

## Communication Skills for Leading and Managing Others

## **ABSTRACT**

Effective communication skills of supervisors, managers and leaders are associated with employee job satisfaction, supervisor credibility and improved organizational outcomes.

Understanding the fundamentals and principles of communication is the first step to developing effective communication skills. Coaching employees and managing conflict are two situations in which effective communication skills improve outcomes. Effective communication skills may be learned.

## **LEARNING OBJECTIVES:**

1. Identify the three models of communication.
2. Compare and contrast verbal and non-verbal communication.
3. Describe common barriers to effective communication.
4. Discuss the coaching process.
5. Describe the five conflict styles.

**ABBREVIATIONS:** none

## **INDEX TERMS:**

Supervisor, manager, communication, conflict,

## **INTRODUCTION**

When an individual moves into a supervisory or managerial position or accepts a leadership position in their professional organization, their success is dependent upon the people who they supervise, manage or lead; they are evaluated on how well their employees or followers perform their duties and jobs. Effective communication skills are vital for those who manage or lead a group of people in a work or volunteer organization. Effective communication skills are needed on a daily basis in order to motivate, coach and train employees. These skills are especially important in team building, implementing change and handling conflict. There are numerous publications describing these topics in detail. Information described in this article is intended to provide basic concepts and serve as a foundation for pursuit of further knowledge.

## **COMMUNICATION**

Communication is "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior."<sup>1</sup> It is influenced by multiple contexts, such as the environment where it occurs as well as mental and emotional factors encountered by the parties involved in the process.<sup>2</sup> Effective communication is particularly important for individuals in leadership roles, such as supervisors, managers and leaders in professional society activities because it is the key process used to achieve the goals of the organization and it is associated with employee job satisfaction and perceptions of supervisor credibility.<sup>3,4</sup> It is not an innate ability, effective communication is a skill that can be learned and developed with practice. There are five forms of communication: intrapersonal (reflective thinking), interpersonal (between two people), group (among three or more people), public (speaker to an audience) and mass communication (newspaper, television, social media).<sup>2</sup> Interpersonal communication is the

most common form and it takes place in planned and unplanned circumstances, often in a structured manner, and it is susceptible to miscommunication and conflict.<sup>2</sup>

### **Models of Communication**

There are three models of communication: *transmission*, *interaction* and *transaction*.<sup>2</sup> An understanding of the principles for these models provides insight into their use for individuals in positions of authority, such as supervisors and managers.

#### ***Transmission Model of Communication***

The premise of the *transmission model* is that communication is a thing (circumstance, event, item) and that it is linear.<sup>2</sup> It is linear because it is uni-directional, the sender (speaker, writer) transmits the message to the receiver and the receiver interprets the message. There is no opportunity for the receiver to provide feedback to the sender requesting clarification or additional information. Under this model, it is the responsibility of the sender to successfully convey the message because the receiver does not have an opportunity to request clarification.<sup>2</sup>

This model is applicable for situations in which the receiver is not present when the communication is sent: text, email, memo, and voice mail. The onus for effective communication rests upon the sender (supervisor, manager) when using these methods of communicating to others (employees, colleagues, superiors). The words and tone used for the communication (e.g. memo or email) must be considered carefully based upon the audience and the information to be shared.

#### ***Interaction Model of Communication***

The *interaction model* of communication is a process; participants (senders and receivers) provide feedback to the other, by alternating as sender and receiver.<sup>2</sup> Unlike the transmission model, the interaction model incorporates feedback into the communication process. The

receiver's responses provide information to the sender, indicating whether the receiver understood the sender's message allowing the sender to clarify the message by rephrasing or adding additional information to their previous statements.

### ***Transaction Model of Communication***

The premise of the *transaction model* of communication is to create relationships and communities.<sup>2</sup> Much like the interaction model of communication, this model incorporates the information shared by both sender and receiver however, the communication takes place simultaneously. Modifications in verbal statements are made based upon the receipt and interpretation of nonverbal information. Communication within this model is performed within a set of rules or norms that fit for the situation, within social and relational contexts.<sup>2</sup>

Communication will be different based upon the social (e.g. workplace or home) and relationship between communicators (e.g. acquaintance or long time friend).

In general, communication is not as simple as one individual speaking and another listening. The communication process is influenced by environmental (physical features of the environment) and psychological contexts (mental and emotional factors affecting both individuals) that impact its effectiveness.<sup>2</sup> Supervisors and managers primarily use the transmission and interaction models of communication in their day-to-day interactions with their employees, however, an understanding of the transaction model of communication can provide valuable insight into effectively communicating with others.

### **Communication Needs**

Communication meets specific needs: physical, instrumental, relational and identity.<sup>2</sup> Physical needs are those related to physical and social well-being, whereas instrumental needs focus upon

accomplishments (daily, short-term and long term goals). In the workplace supervisor and employee primarily focus upon instrumental needs, using communication to share information, provide direction, and motivate performance, however, it is worthwhile to recognize that employees may also meet their relational and identity needs through communication with their peers and colleagues.

### **Types of Verbal Communication**

Information we share with others can be classified into four types of verbal communication: observation, thought, feeling and need.<sup>2</sup> An observation is communicated using words that describe the situation (e.g. seen, heard or discovered). There is no judgment included in the observation, (it is objective). Communicating thoughts requires an individual to draw conclusions that are influenced by the speaker's beliefs, values and attitudes.<sup>2</sup> Feelings describe the emotions of the speaker and needs convey information in order to accomplish activities, make plans or take action.<sup>2</sup>

### **Nonverbal Communication**

Nonverbal communication complements verbal communication; its two components--features related to voice (e.g. pitch, volume, accent, pronunciation, rate of speech) and body language (e.g. eye contact, facial expressions, gestures, gait, posture)--are as important as the words that are spoken.<sup>5</sup> Nonverbal communication is involuntary, an innate characteristic of humans, that either complements, reinforces, substitutes, accents or contradicts verbal communication.<sup>2,5</sup> As a supervisor or manager, it is important to be aware of one's nonverbal cues when sharing information with employees because if the nonverbal message is different or contradicts the verbal message, the outcome may be confusion, misunderstanding or distrust.<sup>5</sup>

### **Listening**

Verbal communication requires the listening process that also employs visual nonverbal information such as, eye contact, facial expressions, and body language. There are four types of listening: discriminative, informational, critical and empathetic.<sup>2</sup> Discriminative listening is used to differentiate a specific sound.<sup>2</sup> Informational listening requires concentration and memory skills for the purpose of comprehension and retention. The goal of critical listening, much like critical thinking is to analyze and evaluate information conveyed and context in which it is delivered.<sup>2</sup> In empathetic listening, the listener attempts to understand the speaker's thoughts and feelings.<sup>2</sup> Supervisors and managers primarily use informational and critical listening when interacting with employees, however, there may be situations in which empathetic listening may be employed.

### **Barriers to Verbal Communication**

A number of factors may impose barriers to verbal communication. Environmental factors influence listening, essentially impeding the receiver's ability to hear information that is shared. Examples of environmental factors include: noise, lighting (too little or too much), temperature (too hot or too cold), arrangement of the furniture (barriers between the parties influences messages conveyed).<sup>2</sup> Physiological factors influence verbal communication, such as illness or injury, impacting both the listener and speaker. Stress, emotions or mood of each party may influence the ability of the speaker to convey information and the listener to interpret information fully, appropriately and effectively.

Effective communication can be hindered when the message is too simple, vague, filled with jargon or verbal fillers (e.g. um, 'you know'), includes too much information, delivered in a

monotone or conveyed along with distracting movements.<sup>2</sup> Each limit the listener's ability to receive and understand the sender's message.

## **COACHING EMPLOYEES**

Coaching is one of the most important components of a supervisor's or manager's job.<sup>6,7</sup>

Coaching is providing feedback to another individual about their behavior to improve performance in their job duties and responsibilities. Outcomes of employees efforts attributable to effective coaching include increased productivity,<sup>7</sup> improved customer loyalty,<sup>7</sup> employee commitment & engagement,<sup>7</sup> stronger team culture,<sup>6</sup> and increased retention rates.<sup>7</sup> Coaching however, must be appropriate and effective otherwise it is harmful.<sup>7</sup> The goal of the coaching session is to improve behavior and organizational outcomes.

Effective communication skills applied to general coaching principles are critical for coaching employees. First, it is important to provide feedback in a timely and specific manner.<sup>8</sup> Timely feedback, provided close to the time when the behavior or event occurs, allows each individual to more accurately remember the circumstances surrounding the situation. Second, a description of the behavior or situation needs to be factual and how that behavior impacted outcomes or services needs to be clearly stated.<sup>8</sup> This does not need to be a lengthy or drawn out description; a sentence or two describing the behavior and how that behavior affected patient care, colleagues or the organization are sufficient to explain the purpose of the conversation.

Third, it is important to refrain from sharing specific advice--giving a directive--in a coaching session initiated by the supervisor. It is more effective to identify behavior that needs to be improved and then ask questions to help the employee to identify solutions to the problem.<sup>7,9</sup>

Asking open-ended questions that begin with what, how, who, where or when, allow the employee to evaluate and examine the situation.<sup>9</sup> Using questions that begin with 'why' feel confrontational and judgmental, and will change the focus of the conversation from problem-solving to blaming.<sup>9</sup> It is best to take a position of curiosity when asking questions during the coaching session, otherwise it feels like an interrogation.<sup>9</sup>

Fourth, after arriving at a solution, ask the employee to summarize the feedback and the proposed solution.<sup>6,8</sup> This ensures that both individuals understand and agree upon the solution. Clarifications can be made at this point if there is a disparity in understanding.

Finally, it is beneficial to keep notes of coaching sessions.<sup>10</sup> This is important information to follow-up with the employee after the coaching session and to document progress. Follow-up with the employee after a coaching session is vital, otherwise progress cannot be measured. It is also a time when further feedback, especially in the form of positive feedback, can reinforce behavioral changes.

There are two types of coaching--event-driven (previously described) and calendar-driven.<sup>11</sup> Event-driven coaching focuses upon a specific event, occurs near the time of the event, is unscheduled and can be initiated by supervisor or employee.<sup>11</sup> Calendar-driven coaching is scheduled, initiated by the supervisor and focuses upon work performed over a period of time.<sup>11</sup> Calendar-driven coaching events are more formal feedback sessions to discuss successes, problems and lessons learned.<sup>11</sup> Calendar-driven coaching events are often used by managers

and the supervisors who report to them however, this type of coaching is also beneficial for employees during their probationary period and as a follow-up meeting to a coaching session.

Effective coaching requires effective communication skills regardless of the type, event-driven or calendar-driven. Verbal and non-verbal communication needs to be appropriate and fit the situation to ensure that the employee understands the message. Facial expression, eye contact, tone of voice, posture and attentiveness need to match the content of the message delivered.<sup>12</sup> During coaching events, facial expressions should convey interest, eye contact be maintained, spoken in an even tone of voice, with an open posture (e.g. no arms crossed) and full attention given to the individual.<sup>12</sup> If the conversation is difficult, and most agree sharing feedback with another individual can be difficult, it may be helpful to spend time preparing for the coaching session by preparing questions to ask in advance.

## **MANAGING CONFLICT**

Conflict can result from miscommunication, misunderstandings, differences of opinions, or failure to identify and communicate expectations. Although some conflict, such as differences of opinion (e.g. when team members are strategizing a solution to a problem) is beneficial, if left unmanaged or managed ineffectively it can affect morale, productivity, result in a loss of business or an increase in errors.<sup>13</sup> Conflict can be managed using effective communication skills--verbal and nonverbal--identified in this article, however, understanding the different conflict management styles may improve understanding of the situation.

Two widely used, yet similar models to identify conflict styles are Rahim's Organizational Conflict Inventory (Rahim)<sup>14-16</sup> and Thomas-Kilmann Conflict Mode Instrument.<sup>16-18</sup> Each uses a two-dimensional model that identifies five styles.<sup>19</sup> Rahim's model identifies the two dimensions as concern for self (production-oriented) and concern for others (people-oriented), resulting in five conflict styles: "*integrating*--high concern for self and others; *dominating*--high concern for self and low concern for others; *obliging*--low concern for self and high concern for others; *avoiding*--low concern for both self and others; and *compromising*--moderate concern for both self and others".<sup>19</sup> Thomas-Kilmann Instrument identifies the two dimensions as assertiveness and cooperativeness, with similarly identified five conflict styles identified as: *collaborating* (assertive and cooperative); *competing* (assertive and uncooperative); *accommodating* (cooperative and unassertive); *avoiding* (unassertive and cooperative); and *compromising* (moderate assertiveness and cooperativeness).<sup>16,18</sup>

No one style is best for every situation and using the same style for every conflict may not be appropriate. Each conflict management style may be effective in certain situations. Problem solving, sharing information and examining differences is used in the *integrating* style.<sup>14,15</sup> Satisfying the concerns of the other party; a style that fits if one individual believes they are wrong, or the issue is more important to the other individual is used in the *obliging* style.<sup>14,15</sup> The *dominating* style uses behavior to win regardless of the needs of the other individual.<sup>14,15</sup> Individuals who use the *avoiding* style do not address the conflict, they avoid the situation, not engaging in the conflict.<sup>14,15</sup> A give and take approach characterizes the *compromising* style.<sup>14-18</sup>

Managing conflict is a specific communication skill however, principles of effective communication still apply: state the purpose of a conversation--describe details of the situation or circumstance, use 'I' statements, not 'you' statements, ask open-ended questions, listen for understanding, acknowledge the needs of the individual, address behavior and focus on the goal of session.<sup>20</sup> Ensuring nonverbal communication is congruent with verbal communication is important when holding a conversation regarding conflict. Finally, it is important to remember that conflict is a behavior and it is managed in the same manner as other inappropriate behaviors in work settings.

## **SUMMARY**

Communication is the process in which supervisors and managers perform their jobs. Effective communication--verbal and non-verbal--improves the quality of work group outcomes.

Developing effective communication skills is a process, and the first step to improvement is awareness of its importance and recognizing the role supervisor's verbal and non-verbal communication has on others' behaviors. Coaching others and managing conflict require specific attention to the use of effective verbal and non-verbal communication skills. Next steps to consider include: enroll in training sessions, workshops or courses and read literature on communication for skill development. Lastly, it is important to remember that effective communication skills can be learned.

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