UNIT 2: RELATIONSHIP MANAGEMENT

Unit objectives

After you have successfully gone through this unit, you should be able to:

i.   Appreciate the importance of effective communication in an institution

ii.   Understand how to maintain good public relations for a school

iii.   Management conflicts effectively

iv.   Appreciate the practice of shared leadership

v.   Utilize different negotiation strategies to achieve an institution's goals

vi.   Establish networks both within and outside the school

vii.   Appreciate the importance of emotional intelligence.

Introduction

- As a manager one of your major roles is to manage relationships.

- Relationship management involves the following:
  - Communication
  - Public relations
  - Conflict management
  - Sharing leadership, developing and empowering others
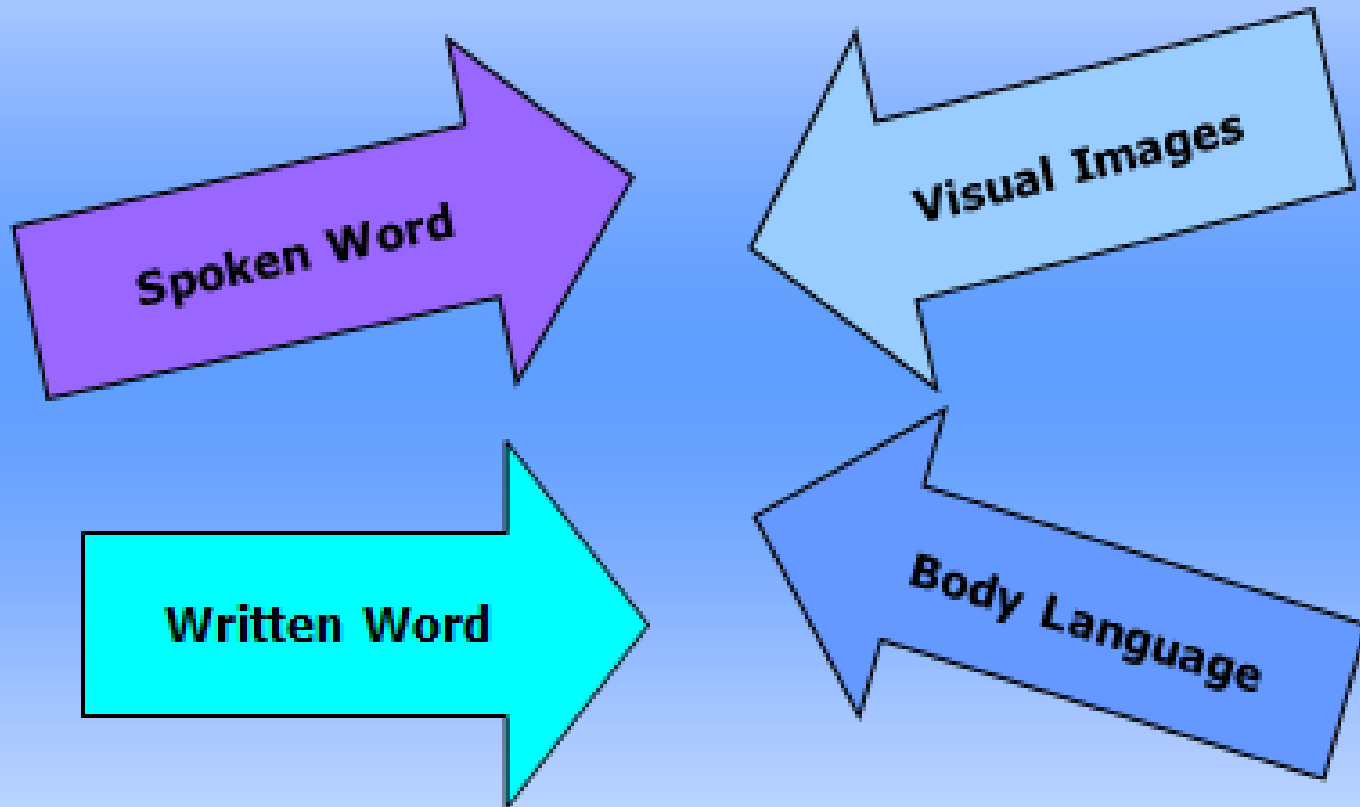 - Negotiating
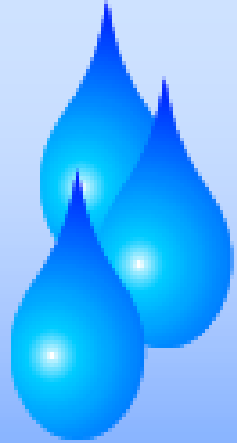 - Networking
  - Emotional intelligence
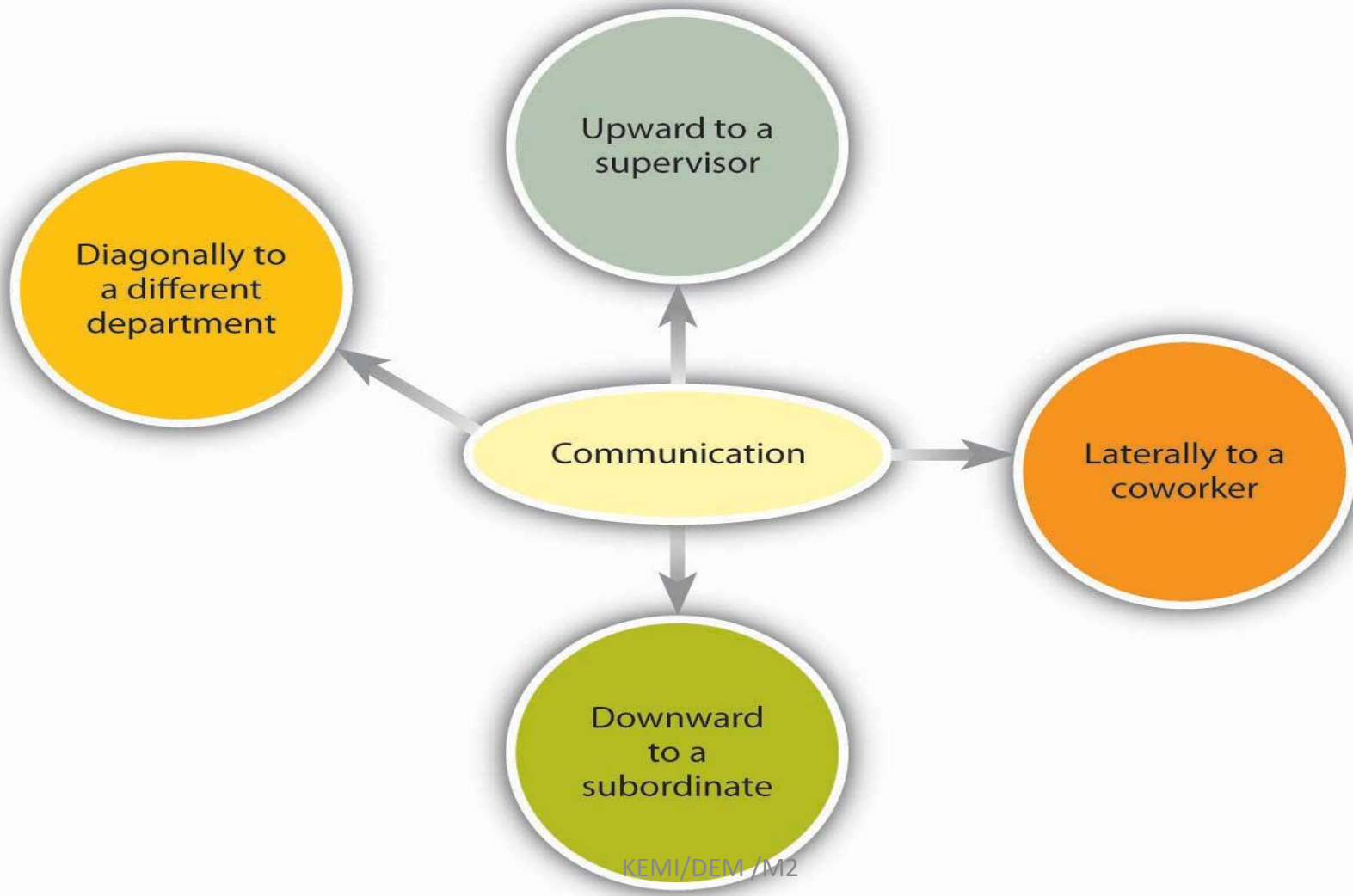
COMMUNICATION

What is Communication?

- Communication can be defined as the **giving, receiving** or **exchange** of information, opinions or ideas by writings, verbally, non-verbally; or through visual means so that the material communicated is completely understood by everyone concerned.

What are the most common ways we communicate?

Spoken Word

Visual Images

Written Word

Body Language

Types of Communication

Upward to a supervisor

Diagonally to a different department

Communication

Laterally to a coworker

Downward to a subordinate

Types of communication

1. **Downwards Communication:** It is highly directive, from the supervisor to subordinates. It involves assigning duties and giving instructions.

2. **Upwards Communications:** It is non-directive in nature, from subordinate to supervisor. It involves giving feedback, informing about progress/problems and seeking approvals.

3. **Lateral or Horizontal Communication:** This is communication among colleagues or peers at the same level for information sharing.

Importance of effective communication

- Leads to personal effectiveness.

- Helps to network people.

- Influences motivation for enhanced performance.

- Builds better understanding between the managers and subordinates.

- Creates better interpersonal relations.

The communication process
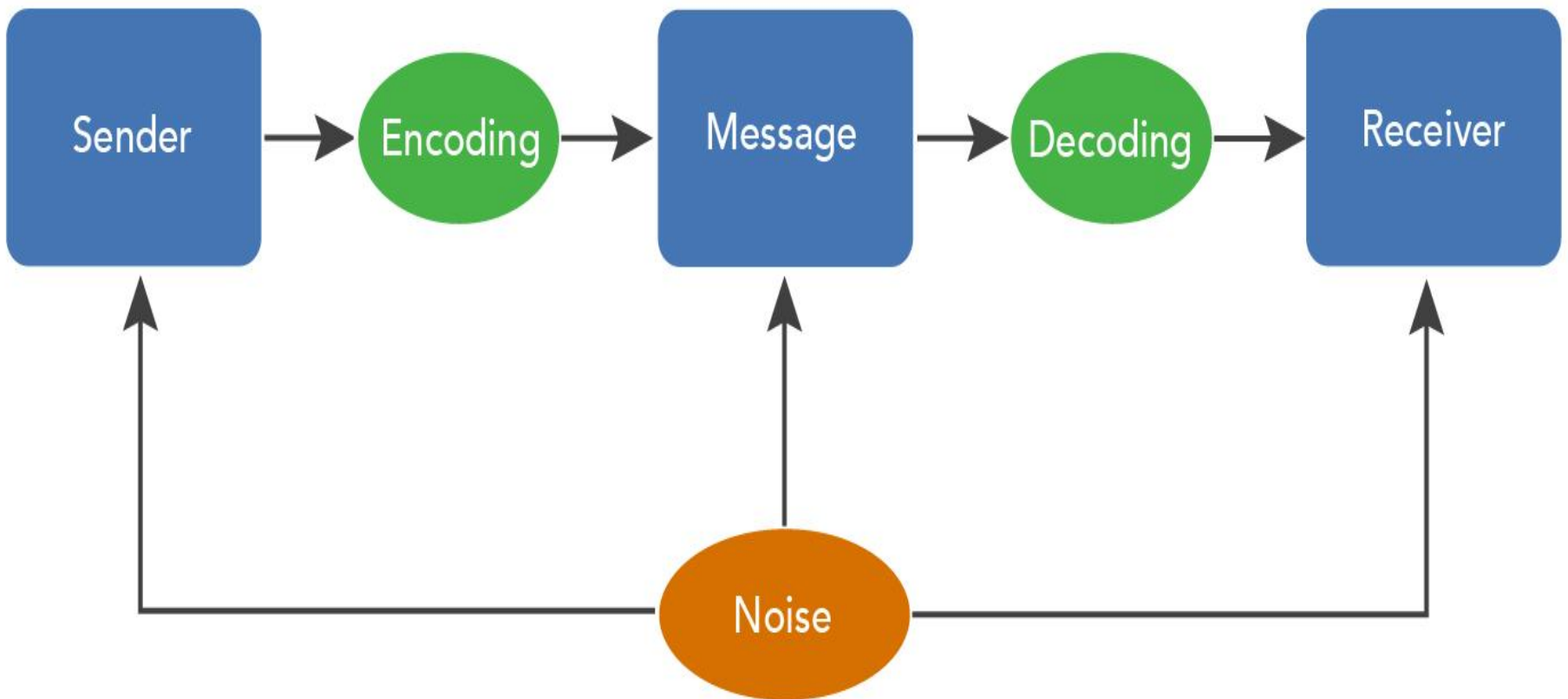
Effective communication requires the **sender** to:

- Know the subject well

- Be interested in the subject

- Know your audience and establish a rapport with them

- Speak at the level of the receiver

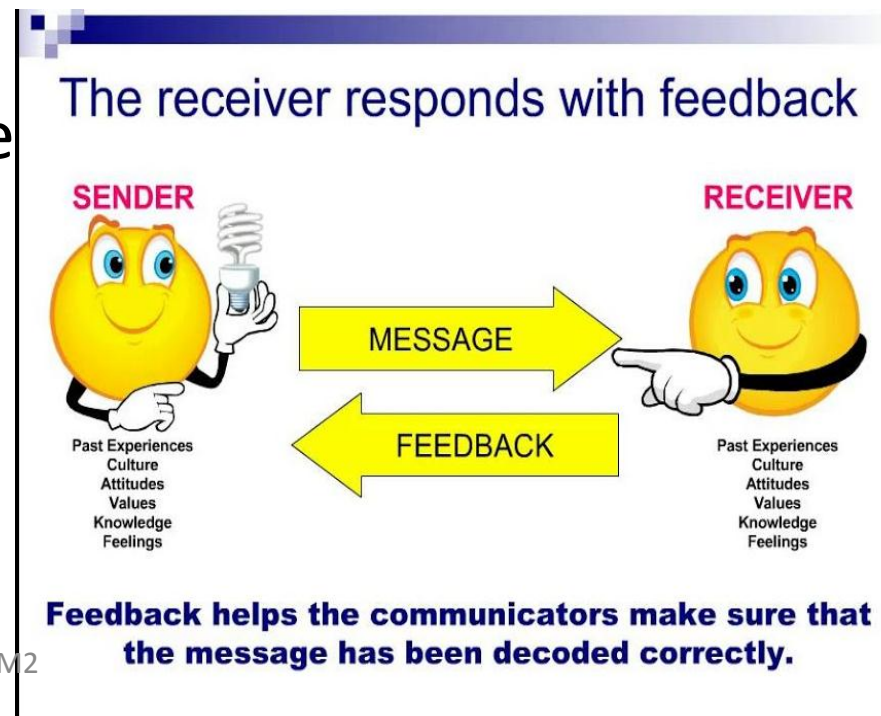- Choose an appropriate communication channel

Medium: Effective communication requires the *channel* to be:

– Appropriate
– Affordable
– Appealing

CHANNEL OF COMMUNICATION
The manner in which the message is sent

- **Receiver:** Effective communication requires the *receiver* to:

  – Be aware, interested, and willing to accept the message

  – Listen attentively

  – Understand the value of the message

  – Provide feedback

The receiver responds with feedback

SENDER

MESSAGE

FEEDBACK

RECEIVER

Past Experiences
Culture
Attitudes
Values
Knowledge
Feelings

Past Experiences
Culture
Attitudes
Values
Knowledge
Feelings

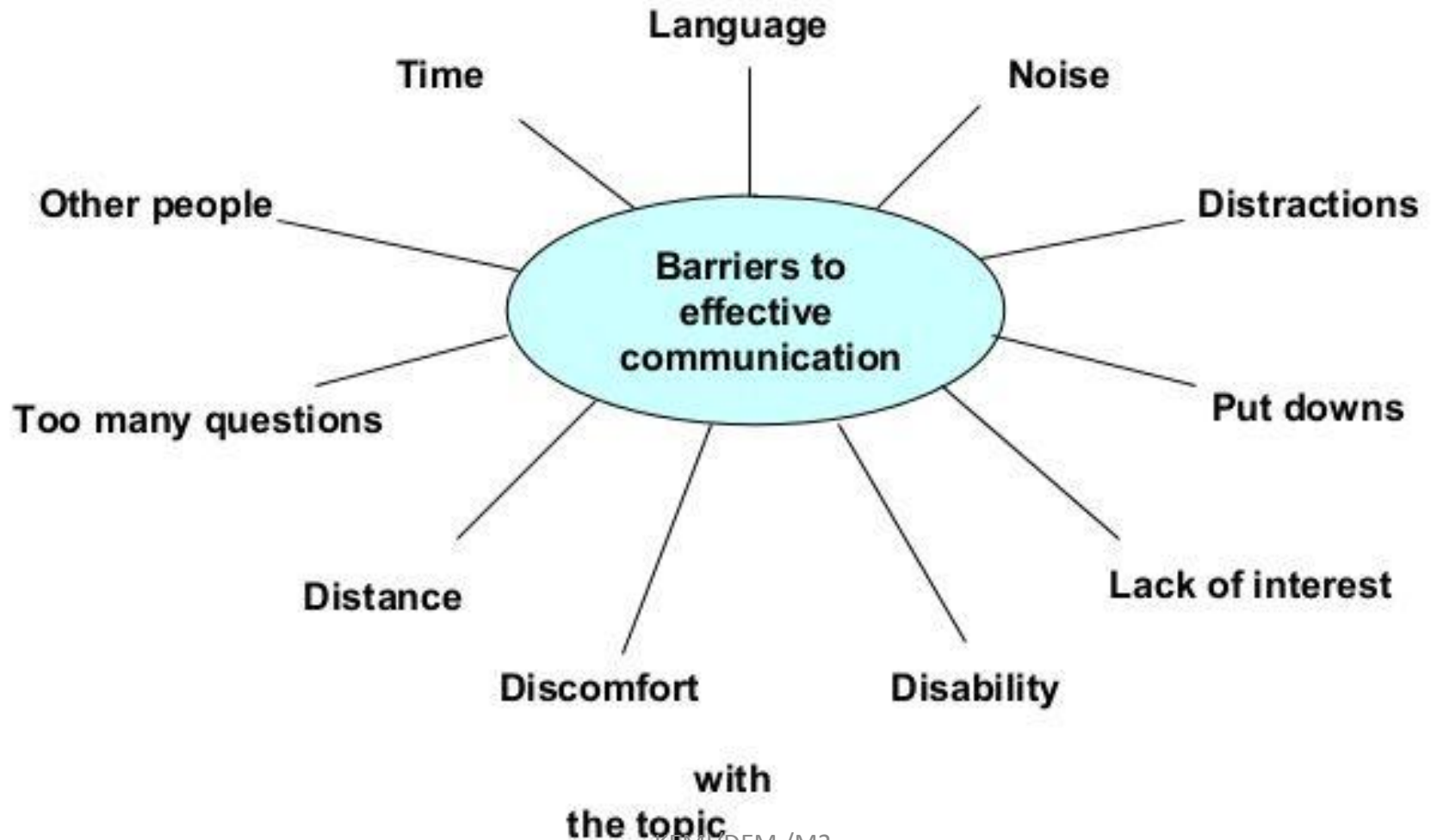**Feedback helps the communicators make sure that the message has been decoded correctly.**

Barriers to Communication

Activity:

i.   Explain the causes of communication breakdown in educational institutions

ii.   Discuss how education managers can improve communication in schools.
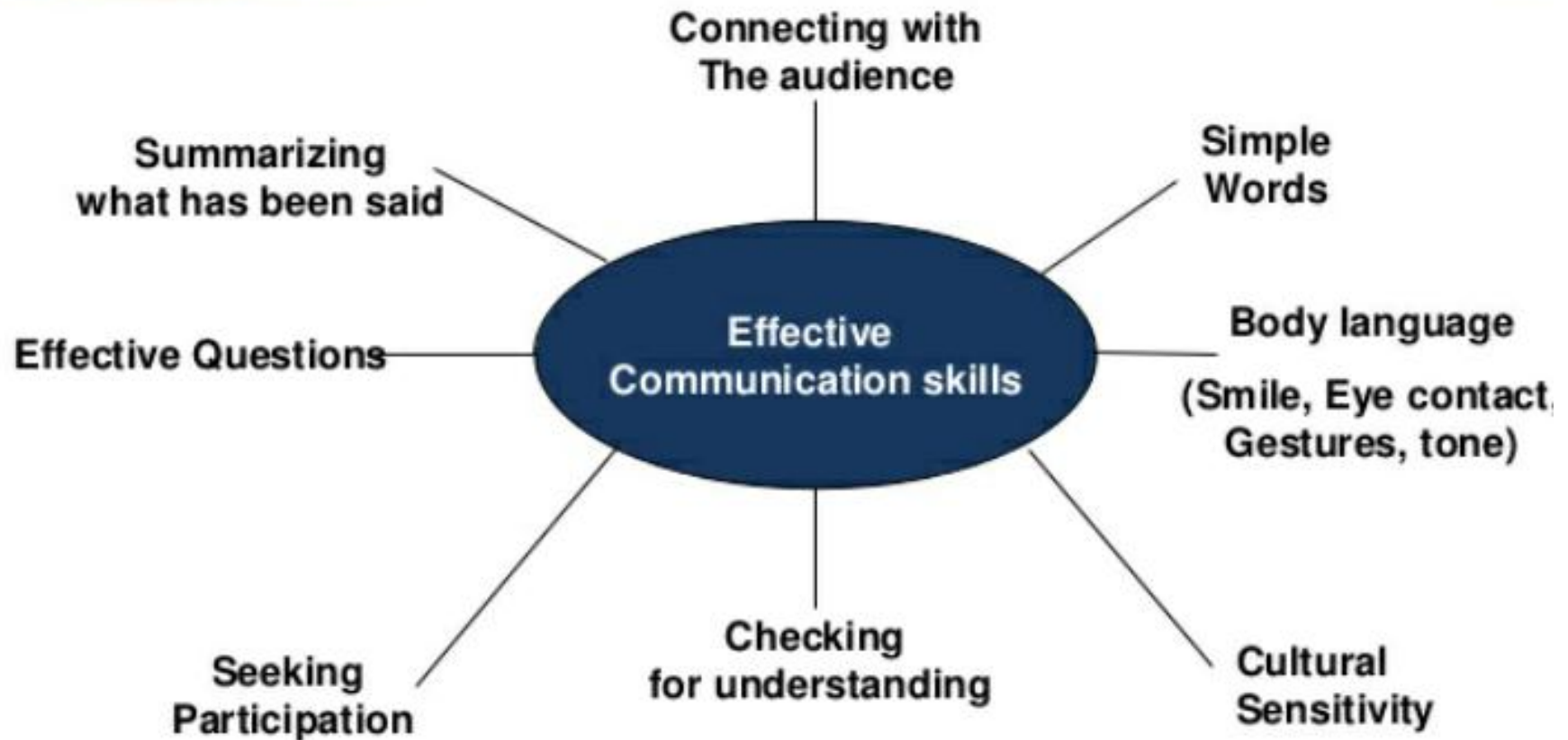
Barriers to Effective Communication

Language

Time

Noise

Other people

Distractions

Barriers to effective communication

Too many questions

Put downs

Distance

Lack of interest

Discomfort

Disability

with the topic

Other barriers to effective communication include:

- Over-communication (overload)
- Conflicting Information
- Language differences
- Prejudice
- Differing status
- Interest and attitude
- Prejudgment
- Emotional status
- Hyperbole (exaggeration)

Overcoming communication barriers

Connecting with
The audience

Simple
Words

Summarizing
what has been said

Effective Questions

**Effective
Communication skills**

Body language

(Smile, Eye contact,
Gestures, tone)

Seeking
Participation

Checking
for understanding

Cultural
Sensitivity

Overcoming communication barriers
- Be clear in your communication – avoid ambiguity
- Establish rapport
- Encourage audience participation
- Be brief
- Use simple language
- Develop listening skills
- Use feedback to improve communication e.g. yawning from the audience is a sign that you need to change your communication approach
- Allocate enough time for communicating
- Verify if your communication has been received in the way it was intended.
- Use variety of communication methods
- Be emotionally stable
- Paraphrase your communication

Communication strategy

You need to answer the following questions in developing a communication strategy:

- why,
- what,
- who,
- when,
- where,
- how

• The template below is a model framework that you could use to develop a communication strategy for your institution:

Message	Audience	Means of communication	Resources required	Feedback mechanism

PUBLIC RELATIONS

- Public relations is a management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its publics.

- Who are the school's public?

- The learners, parents, staff, community members, media and government.

Functions of Public Relations

- Promoting goodwill
- Promoting the product/service and corporate image
- Corporate communications
- Lobbying
- Counteracting negative publicity
- Promoting corporate identity/ brand

Situations when public relations is necessary

- Promotional opportunity:

- Competition:

- Controversy:

- Adverse publicity:

- Catastrophe:

- Crisis:

Public Relations

The **RACE** Model developed by American Professor John Marston, involves:

i.   Research:

ii.   Action:

iii. Communication:

iv.   Evaluation:

This model can be used to develop a public relations model for your institution.

Ways of improving a school's public relations

- Newsletters:

- Letters to the Editor:

- CSR activities

- Thank you notes and letters

- sponsorships

# Shared leadership, developing and empowering others

- *Shared leadership is a* dynamic, collaborative process whereby power is distributed to teams for the purpose of achieving beneficial outcomes for the organization.

- There are many leaders in the institution and not just one.

- Every person at every entry level exercises leadership.

SHARED LEADERSHIP

Characteristics of shared leadership

- Decentralized interaction
- Collective task completio
- Communal support
- Shared purpose
- Unified voice
- Mutual accountability
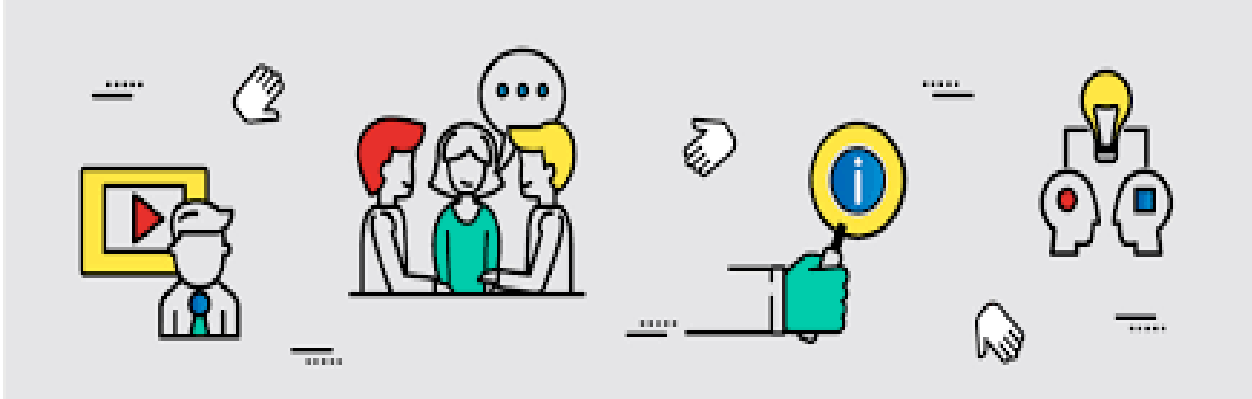- Partnership
- Equity
- Ownership
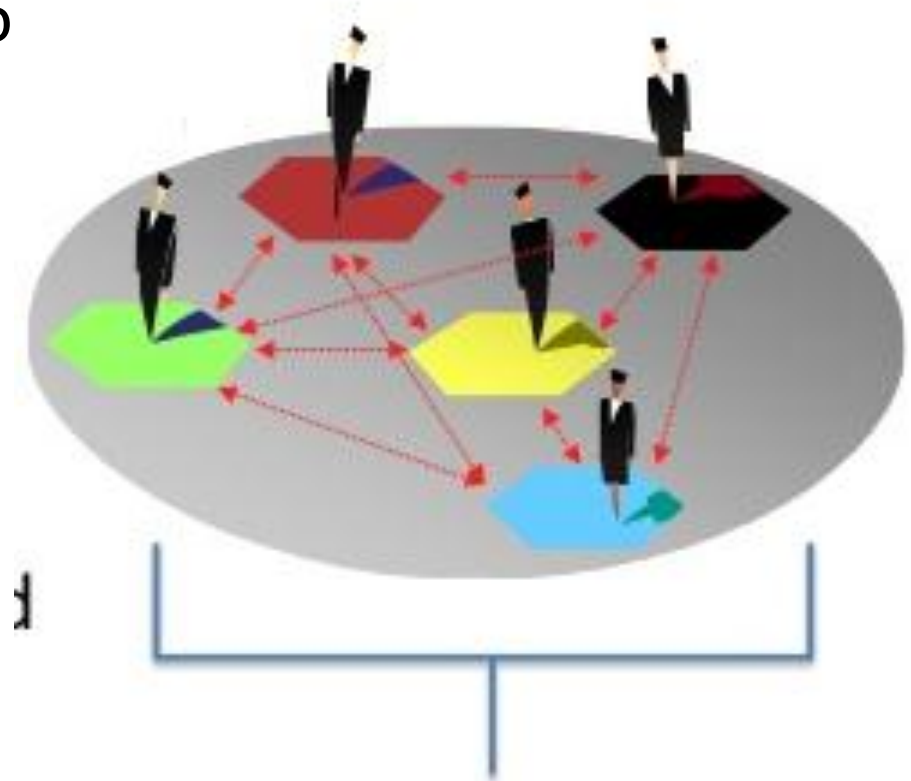
Mentoring

- *Mentorship* is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

Types of mentoring programs:

- Formal mentoring programs:

- Informal mentoring:

- New-hire mentorship:

- High-potential mentorship:

Techniques of mentoring

- *Accompanying:* Making a commitment in a caring way, which involves t a k i n g part in the learning process side-by-side with the learner.

- *Sowing:*This involves preparing the mentee before he or she is ready to change.

- *Catalyzing:* Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values

- *Showing:* This is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.

- *Harvesting:* Here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions

Coaching

- ***Coaching*** is a method for empowering teams.

- It is the art of inspiring, energizing, facilitating, learning and performance development.

Conflict management

- Conflict is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed.

Is conflict good or bad?

- A conflict is considered positive if it raises and addresses problems, energizes work, motivates workers to participate and helps people learn how to recognize and benefit from their differences.

- A conflict is considered negative if it hampers productivity, destroys lives and property, lowers morale, causes more and continued conflicts and causes inappropriate behaviors.
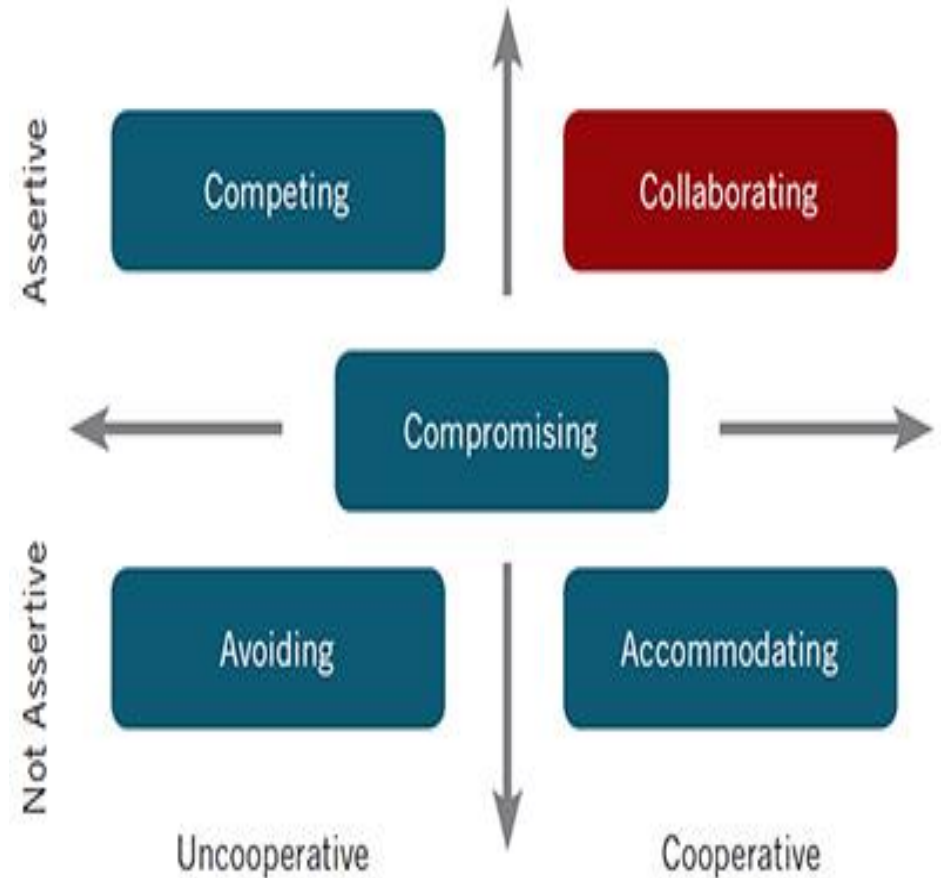
Activity

a) Using concrete examples, describe common conflicts experienced by educational institutions

b) Discuss the strategies that education managers can use to deal with conflict situations in educational institutions
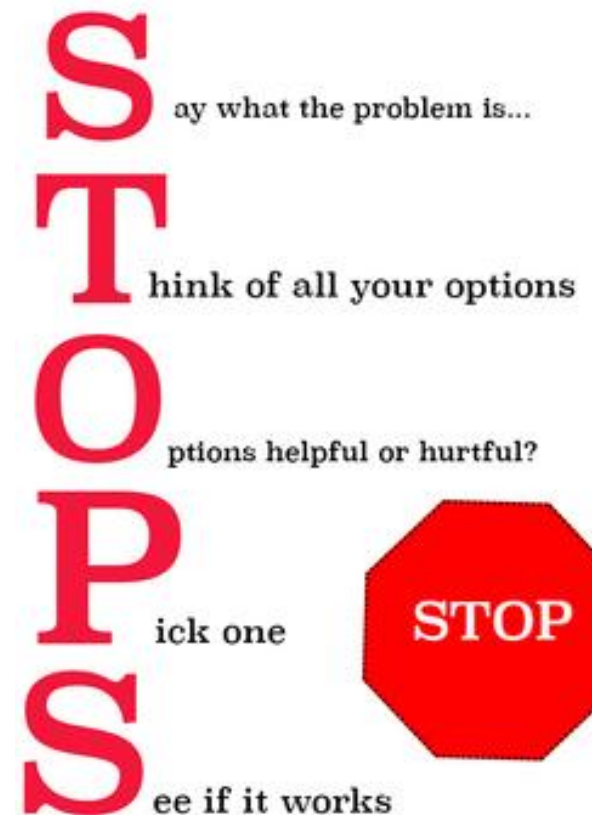
What Causes Conflict?

- Poor Communication
- Lack of Compromise
- Needs not Met
- Prejudice
- Intolerance
- Self-Interes
- Ignorance
- Desire for Power
- Lack of Empathy
- Making Assumptions

Conflict management styles

1. ***Competing*:** I win, you lose—work to get your way, rather than addressing the issue.
2. ***Accommodating*:** I lose, you win—give in to others, sometimes to the extent that you compromise yourself.
3. ***Avoiding*:** I lose, you lose—pretend it is not there or ignore it.
4. ***Compromising*:** I win some you, win some- mutual give-and-take.

Assertive

Competing

Collaborating

Compromising

Not Assertive

Avoiding

Accommodating

Uncooperative

Cooperative

Conflict resolution (STOP Model)

- **Describe the SITUATION**: this step requires you to be specific. Your description should address the 'who, what, where and when' in regard to the problem.

- **Identify your TARGET**: Describe how you want things to be done; identify what you want to accomplish.

- **Identify OPTIONS**: Write down all the options you can think of. This is known as 'brainstorming'.
    - Ask others for ideas to add to your list.
    - Sometimes people who are not directly involved in a situation may think of something that has not even crossed your mind.

- **Develop a PLAN and act upon it**:

S ay what the problem is...

T hink of all your options

O ptions helpful or hurtful?

P ick one

STOP

S ee if it works

Negotiating

- Negotiating takes place when two or more people, with differing views, come together to attempt to reach agreement on an issue.

- It is persuasive communication or bargaining.

- Negotiation is about getting the best possible deal in the best possible way.

Negotiation Strategies

Negotiation Styles/Strategies

Win-Lose	Win-Win
Lose-Lose	Lose-Win

Focus on Our Objectives ↑

Focus on Their Objectives →

Networking

- This is the ability to find and nurture relationships with people and groups inside and outside the immediate workplace, including people higher up in the organizational hierarchy.

- Being connected enables you to get the information and resources that you need.
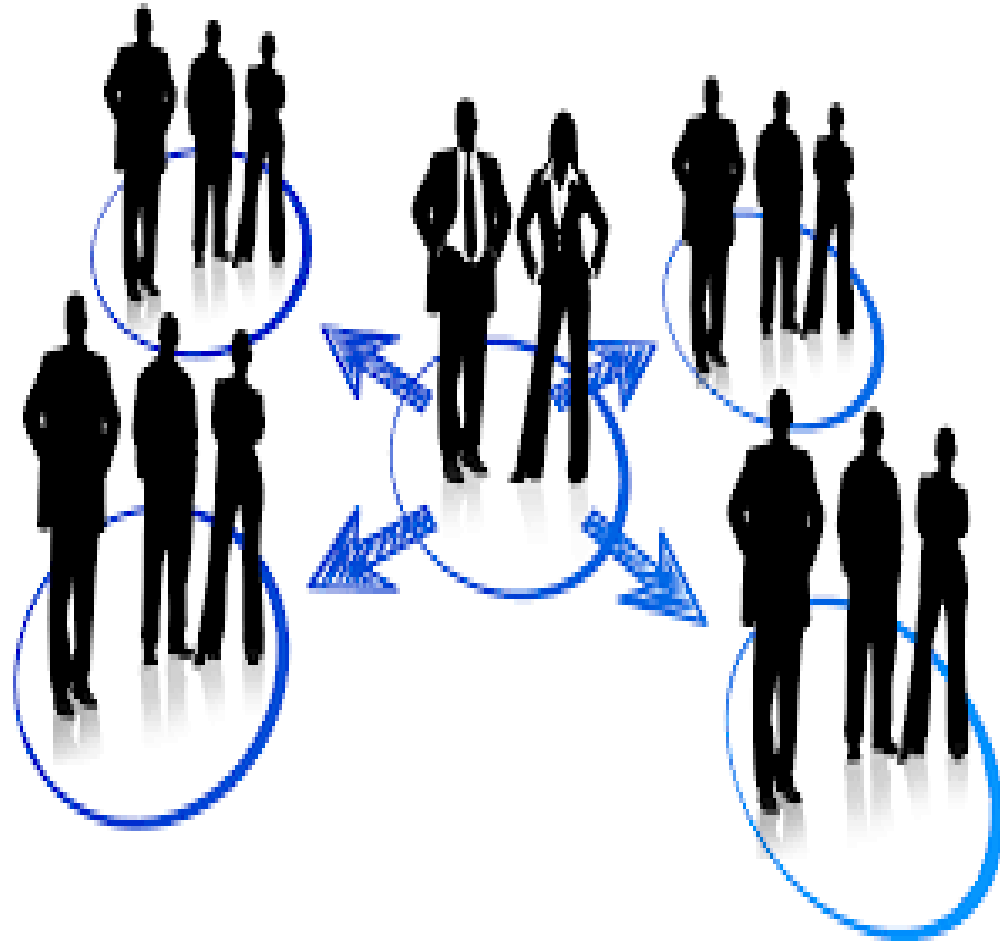
Types of networks

i.   **Formal:** A professional group designed to promote networking among its members.

ii. **Informal:** Personal relationships you have developed overtime and can rely on for support.

iii. **Internal:** Professional relationships and contacts developed in the workplace.

iv. **External:** Professional relationships and contacts developed outside the workplace.

Emotional Intelligence

- Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior.

- Emotional intelligence means you have a self-awareness that enables you to recognize feelings and help you manage your emotions.

Emotional intelligence is important as it helps one to deal with difficult people.

- Difficult people can be characterized as follows:
  - **The provocateur**: purposely says inflammatory, unnecessary, or off topic comments in order to get a reaction from you.
  - **The withholder**: does not volunteer any information, answers with very short responses that are not helpful.
  - **The sarcastic one**: does not take things seriously; puts a negative and somewhat mocking spin on your message.
  - **The critic**: Nothing is good enough; nothing is enlightening; the process is stupid; anywhere else would be more enjoyable.
  - **The shy one**: In contrast to the withholder, the shy one may want to cooperate, but is difficult to draw out, does not give helpful responses, and is not easy to read; may seem uninterested in your subject matter due to self-conscious behaviour.

Emotional intelligence helps us to be:

- Less aggressive
- More empathic
- Happier
- Have fewer unauthorized absences and exclusions from work
- Less depressed
- Less stressed
- Higher self-esteem
- Less lonely
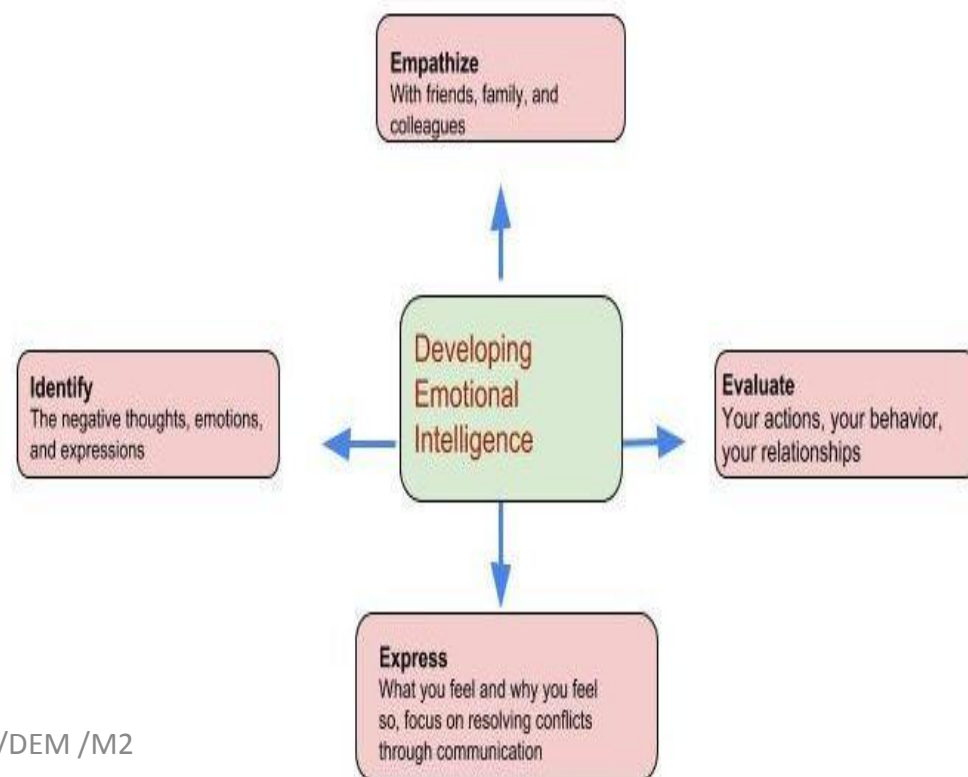- Better quality relationships
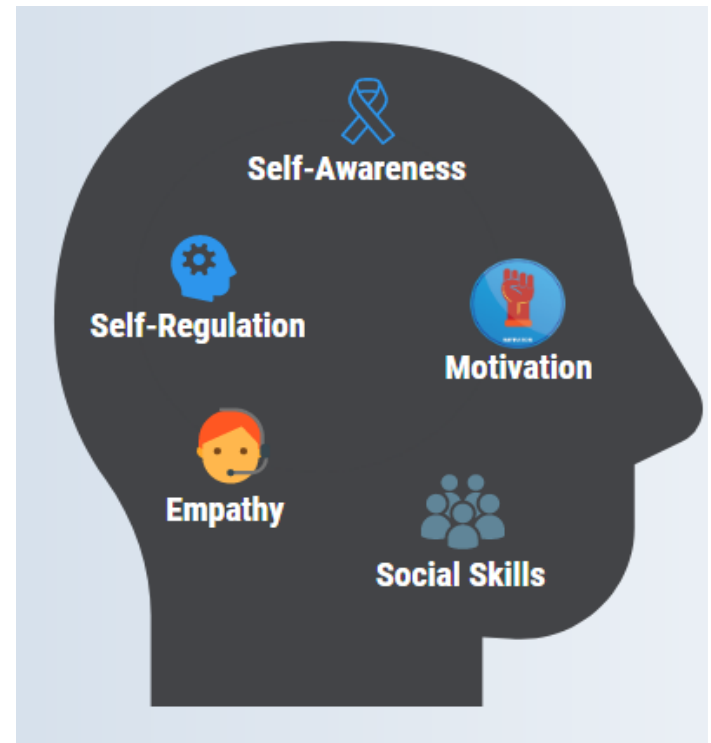
Professional benefits of emotional intelligence include:

- Effective leadership skills
- Improved communication
- Less workplace conflict
- Better problem solving skills
- Increased likelihood of promotion

Developing emotional intelligence

- Perceiving emotions:

- Using emotions:

- Understanding emotions:

- Managing emotions: This can be done through self-awareness, self regulation, Internal motivation and empathy

Empathize
With friends, family, and colleagues

Identify
The negative thoughts, emotions, and expressions

Developing Emotional Intelligence

Evaluate
Your actions, your behavior, your relationships

Express
What you feel and why you feel so, focus on resolving conflicts through communication

Activity

- a) Explain how education managers can detect someone suffering from low emotional intelligence.

- b) Explain how the school head can help staff to attain emotional intelligence.

- We have come to the end this presentation on relationship management .

- In this unit we have learnt the various skills required to manage relationships in an institution.

- We have looked at communication, public relations, conflict management, negotiation, networking, shared leadership and emotional intelligence.

- We hope that you can now manage relationships more effectively to ensure achievement of institutional goals.

Remember to attempt the three case studies that follow and record your answers in your personal journal.