



# Communication N5 & N6

# N6 Module 14: Motivation

## DEFINITION OF MOTIVATION

Motivation is the name for the inner psychological processes that make an individual willing to spend energy and make a persistent effort in order to attain a physiological or psychological goal. Motivation in the workplace is more complex because the organisation and not the individual has decided what the goal is.

## N6 Module 14: Motivation (continued)

### DEGREE OF MOTIVATION

The degree of motivation means how motivated you are. This means asking questions such as:

- How strong is your internal motive or drive?
- Can you keep yourself focused on your goal?
- Can you keep on applying effort and taking action to achieve your goal?

## N6 Module 14: Motivation (continued)

### NATURE OF MOTIVES/NEEDS

Do we always know exactly why we do things? When we look more closely at the nature of motives, we realise that we often think we know why we are doing something, but in fact we have a hidden motive linked to an unconscious need. Motives can therefore be difficult to identify. We do know, however, that we must use the power of motivation in order to get things done. As we shall see, the best way to do this is through setting realistic goals and engaging in goal-directed activities to achieve them.

## N6 Module 14: Motivation (continued)

### FACTORS WHICH INFLUENCE MOTIVATION IN THE WORKPLACE

Without motivated workers, a business will never reach its full potential. It is therefore important to know the main factors that influence motivation in the workplace. They are:

- Policy;
- Supervision;
- Remuneration; and
- The working environment.



## N6 Module 14: Motivation (continued)

### INFLUENCE OF MOTIVATION ON COMMUNICATION

There is a direct relationship between motivation and communication. If they feel their needs are being satisfied, employees are more motivated in the workplace and their communication becomes more positive. On the other hand, if needs are not sufficiently satisfied, motivation goes down and employees become demoralised. They end up communicating ineffectively.

# N6 Module 15: Problem solving and decision making

## DEFINITIONS OF PROBLEM SOLVING AND DECISION MAKING

**Problem solving** is the process of analysing the gap; discovering what is causing it; identifying possible ways of closing it; deciding on one or more of them, and implementing the decision.

**Decision making** is deliberately and systematically selecting from alternatives a course of action (solution) that seems most likely to solve the problem.

## **N6 Module 15: Problem solving and decision making (continued)**

### **INTERDEPENDENCE OF THE TWO CONCEPTS**

The two concepts of problem solving and decision making are interdependent (dependent on each other). When looking for the best solution for a problem, we have to go through the problem solving process. At the same time we use the methods and approaches of the decision making process. After all, we will never solve the problem if we don't manage to make decisions along the way, as well as a final decision about a course of action.



## **N6 Module 15: Problem solving and decision making (continued)**

### **THE ROLE OF COMMUNICATION IN WORKPLACE PROBLEM SOLVING**

From time to time we all have personal problems that need solving. The problem solving process involves a great deal of thinking (intrapersonal communication) and some informal consultation with friends and family and outside experts (interpersonal communication). In the workplace, however, problem solving involves more consultation. Small groups meet to brainstorm and discuss the problem. Experts are consulted. Individuals are interviewed. A great deal of interpersonal communication takes place.

## N6 Module 15: Problem solving and decision making (continued)

### STAGES IN THE PROBLEM SOLVING (DECISION-MAKING) PROCESS

- Acknowledge that a problem exists.
- Investigate and define the problem.
- Formulate a written, substantiated account of the problem.
- Identify and analyse alternative solutions.
- Prioritise alternatives and decide on the best solution.
- Implement the solution and monitor it.
- Evaluate the final situation to judge the implemented decision.

# N6 Module 16: Coping with conflict

## CONFLICT AND STRESS

Conflict and stress are two closely related concepts. In this module we aim to understand the two concepts and find ways of minimising both in the workplace. Let us start by looking at the definitions.

## N6 Module 16: Coping with conflict (continued)

### MODERN VIEW OF CONFLICT

The traditional view of conflict says conflict should be avoided because it indicates a malfunction in the group. The modern view of conflict is different. This interactive view sees conflict as natural, inevitable group behaviour. They call this conflict functional. This does not mean to say that the traditional view is entirely wrong.

## N6 Module 16: Coping with conflict (continued)

### FUNCTIONAL AND DYSFUNCTIONAL CONFLICT

**Functional conflict** is constructive, low- to mid-level conflict that supports the goals of the group and improves its performance by improving interpersonal relationships.

**Dysfunctional conflict** is destructive conflict occurring at either very low or ever-increasing levels. It undermines the goals of the group and interpersonal relationships and performance deteriorates (becomes worse).



## N6 Module 16: Coping with conflict (continued)

### TYPES OF CONFLICT

- Intrapersonal;
- Interpersonal;
- Within groups;
- Intergroup;
- Management and staff;
- Inter-organisational; and
- Community/societal.

## N6 Module 16: Coping with conflict (continued)

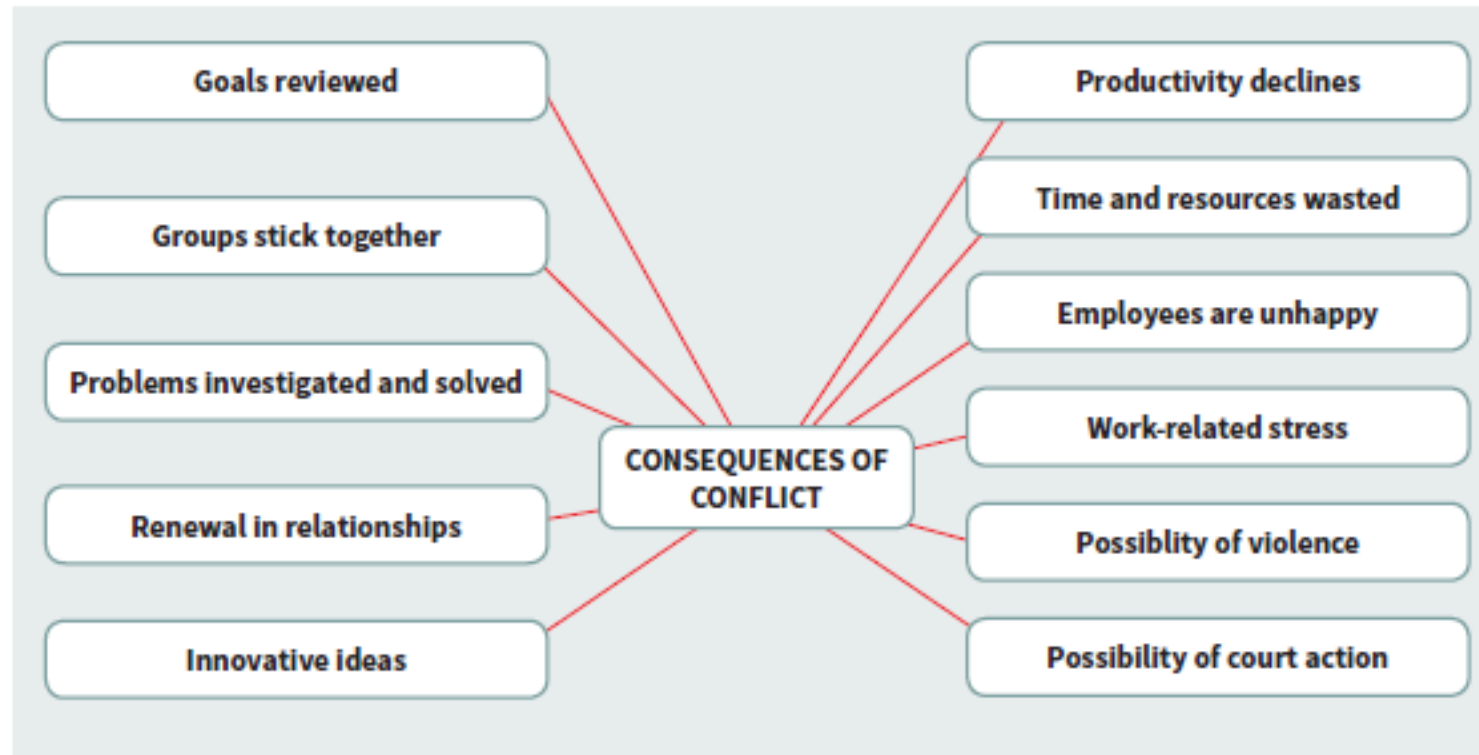
### CAUSES OF CONFLICT

Conflict can come from a lack of:

- Training and development;
- Poor/lack of communication;
- Working conditions;
- Intercultural differences;
- Conflict personalities;
- Different goals/values.

## N6 Module 16: Coping with conflict (continued)

### CONSEQUENCES OF CONFLICT



## N6 Module 16: Coping with conflict (continued)

### COPING WITH CONFLICT

Approach	Resolution achieved	Why choose this approach?
Avoidance	I lose, you lose	The conflict is unimportant.
Accommodation	I lose, you win	You want to satisfy others and maintain cooperation.
*Subordination ("Forcing" or "Competing")	I win, you lose	A quick resolution is needed on an important, unpopular issue.
Agreement	I win some/I lose some (and so do you)	Useful when there is lack of time. Two parties have equal power.
Cooperation and problem-solving	Win/win	The conflict is recurring and/or very serious. There is enough time and willingness on both sides to get to the root of the problem and address it.

## N6 Module 16: Coping with conflict (continued)

### FORMAL MECHANISMS FOR RESOLVING CONFLICT

Grievance procedure and disciplinary action are both formal mechanisms for resolving conflict in the workplace. We call them “formal” because both flow from labour law requirements for organisations. They provide structures for dealing with difficulties in working relationships. Both of them are also taken up in the policies of an organisation.



## N6 Module 16: Coping with conflict (continued)

### COPING WITH STRESS

**Direct coping** means confronting the stressful situation and actively doing something to solve it, e.g. learning new skills if it is a task-based problem, or sitting down with the other person to talk things through if it is an interpersonal problem. **Defensive coping** is when we persuade ourselves that the stressful situation doesn't exist anymore. This is an emotionally unhealthy route to take.

# N6 Module 17: Interviews

## DEFINITIONS

**The sender:** Encodes and sends a message.

**The receiver:** Receives the message and decodes it.

**The channel:** Is the means by which the sender sends the message.

**The message:** Is both verbal and nonverbal. The verbal message could be a question.

**Feedback:** Is given when the receiver answers the question verbally, with accompanying nonverbal messages.

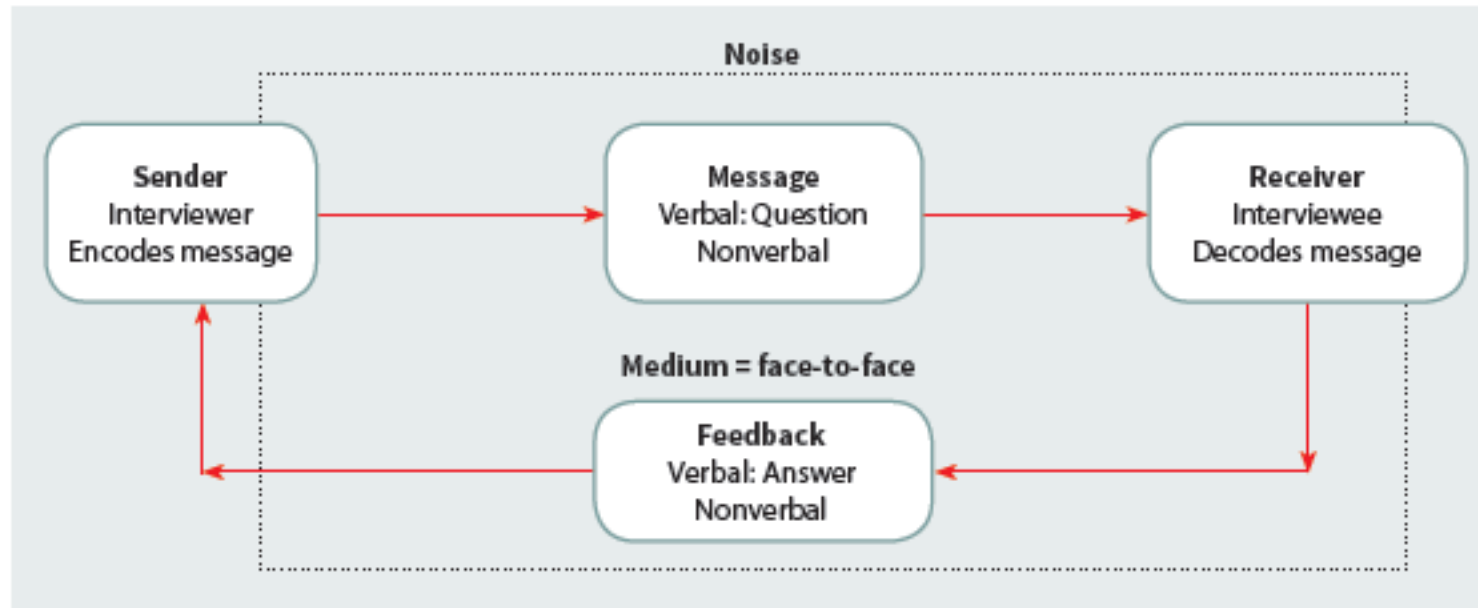
## N6 Module 17: Interviews (continued)

### DEFINITIONS

**Verbal and nonverbal factors:** We have seen that a message can have both verbal and nonverbal elements. Verbal behaviour in an interview lies in the content of the questions that are asked and how they are phrased, and also in the content of the answers and how they are phrased. Nonverbal behaviour in an interview refers to how we speak our words and what type of body language accompanies them. Nonverbal behaviour reveals more clearly than any words what type of person we are.

## N6 Module 17: Interviews (continued)

### THE EMPLOYMENT INTERVIEW



## N6 Module 17: Interviews (continued)

### THE PSYCHOLOGICAL ASPECTS OF THE EMPLOYMENT INTERVIEW

**Interviewer:** Proficient interviewers will have some psychological insight into the interview process. Interviewers' prejudices and preferences (bias) can become barriers in the interview. They must beware of falling into the trap of instinctively liking someone who is similar to themselves – or disliking someone who is different.



## N6 Module 17: Interviews (continued)

### TYPES OF EMPLOYMENT INTERVIEWS

The six different types of employment interviews are the following:

- Non-directive or unstructured interview;
- Patterned or semi-structured interview;
- Structured interview;
- Serialised or sequential interview;
- Panel interview; and
- Stress interview.

## N6 Module 17: Interviews (continued)

### CHARACTERISTICS OF A GOOD INTERVIEWER

- Professional;
- A good communicator;
- A good listener;
- Intelligent and alert;
- Objective;
- Goal-orientated; and
- Tolerant of the interviewee.

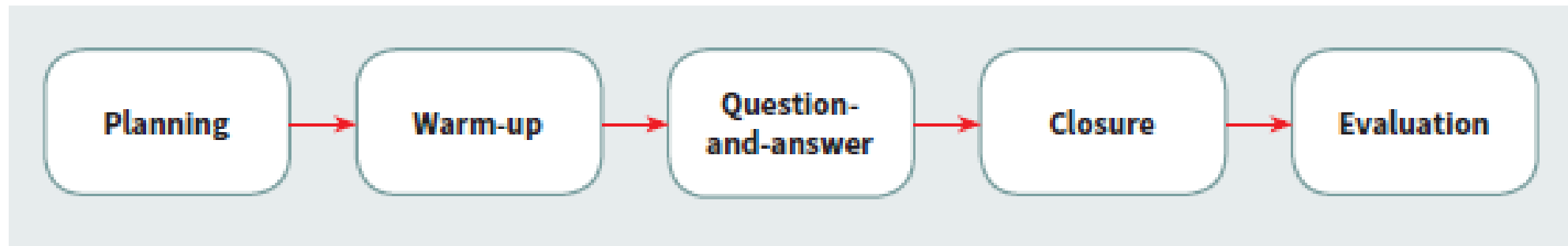
## N6 Module 17: Interviews (continued)

### HINTS FOR THE INTERVIEWER IN THE INTERVIEW SITUATION

- Be well groomed – you are representing your company;
- Prepare the content of the interview;
- Be punctual and make sure a suitable venue;
- During the interview, remain friendly and polite;
- After the interview, complete any notes before you forget the details; and
- Make your evaluation objectively.

## N6 Module 17: Interviews (continued)

### PHASES OF THE EMPLOYMENT INTERVIEW



## N6 Module 17: Interviews (continued)

### HINTS FOR THE APPLICANT

- Find out as much as possible about the position you are applying for. Try to find out what the job entails, for example, the nature of the duties, the responsibilities, the working conditions, and the location;
- Think of examples from your experience that could support your answer;
- Be prepared to answer strange and even stressful questions; and
- Think success. A positive frame of mind is important if the interview is to be a success.



## N6 Module 17: Interviews (continued)

### TYPES OF INTERVIEW QUESTIONS

Different types of interview questions are:

- Closed;
- Open-ended;
- Specific;
- Reflective;
- Leading; and
- Hypothetical.

## N6 Module 17: Interviews (continued)

### COMMON INTERVIEW MISTAKES

These are the main interviewing mistakes:

- Snap judgements.
- Negative emphasis.
- Not knowing the job.
- Pressure to hire.
- Applicant-order error.

## N6 Module 17: Interviews (continued)

### CRITERIA FOR EVALUATING APPLICANTS

Criteria” refers to the qualities, skills, experience, etc. that the job requires the applicant to have. This flow chart summarises the process of evaluating applicants:



## N6 Module 17: Interviews (continued)

### RADIO AND TELEVISION INTERVIEWS

These questions and answers asked on television and radio interviews are generally on topics of general interest to the listening or viewing audience. They add variety to programmes that could be monotonous if consisting of reported content only. They give an element of immediacy and actuality to the programme. We feel as if we are getting the information first-hand.

## N6 Module 17: Interviews (continued)

### TYPES OF RADIO AND TELEVISION INTERVIEWS

There are three main types of radio and television interviews:

- Short, informative interviews;
- News interviews; and
- In-depth interviews.

## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWEE

Before the interview:

- Confirm date, place and time of the interview.
- Find out how long your time slot is.
- Find out if there are other participants.
- Find out who the audience is likely to be.



## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWEE

During the interview:

- Relax. Be yourself.
- Listen carefully to the questions and ask for clarification if necessary.
- Speak clearly but using microphone technique.
- Avoid filler sounds such as “Um” and mannerisms such as jiggling your leg up and down.
- Let your voice and face be animated.

## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWEE

After the interview:

- Write a polite e-mail to thank the programme manager for the opportunity you have been given.
- If it was a controversial interview, ask to see a preview.
- If you feel you have been quoted you out of context, lodge a complaint.

## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWER

Planning the interview:

- The interviewer must always keep the public (the audience) in mind. The topic, the interviewee and the way the interview is conducted must all be likely to interest the audience.
- Research the topic thoroughly in order to ask questions that will draw the most interesting information from the interviewee.

## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWER

Conducting the interview:

- Allow enough thinking time.
- Do not interrupt the interviewee or express your own opinion.
- Stay in control of the interview. Find tactful ways to cut short an over-talkative interviewee.
- Call to order, in a tactful way, any panel member who attacks others verbally.

## N6 Module 17: Interviews (continued)

### GUIDELINES FOR THE INTERVIEWER

Closing the interview:

- Conclude the interview by making a final summary comment – or asking the interviewee to do so. Thank the participants sincerely.
- Always review your interviews by:
  - Replaying them and noting any errors.
  - Asking respected colleagues for their opinion.
  - Asking the participants to fill in a questionnaire.