

COMM 306 EXAM 2 IMPORTANT POINTS

Approaches to management:

1. Classical and Scientific: “machine metaphor”-4 key components
 - a. Specialization-do one function and do it well
 - b. Standardization-has replaceable parts, anyone can do it
 - c. Replaceability-designed so that every person was replaceable
 - d. Predictability-get in car, turn key, it starts; one best way to do things

Fredrick Taylor: theory of scientific management (1900-1911)

-perspective theorist

-theory of scientific management: through scientific management can find best way and people to do the job, there is one best way to do the job, like a machine, authorization

-people were selected scientifically

-believed in division of labor-managers managed, workers worked (no confusion of control) ex: McDonalds

-strict chain in command in scientific management

Classical Approach (**workers work**)

-communication in the classical approach

- **Content-only talk about job, task oriented (ex: get asked to get copies-task/contact oriented)**
- **Direction-downward communication (no voice), superior and subordinate of task**
- **Mode/channel-how a message is received (ex: if a message was verbal, its written and attached to a time card)**
- **Style-formal/informal communication, formal in this situation, only talk about job (ex: told what to do, authoritative orders; football players from coach)**

Human Relations-“family metaphor”

-response to classical approach

-Hawthorne study: (mayo 1924-1933), if you adjusted lights, what would happen in work environment? But, no matter what they did, production increased because they were paying attention to the employees in turn increased production —so when others cared, increased production

-how family came about, we love our employees

-so what happened as a result of this change? Managers started to appear phony, the more personal communication, the less production employees did

Human relations Approaches (**workers feel**)

- **Content: talked about family, life**
- **Direction: horizontal communication, encouraged to talk**
- **Mode/channel: face to face, when communicate with co-workers=friends**

- **Style: informal/casual**

Human resources approaches (**workers feel and work**)

- **Content: both task and social, care about task and employee**
- **Direction: upward and horizontal, downward (all directions)**
- **Mode/channel: still more face to face**
- **Style: formal and informal**

Leadership Approaches:

-McGregor's theory X and theory Y

-**theory X**: doesn't trust their employees, thinks they are lazy/need to be managed, want to get out of work

-**theory Y**: like a manager, enjoy work/working hard, given power

******BLACK AND MOUTONS MANAGERIAL GRID—PICUTRE IMPORTANT******

Chapter 10-

Chapter 11-Power and Status

Status-a person's role or position within a group or an organization (ex: university status, Michael Jordan, clothing)

Status symbols-**does not have to be materialistic** (ex: if you higher a professor, status of publications, or number of publications is considered a status symbol, not what kind of car he drives)

How can a person entering an organization bring status to the organization? **Age, appearance, accomplishments, networks, customers, education, and background** (ex: parents; apply at different jobs-masters vs. doctorate, good reputation thru dress, accomplishments: degrees)

Status and communication:

-**people of low status are more reluctant to communicate** (ex: employees reluctant to talk to managers, students with instructors, employees to CEO)

-**resentment involving status can lead to conflict**

-**people of higher status receive more communication from internal and external sources**

-**there are greater demands of time of people of higher status** (ex: employee turning to manager/VP)

-**people increase their status by associating with people of higher status** (ex: employee seen at higher status when communication with manager)

-As **solidarity** increases, status differential decreases and communication increases (you might not feel confident when talking to instructor/CEO)

-Solidarity-union based, being on same page, holding the same values, more likely to communicate with you

Power:

-people do not possess power-other individuals give someone power (ex: presidents don't have that power until elected by us)

Issues of Power:

- **Reward:** based on individuals perception of another ability to mediate rewards (ex: time off, extra credit from a professor)
- **Coercive:** based on individuals expectations-they will be punished if they don't do task, someone who has the power to punish and force you to do something (ex: if you don't do this, you will be fired)
- **Legitimate:** power that gives person a right to give power, support, punish (ex: limits, power to influence; based on a title, professors, police officers), based on position
- **Expert:** when you have education (seen) as credible, have influence (ex: managers with masters degree are seen as more credible)
- **Referent:** if someone has power because you really like them or want to be like them, function of wanting to be like someone, how you value them (ex: you comply with person because you admire them, when to be like them, Michael Jordan)

Three levels of influence:

1. **Compliance:** when a person accepts another's request due to potential rewards or punishments (can they comply with giving you time off? Getting people to do something)
2. **Identification:** when a person accepts another's request because he/she identifies with and wants to establish a relationship with the person or group (ex: do they identify with wants and needs? If you're a manager, and people are not identifying, may need to help employees understand)
3. **Internalization:** when an employee adopts a way of thinking or behaving that is intrinsically rewarding and is similar to that person's value system, theory Y (ex: similar values to the organization)

Organizational dissent:

-displeasure about some component of a person working environment

-levels:

Articulated: in a position where you are comfortable to share concerns, it's the only positive level (ex: Leanne's email)

Latent: trouble maker of the organization, negative and negative/destructive (ex: spreads rumor/complains to workforce, these people are fired or they quit)

Displaced: when you go home and tell your significant other about it (ex: complain at home how much you hate the organization, this person can turn into a **whistleblower**- costs organization/ person themselves a lot of grief)

-**Boat rocking**: dissent articulated to internal audience members, form of latent dissent, telling internal audience who tell coworkers

-**Whistle-blowing**: dissent articulated to external audience members, form of displaced dissent, and take problem to the media

Dissent triggering events:

-**employee treatment, organizational change** (ex: make some people uncomfortable), **decision making, inefficiency, role/responsibility, resources, ethics** (ex: if your boss tells you to do something that's unethical, would you do it?), **performance evaluations**

Chapter 12-Cultural Approaches

Culture: an accumulated pattern of values, beliefs, and behaviors shared by an identifiable group of people with a common history and a verbal and nonverbal system

Organizational Culture-enduring, a sense of shared realities of the organization that both create and shape organizational events

-**shared understanding**

-**how the organization is described**

-**provokes a lens through which to look at the organization**

Deal & Kennedy's (strong culture. 1980s.)

-**the stronger the culture, the better the organization**

-**the more identifiable the culture is better**

4 components of strong culture:

1. values
2. heroes-Mickey Mouse
3. Rites & Rituals-at Disney, must attend Mickey Mouse college
4. cultural networks-how they pass on culture, thru religion/parents/grandparents

Why do organizations have cultures?

(1) employees need focus

(2) culture provides an efficient Mechanism to coordinate the activities of employers

(3) manager power is limited

Ex: 3mm takes an hour to play games/test new ideas and create a new product (post its)

What are the consequences of culture?

(1) culture affects the bottom line

(2) culture influences how the organizations analyzes and solves problems

(3) culture influences how the organizations will respond to change

(4) culture affects employee motivation

How do employees learn an organization?

-watch other employees

-listen to organization stories/observe organizational symbolism

-examine corporate slogans, philosophies, mission statement

Joanne Martin (3 perspectives of culture):

- (1) Integration: members of the organization know the culture. They agree on the shared values and traditions of the organization
- (2) Differentiation: highlights differences. Subcultures exist having their individual values and traditions (ex: dept v. dept competition)
- (3) Fragmentation: consensus and dispenses exists with high levels of ambiguity, tension, and irony

Edgar Schein (onion model of culture)

3 levels of culture

- Center level (core assumptions)-assumptions of the organization
- Middle level-values
- Outer level-behaviors and artifacts