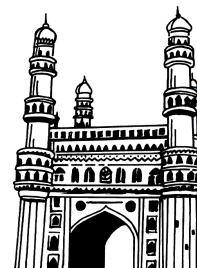


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ORGANIZATIONAL BEHAVIOUR

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ORGANIZATIONAL BEHAVIOUR

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UNIT - II

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Concept, importance and theories of motivation. Leadership - concept, characteristics, theories and styles of leadership, Managerial grid, Leadership continuum and Leadership effectiveness.

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Group Dynamics

Meaning of groups and group dynamics, Formation, Characteristics and Types of groups, Theories of group dynamics, Group cohesiveness - Factors influencing group cohesiveness - Group decision making process. Types of teams. Analysis of Interpersonal Relationship: Transactional Analysis, Johari Window.

UNIT - IV

Management of Change

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Ans : (May-19)

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Ans : (May-19)

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UNIT I

Organizational Behaviour :

Meaning, importance and historical development of organizational behaviour, Factors influencing organizational behaviour. Perception and Attribution-concept, nature and process, Factors influencing perception. Values and Attitudes. Personality - Stages of personality development, Determinants of personality. Concept and theories of learning.

1.1 ORGANIZATIONAL BEHAVIOUR

1.1.1 Meaning

Q1. Define the term Organizational Behaviour.

Ans : (Jan-21, May-19, May-18, Imp.)

Meaning

Organisational behaviour is the study and application of knowledge about how people - as individuals and as groups act within organizations. It strives to identify ways in which people can act more effectively. Organisational behaviour is a scientific discipline in which a large number of research studies and conceptual developments are constantly adding to its knowledge base. It is also an applied science, in that information about effective practices in one organization is being extended to many others.

Definitions

- i) **According to Fred Luthans**, "Organizational behaviour is to understand, predicting and controlling human behaviour at work".
- ii) **According to Callahan**, "Organisational behaviour is subset of management activities concerned with understanding, predicting and influencing individual behaviour in organisational setting".
- iii) **According to Aldag and Brief**, "Organisational behaviour is a branch of social sciences that seeks to build theories that can be applied to predicting, understanding, and controlling behaviour in work organizations".

- iv) **According to Stephen Robbins**, "Organisational behaviour is a field of study that investigates the impact that individuals, groups and structure have on behaviour in organizations for the purpose of applying such knowledge towards improving an organization's effectiveness".

Some of the definitions given by the various authors are as follows :

1. "Organizational behaviour is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behaviour of people in all types of organization such as business, government, schools and service organizations."
2. "Organizational behaviour is directly concerned with the understanding, prediction, and control of human behaviour in organization".
3. "It is a field of study that investigates the impact that individuals, groups, and structure have on behaviour within organizations for the purpose of applying such knowledge towards improving an organization's effectiveness."
4. "Organizational behaviour is the study of organizational components, and their impact on human behaviour and organizational performances. Such study can benefit from various behavioural and social sciences."
5. "Organizational behaviour means the study of the behaviour of individuals and groups in organizations and organizations themselves, as they act and interact to attain desired outcomes."

6. "Organizational behaviour is the systematic study of the nature of organizations : how they begin, grow, and develop, and their effect on individual members, constituent groups, other organizations, and larger institutions.
7. "Organizational behaviour is an academic discipline concerned with understanding and describing human behaviour in an organizational environment. It seeks to shed light on the whole complex human factor in organizations by identifying causes and effects of that behaviour."

Q2. What are the characteristics of organizational behaviour?

Ans :

1. It focuses primarily on people. It is a systematic study of the actions and attitudes that people exhibit within organizations.
2. It emphasizes the interactions and relations between the organization and individual behaviour.
3. OB is specifically concerned with work-related behaviour and job satisfaction.
4. A key activity in OB is developing an environment in which people are motivated.
5. OB takes in and goes beyond psychology, group dynamics, organizational psychology, and industrial sociology.
6. It seeks to fulfill both employee needs and organizational objectives.

Q3. Elucidate the nature and scope of organizational behaviour.

Ans : (May-19)

Nature and scope of organizational behaviour.

1. A Field of Study and not a Discipline

Organizational behaviour is regarded as an emerging field of knowledge and not a discipline. OB is not a complete and accepted science. It has just begun to synthesize borrowed concepts, and processes in the field of enquiry. Its principles are difficult to define in scientific terms and its boundaries are not clear.

2. Interdisciplinary Approach

OB has its roots in such well-established fields as psychology, sociology, and anthropology. It also takes relevant concepts from economics, political science, and law. It integrates the relevant knowledge drawn for these disciplines.

3. An Applied Science

As the applied study of human behaviour in organizations, OB is oriented towards understanding the forces that affect behaviour so that their effects may be predicted and guided towards effective functioning of organization.

4. Behavioural Approach to Management

OB is directly concerned with the human side of management, but it is not the whole of management. In other words, OB does not intend to replace the whole of management theory. As against the technical dimensions, OB is related with the conceptual and human dimensions of management.

5. Concern with Environment

Larry Cummings suggests - "The field has a distinctly humanistic tone, reflected in the concern for self-development, personal growth, and self-actualization. However, there is another side that emphasizes operant learning models and behaviour modification, which reflects a concern with environmental determinism rather than with self - actualization."

6. Scientific Method Foundation

OB follows the scientific method and makes use of logic theory in its investigations and in answering the research questions. The field is greatly influenced by norms of skepticism, caution, replication, and public exposure of knowledge based on facts.

7. Contingency Orientation

OB concepts reflect situational or contingency conditions. This approach is directed towards developing managerial actions that are most

appropriate for a specific situation. The effectiveness of a particular action is contingent upon the situation in which it is utilized. To solve a particular organizational problem, the OB manager follows the "it-all-depends" proposition.

8. Levels of Performance Analysis

The field of OB embraces three levels of performance analysis :

- (i) the individual,
- (ii) the group, and
- (iii) the formal organization.

These are not mutually exclusive and should be treated with equal importance. Together all three provide the proper insight about organizational behaviour.

9. Few Absolutes

There are only few universal principles that explain organizational behaviour. There are laws in the physical sciences that apply in a wide range of situations. But human beings are very complex and are not alike, which limits the OB manager to make simple and accurate generalizations about human behaviour.

10. A Systems Approach

OB is a systemic vision as it takes into account all the variables affecting organizational functioning. It analyses the behaviour in view of psychological, social and cultural factors. It carefully links the variables together.

11. Other Features

- (i) OB is a normative and value centered science.
- (ii) It is at once empirical, interpretive, critical and creative science too.
- (iii) It utilizes two kinds of logic - linear and non-linear. Linear logic is concerned with systematic analysis of activities, whereas non-linear logic is related with metaphors.
- (iv) it is characterized by the acceptance of a human resource model.

1.1.2 Importance of Organizational Behavior

Q4. Discuss the importance of Organizational Behavior.

Ans : (May-19)

Organisational behaviour is an exciting field of study, which can help the managers in effective handling of human resources for the realization of organisational goals. Specifically, it helps in understanding and managing human behaviour as explained below:

1) Understanding of Self and Others

The behavioural sciences help an individual to understand him and others in better way.

- This will improve interpersonal relations considerably.
- There are topics like attitude, perception, leadership, communication, transactional analysis and conflict are of particular significance in an interpersonal relation.
- An understanding of these will be very helpful to the individual in shaping his personality and dealing with others effectively.
- Organization behaviour is a useful tool of understanding human behaviour in all the directions in which human beings interact.
- Human behaviour can be studied at the various levels as discussed below:

i) Individual Behaviour

The main focus of psychology is the study of individual behaviour.

- It tries to analyze why and how an individual behaves in a particular way.
- Human behaviour is affected by a number of psychological, social and cultural factors.
- Organisational behaviour integrates these factors to understand individual behaviour.

ii) Inter-Personal Behaviour

Inter-personal interaction takes place because of individual's natural desire of socialization.

- Behavioural sciences provide means for understanding the interpersonal relations in the organization.
- By studying the behavioural sciences, an individual can understand himself and others better.
- This will help him to improve interpersonal relations considerably.
- Understanding of inter personal behaviour is facilitated by the study of attitude, perception, role analysis, transactional analysis, etc.

iii) Group Behaviour

An individual behaves differently as an individual and as a member of the group as revealed by Hawthorne Studies.

- This behaviour is often modified by group norms.
- Therefore, study of group dynamics has assumed greater importance in organisational behaviour.
- It helps in knowing how groups are formed, why people join groups and how groups exert pressures on the individuals, groups and management.
- Management can use group dynamics for better communication, effective leadership and building high morale.

2) Motivation of Human Resources

The job of a manager in an organization is to get things done through others.

- He will be successful in his job when he can motivate his subordinates to work for organisational goals.
- Organisational behaviour will help the manager to understand the needs and desires of the subordinates and other forces, which affect their motivation.

- He can use suitable incentives to motivate the subordinates.

3) Improvement of Quality and Productivity

OB teaches a number of direct and indirect lessons to practising managers about how to improve quality of operations and employees' productivity.

- It suggests that quality management, process reengineering, etc., must be based on extensive involvement of employees.

4) Effective Communication

Behavioural sciences help in improving communication in the organization.

- It is communication through which people come in contact with each other.
- To achieve organisational effectiveness, the communication must be effective. The communication process and how it works in interpersonal dynamics is evaluated by behavioural sciences.
- The analysis of factors that influence communication will suggest measures to make communication effective.

5) Effective Organisational Climate

Behavioural sciences suggest the creation of organisational climate in totality rather than merely improving the physiological conditions (or) increasing employee satisfaction by changing isolated work-process ensures efficient organisational functioning.

- Satisfactory working conditions, adequate compensation, and better equipments for the job are viewed as only a small effort in creating a sound organization climate.

6) Good Human Relations

Organisational behaviour can be useful to achieve and maintain cordial relations in the organization.

- If an employee is slow in his work, it is not always because of denial of promotion or poor work environment.

Similarly, if the union gives a strike call, the basic issue may not be a demand for more wages, higher bonus, a better canteen or entertainment facilities.

- Reluctance of the management to talk to union leaders about workers' problems might provoke them to give a strike call.
- In other words, relations between management and employees are quite often strained for reasons, which are psychological and not rational.
- Organisational behaviour helps understand the causes of poor industrial relations in the organization and suggest suitable measures for their improvement.

7) Introduction of Change in the Organization

Change is the law of nature.

- Organizations have also to undergo changes as a result of technological, social, political and other environmental factors.
- Changes are often resisted by the organisational members.
- This problem can be successfully handled by the use of behavioural science knowledge.
- Change can be introduced through group dynamics and by proper education of employees through effective communication.
- The benefits of change should be highlighted and information should be shared with all those likely to be affected by the change.

1.1.3 Historical Development of Organizational Behavior

Q5. Explain the historical Development of OB.

Ans :

Relationships between human beings have always existed but a separate branch of knowledge

to deal with human relations was developed only during the period of the Industrial Revolution. Scientific management as suggested by Frederick Taylor gained prominence in the 1900s. Other research studies and developments contributed to the emergence of human relations and OB.

1. Scientific Management

Frederick W. Taylor, 'the father of scientific management,' propagated the importance of the human element in organizations. Until the 1900s, the working conditions in organizations were inhuman. Taylor proposed management practices such as division of labor and the use of scientific methods in selection, placement, and training of workers. Taylor emphasized mass production in organizations along with technical efficiency. Though Taylor made a significant effort to improve the working conditions of workers, he overlooked certain interpersonal and social aspects such as leadership, group cohesiveness and communication, which affected the performance of workers.

2. Research Studies

Experiments conducted by Elton Mayo and FJ Roethlisberger in the 1920s and the 1930s made a significant contribution to understanding the importance of people at the workplace. To study human behavior at work, they conducted experiments at the Hawthorne plant of Western Electric Company. These experiments proved how productivity was affected by worker participation.

Many other organizations such as the Research Center for Group Dynamics, University of Michigan, Ohio State University, etc., conducted research projects in the 1940s and 1950s. The findings of all these studies helped managers in understanding people's behavior at work.

3. Other Developments

Concepts like paternalism and welfare management were developed in the first half of the twentieth century. Separate departments were created in organizations to improve human relations. Solving employees

problems at the workplace was given importance. World War II helped in intensifying the human relations movement. Studies by many behavioral scientists helped managers in improving business. However, the human relations movement had lost its significance by the 1950s.

4. Interdisciplinary Studies

Organizations throughout the world have carried out research studies on human relations at various places. Professional journals like *Personnel Human Relations*, and *Personnel Psychology* were actively involved in research studies. In India, various organizations were established such as the Bombay Textile Research Association (BTRA) in 1954, the South Indian Textiles Research Association (SITRA) in 1955, and the Shri Ram Center for Industrial Relations (SRC) in 1963 to conduct interdisciplinary studies on the social and psychological problems of industrial workers.

5. The Mature Outlook

In the late 1950s, a large number of students took up the study of organizational behavior and related disciplines as a major subject at the university level. This helped in bringing maturity to organizational practice. Publication of books like *The Human Side of Enterprise* by Douglas McGregor highlighted the mature outlook and helped in the detailed study of human relations and organizational behavior.

The Emergence of Human Relations and Organizational Behavior

The fields of human relations and organizational behavior emerged by the combining of the knowledge of behavioral sciences and concepts from disciplines like economics, psychology, and sociology with practical implementation. Many theories of human behavior are put to test in real life to find solutions to complex organizational problems. A better understanding of organizational complexities leads to a better understanding between managers and workers with regard to their work, thus ensuring efficient functioning of the organization.

Q6. Explain the purpose of Organizational Behavior.

(Or)

State the purpose of Organizational Behavior.

Ans :

Major purpose behind the study of organisational behaviour is given as follows:

1) Describe People Behaviour

The first objective is to describe, systematically, how people behave under a variety of conditions. Achieving this goal allows managers to communicate about human behaviour at work using a common language.

2) Understand People Behaviour

A second goal is to understand why people behave as they do. Managers would be highly frustrated if they could only talk about behaviours of their employees, but not understand the reasons behind those actions. Therefore, inquisitive managers learn to probe for underlying explanations.

3) Predict Employee Behaviour

Predicting future employee behaviour is another goal of organisational behaviour. Ideally, managers would have the capacity to predict which employees might be dedicated and productive or which ones might be absent, tardy, or disruptive on a certain day (so that managers could take preventive actions).

4) Control Human Activity

The final goal of organisational behaviour is to control (at least partially) and develop some human activity at work. Since managers are held responsible for performance outcomes, they are vitally interested in being able to make an impact on employee behaviour, skill development, team effort, and productivity. Managers need to be able to improve results through the actions they and their employees take, and organisational behaviour can aid them in their pursuit of this goal.

1.1.4 Factors Influencing Organizational Behavior**Q7. What are the factors influencing Organizational Behavior ?**

Ans : (Nov.-20, Imp.)

The key elements in organizational behavior are people, structure, technology and the external elements in which the organization operates. When people join together in an organization to accomplish an objective, some kind of infrastructure is required. People also use technology to help get the job done, so there is an interaction of people, structure and technology. In addition, these elements are influenced by the external environment and they influence it.

1. People

The people in an organization are of different characters, personality, skills, qualities, interests, background, beliefs, values and intelligence. In order to maintain and keep up a good and healthy environment, all the employees should be treated equally. They should be judged according to their work and all other aspects that affect the organization. In managing human resources, managers have to deal with :

- i) Individual employee who are expected to perform the tasks allotted to them.
- ii) Dyadic relationships such as superior-subordinate interactions.
- iii) Groups who work as teams and have the responsibility for getting the job done.
- iv) People outside the organization system such as customers and government officials.

Example

Campus placements are offered by different companies to trainees from different states. However, during and after training, all trainees are examined only on the basis of their performance in the tasks or works assigned.

2. Structure

Structure refers to the layout or the design of an organization or firm. It is the construction and arrangement of relationships, strategies according to the organizational goals and objectives. Some of the key concepts of organization structure are listed as below :

a) Hierarchy of Authority

This refers to the distribution of authority among organizational positions and authority grants the position holder certain rights including right to give direction to others and the right to punish and reward.

b) Division of Labor

This refers to the distribution of responsibilities and the way in which activities are divided up and assigned to different members of the organization is considered to be an element of the social structure.

c) Span of Control

This refers to the total number of subordinates over whom a manager has authority.

d) Specialization

This refers to the number of specialties performed within the organization.

e) Standardization

It refers to the existence of procedures for regularly recurring events or activities.

f) Formalization

This refers to the extent to which rules, procedures and communications are written down.

g) Centralization

This refers to the concentration of authority to make decision.

h) Complexity

This refers to both vertical differentiation and horizontal differentiation. Vertical differentiation: outlines number of

hierarchical levels; horizontal differentiation highlights the number of units within the organization (e.g. departments, divisions).

3. Technology

Technology is the implementation of scientific knowledge for practical usage. It provides the all the resources required by the people. This will have an effect on their work and task performance in the right direction and path.

Organizations have technologies for transforming inputs and outputs. These technologies consist of physical objects, activities and process, knowledge, all of which are brought to bear on raw materials labor and capital inputs during a transformation process. The core technology is that set of productive components most directly associated with the transformation process, for example, production or assembly line in manufacturing firm.

Classification of Technology: Thomson classified technology into three categories: Long-linked technology, Mediating Technology and Intensive Technology.

i) Long linked Technology

In this, tasks are broken into a number of sequential and interdependent steps, where the outputs of one unit become the input of the next. (eg. Assembly line) this facilitates to have high volume of output and efficiency. This technology calls for mechanistic structures with high levels of specialization, standardization and formalization.

ii) Mediating Technology

This links different parties who need to be brought together in a direct or indirect way (eg. Banks - use mediating technology to lend money to borrowers by taking money from depositors)

iii) Intensive Technology

It is used when a group of specialists are brought together to solve complex problems using a variety of technologies (eg. Hospital - parties are treated with the help of experts drawn from different fields of specialization).

Coordination of the different activities is achieved in the system primarily through mutual adjustment among those engaged in solving the problem in the different units. Organic structures would fit in this system using intensive technology.

4. Environment

Each and every company functions according to the internal and external environment. Internal environment includes the conditions, factors and all the elements within an organization that influences all the activities and functions of the firm, the choices made by the firm and most importantly the of all its employees.

For example, employee morale, culture changes, financial changes or issues of the company. While external environment can be defined as outside factors that affect the company's ability to operate and function. Some of these operations can be manipulated by the company's marketing. The others require the company to make different adjustments. For example political factors, changes to the economy and the company itself etc.

Two Distinct Sets of Environment:

i) Specific Environment

This includes the suppliers, customers, competitors, governments agencies, employees, unions, political parties etc.

ii) General Environment

It includes the economic, political, cultural, technological and social factors in which the organization embedded;

1.2 PERCEPTION AND ATTRIBUTION

1.2.1 Concept of perception

Q8. Define the term Perception.

Ans :

Meaning

Perception can be defined as a process by which individuals select, organize, and interpret their sensory impressions, so as to give meaning to their environment. Perception is a complex cognitive process and differs from person to person. People's behaviour is influenced by their perception of reality, rather than the actual reality.

The perception plays a tremendously important role in organization. In organization people actions are based on their perception of what truth is, not on the truth itself. Their judgment might be biased or might be taken under pressure.

For example, assessment of worker's effort is a judgment subject to perceptual bias.

Definitions

i) **According to S.P. Robbins,** "Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment".

ii) **According to Joseph Reitz,** "Perception includes all those processes by which an individual receives information about his environment - seeing, hearing, feeling, tasting, and smelling".

iii) **According to Kolasa,** "Perception is selection and organization of material which stems from the outside environment at one time or the other to provide the meaningful entity we experience".

A few definitions of perception may clarify this aspect.

- (1) "Perception is the process of becoming aware of situations, of adding meaningful associations to sensations."
- (2) "Perception can be defined as the process of receiving, selecting, organizing, interpreting, checking, and reacting to sensory stimuli or data."

(3) "Perception can be defined as a process by which individuals organize and interpret their sensory impression in order to give meaning to their environments."

(4) "Perception includes all those processes by which an individual receives information about his environment - seeing, hearing, feeling, tasting, and smelling. The study of these perceptual processes shows that their functioning is affected by the three classes of variables - the objects or events being perceived, the environment in which perception occurs, and the individual doing the perceiving."

An analysis of these definitions reveals that:

1. Perception is the interpretation of the meanings of sensation.
2. Sensations are the constituents as raw materials of perception.
3. Whereas sensation is the first or at least the first conscious response born out of the stimuli, perception is the second response of the stimuli after sensation.
4. Perception refers to what is immediately experienced by an individual and it is a way in which the stimuli are interpreted.

1.2.2 Nature of Perception

Q9. Explain briefly about nature of perception ?

Ans : **(May-19, Imp.)**

The following are the chief characteristics of perception :

1. Mental Process

Perception is a mental process. Under it an individual chooses, organizes and interprets information available in the environment. No individual can get attracted towards all the stimuli available in the environment. He selects only those stimuli which are related to him. After selecting the stimuli they are organized so that they are interpreted. In this way, one needs brain or intelligence at every step in the process of perception. Therefore, it will be quite right to call it a mental process.

2. Activation Process

Perception is a process of activating an individual. Prior to the process of perception there is some sensation. Under sensation an individual remains inactive. He simply feels and does not react in any way. On the contrary, an individual gets activated under perception. Signal received from physical sensory organs set him thinking and his mind gets activated. Hence, perception is a process of activation.

3. Subjective Process

Subjectivity means interpreting some thing on the basis of individual interest and understanding and not on the basis of facts. In other words, subjective process means looking at an object by different individuals from different point of views. Perception has this inherent speciality. Under perception a single particular truth can be viewed differently by different people. The main cause of this happens to be the fact that each individual has a different way of collecting information from the environment, organizing it and interpreting it differently.

4. Unique Interpretation

Perception is a particular interpretation of a real situation and is not an actual representation of reality. In other words, it can be said that perception is not a photocopy presentation but is only a description of some object, event or individual according to an individual's understanding. Every individual interprets the real world in a different manner. Two individuals can have difference of opinion on any single point. Out of these both the two or any one of them can be wrong.

5. Wider than Sensation

There is a difference between perception and sensation. Every individual has five sensory organs. Sensation is a response of these organs. Perception is wider than sensation. It is a mixture of sensation and cognitive process. Sensation is regulated only by the sensory organs while in perception both the

sensory organs and individual's understanding are involved. Sensation is the starting point of perception. First of all sensation is born, then an individual's brain gets activated and from here the process of perception starts. Therefore, perception is wider than sensation.

6. Provides Meaning to Stimulus

An individual gets information about stimulus through sensation, e.g., first of all an individual feels the smell, taste, touch, etc. On the basis of this information the meaning is found out under perception.

7. Affected by many Factors

The concept of perception is influenced by many factors. Major factors which affect it are as follows :

i) Internal Factors

These factors are related to perceiver. They mainly include needs, values, experiences, understanding, etc.

ii) External Factors

These factors are related to external environment which chiefly includes intensity, size, repetition, motion, etc.

8. Provides check on Behavior :

Understanding of perception has an important contribution in the anticipation and control of the behavior of the employees. People's behavior of the employees. People's behavior is according to their perception. If the manager can come to know how people perceive things, then he can anticipate organizational behavior and can also control it.

9. Multiple Use

The knowledge of the concept of perception increase the understanding of organizational behavior. Consequently, better results will be obtained in different areas of organizational behavior, e.g., selection of employees, training, reward, labour-management negotiations, etc.

1.2.3 Process of perception**Q10. Outline the process of perception.****(Or)****Explain the various Stages of Perception.****Ans :****(May-19, Imp.)**

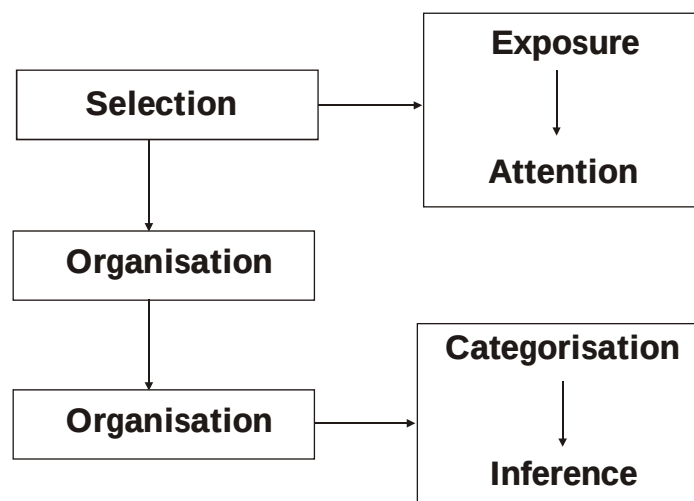
Perception is a process consists of several sub-processes.

- One can take an input-throughput-output approach to understand the dynamics of the perceptual process.
- This approach emphasises that there is input, which is processed and gives output.
- The stimuli in the environment - subjects, events, (or) people - can be considered as the perceptual inputs.
- The actual transformation of these inputs through the perceptual mechanisms of selection, organization, and interpretation can be treated as the throughputs, and the resultant opinions, feelings, attitudes, etc., which ultimately influence our behaviour, can be viewed as the perceptual outputs.

One type of input is physical stimuli from the outside environment; the other type of input is provided by individuals themselves in the form of certain pre-dispositions (expectations, motives, and learning) based on previous experience.

- The combination of these two very different kinds of inputs produces for each human being a very private, very personal picture of the world.
- Because each person is a unique individual, with unique experiences, needs, wants, desires, and expectations, it follows that each individual's perceptions are also unique.
- This explains why no two people see the world in precisely the same way.

The steps in the perceptual process - selection, organization, and interpretation - are shown in figure.

**Fig. Process of Perception**

1) Perceptual Selectivity

There are a variety and a multitude of stimuli confronting us everyday affecting all our senses. Out of all these stimuli, people select only some. Perceptual selectivity refers to the tendency to select certain objects from the environment for gaining attention such that these objects are consistent with our existing beliefs, values and needs.

Without this ability of selection, the individuals will not be able to consider all available information necessary to initiate behaviour. This selectivity is enhanced by two related processes:

- (a) **First process**, known as, “sensory activation” assumes that our senses are activated only by a certain type of stimuli so that some stimuli may go unnoticed if these are not strong, bright or loud enough to activate our senses.
- (b) **Second process**, known as, “sensory adaptation” relates to our ability to tune out certain stimuli to which we have been continuously exposed. For example, a new home owner near an airport might be excessively bothered by the noise, but such noise does not bother those who have been living there for a long time and have been exposed to this noise over this long period.

Thus, many objects or stimuli are stopped from entering our perceptual system by the above two processes. All the remaining stimuli must compete for attention. Various external and internal factors influence our process of stimuli selection.

Factors influencing Perceptual Selectivity**1) Internal or Personal Factors in Perceptual Selectivity**

The internal factors relate to the perceiver and include such factors as learning and motivation. These factors are self concept, beliefs, expectations, inner needs, response disposition,

response salience and perceptual defence.

2) External Factors in Perceptual Selectivity

External factors relate to the characteristics of objects or people that activate our senses and thus get our attention. Some of these external factors are size, intensity, contrast, repetition, novelty and familiarity, motion and order.

2. Perceptual Organization

Perceptual Organization emphasises on the subsequent activities that take place in the perceptual process after a stimulus is received. A person rarely perceives the extent of colour, light or sound associated with objects. Instead he perceives organized patterns, stimuli and identifiable whole objects.

Factors Affecting Perceptual Organization**(i) Figure and Ground**

Figure-Ground principle is generally considered to be the most basic form of perceptual organization.

- This principle simply implies that the perceived object or person (or) event stands out distinct from its background and occupies the cognitive space of the individual.
- For example, as you read this page, you see white as the background and black as the letters or words to be read. You do not try to understand what the white spaces in the middle of black letters could mean.
- Likewise, in the organisational setting, some people are more noticed or stand out than others.
- For example, an individual in the organization might try to focus his entire attention on his immediate supervisor, trying to be in his good books, completely ignoring his colleagues and how they feel about his behaviour.

- Thus according to this principle, the perceiver tends to organize only the information which stands out in the environment which seems to be significant to the individual.

(ii) Perceptual Grouping

Grouping is the tendency to curb individual stimuli into meaningful patterns.

- For example, if we perceive objects or people with similar characteristics, we tend to group them together and this organizing mechanism helps us to deal with information in an efficient way rather than getting bogged down and confused with so many details.
- Some of the factors underlying his grouping are:

(a) Similarity

According to this principle, when objects and things are similar they are perceived as in the same group.

- For example, workers wearing same uniform tend to be perceived as one although they have their own different personalities.

(b) Proximity

The principle of proximity (or) nearness states that a group of stimuli that are close together will be perceived as a whole pattern of parts belonging together. Employees often perceive other employees working together in a department as a team or unit because of their physical proximity. For example, four people on the third floor of a large office building quit their jobs. Even if they did so for completely unrelated reasons, the human resource department may perceive the resignation as a problem on the third floor and examine the morale, pay, and working conditions there in an attempt to determine what is wrong.

(c) Closure

The principle of closure relates to the tendencies of the people to perceive objects as a whole, even when some parts of the object are missing. The person's perceptual process will close the gaps that are unfilled from sensory input.

- For example, a manager perceives complete agreement of his workers on a given project, when, in fact, there was opposition from several workers.

(d) Continuity

Continuity is closely related to closure. But there is a difference. Closure supplies missing stimuli, whereas the continuity principle says that a person will tend to perceive continuous lines of pattern. The continuity may lead to inflexible or non creative thinking on the part of the organisational participants.

- For example, the tendency to perceive continuous patterns may result in an inability to perceive uniqueness and to detect change. In economic or business forecasting, a common continuity error is to assume that the future will be a simple continuation of current events and trends.

iii) Perceptual Constancy

Constancy is one of the more sophisticated forms of perceptual organization. This concept gives a person a sense of stability in this changing world. This principle permits the individuals to have some constancy or stability in a tremendously variable and highly complex world. If constancy were not at work, the world would be very chaotic and disorganized or the individual. There are several aspects of constancy:

(a) Shape Constancy

Whenever an object appears to maintain its shape despite marked changes in the retinal image e.g. the top of a glass bottle

is seen as circular whether we view it from the side or from the top.

(b) **Size Constancy**

The size constancy refers to the fact that as an object is moved further away from us we tend to see it as more or less invariant in size. For example, the players in cricket field on the opposite side of the field do not look smaller than those closer to you even though their images on the retina of the eye are much smaller.

(c) **Colour Constancy**

Colour constancy implies that familiar objects are perceived to be of the same colour in varied conditions. The owner of a red car sees it as red in the bright sunlight as well as in dim twilight. Without perceptual constancy the size, shape and colour of objects would change as the worker moved about and it would make the job almost impossible.

(d) **Perceptual Context**

The highest and most sophisticated form of organization is 'perceptual context'. It gives meaning and value to simple stimuli, objects, events, situations and other persons in the environment. The organisational structure and culture provide the primary context in which workers and managers do their perceiving.

- For example, a verbal order, a new policy, a pat on the back, a raised eye brow or a suggestion takes on special meaning when placed in the context of the work organization.

(e) **Perceptual Defence**

Closely related to perceptual context is the perceptual defence. A person may build a defence against stimuli or situational events in a particular context that are personally or culturally unacceptable or threatening. Accordingly, perceptual defence may play a very important role in understanding union-

management and supervisor-subordinate relationship. Most studies verify the existence of a perceptual defence mechanism.

The general conclusions drawn from these studies are that people may learn to avoid certain conflicting, threatening or unacceptable aspects of the context. The various defences may be denial of an aspect, by modification and distortion, by change in the perception, then the last but not the least is recognition but refusal to change.

3. Perceptual Interpretation

After the data have been received and organized, the perceiver interprets the data in various ways.

- Perception is said to have taken place only after the data are interpreted. Indeed, perception is essentially giving meaning to the various data received and interpreted.
- The interpretation of stimuli is uniquely individual because it is based on what individuals expect to see in light of their previous experience. Stimuli are often highly ambiguous.
- When stimuli are highly ambiguous, individuals usually interpret them in such a way that they serve to fulfil personal needs, wishes, and interests.
- How close a person's interpretations are to reality depends on the clarity of the stimulus, the past experiences of the perceiver, and his or her motives and interests at the time of perception.

There are the following features of perceptual interpretation:

i) **Dynamic/Influential**

The interpretation of stimuli is uniquely individual because it is based on what individuals expect to see in light of their previous experiences, the number of plausible explanations they can envision, and their motives and interests at the time of perception.

ii) Ambiguous in Nature

Stimuli are often highly ambiguous. When stimuli are highly ambiguous, individuals usually interpret them in such a way that they serve to fulfil personal needs, wishes, and interests.

iii) Depends on Stimuli

How close a person's interpretations are to reality depends on the clarity of the stimulus, the past experiences of the perceiver, and his or her motives and interests at the time of perception.

1.2.4 Factors Influencing Perception**Q11. What are the Factors Influencing Perception?**

Ans :

Individuals may look at the same thing, yet perceive it differently. A number of factors operate to shape and sometimes distort perception. These factors are shown in figure.

1) Characteristics of the Perceiver (Internal Factors)**i) Needs and Motives**

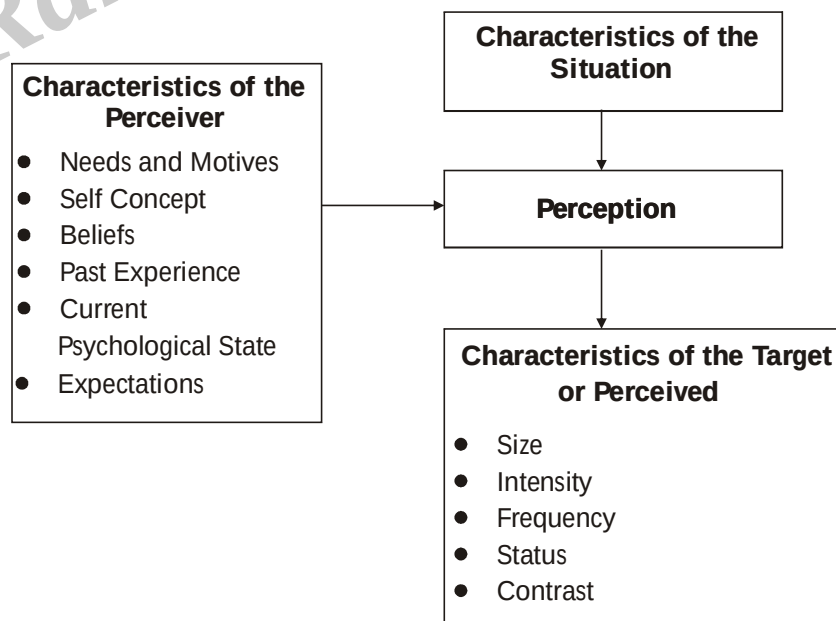
People's perception is determined by their inner needs. A need is a feeling of tension or discomfort when one thinks he is missing something or requires something. People with different needs usually experience different stimuli. Similarly people with different needs select different items to remember or respond to.

ii) Self Concept

The way a person views the world depends a greatly on self-concept or image he has about himself. The self- concept plays an important role in perceptual selectivity.

iii) Beliefs

A person's beliefs have profound influence on his perception. Thus, a fact is conceived not on what it is but what a person believes it to be.



iv) Past Experience

A person's past experiences mould the way he perceives the current situation. If a person has been betrayed by a couple of friends in the past, he would tend to distrust any new friendship that he might be in the process of developing.

v) Current Psychological State

The emotional and psychological states of an individual are likely to influence how things are perceived. If a person is depressed, he is likely to perceive the same situation differently than if he is elated.

vi) Expectations

Expectations affect what a person perceives. Thus, a technical manager may expect ignorance about the technical feature of a product from the non-technical people.

2) Characteristics of the Target (or) Perceived (External Factors)**i) Size**

The bigger the size of the perceived stimulus, the higher is the probability that it is perceived. Size attracts the attention of an individual. It establishes dominance and enhances perceptual selection.

ii) Intensity

High intensity increases the chances of selection. If the message is bright, if sentences are underlined, it gets more attention than in normal case. The greater the intensity of stimulus, the more likely it will be noticed.

iii) Frequency

Repeated external stimulus is more attention-attracting than a single time. Repetition increases our sensitivity and alertness to the stimulus. Thus, greater the frequency with which a sensory stimulus is presented, the greater the chances we select it for attention.

iv) Status

Perception is also influenced by the status of the perceiver. High status people can exert greater influence on perception of an employee than low status people.

v) Contrast

Stimuli that contrast, with the surrounding environment are more likely to be attention catching than the stimuli that blend in. A contrasting effect can be caused by colour/size or any other factor that is unusual. The contrast principle states that external stimuli stand out against the background, not what are expected will receive better attention.

3) Characteristics of the Situation

The context in which objects or events is seen, is important. Elements in the surrounding environment influence our perception. The time at which dia object or event is seen can influence attention, as can location, light, heat, or any other situational factors.

Q12. Explain the importance of perception.

Ans :

Perception is important due to various reasons which are as follows:

1) Facilitates Understanding of Human Behaviour

Perception is very important in understanding the human behaviour, because every person perceives the world and approaches the life problems differently. Whatever we see or feel is not necessarily the same as it really is. It is because what we hear is not what is really said, but what we perceive as being said. When a person buys something, it is not because it is the best, but because he takes it to be the best. Thus, it is because of perception, it is found why one individual finds a job satisfying while another one may not be satisfied with it.

2) Helps in Behaviour Prediction

If people behave on the basis of their perception, we can predict their behaviour in the changed circumstances by understanding their present perception of the environment. One person may be viewing the facts in one way which may be different from the facts as seen by another viewer.

3) Determination of Needs

With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs. Like the mirrors at an amusement park, they distort the world in relation to their tensions.

4) Effective Subordinate Dealing

Perception is very important for the manager who wants to avoid making errors when dealing with people and events in the work setting. This problem is made more complicated by the fact that different people perceive the same situation differently. In order to deal with the subordinates effectively, the managers must understand their perceptions properly.

1.3 VALUES AND ATTITUDES

Q13. Define value. Explain the different types of values.

Ans :

Meaning

Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. Values are so embedded that they can be inferred from people's behaviour and their perception, personality and motivation. They generally influence their behaviour. Values are relatively stable and enduring. This is because of the way in which they are originally learnt.

A value system is viewed as a relatively permanent perceptual framework which influences the nature of an individual's behaviour. The values

are the attributes possessed by an individual and thought desirable. Values are similar to attitudes but are more permanent and well built in nature.

Everyone has a hierarchy of values that forms value system. This system is identified by the relative importance they assign to such values as freedom, self-respect, honesty, obedience, equality, and so on.

Definitions

- (i) According to Milton Rokeach**, "Values are global beliefs that guide actions and judgments across a variety of situations".
- (ii) According to Stephen P. Robbins**, "Values are specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence".
- (iii) According to Eduard Spranger**, "Values are constellation of likes, dislikes, viewpoints, inner inclinations, rational and irrational judgments, prejudices, and association pattern that determine a person's view of the world".

Types of Values

According to Rokeach classification, values can be of following types:

1) Terminal Values

'Terminal values' lead to ends to be achieved, e.g., comfortable life, family security, self-respect and sense of accomplishment. Terminal values reflect what person is ultimately striving to achieve.

- A terminal value is a desired end state or outcome that people seek to achieve.
- Organizations might adopt any of the following as terminal values, or guiding principles quality, responsibility, innovativeness, excellence, economy, morality, and profitability. Large insurance companies, e.g., may value profitability, but their terminal values are often stability and predictability because the company cannot afford to take risks.

- It must be there to pay-off policy holders' claims.
- Terminal values, such as a sense of accomplishment, happiness, pleasure, salvation, and wisdom, are desired end-states or life goals.
- These values represent the things which an individual want to achieve or accomplish during their lives.

2) Instrumental Values

'Instrumental values' relate to means for achieving desired ends, e.g., ambition, courage, honesty and imagination. Instrumental values reflect how the person gets there.

- An instrumental value is a desired mode or type of behaviour.
- Modes of behaviour that organisations advocate include working hard, respecting traditions and authority, being conservative and cautious, being frugal, being creative and courageous, being honest, taking risks, and maintaining high standard.
- Instrumental values are alternative behaviours or means by which a person achieves desired end-states.
- Sample instrumental values include ambition, honesty, independence, love, and obedience.
- They key thing to remember about instrumental values is that they direct us in determining how individual should behave in the pursuit of our goals.

Q14. Explain the importance of values.

(Or)

Why value are important in organizational behavior.

Ans :

Importance of Values

Values are important to the study of organisational behaviour because of the following reasons:

1) Values Effect Individual's Thoughts and Action

Gracious values are reflected in the action of an employee or an individual. Through their excellence in action an employee can easily fetch rewards. Whereas negative approach towards values can bring disaster, that will result in bad effect on an employees career.

2) Values Influences Employee's Motivation

Values affect employee's motivation by determining what rewards are required. Employee's preference is given importance in providing reward that can be monetary gain or a holiday package with family. Values have a direct impact on the motivation system. An understanding of these may help the manager in designing a suitable motivation system for employees in the organisation.

3) Values Relate to Belief System

The principles or ideas in which groups and individuals may believe strongly and they are the means to guide their respective behaviours. The behaviour of organisations is also guided by these principles.

4) Values Form Core of Identity

Values reflect their fundamental beliefs, guide their behaviour and influence decision-making. Values take their form in actions, not in words; they are expressed not by what one says, but by what one does. Values can be used to harness the human energy of an organisation and to create an atmosphere of viability, loyalty and pride. Values have been increasingly recognized as providing an essential foundation and framework for guiding individual and organisational behaviour.

5) Values Works as Unifying Force

Values are always the unifying force of organisation and have a strong identity. It is an approach to organisational change based on a reassessment and realignment of values that guide the work of those in the organisation has proven successful in transforming a variety of public organisations.

6) Values Influence Attitude and Behaviour

Values lay the foundation for understanding one's attitude and behaviour. It is, therefore, these values that are taken into account by the manager while formulating various personnel policies in the organisation. Alignment of values with organisational policies may encourage employees to produce more desirable working behaviour and to develop a favourable attitude. If organisational policies are not in line with personal values of the employees, they may get disappointed and their performance level may be adversely affected. For example, employees who give more value to efficiency and hard work to secure promotion may be upset if promotions are granted only on a seniority basis.

7) Values Creates Credibility

An organisation that is believed to be driven by moral values is respected in the society even by those who may have no information about the working and the businesses or an organisation. For example, Infosys is perceived as an organisation for good corporate governance and social responsibility initiatives. This perception is held far and wide even by those who do not even know what business the organisation is into.

8) Values Provides Guidelines for Decision Making and Conflict Resolution

Those managers who give value to personal integrity are less likely to make decisions they know can be more injurious to others. Honesty tests and integrity are the most interesting development in the area of values and decision-making.

Q15. Define attitude. What are the components of attitudes.

Ans :

Meaning

Attitude is a state of mind of an individual towards something. It may be defined as a tendency to feel and behave in a particular way towards objects, people or events.

Attitudes are evaluative statements or judgments - either favourable or unfavourable - concerning objects, people or events. Attitudes, especially personal attitudes, have a key bearing on how an individual functions within the organisation, particularly as these attitudes may be reflected in positive or negative behaviour.

A person's attitude has a great impact on other people's attitudes, which may result in change of behaviour. Sometimes attitudes may be influenced by the organisation itself, and one of the challenges facing the modern manager may be how to effect an attitude change in the organisation within the broad context of cultural or strategic change. Thus, an attitude is the way we think, feel, and act toward some aspect of our environment.

Definitions

- (i) **According to Bem**, "Attitudes are likes and dislikes".
- (ii) **According to Allport**, "Attitude is learned predispositions to respond to an object or class of object in a consistently favourable or unfavourable way".
- (iii) **According to Engel**, "Attitudes are an overall evaluation that allows one to respond in a consistently favourable or unfavourable manner with respect to a given object or alternative".

Components of Attitudes

An attitude comprises of following components:

1) Cognitive Component

The cognitive component of an attitude is conceptualised as a person's factual knowledge of the situation, object, or person, including oneself. In other words, the cognitive component refers to how much a person knows about a topic.

For example, the cognitive component of computer anxiety would be based on how much a person knows about computers and her level of understanding of computer operation.

2) Affective Component

The affective component of attitude consists of a person's evaluation of, liking of, or emotional response to some situation, object, or person. Affective responses reflect one's attitude with sensations of pleasure, sadness, or other levels of physical arousal.

For example, for the attitude construct of computer anxiety, a topic of current interest, the affective component would be a person's liking of the computer and his feeling of excitement, or dread, when she or he used one.

3) Behavioural Component

The behavioural component of an attitude involves the person's overt behaviour directed toward a situation, object, or person. For example, the behavioural component of computer anxiety would be related to how often a person had used a computer, and what kind of experience he had.

For example, persons, who routinely use computers, especially if they choose to use them freely, would be more likely to have positive attitudes toward computers, and be less anxious, than would others who have fewer experiences with computers.

Q16. Explain the importance of attitudes.

Ans :

Attitude is important due to following reasons:

1) Determines Meaning of Environment

Attitudes determine the meaning of what is seen in the environment. If an individual has a favourable attitude towards another individual, the former tends to judge the latter's actions as 'good' or 'superior'. However, if he holds a negative attitude towards the other person, he may be prompt in disagreeing with him and fail to appreciate any good work done by him.

2) Rationalises the Actions

Attitudes reconcile contradictions in the opinions of people. With the help of a proper attitude as a background, it is possible for an

individual to reconcile or rationalize actions in which another individual are obvious contradictions.

Thus, when a worker takes a little rest during work hours, his supervisor may consider this act as 'loafing' or 'relaxing' depending upon his attitude. Likewise, the worker may think that his supervisor is 'spying' or 'evaluating' him on the job, depending on his own general attitude towards the management.

3) Organizes Facts

Attitudes organize facts. Accordingly, objective events can be perceived differently by different people with divergent attitudes. Thus, by influencing the attitudes of workers, it is possible for an irresponsible union leader to lead to misinterpretation of facts among them.

4) Facilitates Selection of Facts

Attitudes also facilitate the selection of facts. An individual tends to select only those facts and stimuli from the environment which are consistent with his cherished attitudes. Thus, attitudes act as a screen or filter. Usually, with a negative attitude towards the union, several managers tend to enlist only its negative activities (i.e., sabotage, act of misconduct, etc.) and fail to pick-up its positive behaviour (i.e., voluntary wage cut, new norms of productivity, etc.).

Q17. What are the functions of attitudes ?

Ans :

(i) Adaptive function

Expression of certain attitudes in particular social contexts has a utility (instrumentality) in obtaining rewards or avoiding punishments. Thus, attitudes help people to adjust to their environment.

(ii) Ego-defensive function

Attitudes help people to protect their self-image. Individuals make use of various ego-defense mechanisms so that their attitude serves to justify their action and to defend the ego and the self-image.

(iii) Value-expressive function

Attitudes provide people with a Basis for expressing their values. Attitudes explain to others the 'type' or the 'sort' of person an individual believes himself to be, for instance, honest, tolerant, objective, neutral etc. Thus, the value-expressive function gives clarity to the self-image and at the same time brings that self- image closer to the heart's desire.

(iv) Knowledge function

Attitudes form a frame of reference and supply standards to people so that they can organize and explain the world around them and thus can give sense and meaning to it. The knowledge function enables people to assess new information and to make judgements in new settings.

Q18. Explain the various theories of attitudes.

Ans :

Various theories of attitudes are as follows:

1) Congruity Theory

This theory was developed by C.E. Osgood and P.H. Tannenbaum.

- The flows of the theory are on changes in the evaluation of a source and a concept that are linked by an associative or dissociative assertion.
- This theory is building on the notion of positive and negative attitudes and adds the concept of attitude strength.
- Congruity exists when a source and concept which are positively associated have exactly the same evaluations.
- Congruity is a stable state and is also said to exist when a source and concept which are negatively associated have exactly the opposite evaluations attached to them.
- And when incongruity exists, according to the theory, it leads to attitude change.
- Congruity theory helps to rate attitude towards an object from -3 (highly unfavourable) to +3 (highly favourable) with middle zero point.

- Here, in order to obtain congruity, one should take into account not only the direction of the attitude (as in balance theory) but also its strength.

2) Balance Theory

Balance theory has been developed by Fritz Heider.

- According to balance theory, a person perceives her or his environment in terms of triads.
- Balance is, a person views herself or himself as being involved in a triangular relationship in which all three elements (persons, ideas, and things) have either positive (liking, favourable) or negative (disliking, unfavourable) relationships with each other.
- This relationship is termed sentiment.
- Unlike the congruity model, there are no numerical values used to express the degree of unity between elements.
- Instead, the model is described as unbalanced if the multiplicative relationship among the three elements is negative, and balanced if the multiplicative relationship is positive.

3) Cognitive Dissonance Theory

The theory of cognitive dissonance was developed in 1957 by Leon Festinger.

- Festinger describes cognitive dissonance as a psychological state which results when a person perceives that two cognitions (thoughts), both of which he believes to be true do not "fit" together; that is, they seem inconsistent.
- The resulting dissonance produces tension, which serves to motivate the individual to bring harmony to inconsistent elements and thereby reduce psychological tension. This theory considers the third component of the attitudes - behavioural tendency, with cognitions.

- This theory states that there are three types of relationships between all cognitions dissonance, consonance and irrelevance, i.e.,
 - i) Cognitions are dissonant when they are opposed to one's experience about the relationship of events.
 - ii) Cognitions are consonant when one follows from the other on the basis of logic or experience.
 - iii) Cognitions are totally irrelevant when two events are not interrelated.

For example, say two pieces of information A and B, in a person's mind can be related in one of the three ways:

- i) They can be consistent or consonant, and then A implies B.
- ii) They can be inconsistent or-dissonant, then A implies opposite of B.
- iii) They can be unrelated or irrelevant; the A is not related to B.

Methods of Reducing Dissonance

Dissonance can be reduced by three methods. They are:

- i) Changing a behavioural cognitive element,
- ii) Changing an environmental element, and
- iii) Adding a new cognitive element.

Q19. What is attitude formation ? Explain the various factors influencing attitude formation.

Ans :

Attitude formation is the process by which an individual develops a favourable or unfavourable evaluation of an object, i.e., attitude formation is based on experiences that lead a person to hold a specific attitude. Because an attitude is a predisposition to respond favourably or unfavourably towards a given object, a person cannot have an attitude until he has some feeling about the object, and feelings are usually based on atleast some fragmentary information. Thus, an attitude may be formed if early experience with an

object elicits a favourable or unfavourable feeling about it.

Factors Influencing Attitude Formation

The factors influencing the formation of attitude are as follows:

1) Psychological Factors

The psychological make-up of a person is made up of his perceptions, ideas, beliefs, values, information, etc. It has a crucial role in determining a person's attitudes. For example, if a person perceives that generally all superiors are exploitative, he is likely to develop a negative attitude towards his superior who in fact is not exploitative. Psychological factors involved in attitude formation are:

i) Direct Instruction

Direct instruction involves being told what attitudes to have by parents, schools, community organisations, religious doctrine, friends, etc.

ii) Operant Conditioning

Operant conditioning is a simple form of learning. It is based on the "Law of Effect" and involves voluntary responses. Operant conditioning is especially involved with the behavioural component of attitudes.

iii) Classical Conditioning

Classical conditioning is another simple form of learning. It involves involuntary responses and is acquired through the pairing of two stimuli. Classical conditioning is especially involved with the emotional, or affective, component of attitudes.

iv) Social (Observational) Learning

Social Learning is based on modelling. We observe others. If they are getting reinforced for certain behaviours or the expression of certain attitudes, this serves as vicarious reinforcement and makes it more likely that we, too, will behave in this manner or express this attitude.

Classical conditioning can also occur vicariously through observation of others.

v) Cognitive Dissonance

Cognitive dissonance exists when related cognitions, feelings or behaviours are inconsistent or contradictory. Cognitive dissonance creates an unpleasant state of tension that motivates people to reduce their dissonance by changing their cognitions, feeling, or behaviours.

vi) Unconscious Motivation

Some attitudes are held because they serve some unconscious function for an individual. For example, a person who is threatened by his homosexual feelings may employ the defence mechanism of reaction formation and become a crusader against homosexuals. (or), someone who feels inferior may feel somewhat better by putting down a group other than her own. Because it is unconscious, the person will not be aware of the unconscious motivation at the time it is operative, but may become aware of it at some later point in time.

vii) Rational Analysis

Rational analysis involves the careful weighing of evidence for, and against, a particular attitude. For example, a person may carefully listen to the presidential debates and read opinions of political experts in order to decide which candidate to vote for in an election.

2) Family Factors

During childhood, a person spends a major part of his time in the family. Thus, he learns from the family members who provide him with ready-made attitudes on a variety of issues such as education, work, health, religion, politics, economics, etc. Every family instills or attempts to instil such attitudes among its members as are considered appropriate to its socio-economic status in the

society. Therefore, a person from a middle class family may hold a different attitude towards spending than a person from an affluent family. In the later years of life, however, any person whom we admire, respect or fear may have greater influence on our attitudes.

3) Social Factors

Societies differ in terms of language, culture, norms, values, beliefs, etc., all of which influence a person's attitudes. For example, people in India in general hold different attitude towards communism than people of China. Similarly, Indians and Americans differ in their attitudes towards religion. Thus, people belonging to a nation develop attitudes which would be in tune with the needs of the society.

4) Organisational Factors

It should be remembered that a worker spends a major part of his life in the institution in which he works. Thus, organisational factors such as nature of job, factory or office layout, fellow workers, quality of supervision, monetary rewards associated with the job, trade unionism, informal groups, organisation's policies and practices, play an important role in shaping the job attitudes of a person. For example, if a creative person finds the nature of his job to be repetitive, dull, boring and less changing; he is likely to develop a negative attitude towards his job.

5) Economic Factors

A person's attitude towards a host of issues such as pleasure, work, marriage, working women, etc., is influenced by economic factors such as his economic status in the society, rate of inflation in the economy, government's economic policies, and the country's economic conditions. For example, during the Gulf crisis, the government of India made a big drive to save oil so as to cut the import bill. A big campaign was started to educate people in this regard. It aimed at promoting negative attitude towards pleasure trips and positive attitude towards proper driving and maintenance of vehicles.

6) Political Factors

Politics plays a crucial role in the administration of a country. Therefore, political factors such as ideologies of the political parties, political stability and the behaviour of the political leaders greatly affect the attitudes of the people.

1.4 PERSONALITY**Q20. What is meant by Personality ?****(Or)****Define Personality.****Ans :****(Jan.-21, Nove.-20)****Meaning**

The term personality has been derived from Latin word 'personare', which means 'to speak through'. "Personality means how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and the person-situation interaction.

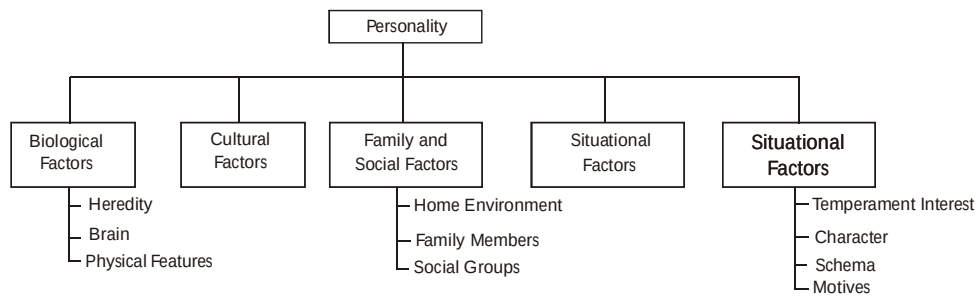
Personality is made up the characteristic patterns of thoughts, feelings, and behaviours that make a person unique. It arises from within the individual and remains fairly consistent throughout life. Personality can be said as biological organism enters into an environment which is already an organisation of other human beings, so it must learn patterns like satisfaction, denial, delay and punishment that operate in society. These patterns and systems become a related set of behaviours.

Definitions

- (i) According to Schiffman and Kanuk,** "Personality can be defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment".
- (ii) According to Gordon Allport,** "Personality is the dynamic organisation within the individual and consists of those psychophysical systems that determine his unique adjustments to his environment".
- (iii) According to Eyseneck,** "Personality is more or less a stable and enduring organisation of a person's character, temperament, intelligence and physique which determine his unique adjustment to environment".
- (iv) According to Camerson,** "Personality is the dynamic organisation of interlocking behaviour systems, that each of us possesses, as he grows from a biological newborn to a biological adult in an environment of other individuals and cultural products".
- (v) According to Watson,** "personality is the sum of activities that can be observed over a long enough time to give reliable information. In other words, personality is but the end product of our habit system."
- (vi) According to Sherman says** "Personality is the characteristics behaviour of an individual."

1.4.1 Determinants of Personality**Q21. Explain the Determinants of Personality.****Ans :**

The study of determinants of personality forms an empirical approach to personality development. Various determinants of personality are as follows:



1. Biological Factors

The general biological characteristics of human biological system influence the way in which human being tends to sense external event data interpretation and respond to them. The study of the biological contribution to personality can be divided into three major categories which are:

i) Heredity

It is the transmission of the qualities from ancestor to descendant through a mechanism lying primarily in the chromosomes of the germ cells. Heredity predisposes to certain physical, mental, and emotional states.

ii) Brain

It is the second factor, which is supposed to play role in personality. The structure of brain determines personality though role of brain in personality formation is also their.

iii) Physical Features

Third factor of determining personality foundation is physical characteristics and rate of maturation. A person's physical features have some influence on his personality because it will influence on others and, in turn, affect his self-concept as well.

2. Cultural Factors

Culture is traditionally considered as the major determinant of an individual's personality. The culture largely determines what a person is and what a person will learn. The culture within which a person is brought up is very important determinant of behaviour of a person. It generally determines attitudes towards independence, aggression, competition, and co-operation. Each culture expects and trains its members to behave in the ways that are acceptable to the group.

3) Family and Social Factors

Development of the individual proceeded under the influence of many socializing forces and agencies, from nuclear family to more distant or global groupings. Family and social groups have most significant impact on personality development. Following are the factors that affect personality:

i) Home Environment

Total home environment is a critical factor in personality development. For example, children with markedly institutional upbringing or children in a cold, non stimulating home have a much greater potential to be emotionally maladjusted than children raised by parents in a warm, loving, and stimulating environment.

ii) Family Members

Parents and other family members have strong influence on the personality development of the child. The relationship between parents and children was higher than that between the children and their teachers. Besides parents, siblings also contribute to personality.

iii) Social Groups

Besides a person's home environment and family members, there are other influences arising from the social placement of the family as the person is exposed to agencies outside the home, particularly the school, friendship, and other work groups. Similarly, socio-economic factors also affect personality development.

4) Situational Factors

Apart from the biological, sociological, and cultural factors, situational factors also determine personality development. An individual's personality may change in different situations. The demands of different situations may call for different aspects of one's personality. Therefore, we should not look at the personality factor in isolation. Although certain generalizations can be made about personality, their existence serves significant individual differences which are further influenced by situational factors.

5) Other Factors

The other determinants which affect personality include:

i) Temperament

Temperament and other non-intellectual personality traits are distributed according to the normal distribution.

ii) Interest

The individual normally has many interests in various areas. The top executives in any organisation do not have interests in common. The organisation should provide opportunities like job rotation and special training programme to satisfy the interests of executives.

iii) Character

Character primarily means honesty. It is resistance to stealing and cheating others. Character is a very important requirement for responsible jobs. It is

likely that an individual may not steal under normal circumstances.

iv) Schema

It is an individual's belief, frame of reference, perception, and attitude which the individual possesses towards the management, the job, working conditions, pay, fringe benefits, incentive system, and development programmes in the organisation. It depends upon the individual's belief towards religion, government and the satisfaction derived from environment and cultural influences of his community.

v) Motives

Motives are the inner drives of the individual. They represent goal directed behaviour of the individual. A motive is a cognitive factor which operates in determining one's behaviour towards a goal. Individuals differ in variables which determine the inner drives. The behaviour of an individual to accomplish the goal varies because of his inner drives.

Q22. Explain the Big 5 model of Personality.

Ans :

(Jan.-21)

Big 5 Personality Traits

The "Big Five" personality traits have been identified after personality experts condensed the innumerable personality traits described over the years. The Roget's Thesaurus and Webster's Dictionary also contains thousands of words representing personality characteristics. All such words were arranged into 171 clusters and then, using sophisticated techniques were reduced to five dimensions. These five dimensions include Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to experience.

1. Extroversion

This trait reflects talkativeness, assertiveness, being sociable and open to establishing new relationships. Such extroverts possess a comfortable tendency with relationship, the opposite of this represents introversion.

2. Agreeableness

Refers to person's ability to get along with other people. Such people prefer harmony and does not stick to their say. They are cooperative and trust others.

3. Conscientiousness

A person with high conscientious nature tends to focus on few goals at one time. He is likely to be organized, systematic, careful, thorough, responsible, self discipline and achievement oriented. Whereas one who is focussing on many goals at one time is of low conscientious in nature. He is disorganized, careless, irresponsible, less thorough and less self-disciplined.

4. Emotional Stability

This is the ability to cope with stress. A positive emotionally stable person tends to be calm, enthusiastic and secure. A less stable person tends to be nervous, depressed and insecure.

5. Openness

People with high levels of openness tends to be interested and impressed by novelty and innovation. They are willing to listen to new ideas and chance their own ideas, beliefs and attitudes in response to new information. Thus, this represents a person's range of interests. People with low level of openness tend to have few interests, less curious, less creative and less receptive to new ideas.

Other Traits**(a) Authoritarianism**

This trait is used to describe an individual having strong belief in legitimate formed authority, considers obedience to authority necessary, adheres to traditional value system, is intellectually rigid, opposes the use of feelings, oriented towards conformity to rules and regulations and prefer autocratic or directive leadership.

(b) Machiavellianism

Such people are prone to involve in organisational politics and practices

game playing and power tactics. Jobs requiring bargaining skills and commissioned sales efforts are performed better by machiavellianism.

(c) Introversion and Extroversion

Introverts are those who have less interpersonal orientation and are less sociable. They are less gregarious and talkative. They are shy, quiet and retiring people. These people excel at tasks that require thought and analytical skills.

Extroverts are more talkative, outgoing, gregarious, sociable and having interpersonal orientation. Extroverts are suitable for tasks requiring more interaction with others.

(d) Risk Taking

High risk taking managers make rapid decisions and use less information in making their choices. Such a trait proves more effective for a stock trader in a brokerage firm, but acts as a disadvantage for accountants performing auditing activity. Whereas it is reverse with respect to low risk takers.

1.4.2 Stages of Personality Development**Q23. What are the various stages of Personality Development ?**

Ans :

(Nov.-20)

Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment. Personality development typically means enhancing and grooming one's outer and inner self to bring about a positive change to his life. Each individual has a distinct personality that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbining oneself with positivity, liveliness and peace.

Physiologists have come up with different stages in the development of personality.

The most important of them have been explained below:

1) **Freudian Stages of Personality Development**

Sigmund Freud first formulated a systematic stage theory. According to Freud, childhood events have a bearing on adult behaviour and consciousness. He believes that there are five stages of psychological development which influence the personality development are as follows:

i) **Oral Stage**

This stage is from the birth up to the age of one year. Infants during this stage depend on others for survival. The biological drives are reduced through the mouth. Mouth remains an important erogenous zone throughout life. Insufficient amounts of stimulation during this stage may lead to the development of an oral-passive personality in adulthood, with the characteristics of exploitation and domination of others.

ii) **Anal Stage**

This stage is from the age of one year to age of three years. The libidinal energy is focused on the anal region during this stage. The harsh and repressive toilet training given during this stage may result in anal-retentive personality with the characteristics of punctuality, orderliness, obstinacy, stinginess and cleanliness. The other side of the toilet training will develop an anal-aggressive personality with traits like disorderliness, hostility, destructiveness and cruelty.

iii) **Phallic Stage**

This stage starts at the age of three years and ends at the age of four. This stage focuses on psychosexual development. Freud believes that children during this stage identify themselves with the parents of the same sex. Children at this

stage are generally interested in the genitals. The Oedipus complex or conflict occurs during this stage, which results in both loving and hating parents. If this conflict is unresolved, it would lead to severe anxiety and guilt feelings affecting normal personality development.

iv) **Latency Period**

This stage occurs between the 4 and 6 years of age. The children during this stage shift their interest from sexual issues and seeking gratification of the libido to the social knowledge and skills needed for work. Children develop the interest in developing social relations with classmates and friends. Similarly, they develop the basic skills necessary for their work by understanding the basics of environments with the entry in schools.

v) **Genital Stage**

This stage occurs during adolescence to adulthood and sexual interest is re-emerged during this stage. Interest and awareness towards the opposite sex increase during this stage. Freud mostly relied on sex to explain stages in personality development. As such, this theory was criticized and paved the way for the development of other theories based on stages of personality development. Erickson's stages of personality development are important among them.

2) **Erik Erikson Theory**

Eric Erickson maintained that personality continues developing throughout an individual's lifetime. Erickson's stages are psychosocial rather than psychosexual. He emphasised the importance of social interactions in the resolution of the crisis or conflict at each stage. The eight developmental stages given by Erickson are as follows:

i) Infancy

During the first year of life, a child resolves the basic crisis of trust versus mistrust. An infant who is cared for in an affectionate way learns to trust other people. Lack of love and affection results in mistrust. This stage makes a serious impact on a child that influences events for remaining life.

ii) Early Childhood

In the second and third years of life, a child begins to assert independence. If the child is allowed to control these aspects of life that the child is capable of controlling, a sense of autonomy will develop. If the child encounters constant disapproval by elders a sense of self-doubt and shame is likely to develop.

iii) Play Age

The four and five year old seeks to discover just how much he can do. If a child is encouraged to experiment and to achieve reasonable goals, he will develop a sense of initiative. If the child is blocked and made to feel incapable, he will develop a sense of 'guilt and lack of self-confidence'.

iv) School Age

From ages 6 to 12, a child learns many new skills and develops social abilities. If a child experiences real progress at a rate compatible with his abilities, he or she will develop a sense of enterprise. The reverse situation results in a sense of inferiority.

v) Adolescence

The crisis of the teenage years is to gain a sense of identity rather than to become confused about who you are. While undergoing rapid biological changes, the teenager is also trying to establish him or herself as socially separate from the parents. The autonomy, initiative and enterprise developed in earlier stages are very important in helping the teenager

to successfully resolve this crisis and prepare for adulthood.

vi) Early Adulthood

The young adult during the twenties faces the crisis of intimacy versus isolation. The sense of identity developed during the teenage years allows the young adult to begin developing deep and lasting relationships.

vii) Adulthood

During this stage, the adults face the crisis of generativity versus self-absorption. Self-absorbed persons never develop an ability to look beyond themselves. They become absorbed in career advancement and maintenance; and they never learn to have concern for future generations, the welfare of organisations to which they belong or the welfare of society as a whole. Generative people see the world as much bigger than themselves. Productivity at work and societal advancement become important to them. Through innovation and creativity, they begin to exert influence that benefits their organisations.

viii) Mature Adulthood

The person is developed as a highly mature person. He has gained a sense of wisdom and perspective that can really guide the younger generations.

1.5 LEARNING**1.5.1 Concept of Learning**

Q24. Define the term learning.

Ans :

Meaning

Learning may be described as the process of acquiring the ability to respond adequately to a situation which may or may not have been previously encountered, the favourable modification of response tendencies consequent upon previous

experience, particularly the building of a new series of complex coordinated motor response; the fixation of times in memory so that they can be recalled or organized; the process of acquiring insight into situation. Thus, learning can be defined as a relatively permanent change in behaviour as a result of prior experiences.

Learning is an important psychological process determining human behaviour. It is a continuous process and it occurs all the time. Learning may be defined as the sum total of behavioural changes resulting from experience at training. The newly acquired knowledge and experience serve as feedback to the individual and provide the basis for future behaviour in similar situations.

Definitions

- (i) **According to Martyn Sloman**, "Learning is the process by which a person constructs knowledge, skills and capabilities".
- (ii) **According to Sanford**, "Learning is a relatively enduring change in behaviour brought about as a consequence of experience".
- (iii) **According to W. McGehee**, "Learning has taken place if an individual behaves, reacts, respond as a result of experience in a manner different from the way he formerly behaved".
- (iv) **According to E. R. Hilgard**, "Learning is a relatively permanent change in behaviour that occurs as a result of prior experience". Ironically, it can be said that change in behaviour indicates that learning has taken place and that learning is a change in behaviour.

Q25. Outline the process of learning.

Ans :

Learning process involves various phases as shown in figure.

Phase 1 : Attention :

Learning is not likely to occur in the absence of attention. Attention is essential for getting information into the working memory and keeping it active there. Therefore, the first phase in the learning process is that the learner must focus

attention on the learning activity. Although this is listed as the "first phase", attention must be maintained throughout the other phases as well.

Phase 2: Expectancy:

During this phase, the learner develops an expectancy that something desirable will happen as a result of the proposed learning process. The result is a motivation to engage in the subsequent phases of the learning process.

Phase 3: Retrieval of Relevant Information to Working Memory:

The learner retrieves from long-term memory the structures that will be helpful in learning new information or solving problems that have been encountered.

Phase 4: Selective Perception:

During this phase the learner focuses attention on the essential features of the instructional presentation. It is not always possible for teachers to ascertain by simple inspection where students are focusing attention; and learners often fail to learn because they have focused on the wrong information.

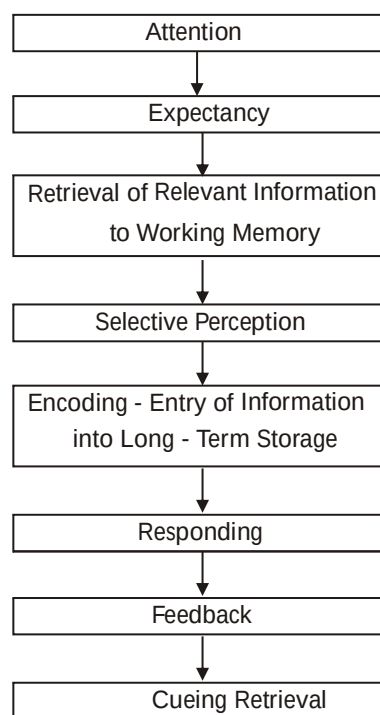


Fig. Learning Process

Failures at this selective perception can occur either because the presentation inadequately draws attention, because the learner fails to direct attention, or because of a combination of both of these reasons. A frequent source of faulty selective perception is a fundamental misconception about the topic under consideration - the learner may think he/she is focusing on the correct information, when in reality this is a mistake.

Phase 5: Encoding - Entry of Information into Long-Term Storage:

During this phase the learner encodes the information on which he or she has clearly focused attention - i.e., transfers the information into long-term memory by relating it to information that is already stored there.

Phase 6: Responding:

During this phase the learner retrieves and actively uses the information that has been stored in long-term memory. The learner demonstrates through an active performance that the learning has taken place.

Phase 7: Feedback:

During this phase the learner determines the degree to which the performance during the previous phase was satisfactory. When the feedback indicates acceptable performance, this usually serves as reinforcement to the learner. When this feedback shows that the learner's performance was imperfect, the learner loops back to an earlier phase of learning.

For example, the learner may go back and seek appropriate prerequisite knowledge or focus attention more effectively during selective perception and then continue again with the subsequent steps. The learner does not go beyond this step until the information has been learned.

Phase 8: Cueing Retrieval:

During this phase the learner practices recalling or applying the information after it has been initially learned in order to enhance retention of the information or to transfer the learning beyond its original context to a new application.

1.5.2 Theories of Learning

Q26. Explain the classification of learning theories.

Ans :

Various theories have been developed to explain different aspects of learning. These theories, however, can be grouped into several major categories for the focus of our present discussion. As figure 7.5 depicts, the first major division is among the connectionism, cognitive and socialistic schools of thought. While cognitive interpretations place emphasis on the discovery of patterns and insight, connectionist argue that what humans learn are connections or associations between stimuli and responses and according to social learning theory people learn through different means like observation of others, direct experiences and indirect experiences.

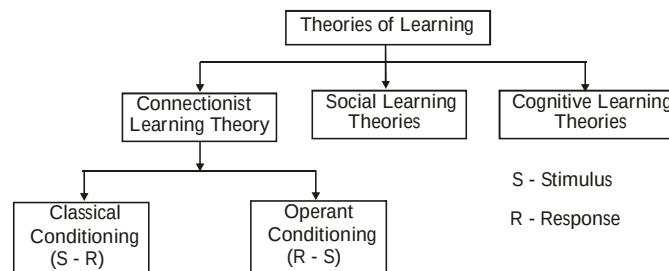


Fig. Classification of Learning Theories

1.5.2.1 Connectionist Learning Theory

Q27. Explain the pavlov's model of classical conditioning.

Ans :

Some learning theorists maintain that learning involves the development of connections between a stimulus and some response to it. That is, the association of a response and a stimulus is the connection that is learned. A portion of this group minimizes the importance of reinforcement to learning, while others stress its crucial role. Reinforcement is employed in conjunction with two fundamentally different methods of learning connections:

1) Classical Conditioning

In classical conditioning theory an individual responds to some stimulus that would not ordinarily produce such a response. Ivan Pavlov, a Russian physiologist conducted experiments to teach dogs to salivate in response to the ringing of a bell. A simple surgical procedure allowed Pavlov to measure accurately the amount of saliva secreted by a dog. When Pavlov presented the dog with a piece of meat, they exhibited a noticeable increase in salivation.

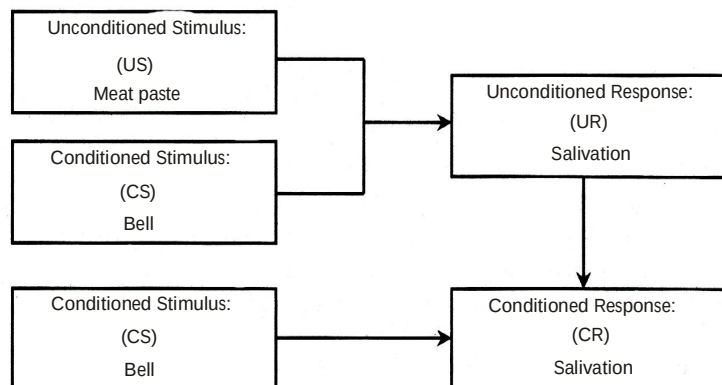


Fig. Pavlov's Model of Classical conditioning

When Pavlov withheld the presentation of meat and merely rang a bell, the dog did not salivate: Then Pavlov proceeded to link the meat and the ringing of the bell. After repeatedly hearing the bell before getting the food, the dog began to salivate as soon as the bell rang. After a while, the dog would salivate merely at the sound of the bell, even if no food was offered. In effect, the dog had learned to respond - i.e., to salivate - to the bell.

The meat was an unconditioned stimulus; the reaction that took place whenever the unconditioned stimulus occurred was called the unconditioned response. The bell was an artificial stimulus, or what we call the conditioned stimulus. The last key concept is the conditioned response. This describes the behaviour of the dog; it salivated in reaction to the bell alone.

Classical conditioning has some important implications for understanding human behaviour. Since higher- order conditioning for learning by human beings is important, its implication must be recognized. For example, higher-order conditioning can explain how learning can be transferred to stimuli other than those used in the original conditioning. Another implication of higher-order conditioning is that reinforcement can be acquired. A conditioned stimulus conditioning is that reinforcement can be acquired A conditioned stimulus becomes reinforcing under higher-order conditioning.

2) Operant Conditioning

Operant conditioning is a type of conditioning in which desired voluntary behaviour leads to a reward or prevents a punishment. People learn to behave to get something they want or to avoid something they don't want. Operant behaviour means voluntary or learned behaviour in contrast to reflexive or unlearned behaviour. The tendency to repeat such behaviour is influenced by the reinforcement or lack of reinforcement brought about by the consequences of the behaviour. Reinforcement, therefore, strengthens behaviour and increases the likelihood that it will be repeated.

The Harvard psychologist B.F. Skinner did research for operant conditioning, Skinner argued that creating pleasing consequences to follow specific forms of behaviour would increase the frequency of that behaviour. People will most likely engage in desired behaviours if they are positively reinforced for doing so. Rewards are most effective if they immediately follow the desired response. In addition, behaviour that is not rewarded, or is punished, is less likely to be repeated.

Operant Behaviour and their Consequences

	Behaviours	Consequences
The Individual	Works	Is paid
	Talks to others	Meets more people
	Enters a restaurant	Obtains food
	Enters a library	Finds a book
	Increases productivity	Receives merit pay
	Completes a difficult assignments	Receives praise and promotion

One can see illustrations of operating conditioning everywhere. A simple example of the operant behaviour is the application of brake by a vehicle driver to avoid accident. Here, the possibility of accident without application of brake is stimulus situation, application of brake is the behaviour and avoidance of accident is the consequence of behaviour. Through this process, human beings learn what behaviours will be rewarding and they engage in those behaviours.

1.5.2.2 Social Learning Theories

Q28. Explain the various Social Learning Theories.

Ans :

Social Learning Theories (SLT) can be broadly understood as a social behavioural approach that emphasises the 'reciprocal interaction between cognitive, behavioural and environmental determinants' of human behaviour. Social learning theory, also called observational learning, occurs when an observer's behaviour changes after viewing the behaviour of a model. An observer's behaviour can be affected by the positive or negative consequences called vicarious reinforcement or vicarious punishment of a model's behaviour. People can learn through observation and direct experience. Much of what individuals have learned comes from watching models, teachers, peers, motion picture and television performers, bosses, and so forth. Social learning theory is an extension of operant conditioning, i.e., it assumes that behaviour is a function of consequences. It also acknowledges the existence of observational learning and the importance of perception in learning.

Various social learning theories are as follows:

1) Modelling Theory

The social learning theory of Bandura emphasises the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. According to Bandura, 'Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling - from observing others. One forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action'.

Four processes have been found to determine the influence that a model will have on an individual. These are as follows:

i) Attention Processes

People learn from a model only when they recognize and pay attention to its critical features. We tend to be most influenced by models that are attractive, repeatedly available, important to us, or similar to us in our estimation.

ii) Retention Processes

A model's influence will depend on how well the individual remembers the model's action after the model is no longer readily available.

iii) Motor Reproduction Processes

After a person has seen a new behaviour by observing the model, the watching must be converted to doing. This process then demonstrates that the individual can perform the modelled activities.

iv) Reinforcement Processes

Individuals will be motivated to exhibit the modelled behaviour if positive incentives or rewards are provided. Behaviours that are positively reinforced will be given more attention, learned better, and performed more often.

2) Theory of Social Cognition

Vygotsky proposed the social cognition learning model that states culture is the prime determinant of individual development. Vygotsky believed children's thinking is affected by their knowledge of the social community (which is learnt from either technical or psychological cultural tools).

He also suggested that language is the most important tool for gaining this social knowledge; the child can be taught this from other people *via* language. Culture makes two sorts of contributions to a child's intellectual development:

- i) Through culture children acquire much of the content of their thinking, i.e., their knowledge.
- ii) The surrounding culture provides children with the processes or means of their thinking, what Vygotskians call the tools of intellectual adaptation.

In short, according to the social cognition learning model, culture teaches children both what to think and how to think. Since children learn much through interaction, curricula should be designed to emphasise interaction between learners and learning tasks. With appropriate adult help, children can often perform tasks that they are incapable of completing on their own. With this in mind, scaffolding - where the adult continually adjusts the level of his or her help in response to the child's level of performance - is an effective form of teaching. Scaffolding not only produces immediate results, but also instils the skills necessary for independent problem-solving in the future. The principles of social cognition theory are as follows:

- i) Cognitive development results from a dialectical process whereby a child learns through problem-solving experiences shared with someone else, usually a parent or teacher but sometimes a sibling or peer.
- ii) Initially, the person interacting with child assumes most of the responsibility for guiding the problem solving, but gradually this responsibility transfers to the child.

- iii) Language is a primary form of interaction through which adults transmit to the child the rich body of knowledge that exists in the culture.
- iv) As learning progresses, the child's own language comes to serve as her primary tool of intellectual adaptation. Eventually, the child can use internal language to direct her own-behaviour.
- v) Internalization refers to the process of learning - and thereby internalizing - a rich body of knowledge and tools of thought that first exist outside the child. This happens primarily through language.
- vi) A difference exists between what the children can do on their own and what they can do with the help of others. Vygotskians call this difference the zone of proximal development.
- vii) Since much of what a child learns comes from the culture around them and much of the child's problem solving is mediated through an adult's help, it is wrong to focus on a child in isolation. Such focus does not reveal the processes by which children acquire new skills.
- viii) Interactions with surrounding culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development.

1.5.2.3 Cognitive Learning Theory

Q29. Explain the various stages of Cognitive Learning Theory.

Ans :

Cognitive theorists stress the importance of perception, problem-solving, and insight. This viewpoint contends that much learning occurs not as a result of trial and error or practice but through discovering meaningful patterns which enable us to solve problems. Cognitive learning involves learning ideas, concepts, attitudes, and facts that contribute to our ability to reason, solve problems, and learn relationships without direct experience or reinforcement. Cognitive learning can range from very simple information acquisition to complex, creative problem-solving.

It illustrates some underpinnings of the cognitive view of learning.

Steps 1: In the cognitive view, people draw on their experiences and uses past learning as a basis for present behaviour. These experiences represent presumed knowledge or cognitions. **For example,** an employee faced with a choice of job assignment will use previous experiences in deciding which one to accept.

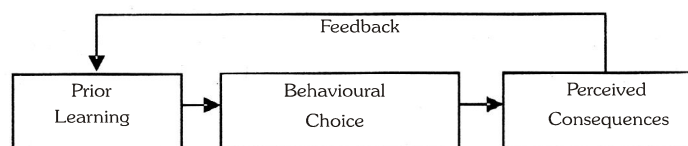


Fig. Cognitive Learning Theory

Steps 2: People make choices about their behaviour. The employee recognizes his or her two alternatives and chooses one.

Steps 3: People recognize the consequences of their choices. Thus, when the employee finds the job assignments rewarding and fulfilling, he or she will recognize that the choice was a good one and will understand why.

Steps 4: People evaluate those consequences and add them to prior learning, which affects future choices. Faced with the same job choices next year, the employee very likely will choose the same one.

Short Question and Answers

1. Define the term Organizational Behaviour.

Ans :

Meaning

Organisational behaviour is the study and application of knowledge about how people - as individuals and as groups act within organizations. It strives to identify ways in which people can act more effectively. Organisational behaviour is a scientific discipline in which a large number of research studies and conceptual developments are constantly adding to its knowledge base. It is also an applied science, in that information about effective practices in one organization is being extended to many others.

Definitions

- i) **According to Fred Luthans**, "Organizational behaviour is to understand, predicting and controlling human behaviour at work".
- ii) **According to Callahan**, "Organisational behaviour is subset of management activities concerned with understanding, predicting and influencing individual behaviour in organisational setting".
- iii) **According to Aldag and Brief**, "Organisational behaviour is a branch of social sciences that seeks to build theories that can be applied to predicting, understanding, and controlling behaviour in work organizations".
- iv) **According to Stephen Robbins**, "Organisational behaviour is a field of study that investigates the impact that individuals, groups and structure have on behaviour in organizations for the purpose of applying such knowledge towards improving an organization's effectiveness".

2. What are the characteristics of organizational behaviour?

Ans :

1. It focuses primarily on people. It is a systematic study of the actions and attitudes that people exhibit within organizations.
2. It emphasizes the interactions and relations between the organization and individual behaviour.
3. OB is specifically concerned with work-related behaviour and job satisfaction.
4. A key activity in OB is developing an environment in which people are motivated.
5. OB takes in and goes beyond psychology, group dynamics, organizational psychology, and industrial sociology.
6. It seeks to fulfill both employee needs and organizational objectives.

3. Define the term Perception.

Ans :

Meaning

Perception can be defined as a process by which individuals select, organize, and interpret their sensory impressions, so as to give meaning to their environment. Perception is a complex cognitive process and differs from person to person. People's behaviour is influenced by their perception of reality, rather than the actual reality.

The perception plays a tremendously important role in organization. In organization people actions are based on their perception of what truth is, not on the truth itself. Their judgment might be biased or might be taken under pressure.

For example, assessment of worker's effort is a judgment subject to perceptual bias.

Definitions

- i) **According to S.P. Robbins**, "Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment".
- ii) **According to Joseph Reitz**, "Perception includes all those processes by which an individual receives information about his environment - seeing, hearing, feeling, tasting, and smelling".
- iii) **According to Kolasa**, "Perception is selection and organization of material which stems from the outside environment at one time or the other to provide the meaningful entity we experience".

4. Define value.

Ans :

Meaning

Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. Values are so embedded that they can be inferred from people's behaviour and their perception, personality and motivation. They generally influence their behaviour. Values are relatively stable and enduring. This is because of the way in which they are originally learnt.

A value system is viewed as a relatively permanent perceptual framework which influences the nature of an individual's behaviour. The values are the attributes possessed by an individual and thought desirable. Values are similar to attitudes but are more permanent and well built in nature.

Everyone has a hierarchy of values that forms value system. This system is identified by the relative importance they assign to such values as freedom, self-respect, honesty, obedience, equality, and so on.

Definitions

- (i) **According to Milton Rokeach**, "Values are global beliefs that guide actions and judgments across a variety of situations".
- (ii) **According to Stephen P. Robbins**, "Values are specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence".
- (iii) **According to Eduard Spranger**, "Values are constellation of likes, dislikes, viewpoints, inner inclinations, rational and irrational judgments, prejudices, and association pattern that determine a person's view of the world".

5. Define attitude.

Ans :

Meaning

Attitude is a state of mind of an individual towards something. It may be defined as a tendency to feel and behave in a particular way towards objects, people or events.

Attitudes are evaluative statements or judgments - either favourable or unfavourable - concerning objects, people or events. Attitudes, especially personal attitudes, have a key bearing on how an individual functions within the organisation, particularly as these attitudes may be reflected in positive or negative behaviour.

A person's attitude has a great impact on other people's attitudes, which may result in change of behaviour. Sometimes attitudes may be influenced by the organisation itself, and one of the challenges facing the modern manager may be how to effect an attitude change in the organisation within the broad context of cultural or strategic change. Thus, an attitude is the way we think, feel, and act toward some aspect of our environment.

Definitions

- (i) **According to Bem**, "Attitudes are likes and dislikes".

- (ii) **According to Allport**, "Attitude is learned predispositions to respond to an object or class of object in a consistently favourable or unfavourable way".
- (iii) **According to Engel**, "Attitudes are an overall evaluation that allows one to respond in a consistently favourable or unfavourable manner with respect to a given object or alternative".

6. Components of Attitudes

Ans :

An attitude comprises of following components:

1) Cognitive Component

The cognitive component of an attitude is conceptualised as a person's factual knowledge of the situation, object, or person, including oneself. In other words, the cognitive component refers to how much a person knows about a topic.

For example, the cognitive component of computer anxiety would be based on how much a person knows about computers and her level of understanding of computer operation.

2) Affective Component

The affective component of attitude consists of a person's evaluation of, liking of, or emotional response to some situation, object, or person. Affective responses reflect one's attitude with sensations of pleasure, sadness, or other levels of physical arousal.

For example, for the attitude construct of computer anxiety, a topic of current interest, the affective component would be a person's liking of the computer and his feeling of excitement, or dread, when she or he used one.

3) Behavioural Component

The behavioural component of an attitude involves the person's overt behaviour directed toward a situation, object, or person. For example, the behavioural component of

computer anxiety would be related to how often a person had used a computer, and what kind of experience he had.

For example, persons, who routinely use computers, especially if they choose to use them freely, would be more likely to have positive attitudes toward computers, and be less anxious, than would others who have fewer experiences with computers.

7. Congruity Theory .

Ans :

This theory was developed by C.E. Osgood and P.H. Tannenbaum.

- The flows of the theory are on changes in the evaluation of a source and a concept that are linked by an associative or dissociative assertion.
- This theory is building on the notion of positive and negative attitudes and adds the concept of attitude strength.
- Congruity exists when a source and concept which are positively associated have exactly the same evaluations.
- Congruity is a stable state and is also said to exist when a source and concept which are negatively associated have exactly the opposite evaluations attached to them.
- And when incongruity exists, according to the theory, it leads to attitude change.
- Congruity theory helps to rate attitude towards an object from -3 (highly unfavourable) to +3 (highly favourable) with middle zero point.
- Here, in order to obtain congruity, one should take into account not only the direction of the attitude (as in balance theory) but also its strength.

8. Cognitive Dissonance Theory .

Ans :

The theory of cognitive dissonance was developed in 1957 by Leon Festinger.

- Festinger describes cognitive dissonance as a psychological state which results when a person perceives that two cognitions (thoughts), both of which he believes to be true do not “fit” together; that is, they seem inconsistent.
- The resulting dissonance produces tension, which serves to motivate the individual to bring harmony to inconsistent elements and thereby reduce psychological tension. This theory considers the third component of the attitudes - behavioural tendency, with cognitions.
- This theory states that there are three types of relationships between all cognitions dissonance, consonance and irrelevance, i.e.,
 - i) Cognitions are dissonant when they are opposed to one's experience about the relationship of events.
 - ii) Cognitions are consonant when one follows from the other on the basis of logic or experience.
 - iii) Cognitions are totally irrelevant when two events are not interrelated.

9. Define Personality.

Ans :

Meaning

The term personality has been derived from Latin word 'personare', which means 'to speak through'. "Personality means how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and the person-situation interaction.

Personality is made up the characteristic patterns of thoughts, feelings, and behaviours that make a person unique. It arises from within the individual and remains fairly consistent throughout life. Personality can be said as biological organism enters into an environment which is already an organisation of other human beings, so it must learn patterns like satisfaction, denial, delay and

punishment that operate in society. These patterns and systems become a related set of behaviours.

Definitions

- (i) **According to Schiffman and Kanuk**, "Personality can be defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment".
- (ii) **According to Gordon Allport**, "Personality is the dynamic organisation within the individual and consists of those psychophysical systems that determine his unique adjustments to his environment".
- (iii) **According to Eyseneck**, "Personality is more or less a stable and enduring organisation of a person's character, temperament, intelligence and physique which determine his unique adjustment to environment".
- (iv) **According to Camerson**, "Personality is the dynamic organisation of interlocking behaviour systems, that each of us possesses, as he grows from a biological newborn to a biological adult in an environment of other individuals and cultural products".
- (v) **According to Watson**, "personality is the sum of activities that can be observed over a long enough time to give reliable information . In other words, personality is but the end product of our habit system."
- (vi) **According to Sherman says** "Personality is the characteristics behaviour of an individual."

10. Define the term learning.

Ans :

Meaning

Learning may be described as the process of acquiring the ability to respond adequately to a situation which may or may not have been previously encountered, the favourable modification of response tendencies consequent upon previous experience, particularly the building of a new series of complex coordinated motor response; the fixation of times in memory so that they can be recalled or organized; the process of acquiring

insight into situation. Thus, learning can be defined as a relatively permanent change in behaviour as a result of prior experiences.

Learning is an important psychological process determining human behaviour. It is a continuous process and it occurs all the time. Learning may be defined as the sum total of behavioural changes resulting from experience at training. The newly acquired knowledge and experience serve as feedback to the individual and provide the basis for future behaviour in similar situations.

Definitions

- (i) According to Martyn Sloman**, "Learning is the process by which a person constructs knowledge, skills and capabilities".
- (ii) According to Sanford**, "Learning is a relatively enduring change in behaviour brought about as a consequence of experience".
- (iii) According to W. McGehee**, "Learning has taken place if an individual behaves, reacts, respond as a result of experience in a manner different from the way he formerly behaved".
- (iv) According to E. R. Hilgard**, "Learning is a relatively permanent change in behaviour that occurs as a result of prior experience". Ironically, it can be said that change in behaviour indicates that learning has taken place and that learning is a change in behaviour.

Choose the Correct Answers

1. Organizational behaviour is a field of study backed by a body of associated with growing concern for people at workplace [d]
(a) Theory (b) Research
(c) Application (d) All of the above
2. Organizational behaviour is [c]
(a) A science (b) An art
(c) A science as well as an art (d) None of the above
3. The study of organization behaviour has certain basic assumptions. They are [d]
(a) An industrial enterprise is an organization of people
(b) These people must be motivated to work effectively
(c) The goals of the employee and the employer may not necessarily coincide
(d) All of the above
4. Which of the following frameworks is used in the development of the overall model of OB ? [d]
(a) The cognitive frame work (b) The behaviouristic framework
(c) The social learning frame work (d) All of the above
5. Which of the following is not correct for the organizational behaviour ? [b]
(a) Organizational behaviour is an integral part of management
(b) Organizational behaviour is a disciplinary approach
(c) Organizational behaviour helps in analysis of behaviour
(d) Organizational behaviour is goal - oriented
6. OB is the study of _____ in the organization. [c]
(a) Human (b) Employer
(c) Human Behaviour (d) Employees
7. Now a days a lot of stress is being put on the _____ of the employee in the organization [c]
(a) Character (b) Improvement
(c) Behaviour (d) Rewards

8. OB focuses at 3 Levels - [d]
- (a) Individuals, Organization, Society (b) Society, Organization, Nation
- (c) Employee, Employer, Management (d) Individual, Groups, Organization
9. High rate of _____ increase cost and tend to place less experienced employee in job [c]
- (a) Training (b) Absenteeism
- (c) Employee Turnover (d) Strikes
10. The 3 Theoretical Frame work of OB are [b]
- (a) Cognitive, Social and Technical
- (b) Cognitive, Behaviouristic Social
- (c) Leadership, attribution, Motivation
- (d) Attribution, Perception and motivation

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Fill in the blanks

1. _____ is to understand, predicting and controlling human behaviour at work”.
2. The _____ in an organization are of different characters, personality, skills, qualities, interests, background, beliefs, values and intelligence.
3. _____ is a complex cognitive process and differs from person to person.
4. _____ selectivity refers to the tendency to select certain objects from the environment for gaining attention such that these objects are consistent with our existing beliefs, values and needs.
5. _____ principle is generally considered to be the most basic form of perceptual organization.
6. _____ Constancy is one of the more sophisticated forms of perceptual organization.
7. _____ can be defined as broad preferences concerning appropriate courses of action or outcomes.
8. _____ values’ relate to means for achieving desired ends, e.g., ambition, courage, honesty and imagination.
9. _____ are likes and dislikes.
10. The term personality has been derived from Latin word ‘personare’, which means ‘to _____.
11. _____ is the characteristics behaviour of an individual.
12. _____ is the process by which a person constructs knowledge, skills and capabilities.
13. Learning is not likely to occur in the absence of _____ .

ANSWERS

1. Organi- zational behaviour
2. People
3. Perception
4. Perceptual
5. Figure-Ground
6. Constancy
7. Values
8. Instrumental
9. Attitudes
10. Speak through
11. Personality
12. Learning
13. Attention

UNIT II

Motivation :

Concept, importance and theories of motivation. Leadership - concept, characteristics, theories and styles of leadership, Managerial grid, Leadership continuum and Leadership effectiveness.

2.1 MOTIVATION

2.1.1 Concept of Motivation

Q1. What is motivation? Explain the nature of motivation.

Ans :

Motivation is the word derived from the word motive which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be:-

- Desire for money
- Success
- Recognition
- Job-satisfaction
- Team work, etc.

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore the role of a leaders is to arouse interest in performance of employees in their jobs.

Definitions of Motivation

- i) **According to Koontz and 'O' Donnell,** "Motivation is a general term applied to the entire class of drives, needs, wishes and similar forces".
- ii) **According to Stephen. P. Robbins,** "Motivation is a process that starts with physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive".

iii) **According to Encyclopedia management,** "Motivation refers to degree of readiness of an organism to pursue some designates goal and implies the determination of the nature and focus of the forces, including the degree of readiness".

iv) **According to Dale Breachus,** "Motivation is the willingness to expend energy to achieve goals and rewards."

v) **According to Dubin,** "Motivation is the complex of forces staring and keeping a person at work in an organization".

Nature of Motivation

1. Unending Process

Man has number of wants. These wants induce a man to work. All the wants cannot be satisfied at one time. If one want is satisfied, then another want emerges. Motivation is also an unending process just like the satisfaction of wants is an unending process.

2. Psychological Concept

Motivation deals with the psychology of workers. An efficient worker will not perform the work desirable well unless he is properly motivated. So, the effective performance requires proper motivation.

3. The Whole Individual is Motivated

An individual is motivated fully and not partly because motivation is related to psychology. The basic needs of a man determine motivation to a greater extent.

4. Motivation may be Financial (or) Non-monetary

Monetary motivation includes increase in wages, allowances, bonus etc. Non-monetary benefits are recognition, praise, more responsibility, decision making etc.

5. Goals are Motivators

Man works to achieve his individual goals. Whenever the goal is achieved, he will no longer be interested to work. So, management has to identify the goals of individuals, to persuade them to work by directions.

Q2. Explain the classification of motivation.

Ans :

Types of Motivation**1. Negative Motivation**

It is based on force or fear, i.e., workers can be threatened with demotion, dismissal, lay-off, pay cut etc. Negative motivation results in disloyalty to the group as well as to organization.

2. Positive Motivation

It is based on reward. It is a process of attempting to influence others to do your will through the possibility of gain or reward.

3. Extrinsic Motivation

Increase in wages, retirement benefits, rest periods, holidays, health wages, health insurance and the like are the examples of extrinsic motivation. Extrinsic motivation is available only after the completion of job.

4. Intrinsic Motivation

Intrinsic motivation is available at the time of performance of work. These motivations provide a satisfaction during the performance of the work itself. Praise, recognition, power, delegation of authority and responsibility, competition and participation in the decision-making process are some of the examples of intrinsic motivation.

5. Financial Motivation

Financial motivation is directly or indirectly associated with money, wages, salaries, bonus, profit- sharing, paid vacation,

retirement benefits, free-medical service are some of the financial motivations.

6. Non-financial Motivation

These are not associated with monetary rewards. Praise, job rotation, delegation of authority and responsibility, participation, recognition and power are some of the examples of non-financial motivation.

Q3. Explain the features of motivation.

(or)

What are the features of Motivation?

Ans :

The analysis of definitions on motivation presents the following features:

1. Motivation is Individual's Internal Feeling

Motivation is a psychological process within individuals. Individual needs/desires are the feelings in the mind of a person regarding the deficiencies. These deficiencies include physical, social and psychological.

2. Motivation is concerned with the total person

Individuals are total persons. They are self-contained. Each individual is an inseparable unit and all his needs are interrelated. The individual feelings in the social area affect his physical and psychological areas also. Individual feelings and motivation is continuous process. They result in continuous and interrelated human behaviour.

3. Motivation = Anticipated values × Perceived Probability

Motivation is the product of anticipated values from an action and the perceived probability that these values would be attained by the action. The anticipated value is called 'Valence' and the perceived probability is called 'Expectancy'. Thus the

Motivation = Valence × Expectancy

4. Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and the ability to satisfy some individual need.

5. **Motivation involves** the arousal, direction and maintenance of behaviour towards a goal.

2.1.2 Importance of Motivation

Q4. Articulate the Importance of Motivation.

Ans : (May-18)

Motivation is an important factor in determining the efficiency of an organization. With its help a desire is born in the minds of the employees to achieve successfully the objectives of the enterprise.

An enterprise may have the best of material, machines and other means of production but all these resources are meaningless so long as they are not utilized by properly motivated people. There was a time when the human resource of production was treated like other non-human resources and was not given any special importance. But this old concept has lost all importance in this competitive age.

The importance or need of motivation becomes clear from the following facts:

1. High Level of Performance

The efficiency of the motivated employees is better than the unmotivated people. It is important to achieve high level of efficiency for the organization and this can be achieved only through motivation. Many researchers have proved the high degree of positive correlation between motivation and efficiency.

2. Low Employees Turnover and Absenteeism

The goodwill of an enterprise is adversely affected by the high level of employees turnover and absenteeism. This creates many problems for the managers. The problems of appointing the employees time and again, arranging for their education and training, etc., lead to wastage of time as well as money. It is impossible to face this wastage in today's competitive economy. Only motivation can save this wastage for the organization. Motivated people work for a longer time in the enterprise and the rate of absenteeism also gets lowered.

3. Easy Acceptance of Organizational Changes

Changes continue taking place in the organization - like technical changes, methods of work performance, etc. Generally, the employees do not accept changes in the method of their work performance they are accustomed to. But changes become necessary keeping in view the demands of time. These changes can be made acceptable only through motivation. Motivated people accept them enthusiastically and perform their work.

4. Sweet Relations between Owner and Employees

A high level of motivation establishes sweet relations among the appointors and the employees. Motivation fills the employees with enthusiasm and they start accepting orders and information willingly. Thus, motivation makes a great contribution in establishing good human relations.

5. Good Image of Organization

Where the employees are motivated through a proper method by satisfying their needs one after the other, a good image of the enterprise is created in the mind of the public. Qualified employees give preference to getting appointment in such an enterprise making the function of appointing the employees easier.

6. Increase in Morale

High level of motivation increases the morale of the employees and they face challenges and, in case of need, are not afraid of taking bold decisions.

7. Proper use of Human Resources Possible

Human resource has an important place among the resources of production. The success or failure of an enterprise depends on the proper use of this resource. Its proper use can be made with the help of various types of motivation. Motivated employees work at their full capability and their aim is the achievement of the objectives of the enterprise.

8. Helpful in Achieving Goals

The employees have to be shown the right way in order to achieve the pre-determined objectives of any enterprise through their medium. This aim can only be achieved through the weapon of motivation. Without motivation the achievement of goals is only a dream. Motivation is essential to realize this dream.

9. Builds Good Relations Among Employees :

Since most of the needs of the motivated people are satisfied their behaviour assumes calmness. All the employees working in such a human group develop a sense of cooperation with one another. There is thus no conflict among them and there is no hindrance in their work performance.

A study of the above facts makes it clear that motivation is an important tool in the hands of management for the attainment of objectives of the individual and the organization economically and effectively. Through the medium of motivation the subordinates can be guided in the desired direction and the wastage of human and other resources of production can be minimized.

Q5. Explain the different types of motivation.

Ans :

Motivation may be classified on various bases:

1) Positive versus Negative Motivation**i) Positive Motivation**

It seeks to create an optimistic atmosphere in the enterprise. Positive motivation involves identifying employee potentialities and makes him realize the possible result by achieving his potentialities.

ii) Negative Motivation

One can get the desired work done by installing fear in the minds of people. In this method of motivation, fear of consequences of doing something or not doing something keeps the worker in the

desired direction. This method has got several limitations.

2) Rational versus Emotional Motivation**i) Rational Motivation**

Traditionally the term rationality is associated with persons who carefully weigh the pros and cons of all the alternatives and then choose the one that gives them the greatest utility. Thus, rational motivation appears when the individual exercise his own will, uses his knowledge to anticipate the possible consequences of the action.

ii) Emotional Motivation

As against this emotional motive are those goals, which are selected on the basis of emotion's involvement. Usually such goals are selected purely on personal or subjective criteria such as desire for recognition of status, fear, pride, esteem, love, etc.

3) Primary Motivation versus Secondary Motivation**i) Primary Motivation**

Many motivation drives and motives are unknown to the individual, although they exist in them and motivate them indirectly. Since these drives and motives are physically attached to people, they are known as primary motivations. Primary motivations are basically related to human needs for psychological satisfaction. Primary motivations are unlearned and natural, relating to physiological needs.

ii) Secondary Motivation

Secondary motivation is learned whereas primary drives are unlearned and are as natural as feelings of thirst, hunger, etc. Secondary motives are learned and realized as a result of development. As human beings develop and learn many new ways of satisfaction and comfort, secondary motives crop up, which prevail in a cultured and educated society.

4) **Intrinsic Motivation versus Extrinsic Motivation**

i) **Intrinsic Motivation**

It refers to motivation that comes from inside of an individual rather than from any external or outside rewards, such as money or grades. People may work at a job because it gives them feelings of competence and a sense of personal control, doing the job is fun, the work is a matter of pride, the tasks are challenging, and so on.

ii) **Extrinsic Motivation**

It refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. Extrinsic motivation drives the performance of an activity to gain a specific externally offered or required outcome. The motivation that leaders or managers through their actions create in people is extrinsic.

5) **Financial versus Non-Financial Motivation / Incentives:**

The term 'incentive' means an inducement, which rouses or stimulates one to action in a desired direction. These incentives are of two types, as given below:

i) **Financial (or) Pecuniary Incentives:**

These are monetary in nature as they involve flow of money from the organization to its staff. The examples of pecuniary benefits are wages, salaries, allowances, bonus, fringe benefits, etc.

ii) **Non-Financial (or) Non-Pecuniary Incentives:**

Non-pecuniary incentives do not involve much financial commitments on the part of the organization. They do not add to the money income of those who receive them. They take the form of job enrichment, participative management, praise, opportunity for growth, etc.

2.2 THEORIES OF MOTIVATION

2.2.1 Maslow's Needs Hierarchy Theory

Q6. Evaluate the contribution of Maslow to our understanding of behaviour in organizations.

Ans : (Nov.-20, May-18, May-17)

Maslow's Theory

The advocate of this theory is Abraham Maslow who first of all presented the Need Hierarchy Theory of Motivation in 1943. Maslow developed the theory of motivation on the basis of a chain or sequence of needs.

According to him, a man has countless needs and they can be categorized on the basis of priority. For example, the needs which are more sharply felt should be satisfied first and the less sharply felt needs should be satisfied afterwards. Similarly, the least felt needs should be thought of last of all.

Maslow has divided different human needs on the basis of priority into five parts which are shown in the following diagram:

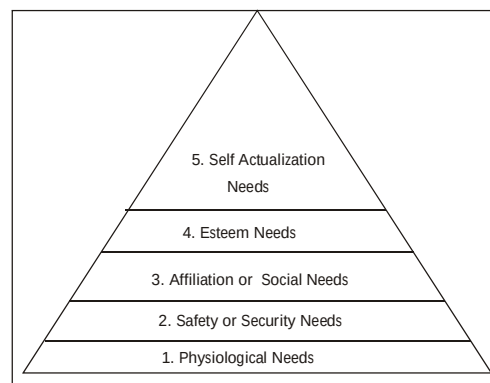


Fig.: Pyramid Representing Maslow's Hierarchy of Need

(i) Physiological Needs

In this category, those needs are included which need to be satisfied to keep a man alive. These needs include food, shelter, clothing and sleep, etc.

(ii) Safety Needs

After physiological needs are satisfied, a man thinks about his safety. Safety needs include

physical, economic and psychological needs. Physical Safety refer to defence against accidents, attacks, diseases and other unexpected problems. Economic Safety means safety of livelihood and arrangement for old age. Psychological Safety means maintaining one's prestige.

(iii) Affiliation or Social Needs

Man is a social animal and wants to live in society honourably. It is, therefore, necessary that he should have friends and relatives with whom he can share his joys and sorrows. Maslow has placed social needs at number three in order of priority.

(iv) Esteem and Status Needs

These needs are called ego needs of man. This means every human being wants to attain a higher status so that his power increases and he gets authority.

(v) Self Actualization Needs

Last of all, a man tries to satisfy himself by attaining self-realization. This means that a man should be whatever he can be, meaning thereby, that he should actually be an achiever in respect of his capability. For example, a musician wants to be proficient in music, an artist wants to excel in the field of creating works of art. Similarly, a poet wants to be a specialist in his field.

Assumptions of Maslow's Theory

Following are the assumptions of Maslow's theory:

- (i) People's behaviour, being affected by their needs.
- (ii) There are many needs of people and their order or priority can be made.
- (iii) Motivation ends with the satisfaction of needs. After that the next higher need serves as a motivator.

- (iv) People move to next higher need only when the lower level needs are satisfied.

The above analysis shows that an individual has many needs and that their order can be determined. The moment an individual's one need is satisfied, he gets worried about his next need. After the satisfaction of the second need comes the third and this order continues till all his needs are satisfied. It is, therefore, clear that needs can be motivators. In order to satisfy needs an individual himself wants to work with vigour and full capacity.

Criticisms Maslow's Theory

If the special study is not undertaken, Maslow's theory of hierarchy of needs will appear to be right. However, many researchers have opposed this theory and given their own criticisms which are as under:

- (i) Maslow's hierarchy of needs is not permanent. This changes according to the situation.
- (ii) It is not necessary that the needs of only one category be strong at a time and the remaining remain unimportant.

2.2.2 Two factor theory of motivation

Q7. Write about Herzberg's two factor theory of motivation.

Ans :

Herzberg is the late fifties developed a motivation theory known as motivation hygiene theory or two-factor theory of motivation. For this purpose, he conducted a study and interviewed some 200 engineers and accountants and asked them to think of a time when they felt good at their jobs and a time when they felt bad at their job and then to describe condition which led to such feelings.

Researchers concluded that factors responsible for job satisfaction are different from factors that led to dissatisfaction. Job satisfaction and job dissatisfaction are not possible to each others. Absence of job satisfaction does not mean in job dissatisfaction but it no job satisfaction. The factors so identified were classified by him into two categories:

1. Motivational Factors

These factors are related to the nature of work (job content) and the intrinsic to the job itself. These factors have a positive influence on morale, satisfaction, efficiency and higher productivity. Some of these factors are Achievement, Recognition, Work itself, Responsibility, Advancement, and Possibility of Growth.

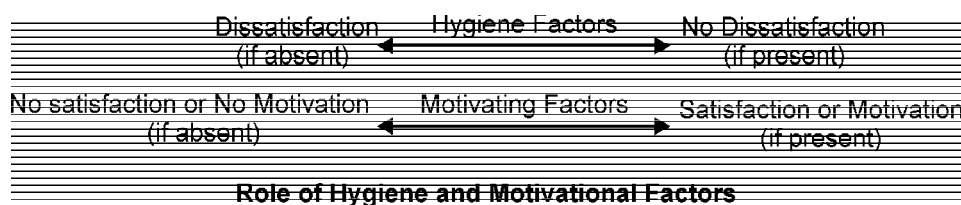
2. Hygiene Factors/Maintenance Factors

Hygiene factors do not motivate people. They produce no growth but prevent loss. The absence of these factors leads to job dissatisfaction. The elimination of dissatisfaction does not mean satisfaction and these factors simply maintain a “zero level of motivation”.

For example, if a person indicated “low pay as a cause of dissatisfaction, it would not necessarily identify” “high pay” as a cause of satisfaction. Some of these factors are Company Policies and administration, Relationship with supervisor, Work conditions, Salary, Relationship with peers, Personal life, Relationship with subordinates, Status, job Security.

Herzberg's Classification of Maintenance and Motivational Factors

Maintenance Factors (or) Dissatisfiers	Motivational Factors (or) Hygiene Factors or Satisfiers
1) Job context 2) Extrinsic factor 3) Company policy and administration 4) Quality of supervision 5) Relations with supervisors 6) Work conditions 7) Salary 8) Peer relations 9) Personal life 10) Relations with subordinates 11) Status 12) Job security	1) Job content 2) Intrinsic factors 3) Achievement 4) Recognition 5) Work Itself 6) Responsibility 7) Advancement 8) Possibility of growth



Herzberg noted that the two sets of factors are one-dimensional as their effect can be seen in one direction only. If hygiene factors are present, they act as maintenance factors and if they are absent, they

act as dissatisfiers. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying.

But if motivators are present, they provide satisfaction or motivation to the individual. And if motivators are absent, the individual will get no satisfaction. Thus, satisfaction and dissatisfaction are independent rather than opposite ends of the same continuum as was traditionally believed.

Criticism of Herzberg Theory

1. Job satisfiers and dissatisfiers where recognize at two different qualitative factors where as these two are opposite factors.
2. The procedure used by Herzberg is limited by its methodology.
3. The model does not give sufficient emphasis to the motivating qualities of pay, status, etc. which are important motivators.
4. The difference between motivational and maintenance factors is no clear. They can be used interchangeably in different situation.
5. The theory is based on small sample.

Q8. Compare and contrast maslow's theory and herzberg's theory.

Ans :

(Jan.-21, May-19)

S.No.	Issue	Maslow's Theory	Herzberg's Theory
1.	Nature of theory	Descriptive	Prescriptive
2.	Needs Order	Hierachical arrangement of needs	No such arrangement of needs.
3.	Satisfaction Performance Relationship	Unsatisfied needs energize behaviour and this behaviour causes Performance	Fratified needs cause performance
4.	Effect of need	A satisfied need no longer remains a motivator except self- actualization need	Satisfied need is a motivator except hygiene factors which are not motivators
5.	Motivator	Any need is a motivators, specially whenit is relatively unsatisfied	Only higher order needs are motivators
6.	Applicability view of motivation	Takes a general view. Macro view deals with all aspect of existence. problems.	Takes a micro view Micro view basically deals with work related moteivational
7.	Universality	Relevant for all categories of workers at all time and place, probably more relevant to developed countries.	More relevant to white collar and professionals.

2.2.3 MC Gregor's theory

Q9. Explain briefly about theory X and theory Y.

Ans : (Nov.-21, May-19)

This theory was evolved at a stage when human behavior was considered the prime factor for effective management. Motivation is an important tool which causes goal directed behavior. Motivation brings in a kind of psychological feeling that a human being applies to himself on a certain work which gives him satisfaction i.e., goal directed behavior leads to goal fulfillment and the individual succeeds in fulfilling his needs.

The management's action of motivating individuals in the organization involves certain assumptions, generalizations and deriving various hypotheses, which are related to human behavior (individual's outlook). Mc Gregor's theory is oriented upon the basic assumption that human behavior may differ considerably because of various factors which are influencing and determining behavior.

McGregor has characterized these assumptions into two opposite view points, i.e., Theory X and Theory Y.

Theory X

This is the traditional theory of human behavior. The assumptions about the human behavior are stated as negative in this approach. Based on these assumptions organizations and managers who believe in Theory X kind of human nature attempt to structure, control and closely supervise their employees. These managers feel that internal control is a must as the employees are irresponsible.

Assumptions

- The personnel are inherently lazy.
- They lack ambition.
- They require constant guidance and support.
- They are inherently self-centered.

- Their inherent nature is to resist change.
- They avoid responsibility, when an opportunity was given.

Theory Y

The assumptions in Theory Y are totally opposite to what we have seen in Theory X. This theory emphasizes the need for a cooperative effort from management and employees. This theory highlights the requirement of today i.e., to get maximum output with minimum amount of input.

Assumptions

- The expenditure of physical and mental effort in work is natural as play or rest.
- The average human being does not inherently dislike work. They feel work as a source of satisfaction.
- They exercise self-control and direction to meet the organizational goals.
- They take up responsibility.
- They exhibit a high degree of imagination, ingenuity and creativity in solving organizational problems.
- They face all types of challenges and are highly committed to the organization.

Q10. How do theory-X and theory-Y differ from one another? List out the differences.

Ans :

Differences between Theory X and Theory Y

Douglas McGregor defined organizations as psychological entities which can be characterized by their assumptions about what motivates people.

On the basis of this, Douglas McGregor proposed two different opinions and assumptions about human behaviour. These two opinions are opposite to one another and are named as theory X and theory Y. Theory X talks about negative behaviour of people and theory Y talks about positive behaviour of people.

The differences between theory X and theory Y are listed down below,

S.No	Basis	Theory X	Theory Y
1.	Planning	Superior sets objectives for subordinates little participation in objective setting and plan formulation.	Superior and subordinates set objectives jointly. Great deal of participation in objective setting and plan formulation. Many alternatives are explored. High commitment to objectives and plans.
2.	Directing	Few alternatives are explored. Low commitment to objectives and plan. Autocratic leadership is based on authority. Top down communication with little feedback.	Participations and team work leadership based on competence. Two-way communication with plenty of feedback.
3.	Appraising and controlling	Limited information flow. Low trust in appraisal, control is extreme and rigid. Focus on past and fault findings.	Free information flow. High trust in appraisal. Internal control based on self- control. Based on past but forward looking problem solving.
4.	Human beings interest to wards	Such individuals don't like to work and always try to work avoid it.	Such individuals are itself-director and self controller who are very much committed towards their work.
5.	Level of ambition	Theory X states that people don't have goals and objectives. They are not ambitious.	People are assumed to be very ambitious in theory Y.
6.	Motivating factors	Theory X says that people gets motivated with the satisfaction of lower needs.	Theory Y says that people get motivated with the satisfaction of higher level needs (lower level needs are important too).
7.	Type of authority	Theory X focuses on centralization of authority.	Theory Y focuses on decentralization of authority.
8.	Creativity	As per theory X, most of the people lack creativity and possess less skills than theory Y individuals.	As per theory Y, people possess creative skills and are much more creative than theory X individuals.
9.	Focus	Negative behaviour of people is being discussed in theory X.	Positive behaviour of people is being discussed in theory Y.
10.	Type of leadership	Such individuals follow autocratic leadership.	Such individuals follow democratic and supportive leadership.

2.2.4 ERG Theory

Q11. Explain Alderfer's modified need hierarchy model.

Ans :

(May-18)

Alderfer Model

A modified need hierarchy model (or) ERG theory has been presented by Alderfer. This model condenses Maslow's five levels of need into only three levels based on the core needs of existence, relatedness and growth.

- Existence needs are concerned with sustaining human existence and survival and cover physiological and safety needs of a material nature.
- Relatedness needs are concerned with relationships to the social environment and cover love or belonging, affiliation, and meaningful interpersonal relationships of a safety or esteem nature.

- Growth needs are concerned with the development of potential and cover self-esteem and self-actualization.

Continuum of Needs

Like Maslow, Alderfer suggest that, individuals progress through the hierarchy from existence needs, to relatedness needs, to growth needs, as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels. More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration-regression process. For example, if an individual is continually frustrated in attempting to satisfy growth needs, relatedness needs may reassume most important. The lower level needs become the main focus of the individual's efforts.

Alderfer proposed a number of basic propositions relating to the three need relationships. Some of these propositions followed Maslow's theory, some were the reverse of the theory. A number of studies were undertaken to test these propositions across different samples of people in different types of organizations. Results from the studies were mixed. However, the proposition that satisfaction of existence needs activates desires for relatedness needs was not supported in any of the six samples.

Satisfaction of Needs

Unlike Maslow's theory, the results of Alderfer's work suggest that lower level need not be satisfied before a higher level need emerges as a motivating influence. The results, however, do support the idea that lower-level needs decrease in strength as they become satisfied. ERG theory states that an individual is motivated to satisfy one or more basic sets of needs. Therefore, if a person's needs at a particular level are blocked then attention should be focused on the satisfaction of needs at the other levels. For example, if a subordinate's growth needs are blocked, because the job does not allow sufficient opportunity for personal development, then the manager should attempt to provide greater opportunities for the subordinate to satisfy existence and relatedness needs.

Maslow's hierarchy of Needs	Alderfer's ERG Theory	Herzberg's Two-factor Theory
Physiological	Existence	Hygiene factors
Safety	Relatedness	
Love		
Esteem	Growth	Motivators
Self-actualization		

Table: Linking Maslow's, Alderfer's and Herzberg's Theories of Motivation

Q12. Compare and contrast Alderfer and Herzberg's Theory**Ans :**

S.No Alderfer's	Herzberg's
1. Alderfer proposed ERG theory of motivation	1. Herzberg proposed motivation hygiene theory. This theory is also called as two - factor theory.
2. Alderfer classified 3 types of human needs. (i) Existence The basic physiological needs (i.e., hunger and thirst) and protection from physical danger.	2. Herzberg classified into 2 categories of need. (i) Hygiene Factor This is related to conditions under which a job is performed. The hygiene factors are, salary, job security, working condition level and quality of supervision, company policy and administration, interpersonal relations.
(ii) Relatedness Social and affiliation needs and the need for respect and positive concern for others.	(ii) Motivational Factors These factors are related with job content. These factors are sense of achievement, recognition, responsibility, nature of the work, personal growth and advancement.
(iii) Growth The need to develop and realize one's potential.	
3. In his theory, Maslow's self - actualization and part of self - esteem will come under growth needs.	3. According to this theory, Maslow's self actualization and a part of self esteem will come under motivational factor.
4. In ERG theory, relatedness need includes part of self esteem and social needs and existence need include physiological and safety needs.	4. Whereas, Maslow's physiological, safety and social needs come under Herzberg's maintenance factors.
5. It is extension of Maslow's theory.	5. It is one of famous content theories of motivation.
6. It deals with all aspect of existence.	6. It mainly deals with work motivation.
7. It retained the idea of hierarchy of need.	7. There is no hierarchy of need.

2.2.5 McClelland's needs theory**Q13. Write about McClelland's Theory of Motivation****Ans :**

In his acquired-needs theory, David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either achievement, affiliation, or power. A person's motivation and effectiveness in certain job functions are influenced by these three needs. McClelland's theory sometimes is referred to as the three need theory or as the learned needs theory.

1. Achievement

People with a high need for achievement (nAch) seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. High nAch individuals prefer work that has a moderate probability of success,

ideally a 50% chance. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

2. Affiliation

Those with a high need for affiliation (nAFF) need harmonious relationships with other people and need to feel accepted by other people. They tend to conform to the norms of their work group. High nAff individuals prefer work that provides significant personal interaction. They perform well in customer service and client interaction situations.

3. Power

A person's need for power (nPow) can be one of two types - personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

4. Thematic Appreciation Test

McClelland used the Thematic Appreciation Test (TAT) as a tool to measure the individual needs of different people. The TAT is a test of imagination that presents the subject with a series of ambiguous pictures, and the subject is asked to develop a spontaneous story for each picture. The assumption is that the subject will project his or her own needs into the story.

Psychologists have developed fairly reliable scoring techniques for the Thematic Appreciation Test. The test determines the individual's score for each of the needs of achievement, affiliation, and power. This score can be used to suggest the types of jobs for which the person might be well suited.

Implications for Management

People with different needs are motivated differently.

➤ High need for achievement

High achievers should be given challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator, it is an effective form of feedback.

➤ High need for affiliation

Employees with a high affiliation need perform best in a cooperative environment.

➤ High need for power

Management should provide power seekers the opportunity to manage others.

Note that McClelland's theory allows for the shaping of a person's needs; training programs can be used to modify one's need profile.

2.2.6 Valence Theory

Q14. Write about Vroom's Valence Expectancy Theory.

Ans :

The most widely accepted explanations of motivation has been propounded by Victor Vroom. His theory is commonly known as expectancy theory.

The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better when their is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward.

Therefore an employee is :

$$\text{Motivation} = \text{Valence} \times \text{Expectancy}$$

The theory focuses on three things :

- Efforts and performance relationship
 - Performance and reward relationship
 - Rewards and personal goal relationship
- This leads us to a conclusion that



Advantages of the Expectancy Theory

- It is based on self-interest individual who want to achieve maximum satisfaction and who wants to minimize dissatisfaction.
- This theory stresses upon the expectations and perception; what is real and actual is immaterial.
- It emphasizes on rewards or pay-offs.
- It focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain.

Limitations of the Expectancy Theory

- The expectancy theory seems to be idealistic because quite a few individuals perceive high degree correlation between performance and rewards.
- The application of this theory is limited as reward is not directly correlated with performance in many organizations. It is related to other parameters also such as position, effort, responsibility, education, etc.

Implications of the Expectancy Theory

- The managers can correlate the preferred outcomes to the aimed performance levels.
- The managers must ensure that the employees can achieve the aimed performance levels.
- The deserving employees must be rewarded for their exceptional performance.
- The reward system must be fair and just in an organization.

- Organizations must design interesting, dynamic and challenging jobs.
- The employee's motivation level should be continually assessed through various techniques such as questionnaire, personal interviews, etc.

2.3 LEADERSHIP

2.3.1 Concept of Leadership

Q15. Define leadership. Explain the nature of leadership.

Ans :

Meaning

Leaderships is the process of influencing the behaviour of others to work willingly and enthusiastically for achieving predetermined goals. It changes potential into reality. It can also be described as the process of influence in which one person can enlist the aid and support others in the accomplishment of a common task. It is the creation of an environment in which others can self-actualise in the process of completing the job. It refers to the qualities the individuals possess, allowing them to motivate others to move toward achieving concrete objectives. It is a fascinating social phenomenon that occurs in all groups of people regardless of geography, culture, or nationality. Leadership plays a pivotal role at all levels of management because in the absence of effective leadership no management can achieve the desired results.

Definitions

- i) **According to Hollander**, "Leadership is a process of influence between a leader and those who are followers".
- ii) **According to Stogdill**, "Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement".
- iii) **According to Hemphill & Coons**, "Leadership is the behaviour of an individual when he is directing the activities of a group toward a shared goal".
- iv) **According to Gary Yukl**, "Leadership involves influencing task objectives and

strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification and influencing the culture of an organization".

Leadership is a function of management as it is concerned with the human factors of an organization. It is the result of the efforts of each member of an organization that goals or objectives are achieved, hence one of the major functions of management is to lead the members in an organization to achieve the organizational goals (or) objectives.

It has to do with current performance. Leading, as a function of management, consists of seeing that something really happens. It has to do with current performance.

This function reminds management that, however important it is to plan for the future and learn from the past, everything must be accomplished in the present tense. Nothing ever occurs tomorrow or yesterday; it always takes place today.

The leading function of management has to do with motivating everyone involved to do the things which need to be done.

Nature of Leadership

An analysis of the above definitions of leadership reveals that it has the following characteristics:

1) Leadership is a Process of Influence

Leadership is a process whose important ingredient is the influence exercised by the leader on group members. A person is said to have an influence over others when they are willing to carry out his wishes and accept his advice, guidance and direction. Successful leaders are able to influence the behaviour, attitudes and beliefs of their followers.

2) Leadership is Related to Situation

When we talk of leadership, it is always related to a particular situation, at a given point of time and under a specific set of circumstances. That means leadership styles will be different under different circumstances.

3) Leadership is the Function of Stimulation

Leadership is the function of motivating people to strive willingly to attain organizational objectives. Leaders are considered successful when they are able to subordinate the individual interests of the employees to the general interests of the organization.

4) Leadership Gives an Experience of Helping and Attaining the Common Objectives

Under successful leadership, every person in the organization feels that his operation, however minor it may be, is vital to the attainment of organizational objectives. It happens when the manager feels the importance of individuals gives them recognition and tells them about the importance of activities performed by them.

5) Employees Must be Satisfied with the Type of Leadership Provided

Only short-term productivity of employees can be increased by pressure and punishment. This approach is not in the long-term interests of the organization. Force generates counter-force which results in a decreased long-term productivity. Long-term interests of the organization are best served when managers allow subordinates to influence their behaviour, particularly when subordinates are knowledgeable and competent.

6) There must be Followers

A leadership cannot exist without followers. If a leader does not have followers, he cannot exercise his authority. Leadership exists both in formal and informal organizations.

7) Working Relationship between Leader and Followers

There must be a working relationship between the leader and his followers. It means that the leader should present him in a place where the work is actually going on. Besides, the leader should be a dynamic person of the concerned group. If he is not so, he cannot get things done.

8) Community of Interests

There must be community of interests between the leader and his followers. A leader has its own objectives. The followers have their own objectives. They are moving in different directions in the absence of community of interests. It is not advisable. It is the leader who should try to reconcile the different objectives and compromise the individual interests with organization interests.

2.3.2 Characteristics of leadership**Q16. What are the characteristics of leadership?**

Ans :

After analyzing the definitions of leadership, the following major characteristics become quite apparent:

1. Followers

The first requirement of leadership is the presence of followers without whom leadership cannot be thought of. Without followers, leader himself has no existence. Therefore, it is important that leader should have followers (or the employees) to work with.

2. Personal Ability

Leadership depends on the ability of a particular individual.

For example, the degree of the success of a manager will be in proportion to his qualities of leadership. Different scholars have different opinions about the ability of an individual with reference to leadership. According to one opinion this ability is inborn, while according to the other view this ability can be acquired. Still the third opinion holds the view that leaders are born as well as made.

3. Influencing Process

Leadership is a process of influencing people. It means taking other people under one's influence. Under leadership a leader behaves with his followers in such a manner that they come under his influence effortlessly and they start working in accordance with his wishes.

4. No Need of Coercion

It is an important characteristic of leadership that it does not require coercion. A manager so impresses the employees with his behaviour that they willingly start working. Leadership does not mean getting work out of the employees under coercion.

5. Full Capability Utilisation

It is clear that ordinarily an individual does not work at his full capacity. He needs to be encouraged to do so and this is possible only under leadership. Thus, it is a characteristic of leadership that the followers start working at their full capacity.

6. Ideal Conduct

It is important for leadership that a leader should have an ideal conduct. He should not only be delivering lectures to others but should behave in a manner that he expects from others. For example, if a manager tells his employees to be punctual in coming to their work but himself always arrives late at office, he cannot be a successful leader.

7. Leadership is a Continuing Process

Leadership is a continuous process. In other words, the job of a leader does not end by explaining the objectives of the organization to his followers but they have to be regularly guided. Therefore, it can be said that leadership is a dynamic process.

8. Leadership is a Part of Management but not all of it

Generally, management and leadership are thought to be synonyms, but it is a wrong idea. Under management, we include planning, establishing the organizational structure for the implementation of planning, appointing competent persons on different posts in the organizational structure, and exercising control over them. All these functions require a manager but he cannot successfully perform these functions if he does not know how to lead or get work done through other people. The reality is that a leader is not appointed separately but a

manager has to take the burden of leadership while performing his managerial functions.

9. Leadership is ever a new Process

Normally the nature of work, the efficiency of people, enthusiasm for work and level of competition continue changing. In this way new problems daily confront the leader in the changing situations.

To face these problems the leader has to find out new techniques of leadership so that he continues motivating his followers as usual so that they can successfully achieve the objectives. It is, therefore, said that leadership is always a new process.

10. Leadership is something a person does, not something he has

Leadership is associated not with the name of a person or his position but with his works. In other words, leadership is recognized from the way how successfully a person influences his followers.

For example, a person holding a high post can lack the qualities of leadership, while another person on a low level post can be a leader because of his really good behaviour. In other words, the presence of the qualities of leadership in an individual does not depend on his bookish knowledge but on his practical knowledge.

11. Leadership transforms Potential into Reality

Leadership is that power which brings to light the latent abilities with the help of one's conduct. Generally, some employees cannot estimate their capabilities. There is a mental limit of their work which tells them that they cannot do any more than this but in reality it is not so. An efficient leader brings out their hidden capability by motivation. Thus, the objectives which appear to be imaginary are converted into reality.

12. Leaders exist because of the need of the people to follow some one

If the human nature has a tendency to work, there will be no need to have a leader but the reality is not so. Mostly the employees shirk work so long as they do not get clear orders and directions. Leadership fulfils such needs of the people. Leadership strikes an understanding between the available business environment and the feelings of the employees. They are motivated in such a manner that they start using their utmost capacity most enthusiastically in the available situations.

**Q17. Explain the various Skills of Leadership.
(Or)**

Enumerate the various skills of leadership.

Ans :

1. Communication

Leaders must master all forms of communication, including one-on-one, departmental, and full staff conversations, as well as communication via the phone, email, and social media.

A large part of communication involves listening. Therefore, leaders should establish a steady flow of communication between themselves and their staff or team members, either through an open-door policy or regular conversations with workers. Leaders should make themselves regularly available to discuss issues and concerns with employees.

Other skills related to communication include:

- Active listening
- Articulating
- Business storytelling
- Clarity
- Concision
- Correspondence
- Editing
- Explaining

- Expression
- Facilitating group conversations
- Non-verbal communication
- Presentation
- Public speaking
- Reading body language
- Reducing ambiguity
- Verbal communication
- Written communication

2. Motivation

Leaders need to inspire their workers to go the extra mile for their organizations; just paying a fair salary to employees is typically not enough inspiration (although it is important too). There are a number of ways to motivate your workers: you may build employee self-esteem through recognition and rewards, or by giving employees new responsibilities to increase their investment in the company.

Leaders must learn what motivators work best for their employees (or) team members to encourage productivity and passion.

Skills related to effective motivation include:

- Allowing employee autonomy
- Asking for input
- Assessing interests of staff
- Convincing
- Mentoring
- Open to employee concerns
- Persuasive
- Providing productive and challenging work
- Providing rewards
- Recognizing others
- Setting effective goals
- Team building
- Thanking staff
- Understanding employee differences

3. Delegating

Leaders who try to take on too many tasks by themselves will struggle to get anything done. These leaders often fear that delegating tasks is a sign of weakness, when in fact, it is a sign of a strong leader.

Therefore, you need to identify the skills of each of your employees, and assign duties to each employee based on his or her skill set. By delegating tasks to staff members, you can focus on other important tasks.

Some skills that make a good delegator include:

- Accepting feedback from employees
- Allotting resources for employees
- Assessing employee strengths and weaknesses
- Defining expectations
- Evaluating employee performance
- Identifying measurable outcomes
- Matching the task to the right employee
- Prioritising tasks
- Setting expectations
- Teamwork
- Time management
- Training
- Trust in employees

4. Positivity

A positive attitude can go a long way in an office. You should be able to laugh at yourself when something doesn't go quite as planned; this helps create a happy and healthy work environment, even during busy, stressful periods. Simple acts like asking employees about their vacation plans will develop a positive atmosphere in the office, and raise morale among staff members. If employees feel that they work in a positive environment, they will be more likely to want to be at work and will therefore, be more willing to put in the long hours when needed.

Some skills that help make for a positive atmosphere in the workplace include:

- Caring
- Conflict management
- Developing rapport
- Diplomacy
- Encouraging
- Empathetic
- Friendliness
- Helping others
- Humour
- Interpersonal
- Positive reinforcement
- Respect
- Social

5. Trustworthiness

Employees need to be able to feel comfortable coming to their manager or leader with questions and concerns. It is important for you to demonstrate your integrity - employees will only trust leaders they respect.

By being open and honest, you will encourage the same sort of honesty in your employees.

Here are some skills and qualities that will help you convey your trustworthiness as a leader:

- Ability to apologise
- Accountability
- Business ethics
- Confidentiality
- Conscientious
- Consistent in behaviour towards employees
- Credibility

- Emotional intelligence
- Empathy
- Honesty
- Integrity
- Moral compass
- Reliability
- Respectfulness
- Standing up for what is right
- Thoughtful

Q18. What are the various Functions of Leadership ?

Ans :

1. Setting the Target

At first of the function of leadership is to determine the target. On the basis of the policies of the organization. In fact a leader provides guidance to group of the people by setting goals. In the any business Organization a leader has an accountability to decide about the target. And after that the target which is decided by the leader is implemented by a group of the people. Who are working in the organization. On the whole it is clear that a leader provides guidance to the group of the people by setting the target. It is an essential function of a leader.

2. To strive towards the goal

The another function of a leadership ostensibly to accomplish the organizational goal. Which is decided by himself. In fact a leader has an responsibility to strive the Whole activities & events towards the goal. As we know that the main objective or goals of a leader is to earn more and more Profit. But to earn more & more profit it is very essential that all the activities & events must be concerned with the Organizational goal. But its may be possible when a leader is to do the all activities towards the goal. Hence, it is clear that the function of a leader is to strive the whole activities towards the goal.

3. Policy Maker

It is a Very Vital Function of a Leader. The Policy of the any organization is made by a leader. In fact a leader has a responsibility to determine the policies of the Organization. Because all the activities of the organization is done on the basic of the Policies of the Organization. Hence, It is very essential that the Policies of the Organization must be in the favor of organization. On the other side. If the Policies of the organization is not in the favour of the organization then such kind of Organization can't survive a long time. It is the duty of a leader is to make a policy of the organization. Which is in the favour of him. On the whole it is Clear that as a policy maker it is an essential function of a leader.

3 Motivation

One of the most essential function of a leader is Motivation. How to motivate a group of the people who are working in the organization for the Purpose of accomplishing organizational goal. In fact Motivation is an important weapon of a leader by which he can establish unity & coordination amongst the group of people. Who are working in the organization for the purpose of getting things done. So that it is clear that motivation must be required in the organization to do the various activities in the proper direction. On the other hand in the absence of a motivation tool a leader can't do any activity in the proper direction. Hence, it is Clear that motivation is one of the must important function of a leader.

4 To determine different activities

In the context of the functions of a leader the determination of different activities is an important function. As we know that is any business organization there different types of activities is done by the different types of the peoples. It is the liability of leader to determine the different activities & to divide the activities amongst the employees on the basis of their ability. In the absence of such function an organization can't achieve his own Objective in the proper way. On the whole it

is clear that by dint of this function a leader can achieve his goal very smoothly.

5. To bring Economy in Operations

By the process of leadership a leader can bring the economy in various operations. Which is done in the Organization. As we know that under the organization there are different types of operations & activities is done by different types of the employees Hence, it is the duty of a leader to bring economy in all operations of the organization by dint of their own ability. So that it is that to bring economy on operations leadership functions is required.

2.3.3 Theories of Leadership**Q19. What are the different theories of leadership?**

Ans :

Theories of Leadership

The important theories of leadership are as follows,

1. Trait theory
2. Behavioural theory
 - (a) The Ohio State Leadership Studies
 - (b) The Michigan Studies
 - (c) The Managerial Grid.
3. Situational theories.

2.3.3.1 Trait Theory**Q20. Explain briefly about trait theory.**

Ans : **(May-19, May-18)**

The trait approach of leadership aims to explain how traits influence leadership.

- Traits are the natural/inborn personal characteristics of any person.
- Generally great leaders like Mahatma Gandhi, Abraham Lincoln etc., possess traits, like integrity, high energy, self-confidence, internal locus of control etc.

The working of this approach is quite different from other leadership approaches, as it focuses solely on the leaders trait, and not on other elements like the followers, situation etc.

- It clearly explains about the traits, that are required to be a successful leader and identify leaders who possess these traits.

By using the trait approach, organizations can select the right person for the managerial post.

- This can be done by using test and interviews, that assess the personality and natural qualities, of potential candidates.
- It is common for organizations to specify the preferable characteristics for managerial positions.
- This approach is also useful for making managers aware of their traits, strengths and weaknesses by undergoing a trait assessment test.
- It gives them, a clearer picture about who they are, how and where they fit in the organization etc.
- By analyzing the assessment results, they may know their weak areas, and work towards improving their overall leadership impact.
- Infact, today many organizations use the LTQ (Leadership Trait Questionnaire) to measure the personal characteristics of the leaders. A sample LTQ is shown below.

Leader Name _____ **Designation** _____
Date _____

		Points		
1.	Self confident : Is focussed and persistent, hard working.	1	2	3
2.	Sensitive : Is understanding, tactful, shows people skills	1	2	3
3.	Dependent : Acts with certainty, determined	1	2	3

The LTQ is assessed using a scoring key and it helps to identify the innate qualities, of each leader that can be beneficial to the organization.

Strengths

1. The general perception of a great leader in our society is that he/she is someone special, unique i.e., "a person with natural gifts". Example: Mahatma Gandhi etc.
2. A major strength is that the data of trait approach is correct and credible as it is backed by more than a century of research. There has been extensive research on it by famous scholars like Stogdill, Kirkpatrick, Bader etc.
3. Another conceptual strength of this approach is the way it highlights, the role of a leaders competencies, in the leadership process. Leadership is composed of three elements i.e., leaders, followers and situations. This approaches exclusively deals about the first element.
4. Trait approach has provided us with invaluable and practical knowledge for understanding and improving the overall effectiveness of supervisors and leaders in the organization.
5. It has provided organizations with benchmarks and assessment tools to select an effective and efficient candidate to lead the organization.

Criticism

1. Although, the trait theory has proposed hundreds of leadership traits, it has failed to define a limited number of traits, that are universally applicable.
2. Inspite of more than years of research study, its findings are sometimes uncertain and ambiguous.

3. A major drawback is that this approach is incomplete as it focuses only on the characteristics of a leader and ignores, two other important elements of effective leadership i.e., followers and situation.
4. Respected scholar Stogdill has pointed out that, it is quite difficult to isolate leadership traits, without considering the situation and other elements.
5. A final criticism against the trait approach is that it is not useful for training and development of leaders.

2.3.3.2 Behavioural Theory

Q21. Explain the research methods that have been used to study the leadership behaviour.

(OR)

Write a note on,

- (a) Ohio state leadership studies**
- (b) Michigan leadership studies.**

Ans :

(May-19)

Leadership is the ability to stimulate, motivate and provide support to the individuals for achieving organizational objectives. With the help of an effective leader, the group members can achieve efficiency, quality and satisfaction throughout the organization. In the last five decades, number of studies were conducted on leadership behaviour at Ohio State University and Michigan University.

(a) Ohio State Leadership Studies

Researchers carried out number of studies at Ohio State University for determining certain aspects of leadership behaviours. About 1800 specific examples of leadership behaviour was identified in these studies, which was later reduced to 150 examples of definite leader behaviour. While carrying out these studies, researchers developed leader Behaviour Description Questionnaire (LBDQ) which had these 150 examples of definite leader behaviour.

According to this study, a supervisor's behaviour can be defined into two categories,

- (i) Consideration
- (ii) Initiating structure.

(i) Consideration

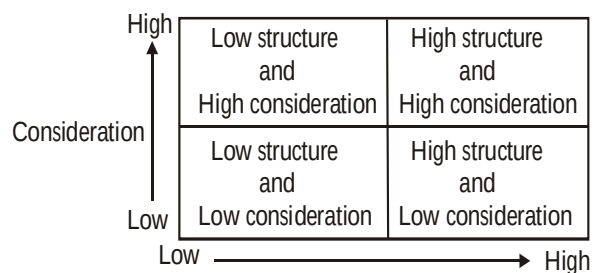
Consideration is the concern which a leader has towards his subordinates and developing interpersonal relationships with them. A leader does personal favours for the subordinates and supports for the work done by them.

1. The leaders who have high consideration are trustful, act in a friendly and supportive manner, obtain respect and develop friendly relationship with group members.
2. Whereas the leaders with low consideration are autocratic and has neutral or impersonal relationship with their group members.

(ii) Initiating Structure

Initiating structure describes task oriented leaders. Here, a leader provides guidance and direction to their subordinates, so that they can carry out their work activities in an effective manner and achieve their goals.

Ohio State University Leadership Model



In the above figure, one can see that a leader can be high or low on initiating structure or consideration. The leader with high structure and low consideration does not make decisions and make use of one way communication. The decisions here, are taken by the managers. The leaders with high consideration and low structure share

decision making and make use of two way communication in the organization.

(b) Michigan Leadership Studies

Researchers carried out number of studies at Michigan University for determining the effectiveness of leadership. While carrying out these studies, the researchers developed a questionnaire known as "survey of organizations" which helped them to gather the information relating to leadership styles. The main aim of the researchers for carrying out these studies was to compare the behaviours of effective supervisors and ineffective supervisors and to find out the reasons for effective leadership.

Michigan researchers determined two types of leadership behaviours,

- (i) Job centered leadership style and
- (ii) Employee centered leadership style.

(i) Job Centered Leadership Style

In this leadership style, the leader focuses on technical and production aspects of a job. The job centered leadership behaviour concentrates on achievement of goal and work facilitation. Here a leader guides and directs the subordinates in setting the performance goals and efficiency. This behaviour is very similar to the initiating structure identified at the Ohio State studies.

(ii) Employee Centered Leadership Style

In this leadership behaviour, leaders concentrate on fulfilling the human needs of their subordinates. Leaders support and help their subordinates, tries to understand their problems and gives special attention to their personal needs. The leaders also recognize and reward their subordinates for their contributions and accomplishments. Thus, this behaviour is very similar to the "consideration" behaviour identified at the Ohio State studies.

Q22. Explain briefly about fielder's contingent model.

Ans :

The important situational theories/approaches to leadership are as follows,

(a) Fielder's Contingent Model

Fred Fiedler was the first to develop the contingency model for leadership.

➤ According to Fiedler contingency model, a group's effective performance depends upon the way of interaction of the leader with its followers and degree extent of the situation which allows the leader to control and influence.

➤ The main aim of this theory was to identify the different types of situations and the leadership styles and their adequate combinations of style and situation.

The important factor in leadership success is leadership style whether it is task oriented or relationship oriented in nature.

➤ In order to evaluate the leader' style, Fiedler developed a questionnaire which is known as Least Preferred Co-worker (LPC) questionnaire. When a person is least liked by the co-workers in favourable terms, that style is known as relationship oriented.

➤ If least preferred co-worker is in unfavourable terms that style is known as task oriented.

➤ When leadership style is identified through LPC i.e., Least-Preferred Co-worker, it is necessary to evaluate the situation so that leader can be matched with the situation.

➤ Fiedler after research developed three contingency dimensions which acts as the important factors for evaluating the leader effectiveness as follows,

1. Leader-member Relations

The level of confidence, trust and respect employees had towards their leader are rated as either good or bad.

2. Task Structure

The level of formalizing and proceduring the job assignments are related as either high or low.

3. Position Power

The level of control a leader posses over power-based activities such as hiring, firing, discipline, promotions and salary increases are rated as either strong or weak.

Leadership situations are evaluated using the above contingency variables. When leader variables and situational variables are identified, it helps in defining the specific contingencies for leadership effectiveness.

However, this theory also involves some criticisms. It was criticised that requires some additional variables in order to overcome the drawbacks of the model. Conducting LPC also involved many problems. Effective leaders often changed their style to fulfill the needs of the specific situation, assuming that leadership styles are constant and unrealistic. In spite of many limitations, Fiedler model display effective leadership style which is required for the situational factors.

Q23. Describe the path goal theory of leadership. Explain about leadership styles involved in it.

Ans:

Path-Goal Theory of Leadership

Path-Goal theory leadership behavior is a combination of situational leadership and Vroom's expectancy theory of motivation.

This theory attempts to predict leadership effectiveness in different situations.

A leader can adopt following four types of behavior to clarify and to set goals with subordinates, to help them to find the best path to achieve them and to remove obstacles to their performance.

1. Instrumental/Directive
2. Supporting
3. Participative
4. Achievement-Oriented

1. Instrumental/Directive

The leader gives sub-ordinates specific orders and makes it clear what is expected of them, his focus is on planning, organizing, coordinating and controlling the activities of the sub-ordinates.

2. Supportive

The leader shows friendly behavior to his employees. He shows his concern for their needs and welfare and creates a pleasant organizational climate.

3. Participative

The leader makes decisions with active participation of the employees, shares information with them and seeks suggestions from them.

4. Achievement-Oriented

The leader sets challenging goals, seeks improvements of performance by displaying confidence in the abilities of his sub-ordinates.

The above behavioural patterns do not work effectively in all situations but work in a particular situation as a nature of subordinates and work environment.

Nature of Subordinates

Externally-Oriented Employees believe in external factors for the performance of jobs, like clear-cut directives and motivation.

Internally-Oriented Employees are self-motivated and believe that they can control situations.

Work-Environment

Structured Task is well-defined in terms of the nature of task, authority and responsibility associated with it, type of organizational relationship etc.

Leadership Style	Situation in which Appropriate
i) Directive	Positive effect on satisfaction and expectancies of subordinates working on unstructured tasks.
ii) Supportive	Positive effect on satisfaction and expectancies of subordinates working on unstructured tasks
iii) Participative	Positive effect on satisfaction of subordinates who are ego involved with non- repetitive tasks.
iv) Achievement	Positive effects on the confidence that the efforts will lead to effective oriented performance of subordinates working on ambiguous and non-repetitive task.

Leadership Style and Situations

Thus, this theory proposes that there is nothing like the best leadership style appropriate for all situations. Appropriate style is the one that helps subordinates cope with environment ambiguity.

Path-goal theory makes great sense for academic research and practicing managers.

2.3.3.3 Situational Model

Q24. Explain briefly about the Hersey-Blanchard situational model of leadership.

OR

Explain the four leadership styles of the situational model.

Ans:

The situational leadership model was developed by “Paul Hersey” and Kennett H. Blanchard”. This model is also known as “Hersey-Blanchard situational leadership model”. Which deals with task behaviours as well as relationship behaviours. In the task behaviours, the leader directs and informs the employees about the type of work which is to be performed, the way in which the work should be performed and who are responsible for performing it. There is only one-way communication in this type of behaviours. In the relationship behaviours, leaders give social and emotional support to the employees, so that they can feel relaxed and happy with their work.

The situational leadership model deals with four leadership styles which are as follows,

1. Style 1 - High task and low relationship - Directing style.
2. Style 2 - High task and high relationship - Coaching/guiding style.
3. Style 3 - High relationship and low task - Supporting style.
4. Style 4 - Low relationship and low task - Delegating style.

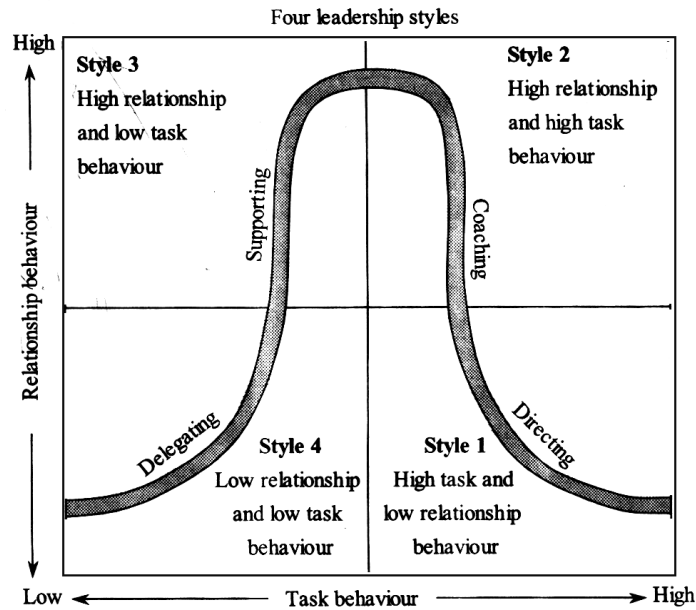


Figure: Situational Leadership Model

1. Style 1: High Task and Low Relationship /High Directive and Low Supportive Style

“High task and low relationship” is the first style of situational leadership model, which is also known as “directing style”. In this style, leaders concentrate more on accomplishing the goals and less on building relationships with their subordinates. This style is similar to autocratic form of leadership style, where the leader directs and instructs the employees for accomplishing the goals and carefully oversees them.

2. Style 2: High Task and High Relationship/High Directive and High Supportive Style

“High task and high relationship” is the second style of situational leadership model which is also known as “coaching” style. In this style, leaders concentrate on accomplishing the goals as well as on fulfilling the needs of their subordinates. These leaders give encouragement to their subordinates and guide them in accomplishing the goals. They help the subordinates by providing necessary input and guiding them in completing the task.

3. Style 3: High Relationship and Low Task / High Supportive and Low Directive Style

“High relationship and low task” is the third style of situational leadership model which is also known as “supporting” style. In this style, leaders do not concentrate on accomplishing the goals but provide support to their subordinates, so that the task can be completed easily. These leaders give less orders to their employees and works collaboratively with them. In this style, leaders pay attention to the ideas of their employees, applaud them and give feedback to them. This style is similar to the consensus and consultative forms of participative leadership style where the leaders give the authority to take day to day decisions to their subordinates and help them in solving their problems.

4. Style 4: Low Relationship and Low Task/Low Supportive and Low Directive Style

“Low relationship and low task” is the fourth style of situational leadership model, which is also known as “delegating” style. In this style, leaders concentrate less on both task and relationship. These leaders give complete authority of the task to their group members. The group members take the responsibility and complete the task in a way in which they think is the best. This style of leadership is similar to the free rein leadership style.

Hence, the situational leadership model explains the way in which the task and relationship behaviours are integrated for each of the four different leadership styles.

2.3.4 Styles of Leadership

Q25. Explain the various Styles of Leadership.

Ans: (Nov.-20)

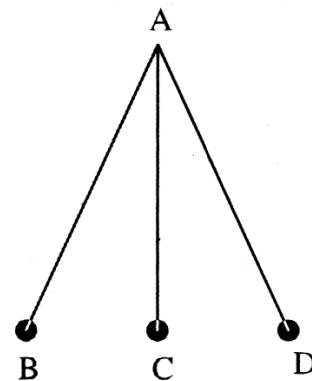
Different types of leadership styles based on authority are shown in figure.

1) Autocratic/Dictatorial Leadership Style:

Autocratic leader often called a "dictator". The autocratic leader gives orders, which must be obeyed by the subordinates.

- He determines policies for the group without consulting them, and does not give detailed information about future plans, but simply tells the group what immediate steps they must take.
- He gives personal praise or criticism to each member on his own initiative and remains detached from the group for the major part of the time.
- Thus, under this style, all decision-making power is centralised in the leader.
- Leader adopting this style stresses his privilege to decide and order a subordinates' obligation to do what they are told to carry out. He does not give subordinates the freedom to influence his behaviour.
- He tolerates no deviation from the orders. His subordinates fully depend upon him and are unaware of the goals of the organization.
- The leader takes and assumes full responsibility for decision-making for initiating action and for directing, motivating, and controlling his subordinates. This is because the autocratic leader may think that he is the only competent and capable individual, and that his subordinates' are incapable or unwilling to guide themselves, (or) he may have other reason for assuming a strong position of guidance and control.

- Autocratic style is efficient, needs little or no time to consult others during the decision-making process, and it works well in developed situation when decision must be made and acted on quickly and without question.



(a) Autocratic

- Autocratic leadership may be negative because followers are uninformed, insecure and afraid of leader's authority.
 - Such a leader may be called strict autocrat who relies on negative influences and gives order, which the subordinates must accept.
 - Leadership can be positive also because the leader may use his power to disperse rewards to his group.
 - When his motivational style is positive he is often called a benevolent autocrat.
 - The benevolent autocrat is effective in getting high productivity in many situations and he can develop effective human relationships.
 - There is another type of autocratic leader, known as manipulative autocrat, who makes the subordinates feel that they are participating in decision-making process even though he has already taken the decision.
- In industry, this style is quite common and has often succeeded. In future, it is less likely to be effective because:
- i) The coming generation is less amenable to rigid direction and control.
 - ii) The standard of living of people is rising.

- iii) There is now social awareness among the people; they look for social and egoistic satisfaction from their jobs.

Importance

Importance of autocratic leadership style is as follows:

i) Facilitates Fast Decision-Making

It can be used where there is pressure of time. In times of crises or emergencies, decision-making is faster when only one person is involved in the process. In situations like these, there is limited time to consult people and call for their participation to make decisions.

ii) Increased Productivity

The "leader is watching" style motivates managers to work hard as the oversight that an autocratic manager exerts over a team improves their working speed and makes them less likely to slack. This is ideal for poorly motivated employees who have little concern or interest in the quality or speed of work performed.

iii) Reduces Stress

In autocratic style, as the leader has significant responsibility for every task, managers will feel comforted, reduce their stress levels to know that leaders have control over their fate.

iv) Helpful in Training New Employees

Autocratic leadership style is appropriate when the leader is training others who are new and untrained at the job to make decisions. New or untrained workers usually do not know which procedure to follow. The leader is a coach. He is competent and the employees are motivated to learn new skills. The leader closely supervises the new employees, leading through detailed orders and instructions.

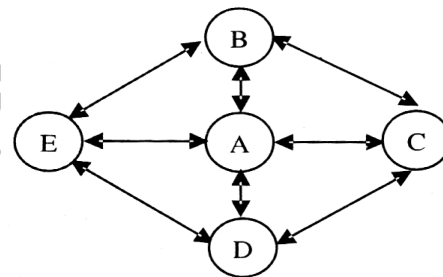
v) Improved Logistics of Operations

Having one leader with heavy involvement in many areas makes it more likely that problems are spotted in advance and deadlines met.

2) Democratic/Participative Leadership Style

Participative leadership style decentralises managerial authority.

- The leader's decision is taken after consultation with his followers and after their participation in the decision-making process.
- He sees to it that policies are worked out in group discussions and with the acceptance of the group.
- He makes it clear that praise or blame is a matter for the group and participates in the group as a member.
- Unlike an autocratic manager who controls through the authority he possesses, a participative manager exercises control mostly by using forces within the group.



(b) Participative

- The democratic leadership style, which is also participative by nature, is popular among the leader? because it is people-centred.
- The participative leader establishes trust; hence, close supervision of the staff is not necessary.
- The democratic leadership style produces the most positive results in terms of such things as productivity, loyalty, enthusiasm, flexibility, people development, and freedom of expression.
- However, the leader makes it clear that if the staff cannot come to a decision, he retains the right to do so.
- Under this style of leadership, the staffs are always well-informed about what is taking place at the workplace.

- Both delegation and genuine teamwork are practised in order to achieve results together.

Importance of Democratic/Participative Leadership Style

Importance of democratic leadership style is as follows:

i) Increases Acceptance of Management's Ideas

The leader works with his staff and they reach decisions by either agreement or consensus. Thus, it increases acceptance of management's ideas and the cooperation between management and employees.

ii) Effective Utilisation of Follower's Knowledge

People's abilities, knowledge and skills are effectively and efficiently utilized. Where this style is used, team spirit is observed and all members are committed to the work they perform. Trust is built, communication flows smoothly and the working atmosphere is relaxed.

iii) Increase Follower's Commitment

Followers gain ownership and commitment for decisions and activities. This is because the leader solicits thinking and open discussion on issues by all members. The leader only makes decision after getting relevant input from the group. It increases the morale of the employees.

iv) Fosters Professional Competence

This type of leadership style fosters professional competence. Supervision is minimal as individuals take the responsibility for their behaviour. The democratic leadership style encourages employee participation and professional growth.

v) Reduction of Friction and Office Politics

When leaders listen to their subordinates and use their ideas inspite of blatantly ignoring their ideas they are able to reduce organizational threats like tension, conflict, and backstabbing.

vi) Reduced Employee Turnover

When employees feel empowered through leadership development, a company will experience lower rates of employee turnover . which has numerous benefits. A company that invests in leadership development for its employees, is investing in their future, and this is appreciated by a large majority of the workforce.

vii) High Quality Work

The democratic leadership style produces high quality and high quantity work for long periods of time. This is because the workers like the trust they receive from the leader and they respond with cooperation, team spirit, and high morale. It improves the attitude of employees' towards their jobs and the organization.

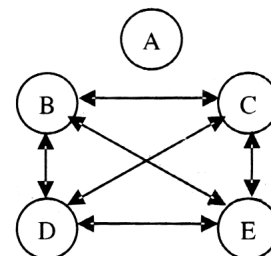
3) Free Rein (or) Laissez Faire Leadership Style

A free-rein leader does not lead, but leaves the group entirely to itself.

- He is represented by the chairman of the board who does not manage, but leaves all responsibility for most of the work to his subordinates. The free-rein leader avoids power.

- He depends largely upon the group to establish its own goals and work out its own problems. Group members work themselves and provide their own motivation.

- The leader exists as a contact person with outsiders to bring for his group the information and resources it needs to accomplish its job.



(c) Free Rein

- Free-rein leadership ignores the manager's contribution approximately in the same way as the autocratic leadership ignores that of the group. It fails to give the group the advantages of leader's inspired motivation.
- The leader completely hand over his leadership position, gives all responsibility and most of the work entrusted to him to the group which he is supposed to lead, limiting his authority to maintain the contact of the group with persons outside the group.
- This is also known as permissive style of leadership, where there is least intervention by the leader, handing over the authority and letting the group to operate entirely on its own.
- This mode of direction can produce good and quick results if the subordinates are highly educated and brilliant people who have a sincere desire to go ahead and perform their responsibilities.

Importance of Free-Rein (or) Laissez Faire Leadership Style

Importance of laissez faire leadership style is:

i) Provides Freedom of Direction

When employees are motivated to drive towards success, a laissez faire leadership style can provide them with the flexibility they need to succeed (there is no interference from the leader).

ii) Reduces Work for Leader

With all responsibility deferred to the group there is less work for the leader to perform interacting with the group, and they can thus spend their time adding value to the organization.

iii) Motivates Team

As the leader believes in faith and trust, individuals become more responsible. They are motivated to work and have maximum freedom of activity. It is non-interference in the affairs of others style of leadership. This style is used when workers are able to analyze the situation and determine what needs to be done and how to do it.

2.3.5 Managerial Grid

Q26. What do you understand by Managerial Grid.

Ans:

Managerial grid was refined and renamed by Blake and Mouton in 1964 as 'Leadership Grid'. Leadership grid style relies mainly on the degree to which an individual has concern for production and people. The leaders concern for accomplishing the organizational tasks is considered as 'concern for production'. It mainly includes high quality, performance, profit etc., and is taken on the horizontal axis of the grid.

The leader's concern towards the organizational members who are trying to accomplish its goals is considered as 'concern for people'. It mainly includes supporting group members, providing good working conditions etc., and is taken on the vertical axis of the grid.

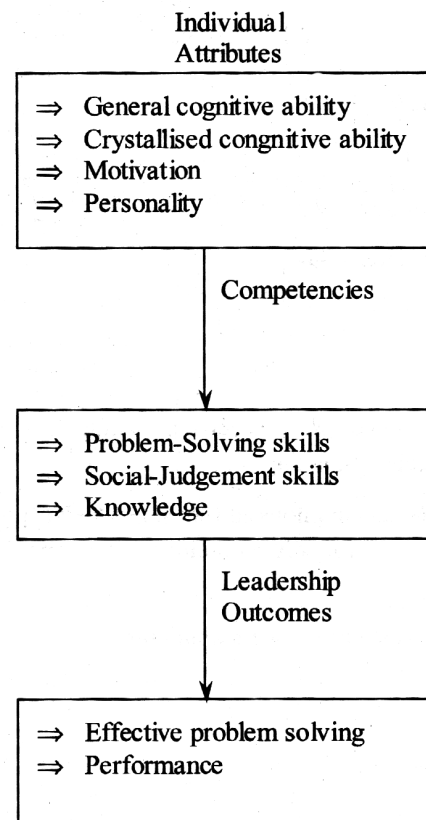


Figure: Leadership Grid

In the above figure one can see that, leadership grid have five leadership styles, 1, 1-impoverished leader 9, 1-authority compliance, 1, 9-country club 5, 5-middle of the road and 9, 9-team leader.

1. 1,1-Impoverished Leader

In the figure, (1,1) style represents that a leader does not have concern for production and people. This type of leaders only does minimum work needed for being a member of the organization.

2. 9, 1-Authority Compliance Leader

The (9, 1) style of leadership grid represents that a leader has high concern for production and minimum concern for people. Such type of leaders make use of power and authority and concentrate mainly on completing the task.

3. 1, 9-Country-club Leader

The (1,9) style represents that a leader has less concern for production and high concern for people. Here, the leaders give more importance to people and their feelings, opinions and suggestions to achieve better results.

4. 5, 5 Middle of the Road Leader

The (5, 5) style represents that the leader balances the concern for task and concern for people. Such type of leaders aim for satisfactory organizational performance and team spirit.

5. 9, 9-Team Leader

The (9,9) style represents that a leader has maximum concern for production and people. Such type of leaders aim for top most performance and employee's satisfaction.

Thus, leadership grid is a practical leadership model which helps in developing the organizations.

2.3.6 Leadership Continuum

Q27. What do you understand by Leadership Continuum.

Ans :

(Nov.-20, May-19, May-17)

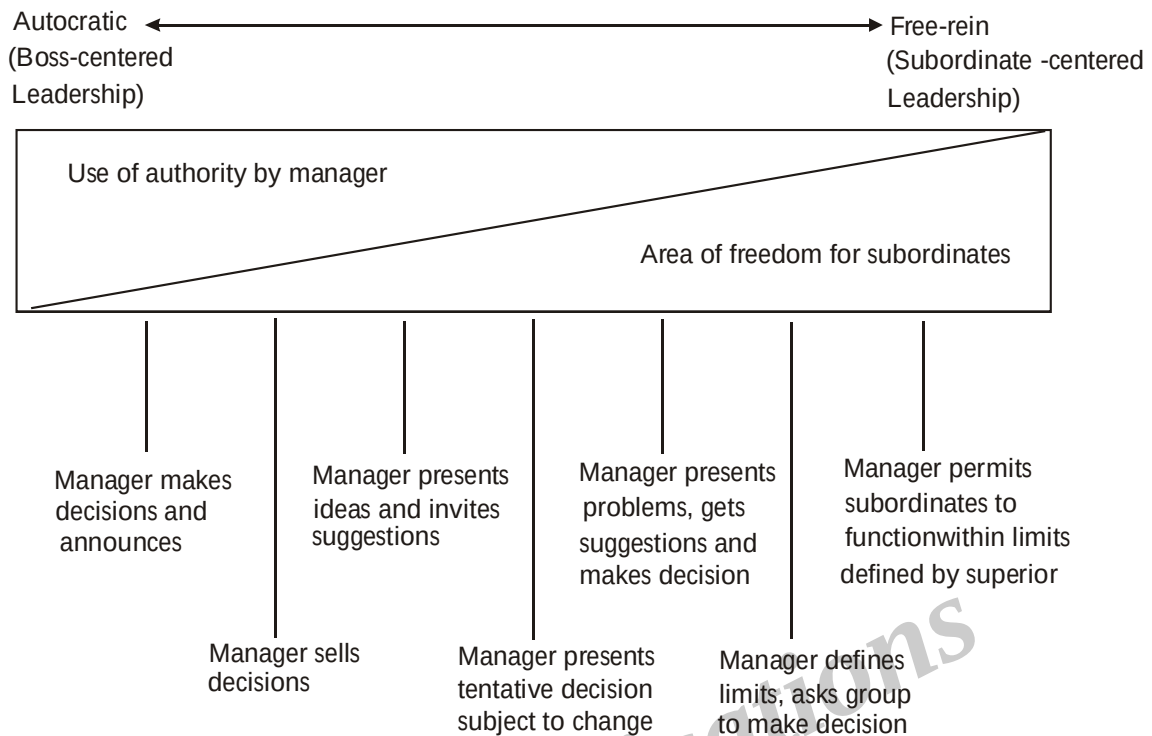
The leadership continuum was originally written in 1958 by Tannenbaum and Schmidt and was later updated in the year 1973.

- Their work suggests a continuum of possible leadership behavior available to a manager and along which many leadership styles may be placed.
- The continuum presents a range of action related to the degree of authority used by the manager and to the area of freedom available to non-managers in arriving at decisions.

A broad range of leadership styles have been depicted on the continuum between two extremes of autocratic and free rein (figure (a)). The left side shows a style where control is maintained by a manager and the right side shows the release of control.

- However, neither extreme is absolute and authority and freedom are never without their limitations.

The Tannenbaum and Schmidt continuum can be related to McGregor's supposition of Theory X and Theory Y. Boss-centered leadership is towards theory X and subordinate-centered leadership is towards theory Y.



A manager is characterized according to degree of control that is maintained by him.

According to this approach, four main styles of leadership have been identified:

➤ **Tells**

The manager identifies a problem, chooses a decision, and announces this to subordinates. The subordinates are not a party to the decision making process and the manager expects them to implement his decisions as soon as possible.

➤ **Sells**

The decision is chosen by the manager only but he understands that there will be some amount of resistance from those faced with the decision and therefore makes efforts to persuade them to accept it.

➤ **Consults**

Though the problem is identified by the manager, he does not take a final decision. The problem is presented to the subordinates and the solutions are suggested by the subordinates.

➤ **Joins**

The manager defines the limits within which the decision can be taken by the subordinates and then makes the final decision along with the subordinates.

According to Tannenbaum and Schmidt, if one has to make a choice of the leadership style which is practicable and desirable, then his answer will depend upon the following three factors:

1. Forces in the Manager

The behavior of the leader is influenced by his personality, background, knowledge, and experience. These forces include:

- (i) Value systems
- (ii) Confidence in subordinates
- (iii) Leadership inclinations
- (iv) Feelings of security in an uncertain situation

2. Forces in the subordinate

The personality of the subordinates and their expectations from the leader influences their behavior. The factors include:

- (i) Readiness to assume responsibility in decision-making
- (ii) Degree of tolerance for ambiguity
- (iii) Interest in the problem and feelings as to its importance
- (iv) Strength of the needs for independence
- (v) Knowledge and experience to deal with the problem
- (vi) Understanding and identification with the goals of the organization

If these factors are on a positive side, then more freedom can be allowed to the subordinate by the leader.

3. Forces in the situation

The environmental and general situations also affect the leader's behavior. These include factors like :

- (i) Type of organization
- (ii) Group effectiveness
- (iii) Nature of the problem
- (iv) Time pressure

When the authors updated their work in 1973, they suggested a new continuum of patterns of leadership behavior. In this, the total area of freedom shared between managers and non-managers is redefined constantly by interactions between them and the environmental forces. This pattern was, however, more complex in comparison to the previous one.

2.3.7 Leadership Effectiveness

Q28. Explain briefly about leadership effectiveness.

Ans :

(May-17)

The first comprehensive contingency model for leadership was developed by Fred Fiedler.

The Fiedler contingency model proposes that effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader.

Taking clues from the situational approach of leadership that any one of the single style cannot be considered suitable for all situations and for all kinds of subordinates, Fiedler developed a contingency model of leadership assuming that the effectiveness of the leadership is based on his ability to act in terms of situational requirements. Fiedler's contingency theory consists of three elements:

1) Leadership Style

Fiedler has identified leadership styles on two dimensions:

i) Task-Directed Style/Hard-Nosed Style

It is primarily concerned with the achievement of task performance. The leader derives satisfaction out of the task performance.

ii) Human Relations Style/Lenient Style

It is concerned with achieving good interpersonal relations and achieving a position of personal prominence.

Fiedler used two types of scores to measure the style adopted by a leader :

i) Scores on Least Preferred Co-worker (LPC)

Rating on LPC was based on an individual's liking or disliking of working with other individuals in the group and measured on sixteen items such as pleasant-unpleasant, friendly-unfriendly and so on.

ii) Scores on Assumed Similarity (AS) between Opposite

Rating on AS was based on the degree to which leaders perceived group members to be like themselves.

The scores on two ratings had very high positive correlation.

2) Situational Variables

Fiedler has identified three critical dimensions of situation which affect a leader's most effective style

i) Leader's Position Power

Position power refers to the power and influence that go with the job. A manager has more position power if the manager is able to hire fire and maintain discipline. Position power is analogous to coercive, reward and legitimate power.

ii) Task Structure

Task structure is the degree to 'which the job tasks are structured. For example, assembly line jobs are more structured than managerial occupations.

iii) Leader-Member Relations

Leader member relations refer to the degree that others trust and respect the leader, and to the leader's congeniality.

3) Relation between Leadership Style and Situational Variable

Fiedler feels that the effectiveness of leadership style depends on the situation. Appropriateness of leadership styles in different situations has been presented below:

- i) Task directed leadership style tends to be better in group situations that are either very favourable or very unfavourable to the leader.
- ii) Human relations-oriented leadership style tends to be in group situations that are intermediate in favourableness.

Situations are favourable if all the three dimensions are high, if the leader is generally accepted followers, if the task is very structured, and if a great deal of authority is formally attributed to the leader's position. If the opposite exists, the situation is very unfavourable to the leader. Fiedler concluded through his research that the favourableness of the situation in combination with the leadership style determines effectiveness.

Short Question and Answers

1. What is motivation.

Ans :

Motivation is the word derived from the word motive which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be:-

- Desire for money
- Success
- Recognition
- Job-satisfaction
- Team work, etc.

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore the role of a leaders is to arouse interest in performance of employees in their jobs.

Definitions of Motivation

- i) **According to Koontz and 'O' Donnell**, "Motivation is a general term applied to the entire class of drives, needs, wishes and similar forces".
- ii) **According to Stephen. P. Robbins**, "Motivation is a process that starts with physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive".
- iii) **According to Encyclopedia management**, "Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and focus of the forces, including the degree of readiness".
- iv) **According to Dale Breachus**, "Motivation is the willingness to expend energy to achieve goals and rewards."

- v) **According to Dubin**, "Motivation is the complex of forces starting and keeping a person at work in an organization".

2. Assumptions of Maslow's Theory.

Ans :

Following are the assumptions of Maslow's theory:

- (i) People's behaviour, being affected by their needs.
- (ii) There are many needs of people and their order or priority can be made.
- (iii) Motivation ends with the satisfaction of needs. After that the next higher need serves as a motivator.
- (iv) People move to next higher need only when the lower level needs are satisfied.

The above analysis shows that an individual has many needs and that their order can be determined. The moment an individual's one need is satisfied, he gets worried about his next need. After the satisfaction of the second need comes the third and this order continues till all his needs are satisfied. It is, therefore, clear that needs can be motivators. In order to satisfy needs an individual himself wants to work with vigour and full capacity.

3. Criticism of Herzberg Theory.

Ans :

1. Job satisfiers and dissatisfiers where recognize at two different qualitative factors where as these two are opposite factors.
2. The procedure used by Herzberg is limited by its methodology.
3. The model does not give sufficient emphasis to the motivating qualities of pay, status, etc. which are important motivators.

4. The difference between motivational and maintenance factors is not clear. They can be used interchangeably in different situations.

5. The theory is based on small sample.

4. Define leadership.

Ans :

Meaning

Leadership is the process of influencing the behaviour of others to work willingly and enthusiastically for achieving predetermined goals. It changes potential into reality. It can also be described as the process of influence in which one person can enlist the aid and support of others in the accomplishment of a common task. It is the creation of an environment in which others can self-actualise in the process of completing the job. It refers to the qualities the individuals possess, allowing them to motivate others to move toward achieving concrete objectives. It is a fascinating social phenomenon that occurs in all groups of people regardless of geography, culture, or nationality. Leadership plays a pivotal role at all levels of management because in the absence of effective leadership, no management can achieve the desired results.

Definitions

- i) **According to Hollander**, "Leadership is a process of influence between a leader and those who are followers".
- ii) **According to Stogdill**, "Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement".
- iii) **According to Hemphill & Coons**, "Leadership is the behaviour of an individual when he is directing the activities of a group toward a shared goal".
- iv) **According to Gary Yukl**, "Leadership involves influencing task objectives and strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification and influencing the culture of an organization".

Leadership is a function of management as it is concerned with the human factors of an organization. It is the result of the efforts of each member of an organization that goals or objectives are achieved, hence one of the major functions of management is to lead the members in an organization to achieve the organizational goals (or) objectives.

It has to do with current performance. Leading, as a function of management, consists of seeing that something really happens. It has to do with current performance.

This function reminds management that, however important it is to plan for the future and learn from the past, everything must be accomplished in the present tense. Nothing ever occurs tomorrow or yesterday; it always takes place today.

The leading function of management has to do with motivating everyone involved to do the things which need to be done.

5. Trait theory.

Ans :

The trait approach of leadership aims to explain how traits influence leadership.

- Traits are the natural/inborn personal characteristics of any person.
- Generally great leaders like Mahatma Gandhi, Abraham Lincoln etc., possess traits, like integrity, high energy, self-confidence, internal locus of control etc.

The working of this approach is quite different from other leadership approaches, as it focuses solely on the leader's trait, and not on other elements like the followers, situation etc.

- It clearly explains about the traits that are required to be a successful leader and identifies leaders who possess these traits.

By using the trait approach, organizations can select the right person for the managerial post.

- This can be done by using test and interviews, that assess the personality and natural qualities, of potential candidates.
- It is common for organizations to specify the preferable characteristics for managerial positions.
- This approach is also useful for making managers aware of their traits, strengths and weaknesses by undergoing a trait assessment test.
- It gives them, a clearer picture about who they are, how and where they fit in the organization etc.
- By analyzing the assessment results, they may know their weak areas, and work towards improving their overall leadership impact.

6. Autocratic/Dictatorial Leadership Style.

Ans :

Autocratic leader often called a “dictator”. The autocratic leader gives orders, which must be obeyed by the subordinates.

- He determines policies for the group without consulting them, and does not give detailed information about future plans, but simply tells the group what immediate steps they must take.
- He gives personal praise or criticism to each member on his own initiative and remains detached from the group for the major part of the time.
- Thus, under this style, all decision-making power is centralised in the leader.
- Leader adopting this style stresses his privilege to decide and order a subordinates' obligation to do what they are told to carry out. He does not give subordinates the freedom to influence his behaviour.
- He tolerates no deviation from the orders. His subordinates fully depend upon him and are unaware of the goals of the organization.
- The leader takes and assumes full responsibility for decision-making for initiating action and for directing, motivating, and controlling his

subordinates. This is because the autocratic leader may think that he is the only competent and capable individual, and that his subordinates' are incapable or unwilling to guide themselves, (or) he may have other reason for assuming a strong position of guidance and control.

7. Importance of autocratic leadership style.

Ans :

i) Facilitates Fast Decision-Making

It can be used where there is pressure of time. In times of crises or emergencies, decision-making is faster when only one person is involved in the process. In situations like these, there is limited time to consult people and call for their participation to make decisions.

ii) Increased Productivity

The “leader is watching” style motivates managers to work hard as the oversight that an autocratic manager exerts over a team improves their working speed and makes them less likely to slack. This is ideal for poorly motivated employees who have little concern or interest in the quality or speed of work performed.

iii) Reduces Stress

In autocratic style, as the leader has significant responsibility for every task, managers will feel comforted, reduce their stress levels to know that leaders have control over their fate.

iv) Helpful in Training New Employees

Autocratic leadership style is appropriate when the leader is training others who are new and untrained at the job to make decisions. New or untrained workers usually do not know which procedure to follow. The leader is a coach. He is competent and the employees are motivated to learn new skills. The leader closely supervises the new employees, leading through detailed orders and instructions.

8. Laissez Faire Leadership Style

Ans :

A free-rein leader does not lead, but leaves the group entirely to itself.

- He is represented by the chairman of the board who does not manage, but leaves all responsibility for most of the work to his subordinates. The free-rein leader avoids power.
 - He depends largely upon the group to establish its own goals and work out its own problems. Group members work themselves and provide their own motivation.
 - The leader exists as a contact person with outsiders to bring for his group the information and resources it needs to accomplish its job.
-

9. Managerial Grid.

Ans:

Managerial grid was refined and renamed by Blake and Mouton in 1964 as 'Leadership Grid'. Leadership grid style relies mainly on the degree to which an individual has concern for production and people. The leader's concern for accomplishing the organizational tasks is considered as 'concern for production'. It mainly includes high quality, performance, profit etc., and is taken on the horizontal axis of the grid.

The leader's concern towards the organizational members who are trying to accomplish its goals is considered as 'concern for people'. It mainly includes supporting group members, providing good working conditions etc., and is taken on the vertical axis of the grid.

Choose the Correct Answers

1. _____ is the name given to a philosophy and set of methods and techniques that stressed the scientific study and organization of work at the operational level. [a]
(a) Scientific Management (b) Human Relations Model
(c) Two factor theory (d) Achievement motivation theory
2. Which of the following is a content theory? [b]
(a) Expectancy theory (b) ERG Theory
(c) Equity theory (d) None of the above
3. Who propounded the Need's Theory [c]
(a) Frederick Herzberg (b) Alderfer
(c) Abraham Harold Maslow (d) None of the above
4. The two factor theory is based on which factors? [a]
(a) Hygiene and behavioral
(b) Safety and self - esteem
(c) Self - actualization and status quotient
(d) None of the above
5. What does "E", "R" and "G" stand for in the ERG theory? [c]
(a) Export, Risk and Guarantee (b) Exponential, Reliability and Growth
(c) Existence, Relatedness and Growth (d) None of the above
6. Which of the following is a need that motivates human behavior as per the achievement motivation theory? [d]
(a) Power (b) Affiliation
(c) Achievement (d) All of the above
7. Which of the following is a process theory ? [b]
(a) Achievement Motivation theory (b) Performance - satisfaction model
(c) ERG theory (d) Two factor theory
8. What are the alternate names used for the expectancy model? [d]
(a) Instrumentality theory
(b) Path - goal theory
(c) Valence - instrumentality - expectancy theory
(d) All of the above

9. Which of the following option, is an important term used in the theory? [a]
- (a) Inputs (b) Promotion
(c) Working condition (d) Responsibility
10. _____ and _____ came out with a comprehensive theory of motivation called the performance - satisfaction model. [c]
- (a) Festinger and Heider (b) Jacques and Patchen
(c) Porter and Lawler (d) Weick and Adams
11. Which of the following options is a factor which the equity theory is not clear about? [a]
- (a) How does a person choose the comparison other?
(b) Carefully explaining to the employees what their roles are
(c) Making sure the rewards dispersed are valued by the employees
(d) None of the above

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Fill in the blanks

1. _____ is the willingness to expend energy to achieve goals and rewards.
2. _____ is an important factor in determining the efficiency of an organization.
3. ERG theory has been presented by _____ .
4. _____ is the process of influencing the behaviour of others to work willingly and enthusiastically for achieving predetermined goals.
5. _____ depends on the ability of a particular individual.
6. _____ was the first to develop the contingency model for leadership.
7. Leadership is the ability to stimulate, motivate and provide support to the individuals for achieving _____ .
8. Path-Goal theory leadership behavior is a combination of _____ and _____.
9. The situational leadership model was developed by _____ .
10. A _____ leader does not lead, but leaves the group entirely to itself.
11. The first comprehensive contingency model for leadership was developed by _____.

ANSWERS

1. Motivation
2. Motivation
3. Alderfer
4. Leaderships
5. Leadership
6. Fred Fiedler
7. Organizational objectives
8. Situational leadership, Vroom's expectancy theory of motivation.
9. "Paul Hersey"
10. Free-rein
11. Fred Fiedler.

UNIT III

Group Dynamics

Meaning of groups and group dynamics, Formation, Characteristics and Types of groups, Theories of group dynamics, Group cohesiveness - Factors influencing group cohesiveness - Group decision making process. Types of teams. Analysis of Interpersonal Relationship: Transactional Analysis, Johari Window.

3.1 MEANING OF GROUP

3.1.1 Characteristics

Q1. Define the term group. What are the characteristics of group?

Ans : (Now.-20, Jan-21)

Meaning

A group consists of two (or) more persons who interact with each other, consciously for the achievement of certain common objectives. The members of the group are inter-dependent and are aware that they are part of a group.

Groups exist in every organization and they affect the behaviour of their members. They not only affect the behaviour of their members, rather they have impact on other groups and the organization as a whole. Such groups are created by the organization as well as by organization members for their own satisfaction. Thus, these groups are essential for organizations functioning.

Managers need groups to coordinate individual behaviour in order to reach the organizational goals. Groups can make a manager's job easier because by forming a group, he need not explain the task to each and every individual. A manager can easily coordinate with the work of an individual by giving the group a task and allow them to coordinate with each other. But for a group to work effectively, the interactions between its members should be productive. Therefore, managers must pay attention to the needs of individuals.

Definitions

- i) **According to Stephen Robbins**, "A group may be defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives".
- ii) **According to Marvin Shaw**, "A group comprises, of two or more persons who interact with one another in such a manner that each person influences and is influenced by each other person".
- iii) **According to Edgar H. Schien**, "A group may be defined as a social phenomenon in which two or more persons decide to interact with one another, share common ideology and perceive themselves as a group".

Features of Group

Various features of groups are as follows:

1) Two (or) More Persons

To form a group, there should be at least two persons because a single individual cannot interact. However, there cannot be any specific limit on the maximum number of persons in a group but the size of the group will be determined by rules and regulations of the organization in this context, or meaningful interaction among the members in the case of informal groups.

2) Collective Identity

Members of the group must be aware about their membership of the group. Each member of the group must believe that he is a member of, is a participant in, some specific group. It is the awareness of each other most clearly differentiates a group from an

aggregation of individuals. In the case of aggregation of individuals, they are ordinarily not aware of one another or, if aware, do not interact with each other in a meaningful way.

3) Interaction

Members of the group interact among themselves. Interaction means that each member shares his ideas with others through communication and this communication can take place face to face, in writing, over the telephone, across a computer network, or in any other manner which allows communication among group members. However, it is not necessary for all members of the group to interact simultaneously, but each member must interact, atleast occasionally with one or more members of the group.

4. Shared Goal Interest

Members of the group should subscribe to the attainment of some common objectives.

However, it is not necessary that each member subscribed to or agrees with all the objectives of the group. If a group has a variety of objectives or interests, each member of the group must share atleast one of the group's concerns. The shared goal interest binds the group member together.

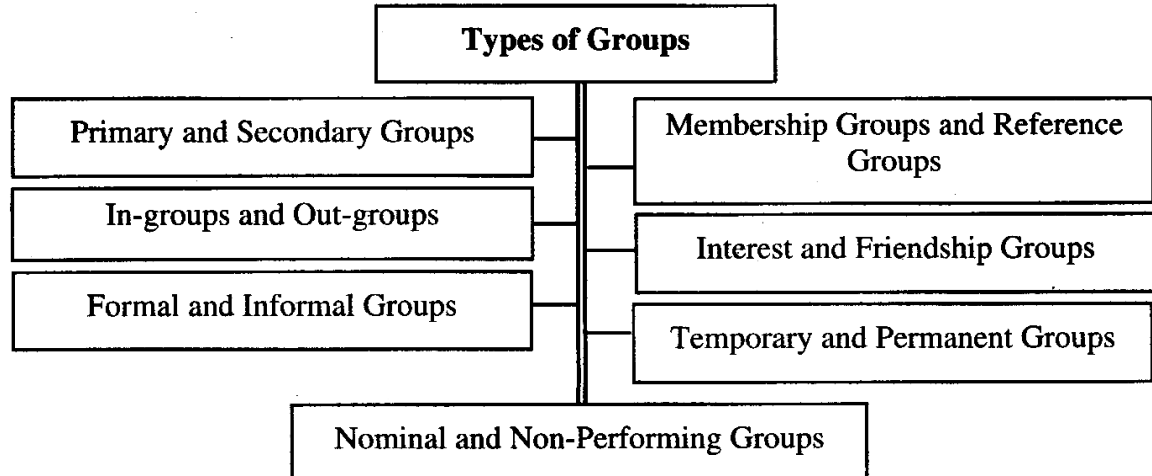
3.1.2 Types of Groups

Q2. Classify the different types of groups.

Ans :

(Jan.-21, Nov.-20)

Groups may be classified into different types. The basis of differentiation may be purpose, extent of structuring, process of formation, and size of the group membership. Various types of group are as follows:



1) Primary and Secondary Groups

Primary groups are those characterised by intimate, face-to-face association and co-operation. These are clusters of people like families or close friendship circles where there is close, face to face and intimate interaction. There is also often a high level of interdependence between members. Primary groups are also the key means of socialization in society, the main place where attitudes, values, and orientations are developed and sustained. For example, family, and peer group.

Secondary groups are characterised by large size and individual's identification with values and belief prevailing in them rather than actual interaction. These groups are those in which members

are rarely, if ever, all in direct contact. They are often large and usually formally organized. Trades unions and membership organizations such as the National Trust are examples of these. They are an important place for socialization, but secondary to primary groups. **For example**, occupational association and ethnic groups, etc.

2) **Membership Groups and Reference Groups**

Membership groups are ones to which the individual actually belongs. **For example**, clubs, co-operative societies, workers union, etc.

Reference groups -are the ones with which an individual identifies or to which he would like to belong.

3) **In-groups and Out-groups**

In-groups represents a clustering of individuals holding prevailing values in a society or at least having a dominant place in social functioning. **For example**, members of a team, family members, etc.

Out-groups are the masses or conglomerate viewed as subordinate or marginal in the culture. **For example**, street performers for an office worker, a hawker for a surgeon.

4) **Interest and Friendship Groups**

Interest group involves people who may come together to accomplish a particular goal with which they are concerned.

Friendship groups are formed by people who have one or more common features. People coming from a particular region or holding a particular viewpoint or speaking a particular language tend to form friendship groups.

5) **Formal and Informal Groups**

Formal groups are established by the organization to accomplish specific tasks. It is a designated work-group defined by the organizational structure. It includes:

i) **Command Groups**

Command groups are composed of the subordinates who report directly to a

common superior. For example, a college principal and teachers, a production manager and his subordinates in his department and so on.

ii) **Committees and Taskforces/ Groups**

Committees and taskforces are created to carry out specific organizational assignment or activities.

Informal groups are those groups, which appears in response to the need for social contact. These groups are formed within the structure of the organization but by the members themselves. They are formed to satisfy the social needs on the job.

6) **Temporary and Permanent Groups**

Temporary groups usually taskforces, *ad hoc* groups, or search committees, are formed to complete a time-limited, discrete task. In these groups, people may behave differently and bring a different set of expectations than in permanent groups. Members of temporary groups may take more risks and be more tolerant than members of permanent groups. This is due to two reasons:

- i) The temporary group is motivated by a set deadline. This means that the work of the group may need to proceed quickly. Thus, people will be more vocal and more tolerant.
- ii) In temporary groups, the members usually make less emotional commitment and investment in the group, knowing it is going to disband.

Permanent groups have the opposite characteristics of temporary ones. They are formed for fulfilling some ongoing purpose. Permanent groups may be committees, boards, advisory counsels, etc. Because group members must work together for *an indefinite period of time, they are more likely to be tolerant of one another. Because they may not be motivated by deadlines, permanent groups are likely to progress

slowly through the stages of group development. Because reputations may be determined by the outcomes of the group, people make more commitment and psychological investment in permanent groups than in temporary ones.

7. Nominal and Non-Performing Groups

Nominal groups separate idea generation from idea evaluation, while developing an easily summarized ranking of the ideas brought forth. Clients, key informants, staff members, or service providers can easily be assembled in nominal groups to identify problems or to propose solutions. Because of the structure of participation, status hierarchies that might stifle interactions within or among members of some groups are less worrisome for nominal groups.

Non-performing groups do not exist in reality, they are just on paper. They are developed and created without any performances. Non-performing groups have definite objectives but there is no effort to attain those objectives.

3.1.3 Group Formation

Q3. Define Group Formation. Explain the Nature of Group Formation.

Ans :

Introduction

Group formation is a key stage in complete group development, leading to team cohesion and unity. In fact, group formation is the first part of any group development and needs to have a strong foundation to ensure complete group development. Without suitable focus, group formation will develop in a haphazard manner which could easily lead to the failure of any group project.

Group formation should not be about people just agreeing to work with each other. There will be group personalities to deal with different levels of ability and different talents that should unite to produce team cohesion. The formation of the group at this point is therefore very important. At the beginning there will, perhaps, be the usual human feelings of anxiousness, anxiety, suspicion, lack of confidence or demonstrative posturing. This is

natural as group members begin to feel the group environment, examine the group's goal and try to figure out where they fit into the overall picture.

After group formation, a group goes through predictable stages of development. Groups take time to develop. How long, of course, is impossible to specify. It depends on size, frequency of interaction, structural features, and so on. However, one of the best-known bits of literature on groups is Tuckman's model of group development based on a meta-analysis of the complex models which had been developed. It has the virtue of being memorable but the limitation of being rather rigid.

Nature of Group Formation

Nature of group formation includes:

- 1) Group formation involves the development of new relationships between the group and the individual group members. This development is important for both the new members as well as for the group itself.
- 2) During group formation, group and individual will exchange knowledge about appropriate norms, including the existing group structures, procedures and routines.
- 3) Establishing a clear set of rules, or norms, at the beginning of the group formation helps its members to proceed more effectively toward the group's goals.
- 4) Group formation depends on the members themselves; some people are more likely than others to join together and when they do a group is born. Group formation also depends on physical proximity, affective integration, and cognitive integration, including group norms.
- 5) The greater the extent to which individuals share activities the more they will interact and the higher the probability that they will form a group.
- 6) Groups also come into existence when the pressure of environmental circumstances pushes people together rather than keeping them apart.
- 7) Groups also spring up, sometimes unexpectedly, when people discover that they

like one another, and this attention provides the foundation for the development of interpersonal bonds.

- 8) Getting a group formed takes time and skills, as personal skills and attitudes in forming a group are crucial to success.
- 9) The group formation helps to generate peer group support and solidarity. The group meets regularly, initially for awareness generation.

Q4. Explain the various functions of group.

Ans :

i) Task Functions

These are the group activities performed to achieve organizational goals. They include:

- Working on a complex and interdependent task which is too difficult for anyone individual to perform and which cannot be easily broken down into independent tasks.
- Generating new ideas or creative solutions to solve problems that require inputs from a number of people.
- Serving liaison or coordinating functions among several work groups whose work is to some extent interdependent.
- Facilitating the implementation of complex decisions.
- Serving as a vehicle for training new employees.

ii) Maintenance Functions

Organization members bring with them a variety of needs, and groups can satisfy many of them. The aspects of group activity that help organizational members satisfy their needs are called maintenance functions. They include the following:

- Fulfilling members' need for social interaction, including the needs for affiliation, friendship, support and love,
- Providing sense of identity and self-esteem. People identify themselves by the groups they belong to,
- Reducing anxiety and uncertainty. By talking over and sharing their concerns with other members in the group, people can reduce their anxiety and sense of powerlessness,
- Helping group members solve their own personal problems. Group members help each other in dealing with personal problems such as sickness and boredom, and provide emotional support.

The following table summarises the functional activities of the group.

Q5. What are the differences between task functions and maintenance functions.**Ans :**

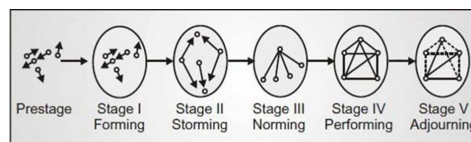
Task Functions	Maintenance Functions
1. Initiating, suggesting a new way of looking at a problem, or new activity.	1. Harmonizing, compromising, reconciling disagreements, getting others to explore differences.
2. Seeking useful information or opinions. Requesting facts, asking about feelings, asking for ideas or values.	2. Gate keeping, inviting others to talk, suggesting time limits or other procedures to permit wider participation.
3. Giving useful information or opinions. Offering facts, stating a belief, making suggestions.	3. Encouraging being friendly, warm, responsive through words or facial expression.
4. Clarifying, providing for meaning, defining terms restating, enlarging or stating issues.	4. Following, going along with the group, being a good listener, showing that words are heard.
5. Summarising, reviewing, bringing related ideas together, restating suggestions of other	5. Standard setting, testing the group attitude towards its procedures, stating values or ethics.
6. Consensus testing, checking to see if the group is ready to decide sending up a trial balloon.	

Q6. What are the stages of group formation ?**Ans :****(Jan.-21, May-19, May-17)**

By group development we mean the stages that work groups go through as they evolve and grow. Groups do not form and become effective overnight. It involves a long process to develop a group of strangers to a unit of cohesive and well co-ordinated group members.

Stages of Group Development

Research studies from the mid 1960's indicate that group pass through a standard sequence of five stages. As shown in the Fig. . These five-stages have been nomenclatured as forming, storming, norming, performing and adjourning stage. These stages are described below :

**Fig. : Five Stages of Group Development****1. Forming Stage**

The first stage for almost every group is an orientation stage. This stage is marked by a great deal of caution, confusion, courtesy and uncertainty about the group's purpose, structure and leadership. The formal leader exerts a great influence in structuring the group and shaping member expectations. This stage is complete when members of the group have begun to think to themselves as part of a group.

2. Storming Stage

This stage is characterized by conflict, confrontation, concern and criticism. Struggles for individual power and influences are common. In case, the conflict becomes extremely intense and dysfunctional, the group may dissolve or continue as an ineffective group that never advances to higher levels of group maturity.

3. Normal Stage

This is the stage in which close relationship among the members develops. The group evinces cohesiveness. The group now assumes to certain identity and camaraderie.

4. Performing Stage

This is the highest level of group maturity. This stage is marked by teamwork, role clarity and task accomplishment. Conflict is identified and resolved through group discussion. The members of the group are aware of group's processes and the extent of their own involvement in the group.

5. Adjourning Stage

Groups are adjourned for two reasons. **First**, the group has completed its task. **Second**, the members decide to disband and close the group with sentimental feelings.

3.2 GROUP DYNAMICS**Q7. Define Group Dynamics. Explain the nature of Group Dynamics.**

Ans :

Introduction

Kurt Levin popularised the term group dynamics in 1930's. Group dynamics describes both a subject matter scientific field of study. When Kurt Lewin described the way groups and individuals act and react to changing circumstances, he named these processes group dynamics. Group dynamics refers to those forces operating or present in the group and which influence the behaviour of the members of the group. These forces chiefly are the group composition, group norms, group leadership,

group cohesiveness, etc. The study of group dynamics is important for every manager. This study provides information to the managers about the way to control the behaviour of the members of the group.

Groups are inevitable as a norm and part of working in organizations and as a significant unit of sociology contributes immensely to the understanding of organizational behaviour. Hence, while using the concept of a group in organizational behaviour, the focus will be upon the dynamics of the formal and informal group members in an organization. Group dynamics focuses on team work wherein small groups are constantly in contact with each other and share common ideas to accomplish the given tasks. Lewin has developed here leadership styles, i.e., authoritarian, democratic and laissez faire for explaining the group dynamics. The other meaning of group dynamics is that it is a set of techniques. It implies that the members' role in a management situation is discussed and team-building exercise is carried-out to develop each member.

Definition

According to Kurt Lewin, "Group dynamics deal with internal nature of groups, how they are formed, what structure and processes they adopt, how they function and affect individual members, other groups and the organization".

Thus, group dynamics is a social process by which people interact face to face in small groups. It encompasses the dynamics of interaction patterns within the group, the subtle and the non-subtle pressures exerted by group members, the manner in which decisions are made in the group, how work gets done and how member needs are satisfied.

Nature of Group Dynamics

The nature of group dynamics is as follows:

1) Concerned with Group

Group dynamics is concerned with group. Wherever a group exists the individuals interact and members are continuously changing and adjusting relationship with respect to each other. The members of the group may interact, may be in state of tension, may be attracted or repelled to each other, may seek the resolution of these tensions and return to equilibrium after the resolution.

2) Changing

Changes go on occurring like introduction of the new members, changes in leadership, presence of old and new members and the rate of change - fast or slow. The groups may dissolve if the members are not enthusiastic about the goals; they have no faith in the ideology and do not identify themselves with the group. This means that the cohesiveness in the group has decreased.

3) Dynamic

There may be rigidity or flexibility (cohesiveness or conflict) that influence a group dynamics. If the members get along well there is smooth sailing for the group and if there is conflict it leads to problems. A rigid group may not change and lacks adaptability to change. But the members if are able to solve the problems, the equilibrium can be maintained. The conflict and tension, if increases within the group, this can cause an open flare up and strong measures are urgently.

4) Defines Effectiveness of Leader

The group organization is essential. It leads to greater group effectiveness, participation, cooperation and a constructive morale. The leader will be effective only if the group is organized and stable. Some degree of organization is essential for effective functioning of the group and depends on the proportion of the well-defined roles members have in the group. The organized group is one with every member having specific roles and acting towards other members in the prescribed manner.

5) Continuous Process

Dynamic group always is in continuous process of re-structuring, adjusting and re-adjusting members to one another for the purpose of reducing the tensions, eliminating the conflicts and solving the problems which its members have in common. The changes may take within a group and it is interesting to study the way the change do occur. The frequent changes indicate the capacity of the group to change and adapt.

Q8. Explain the importance of Group Dynamics.

Ans :

Group dynamics is important due to following reasons:

- 1) Formal and informal workgroups are becoming increasingly important competitive factors in an organization due to changes in an organization.
- 2) Teamwork is the result of groups working together to effectively and efficiently achieving organizational tasks, vision and mission.
- 3) Group dynamic is a useful way to analyze groups as systems that use inputs and engage in various processes or transformations, and produce outcomes in an organization.
- 4) Managers ready to help and bring about higher performance from formal workgroups by weighing the characteristics of members who assign to particular groups.
- 5) Group members should have task-relevant expertise and appropriate interpersonal skills for accomplishment of tasks.
- 6) Group dynamic is a degree of diversity among group members that usually adds to performance in project.
- 7) Group training, particularly for diverse groups which has been found to be useful and helpful to other members in a team.
- 8) Team members may be attracted to a group for a number of reasons like as liking other members of the group, liking the activities of the group, the goals or purposes of the group, the group satisfies an individual's need for affiliation, and the group can help an individual to achieve a goal outside the group.
- 9) The size of the group has also plays significant role in improving the group's performance.
- 10) Provide free riding is particularly likely when members exhibit individualism rather than collectivism.
- 11) In the case of the team, a manager can combat social loafing by several methods and

assign few extra people to do the work, it is one-key method to achieve task in team.

- 12) Team dynamic is using other methods for measuring team performance like as making each individual's work visible, providing for individual feedback, have to work with team people with respect, to measure standards to actually what is the group performance, and making suitable rewards to individual members in the team for enhance of group performance.

3.2.1 Theories of Group Dynamics

Q9. What are the Theories of Group Dynamics?

Ans :

Styles in this approach are classified depending on how much authority retained by the leader versus how much is delegated to subordinate Employees.

We have familiar three-way classification of leadership:

1. Authoritarian leadership
2. Participative leadership
3. Free-rein leadership

Authoritarian style involves retention of full Authority by the leader. Leader decides, decision is passed on to subordinates, instruction about the implementation of decision are given and the subordinates are expected to do what the leader has told them to do. It is also known in its acronym as autocratic style. If the leader is competent, then the tasks are completed efficiently.

The problem with this style is that workers are made aware of what to do, but not why. Which results in (i) Low employee morale (ii) workers following leader directions lose initiative and avoid responsibility for any errors.

There are three related types of participative leaders :

a) Consultative leaders

Consultative leaders Solicit opinions from group before making a decision, yet they do not feel obliged to accept group's thinking; they make it clear that they alone have final authority to make final decisions.

b) Consensual leaders

Consensual leaders encourage group discussion on an issue and then make a decision that reflects the general agreement of group members. They delegate more authority to group than consultative leaders. This style leads to considerable delay in decision-making because every member has to give His/her consent.

c) Democratic leaders

Democratic leaders confer final authority on the group. They function as collectors of opinion and take a vote before making a decision. Democratic leaders delegate full authority to subordinates. This style is more relevant for community activities than for work settings.

This is also called laissez-faire, free-rein leader chooses not to adopt a leadership role and actually abdicates leadership position, generally relinquishing it to someone else in the work group.

While technically not a leadership style, it does warrant brief mention since the absence of leadership may have a positive or negative effect.

On the positive side, free-rein leadership works.

When the group is composed of highly committed members. On the negative side, it may be stated that the leader abdicates leadership role because of his/her own incompetence, the fear of failure, or the Perceived social cost of ostracisation by the workgroup.

3.3 GROUP COHESIVENESS

3.3.1 Factors influencing group Cohesiveness

Q10. What is Group Cohesiveness? Explain the features Group Cohesiveness.

Ans : (Nov.-20)

Group Cohesiveness

Group cohesiveness is the degree of attachment of the members to their group. If group cohesion is high, the interaction between members of the group is high and the degree of agreement in group opinion is high.

Features of Cohesiveness Group

The following are the features of cohesive group,

1. The members share the group goals and norms and have common interests and background.
2. Usually the members are small in number.
3. Interaction and interpersonal communication is high and frequent.
4. Group enjoys high status.
5. Members stand united against perceived external threats.
6. Members always stick to their group.
7. The group has a history of past success

Q11. What are the Factors Influencing Group Cohesiveness

Ans :

1. Degree of Dependency on the Group

The more dependent a person is on a group the greater will be groups attractiveness and greater will be its consequences.

2. Size

Group cohesiveness increases through interaction among group members. Interaction is high if group is small and interaction is less when the group is large.

3. Homogeneity and Stable Membership

Stable relationships among members enhance group cohesiveness. This is because the relationships have to persist over a period of time to permit people to know one another, to develop common understanding of shared goals and values.

4. Location of the Group

If the group members are located close to each other, they interact themselves frequently and freely. If the group is isolated from other groups, then the cohesion is usually high.

5. Group Status

A successful group with high status is more attractive. Therefore, they show solidarity among themselves and group cohesion tends to be high.

6. Group Leadership

If the leader is dynamic and energetic, he motivates the group members to work with zeal for attainment of common goals. He tries to build and maintain high group loyalty among members. Thus, the qualities of the group leader determine the extent to which the group members bind themselves with the group.

7. Outside Pressure

When there is pressure from outside, group members tend to minimize their personal differences in order to fight to common enemy. As such members of a group tend to herd together to face challenges from outside pressure.

8. Competition

There is intragroup and intergroup competition. Intragroup competition is among the group members. Intragroup competition is among different groups. Competition between members of the group is usually destructive to group cohesiveness. Intergroup competition brings cohesiveness in the group.

3.3.2 Factors Influencing Group Cohesiveness

Q12. What are the various consequences of group cohesiveness ?

Ans :

Consequences of Cohesiveness: See Figure below:

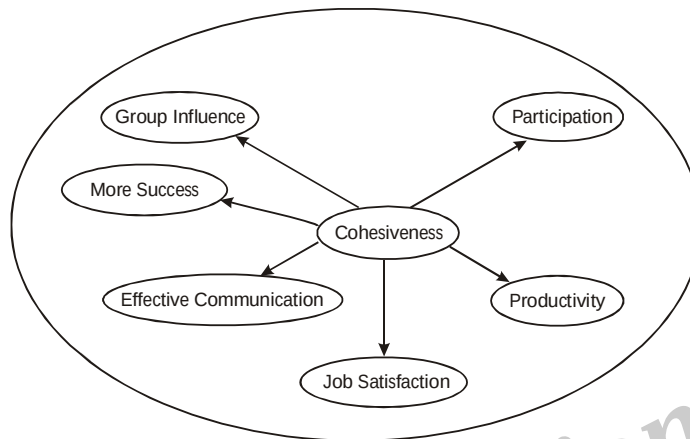


Fig. Consequences of group cohesiveness

i) More Influence

Every group has a leader. If it is a formal group then the leader will be appointed by virtue of organizational structure. If a group is informal and a leader is not nominated, then the leader will automatically arise due to various situations and requirements. Leader who apart from being appointed, exercises considerable influence over the group members is accepted as leader by the group members. Leader who is autocratic exercises even more power to handle the external situation. Leader must be sincere and care for the expectations of the group members. Leader's decisions will be accepted when he displays considerable amount of concern and well of the majority of members. For example, Leader's agreement with union on a particular issue would be accepted by members of the group if leader wields internal power over the group members.

ii) Success

Group is formed to achieve a particular group objective. When achieving group objective, the personal objective takes a back seat. Group Cohesiveness and success are interdependent. When group is highly cohesive the success is almost assured. On the contrary if the group is not cohesive the members will display separate interests and fulfillment of group objective will merely remain as an objective and its accomplishment will be difficult.

For example, take a crew of the passenger aircraft flying from Bombay to Paris. The objective is clear, there is a common objective, every member of the crew (group) is contributing to safe passage. Flight engineer, Navigator, pilot, attendants all are committed to achieve group goal and personal interest (goal) if any is kept aside. It is therefore necessary to achieve a high degree of cohesiveness by adopting to group norms and conforming to it to achieve success.

iii) Participation

Once a high level of cohesiveness is achieved each member develops a sense of belonging to the group. He craves to be intensely involved in group activities. He also develops an intimate relationship

with each member and consider the group as a family. The members participation gives an opportunity to fulfill social needs.

iv) Increased Productivity

Group efforts is expected to bring better results than the sum total of individual efforts. Studies show that outcome is not only related to group cohesiveness but also to group compliance with organizational goals. According to Richard M Steers when group cohesiveness is high and acceptance of organizational goal is high performance will be high. Similar results would be expected for low Cohesiveness and high goal acceptance although the results may not be as strong. On the other hand performance would not be expected to be high when cohesiveness is high and goal acceptance is low. In this case, group efforts will probably be directed away from organizational goals valued by the group. Finally when both cohesiveness and goal acceptance are low, efforts will probably become dissipated leading to low productivity.

v) Satisfaction

In a group environment satisfaction is guided by cumulative effect of external factors like respect for each other, support from group members, expert guidance, achievement and sense of safety in group environment. These factors bind members to each other and achieve cohesiveness. If members are not satisfied they would cease to be part of the group.

vi) Better Communication

Members form a group, remain member of the group because of the value system they share with each other. By virtue of this an effective communication is evolved that reduces conflict to a large extent. Members of the group enjoy the freedom of action by virtue of respect for each other and the social relationship.

3.4 GROUP DECISION MAKING

Q13. Define Group Decision Making.

Ans :

Group decision making is an activity that has an underlying belief in the old adage "two heads are better than one". Most decisions in organizations are made in a group context.

Decision making is the process whereby a final choice is made among the different alternative courses of action that are available for solving complex problems. Group members with heterogeneous characteristics come together, understand the problems in a better way and hence develop creative alternatives leading to effective group decision making. When the issues to be decided are complex, and require varied skills, knowledge base, expertise and experience for generating the required solutions, group decision-making is very useful.

3.4.1 Group Decision Making Process

Q14. What are the steps involved in Group Decision Making Process?

Ans : (May-19, May-17)

The performance of a group involves taking into account the needs and opinions of every group member, being able to come to an equitable decision as efficiently as possible is important for the functioning of the group. There are a variety of ways to make decisions as a group; the seven-step decision-making model presented below offers an effective structure for choosing an appropriate course of action for a particular task or project. It can also be an effective method for dealing with a problem or interpersonal conflict that arises within the group.

1. Identify the decision to be made

Before beginning to gather information and list alternatives, it is important for you as a group to understand clearly what you are trying to decide so you have a goal on which to focus your discussions. Potential questions to ask are: What are the particulars of the

assigned task? What are we being asked to do? What conflict is affecting our group effectiveness? What barrier to effective group work are we facing?

2. Analyze the issue under discussion

Once you have defined your goal (i.e., the decision to be made or the problem to be overcome), examine the data and resources that you already have, and identify what additional information you may need. Ask yourselves: What is causing the problem? For whom is this a problem? What is wrong with the current situation? Why do we need to deal with this issue/decision? Where else can we find resources?

3. Establish criteria

Identify the criteria or conditions that would determine whether a chosen solution is successful. Ideally, a solution will be feasible, move the group forward, and meet the needs of every group member. You may want to rank the criteria in order of importance (for example, circumstances may be such that some issues may not be fully resolved). Consider these questions: What would make a solution/decision successful? What issues need to be dealt with in the solution? What criteria will help us determine whether everyone is happy with the solution/decision? Are some criteria more necessary than others?

4. Brainstorm potential solutions

Using the resources and information collected above, brainstorm for potential solutions to the problem or decision identified in step 1. This involves collecting as many ideas as possible. At this stage, ideas should not be criticized or evaluated. Some questions to ask include: What are some possible solutions that would meet most of our established criteria? Are there any options that we may have overlooked? What could we do in the absence of constraints?

5. Evaluate options and select the best one

Once you have a list of potential solutions, you are now ready to evaluate them for the best alternative according to the criteria identified in step 3. Remember that you may be able to combine ideas to create a solution. Ideally, everyone would agree with solution (a consensus), but it's possible that not everyone will. In this case, you will need to use a different decision making methods (see methods in next section). Additional questions to ask when evaluating alternatives are: What are the pros/cons for each option? Which option is the most realistic to accomplish for now? Which option is the most likely to solve the problem for the long-term?

6. Implement the solution

This involves identifying the resources necessary to implement the decision, as well as the potential obstacles, then taking action. Decide: What should be done? How? By whom? By when? In what order?

7. Monitor and evaluate the outcome

Based on the criteria identified in step 3, evaluate whether the decision was successful. If not, revisit step 4 to evaluate the other options or generate new ones.

Q15. What are the Techniques for Group Decision Making

Ans :

Managers in organizations often need to take decision based on consensus. They need members of a team to discuss, debate and decide on a mutually agreeable conclusion. Though group decision making is a powerful technique it has its own disadvantages as it is time consuming. Members may be unclear about their roles and if not handled well, there could be some bitter feelings between the members. Nevertheless, its advantages are more than the possible disadvantages. As all the members are involved in the process, it is likely to be accepted easily and members would be more willing and abiding by the decision taken. Besides, there could be more generation of ideas with more information flow.

So, how can managers facilitate a productive group decision making process?

Listed below are a few techniques that can assist managers in their efforts towards arranging a meeting for the purpose of group decision making.

1. Brainstorming

It is a combination of group problem solving and discussions. It works on the belief that the more the number of ideas, greater the possibility of having a solution to the problem that is acceptable to all. It starts with the group generating ideas which are then analyzed, with action points based on the discussions.

2. Nominal Group Technique

In a nominal group technique, the team divides itself into smaller groups and generates ideas quietly. Possible options are noted down in writing and the team members further discuss these to narrow down the possible choices they would like to accept. Team members then discuss and vote on the best possible choice. The choice that receives the maximum vote is accepted as the group decision.

3. Multi-voting

It starts with a number of rounds of voting where an individual casts his/ her vote for the options that are shortlisted. Each individual can cast one vote at a time. In this way the options favoring the maximum number of votes is carried to the next round. This process is repeated until a clear winning option is obtained.

4. Delphi Method

In this method of decision making, the facilitator allows team members to individually brainstorm their ideas and submit their ideas "anonymously". The other team members do not know the owner of the ideas. The facilitator then collects all the inputs and circulates them among others for modifying or improving them. This process continues until a final decision is made.

5. Electronic Meeting

Here, the decision making process takes place virtually with the help of technology. Participants type any message they want to convey and this flashes on the screen of other participating members. In this process, the identity of the participants can be kept a secret and they can voice their opinions without any inhibitions.

Team decision making is a time-consuming process and before the team leader organizes participation of the full team, he/ she must be sure that he/ she has enough time and resources for the decision making process and choose a technique that is most appropriate in a given situation, keeping the profile of team members in mind.

Q16. What are the Issues in Group Decision Making ?

Ans :

When participation is encouraged in an organization, employees collectively work in groups to make contribution to the decision-making process. Group polarization, group think, and group problem-solving are issues related to group decision making.

1. Group polarization

When individuals think in a group, they take riskier decisions than when they make their own decisions. This is because of the influence of others who have a similar opinion about a particular situation. Individuals tend to alter their opinion if they are convinced by the viewpoint of others. This is referred to as group polarization.

2. Groupthink

When members of a group make decisions, they tend to opt for sub-optimal decisions without evaluating the alternatives so as to go with the decision of the majority in the group. Decisions resulting from groupthink tend to be incorrect or suboptimal as the members try for unanimity in decisions.

3. Group problem solving

In order to overcome the problems of group polarization and groupthink, managers use problem solving techniques such as brainstorming, nominal group technique, and the Delphi technique in the decision-making process.

(i) Brainstorming

The brainstorming technique is used to generate all possible ideas for decision making. Members of a group offer suggestions randomly to solve a problem or make a decision. These ideas are not evaluated as soon as they are given by the members. This encourages generation of different kinds of ideas. Brainstorming aims to generate innovative and comprehensive ideas which help to bring up more alternatives in the decision making process.

(ii) The nominal group technique

This technique is used in the problem identification phase and other phases of the decision-making process, unlike the brainstorming technique, which is used only in the idea generation phase. In this technique, the participants do not have face-to-face interaction but their participation influences the decision.

(iii) The Delphi technique

The Delphi technique of group decision making is similar to the nominal group technique but the decision makers need not meet at the same place when this technique is used. As a first step, a small group of expert decision makers is formed. Each member of the group is given a questionnaire to be filled in with suggestions on the decision to be made. A feedback summarizing the results of the survey is sent to all the experts seeking their response to the results.

The process is repeated several times until a consensus among the experts is obtained. This technique avoids the personal bias of decision makers and generates innovative ideas without the group influence as direct interaction is not facilitated. However, the Delphi technique is time consuming and not suitable for short-term problems.

Q17. What are the Advantages and Disadvantages of Group Decision-Making?

Ans :

Advantages of Group Decision-Making

Individual decisions and group decisions each have their own set of strengths. Neither is ideal for all situations. Major advantages of group decision-making include the following :

(i) More complete information and knowledge

By aggregating the resources of several individuals, a greater sum of knowledge and information is brought to the decision.

(ii) Increased diversity of views

The heterogeneity opens up opportunity for more approaches and alternatives to be considered.

(iii) Increased acceptance of a solution

Participating in decision-making increases an individual's acceptance of final choice.

(iv) Increased understanding of reasons

Individuals can increase their understanding of the reasons underlying a decision when managers who can explain the reasons that are involved in group decision-making,

(v) Increased legitimacy

The group decision-making process is consistent with democratic ideals since individuals consult with each other before making a decision. Therefore, it may be

perceived as being more legitimate than decisions made by a single person in an autocratic or arbitrary manner.

Disadvantages of Group Decision-Making

The major drawbacks of group decision-making include the following :

(i) Pressures to conform

Members of the decision-making group may feel pressure to accept the decision supported by the majority.

(ii) Domination by the few

Group discussion can be dominated by one or a few members. If this dominant coalition is composed of low and medium- ability members, the groups overall effectiveness will suffer.

(iii) Time-consuming

Groups tend to use more time in arriving at a decision than an individual would use. This can limit management's ability to act quickly and decisively when necessary.

(iv) Ambiguous responsibility

Group members share responsibility, but who is actually accountable for the final outcome ? In an individual decision, it is clear who is responsible. In a group decision, the responsibility of any single member is watered down.

(v) Delaying progress

The group may not be able to reach a decision, thus delaying progress and leading to ill-will among its members.

(vi) Tentative solutions

When members of a group reach agreement on a tentative solution, They frequently refuse to look for a better approach.

3.5 TEAMS

3.5.1 Types of Teams

Q18. Define the term team. Explain the different types of teams.

Ans :

Introduction

A team is a collection of individuals. A team may be defined as a group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.

Teams can be formed anywhere, anytime whenever the task is little difficult and complicated. Let us understand the various types of teams in detail.

1. Permanent teams

These teams perform on a permanent basis and are not dissolved once the task is accomplished. Let us understand the concept with an example.

Mike, Peter, Joe and Ana had a strong inclination towards branding as well as promotions and hence were a part of the branding team with a leading organization. They were primarily responsible for promoting their brand and designing marketing strategies to generate maximum revenue for their organization. They worked extremely hard and always managed to achieve their targets well in advance, but their team was always in place and never dissolved. Their organization never asked them to leave or ever dissolved their team. Such teams are called permanent teams.

Work or no work, the human resources team, operation team, administration team always function effectively through out the year and hence are permanent teams.

2. Temporary teams

Unlike permanent teams, temporary teams lose their importance, once the task is

accomplished. Such teams are usually formed for a shorter duration either to assist the permanent team (or) work when the members of the permanent team are busy in some other project.

When organizations have excess of work, they generally form temporary teams which work in association with the members of the permanent team for the accomplishment of the task within the stipulated time.

3. Task Force

Such teams are formed for a special purpose of working on any specific project or finding a solution to a very critical problem.

The government generally appoints special teams to investigate critical issues like bomb blasts, terrorist attacks and so on. The task force explores all the possible reasons which led to a severe problem and tries to resolve it within a given deadline.

4. Committee

Committees are generally formed to work on a particular assignment either permanently or on a temporary basis. Individuals with common interests, more or less from the same background, attitude come together on a common platform to form a committee and work on any matter.

To organize any cultural event, organizations generally make committees to raise funds, invite celebrities and all the major tasks involved to successfully organize any event. The committee members work together, design strategies to successfully accomplish the task.

In educational institutes, various committees are formed where students with a common interest join hands to organize cultural events and various other activities required for the all round development of students.

5. Organization/Work Force

Such groups are formed in organizations where team members work together under the expert guidance of leader. A leader or a

supervisor is generally appointed among the members itself and he along with his team works hard to achieve a common goal. The leader all through must stand by his team and extract the best out of each team member. He must not underestimate any of his team members and take his team along to avoid conflicts.

Samuel was working with a leading advertising firm with two members reporting to him. Samuel always believed in his team members and worked together with his team and no doubts his team always did wonders and was way ahead of others.

6. Self Managed Teams

Self Managed Teams consist of individuals who work together again for a common purpose but without the supervision of any leader. Here as the name suggests every individual is accountable for his individual performance. The team members of self managed teams must respect each other and should never loose focus on their target. No leader is appointed and the team members have to take their own responsibility. Individuals take the initiative on their own and are their own guides and mentors.

7. Cross Functional Team

Let us understand this with the help of an example.

Maria and Andy both were part of the branding team. They got an assignment from their superiors to be completed within two days. Unfortunately Andy met with an accident and was advised complete bed rest. To avoid delays, Peter from the operations team was shifted to the marketing team to assist Maria for the time being and form a team. Such teams are called cross functional teams. Ideally the employees should be more or less on the same level to avoid ego hassles. Individuals from different areas come and work together for a common objective to

form a cross functional team. In such teams, people from different areas, interests and likings join hands to come out with a unique idea to successfully complete a task.

8. Virtual Teams

Virtual teams consist of individuals who are separated by distances and connected through computer. Here individuals communicate with each other online through internet. Sam at Los Angeles can form a team with Mandy at Mexico and Sara at Denver all working for a common objective but the communication is totally digital through internet. Such teams are helpful when employees need to connect with each other and are located at different places. Individuals supporting any community in social networking sites such as facebook or orkut also form a virtual team as all the members are from different locations but support a common community. They all have a common objective -to support and promote their community.

Q19. What are the differences between teams and groups ?

Ans :

(May-19)

S.No	Basic of Difference	Teams	Groups
1.	Suitability	A team works best for long- term projects, since they work together as a whole equally distributing the tasks at hand regardless if they have the proper skills or not.	On the other hand a group is easier to manage and they are great for short-term output, since they would divide the work amongst their skills, they can easily get the job done.
2.	Sharing	Team frequently comes together for discussion, decision - making, and problem- solving, and planning.	Whereas group comes together to share information and perspectives.
3.	Accountability	In a team there is individual and mutual accountability of each team member.	But in group there is an individual accountability
4.	Focuses	Teams are more focused on team goals.	In contrast to team in group focus is on individual goals.
5.	Definition	Team defines individual roles, responsibilities, and tasks to help team to do its work; often share and rotate them	Group defines individual roles, responsibilities, and tasks.
6.	Concern	Team concern with outcomes of everyone and challenges the team faces.	Group concern with one's own outcome and challenges.
7.	Head	In team purpose, goals, approach to work shaped by team leader with team members.	In group purpose, goals, approach to work shaped by manager.
8.	Members	A team consists of 7-12 members who work interdependently for a common goal.	A group consists of 2-4 members that work interdependently with each other to a significant degree
9.	Formation	A team can be much more difficult to form. Members of a team may be selected for their complementary skills, but not a single commonality	It is often much easier to form a group than a team. If an individual had a room filled with professional accountants, e.g., they could be grouped according to gender, experience, fields of expertise age, or other common factors.

3.6 ANALYSIS OF INTERPERSONAL RELATIONSHIP

3.6.1 Transactional Analysis

Q20. Define the term Transactional Analysis ? What are the Components of Transactional Analysis?

Ans :

(Nov.-20, May-18)

Transactional Analysis (TA) is an approach towards understanding the human behaviour. It is a technique for analyzing interpersonal interaction or communications focuses on three dominant orientations. The three roles which we act out with others are parent, child and adult. Transactional Analysis focuses on the exchange the transaction and attempts to identify which of the roles; the parties are playing by analyzing the words or actions each is using.

The earliest account of TA dates back to 1957, when Eric Berne contributed a paper on Transactional Analysis. Here he describes his preliminary experience with a patient during the diagnostic interview. In the course of the interview, the patient spoke sometimes as an authoritative parent a curious carefree child on the basis of his observations of mental patients, Berne sought to establish that every normal individual functions from three ego states - parent, adult and child. These three ego states are the key concepts in structural analysis the analysis of individual personality.

Components of Transactional Analysis

The components of TA are mainly concerned with cognition process and it includes the following:

- Ego States:** According to Berne, people interact with each other from one of the three psychological positions, or behavioural patterns, known as ego states. Thus, ego states are a person's way of thinking, feeling, and behaving at any time. These ego states are parent, adult, and child.

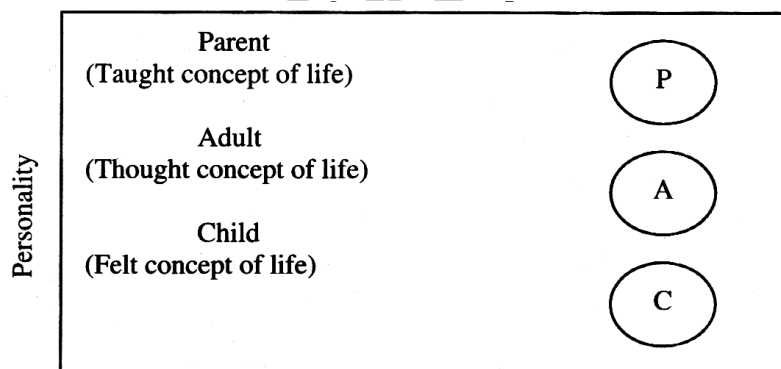


Fig : Parent, Adult and Child (P-A-C) Subsystems

2. Life Positions

The individual's behaviour towards others is largely based on specific assumptions that are made early in life. This tends to remain with the person for lifetime unless major experiences occur to change it. Such positions are called life positions or psychological positions. There are four possible life positions:

i) **I am O.K. you are O.K.**

People with this position can solve problems about themselves and others also constructively.

ii) I am O.K. you are not O.K.

This position is taken by people who feel victimised or persecuted. They blame others for their miseries.

iii) I am not O.K. you are O.K.

This position is common to persons who feel powerlessness in comparison to others.

iv) I am not O.K. you are not O.K.

This is a desperate life position. This position is taken by those people who lose interest in living.

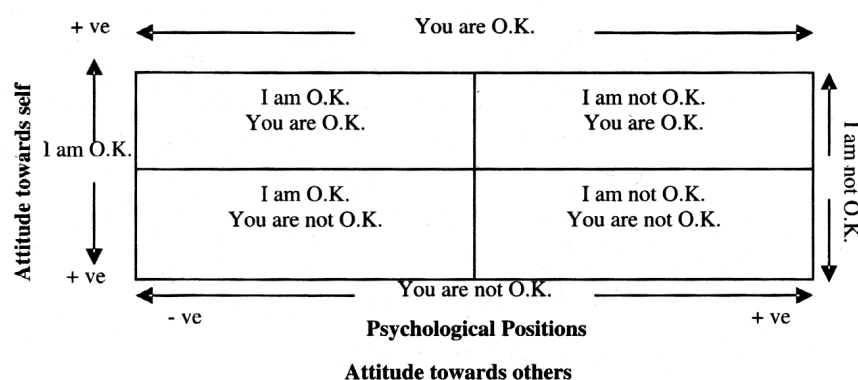


Fig : Life Positions

3) Analysis of Transactions

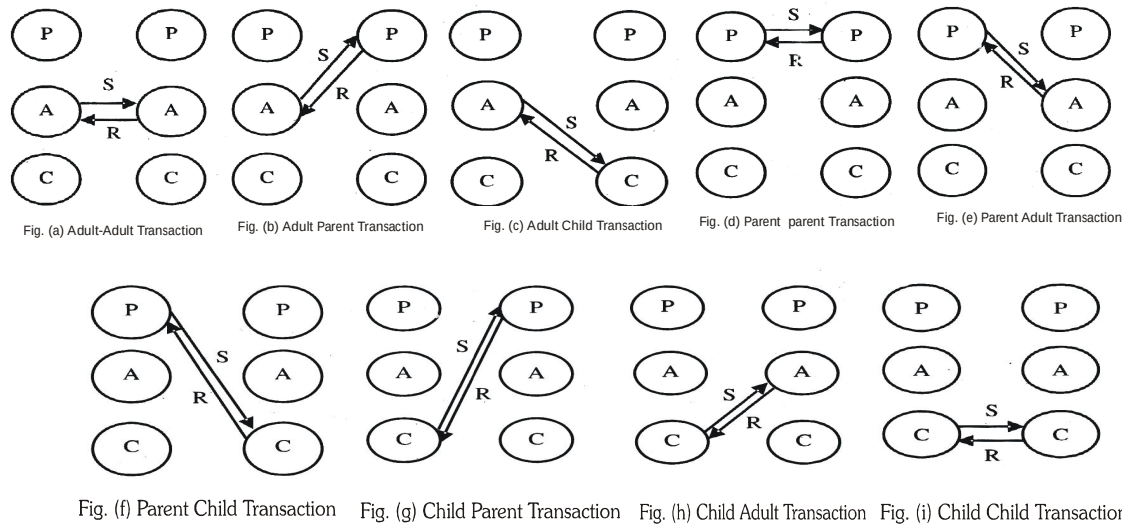
Before Berne first published his theories on transactional analysis, he spent years formulating the framework of this approach. The key to this methodology was a transaction - the fundamental unit of social intercourse.

Depending on the ego states of persons involved in transactions, there are four types of transactions which are explained below:

i) Complementary Transactions

A transaction is complementary when, the stimulus and response patterns from one ego state to another are parallel. This is complementary because the stimulus gets the expected response. There can be nine complementary transactions. They are:

- Adult-Adult Transactions (figure a)
- Adult-Parent Transaction (figure b)
- Adult-Child Transaction (figure c)
- Parent-Parent Transaction (figure d)
- Parent-Adult Transaction (figure e)
- Parent-Child Transaction (figure f)
- Child-Parent Transaction (figure g)
- Child-Adult Transaction (figure h)
- Child-Child Transaction (figure i)



ii) Non-Complementary Transactions or Crossed Transactions

In a cross transaction, stimulus (S) and response (R) lines are not parallel, but they cross each other. The position may be shown in the following figure.

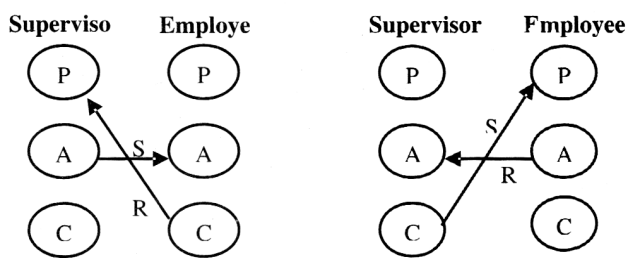
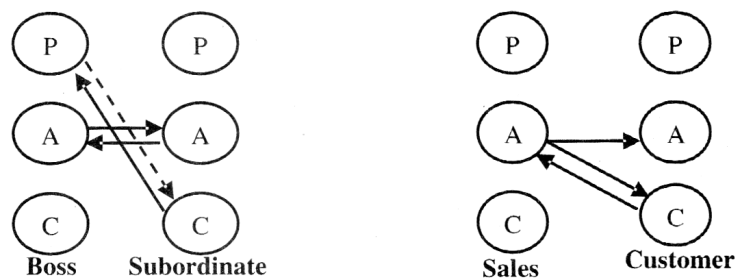


Fig : Non-Complementary Transactions

iii) Ulterior Transaction: Ulterior transaction is the most complex because the communication has double meaning.



Boss: What is the data today?
Overt message (A → A) asking data
Covert message (P → C) You are late again!
Subordinate: Sir, I shall definitely send the report tomorrow. (P → C)

Salesperson: This shirt is rather expensive, especially tailored for exclusive tastes.
Overt message (A → A) giving information
Covert message (A → C) it is beyond your capacity to buy.
Customer: I shall buy it. (C → A)

Fig : Ulterior Transactions

iv) Gallows Transaction

It is signified by inappropriate love or smile in a transaction. A smile in response to a person's misfortune may serve as gallows transaction."

Q21. What are the Advantages and Disadvantages of Transactional Analysis?

Ans :

Advantages**1. Inter-personal Effectiveness**

TA improves interpersonal relationship by providing understanding of ego states of persons involved in interaction. The managers may be able to identify the ego states from which both parties are interacting. A better understanding of themselves and of other persons will make them more comfortable, confident and effective. The improved interpersonal relations will bring effectiveness to the organization.

2. Organization Development

TA can help in organization development process. Jongeward has identified the role of TA in six areas of organization development such as :

- i) To maintain adult-adult transactions,
- ii) To give an OK to the natural child,
- iii) To identify quickly crossed transactions,
- iv) To minimize destructive game playing,
- v) To maximize intimacy, and
- vi) To develop supportive systems, policies, and work environment.

3. Conflict Resolution

There are several natural connections between TA and the approaches to resolving conflict. The parent Ego State may lead to the use of a forcing strategy, while the Child State may smooth over conflicts or try to

avoid them. The "I am OK, you are OK" person is more likely to seek a win-win outcome, applying the adult ego state and a confrontational strategy. Once more, the relationship among a number of behavioural ideas and actions is apparent.

4. Executive Development

TA is a technique of executive development. It is used in business as a way to enhance the skills of the managers to cope with problems and deal more sensibly and effectively with employees. However, TA could not guarantee panacea of all human relation problems in organizations.

Disadvantages**1. Difficult to Understand**

It is difficult to understand ego states and transactions between people in practice particularly for the less educated people.

2. Encourage Amateur Psychologising

TA tends to encourage "amateur psychologising" if applied without sufficient training. TA jargons may lead to more "cuteness" than insight into human encounter.

3. Tool of Manipulation

TA can be used as a put down in interpersonal relations. Some people might use this tool to manipulate the behaviour of others as in case of ulterior transactions.

4. Not Supported by Scientific Findings

Very few scientific studies are available to support the effectiveness of transactional analysis in practice.

3.6.2 Johari Window**Q22. Explain briefly about Johari Window.**

Ans :

(Nov.-20, May-17)

The Johari Window, named after the first names of its inventors, Joseph Luft and Harry

Ingham, is one of the most useful models describing the process of human interaction. Joseph Luft, by employing the “Johari Window” offers a rather unique approach to the study of individual behaviour. He maintains that to understand our own behaviour we must examine it “in relation to others”. The Johari window model is an important tool to understand self-awareness, personality development, group dynamics and interpersonal development.

According to this model interpersonal effectiveness is directly related to the amount of mutually shared information, or congruence. The larger this area becomes, the more effective the communication will be. The Johari window model is shown in figure .

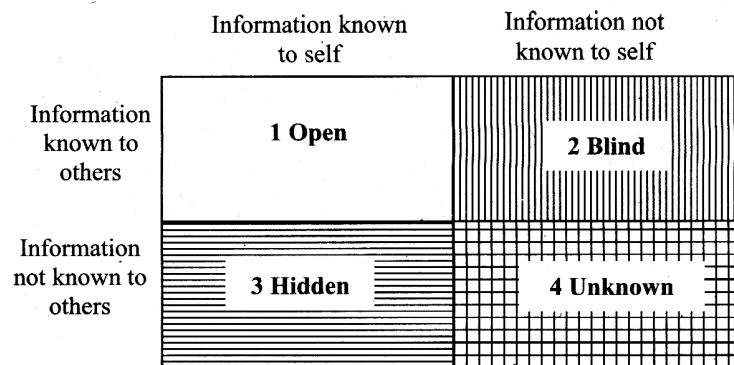


Fig. Johari Window

This model is made up of four different quadrants. Each quadrant can be adjusted in size to reflect the change in one's personality in a given situation. These quadrants are described below:

1) Open Self

The open quadrant refers to states about an individual such as behaviours feelings and motives that he knows and is willing to share with others. Sometimes, in a relationship, the individual is straight forward, open and sharing. It is clear to both what he is doing, how do is feeling and what his motives are? When people interact from this window, they feel free and are open to interaction.

2) Blind Self

It reflects behaviour, feelings and motivation known to other parties but not to self. In other words, in this window, the individual knows about others but not about himself or herself. The individual irritates others unintentionally. Although the latter could tell the former about this aspect, they may be afraid of hurting his or her feelings.

3) Hidden Self

The hidden quadrant refers to states about the individual known to him or her but not known to others. This is private and only the person concerned knows what is happening. The hidden self is within the vision of the individual but he does not want to share it with others. People learn to hide many feelings and ideas right from their childhood.

4) Unknown Self

The unknown quadrant refers to states that neither the individual nor other people know about him. The unknown self is mysterious. Many times, motives and feelings go very deep and no one, including the person concerned knows about these. People often experience these parts of life in dreams or in deep rooted fears or compulsions. These acts, feelings, and motives remain vague and unclear to people until they allow them to surface.

Q23. What are the advantages and disadvantages of Johari Window.

Ans :

Advantages of Johari Window

Various advantages of Johari Window are as follows:

- 1) The Johari Window exercise can ensure that multiple perspectives are considered when prioritising the findings of self need assessment.
- 2) The results of a Johari Window exercise can help to communicate with others when prioritising needs and identifying appropriate interventions.
- 3) Individual can use the Johari Window exercise to expand on the finding of the needs assessment to also include information on what preferences differing groups may have on what should be done in response to identified needs.
- 4) The Johari window can be used as a self assessment tool to increase individuals' understanding of themselves. This may be an exploration of the skills they possess or their personal and professional characteristics.
- 5) As an aid to personal and professional development, the Johari Window encourages reflection - enabling individuals and teams to consider strengths and weaknesses not only from their own point of view but from their managers', colleagues' and customers' perspectives.
- 6) As well as being used by individuals, the Johari Window can be applied by a group to identify team skills and characteristics.

Disadvantages of Johari Window

Various disadvantages of Johari Window are as follows:

- 1) The Johari Window technique can be more limited than other tools or techniques (e.g., SWOT or brainstorming) for generating ideas about what to do next.
- 2) No-one should feel obliged to reveal anything about them; they do not feel comfortable in sharing. Although individual may be led to believe that self-disclosure is healthy and can lead to increased trust within a group, inappropriate self-disclosure has its dangers. Individuals are often better off not telling others about their innermost personal secrets (or professional disasters).
- 3) When encouraging feedback from others, it is important to establish a positive group ethos and to gauge the level of people's sensitivity. Whereas it can be a great motivator to learn of other people's positive perceptions of yourself, discovery of the weaknesses they perceive can have equally negative effects, especially where there is a mismatch between your own view and the view of others. That is not to say that weaknesses are not to be explored but this should be done with sensitivity.

Short Question and Answers

1. Define the term group.

Ans :

Meaning

A group consists of two (or) more persons who interact with each other, consciously for the achievement of certain common objectives. The members of the group are inter-dependent and are aware that they are part of a group.

Groups exist in every organization and they affect the behaviour of their members. They not only affect the behaviour of their members, rather they have impact on other groups and the organization as a whole. Such groups are created by the organization as well as by organization members for their own satisfaction. Thus, these groups are essential for organizations functioning.

Managers need groups to coordinate individual behaviour in order to reach the organizational goals. Groups can make a manager's job easier because by forming a group, he need not explain the task to each and every individual. A manager can easily coordinate with the work of an individual by giving the group a task and allow them to coordinate with each other. But for a group to work effectively, the interactions between its members should be productive. Therefore, managers must pay attention to the needs of individuals.

Definitions

- i) **According to Stephen Robbins**, "A group may be defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives".
- ii) **According to Marvin Shaw**, "A group comprises, of two or more persons who interact with one another in such a manner that each person influences and is influenced by each other person".
- iii) **According to Edgar H. Schien**, "A group may be defined as a social phenomenon in

which two or more persons decide to interact with one another, share common ideology and perceive themselves as a group".

2. Define Group Formation.

Ans :

Group formation is a key stage in complete group development, leading to team cohesion and unity. In fact, group formation is the first part of any group development and needs to have a strong foundation to ensure complete group development. Without suitable focus, group formation will develop in a haphazard manner which could easily lead to the failure of any group project.

Group formation should not be about people just agreeing to work with each other. There will be group personalities to deal with different levels of ability and different talents that should unite to produce team cohesion. The formation of the group at this point is therefore very important. At the beginning there will, perhaps, be the usual human feelings of anxiousness, anxiety, suspicion, lack of confidence or demonstrative posturing. This is natural as group members begin to feel the group environment, examine the group's goal and try to figure out where they fit into the overall picture.

After group formation, a group goes through predictable stages of development. Groups take time to develop. How long, of course, is impossible to specify. It depends on size, frequency of interaction, structural features, and so on. However, one of the best-known bits of literature on groups is Tuckman's model of group development based on a meta-analysis of the complex models which had been developed. It has the virtue of being memorable but the limitation of being rather rigid.

3. Task Functions

Ans :

These are the group activities performed to achieve organizational goals. They include:

- Working on a complex and interdependent task which is too difficult for anyone individual to perform and which cannot be easily broken down into independent tasks.
- Generating new ideas or creative solutions to solve problems that require inputs from a number of people.
- Serving liaison or coordinating functions among several work groups whose work is to some extent interdependent.
- Facilitating the implementation of complex decisions.
- Serving as a vehicle for training new employees.

4. Maintenance Functions

Ans :

Organization members bring with them a variety of needs, and groups can satisfy many of them. The aspects of group activity that help organizational members satisfy their needs are called maintenance functions. They include the following:

- Fulfilling members' need for social interaction, including the needs for affiliation, friendship, support and love,
- Providing sense of identity and self-esteem. People identify themselves by the groups they belong to,
- Reducing anxiety and uncertainty. By talking over and sharing their concerns with other members in the group, people can reduce their anxiety and sense of powerlessness,
- Helping group members solve their own personal problems. Group members help each other in dealing with personal problems such as sickness and boredom, and provide emotional support.

5. Define Group Dynamics.

Ans :

Kurt Levin popularised the term group dynamics in 1930's. Group dynamics describes both a subject matter scientific field of study. When Kurt Lewin described the way groups and individuals act and react to changing circumstances, he named

these processes group dynamics. Group dynamics refers to those forces operating or present in the group and which influence the behaviour of the members of the group. These forces chiefly are the group composition, group norms, group leadership, group cohesiveness, etc. The study of group dynamics is important for every manager. This study provides information to the managers about the way to control the behaviour of the members of the group.

Groups are inevitable as a norm and part of working in organizations and as a significant unit of sociology contributes immensely to the understanding of organizational behaviour. Hence, while using the concept of a group in organizational behaviour, the focus will be upon the dynamics of the formal and informal group members in an organization. Group dynamics focuses on team work wherein small groups are constantly in contact with each other and share common ideas to accomplish the given tasks. Lewin has developed here leadership styles, i.e., authoritarian, democratic and laissez faire for explaining the group dynamics. The other meaning of group dynamics is that it is a set of techniques. It implies that the members' role in a management situation is discussed and team-building exercise is carried-out to develop each member.

Definition

According to Kurt Lewin, "Group dynamics deal with internal nature of groups, how they are formed, what structure and processes they adopt, how they function and affect individual members, other groups and the organization".

Thus, group dynamics is a social process by which people interact face to face in small groups. It encompasses the dynamics of interaction patterns within the group, the subtle and the non-subtle pressures exerted by group members, the manner in which decisions are made in the group, how work gets done and how member needs are satisfied.

6. Features of Cohesiveness Group.

Ans :

The following are the features of cohesive group,

1. The members share the group goals and norms and have common interests and background.
2. Usually the members are small in number.
3. Interaction and interpersonal communication is high and frequent.
4. Group enjoys high status.
5. Members stand united against perceived external threats.
6. Members always stick to their group.
7. The group has a history of past success

7. Define Group Decision Making.

Ans :

Group decision making is an activity that has an underlying belief in the old adage "two heads are better than one". Most decisions in organizations are made in a group context.

Decision making is the process whereby a final choice is made among the different alternative courses of action that are available for solving complex problems. Group members with heterogeneous characteristics come together, understand the problems in a better way and hence develop creative alternatives leading to effective group decision making. When the issues to be decided are complex, and require varied skills, knowledge base, expertise and experience for generating the required solutions, group decision-making is very useful.

8. Disadvantages of Group Decision-Making.

Ans :

The major drawbacks of group decision-making include the following :

(i) Pressures to conform

Members of the decision-making group may feel pressure to accept the decision supported by the majority.

(ii) Domination by the few

Group discussion can be dominated by one or a few members. If this dominant coalition

is composed of low and medium-ability members, the groups overall effectiveness will suffer.

(iii) Time-consuming

Groups tend to use more time in arriving at a decision than an individual would use. This can limit management's ability to act quickly and decisively when necessary.

(iv) Ambiguous responsibility

Group members share responsibility, but who is actually accountable for the final outcome? In an individual decision, it is clear who is responsible. In a group decision, the responsibility of any single member is watered down.

(v) Delaying progress

The group may not be able to reach a decision, thus delaying progress and leading to ill-will among its members.

(vi) Tentative solutions

When members of a group reach agreement on a tentative solution, they frequently refuse to look for a better approach.

9. Define the term Transactional Analysis ?

Ans :

Transactional Analysis (TA) is an approach towards understanding the human behaviour. It is a technique for analyzing interpersonal interaction or communications focuses on three dominant orientations. The three roles which we act out with others are parent, child and adult. Transactional Analysis focuses on the exchange the transaction and attempts to identify which of the roles; the parties are playing by analyzing the words or actions each is using.

The earliest account of TA dates back to 1957, when Eric Berne contributed a paper on Transactional Analysis. Here he describes his preliminary experience with a patient during the diagnostic interview. In the course of the interview, the patient spoke sometimes as an authoritative parent a curious carefree child on the basis of his

observations of mental patients, Berne sought to establish that every normal individual functions from three ego states - parent, adult and child. These three ego states are the key concepts in structural analysis the analysis of individual personality.

10. Disadvantages of Transactional Analysis?

Ans :

1. Difficult to Understand

It is difficult to understand ego states and transactions between people in practice particularly for the less educated people.

2. Encourage Amateur Psychologising

TA tends to encourage “amateur psychologising” if applied without sufficient training. TA jargons may lead to more “cuteness” than insight into human encounter.

3. Tool of Manipulation

TA can be used as a put down in interpersonal relations. Some people might use this tool to manipulate the behaviour of others as in case of ulterior transactions.

4. Not Supported by Scientific Findings

Very; few scientific studies are available to support the effectiveness of transactional analysis in practice.

Rahul Publications

Choose the Correct Answers

1. Theory of leadership [d]
(a) Expectancy theory (b) Maslow's need theory
(c) Mc Clelland's motivation theory (d) None
2. Praise, recognition, power and responsibility, are the examples of _____ motivation [a]
(a) Intrinsic (b) Extrinsic
(c) Positive (d) None.
3. In path-goal theory, a leader can adopt following types of behaviour [c]
(a) Supporting (b) Participative
(c) Both (a) and (b) (d) None.
4. Which of the following are formal groups in organisations [b]
(a) Power and interest group (b) Command and task groups
(c) Interest and task groups (d) None.
5. During which stage of group development the goal is to establish a clear group structure and group roles [d]
(a) Performing (b) Norming
(c) Forming (d) Storming.
6. Within an organisation, leadership influence will be dependent upon the type of _____ that the leader can exercise over its followers. [a]
(a) Power (b) Delegation
(c) Knowledge (d) Friendship.
7. Vroom and Yetton's contingency model of leadership is based on certain aspects of a leader's decision such as [c]
(a) Decision acceptance (b) Decision quality
(c) Both (a) and (b) (d) None.
8. Hersey and Blanchard theory are based on the _____ of the people on which the leader is trying to influence [b]
(a) Intelligence (b) Readiness
(c) Personality (d) Motivation.
9. Managerial application of group dynamics [a]
(a) Performance (b) Motivation
(c) Need for achievement (d) All the above.
10. Which of the following are different types of conflicts ? [a]
(a) Intergroup conflict (b) Strategic conflicts
(c) Both (a) and (b) (d) Environmental conflict.

Fill in the blanks

1. A _____ consists of two (or) more persons who interact with each other, consciously for the achievement of certain common objectives.
2. _____ groups are those characterised by intimate, face-to-face association and co-operation.
3. _____ groups are ones to which the individual actually belongs.
4. _____ involves the development of new relationships between the group and the individual group members.
5. _____ describes both a subject matter scientific field of study.
6. _____ style involves retention of full Authority by the leader.
7. _____ is the degree of attachment of the members to their group.
8. _____ in organizations often need to take decision based on consensus.
9. A _____ is a collection of individuals.
10. _____ teams consist of individuals who are separated by distances and connected through computer.

ANSWERS

1. Group
2. Primary
3. Membership
4. Group formation
5. Group dynamics
6. Authoritarian
7. Group cohesiveness
8. Managers
9. Team
10. Virtual

UNIT IV

Management of Change

Meaning and importance of change, Factors contributing to organizational change, Change agents, Resistance to change – causes of and dealing with resistance to change, Organizational Development - meaning and process

4.1 CHANGE

4.1.1 Meaning of Change

Q1. Define change. Explain different types of changes.

Ans : (Nov.-20)

Meaning

Change refers to any alteration that occurs in total work environment.

- Generally people are accustomed to a well-established way of life and any variation or deviation from that life may be called a change.
- Organizational changes are the changes of attitude, nature and interest of employees, technological and environmental changes related to an organization and changes in rules and regulations affecting the organization.
- It involves disequilibrium in the situation and environment in which the people and the group exist.
- Thus, change is the coping process of moving from the present state to a desired state that individuals, groups and organizations undertake in response to dynamic internal and external factors that alter current realities.
- Change management is a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state.
- Change management is the process of developing a planned approach to change in an organization.

- Typically the objective is to maximize the collective benefits for all people involved in the change and minimize the risk of failure of implementing the change.
- Change management requires proper planning, programming, procedure devising and integration.
- The attitudes, process, behaviour, job design, organizational design and communication system are programmed as per need of changes.

Definitions of Change

- i) **According to Francis and Sinclair**, "Organizational change is an ongoing process of social construction that comprises spiral patterns of discursive change and restructuring of collective meanings".
- ii) **According to Organization Development and Research Organization**, "Organizational change is the implementation of new procedures and technologies intended to realign an organization with the changing demands of its business environment or to capitalise on business opportunities".
- iii) **According to Van de Ven and Poole**, "Organizational change was expressed as an empirical observation of difference in form, quality, or state over time in an organizational entity. The entity may be an individual's job, a work group, an organizational strategy, a programme, a product, or the overall organization".

Change is referred to as the variation/alteration in the present conditions in order to get

the benefit out of the change. Change is an effective element in every successful organization. Change is defined as, "to make or become different, give or begin to have a different form".

Change implies moving from a known state to an unknown state. In order to deal with the effects of changes, organizations may plan, experience or undergo change.

Following are the different types of changes.

1. Happened Change

Happened changes is unpredictable in nature. Usually, it takes place due to the external factors. Happened change is very extreme/ deep and produces a future state which is greatly unknown. Organizations experiences this type of changes in its stability position of its life cycle.

2. Reactive Change

Reactive change take place in reaction to an event or a series of events. Organizations are greatly involved in reactive changes, when there is an increase or decrease in demand of product or service of the company or when a problem develops.

3. Anticipatory Change

When organization involves in a change by expecting a specific event or a series of events is known as anticipatory changes. If organization fails to anticipate/predict the future events then it may result in destruction of the organization. Anticipatory changes involve transforming the organization from present state to the designed/predicted future state and manages the transition process.

4. Transformational Change

When entire or major part of the organization is changed, it is known as transformational change. It may be the size, shape, structure and nature of the organization which are changed.

5. Planned Change

Planned change is also known as developmental change. It is undertaken in order to improve the present ways of

operating. It is introduced to attain specific desired output/performance so that the internal and external demand can be met/ achieved by the organization. It is a calculated change. It needs support from systems/ subsystems level to continue in the organization.

6. Fundamental Change

Fundamental change involves redefining the current purpose or mission of the organization. Organizations must implement fundamental change when business environmental goes through drastic changes, problems relating to employee's morale, low turnover, or unsuccessful corporate leadership.

7. Revolutionary Changes

Revolutionary changes involves unexpected or sudden changes in organizational strategy and design. It comprises of envisioning, energizing and enabling, so that the change can be implemented in an organization.

8. Operational Change

As a result of external competition, changing demands of customers or internal organizational dynamics, organizations must implement operational changes in order to improve the quality of products or services.

9. Other Changes

Some other changes which are implemented in organizations are incremental, strategic, directional and total change.

4.1.2 Importance of Change

Q2. Explain the Importance of Change.

(Or)

State the Importance of Change.

Ans :

Every day, new initiatives and projects are launched to improve performance, increase profits and enhance your competitive advantage. You could be implementing technology to enable a more mobile workforce, re-engineering a process to ensure regulatory compliance or pursuing an

enterprise-wide transformation around customer experience.

There is a common denominator for achieving the intended outcomes of your initiative: people. Your initiatives impact how individual people do their work: their processes, job roles, workflows, reporting structures, behaviours and even their identity within the organization.

Change is the approach to driving adoption and usage so initiatives deliver expected results and outcomes.

1. Technological Advancements

Change is important in coping with emerging technological advancements in the society. Transforming the business in line with new technologies helps it to edge out its competitors, thanks to increased productivity.

Example: The introduction of CDs in the 1980s is a prime example of the significance of change in technological developments. Record firms that adopted this technology realized profits because producing CDs was cheaper than LPs. Incorporating change in line with technology helps the development of new procedures for carrying out various needed tasks.

2. Crisis Management

Change becomes a necessity when an organization finds itself in a crisis. It helps it rectify some of its processes or activities that may have become ineffective. Initiating changes to discard these processes assists the organization to withstand the turbulent times. The changes spare the firm from extra expenses of sustaining the ineffectual processes. The understanding of that change is important in combating challenges such as fears of lay-offs, incompatible corporate cultures and increased turnover often arise from acquisitions and mergers.

3. External Factors

Change helps the organization cope with globalization, which can be a threat or opportunity. Globalization has made it possible for companies to produce goods and

services at lower costs in some areas than in others.

In coping with globalization, businesses need to understand the cultural and regional differences in various markets. Other external factors that warrant the need for change include decreased or increased market opportunities, legislation and competition.

4. Organizational Culture

Many companies initiate change to improve their organizational culture. Changing the organizational culture, which could include basic beliefs, values, feelings and internal and external relationships, can improve its efficiency and productivity. Effective organizational culture also attracts new customers, increases customer satisfaction, reduces costs of operations and increases worker retention. The top management of the organization is responsible for driving the culture change and needs to incorporate the workers in implementing these changes. Business owners need to retain the commitment of their employees during the process.

4.1.3 Factors Contributing to Organizational Change

Q3. What are the factors contributing to organizational change ?

Ans : (Nov.-20, May-17)

There are a number of factors both internal and external which affect organizational functioning. Any change in these factors necessitates change in an organization. The more important factors are as follows :

A) External Forces of Change

External environment affects the organizations both directly and indirectly. The organizations do not have any control over the variables in such an environment. Accordingly, the organization cannot change the environment but must change themselves to align with the environment. A few of these factors are :

1. Technology

Technology is the major external force which calls for change. The adoption of new technology such as computers, telecommunication systems and flexible manufacturing operations have profound impact on the organizations that adopt them.

The substitution of computer control for direct supervision, is resulting in wider spans of control for managers and flatter organizations. Sophisticated information technology is also making organizations more responsive. Both the organizations and their employees will have to become more adaptable. Many jobs will be reshaped. Individuals who do routine, specialized and narrow jobs will be replaced by workers who can perform multiple tasks and actively participate in decision making. Managements will have to increase their investment in training and education of the employees because employees' skills are becoming obsolete more quickly. Japanese firms have progressed rapidly because they are very fast in adopting new technological innovations.

2. Marketing Conditions

Marketing conditions are no more static. They are in the process of rapid change as the needs, desires and expectations of the customers change rapidly and frequently. Moreover, there is tough competition in the market as the market is flooded with new products and innovations everyday. New methods of advertising are used to influence the customers. Today the concept of consumerism has gained considerable importance and thus, the consumers are treated as the kings.

3. Social Changes

Social and cultural environment also suggest some changes that the organizations have to adjust for. There are a lot of social changes due to spread of education, knowledge and a lot of government efforts. Social equality, e.g., equal opportunities to women, equal pay for equal work, has posed new challenges for the management. The management has to follow certain social norms in shaping its employment, marketing and other policies.

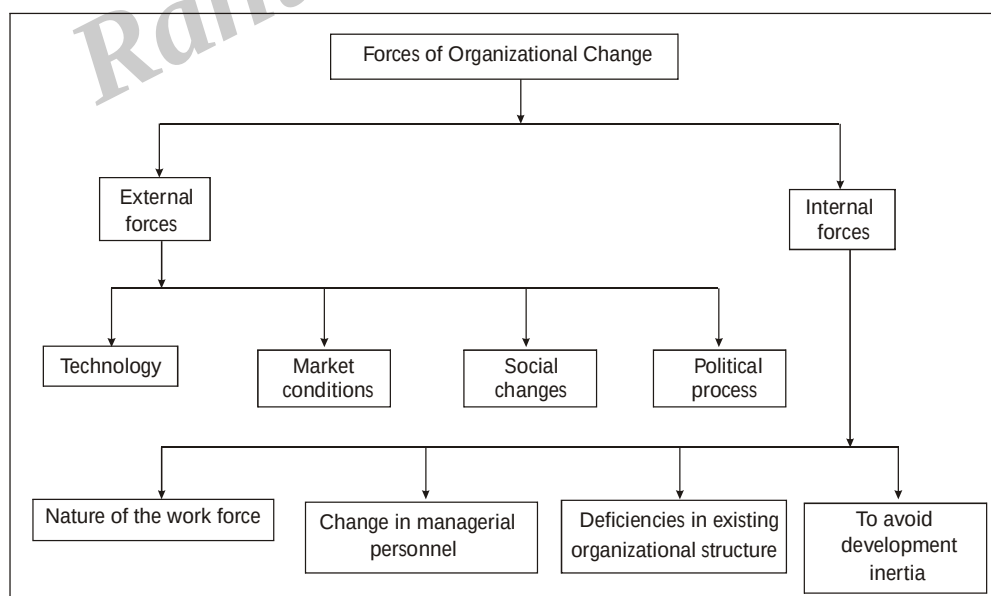


Fig. Organizational change

4. Political Forces

Political environment within and outside the country have an important impact on business especially the transactional corporations. The interference of the government in business has increased tremendously in most of the countries. The corporate sector is regulated by a lot of laws and regulations. The organizations do not have any control over the political and legal forces, but they have to adapt to meet the pressure of these forces.

In our country, the new economic policy has liberalised the economy to a large extent. Many of the regulatory laws have been amended to reduce the interference of the Government in business.

An organizations is also affected by the world politics. Some of the changes in the world politics which have affected business all over the world are e.g., the reunification of Germany, Iraq's invasion of Kuwait and the break of Soviet Union.

B) Internal Forces of change

Internal forces are too many and it is very difficult to list them comprehensively. However, major internal causes are explained as follows :

1. Nature of the Work Force

The nature of work force has changed over a passage of time. Different work values have been expressed by different generations. Workers who are in the age group of 50 plus value loyalty to their employers. Workers in their mid-thirties to mid-forties are loyal to themselves only. The youngest generation of workers is loyal to their careers.

The profile of the workforce is also changing fast. The 1990s has been described as a decade where organizations will have to learn to manage diversity. The new generation of workers have better educational

qualifications, they place greater emphasis on human values and question authority of managers. Their behavior has also become very complex and leading them towards organizational goals is a challenge for the managers. The employee turnover is also very high which again puts strain on the management. The work force is changing, with a rapid increase in the percentage of women employees, which in turn means, more dual career couples. Organizations have to modify transfer and promotion policies as well as make child care and elder care available, in order to respond to the needs of two career couple.

2. Change in Managerial Personnel

Change in managerial personnel is another force which brings about change in organization. Old managers are replaced by new managers which is necessitated because of promotion, retirement, transfer or dismissal. Each manager brings his own ideas and way of working in the organization. The informal relationships change because of changes in managerial personnel. Sometimes, even though there is no change in personnel, but their attitudes change. As a result, the organization has to change accordingly.

3. Deficiencies in Existing Management Structure

Sometimes change are necessary because of some deficiencies in the existing organizational structure, arrangement and processes. These deficiencies may be in the form of unmanageable span of management, larger number of managerial levels, lack of co-ordination among various departments, obstacles in communication, multiplicity of committees, lack of uniformity in policy decisions, lack of cooperation between line and staff and so on. However, the need for change in such cases goes unrecognized until some major crisis occurs.

4. To Avoid Developing Inertia

In many cases, organizational changes take place just to avoid developing inertia or inflexibility. Conscious managers take into account this view that organization should be dynamic because any single method is not the best tool of management every time. Thus, changes are incorporated so that the personnel develop liking for change and there is no unnecessary, resistance when major changes in the organization are brought about.

Q4. Outline the process of change.

(Or)

Explain the steps involved in change ?

Ans :

Process of Change

Individual change is analyzed by the characteristics of individuals like knowledge, needs, attitudes, beliefs and expectations. In order to have organizational change, managers must change the behaviour of all individuals through some practical participative strategy. Resistance to change can be overcome by planning and implementing the process of change in an organized manner. The stages in the process of planned change developed by Kurt Lewin are of follows.

1. Unfreezing
2. Changing
3. Refreezing.

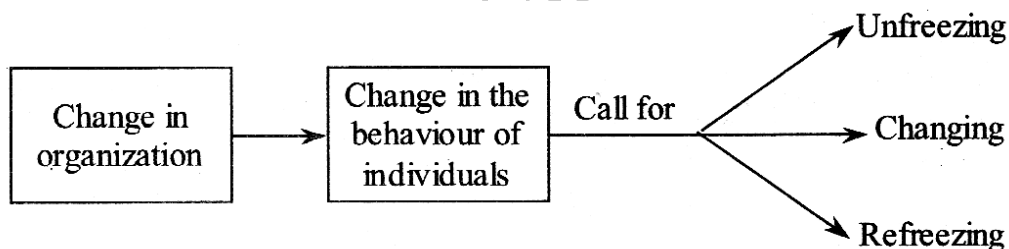


Fig : The Change Process

Stages in Change Process

1. Unfreezing

A planned change is motivated in this state. Unfreezing process starts when the managers considers the appropriateness of the employee's present behaviour as invalid.

2. Changing

In this stage, employees begins to learn the new concepts, ideas, and so on. Some important factors which helps in implementing change are role models, mentors, experts, benchmarking and training.

3. Refreezing

During refreezing stage, change becomes stable so that employees can adopt changed behaviour and implement it in their usual way of doing things. This can be achieved by giving an opportunity/ chance to the employees to show their new behaviour and then support it by providing coaching and modeling to strengthen the desired change and maintain stability in the change.

4.1.4 Change Agents

Q5. What do you understand by Change Agents?

Ans :

- A change agent is a person from inside or outside the organization who helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement, and development.
- A change agent usually focuses his efforts on the effect of changing technologies, structures, and tasks on interpersonal and group relationships in the organization.
- The focus is on the people in the organization and their interactions.
- Change agents are often hired from outside the company, although at times, the company may choose to hire an existing employee to re-evaluate operations.
- At the onset of the position, the change agent meets with employees and management to identify how the company or organization operates.
- The change agent researches and evaluates the company's structure, employee base, production procedures, financial status, efficiency rates and use of technology.
- During the course of evaluations, the change agent must be sensitive to the needs of the employees and company, willing to listen and form relationships with key members of management, and provide unbiased and authentic recommendations that focus on the betterment of the company or organization as a whole.
- In addition, the change agent must spend time learning how the company works from the inside out which may require immersing self in the company's operations as a proxy employee or manager.
- As a result, management and employees may be more receptive to changes and recommendations suggested from the change agent because of developed stronger sense of understanding how the company works.

Roles & Competencies

A change agent is basically a consultant, either from within the organization or brought in as an outsider. They often play the role of a researcher, trainer, counselor, or teacher. Sometimes they will even serve as a line manager. While some change agents specialize in one role, most will shift their roles depending upon the needs of the organization.

You must have four competencies to become an effective change agent :

1. Broad knowledge

You must not only have broad industry knowledge but a broad range of multidisciplinary knowledge, including conceptual knowledge, diagnostic knowledge, evaluative knowledge, an understanding of methodology for change, and ethical knowledge.

2. Operational and relational knowledge

You must be able to listen, trust, form relationships, observe, identify, and report. You must be flexible to deal with different types of relationships and behaviors.

3. Sensitivity and maturity

You must not only be able to demonstrate sensitivity to others, but you must also be sensitive and mature enough to be aware of your own motivations.

4. Authenticity

You must be authentic. You must act in accordance with the values you seek to promote in the organization. For example, if you recommend a form of management that permits subordinate participation, you should not attempt to impose these changes without the participation of the organizational members. In other words, you should practice what you preach

Change agents can broadly be classified as

1. External Change Agents
2. Internal Change Agents
3. External-Internal Change Agents

1. External Change Agents

These are outside consultants who are temporary employed in the organization to remain engaged only for the duration of the change process.

2. Internal Change Agents

These are individuals working for the organization who know something about its problems and has experience of improving situation in the same organization. These Internal Change Agents, when assigned a responsibility of intervening in a system come from entirely different department or division of their organization.

3. External-Internal Change Agents

These are the individuals or small group within the organization designated to serve with the external change agent so that intervention could be implemented effectively with their help.

4.2 RESISTANCE TO CHANGE**Q6. Define the term Resistance to Change ?**

Ans :

Meaning

Resistance to change is a concept that describes an individual's or group's psychological tendency to protect and maintain the *status quo*. It is human nature for people to resist change. Often times this resistance is due to the fact that people are afraid of the unknown, which is what change can represent. Resistance to change involves employees' behaviour designed to discredit, delay or prevent the changes introduced for the development of an organization.

Definitions

- i) **According to Zaltman and Duncan**, "Resistance to change can be defined as is any conduct that serves to maintain the *status quo* in the face of pressure to alter the *status quo*".
- ii) **According to Ansoff**, "Resistance to change is a multifaceted phenomenon, which introduces unanticipated delays, costs, and

instabilities into the process of strategic change".

- iii) **According to Lines**, "Resistance to change can be defined as behaviours that are acted out by change recipients in order to slow down or eliminate an intended organizational change".

4.2.1 Causes of and Dealing with Resistance to Change**Q7. Explain the reasons for Resistance to Change.**

Ans :

(Jan-21)

Reasons for Resisting Change

The following are some of the common reasons, why people resist change in the organization.

1. Loss of Status and Power

In an organization, employees always protect their self-interest, power and position which is one of the most common reason for resisting change. If change is initiated in the organization by proceeding towards a new strategy, then it will lead to changes in the power structure and position of the individuals in the organization. Employees do not want to lose their power and position, so they resist change. Fear of losing their job and position is one of the most important reason for resisting and opposing change in the organization.

2. Uncertainty

Uncertainty mainly deals with risk of future events or change initiative. Change helps the employees to learn new skills, but the employees do not have adequate knowledge about the way this change will affect them. They are uncertain about the future. So, they will fear that they will not be able to meet the demands of a new task or procedure. So, because of uncertain future, many employees resist change in the organization.

3. Lack of Confidence about Change

Change helps in transforming the organization. After the problem is identified

and the need for change is analyzed, lack of confidence that change will become successful creates resistance to change. The past failures may also develop the feelings of doubt and suspicion about the future change.

4. **Belief that Change is not Needed**

It is very important for a leader to create a real need and urgency for change in the organization. Individuals mostly resist change if they feel that the current ways of doing things have been successful in the past and there is no need for a change in the future. So, leaders should persuade the employees about the need for change as it becomes very difficult when a problem is identified and there is need to do something different for solving the problem.

5. **Lack of Trust**

To build any relationship, trust is an important element. One of the important reason for resisting change is the lack of trust among the parties. Employees mostly resist change if they feel that there are some hidden motives which the management is not disclosing. On the basis of trust only, change can be implemented successfully in the organization. So, it is very important in leadership that the followers should have trust in their leaders.

6. **Economic Threats**

Change may benefit the organization, but individuals resist change as it causes loss of income, benefits and security. Downsizing and lay-offs create personal threats to the employees and increases their resistance towards new strategies. So, leaders must consider those employees whose values are affected by change and helps them to overcome it.

7. **Fear of Being Manipulated**

Many individuals do not want to be controlled by others so they resist change. Forcing to change will create a feeling of aggressiveness and amenity among the employees. So, it is very important for a leader to reduce resistance in the employees by helping them to understand the need and importance of change.

8. **High Cost**

As change provides number of benefits to the organization, it requires very high cost. For implementing change in the organization, new resources are needed. Change also need new methods and procedures, so new methods are learned and new procedures are implemented. Hence, high cost is also one of the reason for resisting change in the organization.

Thus, above mentioned were the reasons, why individuals resist change in the organization. For effectively implementing change in the organizations, leaders should help their employees in overcoming such type of resistance.

Q8. Suggest the various measures to reduce to Resistance to Change.

Ans : (May-18)

When the resistance to change occurs due to strikes, slowdowns and complaints then that resistance can be easily recognized. But when the change is resisted due to reasons like low motivation levels and loyalty, errors, absenteeism, foot dragging etc., then it is difficult to recognize such resistance and manage it.

When once the resistance is recognized it should not be knocked out then and there itself because it is beneficial in certain cases like, when timely response is not so important for success, it fosters the functional disputes and debates which are in turn encouraged by evaluating the alternatives and their outcomes. But sometimes over resistance may also stop the program particularly, when the competitors are improving fastly.

There are six methods to overcome the resistance to change and it is the responsibility of the manager to choose the best approach which suits the demands of change situation, thereby reducing the disturbance.

1. **Education and Communication**

When the people are educated then they can forecast the reasons for change its design and its outcome.

When this change outcomes are considered as positive, then the communication is required in a substantial range to reduce the peoples apprehension, to ensure them about what is happening, what is expected from them and how they are assisted to adapt to the change.

➤ **Application**

This method is adopted when there is lack of information or when the information and analysis are incorrect.

➤ **Merit**

The people who are influenced and convinced once can implement the change continuously.

➤ **Demerit**

When large number of people are involved then a lot of time is consumed.

2. Participation and involvement

When the people involved are motivated, then they help in designing and implementing the changes by revealing their ideas and obligations.

Whereas, participation enhances understanding, improves the feeling of control, decreases uncertainty and fosters the feeling of ownership.

When the people bring about the change by themselves then it cannot be resisted.

➤ **Application**

This method is used when the initiators do not have the required information to plan the change and when they possess significant authority to resist the change.

➤ **Merit**

Participating people will be obliged to implement the change and if they possess any relevant information it will be integrated into the change plan.

➤ **Demerit**

If the participants design an inappropriate change then it will be consuming a lot of time.

3. Facilitation and Support

When the people who are affected by change are encouraged, supported, trained, counselled and provided with resources, they can easily adapt themselves to the new environment.

Managers can obtain the respect and commitment from the people when their worries are considered as genuine and motivating them to adapt themselves to the changes.

➤ **Application**

The method is applicable when people resist change due to adjustment problems.

➤ **Merit**

It is the only approach which effectively deals with adjustment problem.

➤ **Demerit**

It is very costly, time consuming and may fail sometimes.

4. Negotiation and Agreement

When people agree to change then, bargaining can be done to offer incentives and this technique is very essential in case of powerful resistant like bargaining units.

At times particular things may be exchanged in return for change and bonus may be offered to make the change process in an easier way.

➤ **Application**

If any one or any group may loose because of change and if that group has significant power to resist, this method is used.

➤ **Merit**

This method can easily avoid major resistances.

➤ **Demerit**

It is very costly in case if it alerts other to negotiate for capability.

5. Manipulation and Co-optation

Manipulation is the act of formulating and using selective information and make out incentives to increase the acceptance of the people.

Co-optation involves motivating the resistant parties to support the change they are provided with their desired benefits and can play non-influential role in the process.

➤ **Application**

This method is used when the other methods are not applicable or else if they are too costly.

➤ **Merit**

It provides quick and inexpensive solution to the resistance problems.

➤ **Demerit**

If people feel that they are manipulated, then it may lead to future problems.

6. Explicit and Implicit Coercion

Managers may sometimes utilize their authority to force the people to accept the change by threatening them with negative incentives and if the people does not accept to the changes, management may decide to shut down the organization, reduce salaries or remove people from their jobs.

➤ **Application**

This method is applicable when speed is unavoidable and if the change imitator has significant power.

➤ **Merit**

As it is very speed it can overcome any kind of resistance.

➤ **Demerit**

If this method makes the people mad at the initiator eye then it would be risky.

4.3 ORGANIZATIONAL DEVELOPMENT

4.3.1 Meaning of Organizational Development

Q9. Explain briefly about Organization Development.

Ans : (May-19, May-17)

Organization development is a systematic process for applying behavioral science principles and practices in organizations to increase individual and organizational effectiveness.

Organization development is an organizational improvement strategy. In the late 1950s and early 1960s, it emerged out of insights from group dynamics and from the theory and practice of planned change. Today the field offers an integrated framework capable of solving most of the important problems confronting the human side of organizations.

Organization development is about how people and organizations function and how to get them to function better. The field is based on knowledge from behavioral science disciplines such as psychology, social psychology, sociology, anthropology, systems theory, organizational behavior, organization theory, and management, OD practitioners are consultants trained in the theory and practice of organization development, with knowledge from the underlying behavioral sciences.

OD programs are long-term planned, sustained efforts. Such efforts begin when a leader identifies an undesirable situation and seeks to change it. The leader contacts an OD professional, and together they explore whether organization development suits the task at hand. If the answer is yes, they enlist others in the organization to help design and implement the change program. The participants develop an overall game plan or strategy that includes a series of activities, each intended to achieve an outcome that moves the organization toward its goals.

The two major goals of OD programs are :

1. To improve the functioning of individuals, teams and the total organization, and the total organization.

2. to teach organizations members how to continuously improve their own functioning. Organization development deals with the gamut of “people problems” and “work systems problems” in organizations; poor morale, low productivity, poor quality, interpersonal conflict, intergroup conflict, unclear or inappropriate goals, inappropriate leadership styles, poor team performance, inappropriate organization structure, poorly designed tasks, inadequate response to environmental demands, poor customer relations, inadequate alignment among the organization’s strategy, structure, culture, and processes, and the like. In short, where individuals, teams and organizations are not realizing their potential, OD can improve the situation.

Meaning of Organization Development

Organization development is the process through which an organization improves its internal capacity to be the most effective. It can be in its mission work and to sustain itself over the long term.

Organization development is a set of activities which may be undertaken to increase organizational as well as human resource effectiveness. Many authors have defined organization development as follows:

Definitions of Organization Development

i) According to Richard Beckhard

Organization development is an effort (i) planned (ii) organization wide (iii) managed from the top to (iv) increase organization effectiveness and health through (v) planned interventions in the organization’s processes using behavioral science knowledge.

ii) According to W.G. Bennis

Organization development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets and changelings and the dizzying pace of change itself.

iii) According to Warner Burk

Organization development is a planned process of change in an organizations culture through the utilization of behavioral science technologies, research and theory.

iv) According to Cummings and Worley

Organization development is a systematic application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and processes for improving on organization’s effectiveness

v) According to Michael Beer

The aims of organization development are (i) to enhance congruence between organizational structure, process, strategy, people, and culture (ii) to develop new and creative organizational solutions and (iii) to develop the organization’s self renewing capacity.

vi) According to Peter B. Vaill

Organization development is an organizational process for understanding and improving any and all substantive processes an organization may develop for performing any task pursuing any objectives.

vii) According to Burke and Hornstein

Organization development is a process of planned change of an organizations culture from one which avoids an examination of social processes to one which institutionalizes and legitimizes this examination of social processes to one which institutionalizes and legitimizes this examination.

viii) According to Newsroom and Davis

Organization development is systematic application of behavioral science knowledge at various levels (group, inter group, and total organization) to bring about planned change.

ix) According to Matt Minaham and Associates

Organization development is a body of knowledge and practice that enhances organizational performance and individual development viewing the organization as a

complex system that exist within a larger system, each of which has its own attributes and degrees of alignment.

Q10. Explain the nature of Organization Development.

Ans :

Nature of OD

1. Focus on Whole Organization

Organizational development focuses on a whole organization or a major unit of it so that the environment in the whole organization tends to reinforce the employees to learn whatever the programme includes. It differs from the traditional training programme that emphasizes on a small group or a certain job.

2. System Oriented

Organizational development is system oriented. It is concerned with the interactions of the various parts of the organization which affect each other. It stresses on inter group and interpersonal relationship. It is also concerned with the structure, process and the attitudes. Its main concern is how do all these parts work together jointly in the best interest of the organization.

3. Action Research

Organization development is action research. It works with the actual working conditions existing on the job and has no consideration of artificial one. It is such a key characteristic that organizational development is sometimes defined as the organizational improvements through additional research.

4. Problem Solving

Organization development is concerned with the problem solving. It seeks to solve the problems through practical experiences gained on the work and not merely through theoretical discussion as in a class room. These problems mainly occur at the time when working on the job hence the problems are real and interesting to them. Thus, it develops an attitude of problem solving among workers on the job.

5. Group Process

Organizational development uses the group process rather than individual process. It makes sincere efforts to improve the group performance. There are group discussion, inter group conflicts, confrontation and team building. Sensible efforts are made to develop and improve interpersonal relations, open are made to develop and improve interpersonal relations, open communication channels, build trust and encourage responsiveness to others.

6. Feedback

Organization development supports feedback to participants so that they may be able to collect the solid original data on which decisions are based. For this purpose participants may be divided into several groups according to the function. Each such group takes its own decision on the subjects referred to it and then, the decision is forwarded to the other group for feedback. Each group comes to know the impression of other groups about it and then groups meet together to thrash out any misunderstanding developed among them. In this way, decisions of each group are checked by other groups and the final decision is reached.

7. Experimental Learning

Organizational development provides experimental learning just to help the participants learn new behaviour patterns through experience. People develop behaviour concepts through experience and no expert guidance is needed for this purpose.

8. Contingency Oriented

Organizational development is situational and contingency oriented. As because people learn to develop their behavioural concepts through experience, they can suggest various ways to solve a particular problem and to adapt any of them most suited in the present situation, considering all contingencies. Conversely, the traditional training programme suggests only one best way. So,

organizational development is more flexible and programmatic as compared to the historical training programme.

9. Uses Change Agent

The final characteristic of the organizational development is that it uses change agent or consultants and not the experts to guide and affect the change. Thus expert consultants and their role is to guide groups towards more effective group processes rather than playing the role of experts and telling them what to do. They simply assist the group in problem solving processes and the groups solve the problems themselves.

Q11. Explain the Characteristics of Organization Development.

Ans :

Organizational Development (OD) can be described as the systematic process to change the culture, system and behavior of organization. It is a process that helps in solving organizational problems and achieving organizational objectives. Organizational Development works as an important mechanism that helps in impressing the organization and its employees through planned and established systems. It concentrates on people dimensions like norms, values, attitudes, relationships, organizational culture etc. The strategies of Organizational Development focus on enhancement of organization effectiveness and solving organizational problems. It includes structural and technological changes and focuses on working relationships of employees with the organization. Organizational Development is the modern approach to management of change for human resources development.

Characteristics of Organization Development

1. Planned Change

OD is a strategy of planned change for organizational improvement. This 'planned' emphasis separates OD efforts from other kinds of more haphazard changes that are frequently undertaken by organizations.

2. Comprehensive Change

OD efforts focus on comprehensive change in the organization, rather than focusing attention on individuals, so that change is easily observed. The concept of comprehensive change is based on the systems concept—open, dynamic and adaptive system. OD efforts take an organization as an interrelated whole and no part of it can be changed meaningfully without making corresponding changes in other parts.

3. Long-range Change

OD efforts are not meant for solving short-term; temporary, or isolated problems. Rather, OD focuses on the elevation of an organization to a higher level of functioning by improving the performance and satisfaction.

4. Dynamic Process

OD is a dynamic process and includes the efforts to guide and direct changes as well as to cope with or adapt changes imposed. It recognizes that organizational goals change, so the methods of attaining these goals should also change. Thus, OD efforts are not one-shot actions; rather, they are ongoing, interactive, and cyclic processes.

5. Participation of Change Agent

Most OD experts emphasize the need for an outside, third party change agent, or catalyst. They discourage 'do it yourself' approach. There is a close working relationship between the change agent and the target organizational members to be changed. The relationship involves mutual trust, joint goals and means, and mutual influence. The change agent is a humanist seeking to get a humanistic philosophy in the organization. He shares a social philosophy about human values.

6. Emphasis on Intervention and Action Research

OD approach results in an active intervention in the ongoing activities of the organization. Action research is the basis for such intervention. A change agent in OD process does not just introspect the people and

introduce changes, rather, he conducts surveys, collects relevant data, evaluates these data, and then, takes actions for intervention. He designs intervention strategies based on these data.

7. Normative Educational Process

OD is based on the principle that 'norms form the basis for behaviour and change is a re-educative process of replacing old norms by new ones'. This is done to arrive at certain desirable outcomes that may be in the form of increased effectiveness, problem-solving, and adaptability for the organization as a whole. At the individual level, OD attempts to provide opportunities to be 'human' and to increase awareness, participation, and integrate individual and organizational goals.

Q12. Explain the objectives of organization development.

Ans :

As objectives of organization development are framed keeping in view specific situations, they vary from one situation to another. In other words, these programs are tailored to meet the requirements of particular situation.

But broadly speaking all organization development programs try to attain the objectives which are briefly discussed below:

Objectives of organization development

1. To apply behavioral science theories

The first objective of organization development is to apply some behavioral science theories in the organization. By applying these theories organization development practices hope for development.

2. To improve organizational performance

Another objective of organization development is to improve the overall performance of organization. Thus organization can be established as one of the important institutions in human history.

3. To ensure proper use of individual efforts

Individual performance should be improved. This is possible by using individual efforts properly. Organization development ensures proper use of human efforts and commitment.

4. To create awareness

Organization development creates awareness among the people working in the enterprise. They feel the need for change in comparison with other organizations.

5. To encourage people to solve problems

Every organization has many problems and challenges. Organization development encourages people to solve these problems and face challenges at present and future.

6. To establish and maintain interpersonal relations

Organization development activities may be implemented with a view to establishing and at the same time maintains interpersonal relations among the people of the organization. This can insure continuous growth.

7. To create and maintain work environment

Working environment must be favorable in the organization. Organization development practitioner's to create favorable working environment and maintain the same for smooth functioning in future.

8. To increase knowledge and skills

Knowledge on latest methods and skills can streamline the growth of any organization. Organization development intends to increase the knowledge and skill levels through training.

9. To minimize resistance to change

In most of the cases, every change is resisted, it hampers goal achievement. Organization development helps minimize the resistance to change in a positive mood so that management becomes more alert.

4.4.2 Process of organizational Development

Q13. Outline the process of organizational development.

Ans : (May-19, May-17)

There are different approaches to OD process but the typical process consists of steps as shown in figure.

Step 1: Initial Diagnosis

If executives recognize that there are inadequacies within the organization which can be corrected by OD activities, it is necessary to find out the professional and competent people within the organization to plan and execute OD activities. If competent people are not available within the organization, the services of the outside consultants to help in diagnosing the problem and developing OD activities are to be taken. The consultants adopt various methods including interviews, questionnaires, direct observation, analysis of documents and reports for diagnosing the problem.

Step 2: Data Collection

Survey method is used to collect the data and information for determining organizational climate and identifying the behavioural problems.

Step 3: Data Feedback and Confrontation

Data collected are analyzed and reviewed by various work groups formed for this purpose in order to mediate in the areas of disagreement or confrontation of ideas or opinions and to establish priorities.

Step 4: Selection and Design of Interventions

The interventions are planned activities that are introduced into the system to accomplish desired changes and improvements. At this stage, the suitable interventions are to be selected and designed.

Step 5: Implementation of Intervention

The selected intervention should be implemented. Intervention may take the form of workshops, feedback of data to the participants, group discussions, written exercises, on-the-job activities, redesign of control system etc. They are

to be implemented steadily as the process is not a one-shot, quick cure for organizational malady, but it achieves real and lasting change in the attitudes and behaviour of employees.

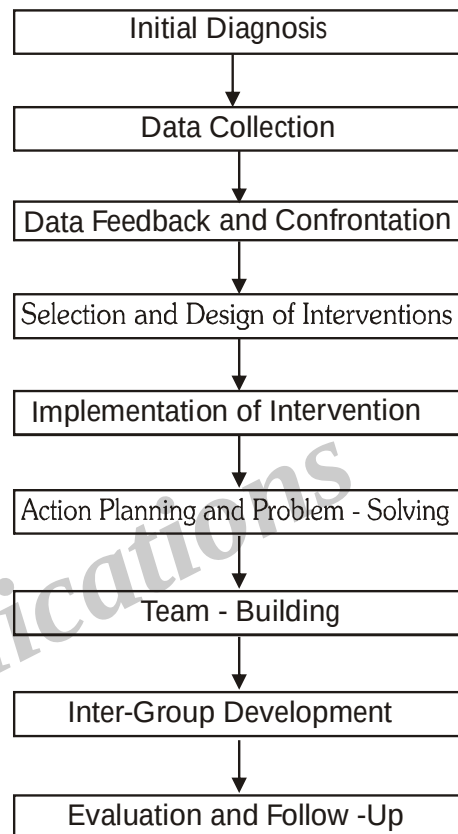


Fig. Process of OD

Step 6: Action Planning and Problem-Solving

Groups prepare recommendations and specific action planning to solve the specific and identified problems by using the data collected.

Step 7: Team-Building

The consultants encourage the employees throughout the process to form into groups and teams by explaining the advantages of the teams in the OD process, by arranging joint meetings with the managers, subordinates etc.

Step 8: Inter-Group Development

The consultants encourage the inter-group meetings, interaction etc., after the formation of groups/teams.

Step 9: Evaluation and Follow-Up

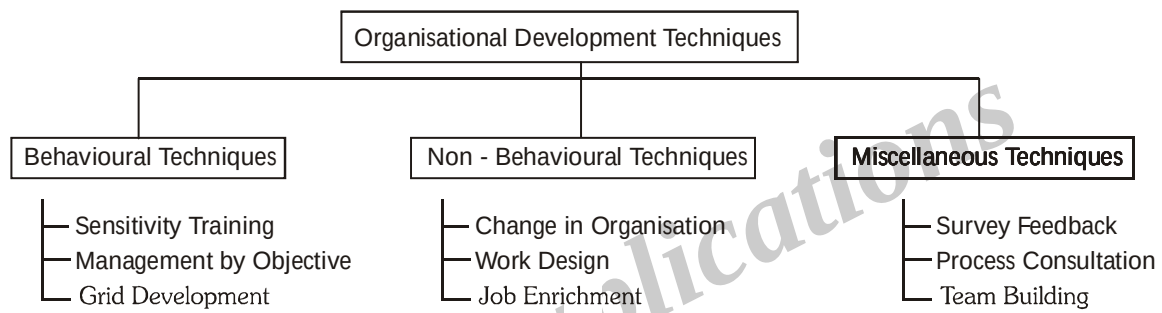
The organization evaluates the OD programmes, finds out their utility, and develops the programmes further for correcting the deviations and/or improved results. The consultants help the organization in this respect.

All the steps in the OD processes should be followed by the organization in order to derive full range of benefits by organizational development

Q14. Explain the various techniques of organizational development.

Ans :

Organizational development techniques are the base; these are designed to improve the functioning of an organization through employee participation. OD techniques can be classified in various categories which are as follow :

**1) Behavioural Techniques OD****i) Sensitivity Training**

Under this technique the different groups of employees are allowed to mix up with each other and communicate freely and build up interpersonal relationship. They learn the reflection of their behaviour and try to improve it. The employees through this technique know others feelings and behaviour and the impact of their behaviour on others.

ii) Management by Objectives

Managing by objectives is a dynamic system which integrates the company's need to achieve its goals for profit and growth with the manager's need to contribute and develop himself. Management by objectives is a comprehensive tool of management. It calls for regulating the entire process of managing in terms of meaningful, specific and variable objectives at different levels of management hierarchy.

iii) Grid Development

Grid organizational development is based on Blake and Mouton's model of leadership called the Managerial Grid. Their model depicts two prevailing concerns found in all organizations - concern for productivity and concern for people. Some managers are high in concern for productivity but low in concern for people. Besides helping managers evaluate their concern for people and productivity, the Managerial Grid stresses the importance of developing a team- management leadership style.

2) **Non-Behavioural Techniques**i) **Changes in Organization Structure**

The organization's structure may be changed to make it more efficient by redefining the flow of authority. There can also be changes in functional responsibility such as a move from product to matrix organizational structure.

ii) **Work Design**

Work design is a broad term which means the process of defining tasks and jobs to achieve both organizational and employee goals. It must, therefore, take into account the nature of the business (organizational interest), the organizational structure, the information flow and decision processes, the differences among employees, and the reward system. Within the broad scope of work design is the design of individual jobs, that is, job design.

iii) **Job Enrichment**

Job enrichment implies increasing the contents of a job or the deliberate upgrading of responsibility, scope and challenge in work. Job enrichment is a motivational technique which emphasises the need for challenging and interesting work.

3) **Miscellaneous Techniques**i) **Survey Feedback**

Information is collected through survey method. The managers use this information collected through survey for making decisions. The wide range of data is collected regarding working conditions, quality of work, Working hours, wages and salaries, attitude of employees. These data are then analyzed by the team of managers. They find out the problem, evaluate the results and find out solutions. After this, plans are prepared for making necessary changes.

ii) **Process Consultation**

Process consultation includes "a set of activities on the part of a consultant which helps the client to perceive, understand, and act upon process events which occur in the client's environment". Process consultation assumes that an organization's effectiveness depends on how well its people relate to one another. An organization's problems, therefore, often can be traced to the breakdown of critical human processes at key places.

iii) **Team Building**

This method is specifically designed to make improvement in the ability of employees and motivating them to work together. It is the organization development technique which emphasises on team building or forming work groups in order to improve organizational effectiveness. These teams consist of employees of the same rank and a supervisor. This technique is an application of sensitivity training to the teams of different departments.

Q15. Explain the merits and demerits of organizational development.

Ans :

Merits Organizational Development

Organization development is beneficial as it:

1. Gives Opportunities to Function as a Human Being

Provides opportunities for people to function as human beings rather than mere resources in the productive process.

2. Helps in Utilization of Full Potential by Members

Gives opportunities to each member of the organization to develop his full potential.

3) Helps to Achieve Goals

Seeks to make the organization more effective in meeting all its goals.

4) Gives Organization a New Environment

Tries to create an environment in which exciting and challenging work can be found.

5) Helps People to Influence Organization through Work

Gives people in organizations the chance to influence how they relate to work, the organization, and the work environment.

6) Analyses Alternative Organization Structures

Gives orderly, well-planned analysis of alternative organization structures.

7) Identifies Requirements of Functional Areas

Helps in the identification of functional areas, and activities that need to be added and/or emphasized.

8) Helps in Fulfilment of Personal Appraisal Capabilities

Helps in the appraisal of personnel capabilities relative to present and future organization needs.

9) Gives Recommendations as per Needs of Organization

Provides recommendations regarding present, interim, and proposed organization changes such as changes in reporting relationships, the need for new positions, the need for new people skills, re-defined job positions, increased emphasis in certain activity areas, or changes in levels of authority.

Limitations of Organizational Development

Organization development is an important technique of introducing change but it has certain limitations also, which are as follows:

1) Based on Behavioural Science Concepts

OD is heavily based on the behavioural science concepts. Behavioural science has many limitations which are applicable to organization development also.

2) Requires Initiators

OD requires use of certain persons who can take initiative to bring about change. Complacent people cannot be helpful in implementing organization development.

3) Requires Consideration of Circumstances

OD cannot be applied without giving due consideration to the circumstances existing within the organization. The local circumstances may pose a problem in adapting to change.

4) Time-Consuming

When a company engages in organizational development, there are processes that can become time-consuming and slow its productivity. Surveying employees on the effectiveness of internal processes, waiting for customer feedback on a marketing programme before moving forward with changes and evaluating logistics plans to improve shipping efficiency are important to company growth, but they can also slow down the company's ability to make changes and react to pressing issues.

5) Put Administrative Challenges

Organizational development adds responsibility to the employees and managers to maintain open communication and constantly re-evaluate the needs of the organization. Because organizational development tends to add elements to the corporate structure, such as managing workplace diversity, the formation of work groups to address issues and changes in the company's strategic planning to meet the needs of the staff, it can be a challenge to maintain an efficient organizational development programme.

Short Question and Answers

1. Define change.

Ans :

Meaning

Change refers to any alteration that occurs in total work environment.

- Generally people are accustomed to a well-established way of life and any variation or deviation from that life may be called a change.
- Organizational changes are the changes of attitude, nature and interest of employees, technological and environmental changes related to an organization and changes in rules and regulations affecting the organization.
- It involves disequilibrium in the situation and environment in which the people and the group exist.
- Thus, change is the coping process of moving from the present state to a desired state that individuals, groups and organizations undertake in response to dynamic internal and external factors that alter current realities.
- Change management is a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state.
- Change management is the process of developing a planned approach to change in an organization.
- Typically the objective is to maximize the collective benefits for all people involved in the change and minimize the risk of failure of implementing the change.
- Change management requires proper planning, programming, procedure devising and integration.
- The attitudes, process, behaviour, job design, organizational design and communication system are programmed as per need of changes.

Definitions of Change

- i) **According to Francis and Sinclair**, "Organizational change is an ongoing process of social construction that comprises spiral patterns of discursive change and restructuring of collective meanings".
- ii) **According to Organization Development and Research Organization**, "Organizational change is the implementation of new procedures and technologies intended to realign an organization with the changing demands of its business environment or to capitalise on business opportunities".

2. External Forces of Change.

Ans :

External environment affects the organizations both directly and indirectly. The organizations do not have any control over the variables in such an environment. Accordingly, the organization cannot change the environment but must change themselves to align with the environment. A few of these factors are :

1. Technology

Technology is the major external force which calls for change. The adoption of new technology such as computers, telecommunication systems and flexible manufacturing operations have profound impact on the organizations that adopt them.

The substitution of computer control for direct supervision, is resulting in wider spans of control for managers and flatter organizations. Sophisticated information technology is also making organizations more responsive. Both the organizations and their employees will have to become more adaptable. Many jobs will be reshaped. Individuals who do routine, specialized and narrow jobs will be replaced by workers who can perform multiple tasks and actively participate in decision making. Managements

will have to increase their investment in training and education of the employees because employees' skills are becoming obsolete more quickly. Japanese firms have progressed rapidly because they are very fast in adopting new technological innovations.

2. Marketing Conditions

Marketing conditions are no more static. They are in the process of rapid change as the needs, desires and expectations of the customers change rapidly and frequently. Moreover, there is tough competition in the market as the market is flooded with new products and innovations everyday. New methods of advertising are used to influence the customers. Today the concept of consumerism has gained considerable importance and thus, the consumers are treated as the kings.

3. Social Changes

Social and cultural environment also suggest some changes that the organizations have to adjust for. There are a lot of social changes due to spread of education, knowledge and a lot of government efforts. Social equality, e.g., equal opportunities to women, equal pay for equal work, has posed new challenges for the management. The management has to follow certain social norms in shaping its employment, marketing and other policies.

3. Change Agents.

Ans :

- A change agent is a person from inside or outside the organization who helps an organization transform itself by focusing on such matters as organizational effectiveness, improvement, and development.
- A change agent usually focuses his efforts on the effect of changing technologies, structures, and tasks on interpersonal and group relationships in the organization.
- The focus is on the people in the organization and their interactions.
- Change agents are often hired from outside the company, although at times, the company

may choose to hire an existing employee to re-evaluate operations.

- At the onset of the position, the change agent meets with employees and management to identify how the company or organization operates.
- The change agent researches and evaluates the company's structure, employee base, production procedures, financial status, efficiency rates and use of technology.
- During the course of evaluations, the change agent must be sensitive to the needs of the employees and company, willing to listen and form relationships with key members of management, and provide unbiased and authentic recommendations that focus on the betterment of the company or organization as a whole.

4. Define the term Resistance to Change ?

Ans :

Meaning

Resistance to change is a concept that describes an individual's or group's psychological tendency to protect and maintain the *status quo*. It is human nature for people to resist change. Often times this resistance is due to the fact that people are afraid of the unknown, which is what change can represent. Resistance to change involves employees' behaviour designed to discredit, delay or prevent the changes introduced for the development of an organization.

Definitions

- i) **According to Zaltman and Duncan,** "Resistance to change can be defined as is any conduct that serves to maintain the *status quo* in the face of pressure to alter the *status quo*".
- ii) **According to Ansoff,** "Resistance to change is a multifaceted phenomenon, which introduces unanticipated delays, costs, and instabilities into the process of strategic change".

5. Organization Development.

Ans :

Introduction

Organization development is a systematic process for applying behavioral science principles and practices in organizations to increase individual and organizational effectiveness.

Organization development is an organizational improvement strategy. In the late 1950s and early 1960s, it emerged out of insights from group dynamics and from the theory and practice of planned change. Today the field offers an integrated framework capable of solving most of the important problems confronting the human side of organizations.

Organization development is about how people and organizations function and how to get them to function better. The field is based on knowledge from behavioral science disciplines such as psychology, social psychology, sociology, anthropology, systems theory, organizational behavior, organization theory, and management. OD practitioners are consultants trained in the theory and practice of organization development, with knowledge from the underlying behavioral sciences.

OD programs are long-term planned, sustained efforts. Such efforts begin when a leader identifies an undesirable situation and seeks to change it. The leader contacts an OD professional, and together they explore whether organization development suits the task at hand. If the answer is yes, they enlist others in the organization to help design and implement the change program. The participants develop an overall game plan or strategy that includes a series of activities, each intended to achieve an outcome that moves the organization toward its goals.

The two major goals of OD programs are :

1. To improve the functioning of individuals, teams and the total organization, and the total organization.
2. to teach organizations members how to continuously improve their own functioning. Organization development deals with the gamut of "people problems" and "work systems problems" in organizations; poor

morale, low productivity, poor quality, interpersonal conflict, intergroup conflict, unclear or inappropriate goals, inappropriate leadership styles, poor team performance, inappropriate organization structure, poorly designed tasks, inadequate response to environmental demands, poor customer relations, inadequate alignment among the organization's strategy, structure, culture, and processes, and the like. In short, where individuals, teams and organizations are not realizing their potential, OD can improve the situation.

Meaning of Organization Development

Organization development is the process through which an organization improves its internal capacity to be the most effective. It can be in its mission work and to sustain itself over the long term.

6. Objectives of Organization Development.

Ans :

1. To apply behavioral science theories

The first objective of organization development is to apply some behavioral science theories in the organization. By applying these theories organization development practices hope for development.

2. To improve organizational performance

Another objective of organization development is to improve the overall performance of organization. Thus organization can be established as one of the important institutions in human history.

3. To ensure proper use of individual efforts

Individual performance should be improved. This is possible by using individual efforts properly. Organization development ensures proper use of human efforts and commitment.

4. To create awareness

Organization development creates awareness among the people working in the enterprise. They feel the need for change in comparison with other organizations.

7. Behavioural Techniques OD.*Ans :***i) Sensitivity Training**

Under this technique the different groups of employees are allowed to mix up with each other and communicate freely and build up interpersonal relationship. They learn the reflection of their behaviour and try to improve it. The employees through this technique know others feelings and behaviour and the impact of their behaviour on others.

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Choose the Correct Answers

1. Which of the following does NOT describe radical change? [d]
(a) It is multi-directional (b) It is discontinuous
(c) It is long-term based (d) It is based on constant learning
2. Which of the following is a disadvantage of narrow span of control ? [c]
(a) Close control
(b) Close supervision
(c) High costs due to many levels
(d) Fast communication between subordinates and superiors
3. The statement of an organization's aspirations can be found in the organization's: [d]
(a) Mission statement (b) Strategic objectives
(c) Actions (d) Vision statement
4. Which of the following is an intangible design ? (a)
(a) Control system (b) Functional design
(c) Divisional design (d) Matrix design
5. Which of the following gave a single category of change i.e. change in knowledge ? [c]
(a) Leavitt (b) Lawrence
(c) Beer (d) Miller
6. New performance appraisal systems and incentives usage is part of [d]
(a) Mobilize commitment (b) Consolidation of gains
(c) Creating guiding coalition (d) Reinforcement of new programs
7. MCQ. Lewin's process consists of [d]
(a) Unfreezing stage (b) Moving stage
(c) Refreezing stage (d) All of above
8. 'Moving stage' in Lewin's organizational change process considers [b]
(a) Mobilize commitment (b) Consolidation of gains
(c) Monitoring and assessing programs (d) Reinforcement of new programs
9. 'Self-designing organizations' is an example of [c]
(a) Human process intervention (b) Techno structural interventions
(c) Strategic intervention (d) HRM interventions
10. Formulating SMART performance training objectives are included in [a]
(a) Human process intervention (b) Techno structural interventions
(c) Strategic intervention (d) HRM interventions

Fill in the blanks

1. _____ refers to any alteration that occurs in total work environment.
2. _____ management is a structured approach to transitioning individuals, teams and organizations from a current state to a desired future state.
3. Planned change is also known as _____ .
4. _____ is the major external force which calls for change.
5. _____ environment within and outside the country have an important impact on business especially the transactional corporations.
6. _____ process starts when the managers considers the appropriateness of the employee's present behaviour as invalid.
7. _____ is a multifaceted phenomenon, which introduces unanticipated delays, costs, and instabilities into the process of strategic change".
8. _____ development is an organizational improvement strategy.
9. The _____ are planned activities that are introduced into the system to accomplish desired changes and improvements.
10. The _____ encourage the inter-group meetings, interaction etc., after the formation of groups/ teams.

ANSWERS

1. Change
2. Change
3. Developmental change.
4. Technology
5. Political
6. Unfreezing
7. Resistance to change
8. Organization
9. Interventions
10. Consultants

UNIT V

Organizational Culture, Conflict and Effectiveness :

Concept of Organizational Culture, Distinction between organizational culture and organizational climate, Factors influencing organizational culture, Morale-concept and types of morale. Managing conflict, Organizational Effectiveness-Indicators of organizational effectiveness, Achieving organizational effectiveness. Organizational Power and Politics.

5.1 CONCEPT OF ORGANIZATIONAL CULTURE

Q1. Define organizational culture. What are the characteristics of organizational culture.

Ans :

Meaning

Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. Also called corporate culture, it is shown in the ways the organization conducts its business, treats its employees, customers, and the wider community, the extent to which freedom is allowed in decision-making, developing new ideas, and personal expression, how power and information flow through its hierarchy, and how committed employees are towards collective objectives.

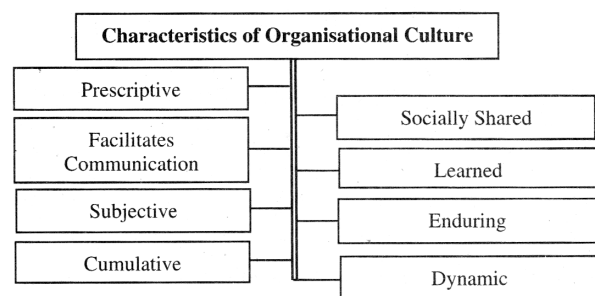
It affects the organization's productivity and performance, and provides guidelines on customer care and service, product quality and safety, attendance and punctuality, and concern for the environment. It also extends to production methods, marketing and advertising practices, and to new product creation. Organizational culture is unique for every organization and one of the hardest things to change.

Definitions

- i) **According to O' Reilly**, "Organizational culture is the set of assumptions, beliefs, values, and norms that are shared by an organization's members".
- ii) **According to Gareth Morgan**, "Organizational culture is the set of beliefs, values, and norms, together with symbols like dramatised events and personalities that represents the unique character of an organization, and provides the context for action in it and by it".
- iii) **According to Schein**, "Organizational culture is a pattern of shared basic assumptions that the group learned as it solved its problems that has worked well enough to be considered valid and is passed on to new members as the correct way to perceive, think, and feel in relation to those problems".

Characteristics of Organizational Culture

The important characteristics of organizational culture are as follows:



1. Prescriptive

It prescribes the kinds of behaviour considered acceptable in the society.

2. Socially Shared

Culture, out of necessity, must be based on social interaction and creation. It cannot exist by itself. It must be shared by members of a society, thus acting to reinforce culture's prescriptive nature.

3. Facilitates Communication

One useful function provided by culture is to facilitate communication. Culture usually imposes common habits of thought and feeling among people. Thus, within a given group culture makes it easier for people to communicate with one another. But culture may also impede communication across groups because of a lack of shared common cultural values.

4. Learned

Culture is not inherited genetically - it must be learned and acquired. Socialization or enculturation occurs when a person absorbs or learns the culture in which he or she is raised. In contrast, if a person learns the culture of a society other than the one in which he or she was raised, the process of acculturation occurs.

5. Subjective

People in different cultures often have different ideas about the same object. What is acceptable in one culture may not necessarily be so in another. In this regard, culture is both unique and arbitrary. As a result, the same phenomenon appearing in different cultures can be interpreted in very different manners.

6. Enduring

Because culture is shared and passed along from generation to generation, it is relatively stable and somewhat permanent. Old habits are hard to break, and people tend to maintain their own heritage in spite of a continuously changing world.

7. Cumulative

Culture is based on hundreds or even thousands of years of accumulated circumstances. Each generation adds something of its own to the culture before passing the heritage on to the next generation. Therefore, culture tends to become broader based over time, because new ideas are incorporated and become a part of the culture.

8. Dynamic

Culture passed along from generation to generation, but one should not assume that culture is static and immune to change. Far from being, the case, culture is constantly changing - it adapts itself to new situations and new sources of knowledge.

Q2. Explain different types of organizational culture.

Ans :

Types of Organizational Culture

Types of culture present in an organization are as follows:

1. Mechanistic and Organic Cultures

The mechanistic organizational culture exhibits the values of bureaucracy and feudalism. Organizational work is conceived as a system of narrow specialism and people think of their careers mainly within these specialisms.

Contrast is the organic culture in which formal hierarchies of authority, departmental boundaries, formal rules and regulations, and prescribed channels of communications are frowned upon.

2. Authoritarian and Participative Cultures

In the authoritarian culture, power is concentrated on the leader and obedience to orders and discipline is stressed.

The participative culture is premised on the notion that people are more committed to the decisions that are participative, than to those which are imposed on them.

3. Strong and Weak Cultures

In a strong culture, the core values of the organization are widely shared and eagerly embraced by a large number of employees who are deeply committed to them.

A weak culture is characterized by the presence of several sub-cultures, sharing of few values and behavioural norms by employees, and existence of few sacred traditions.

4. Dominant and Subcultures

Dominant culture, thus, denotes the core values which are shared by majority of the employees in the organizations it is the macro-cultural perspective that presents the organization's personality.

Q3. What are the elements of organizational culture.

Ans :

Ten elements of organizational culture explained by Harris and Moran are as follows,

1. Organizational Identity, Image and Mission

In general, it is the way an organization projects itself to both the society and customers.

2. Organizational Space and Scope

The manner in which an organization specifies its own organizational space in society in terms of both i.e., psychological and physical.

3. Organizational Attitudes, Beliefs and Myths

The success or failure of an organizational is the most important part which depends on its belief system or dominant philosophy.

4. Organizational Processes and Learning

The enterprise usually uses the processes for the purpose of manufacturing reasoning, technology, development and human relations.

5. Organizational Relationship

Usually culture has its special attitudes towards different types of relationships between members.

6. Organizational Communication and Language

In full enterprise or within its divisions a unique terminology or acronyms or codes are used widely. Even human systems may have a particular gestures, process and jargons.

7. Organizational Personal - Recognitions, Rewards and Heroes

The organization always try to look for and strengthens some type of persons. Recognition and rewards are presented on some kind of achievements.

8. Organizational Rites, Rituals and Ceremonies

The organizations culture can be transmitted in many different ways i.e., 'The manner in which we do the things around here'. The values, expectations, standards and procedures are celebrated and ritualized.

9. Organizational Values and Norms

The enterprise requirements to develop and survive result to establishing of priorities since it values are essential to job norms and standards of member behavior.

10. Organizational Look, Style and Reputation

The organization appearance or look is judged by its products and services, buildings and equipments, dress of its employees, external vitality, its reports and publications.

Q4. Outline the process of organizational culture.

Ans :

The process of creating organizational culture involves four sequentially followed steps. They are,

1. Establishment of values
2. Creation of vision
3. Operationalising values and vision

4. Socialization of employees

1. Establishment of Values

Establishment of the values that govern the members of the organization is the first step in creating organizational culture. Values of a business that guide the action, are created by the people responsible for managing it. In this connection Peters and Waterman described the type of values followed by many famous companies.

- (i) A belief in being the best.
- (ii) A belief in the importance of the details of execution.
- (iii) A belief in the importance of people as individuals.
- (iv) A belief in superior quality and service.
- (v) A belief that most members of the organization should be innovative.
- (vi) A belief in the importance of informality to enhance communication.
- (vii) A belief in and recognition of the importance of economic growth and profits.

2. Creation of Vision

Vision is the projection about what should be done in the future to achieve the stated goals. It is derived from the values created in the first step. A visionary company has following characteristics, as stated by Collins and Porras.

- (i) A visionary company holds a distinctive set of values from which it does not deviate.
- (ii) It expresses its core purpose in enlightened terms which provides challenges for actions.
- (iii) It develops a visionary scenario of its future, decides actions accordingly and implement these.

3. Operationalising Values and Vision

Values and vision created in first two steps are put into action in this step. This can be done by undertaking following activities.

- (i) A written statement of values and vision is included in employee handbook or circulated among employees.
- (ii) An organizational structure that facilitates the employees to perform their activities freely is designed.
- (iii) Implementing various organizational processes that inspire and motivate the employees.
- (iv) Recruiting and selecting the employees whose values match with that of the organization.
- (v) Following a reward system that encourages the employees and enhances their commitment.

4. Socialization of Employees

Socialization is the process by which an individual develops into a functioning member of a group according to its standards, conforming to its modes, observing its traditions and adjusting himself to the social situations. In organizational context, it is an adaptive process that takes place as new employees attempt to learn and inculcate values and norms that are a part of organizational culture. Socialization process, usually consists of three stages, Prearrival stage, Encounter stage and Metamorphosis stage.

Q5. Describe the positive and negative aspects of organizational culture.

Ans :

(i) Negative Aspects

- Culture makes an organization a clan. The clan form in industry possesses a few potentially disabling weaknesses. A clan always tends to develop xenophobia, a fear of outsiders.
- Culture act as a barrier to mergers and acquisitions. Historically, financial matters were alone considered to decide which company should acquire which company or which unit would merge with which firm. In recent years, cultural

compatibility has become the primary concern. While a favourable financial statement or product line may be the initial attraction of an acquisition company, whether the acquisition actually works seems to have more to do with how well the cultures of the two organizations match each other.

(ii) Positive Aspect

a) Effective Control

- Organizational culture serves as a control mechanism in directing behaviour. As the culture is diffused through out the organization.
- People understand what they are supposed to do (for example, hardwork, be ethical, focus on quality, customer satisfaction) and what they should not do (for example, fail to cooperate with others, be rude to customers, not keeping machinery well maintained).
- When individuals are not in accordance with the beliefs and values of the culture, managers and co-workers will step in and insist on corrective action.
- A strong culture is characterized by shared beliefs and expectations to which all must adhere.

b) Normative Order

- Closely linked to effective control is the use of norms to guide behaviours.
- These expectations regarding appropriate and inappropriate behaviours are greatly influenced by culture and strong cultures have both consensus and intensity regarding these norms.
- Everyone understands the culturally based norms (consensus) and there is strong support (intensity) for them.
- In a weak cultures, consensus may be present but intensity is not. This comparison helps explain why some organizations are very successful at what they do.

- It also helps explain why organizations with strong cultures often have great difficulty changing their strategies and behaviours.
- The norms that dictate these actions have been reinforced so strongly that the personnel are reluctant to abandon them in favour of other behaviours.

c) Performance and Satisfaction

- Organizational culture has its impact on performance and satisfaction of organizational members, but not in equal proportions.
- There is relatively strong relationship between culture and satisfaction, but this is moderated by individual needs and the culture.
- In general satisfaction will be the highest when there is congruence between the individual needs and the culture.
- For instance, an organization whose culture would be described as low in structure, having loose supervision and rewarding people for high achievement is likely to have more satisfied employees if those employees have a high achievement need and prefer autonomy.
- Thus, job satisfaction often varies according to the employee's perception of organization's culture.
- It is said that culture and performance are interrelated, but the relationship seems to be less clear.
- In any case, the relationship is moderated by the organization's technology is non-routine.
- The more formally structured organizations that are risk averse, that seek to eliminate conflict and that are prone to more task oriented leadership will achieve higher performance when routine technology is utilized.

- Socialization also has influence on performance. If an individual is properly indoctrinated into the organization his or her performance tends to be higher.
- It should also be remembered that in order to have a positive, sustained impact on satisfaction and performance, culture must be valuable, rare and inimitable.
- If a culture can be imitated, then adoption of the culture by competitors will slowly eliminate the competitive advantages of the culture.
- Alternatively, a culture may be positive one environment but a liability in a different economic environment.

d) Requisites

- It May is also be remembered that the impact of culture on organization is function of three factors

- (i) Direction
- (ii) Pervasiveness
- (iii) Strength

(i) Direction

The direction may be positive or negative, depending upon whether culture facilitates or hinders goal attainment. For example, if the culture of a hitech company emphasizes tradition, rites, ceremonies and norms new ideas may not be generated.

(ii) Pervasiveness

The pervasiveness or homogeneity of the culture is related to the degree to which a culture is characteristic of the organization. Organizations typically have a number of subcultures and the greater their strength, the less homogeneous the overall organizational culture will be. This in turn reduces the impact that organizational culture will have on organizational effectiveness.

(iii) Strength

The strength of the culture is defined by the pressure it can exert on organizational members. Strength is largely affected by the length of time the culture has existed and turnover among members. A strong culture with positive direction will have considerable impact on organizational effectiveness.

5.1.1 Factors Influencing Organizational Culture

Q6. What are the factors factors influencing organizational culture

Ans : (May-19)

1. Characteristics of People within the Organization

The ultimate source of organizational culture is the people who make-up the organization. People may be attracted to an organization whose values match theirs; similarly, an organization selects people who share its values. Over time, people who do not fit in leave. The result is that people inside the organization become more and more similar, the values of the organization become more and more pronounced and clear-cut, and the culture becomes more and more distinct from that of similar organizations.

2. Nature of Employment Relationship

Another factor shaping organizational culture is the nature of the employment relationship a company establishes with its employees via its human resource policies and practices. A company's hiring, promotion, and lay-off policies along with pay and benefits, can influence how hard employees will work to achieve the organization's goals, how attached they will be to it, and whether or not they will buy into its values and norms.

3. Design of Organizational Structure

This source of cultural values comes from the organization's structure. Organizational structure is the formal system of task and

reporting relationships that an organization establishes to coordinate and motivate its employees. Because different structures give rise to different cultures, managers need to design a certain kind of organizational structure in order to create a certain kind of culture.

4. Organizational Ethics

An organization can purposefully develop some kinds of cultural values to control the way its members behave. One important class of values that falls into this category stems from organizational ethics, the moral values, beliefs, and rules that establish the appropriate way for an organization and its members to deal with each other and people outside the organization. Ethical values rest on principles stressing the importance of treating everyone fairly and equally.

Ethical values are product of following three ethics:

i) Societal Ethics

The ethics of the country or society in which the organization exists are important determinants of its ethical values. Societal ethics are the moral values formalized in a society's legal system, in its customs and practices, and in the unwritten norms and values that its people follow in their daily lives.

ii) Professional Ethics

These are the moral values that a group of similarly trained people develop to control their performance of a task or use their resources. People internalize the values and norms of their professions just as they do the values and norms of their societies. Generally, they follow these norms when deciding how to behave. These ethics help to shape the organization's culture and determine how members deal with other people and groups.

iii) Individual Ethics

These are the personal moral values that people use to structure their interactions

with other people. In many instances, personal ethics mirror societal ethics and originate in the law. But, personal ethics are also the result of an individual's upbringing. They may stem from his or her family, friends, or membership in a church or other social organization. Because personal ethics influence how a person will act in an organization, an organization's culture is strongly affected by the people who are in a position to establish its ethical values.

These factors work together to produce different cultures in different organizations and cause changes in culture over time.

5.2 ORGANIZATIONAL CLIMATE

Q7. Define Organizational Climate. Explain the factors of Organization Climate.

Ans : (May-19)

Definition

(i) According to Bowditch and Buono

"Organizational culture is with the nature of belief and expectations about organizational life, while climate is an indicator of whether those beliefs and expectations are being fulfilled." Employees in the organization keep studying the management philosophy and various actions they take to deal with organizational factors that are of a routine nature. These include the following:

- (a) Selection Process of the employees.
- (b) Leadership style and approach to solve problems of the employees.
- (c) Wage administration.
- (d) Attitude to implement change and incorporate latest technology.
- (e) Job description.
- (f) Organizational structure and frequency to modify the same based on need.
- (g) Performance evaluation.

- (h) Promotion policy and its implementation.
- (i) Efforts involved in promoting creativity and innovations.
- (j) Availability of resources for research and development.
- (k) Organizational values and promotion of culture.
- (ii) **According to Richard M. Hodgetts** has classified organizational climate into two factors as under:

(a) Overt Factors

- Hierarchy
- Goals of the organization
- Financial resources
- Skills and abilities of employees
- Technological state of the organization
- Performance standards adopted
- Efficiency measurement

(b) Covert Factors

- Values
- Attitude
- Norms
- Feelings
- Interaction
- Supportiveness
- Satisfaction

Overt factors can be measured and fair assessment can therefore be made about the intentions of the management and efforts they are putting in to build an appropriate organizational climate. While on the other hand covert factors can not be quantified being of subjective nature. To measure the level of organizational climate a questionnaire is prepared and feedback is obtained from the employees on the five points scale

- | | |
|-------------------------|----------|
| (a) Strongly agree | 5 points |
| (b) Moderately disagree | 4 points |
| (c) Neutral | 3 points |
| (d) Moderately disagree | 2 points |
| (e) Strongly disagree | 1 points |

Likert has carried out studies on organizational climate by isolating six different variables namely decision making, leadership style, motivation, goal setting, communication and control. Each variable was then evaluated on four dimensions. Each of the dimensions can then be studied on the five-point scale enumerated above. Based on the inputs so received on the specific study of a particular variable an appropriate conclusion of the prevailing organizational climate can be drawn. Suitable remedial measures then can be initiated to modify the climate to desired level.

5.2.1 Distinction between Organizational Culture and Organizational Climate

Q8. What are the differences between Organizational Culture and Organizational Climate?

Ans :

(Nov.-19)

Following are some of the differences between Organization Culture and Climate,

S.No	Basis	Organization Culture	Organization Climate
1.	Meaning	Culture means the acquired knowledge that usually people make their behaviour and use to interpret the experience.	Climate is a set of specific characteristics that explain the organization and make it different from other organizations.
2.	Scope	Culture is regarded as one of the features that determine the internal climate and external response.	Climate is considered as an overall of organization culture. Here the relations and behaviour of the people gets affected through organization's Culture.
3.	Reciprocal Relation	Culture is an integral part and a basic input of an organization climate.	Organization culture shows in every facet of organisation climate.
4.	Subject Matter	It deals with the basic values, norms and beliefs.	It doesn't depend on basic values, norms and beliefs. It mainly shows the present situations in the organisation.
5.	Changeability	In the short run, it is quite difficult to change the organisation culture.	Organization Climate is changed in order to proceed with the current situations.
6.	Applicable Discipline	It depends on sociology and anthropology.	It depends on psychology. It is an overall summary perception on which people think about an organisation.
7.	Reference of Time	It is on historical basis. It has its affects on employee's behaviour.	It means the current situations that exist in an organization. It also determine the behaviour of employees.
8.	Role of Contributors	Top level management, Founder and Chief mentor contribute significant role in imparting culture in an organization.	Managers and existing internal and external situations concern for generating and sustaining climate. Culture may also affect the climate.

5.3 MORALE

5.3.1 Concept

Q9. Define the term Morale. Explain the nature of Morale.

Ans :

(Nov.-20, May-18, May-17)

Definitions

- According to William R. Spiegel** "Morale means the cooperative attitude or mental health of number of people who are related to each other on some basis."
- According to E.F.L Brech** "Morale may be described as a readiness to cooperate warmly in the task and purposes of a given group organization".

3. **According to Webster** "Morale is a mental condition as affected by or dependent upon, such mental factors as zeal, spirit, hope, confidence etc."
4. **According to E.B. Flippo** "Morale is a mental condition or attitude of individual's and groups which determines their willingness to cooperate. Good morale as defined by management is evidenced by employee enthusiasm, voluntary conformance with regulations and orders and a willingness to co-operate others in accomplishment of organizational objectives. Poor morale is evidenced by surliness, cases of insubordination discouragement, dislike of job, company and associates."
5. **According to Dale Yoder** "Morale is the combination or structure of employee's attitudes- towards the principal elements in the situations in which they work."
6. **According to Viteless** "Morale is an attitude of satisfaction with desire to continue in willingness to strive for the goals of a particular goal or a particular group or organization."
7. **According to Robert M. Guion** "The extent to which individual needs are satisfied and the extent to which the individual perceives that satisfaction, stemming from, has total job-satisfaction in morale."
"Morale is a condition as affected by or dependent upon, such mental factors as zeal, spirit, hope, confidence etc."

Nature of Morale

1. Morale is a by-product of group relationship. Morale reflects the degree of enthusiasm and willingness with which the members of a group set up to perform the allotted tasks.
2. Morale is a composite and not a single feeling. It is a collection of feelings, sentiments and attitudes.
3. Morale is an intangible factor and a relative term.
4. Morale indicates prevailing mood and spirit of group of people. It is an indicator of their mental health. It is manifest by the continuing state of mind composed of attitudes towards the accomplishment of work rather than emotions displayed during work.
5. Morale is basically a group phenomenon. It is a concept that describes the level of favourable or unfavourable attitudes of the employees collectively to all aspects of their work-the job, the company- their tasks, working conditions, superiors, fellow workers etc.

Q10. Explain the factors influencing morale.

Ans : (May-18)

1. Confidence of the Individual Members

In the purpose of the group. It is a matter of common sense that an individual works whole-heartedly only when he feels inspired by the purposes of group for which he is required to make the efforts along with the other members of the group. It is, therefore, imperative to impress upon the work people, the importance of the product they produce. For, once they begin to state their endeavour to the communal or national beings they will work with a crusading spirit and this is precisely what we mean by good or high morale. The workers feel that they are doing something worthwhile for the nation or community.

2. Confidence in Leadership

Confidence in leadership is the main essence for the building up of high morale. If leadership is of right type, it is natural that the leader will win the confidence of his subordinates or followers and it will definitely contribute towards raising their morale. In order to win the confidence, a leader should be fair to all, helpful, friendly, honest, industrious, leader should be fair to all, helpful, friendly, honest, industrious, capable, and have the full knowledge of the job and

only then, he can lead the followers in the right perspective.

3. Confidence in Fellow Workers

Confidence in fellow workers is another factor responsible for the high morale. Every worker wants full cooperation and guidance from his fellow workers at the time when a problem crops up in the group. Everyone in the group must be confident of getting such type of cooperation from other members of the group. They should feel secure in expressing their point of view and grievances. He must have faith in the loyalty of their workers.

4. Organizational Efficiency

Organizational efficiency leads to the high morale. It requires:

(i) Definiteness of Responsibility

The line of authority and responsibility should be distinctly and firmly made clear so that there will be no confusion in the mind of workers as to whom they are responsible for their work and whose order they are to follow. The lack of clarity will disgruntle the workers and it will have an adverse effect on their morale.

(ii) Adequate and Effective Communication

An effective and adequate communication channel between workers and the management will lead to high morale of the workers. If they think that the management listens to them, consults in matters concerning job and organization informs to them as and when their interests are affected and makes them feel that they are the real participants in the organization, their morale will be climbed at the top. A system of joint consultation should be evolved to consider the matters of mutual interest in the organization. The suggestion scheme may also be introduced in the organization to heighten the morale.

5. Working Conditions and Allied Factors

Morale is an index of job satisfaction. A worker can be happy and contented at his job if the organization shows a good measure of care for him and takes all possible steps to make the work place congenial for work. The following factors relating to work conditions help in raising the morale:

(i) Fair Wages

Workers may feel content if they have the satisfaction of having an equitable compensation for their labour and skills put in, their respective job, if they are low paid or their wages are inequitable, their morale will naturally be low because they are not in a position to meet even their lower needs satisfactorily and on the other hand, if they are allowed a better wage and incentives to work, they will be free from worries and may devote themselves to the organization and to the work which in turn will enhance the productivity. Fair wage, therefore, is imperative to build up their morale.

(ii) Security and Opportunity to rise

Job security is an essential factor in raising the morale. If the organization provides security to its workers, they will get their hearts into the work and will not think to leave the organization unless it becomes necessary. Likewise, availability of promotional avenues will raise the morale of the workers because they will work with renewed zeal and vigour if they know that there are ample opportunities to get arise.

(iii) Work Environment

The work environment has serious impact on the morale of the workers. The building and its appearance, conditions of work and work place, machine and the location of the factory, safety measures, medical care etc. are some of the determinants of the work environment which are directly related to workers' morale.

Q11. Describe the seven commandments to morale.

Ans :

Since morale building is a continuous and difficult process, Management must keep itself informed of current state of employee morale through attitude surveys and personal observation. The following steps can be taken to build high morale among the members of an organization.

- (i) Sound personnel administration
- (ii) Participation
- (iii) Effective communication
- (iv) Worthwhile goals
- (v) Human Relations approach
- (vi) Sound organization structure
- (vii) Trusted supervision

(i) Sound Personnel Administration

Sound personnel policies and practices are very helpful in building morale. A fair and equitable wage and salary structure developed on the basis of job evaluation, job security, scientific selection and training, good working conditions, sound promotion and appraisal systems and employee counselling are essential for high morale.

(ii) Participation

The participation of employees in decision making process creates a sense of belonging. Joint councils of managers and workers provide employees an opportunity to express their feelings and ideas. Joint consultation, suggestion system, collective bargaining and other forms of participation help to create job satisfaction, sense of belonging and team work among the employees. Counselling and guidance of employees helps to solve their problems and are helpful in morale building.

(iii) Effective Communication

A two-way communication system helps, helps management in developing positive attitude among employees. Employees can be kept fully informed of all matters affecting

their interests. A formal grievance procedure is required for quick and proper redressal of employees' grievances.

(iv) Worthwhile Goals

The objectives of the organization should be such that employees feel proud of their job and the enterprise. The members of the group must feel that the common goals are challenging as well as attainable. Meaningful and unambiguous goals should be laid down for the employees.

(v) Human Relations Approach

Each individual in the organization should be treated as a responsible human beings. Human relation approach helps to develop inter personnel competence, intergroup cooperation and mutual trust among employees. The morale has a multiplier effect on subordinates.

(vi) Sound Organization Structure

Organization design influences the quality of employee relations. There should be clear-cut division of work, proper delegation of authority and effective co-ordination. Generally flat and decentralised structures tend to improve employee morale by providing scope for close inter-personnel relations and self-actualization. Job enrichment and job enlargement help to raise morale by overcoming monetary, fatigue and boredom. Morale is likely to be high when the work group is homogeneous and the task is challenging and interesting.

(vii) Trusted Supervision

Supervisors should be fair, sympathetic and honest in their dealings with employees. They should be competent enough to inspire confidence among workers. They should be responsive to the needs and feelings of workers. They should provide an opportunity for employees to play their preferred roles.

5.3.2 Types of Morale

Q12. Explain the different types of morale.

Ans :

The following are the two types of morale :

1. Individual and Group Morale

Individual morale is a single person's attitude towards work, environment etc. Whereas group morale reflects the general attitude of a group of persons. Group morale is everybody's concern and may go on changing with the passage of time. Individual and group morale are interested but not necessarily identical. They have an effect on each other. The individual's personal perception of the present conditions may be high but the group's perception may be low or vice-versa.

2. High or Low Morale

Morale may be referred to high morale or low morale. In the words of McFarland, high morale exists when employee attitudes are favourable to the total situation of a group and to the attainment of its objectives. Low morale exists when attitudes inhibit the willingness and ability of an organization to attain its objectives. The words such as zeal, enthusiasm, loyalty, dependability denote high morale. Low morale may be described by words like lack of interest, laziness, apathy, bickering, jealousy, quarrelsome, pessimism, etc.

5.4 CONFLICT

Q13. Define Conflict. Explain the nature of Conflict.

Ans :

Meaning

Conflict is a psychological state of mind when people are in a state of dilemma whether to do or not to do a thing, is a state of conflict. The domain

of work and organization constitutes an arena in which diverging aims and interests provide an inexhaustible source of conflict at local, national and international levels. Conflict may emerge between different organizations or within organizations, or between organizations and their social and political environments. In organization, conflict may imply difference of opinion with persons or groups and sometimes they manage to showdown and slowdown other and plan strategies for that. A process that begins when one party perceives that another party has negatively affected, or is about to negatively affect something that the first party cares about.

Definitions

- i) **According to Joe Kelly**, "Conflict is defined as opposition or dispute between persons, groups or ideas".
- ii) **According to Follett**, "Conflict is the appearance of difference, difference of opinions, of interests".
- iii) **According to Thomas**, "Conflict is the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of his".
- iv) **According to Peterson**, "Conflict is defined as an interpersonal process that occurs whenever the actions of one person interfere with the actions of another".

Nature of Conflict

Nature of conflict is as follows:

1. Conflicts are Natural

Conflicts are a natural and inevitable result when individuals work together, sharing diverse thoughts, concerns, perspectives, and goals. A manager has to deal with conflict situations both as a mediator (to help resolve conflicts between others) and as a participant.

2. Conflicts are not Big

Conflicts are not big, emotional blow-outs or scenes of physical violence, although these can and do occur, especially in workplaces in

which conflict is not managed well. Conflicts usually involve small matters that continuously grind-down working relationships.

3. Conflict is Multidimensional

The concept of conflict is multidimensional; it envelops a family of forms. It is a clash of powers. However, conflict is not a balance, equilibrium, of powers. It is not a stable resultant.

4. Conflict is Finding the Balance

Conflict is the pushing and pulling, the giving and taking, the process of finding the balance between powers. Therefore, conflict is correlative to power. Power, simply, is the capability to produce effects; conflict is the process of powers meeting and balancing. In order to understand which powers succeed requires comprehending their conflicts; to understand conflict involves untangling the powers involved.

5. Conflict is Universal

Conflict is universal. Knowledge about self, others, and reality, growth and development, and the increasing ability to create individual's own heaven or hell, comes through conflict.

6. Conflict is Disruptive

In a business organization, conflict may be described as a breakdown or disruption in normal activities in such a way that the individuals or group concerned experience difficulty in working together. If employees fail to work together but openly feud, the work of the business organization will be severely disrupted.

7. Conflict Involves Disagreement

Generally, there is awareness that there is some level of disagreement in between the two (or more) parties involved in the conflict. Disagreement can be related to the following issues:

i) Facts

Sometimes, the disagreement occurs because individuals have different definitions of a problem are not fully

aware of the relevant information, accept or reject different information as factual or have different impressions of their respective power authority.

ii) Goals

Sometimes, the disagreement may be about what should be accomplished - the desirable objectives of a department, division, section or of a specific position within the organization.

iii) Methods

Sometimes, individuals differ about the procedures, strategies or tactics which would most likely achieve a mutually desired goal.

iv) Values

Sometimes, the disagreement is over ethics, the way power should be exercised or moral considerations or assumptions about justice, fairness and so on. Such differences may affect the choice of either goals or methods.

Q14. What are the various causes of conflict?

Ans :

(May-19)

1. Organizational Change

People hold differing views over the direction to go, the routes to take and their likely success, the resources to be used, and the probable outcomes. With the pace of technological, political, and social change increasing and the marketplace hurtling toward a global economy, organizational changes will be ever-present.

2. Personality Clashes

The concept of individual differences is fundamental to organizational behaviour. Not everyone thinks feels, looks, or acts alike. Although personality differences can cause conflict, they are also a rich resource for creative problem solving. Employees need to accept, respect, and learn how to use these differences when they arise.

3. Different Sets of Values

People also hold different beliefs and adhere to different value systems. Their philosophies may diverge, or their ethical values may lead them in different directions. The resulting disputes can be difficult to resolve, since they are less objective than disagreements over alternative products, inventory levels or promotional campaigns.

4. Threats to Status

The status, or the social rank of a person in a group, is very important to many individuals. When one's status is threatened, face saving becomes a powerful driving force as a person struggles to maintain a desired image. Conflict may arise between the defensive person and whoever created a threat to status.

5. Contrasting Perceptions

People perceive things differently as a result of their prior experiences and expectations. Since their perceptions are very real to them (and they feel that these perceptions must be equally apparent to others), they sometimes fail to realize that others may hold contrasting perceptions of the same object or event. Conflict may arise unless employees learn to see things as others see them and help others do the same.

6. Lack of Trust

Every continuing relationship requires some degree of trust—the capacity to depend on each other's word and actions. Trust opens up boundaries, provides opportunities in which to act, and enriches the entire social fabric of an organization. It takes time to build, but it can be destroyed in an instant. When someone has a real or perceived reason not to trust another, the potential for conflict rises.

7. Interdepartmental Wrangles

Interdepartmental and inter-group wrangles overwhelmingly concerned with:

- i) Territory - where one group feels that another is treading in an area that is legitimately theirs.

- ii) Prestige - one group feels that another is gaining recognition for efforts and successes that are legitimately theirs.

- iii) Poaching and theft - where one group attracts away the staff of the other.

8. Job Related Issues

Conflict with the job held also occurs. This comes in the following forms:

i) Conflicts between Job and Job-Holder

This is largely related in the cases of expert and professional staff, to frustration in terms of the ability to use expertise to the full; the lack of scope for professional development and advancement.

ii) Conflict between Job and Organization

This concerns the relationship that exists between the two; the availability of opportunities, the extent to which these are offered.

iii) Conflict between Job-Holder and Organization

This is the extent to which pay, supervision, management style, and the work environment are suitable and effective.

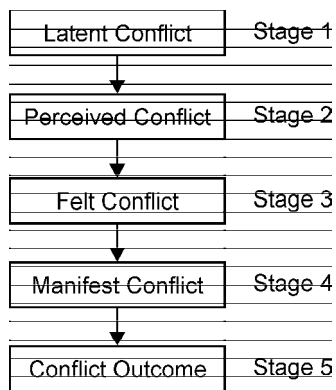
9. Other Agendas

Hidden, secondary, and paralleled agenda cause conflict. These proliferate where overall aims are not well or lightly drawn; where they do not or are not able to accommodate those of the individuals involved and where people feel that, even if they do well with the work, they are not likely to receive due recognition.

Q15. Outline the process of conflict.

Ans :

Process of conflicts includes various steps as shown in figure.



1. Latent Conflict (Stage 1)

When two or more parties need each other to achieve desired objectives, there is potential for conflict. Other antecedents of conflict are interdependence, different goals, and ambiguity of responsibility. They do not automatically create conflict, when they exist – they make it possible. Latent conflict often arises when a change occurs. Conflict is likely to be caused by a budget cutback, a change in organizational direction, a change in personal goals or the assignment of a new project to an already overloaded team.

2. Perceived Conflict (Stage 2)

This is the stage at which members become aware of a problem. Incompatibility of needs is perceived and tension begins as the parties begin to worry about what will happen. But no party feels that it is being overtly threatened.

3. Felt Conflict (Stage 3)

At this stage parties become emotionally involved and begin to focus on difference of opinion and opposing interests – sharpening perceived conflict. Internal tensions and frustrations begin to crystallize around specific, defined issues, and people begin to build an emotional commitment to their position.

4. Manifest Conflict (Stage 4)

At this stage parties in actions that help to achieve their own objectives and ruin those of others. Conflict behaviors vary from the

subtle, indirect and highly controlled forms of interference to direct, aggressive, violent and uncontrolled struggle. At the organizational level, strikes or lock-outs are the result.

5. Conflict Outcome (Stage 5)

The conflict finally results in an outcome which may be functional or dysfunctional. If handled well, the result is functional conflict. If mishandled, the consequences are dysfunctional conflict. As conflict proceeds through the stages, resolution becomes more difficult.

The parties become more locked into their position and more convinced that the conflict is winning-lose situation. It is usually easier to achieve win-win outcomes when the conflict is recognized early before frustration and negative feelings set in.

5.4.1 Managing Conflict

Q16. How to manage conflicts ?

Ans : (May-19, May-18)

Several styles or techniques have been suggested for managing conflict. Based on styles' assertiveness (the extent to which one's goals met) and co-operativeness (the extent to which one wants to see the other party's concerns met). Thomas has classified conflict management styles into five style; avoiding, accommodating, competing, compromising and collaborating.

There may be two approaches for managing the organizational conflict

- (i) Preventive measures and
- (ii) Curative measures.

In the preventive measures, the management tries to create a situation or environment where dysfunctional aspects of conflicts do not take place.

As in most of the cases, conflict is destructive in nature, it should be resolved as soon, after it has developed, as possible, but all efforts should be made to prevent it from developing. Both these measures are explained as follows:

A) Preventive Measures

Some of the preventive measures which the management can take to manage the organizational conflicts are :

1. Establishing Common Goals

The major reason for the development of conflict is the incompatible goals. This is particularly true in case of conflict among groups and between individuals and organization. The basic strategy of reducing the conflict should be to find common goals upon which groups can agree and to re-establish valid communication between the groups. The mutual dependence of groups can be brought through the super ordinate goals because they are the goals which are of high value to the group. Super ordinate goals are those that take precedence over other goals that may separate the conflicting parties. Group conflicts can also be reduced through the use of incentive systems designed to reward the activities that benefit the larger system, as opposed to those which are primarily in the interest of sub-units.

2. Reduction in Interdependence

The main reason for inter-group conflict is interdependence among them, e.g., line and staff managers. As such, less the interdependence, less will be the amount of conflict among them. In organizations, such interdependence cannot be altogether avoided. However, instead of separating the units organizationally, they can be separated physically. The physical separation, is not a permanent measure of managing conflict.

3. Reduction in Shared Resources

Another reason of inter-group conflict is sharing of the scarce resources by the groups. The management of conflict suggests reducing the sharing. One technique for this can be increasing the resources, so that each unit is

independent in using them. But as the resources are scarce, they cannot always be increased. Thus, the best possible alternative is optimum allocation of the scarce resources.

4. Trust and Communication

The greater the trust among the members of the unit, the more open and honest the communication will be. Individuals and groups should be encouraged to communicate openly with each other, so that misunderstandings can be removed and they are in a position to understand the problems of each other when necessary.

5. Co-ordination

After communication, the next step should be proper coordination. Properly co-ordinated activities reduce the conflict. Wherever there are problems in co-ordination, a special liaison office should be established to deal with these problems.

6. Exchange of Personnel

Another method of reducing and managing conflict is that personnel of conflicting groups may be exchanged for a specified period. Exchange of people is very similar to role reversal. It is aimed at greater understanding between people by forcing each to present and defend the other's position.

7. Use of Superior Authority

If conflict cannot be resolved by two organizational members or by two groups, it may be referred to a common superior, who will resolve the conflict by giving a decision. Such a decision may not necessarily bring agreement, but it will usually be accepted because of the recognized superior authority of high ranking official.

8. Reorganization of Groups

A manager can prevent the occurrence of many conflicts by reorganizing the

groups. People who have got something in common will be placed in one group. Because of something in common, these people tend to see things in the same perspective, to have common interest and objective, to approach problems in much the same way. The behaviour of such groups is more predictable and it is easy for the manager to avoid conflicts.

B) Curative Measures (or) Resolving Behavioural Conflict

The curative measures include the resolution of conflicts when they take place and become dysfunctional in the organization. Two questions are involved in this: (i) What are the different conflict resolution modes? and (ii) How can the manager know which type of conflict resolution style should be adopted under what kinds of circumstances? Thomas has offered a contingency approach to resolving conflicts which we will illustrate now:

Example: If two groups or parties X and Y experience conflict, each could be more concerned about their own self or they could experience more concern for the other. When concern for the self is very low, they could be very unassertive and if concern for the self is high, they could be very assertive. If their concern for the other is low they would tend to be uncooperative and if it is high, they would be very co-operative.

1. Avoidance

At first glance, an avoiding style may appear to have no value as a mode of managing conflict. An avoiding style may reflect a failure to address important issues and a tendency to remain neutral when there is a need to take a position. An avoider may also exhibit detachment from the conflict and a readiness to comply or conform, based on indifference. Avoiding is, thus, advisable in the following situations:

- (a) When you desire that people should cool down, so that they regain their composure and perspective, after which,

the tension may be handled more productively.

- (b) When more information is needed to make a good decision.
- (c) When someone else can resolve the conflict more effectively.
- (d) When the issue which provokes the conflicts is symptomatic of another more basic underlying matter and attempting to resolve the surface issue will not help the situation.

If, in a conflicting situation, party X is concerned neither about himself nor the other, X is likely to avoid facing or handling the conflict. When the situation is, thus, ignored or neglected, then Y might just get the better of X by taking advantage of X's avoidance behaviour.

Uses :

- When an issue is trivial, of only passing importance or when other more important issues are pressing.
- When you perceive no chance of satisfying your concerns, e.g., when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality structure etc.).
- When the potential damage of confronting a conflict outweighs the benefits of its resolution.
- To let people cool down - to reduce tensions to a productive level and to regain perspective and composure.
- When gathering more information outweighs the advantages of an immediate decision.
- When others can resolve the conflict more effectively.
- When the issue seems tangential or symptomatic of another more basic issue. If you scored High:
- Does your coordination suffer because people have trouble getting your inputs on issues?

- Does it often appear that people are “walking on eggshells?” (Sometimes a dysfunctional amount of energy can be devoted to caution and the avoiding of issues, indicating that issues need to be faced and resolved.)
- Are decisions on important issues made by default? If you scored Low:
- Do you find yourself hurting people’s feelings or stirring up hostilities? (You may need to exercise more discretion in confronting issues or more tact in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.)
- Do you often feel harried or overwhelmed by a number of issues?
(You may need to devote more time to setting priorities - deciding which issues are relatively unimportant and perhaps delegating them to others.)

2. Competing

A competing style is high on assertiveness and low on cooperativeness. This style is power oriented and approaches conflict in terms of a “Win-Lost” strategy. On the negative side, a competitor may suppress, intimidate or coerce other parties into conflict. On the positive side, a competing style may be necessary when a quick, decisive action is required or when important but unpopular courses of action may be taken. In addition, competing may be required when “you know you are right” is an issue.

Thus, while the competing mode is useful in certain situations, people have to be careful not to surround themselves with “Yes Man” and not to foster ignorance and duplicity in the system. People low on this mode can learn to use their power more and enhance their own as well as their organization’s effectiveness. If on the other hand, X has very high concern for himself but very low concern for the other, then X will take a very high competitive stance and would approach the conflict situation from “I win-you lose” stance. The competitive mode of

handling the conflict will then resolve who wins and who loses in the situation.

The Competing Style is when you stress your position without considering opposing points of view. This style is highly assertive with minimal cooperativeness; the goal is to win. The competing style is used when a person has to take quick action, make unpopular decisions, handle vital issues or when one needs protection in a situation where noncompetitive behavior can be exploited. To develop this style you must develop your ability to argue and debate, use your rank or position, assert your opinions and feelings and learn to state your position and stand your ground.

Overuse of this style can lead to lack of feedback, reduced learning and low empowerment. This can result in being surrounded by “Yes-Men”. People who overuse the competing style often use inflammatory statements due to a lack of interpersonal skills training. When overuse is taken to an extreme the person will create errors in the implementation of the task by withholding needed information, talking behind another person’s back (or “back-stabbing”), using eye motions and gestures designed to express disapproval and creating distractions by fiddling or interrupting. Overuse of this style can be exhibited through constant tension or anger and occasional outbursts of violent temper.

Under use of the competing style leads to a lowered level of influence, in decisiveness, slow action and withheld contributions. When the competing style is under used some emergent behaviors people exhibit include justifying the behaviors, demanding concessions as a condition of working on the problem, threatening separation as a way of making others give in and launching personal attacks.

5.5 ORGANIZATIONAL EFFECTIVENESS

Q17. Define Organizational Effectiveness. Explain the nature of Organizational Effectiveness.

Ans : **(May-17)**

Meaning

Organizational effectiveness is the extent to which an organization achieves its goals with the given resources and means. An organization is said to be effective if it is able to achieve its goals. The

goals must be achieved within the constraints of limited resources as none of the resources provided by an organization's environment are really unlimited. The level of output an organization achieves with its limited resources determines its efficiency, and the extent to which it is successful in doing what it set out to do determine its effectiveness.

Organizational effectiveness is the extent to which an organization, given certain resources and means, achieves its objectives without placing undue strain on its members. Thus, organizational effectiveness is more concerned with the achievement of organizational objectives. The term efficiency is used quite closely effectiveness.

Definitions

- i) **According to Price**, "Organizational effectiveness is the degree of achievement of multiple goals".
- ii) **According to Hannan and Freeman**, "Organizational effectiveness is the degree of congruence between organizational goals and observable outcomes".
- iii) **According to Black and Mouton**, "Organizational effectiveness is achieved when management succeeds in being both production and people centred".

Nature of Organizational Effectiveness

Nature of organizational effectiveness is as follows:

1. Advance Planning

It is essential for effectiveness. It means setting clear, measurable and achievable standards to help employees to achieve organizational goals.

2. Performance Standards

There should be clarity surrounding each person's contribution to organizational goals and the degree of challenge and excellence required.

3. Balanced Priorities

Instead of overburdening employees with multiple tasks, efficiently-run organizations break them down into definable actions and

lay down a road map for implementing them. By this, companies will reach peak efficiency by deciding which tasks are truly important or merely peripheral.

4. Continued Monitoring

Continued monitoring of employees is needed to determine whether they are meeting an organization's expectations for their performance. This goal is accomplished by giving regular feedback to employees, who can compare their work against pre-determined standards. Regular feedback allows organizations to address unacceptable performance more quickly, and take steps to address it. Conversely, management can also change standards that appear problematic or unrealistic to achieve.

5. Employee Recognition

No organization can thrive without rewarding the employees who contribute collectively and individually to its mission. Such recognition is a natural part of the daily work experience, and stems from the idea that all behaviours have positive and negative consequences. Companies reward exemplary performance through incentives like cash, time off and non-monetary items." Rewards systems can also recognize a variety of contributions, from suggestions to group accomplishments.

Q18. Explain the importance of organizational effectiveness

Ans :

Organizational effectiveness is important because:

1. It enhances the potential for job success, promotional opportunities, and longevity with the employer.
2. It provides a structure for organizing one's work.
3. It increases understanding of the way big organizations operate.
4. It challenges the way organizations operate.
5. It seeks long-term survival and development through innovation, planned change, forecasting, and human resource development.

6. It increases people's willingness to use their abilities by creating the opportunity for them to perform.
7. It leads to increased volume of production, sales, or clientele (in case of service organizations).
8. It helps in checking how well internal procedures are meeting initial vision.
9. It provides investors, donors, or employees with an idea of the company's strengths.
10. It highlights areas of ineffectiveness that can be the focus of improvements.
11. It measures the big-picture performance of a business, across a broad range of criteria. Financial performance, long-term planning, internal structure, and adherence to core values may all be critical components in understanding organizational effectiveness.

5.5.1 Indicators of Organizational Effectiveness

Q19. What are the various indicators of organizational effectiveness ?

Ans : (May-17)

Some of the major organizational indicators or performance indicators of organizational effectiveness are as follows:

1. Innovation

The term "innovation" refers to making meaningful change to improve products, processes, or organizational effectiveness and to create new value for stakeholders. Innovation involves the adoption of an idea, process, technology, product, or business model that is either new or new to its proposed application. The outcome of innovation is a discontinuous or breakthrough change in results, products, or processes. Thus, innovation is an important indicator of organizational effectiveness.

2. Results

It refers to outputs and outcomes achieved by an organization. Results are evaluated on the basis of current performance; performance

relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements. This ultimately reflects organizational effectiveness.

3. Productivity

It refers to measures of the efficiency of resource use. It also indicates organizational effectiveness. Although the term often is applied to single factors, such as the workforce (labour productivity), machines, materials, energy, and capital, the productivity concept applies as well to the total resources used in producing outputs. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process - possibly involving resource trade-off - is beneficial.

4. Absence

Absence rates, when aggregated to organizational level, can tell the researcher something about the effectiveness of the organization in retaining a certain level of staff resource over time. Clearly, if staff is absent from work, they are unable to contribute to the performance of the organization, making absence rates a fairly valid indicator of effectiveness. However, as with staff turnover, differences in recording absence rates can reduce reliability of the measure (whether or not an organization takes into account sickness, maternity and compassionate leave, and training when assessing absence rates), as can differences, in the historical attitudes and 'culture' of organizations in their relative levels of acceptance of a certain amount of unauthorized absence from work.

5. Fiscal Indicators

Profit, financial turnover of organizations, and other fiscal indicators (e.g., return on investment, market share, etc.) are clearly open to an enormous range of external factors, making them problematic as 'pure' indicators of organizational effectiveness. **According to Eccles**, "The leading indicators of business performance cannot be

found in financial data alone". Differences in economic conditions, competition in different sectors, rates of exchange, mergers and acquisitions, and accounting procedures, e.g., can all impact enormously on the 'bottom-line' financial performance of an organization. It may be possible, however, to control for some of these external factors by ensuring that financial data are directly comparable from organization to organization. It is important that the researcher is confident of the comparability of such data in order to include them as indicators performance or effectiveness.

6. Perceptions of Corporate Performance:

Perceptions of corporate performance by top management teams are highly correlated with actual financial performance data. This suggests that it may be possible to obtain subjective perceptual data on corporate effectiveness with some confidence, if this information can be obtained from a trusted and reliable source, (e.g., senior management).

7. Balanced Scorecard

Balanced scorecard approach of assessing performance see a variety of measures, including 'bottom-line' indicators such as return on investment or market share, as well as more subjective criteria such as perceptions of customers/shareholders of service quality, employee views of the culture of the company and ratings of the effectiveness of organizational processes, being used in combination to provide a broad overview of organizational effectiveness. Of course, the breadth of such an approach should in no way detract from the rigour required to assess the utility of available criteria. Once again, the researcher must remain vigilant for evidence of objectivity, reliability, validity and ability to discriminate] fairly in criteria obtained within a balanced scorecard framework.

5.5.2 Achieving Organizational Effectiveness

Q20. How to achieve organizational effectiveness

Ans :

Organizational effectiveness cannot be measured by a single criterion, as it is a multidimensional concept. It can Wmeasured and achieved by the following approaches:

1. Goal Attainment Approach

The goal-attainment approach to effectiveness has been the most widely discussed approach in the evaluation of organizational effectiveness.

- This approach assumes that organizations are deliberate, rational, goal-seeking entities and are created to achieve one or more specified goals.
- This approach views effectiveness in terms of its internal organizational objectives and performance.
- Consequently, an organization's effectiveness is appraised in terms of the accomplishment of ends rather than means.
- Typical goal-attainment criteria include profit and productivity maximization.
- Scott tentatively defines goals as conceptions of desired ends - conditions that participants attempt to effect through their performance of task activities.
- Organizational goals can be determined using either official goals or operative goals. As such, successful goal accomplishment becomes an appropriate measure of effectiveness.

2. Systems Approach

A system is a set of interrelated but separate parts working towards a common purpose.

- The arrangement of elements must be orderly and there must be proper communication facilitating interaction

between the elements and finally the interaction should lead to achieve a common goal.

- Open system has flows of information, materials and energy.
- These enter the system from the environment as inputs, undergo transformation process within the system (like production and operations process) and exit the system as output (like goods services).
- The interdependence between organization and its environment is in the form of input-output transactions.
- Organization through its interaction and interdependency with the environment provides those goods and services which are needed and/or desired by the society.
- Further, the organizations utilize the society's resources.
- The effectiveness of the organization depends upon how exactly it selects the environmental opportunities, products, services how accurately it selects the best sources of inputs and how efficiently it transforms the inputs into output.

3. Strategic Constituencies Approach

With the increasing significance of strategic management, strategic constituencies approach to organizational effectiveness has emerged.

- Under this approach, the organization is expected to interact and be interdependent with its relevant environment.
- In other words, the organizations understand the environmental opportunities, select the appropriate product/services and provide the same to environment.
- In addition, the organization draws inputs from the relevant environment.

- The major difference between this approach and the systems approach is that the latter deals with the total environment whereas the former deals with the relevant environment only.
- Thus, under this approach, the effectiveness of the organization depends on how best it draws the inputs, how efficiently it converts inputs into output and how appropriately it meets the needs of the relevant environment.
- The strategic constituencies that determine effectiveness are owners, managers, employees, customers, suppliers, and the government.
- For example, employees should be able to implement policies and produce products and services that are required by the customers. If all the elements of the organization function in union, it will be able to retain the customers and enlarge the customer base.

4. Competing-Values Approach

It presents an integrative framework for estimating organizational effectiveness. The entire concept is based on a fundamental fact, which is clear from its title, that different people comprising the organization such as stockholders, creditors, workers, thinkers, area specialists will evaluate effectiveness of organization from their own point-of view.

For example, in spite of sufficient production and sale in the organization a stockholder unless he gets sufficient return on his investment will not consider the organization as effective. Similarly in the class of forty students the same teacher having a constant behaviour is evaluated a "best" by some and even "worst" by a few others. The difference in rating teacher may probably be due to difference in values of the evaluations.

5.6 POWER AND POLITICS

Q21. Define power. What are the various bases of power.

Ans : (Jan-21)

Meaning

Power is derived from the official position held by an individual in an organization.

According to Rosabeth Kanter says, "power is the ability to get things done." Those in power are able to marshal their resources in a way that helps them achieve their goals. They are able to be effective in their jobs and earn the respect of others. Having power as resource can help you gain support, information, supplies everything and anything that is needed to be productive in your job. Power is a tool and resource, a means as an end while politics represents tactics used by employees to use to manipulate power in organizational setting. Leaders use power as a means of attaining group goals. Leader use power to ensure compliance of job assigned to them. Power is also used to control various activities of individuals and groups.

Bases of Power

French and Raven (1959) and Raven (1965) have put forward following six bases of power.

(a) Rewards

This power source derives from the person's control over resources, for example power to control human resources, pay and promotion. Greater the perceived value of each rewards the greater the power. These rewards can be extrinsic in nature with tangible values as well as intrinsic such as praise or recognition.

(b) Coercive

The power to punish or reward, the power to threaten and to use one's position to force others to take action. It reflects the extent to which a manager can deny desired rewards or administer punishment to control other people. For example a threat to meet given targets otherwise there would be reduction in salary.

(c) Legitimate

The power which is exercised in accordance with organizational rules. This power which is exercised with the authority of organization. Power derives from our cultural system of rights, obligations and duties, whereby position is accepted by people, i.e. right of private property.

(d) Referent

This depends on charisma or personal attraction of the individual. Interpersonal skill and emotional support from others are the sources of power for a person. Stronger the association, stronger the power. For example Mahatma Gandhi, people believed in his ideology.

(e) Expert

Power which derives from knowledge. Sometimes called sapient authority, this is power based on an acknowledgement of others expertise e.g. Physician.

(f) Information

Information about people, events or other facts assist prediction about future behaviour or events.

Q22. Explain the various sources of power.

Ans :

Sources of Power

(a) Organizational Power

1. Knowledge as power

Information Technology has taken a big leap in the last two decades. Information is necessary for top management to take decisions. Information is vital to carry out various operations in the business environment. Thus a person or a group holding information becomes more powerful than their counter part. Flow of information is necessary for continuous production or service operations. Persons who are in position to control the flow of information wield enormous power to influence the behaviour of others.

2. Resource as power

Resources are necessary for any organization. While material or tangible resources can be procured easily, it is the availability of these resources, at right time, at right place in a required quality and at a competitive price. Any person having monopoly over scarce resources wields power. When a project is required to be started, it is government agencies which delays the project for want of various resources, like power, water, etc. Human Resources are critical. Any person having direct or indirect control over making skilled persons available holds power. Organization cannot survive without adequate availability of various resources.

3. Decision Making as power

Decision making as power in organization rests with the head of the organization. Decision making is delegated to departmental heads depending upon the nature of work, ability of the departmental heads and the trust enjoyed by them. Decision making is one of the most important processes of management.

Decisions are influenced, may be by subordinates, peers, friends or even family members who are psychologically close to decision maker. Therefore, both a person having decision making authority and a person who can influence decision making have power in the organization. Hiring a close relative, purchases in the organization, client selection etc. are day to day events in the organization which, indicate the power centers.

4. Power Centers

There exist people in the organization who desire to be more strong. They also want people dependent on them. Specialists, people with special powers deliberately delay decisions or hold resources so that they become more demanding. Power centers exist in various departments. It may in form of reservoir of power.

5. Dependency

Strength of power depends upon degree of dependency. Greater the dependency on the power holder greater influence will the power holder exercised over his subordinates. Dependency is directly related between power holder and those who do not have it. Power holder holds power of retention to be able to increase dependency.

All managers have two dimensional power base. One is the power generated by the organizational authority and the second, the personal power by virtue of personality as proposed by Whetten and Cameron.

(b) Allocation of Power**(i) Division of Work**

Work is divided in the organization based on technical and functional requirements. Though all jobs are important from the organizational point of view, yet it can not be denied that some job is comparatively more important than the other and persons holding those jobs hold more power irrespective of their personal leadership qualities. Division of work brings dependence hence power. There is also a smoothing effect phenomenon hidden in division of power because of distribution of power among various appointments thus leading to minimizing absolute power with a particular authority.

(c) Organizational Power

Organization allocates power in two ways:

(i) Structural power

Organization structure has hierarchy of authority. Higher the position higher the legitimate authority. Mere granting of authority does not make a person powerful unless he uses it effectively. Invoking sanctions, awarding promotions or even punishments makes a manager powerful. If a leader does not use power, displays lack of interest, does not keep pace with development, delays decisions and lacks effective communication it makes a manager ineffective and powerless.

(ii) Functional Power

Functional power is related to a job a person does. By virtue of division of labour explained above, people in organization do a very specific element of a job. Interdependence of employees develop rather smoothly which culminates in completion of job. Any specialization in isolation does not lead to power generation, rather it diminishes its effect. Scarce skill, longer duration of a person in organization, extent of access to vital information are some of the factors that makes a person more powerful. Power comes from functional exclusiveness which can be achieved as under.

Q23. Define Organizational Politics.

Ans :

(May-19)

Politics is about access to power. How organization structure promotes opportunities available or enhance access to power is therefore of considerable importance.

Definition

- According Pfeffer defines “politics as those activities taken within organizations to acquire, develop and use power and other resources to obtain one’s preferred outcome in a situation in which there is uncertainty or dissensus about choices”.
- He further states that power is a force, a store of potential influence through which events can be affected.
- Politics involves those activities or behaviours through which power is developed and used in organizational settings.
- Power is a property of system at rest; politics is the study of power in action. An individual, sub unit or department may have power within organizational context at some period of time.
- Politics involves the exercise of power to get something accomplished as well as those activities which are undertaken to expand the power already possessed or the scope over which it can be exercised.
- Departments in organizations are dependant on each-other in varying degree.
- It is the degree of dependency between departments, the power relationship is expressed.
- Such relationship can be collaborative or conflictual depending upon the variables. Chief among the variables is mutual task dependence.
- This is an incentive for collaboration, but also an occasion for conflict and the means for bargaining over interdepartmental issues.
- They have further stated that role problems cause inter-departmental friction. Blocked promotions, role ambiguity and faulty performance appraisal leads to scapegoating. Interpersonal skills plays a vital role in management of political influence.
- Sub-units control contingencies for one another's activities and draw power from the dependencies thereby created.

A sub unit power is related to its coping with uncertainty (which includes preventing uncertainty) to substitutability (whether there are alternative means of performing the operations) and centrality (the degree to which sub unit is linked into the organizations systems).

Q24. Explain the causes and consequences of Organizational Politics.

Ans :

(Jan.-21)

Causes and Consequences of Political Behavior**A) Factors Relating to Political Behavior**

A number of factors are responsible for political behaviour. These factors are grouped into individual factors and organizational factors shown in the Figure.

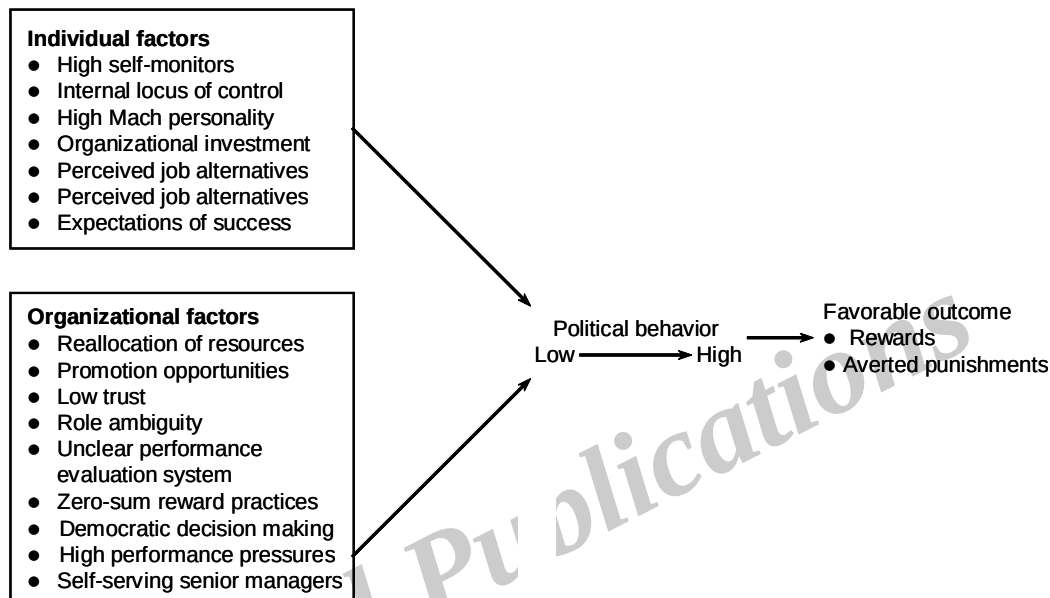


Fig. : Factors that influence political behaviour

1. Individual Factors

Factors contributing to the political behaviour at the individual level are:

- **High self-monitors:** Skilled in political behaviour.
- **Internal Locus of Control:** Proactive and prone to manipulate situation in their favour.
- **High Machiavellian Personality:** Will to manipulate and desire for power. Use politics to further self interest.
- **Investment in Organization**
Investment in terms of expectations force the individual to use illegitimate means.
- **Perceived Job Alternatives**
More job opportunities an individual has results in more political behaviour.

2. Organizational Factors

Organizational factors contributing to political behaviour include:

- **Reallocation of Resources**
The reallocation of resources is necessary when the resources available either increase or decrease. These situations force the individuals to resort to politics.

➤ **Promotion Opportunities**

Normally, the opportunities for promotion or advancement are lesser than the candidates expecting promotion. This situation leads to competition and thereby political behaviour by the competing candidates.

➤ **Low Trust**

Low trust in organizations leads to tight control which in turn makes the subordinates to behave illegitimately.

➤ **Role Ambiguity**

The unclear expectations from the employee makes him to act politically.

➤ **Unclear Performance Appraisal System**

Employee does not know what to do? And to what level of perfection he has to do? etc. under the unclear performance appraisal system. This situation creates ambiguity and leads to political behaviour.

➤ **Zero-Sum Reward System**

The win-lose approach in reward allocation is called zero-sum approach. People perceive that they won double if others lose. For example, if only one employee is promoted have employee's joy is immense. Therefore, this situation makes people take the chance, even through illegitimate means.

➤ **Democratic Decision-Making**

The traditionally autocratic managers cannot make the decisions democratically in its true sense. Therefore, they refer the issues to committees and commissions to offer recommendations, and finally they make the decisions as they desire.

➤ **High Performance Pressures**

High performance pressures make the people to find shortcuts and politics to show superfluously high performance or through window-dressing.

➤ **Self-serving Senior Managers**

The political behaviour by the top management with rewards encourages the people at the lower level to resort to politics.

B) Employee responses to Organizational Politics

The practice of performance evaluation is far from a perfect science. The more that organizations use subjective criteria in the appraisal, emphasize a single outcome measure, or allow significant time to pass between the time of an action and its appraisal, the greater the likelihood that an employee can get away with politicking. Subjective performance criteria create ambiguity can get away with politicking.

The use of a single outcome measure encourages individuals to do whatever is necessary to look good for that measure, but often at the expenses of performing well on other important parts of the job that are not being appraised. The amount of time that elapses between an action and its appraisal is also a relevant factor. The longer the time, the more unlikely the employee will be held accountable for his or her political behaviors.

The more that an organization's culture emphasizes the zero-sum or win-lose approach to reward allocations there more employees will be motivated to engage on politicking. The zero-sum approach treats the reward pie as fixed so that any gain one person or group achieves has to come at the expenses of another person or group.

C) The Ethics of Power and Politics

Organizations of today are laying great emphasis on ethics and social responsibility. So that multinational companies are including 'corporate governance' as part of their business strategies. A lot of importance is also being given to the ethical dimensions of power and politics. Misuse of power and illegitimate use of politics not only have adverse effects on organizations, they are also unethical. However, differentiating between ethical and unethical behavior is not an easy

task. According to Fred Luthans, every person must consider the following guidelines before determining the ethics of a certain decision or action:

- An individual must give priority to organizational interest instead of placing his/her individual interest first.
- An individual's actions must not violate the basic rights of another person.
- An individual's behavior and action must be in accordance with the standards of equity and justice.

D) Regulating Organization Politics

Political behaviour of the employees cannot be eliminated completely. Political behaviour sometimes contributes to the achievement of organizational goals. Managements can maximize the desirable outcome of organizational politics by regulating the dysfunctional political activities. Strategies to regulate dysfunctional political activities include:

- **Sufficient Supply of Resources**
Minimize the superior's discretion over critical resources by ensuring sufficient supply of material, financial, human and other resources.
- **Clear Rules**
Formulate the clear rules regarding the distribution of critical resources when they are scarce even after taking all possible steps.
- **Open Communication**
Open communication allows communication flow of freely in all directions through the establishment of intranet facility.
- **Employee Involvement**
Involve the people in decision-making and implementation areas.
- **Empowerment**
Empower the people, so that their human resources are used for organizational effectiveness.

➤ Flat Organizational Structure

Follow the flat and team organizational structure where the people have to attend to the challenging activities and thereby do not find time for political activity.

➤ Open Door Policy

Follow open-door policy and open-minded approach in sorting out the issues.

E) Implications on Behavior and performance

Power and politics are both functional as well as dysfunctional. In other words, they are constructive and contribute strategically for the organizational goals. Similarly, they are destructive and create hurdles for the achievement of organizational goals. However, political behaviours can be regulated and channeled towards the constructive activities. In such cases, power and politics result in moulding the employee behaviour towards the desired lines. The specific implications of power and politics on behaviour and performance include:

➤ Teamwork

Power and politics enable the individuals to form coalitions in the short run and form teams in the long run. They enable exchange of human skills, knowledge etc. and get the advantage of synergy.

➤ Motivation

Power and politics enable the executives to use their different kinds of power and motivate the subordinates.

➤ Moulding the Behaviour

Power and politics make the unwilling workers to accept the requests and orders of the superiors willingly.

➤ Performance

The referent power makes the employees to involve in organizational activities with self-commitment, motivation and discipline. Expert power makes the

subordinates to enrich their skill and knowledge. The enriched employees improve their job performance.

➤ **Empowerment**

The referent power and expert power help employee empowerment.

➤ **Employee Involvement and Participation**

The counter power and politics provide the way for employees to involve and participate in decision making and formulate strategies jointly with the executives.

➤ **Satisfaction**

Power and politics, if they are used and handled properly, lead to employee job satisfaction for the achievement of higher performance and organizational goals.

who will be more powerful in future. Help them so that they reciprocate the same when you need their support.

4. Be persuasive

It is necessary to develop a persuasive technique to get the job done. Forceful agreements when stated eloquently are often highly influencing. It improves your image and substantial pay offs in a future time.

5. Image building

One must build a positive image and create good impression in the organization. One must therefore be honest, sincere, attentive, sociable and display an organizational citizenship behaviour.

6. Control information

More the critical information and fewer the people who have access to it stronger the power base. It is therefore necessary to control and disseminate critical information when it is likely to have impact and serve self interest.

Q25. What are the various techniques of political plays ?

Ans :

Mintzberg (1983) has suggested the following strategies to wield political power in the organizations.

1. Cultivate right allies

One must have alliance with right people who are rising in the corporate ladder. It is necessary to develop friendship with upper level management. It may also be advisable to form alliance with boss's secretary or someone who is close to powerful person.

2. Be positive towards others

Human being wants to be appreciated and complemented for any work done. When you appreciate other people they will develop a positive outlook towards you and may be helped when situation demands.

3. Reciprocity

It is good to help others. Accordingly, recognize those members of the organization

Short Question and Answers

1. Define organizational culture.

Ans :

Meaning

Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. Also called corporate culture, it is shown in the ways the organization conducts its business, treats its employees, customers, and the wider community, the extent to which freedom is allowed in decision-making, developing new ideas, and personal expression, how power and information flow through its hierarchy, and how committed employees are towards collective objectives.

It affects the organization's productivity and performance, and provides guidelines on customer care and service, product quality and safety, attendance and punctuality, and concern for the environment. It also extends to production methods, marketing and advertising practices, and to new product creation. Organizational culture is unique for every organization and one of the hardest things to change.

Definitions

- i) **According to O' Reilly**, "Organizational culture is the set of assumptions, beliefs, values, and norms that are shared by an organization's members".

2. Elements of organizational culture.

Ans :

Ten elements of organizational culture explained by Harris and Moran are as follows,

1. Organizational Identity, Image and Mission

In general, it is the way an organization projects itself to both the society and customers.

2. Organizational Space and Scope

The manner in which an organization specifies its own organizational space in society in terms of both i.e., psychological and physical.

3. Organizational Attitudes, Beliefs and Myths

The success or failure of an organizational is the most important part which depends on its belief system or dominant philosophy.

4. Organizational Processes and Learning

The enterprise usually uses the processes for the purpose of manufacturing reasoning, technology, development and human relations.

5. Organizational Relationship

Usually culture has its special attitudes towards different types of relationships between members.

6. Organizational Communication and Language

In full enterprise or within its divisions a unique terminology or acronyms or codes are used widely. Even human systems may have a particular gestures, process and jargons.

7. Organizational Personal - Recognitions, Rewards and Heroes

The organization always try to look for and strengthens some type of persons. Recognition and rewards are presented on some kind of achievements.

8. Organizational Rites, Rituals and Ceremonies

The organizations culture can be transmitted in many different ways i.e., 'The manner in which we do the things around here'. The values, expectations, standards and procedures are celebrated and ritualized.

3. Define Organizational Climate.

Ans :

(i) According to Bowditch and Buono

"Orga-nizational culture is with the nature of belief and expectations about organizational life, while climate is an indicator of whether those beliefs and expectations are being fulfilled." Employees in the organization keep studying the management philosophy and various actions they take to deal with organizational factors that are of a routine nature. These include the following:

- (a) Selection Process of the employees.
- (b) Leadership style and approach to solve problems of the employees.
- (c) Wage administration.
- (d) Attitude to implement change and incorporate latest technology.
- (e) Job description.
- (f) Organizational structure and frequency to modify the same based on need.
- (g) Performance evaluation.
- (h) Promotion policy and its implementation.
- (i) Efforts involved in promoting creativity and innovations.
- (j) Availability of resources for research and development.
- (k) Organizational values and promotion of culture.

4. Define the term Morale.

Ans :

Definitions

- 1. According to William R. Spriegel** "Morale means the cooperative attitude or mental health of number of people who are related to each other on some basis."
- 2. According to E.F.L Brech** "Morale may be described as a readiness to cooperate warmly in the task and purposes of a given group organization".
- 3. According to Webster** "Morale is a mental condition as affected by or dependent upon, such mental factors as zeal, spirit, hope, confidence etc."
- 4. According to E.B. Flipppo** "Morale is a mental condition or attitude of individual's and groups which determines their willingness to cooperate. Good morale as defined by management is evidenced by employee enthusiasm, voluntary conformance with regulations and orders and a willingness to co-operate others in accomplishment of organizational objectives. Poor morale is evidenced by surliness, cases of insubordination discouragement, dislike of job, company and associates."
- 5. According to Dale Yoder** "Morale is the combination or structure of employee's attitudes- towards the principal elements in the situations in which they work."
- 6. According to Viteless** "Morale is an attitude of satisfaction with desire to continue in willingness to strive for the goals of a particular goal or a particular group or organization."

5. Nature of Morale.

Ans :

1. Morale is a by-product of group relationship. Morale reflects the degree of enthusiasm and willingness with which the members of a group set up to perform the allotted tasks.

2. Morale is a composite and not a single feeling. It is a collection of feelings, sentiments and attitudes.
3. Morale is a intangible factor and a relative term.
4. Morale indicates prevailing mood and spirit of group of people. It is an indicator of their mental health. It is manifest by the continuing state of mind composed of attitudes towards the accomplishment of work rather than emotions displayed during work.
5. Morale is basically a group phenomenon. It is a concept that describes the level of favourable or unfavourable attitudes of the employees collectively to all aspects of their work-the job, the company- their tasks, working conditions, superiors, fellow workers etc.

6. Explain the different types of morale.

Ans :

The following are the two types of morale :

1. Individual and Group Morale

Individual morale is a single person's attitude towards work, environment etc. Whereas group morale reflects the general attitude of a group of persons. Group morale is everybody's concern and may go on changing with the passage of time. Individual and group morale are interested but not necessarily identical. They have an effect on each other. The individual's personal perception of the present conditions may be high but the group's perception may be low or vice-versa.

2. High or Low Morale

Morale may be referred to high morale or low morale. In the words of McFarland, high morale exists when employee attitudes are favourable to the total situation of a group and to the attainment of its objectives. Low morale exists when attitudes inhibit the

willingness and ability of an organization to attain its objectives. The words such as zeal, enthusiasm, loyalty, dependability denote high morale. Low morale may be described by words like lack of interest, laziness, apathy, bickering, jealousy, quarrelsome, pessimism, etc.

7. Define Conflict.

Ans :

Meaning

Conflict is a psychological state of mind when people are in a state of dilemma whether to do or not to do a Wrig, is a state of conflict. The domain of work and organization constitutes an arena in which diverging aims and interests provide an inexhaustible source of conflict at local, national and international levels. Conflict may emerge between different organizations or within organizations, or between organizations and their social and political environments. In organization, conflict may imply difference of opinion with persons or groups and sometimes they manage to showdown and slowdown other and plan strategies for that. A process that begins when one party perceives that another party has negatively affected, or is about to negatively affects something that the first party cares about.

Definitions

- i) **According to Joe Kelly**, "Conflict is defined as opposition or dispute between persons, groups or ideas".
- ii) **According to Follett**, "Conflict is the appearance of difference, difference of opinions, of interests".
- iii) **According to Thomas**, "Conflict is the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of his".
- iv) **According to Peterson**, "Conflict is defined as an interpersonal process that occurs whenever the actions of one person interfere with the actions of another".

8. Define Organizational Effectiveness.

Ans :

Organizational effectiveness is the extent to which an organization achieves its goals with the given resources and means. An organization is said to be effective if it is able to achieve its goals. The goals must be achieved within the constraints of limited resources as none of the resources provided by an organization's environment are really unlimited. The level of output an organization achieves with its limited resources determines its efficiency, and the extent to which it is successful in doing what it set out to do determine its effectiveness.

Organizational effectiveness is the extent to which an organization, given certain resources and means, achieves its objectives without placing undue strain on its members. Thus, organizational effectiveness is more concerned with the achievement of organizational objectives. The term efficiency is used quite closely effectiveness.

Definitions

- i) **According to Price**, "Organizational effectiveness is the degree of achievement of multiple goals".
- ii) **According to Hannan and Freeman**, "Organizational effectiveness is the degree of congruence between organizational goals and observable outcomes".

9. Importance of organizational effectiveness

Ans :

Organizational effectiveness is important because:

1. It enhances the potential for job success, promotional opportunities, and longevity with the employer.
2. It provides a structure for organizing one's work.
3. It increases understanding of the way big organizations operate.

4. It challenges the way organizations operate.
5. It seeks long-term survival and development through innovation, planned change, forecasting, and human resource development.
6. It increases people's willingness to use their abilities by creating the opportunity for them to perform.
7. It leads to increased volume of production, sales, or clientele (in case of service organizations).
8. It helps in checking how well internal procedures are meeting initial vision.

10. Define power.

Ans :

Power is derived from the official position held by an individual in an organization.

According to Rosabeth Kanter says, "power is the ability to get things done." Those in power are able to marshal their resources in a way that helps them achieve their goals. They are able to be effective in their jobs and earn the respect of others. Having power as resource can help you gain support, information, supplies everything and anything that is needed to be productive in your job. Power is a tool and resource, a means as an end while politics represents tactics used by employees to use to manipulate power in organizational setting. Leaders use power as a means of attaining group goals. Leader use power to ensure compliance of job assigned to them. Power is also used to control various activities of individuals and groups.

Choose the Correct Answers

1. Factor shaping organisation culture _____. [a]
(a) Ethics of organisation (b) Coercive power
(c) Type of product (d) All the above
2. Elements of communication _____. [c]
(a) Feedback (b) Sender
(c) Both (d) None
3. Type of communication [a]
(a) Oral (b) Positive
(c) Negative (d) None
4. Following are some of the steps involved in communication process, [d]
(a) Message (b) Encoding
(c) Feedback (d) All the above
5. The sharing of information by means of words, either spoken or written is, [c]
(a) Pictorial communication (b) Non-verbal communication
(c) Verbal communication (d) None
6. Barriers which restricts the flow of communication are, [d]
(a) Semantic barriers (b) Emotional barriers
(c) Organizational barriers (d) All the above
7. Factors which helps in identifying the relative power of different managers are, [d]
(a) Sources of power (b) Symbols of power
(c) Personal reputations (d) All the above
8. Organizational politics are activities that managers engage in order to increase their, [b]
(a) Responsibility (b) Power
(c) Accountability (d) Authority
9. The main sources of stress [a]
(a) Work overload (b) Role incompatibility
(c) Information deficiency (d) All the above
10. Components of process of OD [a]
(a) Team building (b) Latent conflict
(c) Group process (d) Perceived power

Fill in the blanks

1. _____ culture includes an organization's expectations, experiences, philosophy, and values that hold it together.
2. _____ is the set of assumptions, beliefs, values, and norms that are shared by an organization's members".
3. _____ is not inherited genetically - it must be learned and acquired.
4. The _____ organizational culture exhibits the values of bureaucracy and feudalism.
5. _____ means the cooperative attitude or mental health of number of people who are related to each other on some basis.
6. _____ is a intangible factor and a relative term.
7. _____ is defined as opposition or dispute between persons, groups or ideas".
8. _____ is the extent to which an organization achieves its goals with the given resources and means.
9. _____ is the degree of achievement of multiple goals".
10. The term _____ refers to making meaningful change to improve products, processes,

ANSWERS

1. Organizational
2. Organizational culture
3. Culture
4. Mechanistic
5. Morale
6. Morale
7. Conflict
8. Organizational effectiveness
9. Organizational effectiveness
10. Innovation

FACULTY OF MANAGEMENT
B.B.A II-Semester (CBCS) Examination
JANUARY - 2021
ORGANIZATIONAL BEHAVIOUR

Time : 2 Hours]

[Max. Marks : 80

PART - A (4 × 5 = 20 Marks)

Note: Answer any **four** Questions

1. Organizational Man

Ans :

Organization man is someone who has so completely taken on the attitudes and behaviors expected by a company that he or she has lost his or her individual identity. A man who subordinates individualism to conformity with the standards and requirements of an organization.

2. Machiavellianism

Ans :

Machiavellianism in psychology refers to a personality trait which sees a person so focused on their own interests they will manipulate, deceive, and exploit others to achieve their goals. Machiavellianism is one of the traits in what is called the 'Dark Triad', the other two being narcissism and psychopathy. The term itself derives from a reference to the infamous Niccolò Machiavelli, a diplomat and philosopher in the Renaissance whose most well-known work became 'The Prince' (Il Principe). This notorious book espoused his views that strong rulers should be harsh with their subjects and enemies, and that glory and survival justified any means, even ones that were considered immoral and brutal. By the late 16th century "Machiavellianism" became a popular word to describe the art of being deceptive to get ahead.

3. Extroversion

Ans :

Extraversion describes energy, positive emotions, assertiveness, sociability, talkativeness, and the tendency to seek stimulation in the company of others.

4. Security needs

Ans :

Safety and security needs are about keeping us safe from harm. These needs include shelter, job security, health, and safe environments. If a person does not feel safe in an environment, they will seek to find safety before they attempt to meet any higher level needs. These security needs are important for survival, but they are not as important as the basic physiological needs.

5. Automatic leader Vs Participative leader

Ans :

i) Autocratic or Authoritarian leadership

An autocratic leader centralizes power and decision-making in himself. He gives orders, assigns tasks and duties without consulting the employees. The leader takes full authority and assumes full responsibility.

Autocratic leadership is negative, based on threats and punishment. Subordinates act as he directs. He neither cares for their opinions nor permits them to influence the decision. He believes that because of his authority he alone can decide what is best in a given situation.

ii) Democratic or Participative leadership

Participative or democratic leaders decentralize authority. It is characterized by consultation with the subordinates and their participation in the formulation of plans and policies. He encourages participation in decision-making.

6. Role shift

Ans :

Role Shift is a situation in which two people have chosen or been forced to exchange their duties and responsibilities, so that each is now doing what the other used to do.

A type of relationship where partners play a role contrary to generally accepted norm.

7. Sensitivity training

Ans :

A type of emotional training designed to help people become more aware of their intrinsic judgments and prejudices and ultimately more sensitive to the needs of others.

There are a variety of methods and programmes used within sensitivity training, including T-group and encounter group. Sensitivity training is derived from group psychotherapy and, like psychotherapy, is designed to facilitate maximum sharing and interaction between participants.

Sensitivity training is considered beneficial to organizations because it encourages the development of more close-knit and efficient teams. Since sensitivity training is often introduced following a discriminatory incident, it can also help reduce the negative effects of these incidents and encourage a positive outcome from a negative event.

8. Role Ambiguity

Ans :

Role ambiguity is a confusing situation that emerges because of a vague job description where responsibilities and boundaries are not clearly defined. It is a circumstance where an individual doesn't understand adequately what his job actually.

Role ambiguity is a source of conflicts, low productivity and disengagement. Also, workers with unclear responsibilities will tend to underperform and to blame their lack of productivity on this apparent confusion. It is impossible to properly assess a person's performance if the expected results are not established transparently since the individual starts working for the institution.

PART - B (4 × 15 = 60 Marks)**Note:** Answer any **four** Questions

9. Define organizational behavior. Analyse the contributions of various disciplines to Organizational Behaviour? (Unit-I, Q.No. 1)

Ans :

There are different disciplines that influence our study and understanding of behavior in organizations.

i) Psychology

The use of psychology focuses on psychological and organizational research and theory to find ways to enhance organizational effectiveness. The use of this discipline examines the lives of employees at work in an attempt to measure, explain and sometimes change the behavior of employees within the organization.

ii) Sociology

While psychology focuses on the individual, sociology studies people in relation to their social environment or culture. It focuses on group behavior in organizations, group dynamics, organizational culture, communication, power, conflict, structures and how order is maintained within these groups.

iii) Anthropology

The use of anthropology focuses on the study of societies to learn about human beings, their cultures, environments and activities. It enables us to understand differences in fundamental values, attitudes and behavior between people in different countries and within different organizations.

10. Explain the personality traits. State in detail, the Big-five personality traits which are organizationally relevant? (Unit-I, Q.No. 20, 22)
11. Compare and construct Maslow's Theory of Motivation, Herzberg Two-factor theory of Motivation and ERG theory of Motivation? (Unit-II, Q.No. 8)

Ans :

S.No.	Basis	Maslow's Need Hierarchy Theory	Alderfer's ERG Theory
1.	Hierarchy of needs	Maslow's Need Hierarchy Theory has 5 different levels of need.	Alderfer's ERG Theory has only 3 levels of need.
2.	Motivation Cause	In Maslow's Need Hierarchy Theory at one point of time only one level of need can cause motivation.	In Alderfer's ERG Theory more than one levels of needs can cause motivation at the same time.
3.	Frustration element	In Maslow's Need Hierarchy Theory individual will remain in the same level of needs until achieving satisfaction. and regress to lower level needs.	In Alderfer's ERG Theory if needs remain unsatisfied, the individual become frustrated
4.	Movement	Maslow's saw people moving steady up the hierarchy of needs	Alderfer saw people moving up and down the hierarchy of needs from time to time and from situation to situation.

12. Differentiate between leader and manager and discuss factors influencing the effective of leaders in organizations?

Ans :

Nature	Manager	Leader
Origin	A person becomes a manager by virtue of his position.	A person becomes a leader on basis of his personal qualities.
Formal Rights	Manager has got formal rights in an organization because of his status.	Rights are not available to a leader.
Followers	The subordinates are the followers of managers.	The group of employees whom the leaders leads are his followers.
Functions	A manager performs all five functions of management.	Leader influences people to work willingly for group objectives.
Necessity	A manager is very essential to a concern.	A leader is required to create cordial relation between person working in and for organization.
Stability	It is more stable.	Leadership is temporary.
Mutual Relationship	All managers are leaders.	All leaders are not managers.
Accountability	Manager is accountable for self and subordinates behaviour and performance.	Leaders have no well defined accountability.
Concern	A manager's concern is organizational goals.	A leader's concern is group goals and member's satisfaction.
Followers	People follow manager by virtue of job description.	People follow them on voluntary basis.
Role continuation	A manager can continue in office till he performs his duties satisfactorily in congruence with organizational goals.	A leader can maintain his position only through day to day wishes of followers.
Sanctions	Manager has command over allocation and distribution of sanctions.	A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature.

13. Explain the various types of groups and their characteristics. And (Unit-III, Q.No. 2, 1, 6) discuss the 5-stage model of group development?
14. What are the essential conditions of team building? Explain the team building strategies and interventions?

Ans :

- 1. Communication:** Effective communication is the most important part of teamwork and involves consistently updating each person and never assuming that everyone has the same information. Being a good communicator also means being a good listener. By listening to your colleagues you show them respect, which is an essential trust-building method. Offering encouragement also goes a long way to getting the best out of team members. Collaborating and being open to new ideas are also essential ingredients for a harmonious team environment.
- 2. Delegation:** Teams that work well together understand the strengths and weaknesses of each team member. One of the benefits of strong teamwork is that team leaders and members are adept at identifying all aspects of a project and allocating tasks to the most appropriate team members.

3. **Efficiency:** A strong and cohesive team develops systems that allow them to collaborate efficiently to complete tasks in a timely manner. Through working together, colleagues will be aware of their own capabilities and the capabilities of the group in general, and can organise the workload accordingly.
4. **Ideas:** When a team works well together, colleagues feel more comfortable offering suggestions and ideas. A respectful and trusting team environment will not only enable colleagues to think more creatively, but will lead to more productive and collaborative brainstorming sessions.
5. **Support:** All workplaces provide challenges, but having a strong team environment in place can act as a support mechanism for staff members. They can help each other improve their own performance as well as working together toward improving their professional development. Building bonds on trust and reliance on each other can be extremely important when facing a particularly difficult challenge or if the group is forced to deal with the loss of a team member while continuing to maintain productivity.

15. Why do employees resist change? Explain the conditions that brought paradigm shifts from resisting change to inviting the change? (Unit-IV, Q.No. 7)
16. Explain various approaches to organizational change in the preview of in the preview of certain principles ?

Ans :

Lewin's Change Management Model is one of the most popular and effective models that make it possible for us to understand organizational and structured change. This model was designed and created by Kurt Lewin in the 1950s, and it still holds valid today. Lewin was a physicist and social scientist who explained the structured or organizational change through the changing states of a block of ice. His model consists of three main stages which are: unfreeze, change and refreeze. Let's look at these stages in detail:

- i) **Unfreeze:** The first stage of the process of change according to Lewin's method involves the preparation for the change. This means that at this step, the organization must get prepared for the change and also for the fact that change is crucial and needed. This phase is important because most people around the world try to resist change, and it is important to break this status quo. The key here is to explain to people why the existing way needs to be changed and how change can bring about profit. This step also involves an organization looking into its core and re-examining it.
- ii) **Change:** This is the stage where the real transition or change takes place. The process may take time to happen as people usually spend time to embrace new happenings, developments, and changes. At this stage, good leadership and reassurance is important because these aspects not only lead to steer forward in the right direction but also make the process easier for staff or individuals who are involved in the process. Communication and time thus are the keys for this stage to take place successfully.
- iii) **Refreeze:** Now that the change has been accepted, embraced and implemented by people, the company or organization begins to become stable again. This is why the stage is referred to as refreeze. This is the time when the staff and processes begin to refreeze, and things start going back to their normal pace and routine. This step requires the help of the people to make sure changes are used all the time and implemented even after the objective has been achieved. Now with a sense of stability, employees get comfortable and confident of the acquired changes.

17. What are the reasons for intergroup conflicts? Suggest strategies to resolve them?

(Unit-V, Q.No. 16)

Ans :

The causes of inter-group conflict are as follows:

- (i) Lack of Communication
- (ii) Relative Deprivation
- (iii) Belief of being Superior from the Other
- (iv) Respect for Norms
- (v) Harm done in the Past

18. Explain the influence of power and politics on behavior ?

(Unit-V, Q.No. 21, 24)

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FACULTY OF MANAGEMENT
B.B.A II-Semester Examination
NOVEMBER - 2020
ORGANIZATIONAL BEHAVIOUR

Time : 2 Hours]

[Max. Marks : 80

PART - A (4 × 5 = 20 Marks)**Note:** Answer any **four** Questions

1. Define Organisational Behaviour (Unit-I, SQA. 1)
2. Values and Attitudes (Unit-I, SQA. 4, 5)
3. Theory X and Theory Y (Unit-II, Q.No. 9)
4. Leadership Continuum (Unit-II, Q.No. 27)
5. Group Cohesiveness (Unit-III, Q.No. 10)
6. Johari Window (Unit-III, Q.No. 22)
7. Organizational Development meaning (Unit-IV, SQA. 5)
8. Organization Culture (Unit-V, SQA. 1)

PART - B (4 × 15 = 60 Marks)**Note:** Answer any **four** Questions

9. What are the factors influences the organizational behaviour? (Unit-I, Q.No. 7)
10. What is personality? Explain the various stages in personality development. (Unit-I, Q.No. 20, 23)
11. Explain the Maslow's need of hierarchy of motivation in related to the present content of corporate world. (Unit-II, Q.No. 6)
12. Explain the important leadership styles in Managerial Grid. (Unit-II, Q.No. 25)
13. What are the types of Groups? Explain the characteristics of each type of group. (Unit-III, Q.No. 2, 1)
14. Write in detail about transaction analysis. (Unit-III, Q.No. 20)
15. Explain the importance of change and factors influences for bringing the organizational change. (Unit-IV, Q.No. 1, 3)
16. Who are change agents? What is the role of change agent in organizational change?

Ans :

Change agent is the person who initiates change in the organization to increase organizational effectiveness. Planned change may be change in people, structure or technology. Any resistance in introducing change is overcome by the change agent who motivates the employees to accept the change. Internal management takes help of external consultants in introducing planned change

- i) **External change agents:** They are generally the behavioral scientists who specialize in human behavior. They work as consultants for the company and devise its change strategy.
- ii) **Internal change agents:** They are continuously involved in the change process. They belong to the organization only and depending on the need where the change is required, they are selected from different levels and departments. Internal change agents are usually the managers who are trained by the consultants (external change agents) to implement change as an ongoing process.

They introduce change within the broad framework of change strategy devised by the external change agents.

17. What are the differences between organisational culture and climate? (Unit-V, Q.No. 8)
18. What is Morale? Explain various types of morale. (Unit-V, Q.No. 9, 12)

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FACULTY OF MANAGEMENT
B.B.A II-Semester (CBCS) Examination
MAY - 2019
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

PART - A (5 × 4 = 20 Marks)**[Short Answer Type]****1. Answer any five from the following.**

- (a) Perception and Attribution (Unit-I, SQA. 3, 5)
- (b) Concept of Learning (Unit-I, SQA. 10)
- (c) Leader

Ans :

A leader is someone who can see how things can be improved and who rallies people to move toward that better vision. Leaders can work toward making their vision a reality while putting people first. Leaders need to be empathetic and connect with people to be successful. Leaders don't have to come from the same background or follow the same path. Future leaders will actually be more diverse, which brings a variety of perspectives.

- (d) Concept of Motivation (Unit-II, SQA. 1)
- (e) Team Vs Group (Unit-II, Q.No. 19)
- (f) Transaction Analysts (Unit-III, SQA. 9)
- (g) Change Agent (Unit-IV, SQA. 3)
- (h) Power and Politics (Unit-V, SQA. 10, Q.No. 23)

PART - B (5 × 12 = 60 Marks)**[Essay Answer Type]****Note: Answer all the questions using the internal choice**

2. (a) Define Organizational Behaviour and its importance in present scenario. (Unit-I, Q.No. 1, 4)

OR

- (b) Explain the nature and process of perception. (Unit-I, Q.No. 9, 10)

3. (a) Compare Maslow's Theory of Motivation with Herzberg's Two Factor Theory of Motivation. (Unit-II, Q.No. 8)

OR

- (b) Explain any two theories of Leadership and Leadership continuum. (Unit-II, Q.No. 20, 21, 27)

4. (a) Explain the various stages of group development. (Unit-III, Q.No. 6)
- OR
- (b) Write the steps involved in group decision making process. (Unit-III, Q.No. 14)
5. (a) Explain the causes for change and reasons for resistance to change. (Unit-IV, Q.No. 7)
- OR
- (b) Describe the meaning and process of organizational development. (Unit-IV, Q.No. 9, 13)
6. (a) What are the factors influences organizational culture and organizational climate? (Unit-V, Q.No. 6, 7)
- OR
- (b) Explain the main reasons for original conflicts and how to rectify them. (Unit-V, Q.No. 14, 16)

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FACULTY OF MANAGEMENT
B.B.A II-Semester (CBCS) Examination
MAY / JUNE - 2018
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

PART - A (5 × 4 = 20 Marks)

[Short Answer Type]

1. Answer any five from the following questions.

- (a) Concept of OB (Unit-I, SQA. 1)
- (b) Values and Beliefs (Unit-I, SQA. 4)
- (c) ERG Theory (Unit-II, Q.No. 11)
- (d) Meaning of managerial Grid (Unit-II, SQA. 9)
- (e) Sayle's Classification of Groups

Ans :

L.R. Sayles categorized the groups into the following types depending upon the degree of pressure prevalent in each:

- i) **Apathetic Groups:** The group in which the leader does not pressurize the members; moreover, leadership is hardly widespread; it is termed as an apathetic group. Usually, it is formed by the lower-level workers who are unskilled and work on low wages.
- ii) **Erratic Groups:** When the people belonging to a group gets enraged quickly and similarly calms down, they are said to be in an erratic group. Such a group comprises of semi-skilled workers who perform task desiring communication between them.
- iii) **Strategic Groups:** Such a group includes skilled workers, who hold various job positions to execute the independent technological task. These members have the skills of systematically applying pressure on the management and the other groups, by framing a suitable strategy.
- iv) **Conservative Groups:** The group which comprises of the stable and highly skilled individuals or professional, who have extreme powers to regulate the functioning of the organization, is called as a conservative group.

- (f) Organization Level Change

Ans :

Organizational change refers to the process of growth, decline and transformation within the organization. Though one thinks that organizations are enduring structures in a changing society. However, the truth is that organizations are changing all the time. Organizational change takes different forms.

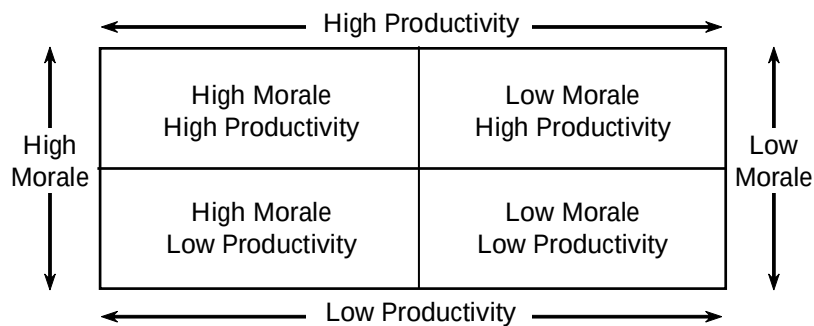
Organizations may change their strategy or purpose, introduce new products or services, change the way they produce and sell, change their technology, enter new markets, close down departments or plants, hire new employees, acquire other organizations become acquired by other organizations.

(g) Morale Vs Productivity

Ans :

Moral and Productivity

On the basis of several research studies, Miller and Form have given four combinations of productivity and morale.



1. High Morale-High Productivity

When group goals are satisfied and individual goals including freedom of work, salary, etc. are satisfied, which will lead to motivation of the employees, so standard of performance will be high, which in turn leads to high productivity and vice versa.

2. Low Productivity - High Morale

Though the individual goals rather than causing high productivity like pleasant fellow workers, good working conditions, etc.. are satisfied, where supervisors lack technical and administrative skills, which leads to low productivity of high morale group and where workers lack adequate skills or training leading to low productivity by high morale.

3. High Productivity - Low Morale

- Supervisor is only able to increase high productivity through his skills or planning ability rather than through motivation
- He practices penalty method to give rise to high productivity.

4. Low Productivity - Low Morale

- Where group goals and individual goals did not get satisfied.
- It will thus be observed that there is a complexity of relationship between morale and productivity.

(h) Levels of Conflict

Ans :

The "levels of conflict" are four types of disagreement that affect an individual or group of individuals.

- Interpersonal:** This level refers to an internal dispute and involves only one individual. This conflict arises out of your own thoughts, emotions, ideas, values and predispositions. It can occur when you are struggling between what you "want to do" and what you "should do."
- Interpersonal:** This conflict occurs between two or more people in a larger organization. It can result from different personalities or differing perspectives on how to accomplish goals. Interpersonal conflict may even occur without one party realizing there was ever conflict.

3. **Intragroup:** This level of conflict occurs between members of a single group when there are multiple people with varying opinions, backgrounds and experiences working toward a common goal. Even though they may all want to achieve the same goal, they may disagree about how to reach it. Intragroup conflict can also occur when team members have differences in communication styles and personalities.
4. **Intergroup:** This level of conflict occurs between different groups within a larger organization or those who do not have the same overworking goals.

PART - B (5 × 12 = 60 Marks)

[Essay Answer Type]

Note: Answer all the questions using the internal choice

2. (a) Explain the nature and key elements influencing organizational behaviour. (Unit-I, Q.No. 3)

Ans :

Elements of Organizational Behavior

The key elements in organizational behavior are people, structure, technology, and the environment in which the organization operates.

- i) **People:** People make up the internal and social systems of the organization. They consist of individuals and groups. Groups are dynamic and they work in the organization to achieve their objectives.
- ii) **Structure:** Structure defines the formal relationships of the people in organizations.
- iii) **Technology:** Technology such as machines and work processes provide the resources with which people work and affect the tasks that they perform.
- iv) **Environment:** All organizations operate within an external environment.

OR

- (b) Explain the sources of Attitudes and Values.

Ans :

Attitudes, like values, are acquired from the environment - parents, teachers, friends, and colleagues. It may be noted that they are only acquired but not inherited. We begin modeling our attitudes after those we admire and respect. We observe the way family members and friends behave and we shape our attitudes and behavior to align with theirs. You tend to imitate the attitudes of famous persons or those you admire and respect. Attitudes may also be developed from a personally rewarding or punishing experience with an object or event. If employees are rewarded for being regular in an organization, you are likely to believe that you will also be rewarded if you are regular.

3. (a) Briefly explain the importance of motivation and what techniques are applied in the organizations to motivate human resource. (Unit-II, Q.No. 4, 6)

OR

- (b) Enumerate the concept of Trait theory of Leadership and its criticism. (Unit-II, Q.No. 20)

4. (a) Explain briefly the practical reasons for group formation.

Ans :

- i) **Companionship:** The need for relationship with other people is one of the strongest and most constant of human drives. Many research studies have indicated that the employees who have no opportunity for close social contacts find their work unsatisfying and this lack of satisfaction often reflects itself in low productivity and high rate of absenteeism and turnover. Elton Mayo observed that the employees in a textile plant who worked on isolated jobs were highly dissatisfied and consistently failed to meet production standards and staggered rest period helped a little. But when the company permitted these workers to take rest period as a group, production and satisfaction both increased.
- ii) **Sense of Identification:** Workers get identity in small groups and so small groups tend to enjoy high morale. Employees working in large departments where everybody does the same type of job, find it hard to form stable social groupings compared to those working in small groups.
- iii) **Source of Information:** Informal group is a source of information to its members. Informal communication is very fast. A piece of information available to a member will reach nearly all the members of the group instantly. The group may develop a special code or language for speedy communication. Psychological barriers to communication are also overcome by the group.
- iv) **Job Satisfaction:** The group's solution to a problem may be different from what management expects and it may even be more efficient. Shortcuts are evolved and informal channels of communication are established to cut across department boundaries. Many jobs which appear superficially dull and routine are made interesting by the group and spontaneity is encouraged and protected by the group.

OR

- (b) Define interpersonal relationships. Enumerate the factors effecting interpersonal relationships. (Unit-III, Q.No. 20)
5. (a) How can resistance to change be implemented or overcome? (Unit-IV, Q.No. 8)
- OR
- (b) Bring out the significance and constraints of Organizational development. (Unit-IV, Q.No. 11)

Ans :

- i) **Major time requirements:** OD programs take a long time. Not only that for taking any action plan for OD, but planners also take much time.
- ii) **Substantial expenditure:** It costs many. A lot of funds are required to execute to OD program. Sometimes an organization cannot manage funds.
- iii) **Delayed pay off period:** In some cases, the OD program is affected by delayed pay off period. That is why some organizations become reluctant.
- iv) **Possible failure:** OD program may be failed due to some reasons. These failures are both human-related and non-human related.

6. (a) Define morale. Enumerate the major factors affecting employee morale. (Unit-V, Q.No. 9, 10)
- OR
- (b) Describe various conflict resolution techniques. (Unit-V, Q.No. 16)

FACULTY OF MANAGEMENT
B.B.A II-Semester (CBCS) Examination
MAY - 2017
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

PART - A (5 × 4 = 20 Marks)

Answer any five of the following questions.

1. Social Technical System

Ans :

Sociotechnical systems (STS) in organizational development is an approach to complex organizational work design that recognizes the interaction between people and technology in workplaces. The term also refers to the interaction between society's complex infrastructures and human behaviour. In this sense, society itself, and most of its substructures, are complex sociotechnical systems. Sociotechnical systems pertains to theory regarding the social aspects of people and society and technical aspects of organizational structure and processes. Here, technical does not necessarily imply material technology. The focus is on procedures and related knowledge, i.e. it refers to the ancient Greek term *techne*. "Technical" is a term used to refer to structure and a broader sense of technicalities. Sociotechnical refers to the interrelatedness of social and technical aspects of an organization or the society as a whole.

2. Analogical Thinking versus Lateral Thinking

Ans :

Analytical thinking

Analytical thinking is a thinking process or skill in which an individual has the ability to scrutinize and break down facts and thoughts into their strengths and weaknesses. It involves thinking in thoughtful, discerning ways, in order to solve problems, analyze data, and recall and use information. It involves the following main activities:

- Focusing on facts and evidence
- Analyzing data or information or systems
- Dissecting data/information and the analysis of complex things into simpler constituents
- Reasoning – thinking that is coherent and logical
- Partitioning, breakdown – an analysis into mutually exclusive categories
- Eliminating extraneous data or analysis of a problem into alternative possibilities followed by the systematic rejection of unacceptable alternatives
- Analyzing trends or the analysis of changes over time

Lateral thinking

Lateral thinking involves solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic or simple analysis. It involves the following main activities:

- Reviewing issues and problems in terms of what might be missing or absent
- Looking at an issue or problem from a variety of different or unusual angles

- Reversing an issue or problem/challenge to look for a new solution
- Finding and evaluating more than one potential solution to an issue or challenge
- Rearranging a problem to see if new angles may be discovered
- Delaying judgment and maintaining an open mind
- Removing any stereotypical or cliché patterns of thought or knowledge

3. Cognitive Dissonance

(Unit-I, SQA. 8)

4. Motivational Force Formula

Ans :

Motivation = Valence × Expectancy × Instrumentality

- i) **Valence:** Valence means the attraction (or repulsion) of an outcome to the individual. Whenever an individual has preference for a reward valence is the strength of that preference. The valence is something subjective and varies from person to person. Valence is deemed to be positive for an individual if he prefers attaining the outcome to not attaining it.
- ii) **Expectancy:** Expectancy is also referred to as the Effort-Performance Probability. It refers to the extent to which the person believes his efforts will lead to the first level outcome i.e., completion of the task. Expectancy is the probability that a particular action will lead to the outcome, it is the perception in the mind of the individual of the likelihood that a particular action or behavior will lead to a certain outcome.
- iii) **Instrumentality (Performance-Reward Probability):** Instrumentality refers to the probabilities attached by the individual to each possible performance- outcome alternative just as the individual previously assigned probabilities to various levels of effort leading to different levels of performance (expectancy). In simple words, instrumentality refers to the belief and expectation of a person that his performance will lead to a particular desired reward.

5. Theory 'Z'

(Unit-II, Q.No. 9)

6. Johari Window

(Unit-III, Q.No. 22)

7. Holland's personality-Job Fit theory

(Out of Syllabus)

8. Transactional Change

Ans :

Transactional changes reform or eliminate a single barrier within a structure to free groups to achieve the universal goal. Transactional change largely works within an existing set of institutional and structural arrangements. Transformative changes restructure the system itself rather than reform some relationship within the existing structure.

PART - B (5 × 12 = 60 Marks)

Note: Answer all the questions using the internal choice

9. (a) What is organizational behaviour? Define and explain?

(Unit-I, Q.No. 1)

OR

(b) What are optimism and pessimism in attributional terms? Do you find any relevance of this concept among Software employees?

Ans :

Optimism has been conceptualized as both dispositional and as an explanatory style. An individual with an optimistic attribution style tends to see positive events as being internal, stable, and global – while dismissing negative events as external, unstable, and specific. A pessimistic explanatory style is characterized by explanations of the causes of negative outcomes as being stable, global, and internal, and the causes of positive outcomes as being unstable, specific and external in nature.

Conversely, optimistic explanatory styles are characterized by explanations for negative outcomes as being due to unstable, specific and external causes, while positive outcomes are perceived as due to stable, global and internal causes.

Optimism

An investigation into post-transplant patients suggested that quality of life can be significantly affected by personality characteristics such as optimism. In fact, it was found that an optimistic explanatory style was more significantly associated with higher quality of life than age and gender. A pessimistic explanatory style was found to be significantly associated with self-reported depressive symptoms

Pessimistic

Pessimists have the opposite explanatory style. They personally blame themselves for bad events and perceive the root cause to be a fixed factor.

10. (a) Discuss Maslow theory of motivation. (Unit-II, Q.No. 6)

OR

- (b) Explain the continuum and effectiveness of leadership in present corporate world. (Unit-II, Q.No. 27, 28)

11. (a) Discuss the stages of Group formation and Group Decision making. (Unit-III, Q.No. 6, 14)

OR

- (b) Describe Singlemann effect and its role in group cohesiveness. (Unit-III, Q.No. 11)

12. (a) Define organizational development and discuss the stages of O.D. (Unit-IV, Q.No. 9, 13)

OR

- (b) Evaluate the factors contributing to organizational change? (Unit-IV, Q.No. 3)

13. (a) Define the concept of morale and discuss the relationship between moral and productivity. (Unit-V, Q.No. 9)
(May/June-18, Q.No. 1(g))

OR

- (b) Define organizational effectiveness and describe the indicators of organizational effectiveness. (Unit-V, Q.No. 17, 19)

FACULTY OF MANAGEMENT
B.B.A II Semester (CBCS) Examination
MODEL PAPER - I
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

SECTION - A (5 × 4 = 20 Marks)

Answer any 5 Questions

ANSWERS

- | | | |
|----|--|---------------------|
| 1. | (a) Define the term Organizational Behaviour. | (Unit-I, SQA - 1) |
| | (b) Components of Attitudes | (Unit-I, SQA - 6) |
| | (c) Criticism of Herzberg Theory. | (Unit-II, SQA - 3) |
| | (d) Importance of autocratic leadership style. | (Unit-II, SQA - 7) |
| | (e) Define Group Dynamics. | (Unit-III, SQA - 5) |
| | (f) Change Agents. | (Unit-IV, SQA - 3) |
| | (g) Define Organizational Effectiveness. | (Unit-V, SQA - 8) |
| | (h) Define power. | (Unit-V, SQA - 10) |

SECTION - B (5 × 12 = 60 Marks)

Note: Answer all the questions using the internal choice

- | | | |
|----|--|-----------------------|
| 2. | (a) What are the factors influencing Organizational Behavior ? | (Unit-I, Q.No. 7) |
| | OR | |
| | (b) (i) Define Personality. Explain the Determinants of Personality. | (Unit-I, Q.No. 20,21) |
| | (ii) What are the Factors Influencing Perception? | (Unit-I, Q.No. 11) |
| | | |
| 3. | (a) (i) What is motivation? Explain the nature of motivation. | (Unit-II, Q.No. 1) |
| | (ii) Explain the various Styles of Leadership. | (Unit-II, Q.No. 25) |
| | | |
| | OR | |
| | (b) (i) How do theory-X and theory-Y differ from one another? List out the differences. | (Unit-II, Q.No. 10) |
| | (ii) Evaluate the contribution of Maslow to our understanding of behaviour in organizations. | (Unit-II, Q.No. 6) |
| 4. | (a) Define Group Formation. Explain the Nature of Group Formation. | (Unit-III, Q.No. 3) |
| | OR | |
| | (b) What are the Techniques for Group Decision Making | (Unit-III, Q.No. 15) |
| 5. | (a) Define change. Explain different types of changes. | (Unit-IV, Q.No.1) |
| | OR | |
| | (b) Explain the various techniques of organizational development. | (Unit-IV, Q.No.14) |
| 6. | (a) Define organizational culture. What are the characteristics of organizational culture. | (Unit-V, Q.No. 1) |
| | | |
| | OR | |
| | (b) How to achieve organizational effectiveness | (Unit-V, Q.No. 20) |

FACULTY OF MANAGEMENT
B.B.A II Semester (CBCS) Examination
MODEL PAPER - II
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

SECTION - A (5 × 4 = 20 Marks)*Answer any 5 Questions***ANSWERS**

- | | | |
|--------|--|---------------------|
| 1. (a) | Define the term learning. | (Unit-I, SQA - 10) |
| (b) | Cognitive Dissonance Theory . | (Unit-I, SQA - 8) |
| (c) | Managerial Grid. | (Unit-II, SQA - 9) |
| (d) | Define the term Transactional Analysis ? | (Unit-III, SQA - 9) |
| (e) | Features of Cohesiveness Group. | (Unit-III, SQA - 6) |
| (f) | Organization Development. | (Unit-IV, SQA - 5) |
| (g) | Define change. | (Unit-IV, SQA - 1) |
| (h) | Explain the different types of morale. | (Unit-V, SQA - 6) |

SECTION - B (5 × 12 = 60 Marks)**Note: Answer all the questions using the internal choice**

- | | | |
|---------|---|------------------------|
| 2. (a) | Define the term Organizational Behaviour. Elucidate the nature and scope of organizational behaviour. | (Unit-I, Q.No. 1,3) |
| | OR | |
| (b) (i) | Explain the Big 5 model of Personality. | (Unit-I, Q.No. 22) |
| (ii) | Explain the historical Development of OB. | (Unit-I, Q.No. 5) |
| 3. (a) | Enumerate the various skills of leadership. | (Unit-II, Q.No. 17) |
| | OR | |
| (b) (i) | Explain the different types of motivation. | (Unit-II, Q.No. 5) |
| (ii) | Explain briefly about leadership effectiveness. | (Unit-II, Q.No. 28) |
| 4. (a) | Define the term Transactional Analysis ? What are the Components of Transactional Analysis? | (Unit-III, Q.No. 20) |
| | OR | |
| (b) | Classify the different types of groups. | (Unit-III, Q.No. 2) |
| 5. (a) | What are the factors contributing to organizational change ? | (Unit-IV, Q.No.3) |
| | OR | |
| (b) | Outline the process of organizational development. | (Unit-IV, Q.No.13) |
| 6. (a) | What are the differences between Organizational Culture and Organizational Climate? | (Unit-V, Q.No. 8) |
| | OR | |
| (b) | Define Conflict. How to manage conflicts ? | (Unit-V, Q.No. 13, 16) |

FACULTY OF MANAGEMENT
B.B.A II Semester (CBCS) Examination
MODEL PAPER - III
ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

SECTION - A (5 × 4 = 20 Marks)*Answer any 5 Questions***ANSWERS**

- | | | |
|--------|---|---------------------|
| 1. (a) | What are the characteristics of organizational behaviour? | (Unit-I, SQA - 2) |
| (b) | Define value. | (Unit-I, SQA - 4) |
| (c) | Laissez Faire Leadership Style | (Unit-II, SQA - 8) |
| (d) | Define the term group. | (Unit-III, SQA - 1) |
| (e) | Task Functions | (Unit-III, SQA - 3) |
| (f) | Objectives of Organization Development. | (Unit-IV, SQA - 6) |
| (g) | Define the term Resistance to Change ? | (Unit-IV, SQA - 4) |
| (h) | Define organizational culture. | (Unit-V, SQA - 1) |

SECTION - B (5 × 12 = 60 Marks)***Note: Answer all the questions using the internal choice***

- | | | |
|---------|--|----------------------|
| 2. (a) | Explain the pavlov's model of classical conditioning. | (Unit-I, Q.No. 27) |
| | OR | |
| (b) | What are the various stages of Personality Development ? | (Unit-I, Q.No. 23) |
| 3. (a) | Write about Herzberg's two factor theory of motivation. | (Unit-II, Q.No. 7) |
| | OR | |
| (b) (i) | Compare and contrast Alderfer and Herzberg's Theory | (Unit-II, Q.No. 12) |
| (ii) | Explain the research methods that have been used to study the leadership behaviour. | (Unit-II, Q.No. 21) |
| 4. (a) | What are the steps involved in Group Decision Making Process? | (Unit-III, Q.No. 14) |
| | OR | |
| (b) | Explain briefly about Johari Window. | (Unit-III, Q.No. 22) |
| 5. (a) | Explain the reasons for Resistance to Change. | (Unit-IV, Q.No.7) |
| | OR | |
| (b) | Explain the merits and demerits of organizational development. | (Unit-IV, Q.No.15) |
| 6. (a) | Define Organizational Effectiveness. Explain the nature of Organizational Effectiveness. | (Unit-V, Q.No. 17) |
| | OR | |
| (b) | Define the term Morale. Explain the different types of morale. | (Unit-V, Q.No. 9,12) |