 186). Without an understanding of identity, ideas formulate into a centralized vision to deliver specific products or services to consumers, the planning of a primary mission becomes foundational for the building blocks of organizational purpose. The construction of plans focus around the achievement of specific goals however, a primary goal is central to formulating metrics for direction and expectation.

Leaders that work within an organization’s mission are able to establish secondary goals to accomplish tasks that embody a centralized purpose (Gan, 2014) therefore; message appropriation is able to be discerned by the guiding principles of the known establishment. With

a central purpose for action and development, the benefit of mission development opens the pool of participants to contribute to the process of goal attainment by using a focal expectation and opens the door for acceptance of ideas for “involvement”, “commitment” and “strategic process” (Davies, 2006).

Although mission creation does not determine behavior in specific job roles, it allows a measure of ethical conduct, attitude and judgement for transformational leadership and workplace principles (Sagnak, 2010). Additionally, it allows for appropriate planning of task behavior in order to develop system methods, organizational identity, workplace agent stimulus and appropriate predictors for continued planning and job talent placement (Henningesen, Valde, Russell & Russell, 2011).

Figure 2 by Cardullo and Sage (pg. 303) titled, *Knowledge and information architecture model for a new global reserve currency management system* demonstrates the complex nature of relationship, ideas and the process for flow of information is a valued foundation that middle level management forms work process and organizational systems around. In organizations where multiple stake holders collaborate to form a single direction of workplace systems for service or product output, the inclusion and representation of each area forms a dynamic rubric to build the mission, goals and objectives around. Research has shown that employees that have a sense of value to their output are generally dedicated to the process and manner that it was achieved, rather than simply reaching a single product (Corgnet, et al., 2015), therefore an appropriate communication and systems structure developed by middle level management allows workplace flow. With each area carefully analyzed to be factored in to the equation of organization value and direction, each area of the organization is able to carefully build their

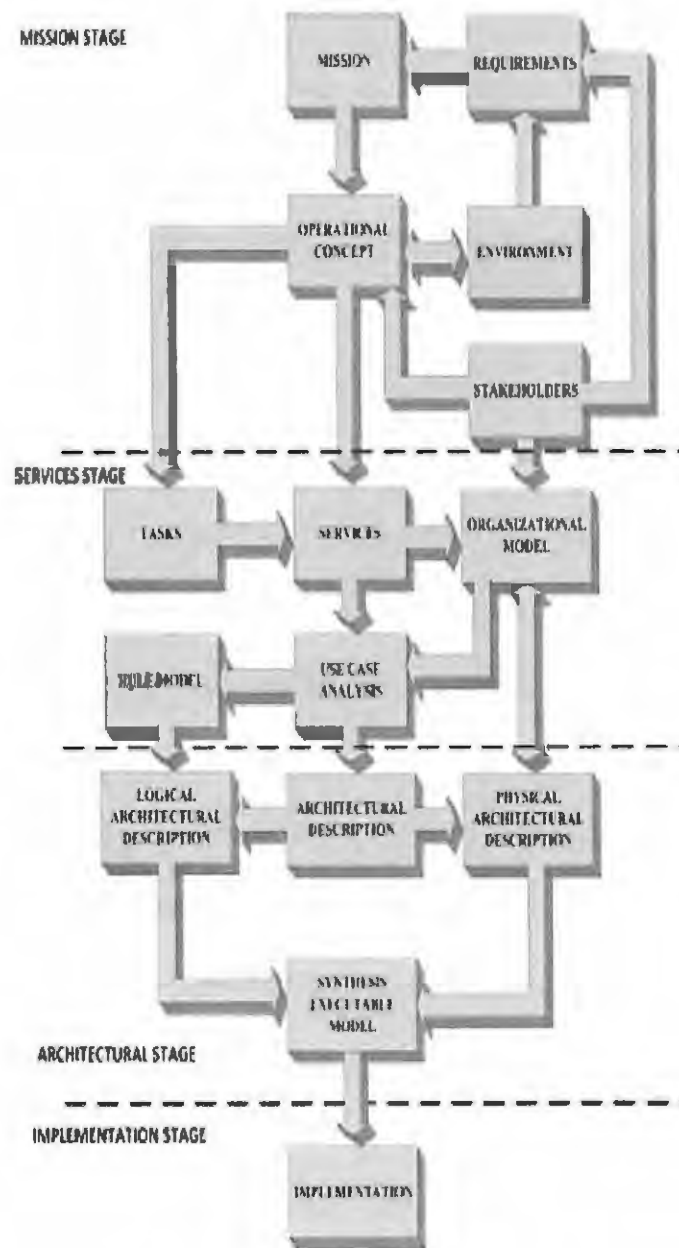
processes and performance measurable around it. Creating a mission allows workers a pathway to meet the organizations goals with confidence (Wu and Ku, 2013).

Figure 2 also demonstrates a middle level management design that defines a hierarchical system with a multi-tier flow of communitive relations. This communication design includes a mission stage, service stage, architectural stage and implementation stage. Each stage of development has a flow of variable segments to consider before advancing to the next. The careful planning allows the value of each systemic role to be defined and shows how each segment works together and is interdependent with each stage and function within the weighted measurement construct.

The hierarchical system shown in Figure 2 provides the organization a system to accomplish the mission given by executive level management by a development system is used to communicate actionable measures to allow implementation of service and product delivery to begin. It demonstrates how process implementation begins with a conceptual phase that defines operational concepts to do the job while analyzing the appropriate environment for sales and service and gaining input from stakeholders. The service phase of mission development defines tasks and services to move from an operation concept to a defined operational model. The architectural stage factors in logical and physical descriptions based on the model of rules and case examples to determine the value of how job descriptions should be developed based on the architecture of the synthesized system. The model that Figure 2 depicts represents an organization flow that allows communication within each phase of the workplace system. The four-stage level organizational system allows each fixed variable to be processed into development phases of analysis and achievement to advance to the next step within the hierarchy of systems process prior to implementation. In order to achieve the mission of the organization as

set by executive level management, the middle-level management cycles each process through the system to ensure that it addresses the mission, completes a quality test in the service stage, is effectively constructed in the architectural stage and finally able to reach implementation.

Figure 2



(Henningsen, Valde, Russell & Russell, 2011)

Operation Level Management

In operational level of management, meeting the expectation through an organizational system is set forth by a set of secondary goals that help to clarify the expectation of the agents involved in the workplace context. Job descriptions serve to navigate “relational, situational and other concerns relative to the context of the institution” (Dillard, 2004, p. 189) The development of secondary goals that support the work place mission or primary goal allows for distinction of specific expectation of method delivery to accomplish workplace tasks. (Henningsen, et al. 2011, p. 182) further explains the five aspects of secondary goals are a) identity “reflects a concern for the influence agent’s sense of self”, b) conversation management “based on the rules of conversation management and social appropriateness”, c) relational resource “related to the perceived costs to the relationship that could result from making a request”, d) personal resource “acknowledging the perceived costs to the requester from making a request” and affect management “the nervousness and anxiety of the requester”. Each one of these areas describes a role or effect from a person within a role that weighs heavily on the communication and the manner in which the job is performed.

When workers have clear job roles and functions it provides a confidence to perform their assignment (Larson, 2012), supervisor-subordinate fidelity is developed when expectations are defined and workplace practice for duties and function are set (Brunetto, Farr-Wharton & Shacklock, 2011) This model demonstrates how the example organization used communication methods of defining workplace expectation across three different process stages: planning process, strategic planning process and organizational planning process. Under the planning process stage the levels of management that participates in developing the job functions are the strategic, long-term, tactical and operational management staff. Based on the prior analysis of management levels, the strategic, tactical and operational management are the three

main areas that define the concept of what needs to be accomplished, the strategy for how it will be implemented and the management of the human capital within each function to ensure the concept and strategy are being achieved.

Although workplace process depends on an implementation of collective systems, there is a distinct separation of social interaction from functional interaction. Communication Science in scholarship in the Structuration Theory has given examples of how they work together by definition. Rules and resources are defined as “the techniques or generalizable procedures that agents apply in their enactment of social structure” (Giddens, 1984; Larsson, 2012) Structure is” a collective memory of established ways of doing things, as reproduced social practices and as memory traces orienting the conduct of knowledgeable human agents; Routine is “the habitual taken-for granted character of the vast bulk of the activities that... are integral to the continuity of the personality of the agent (Giddens, 1984; Larsson, 2012). Although it is difficult to measure structure separate from organizational agency, when looked at separately and measured independently to the primary mission, it is possible to find out how each role independently affects each area as a whole.

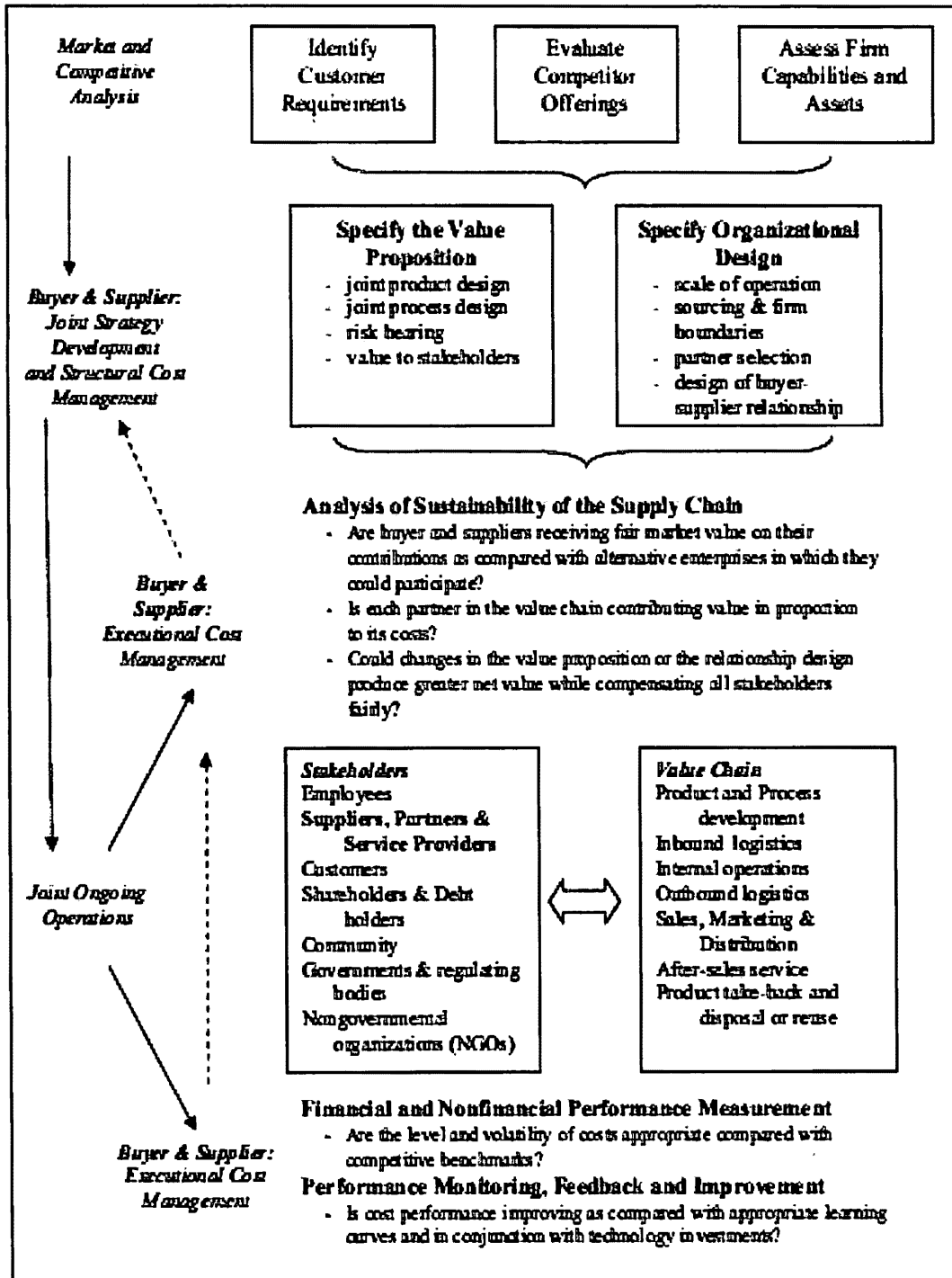
Considering that the foundation of an organization is the mission that ascribes values, purpose, goals and precise definition of business, this centralized theme is the main factor of operational existence. “Actors produce the conditions that make their activities possible” (Larson, 2012). Figure 3, by Anderson and Dekker (2009, pg. 203), entitled *Strategic cost management in supply chains*, demonstrates that although there are other internal factors to consider such as behavior, agency, structure and intention that are important to consider when analyzing productivity and measured performance. One thing that is clear about this model is

that it is mission driven and puts the bottom line of the outcome of every factor engaged as top priority because it is ultimately what measures the growth.

The purpose of Figure 3 is to demonstrate that although there is a vertical pipeline of influence among key indicators that affect the organization's outcomes, each area is influential in a clockwise motion. For instance, structure and environment are the foundation of organizational outcomes and the same outcome is as a result of personal characteristics and agency. It also shows the inclusion and interaction of variable factors that drive and affect outcome performance. It shows that although outcomes are of top priority, behavior and intention are mainly influential in the measured outcome. It also explains that agency and micro environment are equal indicators that influence intention but an individual's personal characteristics typify agency and structure lends itself to a micro-environment. "Rules are the explicit or implicit formulas for action, whereas resources are defined as what agents bring into an action" (Larson, 2012, p. 260). Figure 3 demonstrates workplace function and operations for communication within the Strategic Cost Management workflow. It shows the various layers of workplace operations that are necessary to performance detail and communication methodology for workplace function. The Strategic Cost Management model shows communication flow from left to right and top to bottom which allows function to move through a chronological order and a tier-level process. Similar to the public school education model and communication process for performance expectations, there are various factors that contribute to function and flow.

Figure 3

Strategic Cost Management in Supply Chains



(Anderson & Dekker, 2009)

Management Communicating with Labor

The communication between labor and management is a system that requires understanding of workplace roles and worker experience. Krone, Kramer and Sias argue that maintaining an open line of communication that encourages an exchange of ideas, dialog and feedback raises performance standards of required delivery goals and employee expectations (Krone et al., 2010). This section will provide an analysis of communication strategies that are used in top-down and bottom-up management styles within organizations.

Top-down Management

An environment that disseminates goals, roles and expectations to employees as the main communication point for company direction is autocratic in nature. German sociologist, Max Weber described this management authority to be focused on strict discipline, policies and procedures, clear job descriptions and strict division between labor and management (Albarran, 2016).

Micro-politics is a term that describes the use of power in supervisor-subordinate relationships that is defined as “the use of formal and informal power by individuals and groups to achieve their goals in the organization (Olsen & Chrispeels, 2009, pg. 402). As a result, this political, social capital is developed in a way that “consists of specific elements of social structures that enable its employees to act in productive ways” (Olsen & Chrispeels, 2009, pg. 403). Olsen and Chrispeels further explain that social capital is formed through workplace agents to develop a) trust, b) access to information channels that provide opportunities for learning and action [training and development] and c) norms and sanctions within a community that promotes common good [of the organization] over self-interest (2009). Although there are politics within the supervisor-subordinate communication the primary goal of the mission sets ethical norms and

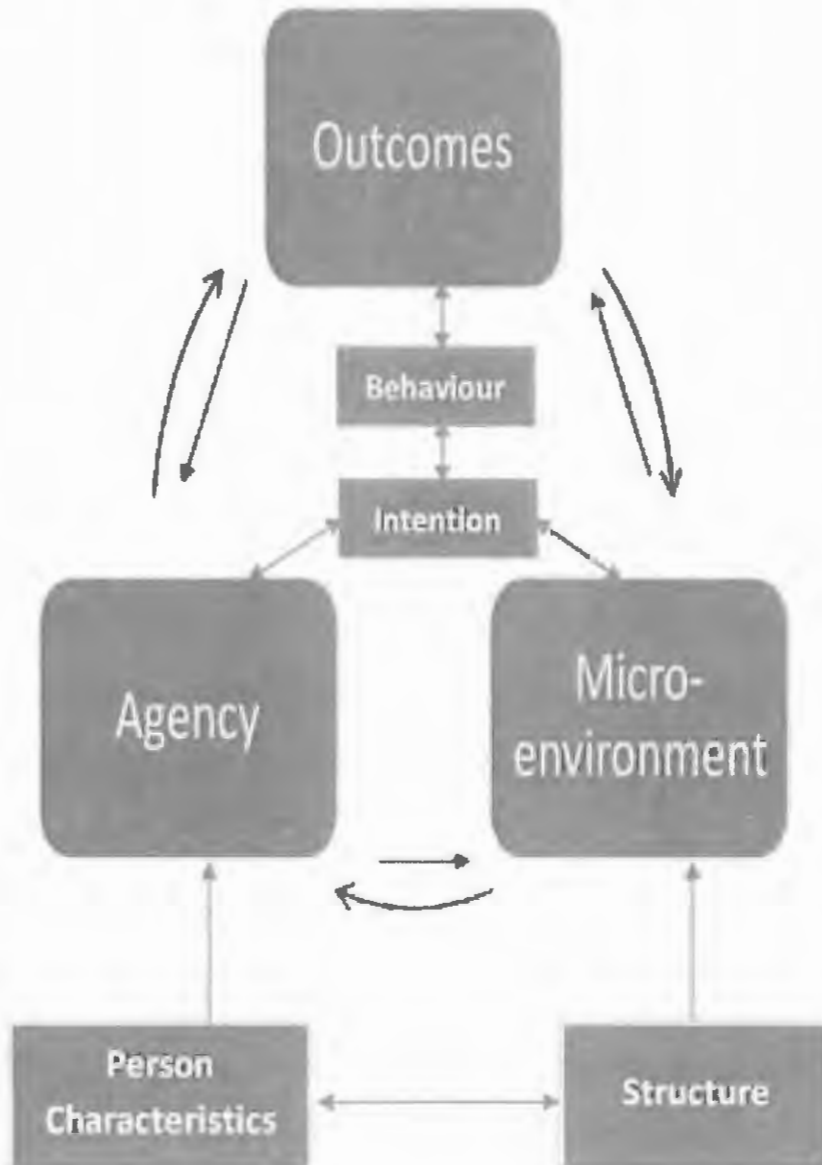
the measurable objectives for job function. This autocratic tone is to direct the ethical behavior of the organization to stay in line with the overall mission and achievement measures.

When managers communicate a clear direction for employees to explore perspectives within the directive expectation, the manager is able to solidify employees that follow based on the need of the directive rather than the authority of the assignment (Krone, Kramer & Sias, 2010). Providing leadership to raise performance is an important factor when managing staff expectations. Although employees may have significant knowledge and expertise in the area of profession, it is important that the workplace expectation stay linear to the company's primary mission, goals and objectives. Managers that facilitate directives are dependent on the understanding and expectation of the regular staff to constantly develop efficient process. This allows the adaptation of the needs of the job to meet goals while maintaining the workplace principles and ethics of the organization.

Figure 4, titled, *Integrated model of human actions and conditions* (Oppong, 2014, pg. 118) depicts an organization communication system that puts the outcomes at the top of a vertical system to explain how the result of what is done affects the consumers within the service reach. In consideration of the mission, goals and values, the basic principles of structure are the main focus and the agency is secondary. Although agency is a clear factor, the outcome that reaches the consumer is the catalyst that measures the systemic design for change. "While human agents always act within a structure that simultaneously constrain and enable their activity, the structure itself is dependent on the human activity that governs it" (Larson, 2012, pg. 256). This model puts the outcomes at the top of a vertical system to explain how the result of what is done affects the consumers within the service reach. In consideration of the mission, goals and values, the basic principles of structure are the main focus and the agency is secondary.

Although agency is a clear factor, the outcome that reaches the consumer is the catalyst that measures the systemic design for change.

Figure 4



(Oppong, 2014)

Bottom-Up Management

Maintaining a process in a social structure to implement workplace systems is a vital component to supporting confidence and employee support (Seibold, Meyers & Shoham, 2010). Bottom-up management principles are recognized in transformational leadership because it demonstrates the “buy-in” factor of employees to create achievable results for evaluation. For example, in organizations that have a labor union, employees use their collective power to bargain workplace policies and working conditions in to a contract with the employer. Once an agreement is made, the employees have the right to communicate a disagreement of how a workplace policy may have been incorrectly implemented through a grievance procedure. The grievance procedure is legally and contractually enforced to address concerns regarding the aggrieved instance as a result of bottom-up collective power. Recognizing an employee social system allows the manager to work within the ranks to achieve understanding and results. When the manager is aware and can communicate directives, goals and expectations within the social system, it may cause openness about practical application of the directive. Motivating employees to accept the directive of accomplishing the requirements of the workplace systems requires social support. Maintaining key elements such as appropriate time for implementation, management support to meet the expectation and applicable training are motivating factors of influencing employees to accept new ideas and required measures (Tabata & Johnsrud, 2008). With changing variables of workplace needs, the need for creativity and change in organizational structure is a common reality among agency and its agents. Recognizing the social ranks within workplace systems and implementation allow the managers to understand any resistance levels that could occur while allowing social system guide implementation practices based on the directive expectation (Barge, 2004).

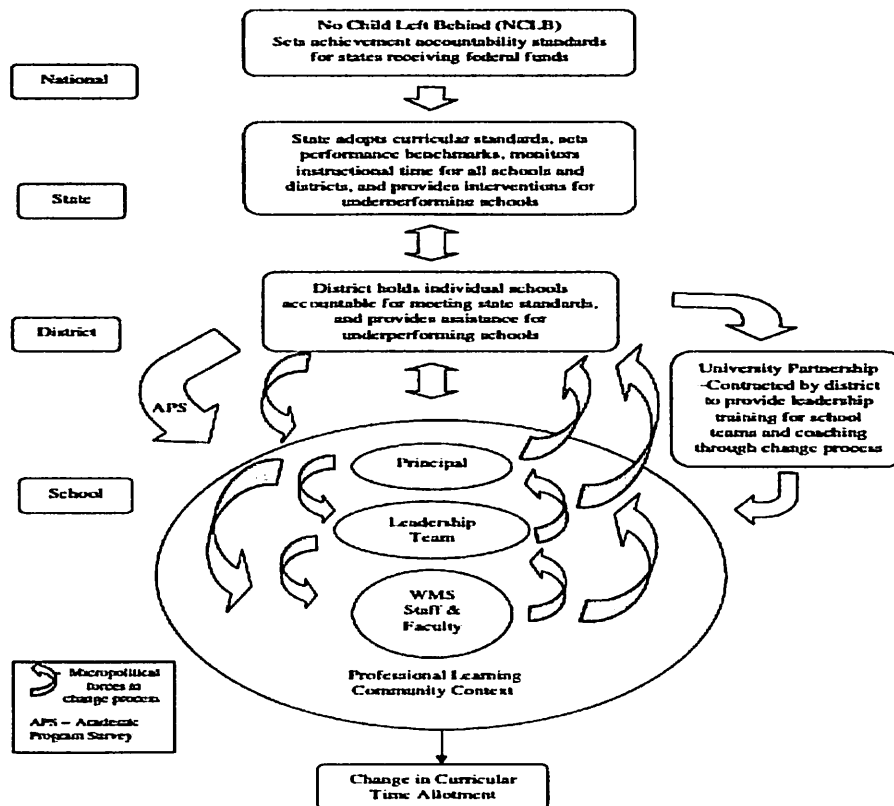
Figure 5 by Olsen and Chrispeels, entitled *A cycle of accountability resulting in structural school change* is a depiction of the communication level between the national, state, district and school level of management. Although the communication is top-down at the national level, the communication lines open up between the management and performance related tiers as the flow moves downward to the local level. Figure 5 also demonstrates how the performance and leadership structure is established in order to meet national standards. Although each district has different variable that affects the education delivery, the national and state standards are the same.

When job roles are communicated and workplace function is operational through a communicative social system, trust is built between management through autonomy and trust (Brunetto, Farr-Wharton and Shacklock, 2011; Wayne, Shore & Linden, 1997; Yrie, Hartman, & Galle, 2003). The communication model in figure 5 explains the multi-layered communication and performance design structured within education between the national, state district and school agents. Although the conceptual level of management is the national entity; the state is also able to operate on a conceptual and tactical framework. Each level below the national tier has a performance indicator that establishes how the process is measured quantitatively to meet identified measurables set by the national entity. The state develops a conceptual framework through the development of education policy for what is acceptable for school district operators and teachers to meet the national performance objectives. Items such as teacher performance evaluations, reduction in force protocol, school board protocol, curricular standards and state declared measures for public education are main items that are defined by the state in a conceptual phase to meet the performance requirement that is set by the national department. Although the state carries the burden of making decisions of how the policy is developed to meet

the national goals, professional education organizations such as National Education Association and American Federation of Teachers maintain a national political influence of defining performance standards that are in the interest and benefit to the teacher and education staff that do the job in the class rooms daily.

The district level serves in the conceptual and operational level of management because the district formulates an educational identity based on the education population that is being served in the local community. Each local community has its own set of challenges and characteristics that influence the delivery method to meet the education needs as defined by the state and national education departments.

Figure 5



(Olsen & Chrispeels, 2009)

Analysis of Instructional Design

This workshop builds upon the communication discipline to assist company owners, stakeholders, organizational managers, administrators and operation supervisors that make decisions for implementation and deals with appropriate communication between structure, function and agency. Participants in this two session workshop will experience a hybrid approach to learning through the first class session that will be delivered online and culminate to a classroom experience.

The students will put together an organization rubric that identifies each line item of contributing factor to the organization and finally end with a communication plan for their organization that demonstrates how each identified area communicates together using communication theory for dissemination to employee ranks and organization evaluation. Participants will complete a total of three surveys: A formative scale survey that demonstrates the basic knowledge of communication science and organizational management methods, a rank order survey for class instructional need for instruction and an evaluation survey that measures the learning gap of student knowledge from workshop participation. The rank ordered needs assessment that will provide an analysis of the comfort level of each workshop topic. Once a total of all workshop topics have been completely ranked, an understanding of what areas of communication theory are needed based on total participant comfort level will be taught. This method of delivery was considered because each participant will represent their organizations management needs and develop a rubric in the first class session that reflects that. The rank order analysis will allow the instruction to appropriately prepare based on the need for the development of an appropriate communication plan for the training participants.

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Communication Essentials Training

Applied Communications in Human Performance and Management

Introduction

Welcome

In this classroom training module you will learn how different management styles affect: (1 hour)

- Workplace Function and Operations
- Supervisor-Subordinate Communication
- Actors, Agency and Institution Management
- Workplace Roles and Responsibilities

Class lesson goals

- Review Organization Rubric (20 min)
- Management Style Review (eLearning Assessment) (30 min)
- Develop Communication Plan (group assignment-2 groups) (30 min)
- Presentation of Communication Plans (30 min)
- Explanation of reflective writing assignment and quiz due date (10 min)

Total Class Time: 3 Hours

Communication Essentials Training

Applied Communications in Human Performance and Management

Workplace Function and Operations

Leadership Style

Dictating workplace rules=Negative Impact and Results

Consensus building=Positive Impact and Results

Five pre-requisites to effective decision making

1. **Garnering a complete and thorough understanding of the problem**
2. **Recognizing the specific standards/criteria needed for an acceptable solution**
3. **Generate a range of feasible solutions**
4. **Assess thoroughly and accurately the POSITIVE consequences of each solution**
5. **Assess thoroughly and accurately the NEGATIVE consequences of each solution**

Communication Essentials Training

Applied Communications in Human Performance and Management

Supervisor-Subordinate Communication

Open lines of communication raises performance: Exchange of ideas, dialog and feedback, etc.

Micro-politics-The use of formal and informal power by individuals and groups to achieve their goals in the organization.

Social capital is formed through workplace agents to develop:

- **Trust**
- **Access to information channels that provide opportunities for learning and action (training and development**
- **Norms and sanctions within a community that promotes common good (of the organization)over self-interest**

(Olsen & Chrispeels, 2009)

Communication Essentials Training

Applied Communications in Human Performance and Management

Actors, Agency and Institution Management

- Maintaining a social structure process supports confidence and employee support.
- Allows managers to work within the social structure to achieve understanding and produce results.
- Openness about practical workplace application and efficiency
- Motivating Factors that influence employees required measures and organizational change:
 - Appropriate time for implementation
 - Management support to meet the expectation
 - Applicable training in various learning mediums

(Oppong, 2014)

Communication Essentials Training

Applied Communications in Human Performance and Management

Workplace Roles and Responsibilities

Structure and Agency is a duality of measurement that requires analysis of:

- Behaviors
- Function
- Resources
- Processes

Face-When workplace agents (employees) are assigned to do a task and take a personal stake of importance in the job that they do.

Taking ownership (Positive Face) allows employees to:

- Build credibility
- Develop a bridge between management and stakeholders
- Trust
- Fidelity

***Be conscious of behavior in team projects vs. solo assignments: Critical Communication**

(Wu & Ku, 2013)

Communication Essentials Training

Applied Communications in Human Performance and Management

Class Review and Participation

Rubric Review

20 Minutes

Communication Essentials Training

Applied Communications in Human Performance and Management

Class Review and Participation

Applied Communication in Organization Systems Assessment Class Review (eLearning Assessment)

30 min

Communication Essentials Training

Applied Communications in Human Performance and Management

Class Review and Participation

Develop Communication Plan Group assignment

For this group project, you will choose one rubric from the group to work from to develop your Communication Plan

30 min

Class Materials

- Task Listing Document
- Need 1 laptop per group

Communication Essentials Training

Applied Communications in Human Performance and Management

Class Review and Participation

Presentation of Communication Plans

30 min

Communication Essentials Training

Applied Communications in Human Performance and Management

Class Review and Participation

Reflective Writing Assignment:

Explain how each management style can affect human performance.

10 min

Take Home: Quiz

Quiz Deadline: Friday, 12:00 midnight

Communication Plan Task List

Level I Task

- 1.0 Identify Communication Plan information input placement**
 - 1.1** Locate the 1-6 Domain columns on the Communication Plan that read from left to right. These are shown in columns C-H.
 - 1.2** Locate the three development stages on the Communication Plan that is listed in column B. The development stages are: Secure, Developing and Below.
 - 1.3** For each development stage, take notice that there are corresponding numbers that are navy blue in color that currently display the numeral 1.
- 2.0 Input Domain Stage Calculations**
 - 2.1** Based on your judgment and rationale, determine if the number from the domain rubric total is at a performance level of secure, developing or below.
 - 2.2** Choose one domain to enter the number in and leave the other development stage numbers in the same domain listed as the numeral 1.

2.3 Using the Organizational Rubric input the domain totals in the corresponding domain input placements according to the development stage.

3.0 Input Domain Category Totals

3.1 Using the Organizational Rubric, locate and count each entered line item information, count each line item listed.

3.2 Enter the total number of line items below the Development Stage number in the corresponding domain on the Communication Plan.

3.3 Enter the line item numbers for each development stage under the corresponding domain column.

4.0 Enter Supplemental numerical and written data.

4.1 Enter total organization staff loss in Monthly Staff Turnover Section by enter the number of loss per month from left to right in the associated column.

4.2 Enter the total amount of organization scheduled trainings offered per month from left to right in the associated column.

4.3 Enter notes in the tan notation section that are necessary for understanding and explanation of rationale.

5.0 Review of Organization Communication Analysis

- 5.1 At the bottom of the document, locate the four tabs that read as follows: Information, Secure, Development and Below
- 5.2 Notice that your current tab is Information because it is highlighted.
- 5.3 Notice that the remaining 3 tabs that are not highlighted represent the three development stages listed in column B.
- 5.4 Select each development stage tab to review the percentage of stage development for each domain stage.
- 5.5 Compare the development stage to the monthly staff turnover numbers and the amount of scheduled monthly trainings.
- 5.6 Determine the need for an appropriate communication plan based on the need for change to meet the organization's mission, goals and evaluative measures.

Online Workshop Session One:

eLearning Review Activity Questions

In Class Workshop Session Two:

Take Home Quiz

1. Organization Identity

Select the correct answer (One)

Organization Identity is a _____ perspective based on collective goals and identity conditions that reflect a model driven system.

- a) Constructivist
- b) Modernist
- c) Post-Positivist
- d) Post-Modern

2. Working within a Mission

True/False

The primary goal of a mission creates boundaries and limits that compose a specific focus for directed action.

True False

3. Job Identity

Select the correct answer (One)

Job descriptions navigate relational, situational and other concerns relative to the _____ of the institution.

- a) Structure
- b) Context
- c) Evaluative Measures
- d) None of the Above

4. Workplace Expectation

True/False

Employee performance and leadership confidence to meet the workplace expectation is shaped by Workplace Policy.

True False

5. Reflective Writing Assignment

Explain how Organization Identity, Working within a Mission, Job Assignment and Workplace Expectation are important communication methods that are related to organizational systems?

In Class Workshop Session Two:

eLearning Review Game Activity Questions

1. Workplace Function and Operations

True/False

Dictating workplace rules =Positive Results

True **False**

2. Supervisor-Subordinate Communication

_____ is the use of formal and informal power by individuals and groups to achieve their goals in the organization.

- a) Open lines of communication
- b) Social Capital

- c) Trust
- d) Micro-Politics

3. Actors, Agency and Institution Management

True/False

Maintaining a social structure supports confidence and employee support.

True False

4. Workplace Roles and Responsibilities

_____ is when workplace agents are assigned to do a task and take a personal stake of importance in the job that they do.

- a) Function
- b) Face
- c) Fidelity
- d) Credibility

5. In-class Reflective Writing Assignment (10 mins.)

Explain how Workplace Function and Operations, Supervisor-Subordinate Communication, Job Assignment and Workplace Expectation are important communication methods that are related to Human Performance Capital.

6. Take Home Reflective Writing Assignment

Explain how the Organization Rubric and Communication Plan are tools to foster effective communication within an organization. Also, using the eight communication methods covered in class, discuss how the use of the organization methods, the Organization Rubric and the Communication Plan may be effective in Organizational Systems and Human Performance Capital.