

# Communication skills for managers

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# Today's topic

- How to be successful in this course
- The selected communication theories and approaches
- Effect of personality on communication
- Social perception



## Successful completion of the course

- Presentation in groups (3 students)
- 5 min per presentation
- 14.3.2025
- Choose one of the topics discussed in this course
- Prepare case study based on your work experience to explain the theory
- Upload your presentation to the information system no later than 6.3.2025 at 23:59
- I will send the presentations to your classmates in advance
- Prepare at least one discussion question for each of your classmates' presentations

GLOBAL  
EDITION



# Human Communication

## *The Basic Course*

THIRTEENTH EDITION

Joseph A. DeVito



ALWAYS LEARNING

PEARSON

# You cannot not communicate

- *"No matter how hard one tries, one cannot not communicate. Activity or inactivity, words or silence, everything has a meaning of communication."* (Watzlawick, a další, 2011)

# Communication functions

## Informative features

- The aim is to inform, to convey a message,

## Instructional function

- The purpose is to instruct, to teach, to tell how to do something,

## Persuasive function

- Aim is to persuade to change opinion, manipulate, influence,

## Negotiation function

- The aim is to resolve something, to come to an agreement,

## Entertainment function

- The aim is to amuse, to cheer up someone else or oneself, to distract,

## Fatal function

- The goal is to connect, to enjoy the feeling of closeness,

## Self-presentation function

- The aim is to show off, to impress, to please, to intimidate someone.

# Motivation to communicate

## Cognitive motivation

- We want to communicate something and share an idea or opinion,
- We want to convey something to another,

## Motivation of inquiry and orientation

- We ask for information, attitudes and experiences,
- We want to get a better understanding of the "other's world",
- By asking questions we help the communicating partner to orient himself in the communication. thus leading a dialogue.

## Motivation of association

- We want to establish a relationship, to satisfy the need for contact,
- The natural need to converse casually,

## Self-confirmation motivation

- The willingness to communicate is a manifestation of mutual value,
- Silence is often a form of punishment (e.g. in partnerships),

## Adaptive motivation

- Through communication we establish our role, both with words and body language,

## Power motivation

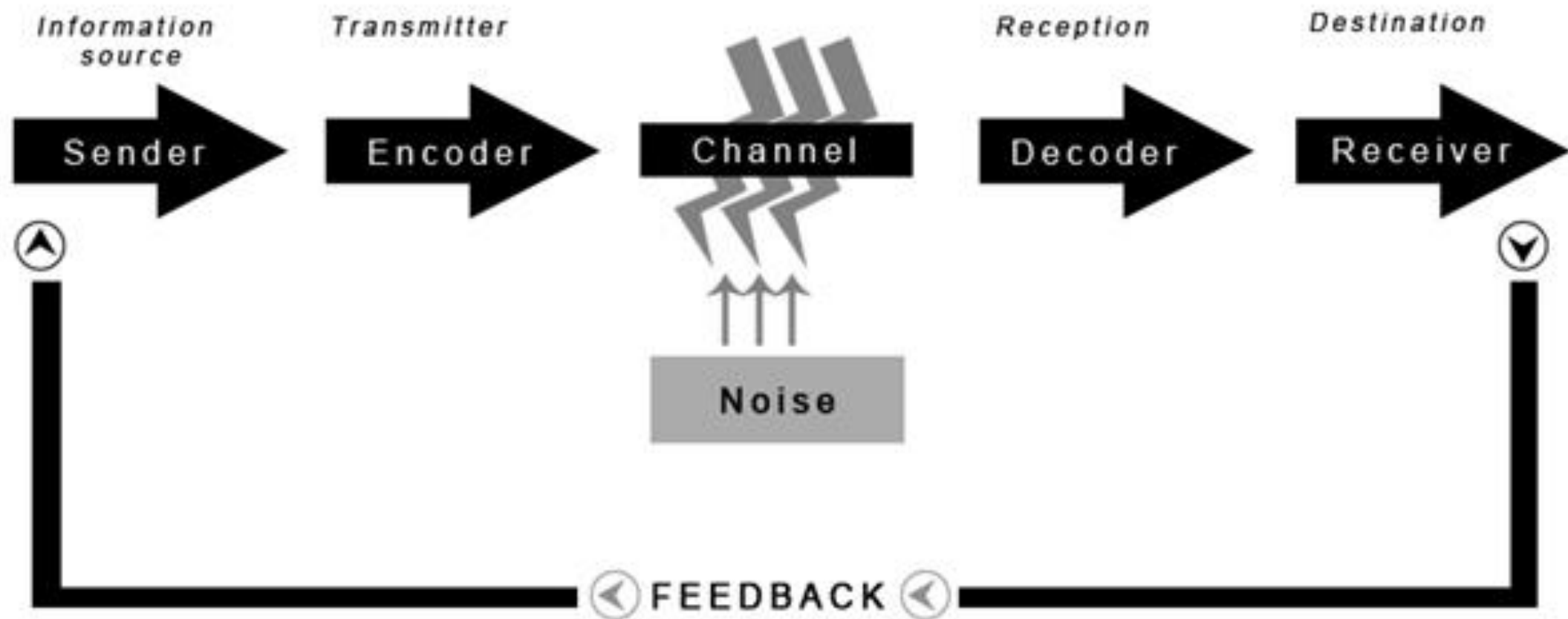
- The desire to stand out above others, to show one's superiority,

## Indulgence motivation

- The need to distract oneself, e.g. flirting,

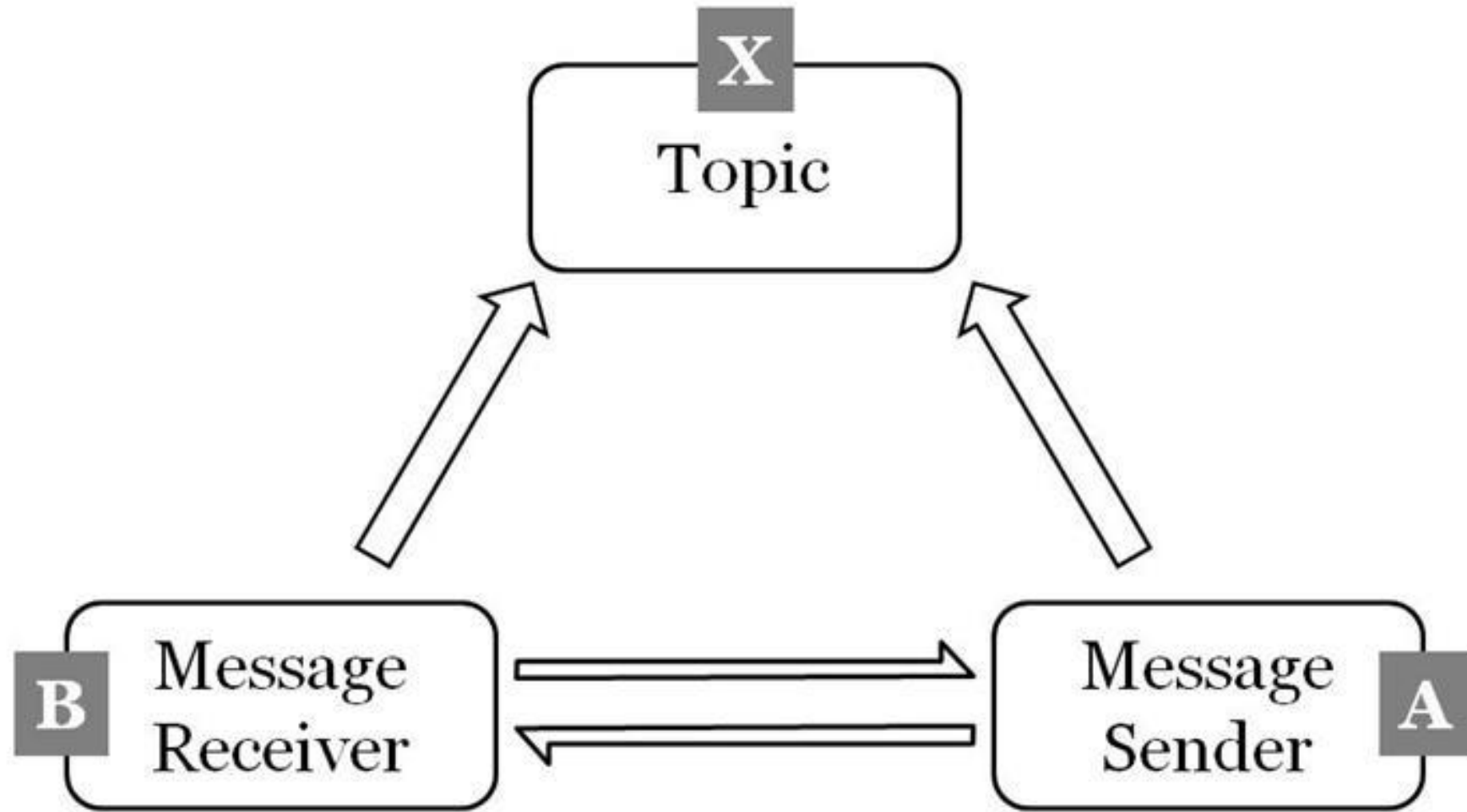
## Existential motivation

- Communication is necessary to maintain mental health.

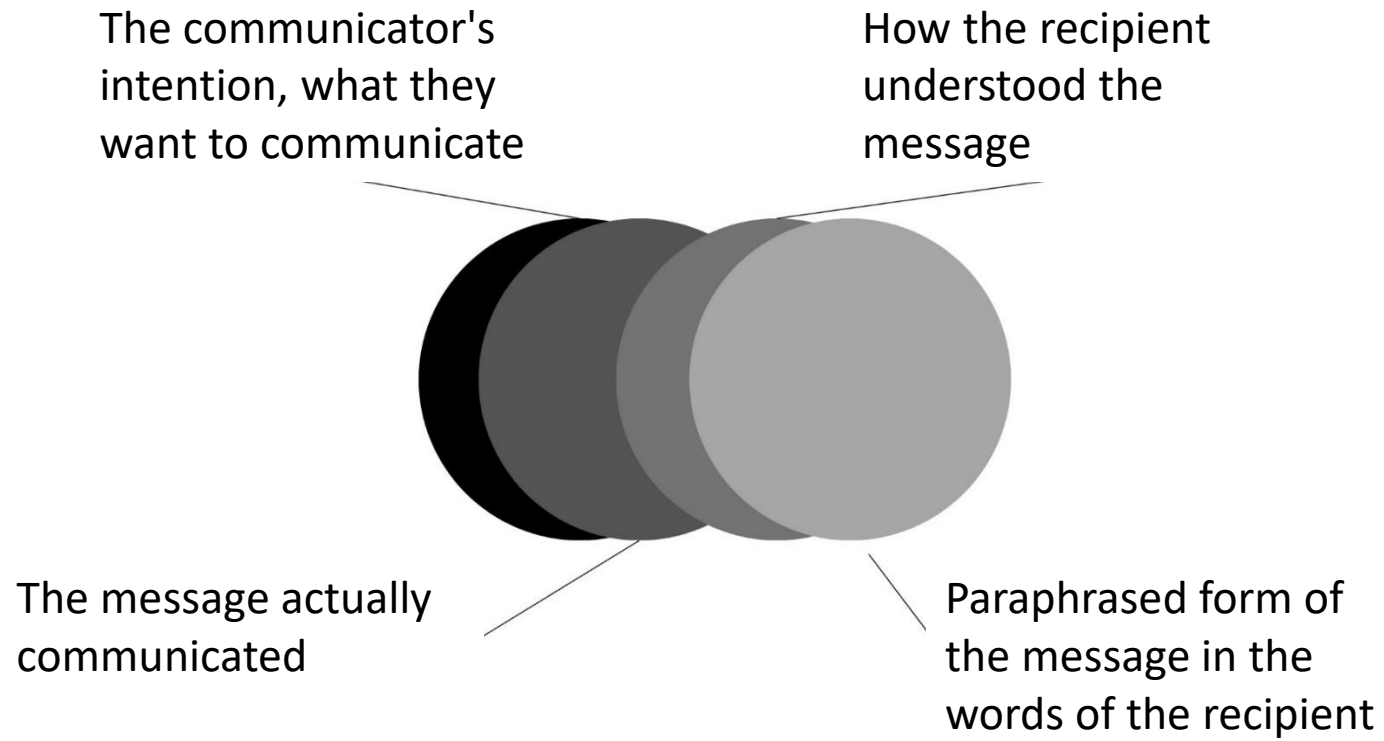


SHANNON-WEAVER'S MODEL OF COMMUNICATION





**The Newcomb's Model**



# Communication distortion

# Grice's conversational maxims

<b>The maxim of quantity</b>	Where one tries to be as informative as one possibly can, and gives as much information as is needed, and no more.
<b>The maxim of quality</b>	Where one tries to be truthful, and does not give information that is false or that is not supported by evidence.
<b>The maxim of relation</b>	Where one tries to be relevant, and says things that are pertinent to the discussion.
<b>The maxim of manner</b>	When one tries to be as clear, as brief, and as orderly as one can in what one says, and where one avoids obscurity and ambiguity

A decorative graphic on the left side of the slide. It features a background with a vertical gradient from light blue at the top to dark blue at the bottom. Several translucent, 3D-style speech bubbles in various colors (purple, blue, green, red, yellow) are scattered across the middle section. The word "Discussion" is written in white, sans-serif font in the bottom left corner.

# Discussion

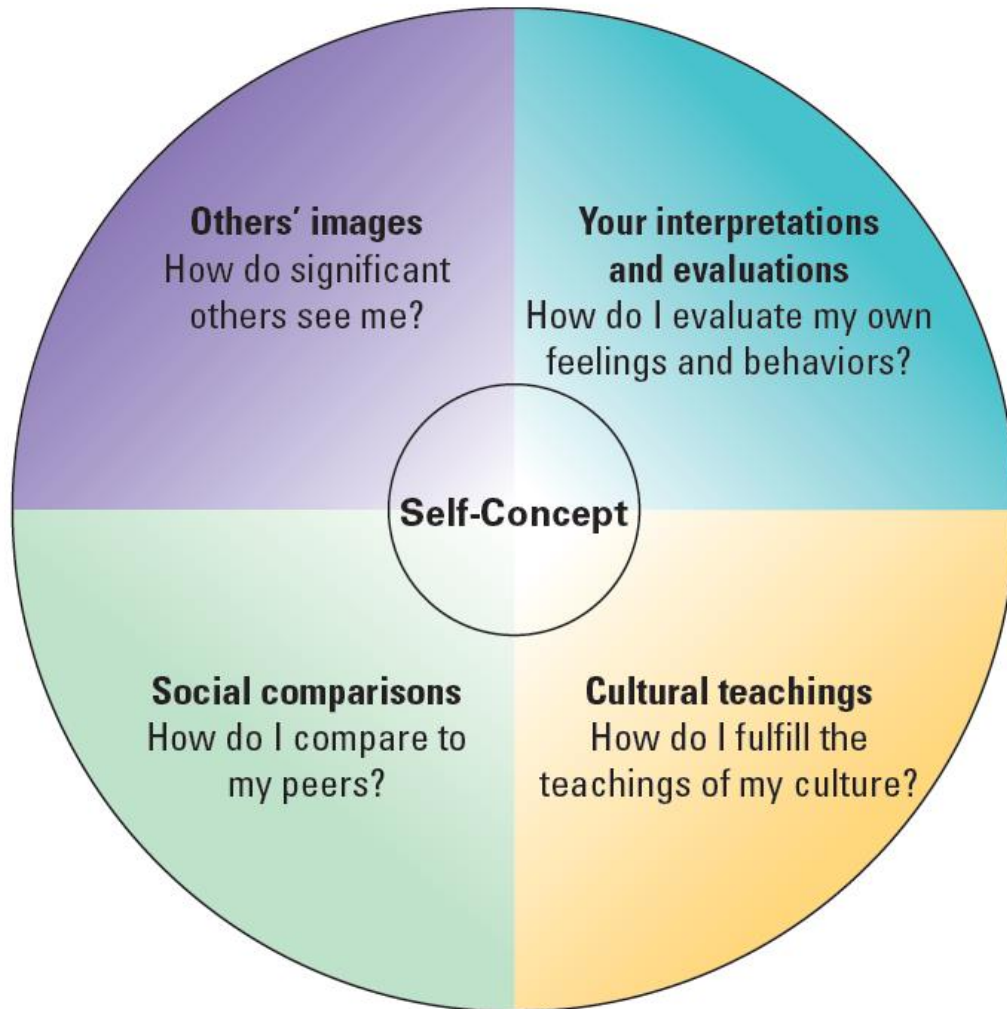
- Apply communication models to managerial communication

# The effect of personality on communication

## The Self in Human Communication

*Who you are and how you see yourself influence not only the way you communicate but also how you respond to the communications of others. (DeVito, 2015)*

# The Self-Concept



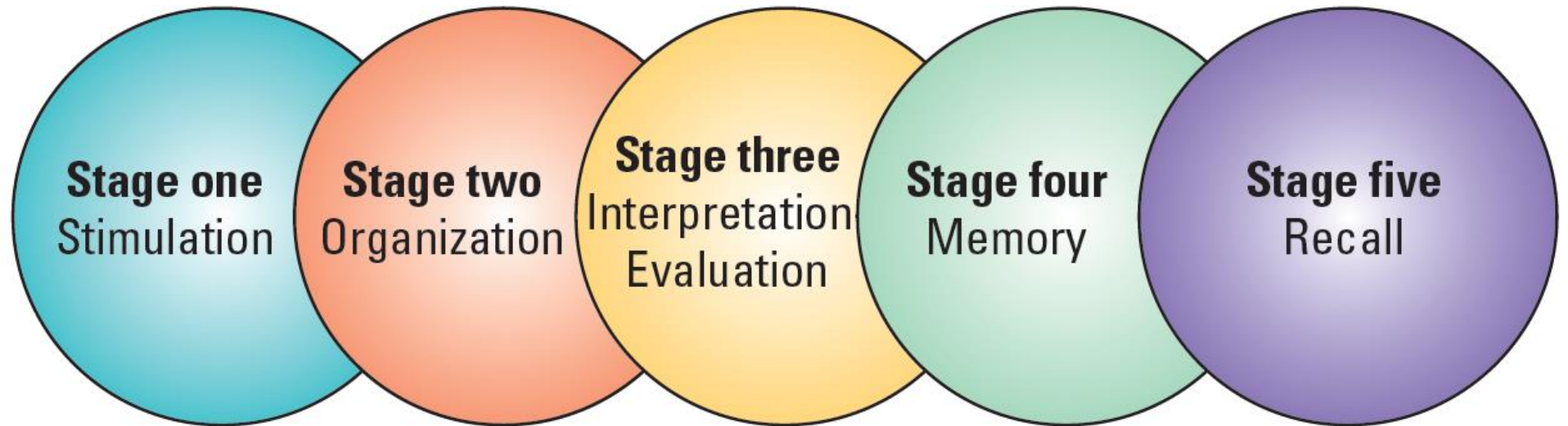
		Known to self	Not known to self
Known to others	Known to others	<b>Open self</b> Information about yourself that you and others know	<b>Blind self</b> Information about yourself that you don't know but that others do know
		<b>Hidden self</b> Information about yourself that you know but others don't know	<b>Unknown self</b> Information about yourself that neither you nor others know

Self-awareness—  
your knowledge of  
who you are

The Johari Window

# Perception

- *Perception is your way of understanding the world (DeVito, 2015)*
- Stages of perception





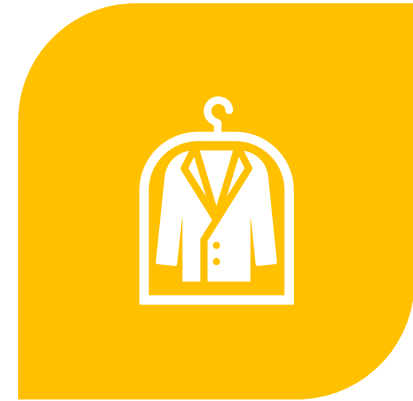
# Stage 1: Stimulation



YOUR SENSES ARE STIMULATED  
(YOU HEAR, READ, ...)



SELECTIVE ATTENTION



SELECTIVE EXPOSURE

## Stage 2: Organization



### Rules

- Proximity
- Similarity
- Contrast

### Schemata

- From your own experience
- From media

### Scripts

- Similar to schema but focuses on action or procedure

## Stage 3: Interpretation–Evaluation



- Inevitably subjective and is greatly influenced by your experiences, needs, wants, values, expectations, physical and emotional state, gender, and beliefs about the way things are or should be, as well as by your rules, schemata, and scripts.

# Stage 4: Memory



Perceptions and their interpretations—evaluations are stored in memory with “cognitive tags”

Information, that is consisted with schema is more resistant to change

Information that contradicts your schema may easily be distorted or lost

Information that is drastically inconsistent with your schema may remain clear

# Stage 5: Recall



You recall or access  
information you have  
stored in memory



Recall information that is  
consistent with your  
schema.



Fail to recall information  
that is inconsistent with  
your schema



Recall information that  
drastically contradicts  
your schema



# Impression formation

The processes you go through in forming an impression of another person

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# A self-fulfilling prophecy

- A prediction that comes true because you act on it as if it were true.
  - 1) You make a prediction or formulate a belief about a person or a situation
  - 2) You act toward that person or situation as if that prediction or belief were true
  - 3) Because you act as if the belief were true, it becomes true
  - 4) You observe your effect on the person or the resulting situation and that strengthens your beliefs

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# Personality Theory

- Everyone has a theory of personality (usually subconscious or implicit) that determines which characteristics of an individual go with other characteristics.
- Halo effect
  - If you believe a person has some positive qualities, you're likely to infer that she or he also possesses other positive qualities.
  - If you know a person possesses several negative qualities, you're more likely to infer that the person also has other negative qualities.



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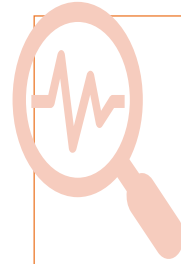
# Attribution of Control

A process by which you focus on explaining why someone behaved as he or she did on the basis of whether the person had control over his or her behavior.

- Self-serving bias - you take credit for the positive and deny responsibility for the negative.
- Overattribution— the tendency to single out one or two obvious characteristics of a person and attribute everything that person does to this one or these two characteristics—distorts perception.
- Fundamental attribution error - you overvalue the contribution of internal factors (for example, a person's personality) and undervalue the influence of external factors (for example, the context or situation the person is in).

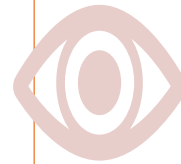
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- Increasing Accuracy in Impression Formation



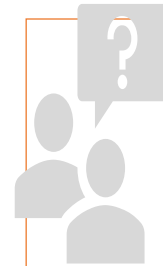
### Analyze Impressions

- Recognize your own role in perception.
- Avoid early conclusions.



### Check Perceptions

- Describe what you see or hear.
- Seek confirmation



### Reduce Uncertainty

- Observe
- Construct situation (eg. Interview)
- Ask
- Interact



# Discussion

How can mistakes in perception influence quality of manager's work?

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# Summary

What have you learned today?



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• ° Thank you for your attention + °  
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