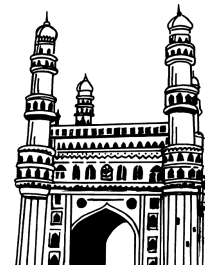


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**MANAGEMENT AND
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MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

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Management Principles, Process, Functions and Typology, 3D Model of Managerial Approach, Management thought-Classical, Human Relations, Systems and Contingency Approaches, Hawthorne's Experiments, Contributions of Henry Fayol, F. W. Taylor and Peter Drucker.

UNIT - II

Organizational Design, Structure and Decision Making:

Basic and advanced Models of Organizational Designs, Main Approaches to Organization Structure - Decision making under Bounded Rationality, Certainty, Uncertainty, Risk, Conflict. Open and Closed Decision making models, QWL. Quality Circle. Emerging Organizational Architectures.

UNIT - III

Organizational Behavior:

Personality Traits, Big 5 personality traits, MBTI, the Process of Perception and Attribution, Kelly's personal construct Theory, Cognitive Dissonance, Classical, Operant and Reinforcement Conditioning, Transactional Analysis, Johari Window, Attitudinal Genesis in Mentoring, Motivation - Content and Process Theories.

UNIT - IV

Group Dynamics and Leadership:

Group Dynamics & Team Building, Kurt Lewin contribution, Conflict Resolution models, Worklife balance. Trait and Behavioral Approaches to Leadership, Managerial Grid, Path - Goal Theory, Vroom's Decision Tree Approach to Leadership, Hersey and Blanchard Model.

UNIT - V

Emerging aspects of OB:

Organization culture and Organization climate. Stress Management and Counseling, Management of change and Organization development. Communication Process. Organizational Citizenship Behaviour. Organizational Behaviour Modification. Behavioural Entropy in Learning Organization, Behavioural Metrics in Effective Organization.

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Frequently Asked & Important Questions

UNIT - I

1. Define Management and describe its essential characteristics

Ans : (Dec.-18, June-18, Aug.-17, Feb.-17)

Refer Unit-I, Q.No. 1

2. "Management is an essential component of all social organizations and it is to found everywhere as a distinct, separate and dominant activity" - In wake of this statement, explain the importance of management.

Ans : (Aug.-21)

Refer Unit-I, Q.No. 5

3. Why management is called a process? Explain the process of Management.

Ans : (July-18, Aug.-17)

Refer Unit-I, Q.No. 6

4. Explain the various functions of Management.

Ans : (Aug.-21, Oct.-20, Dec.-18, June-18, Aug.-17, Feb.-17)

Refer Unit-I, Q.No. 7

5. Write a note on 3D model of management behaviour.

Ans : (Aug.-21, Jan.-18, Aug.-17)

Refer Unit-I, Q.No. 10

6. Comment on Hawthorne experiments and their outcomes.

Ans : (Aug.-21, Jan.-20, July-18, Feb.-17)

Refer Unit-I, Q.No. 18

7. Discuss the contribution of Henry Fayol to the field of Management.

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

Refer Unit-I, Q.No. 19

8. Briefly explain the Principles of Scientific Management.

Ans : (Jan.-18)

Refer Unit-I, Q.No. 22

UNIT - II

1. Explain the basic and advanced models of organizational design.

Ans : (Nov.-21)

Refer Unit-II, Q.No. 5

2. Explain the main approaches to organization structure.

Ans : (Oct.-20, Aug.-19, Imp.)

Refer Unit-II, Q.No. 6

3. What is decision-making? Explain the characteristics of decision making.

Ans : (Aug.-21, Aug.-19, Dec.-18)

Refer Unit-II, Q.No. 7

4. Explain the process of Rationality approach.

Ans : (Imp.)

Refer Unit-II, Q.No. 9

5. Enumerate open and closed models of decision making.

Ans : (Aug.-21, Aug.-19, Feb.-17, Imp.)

Refer Unit-II, Q.No. 11

6. Define quality of work life. State the principles of QWL.

Ans : (Imp.)

Refer Unit-II, Q.No. 14

7. Define Quality circle. Explain the objectives of quality circles.

Ans : (Dec.-20, July-19, Imp.)

Refer Unit-II, Q.No. 19

8. Explain the emerging organizational architectures.

Ans : (Imp.)

Refer Unit-II, Q.No. 23

UNIT - III

1. Define Organizational Behaviour. Explain the Nature of Organization behaviour.

Ans : (Jan.-20, June-18)

Refer Unit-III, Q.No. 2

2. What are the levels of OB.

Ans : (Jan.-20, June-18)

Refer Unit-III, Q.No. 5

3. Write about the big 5 model of personality?

Ans : (Aug.-21)

Refer Unit-III, Q.No. 9

4. Critically evaluate MBTI-Model of personality.

Ans : (Aug.-17)

Refer Unit-III, Q.No. 10

5. Explain the steps in the perceptual process.

Ans : (Aug.-19, July-18)

Refer Unit-III, Q.No. 12

6. Explain Kelly's personal construct theory.

Ans : (Aug.-21, Feb.-17)

Refer Unit-III, Q.No. 17

7. Define transactional analysis. State the componetns of Transaction analysis.

Ans : (Aug.-19, Jan-18)

Refer Unit-III, Q.No. 23

8. Discuss in detail about Johari window.

Ans : (Oct.-20, Dec.-18, July-18)

Refer Unit-III, Q.No. 25

9. What is motivation? Explain the nature and Importance of motivation.

Ans : (Aug.-21, Dec.-20, Aug.-19, June-18, Aug.-17)

Refer Unit-III, Q.No. 27

10. Explain Maslow's theories of motivation.

Ans : (Oct.-20, Dec.-18, July-18, June-18)

Refer Unit-III, Q.No. 30

11. Explain the main features of Herzberg's two factor theory.

Ans : (Dec.-18, July-18, Jan.-18)

Refer Unit-III, Q.No. 31

12. What is meant by goal theory? Explain its implications.

Ans : (Dec.-18, Jan.-18)

Refer Unit-III, Q.No. 35

13. What is meant by John Adam's equity theory? Explain different ways of re-establishing equity.

Ans : (Dec.-18, June-18)

Refer Unit-III, Q.No. 37

UNIT - IV

1. Identify the reasons for arising conflicts among groups in a large scale organization.

Ans : (July-18, Aug.-17, Feb.-17)

Refer Unit-IV, Q.No. 16

2. Define leadership and explain its characteristics.

Ans : (Jan.-18)

Refer Unit-IV, Q.No. 24

3. What are the different types of Leadership Styles ?

Ans : (Jan.-18)

Refer Unit-IV, Q.No. 28

4. Write about Trait Approach to Leadership.

Ans : (Aug.-20)

Refer Unit-IV, Q.No. 29

5. Explain in detail about Managerial grid.

Ans : (June-18)

Refer Unit-IV, Q.No. 31

6. Describe the Path-Goal theory of leadership.

Ans : (Aug.-19, Feb.-17)

Refer Unit-IV, Q.No. 32

7. Write about Vroom's Decision Tree Approach to Leadership.

Ans : (Aug.-20)

Refer Unit-IV, Q.No. 33

8. Narrate Hersey and Blanchard Model.

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

Refer Unit-IV, Q.No. 34

UNIT - V**1. Discuss about Emerging Aspects in Organisation Behaviour.**

Ans : (Dec.-18, June-18, Feb.-17)

Refer Unit-V, Q.No. 1

2. Explain the various ways in which organizational culture is created and sustained.

Ans : (Aug.-19, Jan.-18)

Refer Unit-V, Q.No. 5

3. Discuss the factors responsible for creation of stress in employees.

Ans : (Aug.-21)

Refer Unit-V, Q.No. 16

4. What are strategies for managing stress?

Ans : (Aug.-21, Aug.-17, Feb.-17)

Refer Unit-V, Q.No. 17

5. Define organization development? State the features of organization development.

Ans : (Aug.-21, Aug.-19)

Refer Unit-V, Q.No. 28

6. Elaborate the process of communication.

Ans : (Jan.-20, Aug.-19)

Refer Unit-V, Q.No. 35

7. Discuss the Barriers to Communi-cations.

Ans : (Aug.-19)

Refer Unit-V, Q.No. 37

UNIT I

Management Philosophy and Approaches

Management Principles, Process, Functions and Typology, 3D Model of Managerial Approach, Management thought-Classical, Human Relations, Systems and Contingency Approaches, Hawthorne's Experiments, Contributions of Henry Fayol, F. W. Taylor and Peter Drucker.

1.1 MANAGEMENT

Q1. Define Management and describe its essential characteristics

(OR)

Define Management and explain its nature.

Ans : (Dec.-18, June-18, Aug.-17, Feb.-17)

Introduction

One of the most important activities in business is the management of the 4M's – men, machines, material and money. The term 'management' can be interpreted differently in different contexts. Hence, it is difficult to define. In one context, it may comprise the activities of executives and administrative personnel in an organization, while in another, it may refer to a system of getting things done.

In a broad perspective, management can be considered as the proper utilization of people and other resources in an organization to accomplish desired objectives. With increasing global competition, changes in the world of technology, changing business practices and increasing social responsibility of organizations, the role of managers has become all the more significant.

Meaning

It refers to the process of conducting a set of functions (planning, organizing, staffing, directing and controlling) to get the work done in an efficient and effective manner. Simply, management is an art of getting things done through others.

Definitions

Different experts have defined management on the basis of its features. Some experts, have

defined management as an 'art of getting things done', while others give more importance to its 'function oriented form'. In the same manner, some experts think management is related to 'decision making', while others are of the opinion that 'productivity and efficiency' are its basis. Following are the main definitions of management.

1. **According to Harold Koontz**, "Management is the art of getting things done through others and with formally organized groups."
2. **According to George R. Terry**, "Management is a distinct process consisting of planning, organizing, actuating and controlling; utilizing in each both science and art, and followed in order to accomplish predetermined objectives."
3. **According to F.W. Taylor**, "Management is the art of knowing what you want to do and then seeing that they do it in the best and the cheapest way."
4. **According to Peterson and Plowman**, "Management may be defined as the process by means of which the purpose and objectives of a particular human group are determined, clarified and effectuated."
5. **According to Henry Fayol**, "To manage is to forecast and to plan, to organize, to command, to coordinate and to control".
6. **According to Peter Drucker**, "Management is a multipurpose organ that manages business and manages managers and manages workers and work".
7. **According to Mary Parker Fallett**, "Management is the art of getting things done through people".

Characteristics**i) Management is Goal-Oriented**

The success of any management activity is accessed by its achievement of the pre-determined goals or objective. Management is a purposeful activity. It is a tool which helps use of human & physical resources to fulfill the predetermined goals. For example, the goal of an enterprise is maximum consumer satisfaction by producing quality goods and at reasonable prices. This can be achieved by employing efficient persons and making better use of scarce resources.

ii) Management integrates Human, Physical and Financial Resources:

In an organization, human beings work with non-human resources like machines.

Materials, financial assets, buildings etc. Management integrates human efforts to those resources. It brings harmony among the human, physical and financial resources.

iii) Management is Continuous

Management is an ongoing process. It involves continuous handling of problems and issues. It is concerned with identifying the problem and taking appropriate steps to solve it. For achieving this target various policies have to be framed but this is not the end. Marketing and Advertising is also to be done. For this policies have to be again framed. Hence this is an ongoing process.

iv) Management is all Pervasive

Management is required in all types of organizations whether it is political, social, cultural or business because it helps and directs various efforts towards a definite purpose. Thus clubs, hospitals, political parties, colleges, hospitals, business firms all require management. When ever more than one person is engaged in working for a common goal, management is necessary. Whether it is a small business firm which may be engaged in trading or a large firm like Tata Iron & Steel, management is required everywhere irrespective of size or type of activity.

v) Management is a Group Activity

Management is very much less concerned with individual's efforts. It is more concerned with groups. It involves the use of group effort to achieve predetermined goal of management of ABC and Co. is good refers to a group of persons managing the enterprise.

vi) Organized Activities

Management is a process of organized activities. Groups of people cannot be involved in the performance of activities without organized activities. Management comes into existence where a group of people are involved in achieving a common objective. The organized activities may take a variety of forms ranging from a tightly structured organization to a loosely-knit organization.

vii) Existence of Objectives

The existence of objectives is a basic criterion of every human organization. The organizational objectives are the desired state of affairs which an organization attempts to realize. This realization of objectives is sought through the coordinated efforts of the people constituting an organization.

viii) Decision-making

Management process involves decision making at all levels. Decision-making describes the process by which a course of action is selected as the way to deal with a specific problem. If there is only one alternative, the question of decision making does not arise. The quality of alternatives which a manager selects determines the organization's performance, and the future of the organization.

ix) Relationship among resources

The essence of management is integration of various organizational resources. Resources include money, machine, materials, and people. Management is concerned with the proper utilization of human resources which, in turn, utilize other resources.

x) Working with and through people

Management involves working with people and getting organizational objectives achieved through them. Working through people is interpreted in terms of assigning activities to subordinates.

xi) Multidisciplinary

Management is multidisciplinary because it includes knowledge/information from various disciplines- economics, statistics, maths, psychology, sociology, ecology, operations research, history, etc. Management integrates the ideas and concepts taken from these disciplines and presents newer concepts which can be put into practice for managing the organizations.

xii) Management is dynamic

Management has framed certain principles, which are flexible in nature and change with the changes in the environment in which an organization exists.

xiii) Relative, Not Absolute Principles

Management principles are relative, not absolute, and they should be applied according to the need of the organization. A particular management principle has different strengths in different conditions. Therefore, principles should be applied according to the prevailing conditions.

xiv) Management

Science or Art: Management likes other practices- whether medicine, music composition, or even accountancy- is an art. It is know-how. Yet managers can work better by using the organized knowledge about management. It is this knowledge that constitutes science. Thus, managing as practice is an art; the organized knowledge underlying the practice may be referred to as science.

xv) Management as Profession

Management has been regarded as a profession by many while many have suggested that it has not achieved the status of a profession. Schein concluded that by

some criteria management is indeed a profession, but by other criteria it is not. Today we can see many signs that management is working towards increased professionalism.

xvi) Management is Universal

Management is a universal phenomenon. However, management principles are not universally applicable but are to be modified according to the needs of the situation.

Q2. What do you understand by the term Level of Management ? Briefly describe the different levels of management.

Ans :

Meaning

Level of management refers to the categories or layers of managerial positions in an organization. The level of management determines the amount of authority and status of the person occupying the position at that level. These managerial positions divided into various categories according to their amount of authority and status, they are known as the level of management.

Managerial Hierarchy consists of-

- i) Top Level Management (or) senior management
- ii) Middle Level Management.
- iii) Lower Level Management such as supervisors or team-leaders

i) Top-level management

- Require an extensive knowledge of management roles and skills.
- They have to be very aware of external factors such as markets.
- Their decisions are generally of a long-term nature
- Their decisions are made using analytic, directive, conceptual and/or behavioral/ participative processes
- They are responsible for strategic decisions.
- They have to chalk out the plan and see that plan may be effective in the future.
- They are executive in nature.

These includes board of Directors, CEO's they comprise small groups but are responsible for overall management they formulate plans, decide objectives and communicate to middle level management.

ii) Middle Level Management

The branch managers and departmental managers constitute middle level. They are responsible to the top management for the functioning of their department. They devote more time to organizational and directional functions. In small organization, there is only one layer of middle level of management but in big enterprises, there may be senior and junior middle level management. Their role can be emphasized as –

- They execute the plans of the organization in accordance with the policies and directives of the top management.
- They make plans for the sub-units of the organization.
- They participate in employment & training of lower level management.
- They interpret and explain policies from top level management to lower level.
- They are responsible for coordinating the activities within the division or department.
- It also sends important reports and other important data to top level management.
- They evaluate performance of junior managers.
- They are also responsible for inspiring lower level managers towards better performance.

iii) Lower Level Management

Lower level is also known as supervisory / operative level of management. It consists of supervisors, foreman, section officers, superintendent etc. According to R.C. Davis, Supervisory management refers to those executives whose work has to be largely with personal oversight and direction of operative employees. In other words, they are concerned with direction and controlling function of management. Their activities include:

- Assigning of jobs and tasks to various workers.
- They guide and instruct workers for day to day activities.
- They are responsible for the quality as well as quantity of production.
- They are also entrusted with the responsibility of maintaining good relation in the organization.
- They communicate workers problems, suggestions, and recommendatory appeals etc to the higher level and higher level goals and objectives to the workers. They help to solve the grievances of the workers.
- They supervise & guide the sub-ordinates.
- They are responsible for providing training to the workers.
- They arrange necessary materials, machines, tools etc for getting the things done.
- They prepare periodical reports about the performance of the workers.
- They ensure discipline in the enterprise.
- They motivate workers.
- They are the image builders of the enterprise because they are in direct contact with the workers.

Q3. Explain the main Objectives of Management.

Ans :

The main objectives of management are:

1. Getting Maximum Results with Minimum Efforts

The main objective of management is to secure maximum outputs with minimum efforts & resources. Management is basically concerned with thinking & utilizing human, material & financial resources in such a manner that would result in best combination. This combination results in reduction of various costs.

2. Increasing the Efficiency of factors of Production

Through proper utilization of various factors of production, their efficiency can be increased to a great extent which can be

obtained by reducing spoilage, wastages and breakage of all kinds, this in turn leads to saving of time, effort and money which is essential for the growth & prosperity of the enterprise.

3. Maximum Prosperity for Employer & Employees

Management ensures smooth and coordinated functioning of the enterprise. This in turn helps in providing maximum benefits to the employee in the shape of good working condition, suitable wage system, incentive plans on the one hand and higher profits to the employer on the other hand.

4. Human betterment & Social Justice

Management serves as a tool for the upliftment as well as betterment of the society. Through increased productivity & employment, management ensures better standards of living for the society. It provides justice through its uniform policies.

5. It helps in Achieving Group Goals

It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. By defining objective of organization clearly there would be no wastage of time, money and effort. Management converts disorganized resources of men, machines, money etc. into useful enterprise. These resources are coordinated, directed and controlled in such a manner that enterprise work towards attainment of goals.

6. Optimum Utilization of Resources

Management utilizes all the physical & human resources productively. This leads to efficacy in management. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in industry from out of various uses. It makes use of experts, professional and these services leads to use of their skills, knowledge, and proper utilization and avoids wastage. If employees and machines are producing its maximum there is no under employment of any resources.

7. Reduces Costs

It gets maximum results through minimum input by proper planning and by using minimum input & getting maximum output. Management uses physical, human and financial resources in such a manner which results in best combination. This helps in cost reduction.

8. Establishes Sound Organization

No overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objective of management which is in tune with objective of organization and for fulfillment of this, it establishes effective authority & responsibility relationship i.e. who is accountable to whom, who can give instructions to whom, who are superiors & who are subordinates. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

9. Establishes Equilibrium

It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change is external environment, the initial co-ordination of organization must be changed. So it adapts organization to changing demand of market / changing needs of societies. It is responsible for growth and survival of organization.

10. Essentials for Prosperity of Society

Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resource. It improves standard of living. It increases the profit which is beneficial to business and society will get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

Q4. Describe the scope of management.

Ans :

The scope of management is very wide. So, it is very difficult to state the scope of management precisely. However the following aspects may be included in it.

1. Subject Matter of Management

Planning, organizing, staffing, directing, coordinating, motivating and controlling are main functions of management. Innovation, representation, decision making and communication are the subsidiary functions of management.

2. Functional Areas of Management

(i) Financial Management : It includes cash management, planning forecasting, budgeting, cost control, management accounting, pricing, sources of finance etc.

(ii) Marketing Management : Includes marketing plans, branding. Packaging and labeling, product analysis, research, product innovations, price determination, promotion, advertising, distribution, marketing research transportation and insurance.

(iii) Production Management : Includes production planning and control, materials management, scientific purchasing, inventory control, storage and warehousing.

(iv) Human Resource Management : Includes personnel management, recruitment, selection, placement, training and development, motivation, performance appraisal, compensation; settling personnel disputes, turnover worker participation in management and trade unions.

3. Interdisciplinary Approach

In order Management is a body of discipline that takes the help of other social sciences like psychology, sociology, engineering, economics etc. This indicates that in order to have a correct understanding of the

management principles and practices, a study of commerce, economics, sociology, psychology and mathematics is essential.

4. Universal Phenomenon

Management is a Universal phenomenon or process as it is not only present or concerned in/with business undertakings, but also in political, religious, charitable, armed force and even educational institution. In fact management is present where ever there is human activity. In short, it is present at all spheres of life. No doubt, there may be slight variations in approach and style of management from concern to concern but the basic aspect of carrying out management is the same everywhere.

Q5. Explain the importance of Management. (OR)

“Management is an essential component of all social organizations and it is to found everywhere as a distinct, separate and dominant activity” - In wake of this statement, explain the importance of management.

Ans : (Aug.-21)

i) It helps in Achieving Group Goals

It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. By defining objective of organization clearly there would be no wastage of time, money and effort. Management converts disorganized resources of men, machines, money etc. into useful enterprise. These resources are coordinated, directed and controlled in such a manner that enterprise work towards attainment of goals.

ii) Optimum Utilization of Resources

Management utilizes all the physical & human resources productively. This leads to efficacy in management. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in industry from out of various uses. It makes use of experts, professional and these

services leads to use of their skills, knowledge, and proper utilization and avoids wastage. If employees and machines are producing its maximum there is no under employment of any resources.

iii) Reduces Costs

It gets maximum results through minimum input by proper planning and by using minimum input & getting maximum output. Management uses physical, human and financial resources in such a manner which results in best combination. This helps in cost reduction.

iv) Establishes Sound Organization

No overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objective of management which is in tune with objective of organization and for fulfillment of this, it establishes effective authority & responsibility relationship i.e. who is accountable to whom, who can give instructions to whom, who are superiors & who are subordinates. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

v) Establishes Equilibrium

It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change is external environment, the initial co-ordination of organization must be changed. So it adapts organization to changing demand of market / changing needs of societies. It is responsible for growth and survival of organization.

vi) Essentials for Prosperity of Society

Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resource. It improves standard of living. It increases the profit which is beneficial to business and society will get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

1.1.1 Management Process

Q6. Describe the process of Management (OR)

**Why management is called a process?
Explain the process of Management.**

Ans : (July-18, Aug.-17)

Process of Management

Management refers to a series of inter-related functions. It is the process by which management creates, operates and directs purposive organization through systematic, coordinated and co-operated human efforts, according to George R. Terry, "Management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objective by the use of human beings and other resources". As a process, management consists of three aspects:

1. Management is a social process

Since human factor is most important among the other factors, therefore management is concerned with developing relationship among people. It is the duty of management to make interaction between people - productive and useful for obtaining organizational goals.

2. Management is an integrating process

Management undertakes the job of bringing together human physical and financial resources so as to achieve organizational purpose. Therefore, is an important function to bring harmony between various factors.

3. Management is a continuous process

It is a never ending process. It is concerned with constantly identifying the problem and solving them by taking adequate steps. It is an on-going process.

Q7. Explain the various functions of Management.

(OR)

Explain the different function of Management.

(OR)

Discuss the functions of Management.

Ans :

(Aug.-21, Oct.-20, Dec.-18, June-18, Aug.-17, Feb.-17)

Various management scholars studied different organizations at different times; they identified the functions of management in their own ways. Henry Fayol, the father of functional or administrative management remarked: To manage is to forecast and plan, to organize, to command, to coordinate and to control. Thus, Fayol classified management functions into five categories as follows:

- (i) to forecast and plan,
- (ii) to organize,
- (iii) to command or to give orders,
- (iv) to co-ordinate, and
- (v) to control

Luther Gullick offered a list of administrative functions under the catchword "PODSCORB". Each alphabet of this keyword PODSCORB stands for the following activities:

P for Planning

O for Organization

D for Directing

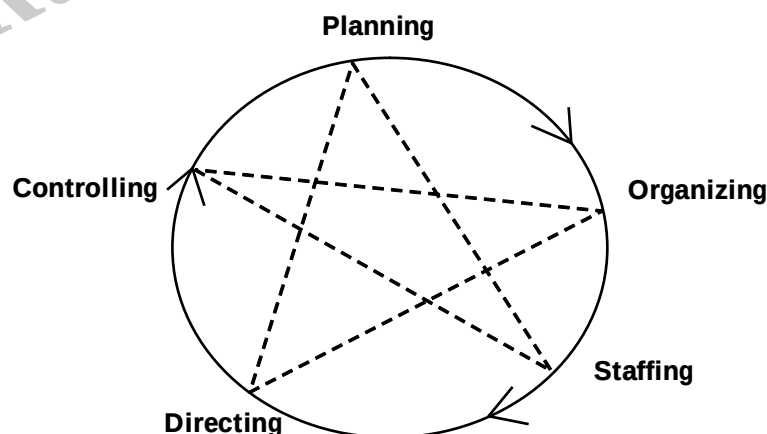
S for Staffing

Co for Coordinating

R for Reporting and

B for Budgeting.

According to Koontz and 'O' Donnell, The most useful method of classifying managerial activities is to group them around the functions of planning, organizing, staffing, directing, and controlling. They think that coordination is not a separate function but is the essence of management. Thus, for the sake of analysis of their management process, we can classify the management functions into the following categories:



1. Planning

It is the basic function of management. It deals with chalking out a future course of action & deciding in advance the most appropriate course of actions for achievement of pre-determined goals. According to KOONTZ, Planning is deciding in advance – what to do, when to do & how to do. It bridges

the gap from where we are & where we want to be. A plan is a future course of actions. It is an exercise in problem solving & decision making. Planning is determination of courses of action to achieve desired goals. Thus, planning is a systematic thinking about ways & means for accomplishment of pre-determined goals. Planning is necessary to ensure proper utilization of human & non-human resources. It is all pervasive, it is an intellectual activity and it also helps in avoiding confusion, uncertainties, risks, wastages etc. Budgeting Planning involves the following steps.

- (i) Determination of objectives;
- (ii) Forecasting;
- (iii) Formulation of policies and programmes;
- (iv) Preparation of schedules

Planning is a process of seeking answer to some of the following particular questions:

- (i) What is to be done?
- (ii) Why it is to be done?
- (iii) How the work will be done?
- (iv) Who will do the work?
- (v) When the work will be done?
- (vi) Where the work will be done?

Planning pervades at all the levels of organization. But the scope of planning is not the same at each level of organization. Higher the level of organization, the broader the scope of planning. Planning may be long term and short term.

2. Organizing

It is the process of bringing together physical, financial and human resources and developing productive relationship amongst them for achievement of organizational goals. According to Henry Fayol, To organize a business is to provide it with everything useful or its functioning i.e. raw material, tools, capital and personnel's. To organize a business involves determining & providing human and non-human resources to the organizational structure. Organizing as a process involves:

- (i) Identification of activities.
- (ii) Classification of grouping of activities.
- (iii) Assignment of duties.

- (iv) Delegation of authority and creation of responsibility.
- (v) Coordinating authority and responsibility relationships.

3. Staffing

It is the function of manning the organization structure and keeping it manned. Staffing has assumed greater importance in the recent years due to advancement of technology, increase in size of business, complexity of human behavior etc. The main purpose of staffing is to put right man on right job i.e. square pegs in square holes and round pegs in round holes. According to Kootz & O'Donnell, Managerial function of staffing involves manning the organization structure through proper and effective selection; appraisal & development of personnel to fill the roles designed the structure. Staffing involves:

- Manpower Planning (estimating man power in terms of searching, choose the person and giving the right place).
- Recruitment, selection & placement.
- Training & development.
- Remuneration.
- Performance appraisal.
- Promotions & transfer.

4. Directing

It is that part of managerial function which actuates the organizational methods to work efficiently for achievement of organizational purposes. It is considered life-spark of the enterprise which sets it in motion the action of people because planning, organizing and staffing are the mere preparations for doing the work. Direction is that inert-personnel aspect of management which deals directly with influencing, guiding, supervising, motivating sub-ordinate for the achievement of organizational goals. Direction has following elements:

- i) Supervision
- ii) Motivation
- iii) Leadership
- iv) Communication

i) Supervision

implies overseeing the work of subordinates by their superiors. It is the act of watching & directing work & workers.

ii) Motivation

Means inspiring, stimulating or encouraging the sub-ordinates with zeal to work. Positive, negative, monetary, non-monetary incentives may be used for this purpose.

iii) Leadership

May be defined as a process by which manager guides and influences the work of subordinates in desired direction.

iv) Communications

Is the process of passing information, experience, opinion etc from one person to another. It is a bridge of understanding.

5. Controlling

It implies measurement of accomplishment against the standards and correction of deviation if any to ensure achievement of organizational goals. The purpose of controlling is to ensure that everything occurs in conformities with the standards. An efficient system of control helps to predict deviations before they actually occur.

Definitions

According to Theo Haimann, Controlling is the process of checking whether or not proper progress is being made towards the objectives and goals and acting if necessary, to correct any deviation.

According to Koontz & O Donell Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being accomplished. Therefore controlling has following steps:

- (a) Establishment of standard performance.
- (b) Measurement of actual performance.
- (c) Comparison of actual performance with the standards and finding out deviation if any.
- (d) Corrective action.

Q8. Discuss the qualities of a Successful Manager.

Ans :

It is easy to find a bad manager, but much harder to find a successful one. So what makes a manager successful top ten qualities of a successful manager:

1. Demonstrates integrity

A manager should walk the talk. The old saying, "Lead by example" is the first quality that makes a manager stand out.

2. Deals honestly and diplomatically

A manager, who owns their mistakes, deals openly, and honestly with others, earns the respect of those they are trying to lead.

3. Demonstrates flexibility

A manager who is responsive to the needs of the business AND the needs of employees, is able to keep his team on target and yet achieve the goals of the business.

4. Shows commitment and reliability

A manager who delivers their promises shows their team that they are reliable and promotes trust.

5. Listens effectively

A manager who 'seeks first to understand, then to be understood' (Dr Steven Covey) is a manager who will always have their finger on the pulse of the business.

6. A good negotiator

A manager who comes to the table prepared to give a little that the outcome is a positive one for everyone, will not only earn the respect of his employees but be guaranteed of the opportunity for further negotiations in the future.

7. A thorough planner

'If you fail to plan, you plan to fail.' This saying is especially true for managing. A manager is a coach to their team and the team are looking to them for the game plan.

8. Is fair

A manager who doesn't take sides, show favoritism or victimize those they are supervising, will earn their trust and in turn, will have more personal power to influence their team for good.

9. Knows how to have fun and has a good sense of humor

A manager who is able to promote a safe and happy work environment where appropriate fun is embraced, will ensure the retention of staff.

10. Seeks to understand their workers

A manager who is able to accurately assess the skills, abilities and personalities of their work team, will be able to develop individual managers to maximize their effectiveness and help them reach their potential, whilst focusing their efforts on the goal.

1.1.2 Typology**Q9. Explain management typology.**

Ans :

1. First-Line Management/Managers

First Line or first level management is the lowest level of management in an organization, at which the managers/supervisors are responsible for the work of non-management employees. The managers at this level provide direction to the employees and they do not look after the other managers of the organization. These managers are often called as 'unit managers' or 'department managers'.

Some of the examples of first-line managers are,

- (a) Foreman or production supervisor in a manufacturing company.
- (b) Technical supervisor in a research department.
- (c) Clerical supervisor in an office.

2. Middle Management/Managers

There are more than one level in middle level management. The managers at this level perform

the dual function of directing the lower-level managers, as well as operating the employees at other levels. The primary responsibility of middle managers is to direct the activities which execute the organizational policies and to balance the demands of their managers with the employees capacities.

3. Top Management/Managers

Top management looks after the overall management of the organization. There are only few people called executives working at this level. They develop policies and guides the interactions of the organization with the environment. These managers are often entitled to the positions of 'Chief Executive Officer', 'President' and 'Vice-president'.

4. Functional Management/Managers

Functional management is responsible for only specific functional area. A functional manager is assigned with the task related to a specific business areas such as production, marketing or finance. Functional managers are classified based on their area of specialized activity.

5. General Management/Managers

The general management looks after a complex unit such as a company, a subsidiary, or an independent operating division. General managers are responsible for all the activities of that unit including finance, production and marketing. These managers have a varied scope of activities for supervising and performing. In a small company, there is only one general manager but in a large company, there will be many general managers, each handling an independent division.

1.2 3D MODEL OF MANAGERIAL APPROACH**Q10. Discuss about 3D Model of Managerial Behaviour.**

(OR)

Write a note on 3D model of management behaviour.

Ans : (Aug.-21, Jan.-18, Aug.-17)

Reddin conceptualised a three-dimensional grid, also known as 3-D management, borrowing some of the ideas from Managerial grid.

Three-dimensional axes represent task-orientation, relationship-orientation and effectiveness. Reddin has integrated the concepts of leadership styles with the situational demand of a specific environment.

I) Task Orientation (TO)

Task Orientation (TO) is defined as the extent to which a manager directs his subordinates efforts towards goal attainment. It is characterized by Planning. Organizing and Controlling.

II) Relationship Orientation (RO)

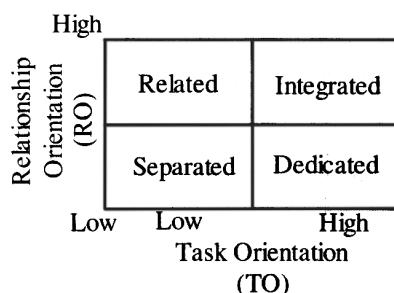
Relationship Orientation (RO) is defined as the extent to which a manager has personal relationships. It is characterized by mutual trust, respectful for subordinates' ideas and suggestion, and their feelings.

III) Effectiveness

Effectiveness is defined as the extent to which a manager is successful in his position. When the style of a leader is appropriate to a given situation, it is termed as effective, when the style is inappropriate to a given situation, it is termed as ineffective.

Thus, the difference between effective and ineffective styles is often not the actual behavior but the appropriateness of the behavior to the environment in which it is used.

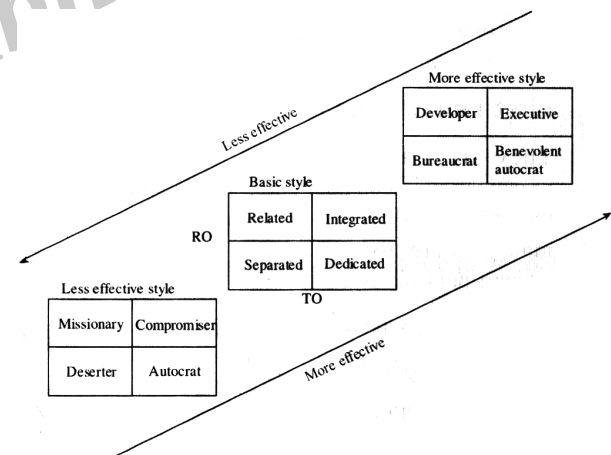
Either degree of TO or RO or a combination of both, is used by leaders. On this basis, basically there are four styles as shown in the figure below.



These four styles represent 4 basic types of behavior.

1. The separated manager is concerned with correcting deviations. He writes rules and policies and enforces them.
2. The related manager accepts others as he finds them, does not worry about time, seen the organization as a social system, likes to work with others and obtains cooperation of others by setting examples.
3. Dedicated manager is domineering, interested only in production and does not identify with subordinates. He cannot work without power.
4. The integrated manager gets himself and his people involved with the organization. There is free two-way common and strong identification and emphasis on team work. Any of the styles can be efforts in some situations but not in others.

Thus, each one of these styles has a less effective as well as more effective equivalent as shown in the figure below.



Thus, the 4 basic styles result into eight styles. These eight styles result from the eight possible combinations of task orientations, relationship orientation. And effectiveness as shown below.

Basic Style	Less Effective Style	More Effective Style
integrated	Compromiser	Executive
Dedicated	Autocrat	Benevolent Autocrat
Related	Missionary	Developer
Separated	Deserter	Bureaucrat

According to this, following are ineffective styles,

1. Deserter

He has both low task and low people orientation and is completely alienated from an organizational life, avoids involvement, does not want to take responsibility and has low commitment and believes in minimal output and works to rule.

2. Missionary

He shows only interests in harmony, believes in easy life, avoids conflicts and does not take initiative. His objective is to keep his colleagues, subordinates' and superiors happy.

3. Autocrat

He is concerned with only the immediate jobs, has no concern for others, his decisions are unilateral and centralised; believes in suppressing and demands obedience of authority; relies more on negative motivation.

4. Compromiser

He uses a high task and relationship orientation in a situation that may not require a high concentration in either; is a poor decision maker and avoids decisions; is work and yielding allows various pressure in the situation to influence him too much.

The Four Effective Styles

1. Bureaucrat

He has high orientation towards organizational rules and regulations is impersonal and less task and relationship oriented, produces only few ideas and does not take initiative.

2. Developer

He tends to display implicit trust in people, relies on high relationship orientation and less task orientation, believes in commitment to work, openness, freedom to act, self-expression and development of subordinates.

3. Benevolent Autocrat

He is a directive manager who knows what he wants and one often gets it without creating resentment is high tasks and less people oriented, adopts positive economic motivation for getting things done and follows feudalistic approach in managing the organization.

4. Executive

He has a high task and high relationship orientation /in a situation where such behavior is appropriate, emphasized team management, task is regarded as inter-dependent and integrated. The style acts as a powerful motivational instrument in the organization. This is a democratic leadership style.

The three-dimensional model recognises that a manager may use more than one style, and no single style is suggested to be appropriate in all situations.

1.3 MANAGERIAL THOUGHTS

Q11. Explain various theories of management.

(OR)

What are the approaches to organization structure management?

Ans : (Dec.-18)

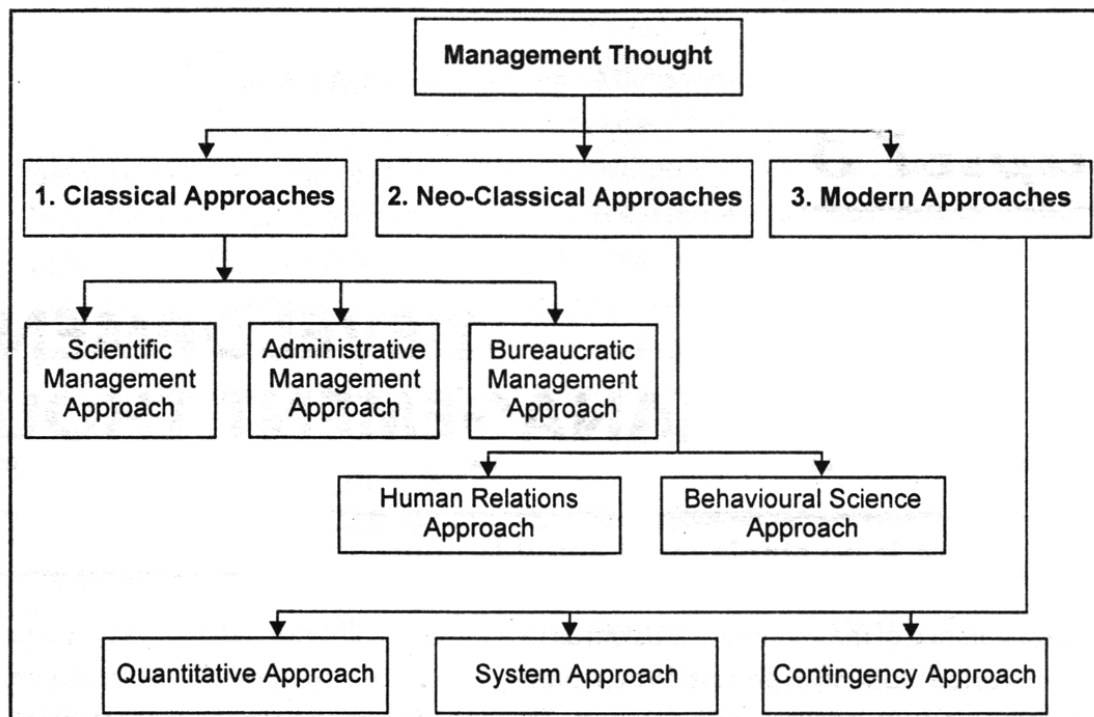
The prevalence of management is as old as the human civilization. Its necessity has been especially felt since man started working in groups. When many people work in a group it becomes very necessary to manage their activities for their smooth conduct. The form present day management which we see these days, was not the same in the beginning. Management experts have expressed different views from time to time. Needless to say that their view are based on their experiments and experience. Some management experts have given prominence to physical resources, while some others have highlighted the importance of human resources. In addition to this some management experts have laid stress upon the system study.

The ideas expressed by all the three about management are associated with decision-making. In other words, according to the first thought the managers give more importance to the physical resources while taking decisions. According to the second thought the human resources are preferred to the physical resources. However, according to the third point of view all the concerned factors are taken into consideration while taking decision.

The approach to management ideology continued developing with the presentation of new thoughts. The process of development of management thought can be divided into three main heads:

1. Classical Approaches
2. Neo-Classical Approaches
3. Modern Approaches

Every approach can be further sub-divided into some branches. The story of the development of management thought has been shown in the following diagram :



1. Classical Approaches

The classical approach to management started around the year 1900. The principles developed under this approach are accepted even today. Under this approach it is felt that man is an inactive source of production and it is important to control him (or this source). It also believes that the employee is motivated by the economic incentives. This approach has three branches:

- (i) Scientific Management
- (ii) Administrative Management
- (iii) Bureaucratic Management.

They are also called the pillars of the classical approach.

2. Neo-Classical Approaches

The neo-classical approach to management developed around the year 1930. The basis of this approach is the classical approach. Under this approach, the classical approach has been presented with some modifications. The main difference between the classical and neo-classical approach is regarding the treatment of the human resources. Under the classical approach, the human resource is ignored and much importance is given to work and physical resources. On the other hand, neo-classical approach understands the importance of human resource. Under the neo-classical approach individual and group relationships have been given due importance. This approach has two basic pillars.

- (i) Human Relations Approach
- (ii) Behavioural Science Approach.

3. Modern Approaches

The modern approach to management was developed around the year 1950. This approach is an improvement upon both the classical and neo-classical approach to management. This approach has three basic pillars :

- (i) Quantitative Approach
- (ii) System Approach
- (iii) Contingency Approach

1.3.1 Classical approach

Q12. Outline classical theory of management.

Ans :

The study of management became more systematis and formal as a by product of the industrial revolution that took place from the 1700s through the 1900s. It was necessary to develop approaches to managing work and people in order to manage all the new factories that were a central part of the Industrial Revolution. The classical approach to management encompasses.

1. Scientific management,
2. Administrative theory and
3. Bureaucratic management

The core of management knowledge lies within the classical school. Its key contributions are planning, organizing, leading and controlling. Many major historical developments in organizations, such as decentralisation of General Electric (GE) in the 1950s, were based on classical principles.

The classical school provides a systematic way of managing people and work that has proven useful over time and represents its major strength. Its major limitation is that it sometimes ignores differences among people and situation. For example, some of the classical principles for developing an organization are not well suited to fast-changing situations. Classical theorists formulated principles for setting up and managing organizations. These views are labelled "classical" because they form the foundation for the field of management thought. The major contributors to the three schools of management though - scientific management, administrative theory, and bureaucratic management are Frederick W. Taylor, Henry Fayol and Max Weber respectively.

Q13. Explain the Weber's theory of bureaucratic administration. State its features, advantages and disadvantages.

Ans :

Max Weber, the father of bureaucracy was a German sociologist who studied various business and government organizations and identified 3 basic forms of business administration such as leader oriented, traditional-oriented and bureaucratic administration. Leader-oriented administration does not involve the delegation of management functions whereas, in traditional-oriented administration managerial positions are passed on from one generation to another.

The most important and ideal form of administration is bureaucratic administration wherein the delegation of management responsibilities is permissible only to those persons who are capable and have the ability to hold the position.

Features of Bureaucratic Administration

Some of the features of bureaucratic administration are,

1. Greater Emphasis on the Compliance of Standard Rules

Weber suggested that the authority in an organization must be managed by following standard rules. The institutional goals must be given prior importance over the personality goals which enables the manager to equally treat all the subordinates. It also helps them to take up decisions by predicting the future courses of action.

2. Systematic Division of Work

Bureaucratic administration is characterized by the systematic division of work which helps in improving the quality process by increasing the efficiency.

3. Follows the Principle of Hierarchy

In bureaucratic administration, principle of hierarchy, is followed wherein, each office at lower level is supervised and controlled by the higher authorities.

4. Knowledge and Training in the Application of Rules

In bureaucratic administration, it is essential to provide knowledge and training to the individuals on the application of rules.

5. Maintaining Record of Administrative Acts, Decisions and Rules

The maintenance of record makes the organization to be self dependent rather than to depend, on others. It also provide clear and accurate understanding of all the concepts of management to its people.

6. Rational Personnel Administration

Depending on the credentials and merit, people are selected and their remuneration is fixed on the basis of their position in the hierarchy. Promotions are done systematically where focus is on gaining loyalty and commitment of people.

Advantages of Bureaucratic Administration

The following are the advantages of Weber's theory of bureaucratic administration,

1. Specialization

Bureaucracy forms the basis for dividing work of the organization into various functional departments. This helps the people to specialize in their respective fields thereby discharging effective performance.

2. Rationality

Bureaucracy develops rationality in an organization wherein judgements are made based on objectives and agreed criteria. In order to offer form or substance to an organization, bureaucracy formulates the duties, responsibilities and reporting relationships in a command hierarchy. This logical designing of activities helps in the implementation of assigned tasks in an organized manner.

3. Predictability

The predictability and stability of an organization are mainly dependent on the rules, regulations, training, specialization, structure and other components of bureaucracy.

4. Democracy

In bureaucratic organizations, the decisions are usually made based on predetermined criteria. Bureaucracy does not consider patronage, favouritism and other arbitrary bases because every citizen has a right to be trained, applied and be selected for a specific job based on their respective qualifications.

Disadvantages of Bureaucracy Administration

Some of the disadvantages of bureaucratic administration are,

1. Over conformity to Rules

In a bureaucratic organization, employees follow "stick to the rule" policy as they assume that a penalty will be charged for violating such rules. So, they only comply with the word of law rather than understanding the true meaning behind such words.

2. Buck-Passing

In a bureaucratic organization, initiatives of people are restrained because in the absence of rules, employees, either postpone their decisions or shift them to others.

3. Categorization of Queries

In a bureaucratic organization, the possible queries which may come from outside have been categorized in advance. Managers need to be prepared with the answers for such queries. If any variation exists between the queries within a category then they will be neglected.

4. Displacement of Goals

In a bureaucratic organization, displacement of goals is a common phenomenon which usually occurs when legitimate goals are substituted with other goals, for which previously there were no allocation of resources.

5. No Real Right of Appeal

In bureaucratic organizations, subordinates are usually dissatisfied as they don't possess real rights of appeal. Often the views of subordinates are usually neglected by their superiors.

6. Neglect Informal Groups

Being a social creature, man usually forms informal group which plays a key role in the organization. The informal groups which perform most of the organizational work are often neglected by the bureaucratic organizations.

7. Rigid Structure

Bureaucratic structures become rigid due to precise description of rules and overconformity to rules. Such type of structures, may be suitable in case of stable environments but may not remain functional in the changing environment.

8. Incapable to Fulfill the Requirements of Mature Individuals

Chris Argyris developed maturity-immaturity theory which explains the inability of bureaucratic organizations to fulfill the needs of mature individuals who are working in such organizations. This theory believed that a mature individual demands independence, initiative, self control, opportunity to make use of all his skills and information in planning his future. But the hierarchical and controlling features of a bureaucratic organization operate against these needs.

1.3.2 Human Relations Approach**Q14. Discuss the contributions and major concepts in human relations approach.**

Ans : (Dec.-18)

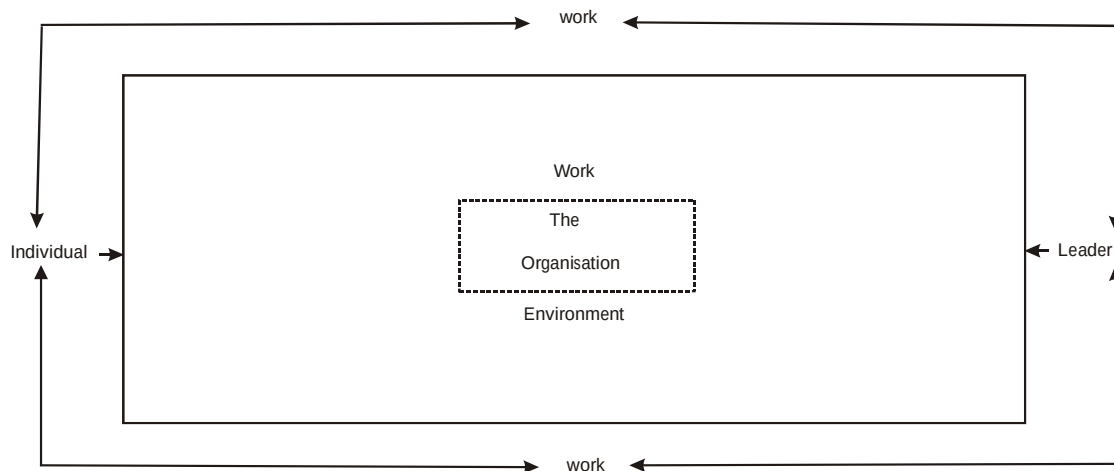
The human element was recognised even in the Scientific Management School. The human relations approach is the outcome of reactions of classical theorists like Mary Parker and Chester I Barnard. Elton Mayo and his associates pointed out that the techniques of scientific management are not adequate and they do not contribute to individual and organisational goals.

The essence of human relations approach is that workers should be treated as human beings but not as mere factors of production. Workers' needs, feelings attitudes, values and desires are extremely important. The theme of human relations approach is that (i) organisational situation should be viewed in social terms as well as in economic and technical terms and (ii) the social process of group behaviour can be understood in terms of the clinical method analogous to the doctor's diagnosis of the human organism.

Human Relations

According to experts in human relations, organisations should be viewed as a social system with economic and social dimensions. The work environment should be conducive for the restoration of man's dignity.

Sound human relations encourage people to work together. It is determined by the nature of the leader, the work environment and the work.



Basic Model

The humanistic approach is based on two assumptions *viz.* (i) the organisation is a system designed to produce or distribute a product or a service at a reasonable price and (ii) the organisation is a social system through which individuals try to find expression for their needs, goals and aspirations. The basic model for this approach should be employer participation, job satisfaction and increased productivity.

The Individual

According to the neoclassical theory, individual behaviour is affected by feelings, sentiments and attitudes. An individual is motivated not only by economic factors but also by social factors. Due consideration should be given to economic and social factors in motivating employees.

The Work Group

The social group is the centre of focus of human relations studies. The Hawthorne studies proved that the informal work groups exert tremendous influence over workers' behaviour patterns. Work is a social interaction, where workers are more satisfied as members in a social group.

The Organisation and the Work Environment

An industrial organisation is a techno-economic and social system. Hence it is necessary to understand rational as well as non-rational and formal as well as informal aspects and the work environment of an organisation. Positive work environments are characterized by factors like: clearly stated goals, incentives to improve performance, performance feedback, employee involvement in decision making, rules to the minimum extent, interesting and challenging work and the like.

The Leader

The leader has to use all types of resources including human resources in the process of attaining organisational goals. Proper utilisation of human resources enables the leader to achieve these goals effectively. A leader can contribute significantly for high productivity by creating a conducive and free-work environment.

Criticisms of the Human Relations Approach

(i) Scientific Validity

Although the Hawthorne Experiments profoundly influenced the managers in managing their employees, the studies had many weaknesses of design, analysis and his interpretation. Whether Mayo and colleagues' conclusions are consistent with their data is still the subject of lively debate and considerable confusion. These studies had a clinical bias as they discounted theory and stressed on radical empiricism. Most of the conclusions are not supported by adequate scientific evidence.

(ii) Shortsighted

The following points confirm the shortsightedness of approach: (i) it lacks adequate focus on the work; (ii) human relations tend to neglect economic dimensions of work satisfaction and (iii) human relations research is concerned with only operative employees but not managerial and supervisory personnel.

(iii) Overconcern with happiness

The Hawthorne studies suggested that happy employees would be productive employees. But studies have failed to establish a positive correlation between happiness and productivity.

(iv) Misunderstanding of Participation

Many of the post Hawthorne human relationists expected that participation would reduce resistance to formal authority and would ensure worker's support for organisational goals. But recent studies indicate that employees want to be utilized properly.

(v) The Mystery surrounding group decision-making

Research evidence on the superiority of group decision-making to individual decision-making is conflicting and inconclusive. The entire thinking of group decision-making is mystical.

(vi) Conflict

The human relationists failed to recognise positive aspects of conflict like creative force in society. They believed that conflict is always bad and should be minimised.

(vii) Anti-Individualist

The human relations movement is anti-individualist. The concept of individualism and individual behaviour which is predominant in an organisational setting is overridden by the concept of group decision making and group behaviour. Human relations approach failed to describe completely individuals in the work place.

(viii) Total Work Environment is not considered

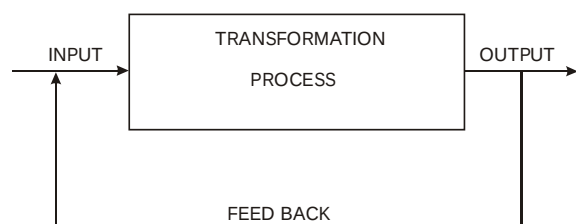
Work environment comprises of organisational structure, its culture and climate, labour management relations, social environment etc. But the human relations approach considered only social environment as the total work environment.

The next approach developed towards management is systems approach. Now we shall study the system approach to management.

1.3.3 System approach**Q15. Discuss the concept of system approach in Management**

Ans :

A system in simple terms is a set of interrelated parts. It is a group of interrelated but separate elements working towards a common purpose. The arrangement of elements must be orderly, there must be proper communication facilitating interaction between the elements and finally the interaction should lead to achieve a common goal. The organization transforms input into a variety of outputs and offers the same to the external environment in the form of products good and services. Sale of the output provides the necessary energy (feedback) to the system cycle.



The system approach provides a unified focus to organizational efforts. A major contribution of the system approach results from its strong emphasis on the interrelatedness or mutuality of the parts of an organization. Another important benefit of system theory lies in its treatment of the organization as an open system. A close system imports something from the environment and exports something into the environment. The system theory of management is characterized by the following:

(a) Dynamic

Within the organization the process of interaction between subsystems is dynamic.

(b) Multilevel and Multidimensional

It is micro within the nation's industrial network and it is macro with respect to its internal units. The modern manager is forced to recognize the importance of parts as well as the whole.

(c) Multimotivated

Motivation is an extremely complex process and drawing simplistic equation is a futile exercise.

(d) Probabilistic

Modern theory tends to probabilistic. Statement in modern theory tends to be qualified with phrases such as may be, in general and usually because modern theory recognizes that few predictive statement can be made with certainty.

(e) Multidisciplinary

Modern theory of management is enriched by contribution from disciplines like sociology, psychology, economics, anthropology, ecology mathematics, operations research and so on.

(f) Descriptive

Individual are free to select the objectives and the methods to improve organizational effectiveness.

(g) Multivariable

There is no simple cause effect phenomenon in organizational activities. An event may be the product of many factors that are in turn interrelated and interdependent.

(h) Adaptive

An organization and its environment are expected to rearrange their parts. Organization tries to cope with environment changes through the feed back mechanism. An organization must produce output acceptable to components in environment. It is true that System theory provides a broad Philosophical perspective that bridge academic disciplines and mounts integrated attack on a wide variety of problem.

1.3.4 Contingency approach**Q16. Explain Contingency approach of Management.**

Ans :

The contingency approach believes that it is impossible to select one way of managing that works best in all situations like promoted by Taylor. Their approach is to identify the conditions of a task (scientific management school), managerial job (administrative management school) and person (human relations school) as parts of a complete management situation and attempt to integrate them all into a solution which is most appropriate for a specific circumstance. Contingency refers to the immediate (contingent or touching) circumstances.

The manager has to systematically try to identify which technique or approach will be the best solution for a problem which exists in a particular circumstance or context.

The contingency approach seeks to apply to real life situations ideas drawn from various schools of management thought. They claim that no one approach is universally applicable and different problems and situations require different approaches. Managers must try to find the approach that is the best for them in a certain given situation, so they can achieve their goals.

It is important to note that the contingency approach stresses the need for managers to examine the relationship between the internal and external environment of an organization. Critics of the contingency approach have blamed it to lack theoretical foundation and are basically intuitive. Managers today are advised to analyze a situation and use ideas from the various schools of thought to find an appropriate combination of management techniques to meet the needs of the situation.

Q17. What is the difference between the systems approach vs. contingency approach.

Ans :

S.No.	Nature	Systems Approach	Contingency Approach
1.	Emphasis	The emphasis is on interdependence and interaction among sub-systems.	It emphasises the impact of environment on organisational design and managerial style.
2.	Focus	The focus is on the internal environment and sub-systems of the organisation.	The focus is on external environment of the organisation.
3.	Situation	It treats all organisations alike and the background of the organisation is not taken into account.	Each organisation is taken as unique entity. Different organisations have different nature and face different situations.
4.	Environment	The organisation interacts with the environment and adjusts as per the changes.	The impact of the environment on organisation structure and managerial style is the major concern of contingency approach.
5.	Model	It provides a theoretical model of understanding the organisation and its sub-systems.	It suggests practical solutions to organisational problems.
6.	Classical	It is silent on the validity of classical principles principles of management.	It rejects the blind application of classical principles of management.

This approach lacks theoretical base. A manager is expected to know all the alternative courses of action before taking action in a situation. It is not always possible.

1.3.5 Hawthorne's Experiments

Q18. Comment on Hawthorne experiments and their outcomes.

Ans :

(Aug.-21, Jan.-20, July-18, Feb.-17)

An intensive and systematic analysis of human factor was made in the form of Hawthorne Experiments. Elton Mayo is generally recognised as the father of human relations approach although a number of professors of the Harvard Business School and managers of Hawthorne Plant of Western Electric Company, USA where the experiments were conducted between 1924 and 1933 had been associated with him. The series of experiments conducted may be classified as:

(i) Phase 1: Illumination Experiments

This experiment was conducted to know the impact of illumination on productivity. The experiment involved the prolonged observation of two groups of employees making telephone relays. The intensity of light under which one group worked (test group) systematically varied while the light was held constant for the second group (control group). The productivity of the test group and control group increased. The researchers concluded that some other variables were contaminating the effects of the light changes.

(ii) Phase 2. Relay Assembly Test Group

A small group of workers was placed in a separate room and a number of variables were altered - like wages were increased, rest periods of varying lengths were introduced, the workday and work week were shortened. The supervisors, who acted as observers, also allowed the groups to choose their own rest periods and members of their own groups and to involve in decision making regarding suggested changes. Performance tended to increase over the period but it also increased and decreased erratically.

(iii) Phase 3. Interviewing Programme

Mayo initiated a three year long interviewing programme in 1828, covering more than 21,000 employees to find out the causes for increased productivity. The emphasis of this phase was on human relations rather than on working conditions. This programme initially proved to be useless as employees often gave stereotyped responses. This led the interviewers towards asking indirect questions. Then the employees began to air their feelings freely. The point demonstrated by this interviewing programme is central to the human relations approach. And for the first time, the importance of the informal work group is recognised. Then, the bank wiring room experiment was set up in order to find out how informal work groups operate.

(iv) Phase 4. The Bank Wiring Observation Room Experiment (1931-32)

In this experiment, 14 male workers were formed into a work group and intensively observed for seven months in the bank wiring room, engaged in the assembly of terminal banks for the use in telephone exchanges. The employees were paid individual wages and a bonus based on group effort. It was expected that highly efficient workers would bring pressure on others for increased output and high bonus. However, the expected results did not come about and indeed the group developed specific mechanisms to protect themselves based on certain sentiments:

The rate buster sentiment	:	don't turn out too much work.
The chiseler sentiment	:	don't turn out too little work.
The squealer sentiment	:	don't tell superiors anything that would harm an associate.
The officious sentiment	:	don't act too officious in performing duties, conform rather to work group norms.

Work group norms, beliefs, sentiments had a greater impact in influencing individual behaviour than did the monetary incentives offered by the management. Thus, the Hawthorne Experiments indicated that employees were not only economic beings but social and psychological beings as well.

The researchers concluded that employees would work better had they believed that the management was concerned about their welfare and supervisors paid special attention to them. This phenomenon (subsequently labelled the Hawthorne effect), has remained quite controversial to this day.

The concept social man, according to Mayo, motivated by social needs, wanting, rewarding, on-the- job relationships and responding more to work - group pressures than to management control- was necessary to complement the old concept of rational man motivated by personal economic needs.

Implications

Human relations involves motivating people in organization in order to develop team work which effectively fulfills their needs and achieves organisational goals. The major findings of the experiments are,

1. Social Factors in Output

Elton Mayo has described an organisation as "A social System" a system of cliques, informal status system, rituals and a mixture of logical and nonlogical behaviours. Since people are social beings, their social characteristics determine the output and efficiency in the organisation - Economic rewards may not necessarily motivate the people, many non-economic rewards and sanctions affect the behaviour of workers and modify the impact of economic rewards.

2. Group Influence

Workers create groups different from their official group. Groups are formed to overcome the short coming of formal relationship. Group determine the norm of behaviour of members. Thus management cannot deal with workers as individuals but as members of work group subject to the influence of the group.

3. Conflicts

The informal relations of workers create groups, and there exists conflict between organisation and groups so created. Conflict may also arise because of maladjustments of workers and organisation. As the individual moves through the time and space within the organisation, there constantly arises the need for adjustment of the individual to the total structure.

4. Leadership

Leadership is one of the most important aspects of managerial functions. Leadership cannot come only from a formally appointed superior. In some areas, informal leader is more important in directing group behaviour because of his identity with group objective.

5. Supervision

Supervisory climate is an important aspect in determining efficiency and output. Friendly to the workers, attentive, genuinely concerned supervision affects the productivity favourably.

6. Communication

Communication is an important aspect of organisation. Through communication, workers can be explained the rationality of a particular action, participation of workers can be sought in decision making concerning the matter of their importance, problems faced by them can be identified and attempts can be made to remove those. A better understanding between management and workers can be developed by identifying their attitudes, opinions and methods of working and taking suitable actions on these.

Criticisms of Hawthorn's Experiments

1. The Hawthorn researchers did not give sufficient attention to the attitudes that people bring with them to the workplace.
2. The hawthorn's plant was not typical plant because it was thoroughly unpleasant place to work. Hence, the results could not be valid for others.
3. The Hawthorn studies look upon the worker as a means to an end and not an end himself.

1.3.6 Contributions of Henry Fayol**1.3.6.1 Management Principles**

Q19. What are the modern management principles advocated by Henry fayol?

(OR)

Describe the principles of Management and explain them in brief.

(OR)

Discuss the contribution of Henry fayol to the field of Management.

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

1. Division of Work

The specialization of the workforce according to the skills a person, creating specific personal and professional development within the labour force and therefore increasing productivity; leads to specialization which increases the efficiency of labour. By separating a small part of work, the workers speed and accuracy in its performance increases. This principle is applicable to both technical as well as managerial work.

2. Authority and Responsibility

The issue of commands followed by responsibility for their consequences. Authority means the right of a superior to give order to his subordinates; responsibility means obligation for performance. This principle suggests that there must be parity between authority and responsibility. They are co-existent and go together, and are two sides of the same coin.

3. Discipline

Discipline refers to obedience, proper conduct in relation to others, respect of authority, etc. It is essential for the smooth functioning of all organizations.

4. Unity of Command

This principle states that every subordinate should receive orders and be accountable to one and only one superior. If an employee receives orders from more than one superior, it is likely to create confusion and conflict. Unity of Command also makes it easier to fix responsibility for mistakes.

5. Unity of Direction

All those working in the same line of activity must understand and pursue the same objectives. All related activities should be put under one group, there should be one plan of action for them, and they should be under the control of one manager. It seeks to ensure unity of action, focusing of efforts and coordination of strength.

6. Subordination of Individual Interest

The management must put aside personal considerations and put company objectives first. Therefore the interests of goals of the organization must prevail over the personal interests of individuals.

7. Remuneration

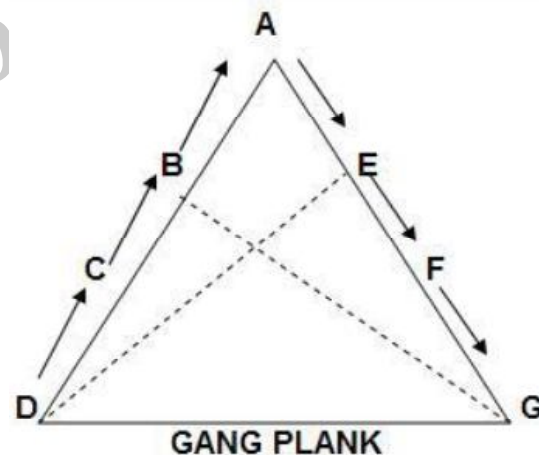
Workers must be paid sufficiently as this is a chief motivation of employees and therefore greatly influences productivity. The quantum and methods of remuneration payable should be fair, reasonable and rewarding of effort.

8. The Degree of Centralization

The amount of power wielded with the central management depends on company size. Centralization implies the concentration of decision making authority at the top management. Sharing of authority with lower levels is called decentralization. The organization should strive to achieve a proper balance.

9. Scalar Chain

Scalar Chain refers to the chain of superiors ranging from top management to the lowest rank. The principle suggests that there should be a clear line of authority from top to bottom linking all managers at all levels. It is considered a chain of command. It involves a concept called a "gang plank" using which a subordinate may contact a superior or his superior in case of an emergency, defying the hierarchy of control. However the immediate superiors must be informed about the matter.

**10. Order**

Social order ensures the fluid operation of a company through authoritative procedure. Material order ensures safety and efficiency in the workplace.

11. Equity

Employees must be treated kindly, and justice must be enacted to ensure a just workplace. Managers should be fair and impartial when dealing with employees.

12. Stability of Tenure of Personnel

The period of service should not be too short and employees should not be moved from positions frequently. An employee cannot render useful service if he is removed before he becomes accustomed to the work assigned to him.

13. Initiative

Using the initiative of employees can add strength and new ideas to an organization. Initiative on the part of employees is a source of strength for the organization because it provides new and better ideas. Employees are likely to take greater interest in the functioning of the organization.

14. Esprit de Corps

This refers to the need of managers to ensure and develop morale in the workplace; individually and communally. Team spirit helps develop an atmosphere of mutual trust and understanding. These can be used to initiate and aid the processes of change, organization, decision making, skill management and the overall view of the management function.

Q20. Differentiate between Unity of Command and Unity of Direction.

Ans :

S.No.	Basis	Unity of command	Unity of direction
1.	Meaning	It implies that a sub - ordinate receive orders & instruction from only one boss.	It means one head, one plan for a group of activities having similar objectives.
2.	Nature	It is related to the functioning of personnel's	It is related to the functioning of departments, or organization as a whole.
3.	Necessity	It is necessary for fixing responsibility of each sub-ordinate.	It is necessary for sound organization.
4.	Advantage	It avoids conflicts, confusion & chaos.	It avoids duplication of efforts and wastage of resources.
5.	Result	It leads to better superior sub-ordinate relationship.	It leads to smooth running of the enterprise.

1.3.7 Scientific Management - FW Taylor**Q21. Write short note on Scientific Management.**

Ans :

(Aug.-21, Jan.-18)

Fredrick Winslow Taylor commonly known as Father of Scientific Management started his career as an operator and rose to the position of chief engineer. He conducted various experiments during this process which forms the basis of scientific management. It implies application of scientific principles for studying & identifying management problems.

According to Taylor, Scientific Management is an art of knowing exactly what you want your men to do and seeing that they do it in the best and cheapest way . In Taylors view, if a work is analysed scientifically it will be possible to find one best way to do it.

Hence scientific management is a thoughtful, organized, dual approach towards the job of management against hit or miss or Rule of Thumb.

According to Drucker, The cost of scientific management is the organized study of work, the analysis of work into simplest element & systematic management of worker's performance of each element.

Q22. Briefly explain the Principles of Scientific Management.

Ans : (Jan.-18)

1. Development of Science for each part of men's job (replacement of rule of thumb)

- (a) This principle suggests that work assigned to any employee should be observed, analyzed with respect to each and every element and part and time involved in it.
- (b) This means replacement of odd rule of thumb by the use of method of enquiry, investigation, data collection, analysis and framing of rules.
- (c) Under scientific management, decisions are made on the basis of facts and by the application of scientific decisions.

2. Scientific Selection, Training & Development of Workers

- (a) There should be scientifically designed procedure for the selection of workers.
- (b) Physical, mental & other requirement should be specified for each and every job.
- (c) Workers should be selected & trained to make them fit for the job.
- (d) The management has to provide opportunities for development of workers having better capabilities.
- (e) According to Taylor efforts should be made to develop each employee to his greatest level and efficiency & prosperity.

3. Co-operation between Management & workers or Harmony not discord

- (a) Taylor believed in co-operation and not individualism.
- (b) It is only through co-operation that the goals of the enterprise can be achieved efficiently.
- (c) There should be no conflict between managers & workers.
- (d) Taylor believed that interest of employer & employees should be fully harmonized so as to secure mutually understanding relations between them.

4. Division of Responsibility

- (a) This principle determines the concrete nature of roles to be played by different level of managers & workers.
- (b) The management should assume the responsibility of planning the work whereas workers should be concerned with execution of task.
- (c) Thus planning is to be separated from execution.

5. Mental Revolution

- (a) The workers and managers should have a complete change of outlook towards their mutual relation and work effort.
- (b) It requires that management should create suitable working condition and solve all problems scientifically.
- (c) Similarly workers should attend their jobs with utmost attention, devotion and carefulness. They should not waste the resources of enterprise.
- (d) Handsome remuneration should be provided to workers to boost up their moral.
- (e) It will create a sense of belongingness among worker.
- (f) They will be disciplined, loyal and sincere in fulfilling the task assigned to them.
- (g) There will be more production and economical growth at a faster rate.

6. Maximum Prosperity for Employer & Employees

- (a) The aim of scientific management is to see maximum prosperity for employer and employees.
- (b) It is important only when there is opportunity for each worker to attain his highest efficiency.
- (c) Maximum output & optimum utilization of resources will bring higher profits for the employer & better wages for the workers.
- (d) There should be maximum output in place of restricted output.
- (e) Both managers & workers should be paid handsomely.

Q23. State the criticisms of scientific Management.

Ans :

Although it is accepted that the scientific management enables the management to put resources to its best possible use and manner, yet it has not been spared of severe criticism.

Workers Viewpoint

- 1. Unemployment:** Workers feel that management reduces employment opportunities from them through replacement of men by machines and by increasing human productivity less workers are needed to do work leading to chucking out from their jobs.
- 2. Exploitation:** Workers feel they are exploited as they are not given due share in increasing profits which is due to their increased productivity. Wages do not rise in proportion as rise in production. Wage payment creates uncertainty & insecurity (beyond a standard output, there is no increase in wage rate).
- 3. Monotony:** Due to excessive specialization the workers are not able to take initiative on their own. Their status is reduced to being mere cogs in wheel. Jobs become dull. Workers loose interest in jobs and derive little pleasure from work.

4. Weakening of Trade Union: To everything is fixed & predetermined by management. So it leaves no room for trade unions to bargain as everything is standardized, standard output, standard working conditions, standard time etc. This further weakens trade unions, creates a rift between efficient & in efficient workers according to their wages.

5. Over speeding: The scientific management lays standard output, time so they have to rush up and finish the work in time. These have adverse effect on health of workers. The workers speed up to that standard output, so scientific management drives the workers to rush towards output and finish work in standard time.

Employer s Viewpoint

- 1. Expensive:** Scientific management is a costly system and a huge investment is required in establishment of planning dept., standardization, work study, training of workers. It may be beyond reach of small firms. Heavy food investment leads to increase in overhead costs.
- 2. Time Consuming:** Scientific management requires mental revision and complete reorganizing of organization. A lot of time is required for work, study, standardization & specialization. During this overhauling of organization, the work suffers.

1.3.8 Peter Drucker**Q24. Explain the contribution of Peter Drucker to the field of management.**

Ans :

Peter Drucker is an American management thinker, writer, educator, consultant and a social ecologist. He has made a significant contribution to the modern business corporation. The contribution of Peter Drucker can be seen in the following areas,

1. Objectives of Management

According to Peter Drucker, eight areas of management require objective setting i.e., innovation, profitability, physical and financial sources, market standing, managerial performance and development, public responsibility, workers attitudes and performance and productivity.

2. Organizational Change and Development

Peter F. Drucker has also focussed on the area of change in organization. In his opinion, organizations should bring some useful changes gradually as the changes result in societal development.

3. Organization Structure

Peter Drucker focussed on developing effective structure instead of a bureaucratic structure. In his view, the features of an effective organization are,

- (a) Performance orientation
- (b) Minimum managerial level
- (c) Provision for training future top managers.

Apart from the above areas, there are more areas in which Peter has contributed including HRM, marketing management, general management, organizational behavior.

4. Management by Objectives (MBO)

One of the best contributions of Peter F. Drucker to management is "Management By Objectives (MBO)". In this approach, he focussed on the participation of employee in management and self-control for improved managing. This philosophy has been approved and adopted successfully by many organizations across the world.

Rahul Publications

Short Question and Answers

1. Write a note on 3D model of management behaviour.

Ans :

Reddin conceptualised a three-dimensional grid, also known as 3-D management, borrowing some of the ideas from Managerial grid.

Three-dimensional axes represent task-orientation, relationship-orientation and effectiveness. Reddin has integrated the concepts of leadership styles with the situational demand of a specific environment.

I) Task Orientation (TO)

Task Orientation (TO) is defined as the extent to which a manager directs his subordinates efforts towards goal attainment. It is characterized by Planning, Organizing and Controlling.

II) Relationship Orientation (RO)

Relationship Orientation (RO) is defined as the extent to which a manager has personal relationships. It is characterized by mutual trust, respectful for subordinates' ideas and suggestion, and their feelings.

III) Effectiveness

Effectiveness is defined as the extent to which a manager is successful in his position. When the style of a leader is appropriate to a given situation, it is termed as effective, when the style is inappropriate to a given situation, it is termed as ineffective.

Thus, the difference between effective and ineffective styles is often not the actual behavior but the appropriateness of the behavior to the environment in which it is used.

2. Define Management.

Ans :

Introduction

One of the most important activities in business is the management of the 4M's – men,

machines, material and money. The term 'management' can be interpreted differently in difficult contexts. Hence, it is difficult to define. In one context, it may comprise the activities of executives and administrative personnel in an organization, while in another, it may refer to a system of getting things done.

In a broad perspective, management can be considered as the proper utilization of people and other resources in an organization to accomplish desired objectives. With increasing global competition, changes in the world of technology, changing business practices and increasing social responsibility of organizations, the role of managers has become all the more significant.

Meaning

It refers to the process of conducting a set of functions (planning, organizing, staffing, directing and controlling) to get the work done in an efficient and effective manner. Simply, management is an art of getting things done through others.

Definitions

Different experts have defined management on the basis of its features. Some experts, have defined management as an 'art of getting things done', while others give more importance to its 'function oriented form'. In the same manner, some experts think management is related to 'decision making', while others are of the opinion that 'productivity and efficiency' are its basis. Following are the main definitions of management.

(i) **According to Harold Koontz**, "Management is the art of getting things done through others and with formally organized groups."

(ii) **According to George R. Terry**, "Management is a distinct process consisting of planning, organizing, actuating and controlling; utilizing in each both science and art, and followed in order to accomplish predetermined objectives."

- (iii) **According to F.W. Taylor**, "Management is the art of knowing what you want to do and then seeing that they do it in the best and the cheapest way."

3. Explain the main Objectives of Management.

Ans :

The main objectives of management are:

(i) Getting Maximum Results with Minimum Efforts

The main objective of management is to secure maximum outputs with minimum efforts & resources. Management is basically concerned with thinking & utilizing human, material & financial resources in such a manner that would result in best combination. This combination results in reduction of various costs.

(ii) Increasing the Efficiency of factors of Production

Through proper utilization of various factors of production, their efficiency can be increased to a great extent which can be obtained by reducing spoilage, wastages and breakage of all kinds, this in turn leads to saving of time, effort and money which is essential for the growth & prosperity of the enterprise.

(iii) Maximum Prosperity for Employer & Employees

Management ensures smooth and coordinated functioning of the enterprise. This in turn helps in providing maximum benefits to the employee in the shape of good working condition, suitable wage system, incentive plans on the one hand and higher profits to the employer on the other hand.

(iv) Human betterment & Social Justice

Management serves as a tool for the upliftment as well as betterment of the society. Through increased productivity & employment, management ensures better standards of living for the society. It provides justice through its uniform policies.

4. Process of Management

Ans :

Management refers to a series of inter-related functions. It is the process by which management creates, operates and directs purposive organization through systematic, coordinated and co-operated human efforts, according to George R. Terry, "Management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objective by the use of human beings and other resources". As a process, management consists of three aspects:

(i) Management is a social process

Since human factor is most important among the other factors, therefore management is concerned with developing relationship among people. It is the duty of management to make interaction between people - productive and useful for obtaining organizational goals.

(ii) Management is an integrating process

Management undertakes the job of bringing together human physical and financial resources so as to achieve organizational purpose. Therefore, is an important function to bring harmony between various factors.

(iii) Management is a continuous process

It is a never ending process. It is concerned with constantly identifying the problem and solving them by taking adequate steps. It is an on-going process.

5. Planning

Ans :

It is the basic function of management. It deals with chalking out a future course of action & deciding in advance the most appropriate course of actions for achievement of pre-determined goals. According to KOONTZ, Planning is deciding in advance – what to do, when to do & how to do. It bridges the gap from where we are & where we want to be . A plan is a future course of actions. It is an exercise in problem solving & decision making. Planning is determination of courses of action to achieve desired

goals. Thus, planning is a systematic thinking about ways & means for accomplishment of pre-determined goals. Planning is necessary to ensure proper utilization of human & non-human resources. It is all pervasive, it is an intellectual activity and it also helps in avoiding confusion, uncertainties, risks, wastages etc. Budgeting Planning involves the following steps.

- (i) Determination of objectives;
- (ii) Forecasting;
- (iii) Formulation of policies and programmes;
- (iv) Preparation of schedules

Planning is a process of seeking answer to some of the following particular questions:

- (i) What is to be done?
- (ii) Why it is to be done?
- (iii) How the work will be done?
- (iv) Who will do the work?
- (v) When the work will be done?
- (vi) Where the work will be done?

Planning pervades at all the levels of organization. But the scope of planning is not the same at each level of organization. Higher the level of organization, the broader the scope of planning. Planning may be long term and short term.

6. Controlling

Ans :

It implies measurement of accomplishment against the standards and correction of deviation if any to ensure achievement of organizational goals. The purpose of controlling is to ensure that everything occurs in conformities with the standards. An efficient system of control helps to predict deviations before they actually occur.

Definitions

According to Theo Haimann, Controlling is the process of checking whether or not proper progress is being made towards the objectives and goals and acting if necessary, to correct any deviation.

According to Koontz & O Donell

Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being accomplished. Therefore controlling has following steps:

- (a) Establishment of standard performance.
- (b) Measurement of actual performance.
- (c) Comparison of actual performance with the standards and finding out deviation if any.
- (d) Corrective action.

7. Typology

Ans :

(i) First-Line Management/Managers

First Line or first level management is the lowest level of management in an organization, at which the managers/supervisors are responsible for the work of non-management employees. The managers at this level provide direction to the employees and they do not look after the other managers of the organization. These managers are often called as 'unit managers' or 'department managers'.

Some of the examples of first-line managers are,

- (a) Foreman or production supervisor in a manufacturing company.
- (b) Technical supervisor in a research department.
- (c) Clerical supervisor in an office.

(ii) Middle Management/Managers

There are more than one level in middle level management. The managers at this level perform the dual function of directing the lower-level managers, as well as operating the employees at other levels. The primary responsibility of middle managers is to direct the activities which execute the organizational policies and to balance the demands of their managers with the employees capacities.

(iii) Top Management/Managers

Top management looks after the overall management of the organization. There are only

few people called executives working at this level. They develop policies and guides the interactions of the organization with the environment. These managers are often entitled to the positions of 'Chief Executive Officer', 'President' and 'Vice-president'.

8. Classical Approaches

Ans :

The classical approach to management started around the year 1900. The principles developed under this approach are accepted even today. Under this approach it is felt that man is an inactive source of production and it is important to control him (or this source). It also believes that the employee is motivated by the economic incentives. This approach has three branches:

- (i) Scientific Management
- (ii) Administrative Management
- (iii) Bureaucratic Management.

They are also called the pillars of the classical approach.

9. Neo-Classical Approaches

Ans :

The neo-classical approach to management developed around the year 1930. The basis of this approach is the classical approach. Under this approach, the classical approach has been presented with some modifications. The main difference between the classical and neo-classical approach is regarding the treatment of the human resources. Under the classical approach, the human resource is ignored and much importance is given to work and physical resources. On the other hand, neo-classical approach understands the importance of human resource. Under the neo-classical approach individual and group relationships have been given due importance. This approach has two basic pillars.

- (i) Human Relations Approach
- (ii) Behavioural Science Approach.

10. Human Relations Approach

Ans :

The human element was recognised even in the Scientific Management School. The human relations approach is the outcome of reactions of classical theorists like Mary Parker and Chester I Barnard. Elton Mayo and his associates pointed out that the techniques of scientific management are not adequate and they do not contribute to individual and organisational goals.

The essence of human relations approach is that workers should be treated as human beings but not as mere factors of production. Workers' needs, feelings attitudes, values and desires are extremely important. The theme of human relations approach is that (i) organisational situation should be viewed in social terms as well as in economic and technical terms and (ii) the social process of group behaviour can be understood in terms of the clinical method analogous to the doctor's diagnosis of the human organism.

11. System Approach

Ans :

A system in simple terms is a set of interrelated parts. It is a group of interrelated but separate elements working towards a common purpose. The arrangement of elements must be orderly, there must be proper communication facilitating interaction between the elements and finally the interaction should lead to achieve a common goal. The organization transforms input into a variety of outputs and offers the same to the external environment in the form of products good and services. Sale of the output provides the necessary energy (feedback) to the system cycle.

12. Contingency approach of Management.

Ans :

The contingency approach believes that it is impossible to select one way of managing that works best in all situations like promoted by Taylor. Their approach is to identify the conditions of a task

(scientific management school), managerial job (administrative management school) and person (human relations school) as parts of a complete management situation and attempt to integrate them all into a solution which is most appropriate for a specific circumstance. Contingency refers to the immediate (contingent or touching) circumstances.

The manager has to systematically try to identify which technique or approach will be the best solution for a problem which exists in a particular circumstance or context.

The contingency approach seeks to apply to real life situations ideas drawn from various schools of management thought. They claim that no one approach is universally applicable and different problems and situations require different approaches. Managers must try to find the approach that is the best for them in a certain given situation, so they can achieve their goals.

It is important to note that the contingency approach stresses the need for managers to examine the relationship between the internal and external environment of an organization. Critics of the contingency approach have blamed it to lack theoretical foundation and are basically intuitive. Managers today are advised to analyze a situation and use ideas from the various schools of thought to find an appropriate combination of management techniques to meet the needs of the situation.

13. Esprit de Corps

Ans :

This refers to the need of managers to ensure and develop morale in the workplace; individually and communally. Team spirit helps develop an atmosphere of mutual trust and understanding. These can be used to initiate and aid the processes of change, organization, decision making, skill management and the overall view of the management function.

14. Scalar Chain

Ans :

Scalar Chain refers to the chain of superiors ranging from top management to the lowest rank.

The principle suggests that there should be a clear line of authority from top to bottom linking all managers at all levels. It is considered a chain of command. It involves a concept called a "gang plank" using which a subordinate may contact a superior or his superior in case of an emergency, defying the hierarchy of control. However the immediate superiors must be informed about the matter.

15. Scientific Management.

Ans :

Fredrick Winslow Taylor commonly known as Father of Scientific Management started his career as an operator and rose to the position of chief engineer. He conducted various experiments during this process which forms the basis of scientific management. It implies application of scientific principles for studying & identifying management problems.

According to Taylor, Scientific Management is an art of knowing exactly what you want your men to do and seeing that they do it in the best and cheapest way. In Taylors view, if a work is analysed scientifically it will be possible to find one best way to do it.

Hence scientific management is a thoughtful, organized, dual approach towards the job of management against hit or miss or Rule of Thumb.

According to Drucker, The cost of scientific management is the organized study of work, the analysis of work into simplest element & systematic management of worker's performance of each element.

Choose the Correct Answers

1. Which of the following are functions of management. [d]
(a) Planning (b) Organising
(c) Staffing (d) All the above.
2. Human objectives of management involves [c]
(a) Welfare of employees (b) Customer satisfaction
(c) Both (a) and (b) (d) Profit earning.
3. Some of the following principles of management was suggested by Henry Fayol, [d]
(a) Unity of command (b) Unity of direction
(c) Scalar chain (d) All the above.
4. The function which helps in recruiting the suitable personnel is [c]
(a) Organizing (b) Planning
(c) Staffing (d) Decision-making.
5. Which principle of management implies that members in an organisation must receive instruction from only one person. [d]
(a) Division of labour (b) Authority
(c) Centralization (d) Unity of command
6. Some of the managerial roles played by managers are [d]
(a) Interpersonal roles (b) Information roles
(c) Decisional roles (d) All the above
7. Management is defined as; [d]
(a) getting things done so that demand is fulfilled
(b) getting things done through other people
(c) to know what actually has been produced and which should have been
(d) to work for others.
8. In comparison to top level managers, a first -line supervisor will spend more time in : [d]
(a) direction of subordinates (b) policy making
(c) public relations (d) long range planning
9. The founder of scientific management movement was: [b]
(a) Henri Fayol (b) F.W.Taylor
(c) Elton Mayo (d) M.P.Follett

10. The difference between administration and management is that : [a]
(a) administration is largely while management is essentially executive
(b) management is largely determinative while administration is essentially executive
(c) management is performed at higher level of management while administration is performed at lower levels
(d) none of these.
11. Management is : [c]
(a) an art (b) a science
(c) both an art and a science (d) neither an art nor a science
12. The first person to suggest the of functions of management was: [a]
(a) Henri Fayol (b) F. W. Taylor
(c) Elton Mayo (d) P. F. Drucker.
13. To the extent that an executive is carrying out the functions of planning, organizing, staffing, directing and controlling, he is involved in : [a]
(a) managerial activities (b) technical activities
(c) financial activities (c) non-managerial activities
14. According to "Scalar Principle of Organization" [b]
(a) a manager can directly supervise a limited number of people
(b) the line of authority must be clearly defined
(c) exceptionally complex problems are referred to higher levels of management
(d) each subordinate should have one superior
15. Management is a _____ process. [b]
(a) Structural (b) Organisational
(c) Operational (d) Motivation
16. Management is a _____ process. [a]
(a) Social (b) Economic
(c) Environmental (d) Psychic

Fill in the blanks

1. _____ is the process in which a cooperative group directs action towards a common goal.
2. _____ is one of the management function in which all the necessary resources required for achieving objectives are arranged.
3. A person who has high orientation towards organisational rules and regulations and who does not take initiatives is a _____.
4. Managers whose responsibility is to “support” line managers are _____.
5. Management is the art of _____ through formally organised groups.
6. Management is both _____ and _____
7. The functions of management, as given by Henri Fayol include to forecast and plan, to organise, _____ to coordinate and to control.
8. One reason why management is important could be that _____
9. Organisation involves a structure of _____ among people working for the desired results.
10. It needs organisations to provide maximum _____ to enable them to be creative.

ANSWERS

1. Management
2. Organising
3. Bureaucrat
4. Staff managers
5. Getting things done
6. Art and science
7. To command
8. Enables organisations to achieve their goals
9. Relationships
10. Freedom

UNIT II

Organizational Design, Structure and Decision Making

Basic and advanced Models of Organizational Designs, Main Approaches to Organization Structure - Decision making under Bounded Rationality, Certainty, Uncertainty, Risk, Conflict. Open and Closed Decision making models, QWL. Quality Circle. Emerging Organizational Architectures.

2.1 ORGANIZATIONAL DESIGN

Q1. Define organization design. Explain the factors of organization design.

Ans : (Jan-20, June-18, Imp.)

Meaning

Organizing is the process of creating the structure of working relationships between which enables them to achieve organizational goals.

Organizational structure is the result of the organizing process. It is a framework of a decision-making process i.e., a system of relationships that controls the people's activities in an organization for achieving goals.

Organization as a structure is the specific method of arranging the pattern of network relations in the firm among different positions.

Organizational structure is the formal system of task and job reporting relationships that analyzes the way how the employees makes use of the available resources to attain their objectives. The organizational structure monitors, coordinates and encourages the employees in an organization.

Organizational design is the process wherein the managers select and manage different elements and parts of the organizational structure and culture for achieving the goals.

Factors

The contingency theory states that an organization's structure must be designed in such a manner that it fits the set of contingencies i.e., factors or conditions which influence and result in greater uncertainty.

There may be several contingencies, so it is not possible to design a specific design for each and

every situation. Three most important factors must be considered for designing the organizational structure,

1. Nature of an organization
2. Technology advances
3. Human resources in an organization.

1. Nature of an Organization

The nature of an organization refers to the organizational environment which includes social, cultural and global environment. The more the changes take place in an organizational environment, the uncertainty level would be greater, when uncertainty is greater it would lead to greater problems.

When the organization faces greater problems, it must perform well and must try and have extra capital, plants and equipment. The organization besides this, must be flexible in nature in order to speed up the decision making process and the communication process.

As change is frequently taking place in the present environment, it is necessary to design organization structure in such a way that it delegates authority to the employees for making important decisions.

If in case the environment does not change and is stable, wherein all the resources are available easily, and where uncertainty is less, then in such a case coordination and communication among the employees need not be that strong.

2. Technology Advances

Technology is the integration of skills, knowledge, tools, machines, computers and equipment which are being used in the design, production and distribution of the goods of services.

It is found out that the more sophisticated technology the organization uses it becomes that difficult to monitor and regulate it. Therefore, according to contingency theory, the more sophisticated technology is being used, then the organizational structure needs to be more flexible in nature, so that it provides the employees more authority to accomplish the task.

If in case the technology does not change frequently then the formal structure is designed simply i.e., simple in nature and the steps to manufacture goods and services is outlined in advance only.

3. Human Resources in an Organization

Nature of the employment relationship and features of human resources are the most significant contingency factors which influences the organization's selection of a structure.

Q2. Explain the importance of Organizational Design.

Ans :

Organizational design results in several advantages such as it makes the organizations to be capable of facing various contingencies, achieve greater competitiveness, manages the diversity in an efficient manner, and promotes or develops the efficiency and ability to create new goods and services.

The following points highlight the importance of organizational design,

1. Contingencies

The organizational design helps the organizations to meet the contingencies i.e., an event which may take place all of a sudden. With the help of an organizational design the organization can determine its effectiveness in controlling different environmental factors.

There are several ways of controlling the environment. The organizations can change the employee's task relationships so that the employees gain much knowledge about their environment, or may change the manner of linking organization with other organizations through creating new contracts or joint ventures.

2. Competitive Advantage

The organizational design helps the organization in gaining the competitive advantage. It acts as one of the great source for sustaining the competitive advantage.

Competitive advantage refers to the capability of an organization to perform better than their competitors. The competitive advantage can be improved by using the organization's capability fully, skills of the managers and their competencies in creating value-added activities such as production, research and development, or organization design.

The sources of competitive advantage disappear quickly because they are easy to copy. It is quite difficult to copy the organizational design of the reputed organization.

3. Diversity

Diversity refers to the differences in the race, gender, nationality and so on. Diversity greatly effects the effectiveness of an organization. Even the quality of organizational decision making is a function of diversity.

An organizational structure must be designed in such a way that it makes optimum utilization of the workforce and also develops the cultural values, which motivates the employees to work collectively.

4. Creativity

Organizations survive in the market to manufacture those goods and services which the people want. The better they function, the greater valued goods and services they produce. The capacity and the efficiency of the organization to produce goods and services have increased drastically due to the use of improved methods of manufacturing and distributing goods and services.

It has become essential to use new and efficient organizational structures, in order to face the global competition from different countries. The organizational design plays a vital role in innovation.

For instance, the manner in which an organizational structure relates/associates its human resources with different fields such as research and marketing helps in analyzing the pace of an organization to introduce new product.

Q3. Describe the elements of organizational design.

Ans :

Organizational design is the creation or change of an organization's structure. The organizational design of a company reflects its efforts to respond to changes, integrate new elements, ensure collaboration, and allow flexibility. Organizational design is engaged when managers develop or change an organization's structure. Organizational Design is a process that involves decisions about the following key elements:

1. Work Specialization

Describes the degree to which tasks in an organization are divided into separate jobs. The main idea of this organizational design is that an entire job is not done by one individual. It is broken down into steps, and a different person completes each step. Individual employees specialize in doing part of an activity rather than the entire activity.

2. Departmentalization

It is the basis by which jobs are grouped together. For instance every organization has its own specific way of classifying and grouping work activities.

3. Chain of command

It is defined as a continuous line of authority that extends from upper organizational levels to the lowest levels and clarifies who reports to whom. There are three important concepts attached to this theory:

- i) **Authority:** Refers to the rights inherent in a managerial position to tell people what to do and to expect them to do it.
- ii) **Responsibility:** The obligation to perform any assigned duties.
- iii) **Unity of command:** The management principle that each person should report to only one manager.

4. Span of Control

It is important to a large degree because it determines the number of levels and managers an organization has. Also, determines the number of employees a manager can efficiently and effectively manage.

5. Formalization

It refers to the degree to which jobs within the organization are standardized and the extent to which employee behavior is guided by rules and procedures.

Q4. Discuss the impact of technology on organizational design.

Ans : (June-18, Imp.)

The following points highlight the impact of technology upon organizational design in the present day business organization,

- 1. Technology has enabled the creation of virtual organization and network organizational designs across the globe.
- 2. The organizational designs have become more effective and the top management can have a better control over the organizational workflow and workforce using technologies.
- 3. A direct impact of technology upon organizational design is that it has replaced the human workforce structure with robotic and artificial intelligence structures.
- 4. Traditional Organizational designs are being replaced by new and innovative technology based organizational designs such as virtual organizations and network organizations.

2.1.1 Basic and Advanced Models of organizational design

Q5. Explain the basic and advanced models of organizational design.

Ans : (Nov.-21)

I) Basic Models

1. Simple Design/Structure

A simple structure is a structure or design which is flat, fast, inexpensive and where the accountability is quite clear. This type of structure is prevalent in a small retail store, a new diagnostic centre, an electronic firm etc. The features of simple structure are as follows,

- (a) Low degree of departmentalization.
- (b) Centralized authority.
- (c) Little formalization.
- (d) Wide spans of control.
- (e) A loose body of employees.

The simple structure is usually adopted by small businesses where the owner and manager are one and the same. However, this structure cannot be adopted by large businesses.

2. The Bureaucracy

The bureaucracy type of organization structure involves highly routine operating tasks, formalized rules and regulations, centralized authority, narrow span of control, grouping of tasks into functional departments and the decision making which follows the chain of command, this structure is prevalent in bank where everyone checks their account, the government institutions that collect tax, the store where everyone buys clothes.

3. The Matrix Design/Structure

A matrix structure is a combination of function and product structures and involves dual lines of authority. This type of structure is adopted by construction companies, government agencies, entertainment companies, advertising agencies, hospitals, R & D laboratories, aerospace firms etc. The concept of unity-of-command is not applicable in

matrix structure. In matrix structure, the employees need to work under two bosses i.e., product managers and functional department managers.

II) Advanced Models

1. Modular Organization Design/Structure

Modular organization design has emerged in the new century as a result of globalization and advanced information technology. When an organization outsources some parts of the product or services to other organizations in the country or outside the country, it is referred to as 'modular organization design'. Modular organization design is used by industries including consumer electronics, power tools, software and computing products, auto and bicycle.

2. Hollow Organization Design/Structure

Hollow organization structure is similar to modular organization structure but the difference is that in this structure, the complete process of making product is outsourced to other organizations inside or outside the country. This design is widely practiced in industries of toys, shoes, apparel and also in accounting, financial and medical service processes.

3. Network Organization Design/Structure

Network architecture or design is one of the emerging structure in which different organizations link together and interact with each other to achieve a common purpose.

4. Virtual Organization Design/Structure

Virtual organization is a firm whose majority of activities are outsourced. Virtual organization is also called as virtual corporation and is defined by recent business week survey as, "the virtual corporation is a temporary network of independent companies-suppliers, customers, even erstwhile rivals linked by information technology to share skills, costs and access to one another's markets. It will have neither central office nor organization chart. It will have no hierarchy, no vertical integration".

5. Boundaryless Organization Design/ Structure

A boundaryless organization is an organization which doesn't have any predefined structure. It has neither vertical, horizontal nor external boundaries. In such an organization, there is no chain of command, limitless spans of control and departments are replaced by empowered teams.

6. Leaner Organization Design/Structure

The leaner organization structure is a structure which uses only few/limited resources to create more customer value. The members in lean organization structure focus on improving organizational processes and try to improve organizational efficiency. The organization is made leaner through downsizing i.e., minimizing staff, closing locations, selling off unnecessary business units etc.

2.2 MAIN APPROACHES TO ORGANIZATION STRUCTURE

Q6. What are the main approaches to organization structure.

(OR)

Explain the main approaches to organization structure.

Ans :

(Oct.-20, Aug.-19, Imp.)

1. Functional structure

The functional structure groups positions into work units based on similar activities, skills, expertise, and resources. Production, marketing, finance, and human resources are common groupings within a functional structure.

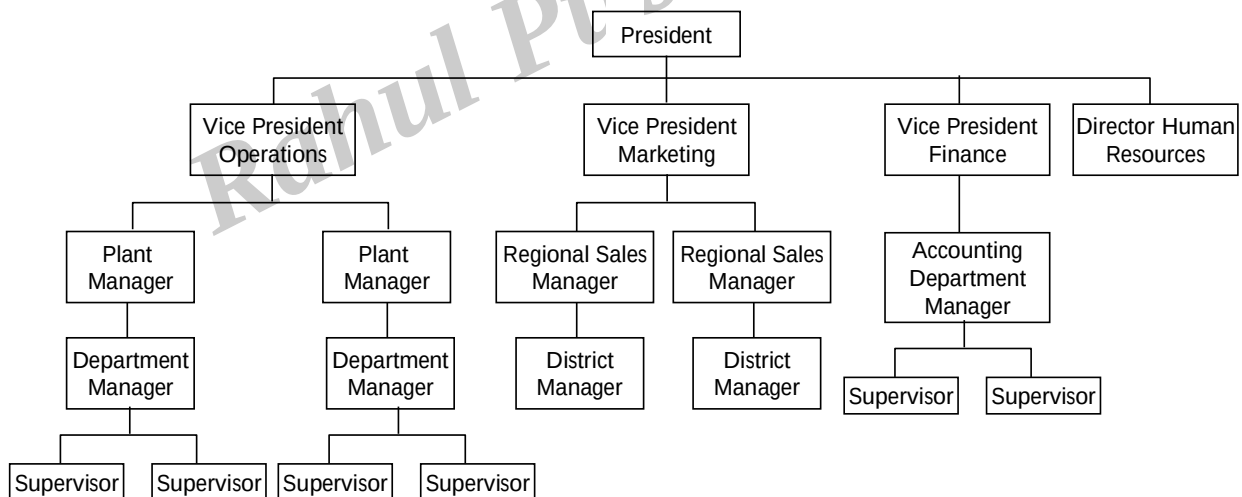


Fig.: Functional Structure

As the simplest approach, a functional structure features well defined channels of communication and authority/responsibility relationships. Not only can this structure improve productivity by minimizing duplication of personnel and equipment, but it also makes employees comfortable and simplifies training as well.

But the functional structure has many downsides that may make it inappropriate for some organizations. Here are a few examples:

- The functional structure can result in narrowed perspectives because of the separateness of different department work groups. Managers may have a hard time relating to marketing, for example, which is often in an entirely different grouping. As a result, anticipating or reacting to changing consumer needs may be difficult. In addition, reduced cooperation and communication may occur.
- Decisions and communication are slow to take place because of the many layers of hierarchy. Authority is more centralized.
- The functional structure gives managers experience in only one field—their own. Managers do not have the opportunity to see how all the firm's departments work together and understand their interrelationships and interdependence. In the long run, this specialization results in executives with narrow backgrounds and little training handling top management duties.

2. Divisional structure

Managers in large companies may have difficulty keeping track of all their company's products and activities, specialized departments may develop. These departments are divided according to their organizational outputs. Examples include departments created to distinguish among production, customer service, and geographical categories. This grouping of departments is called divisional structure. These departments allow managers to better focus their resources and results. Divisional structure also makes performance easier to monitor. As a result, this structure is flexible and responsive to change.

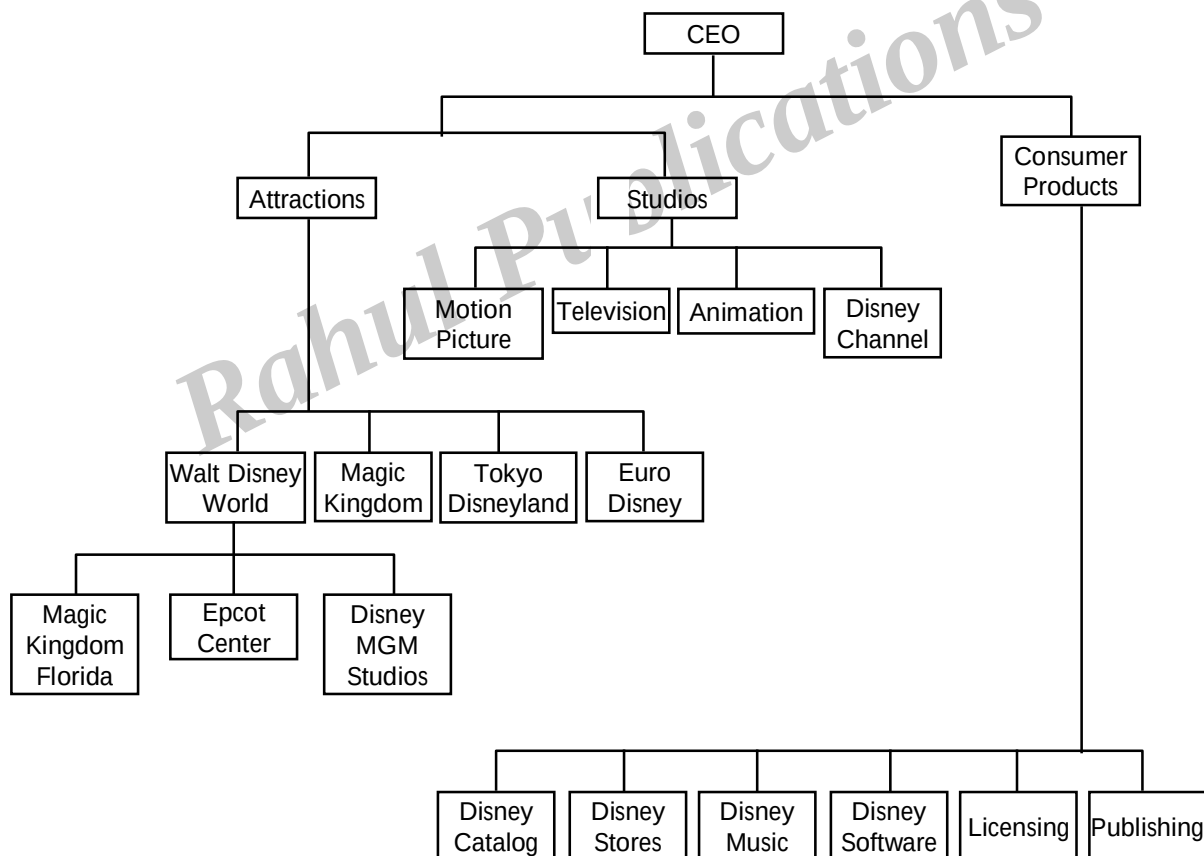


Fig.: The divisional Structure

However, divisional structure does have its drawbacks. Because managers are so specialized, they may waste time duplicating each other's activities and resources. In addition, competition among divisions may develop due to limited resources.

3. Matrix structure

The matrix structure combines functional specialization with the focus of divisional structure. This structure uses permanent cross functional teams to integrate functional expertise with a divisional focus.

Employees in a matrix structure belong to at least two formal groups at the same time—a functional group and a product, program, or project team. They also report to two bosses—one within the functional group and the other within the team.

This structure not only increases employee motivation, but it also allows technical and general management training across functional areas as well. Potential advantages include

- Better cooperation and problem solving.
- Increased flexibility.
- Better customer service.
- Better performance accountability.
- Improved strategic management.

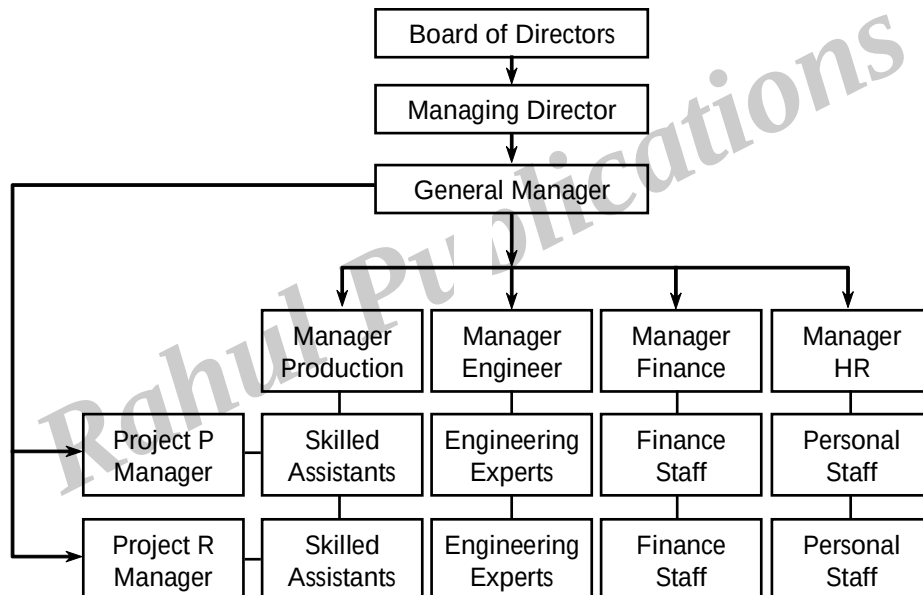


Fig.: Matrix Structure

Predictably, the matrix structure also has potential disadvantages. Here are a few of this structure's drawbacks:

- The two boss system is susceptible to power struggles, as functional supervisors and team leaders vie with one another to exercise authority.
- Members of the matrix may suffer task confusion when taking orders from more than one boss.
- Teams may develop strong team loyalties that cause a loss of focus on larger organization goals.
- Adding the team leaders, a crucial component, to a matrix structure can result in increased costs.

4. Team structure

Team structure organizes separate functions into a group based on one overall objective. These cross functional teams are composed of members from different departments who work together as needed to solve problems and explore opportunities. The intent is to break down functional barriers among departments and create a more effective relationship for solving ongoing problems.

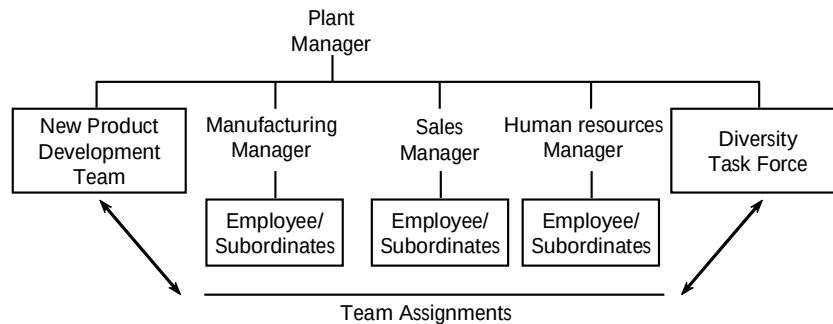


Fig.: The Team Structure

The team structure has many potential advantages, including the following:

- Intradepartmental barriers break down.
- Decision making and response times speed up.
- Employees are motivated.
- Levels of managers are eliminated.
- Administrative costs are lowered.

The disadvantages include:

- Conflicting loyalties among team members.
- Time management issues.
- Increased time spent in meetings.

Managers must be aware that how well team members work together often depends on the quality of interpersonal relations, group dynamics, and their team management abilities.

5. Network structure

The network structure relies on other organizations to perform critical functions on a contractual basis. In other words, managers can contract out specific work to specialists.

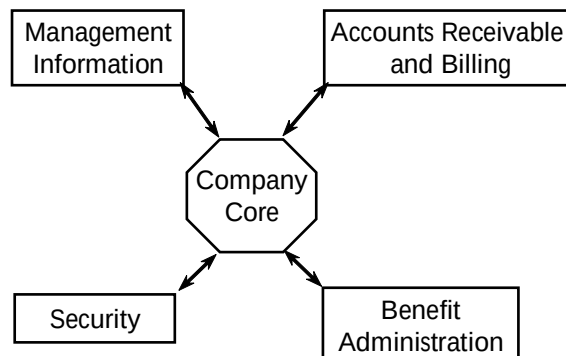


Fig.: The Network Structure

This approach provides flexibility and reduces overhead because the size of staff and operations can be reduced. On the other hand, the network structure may result in unpredictability of supply and lack of control because managers are relying on contractual workers to perform important work.

2.3 DECISION MAKING

Q7. What is decision-making? Explain the characteristics of decision making.

Ans : (Aug.-21, Aug.-19, Dec.-18)

Introduction

Decision-making is an important function of every manager. In the last two chapters we have studied planning. Under planning important things like, 'what is to be done, 'how it is to be done', when it is to be done and who is to do it are considered. In an answer to all these questions a manager has various alternatives. When a manager chooses the best alternative out of many available ones, it is called decision and the process that has been adopted in order to reach the final decision is known as the decision-making.

A decision is essential in all the managerial functions like planning, organizing, staffing, directing, and controlling. All the managerial functions are performed through the medium of a decision. The managers are doubly benefitted when they face problems and try to find out their solutions. Firstly, by finding out an effective solution they serve the organisation, and secondly, they are personally satisfied. Thus, it is clear that the success of an organisation depends on the manager, and a manager succeeds only when he possesses the quality of taking effective decision.

Meaning

Decision-making means analysing different alternatives and arriving at decision in the face of a particular situation about what to do and what not to do. In this way decision-making means reaching a conclusion or final decision which can be implemented as a solution of a problem. Since the managers are invariably faced with some problem or the other for which they have to find a solution, it is said that decision-making is perpetually needed and Simon has very pertinently observed that "To make decision is Management".

Definitions

Different management experts have defined decision-making differently. Some prominent definitions are given below :

- i) **According to Koontz and O'Donnel.** "Decision-making is the actual selection from among alternatives of a course of action."
- ii) **According to George R. Terry.** "Decision-making is the selection based on some criteria from two or more possible alternatives."
- iii) **According to Louis A. Alien.** "Decision-making is the work which a manager performs to arrive at conclusion and judgement."

On the basis of the above mentioned definitions it can be said that decision-making involves the selection of the best available alternative as a solution of some problem. It is thus clear that a decision is needed when there are many alternatives to do a work. In other words, if there is only one method of a doing a work there is no need to take a decision and in that case that method in itself is a decision.

Characteristics

From definitions and elements we can draw the following important features of managerial decisions:

1. Rational Thinking

It is invariably based on rational thinking. Since the human brain with its ability to learn, remember and relate many complex factors, makes the rationality possible.

2. Process

It is the process followed by deliberations and reasoning.

3. Selective

It is selective, i.e. it is the choice of the best course among alternatives. In other words, decision involves selection of the best course from among the available alternative courses that are identified by the decision-maker.

4. Purposive

It is usually purposive i.e. it relates to the end. The solution to a problem provides an effective means to the desired goal or end.

5. Positive

Although every decision is usually positive sometimes certain decisions may be negative and may just be a decision not to decide. For instance, the manufacturers of VOX Wagon car once decided not to change the model (body style) and size of the car although the other rival enterprise (i.e. the Ford Corporation) was planning to introduce a new model every year, in the USA.

That a negative decision and is equally important was stressed by Chester I. Bernard-one of the pioneers in Management Thought-who observed, "The fine art of executive decision consists in not deciding questions that are not now pertinent, in not deciding prematurely, in not making decisions that cannot be made effective, and in not making decisions that other should make.

6. Commitment

Every decision is based on the concept of commitment. In other words, the Management is committed to every decision it takes for two reasons- viz., (i) it promotes the stability of the concern and (ii) every decision taken becomes a part of the expectations of the people involved in the organisation.

Decisions are usually so much inter-related to the organizational life of an enterprise that any change in one area of activity may change the other areas too. As such, the Manager is committed to decisions not only from the time that they are taken but upto their successfully implementation.

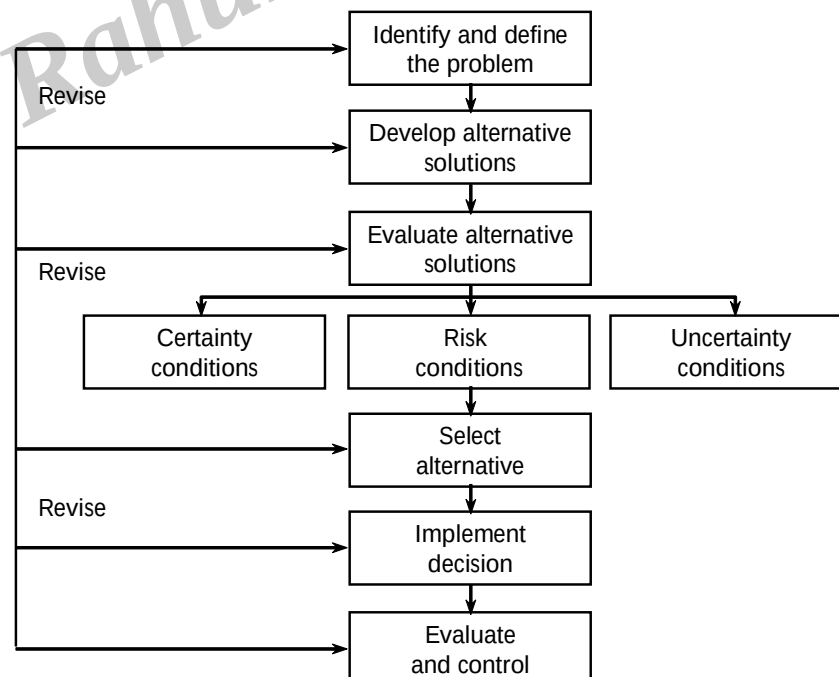
7. Evaluation

Decision-making involves evaluation in two ways, viz., (i) the executive must evaluate the alternatives, and (ii) he should evaluate the results of the decisions taken by him.

Q8. Explain the process of decision making.

Ans :

The different approaches to decision-making, the research suggests us to understand the process of decision-making, which actually takes place in organizations and give rise to decisions. There are five steps in the process of decision-making.



Step 1: Problem Awareness

Mostly individual employees identify the problems in various areas. Individuals, when they get a 'gut feeling' that something is wrong, they identify the problem. The awareness of a problem mostly occurs to employees at the grass-root level like sales people, machine operators, finance assistants, human resource assistants etc. This awareness is likely to develop through a period of 'incubations' in which managers sense various stimuli that confirm and define a developing picture of a problem. Norburn and Grinyer call this stimuli as 'signals' or 'ear twitchers' and are of three types:

- Internal performance measurements like level of turnover or profit performance.
- Customer reaction particularly to the quality and price of the products and/or services and
- Changes in the environment, particularly in terms of competitive action, technological change and economic conditions.

These three factors together provide a picture of the deviation of an organisation's circumstances from the planned or expected one. This can be the deviation from a normal trading pattern.

Step 2: Problem Diagnosis

After the individual employees are aware of the problem and it is informed to the managers, managers will gather the information and define the problem.

Information, may be gathered in the following ways:

- (i) Information may be explored to determine the facts of the problem in detail. Such information may be gathered on a verbal and informal basis.
- (ii) Rationalise the information and stimuli relevant to the problem so as to clarify the situation.
- (iii) Act diplomatically to establish peer groups or those of political support for individual views of the problem.

Step 3: Development of Alternative Solutions

After the problem is diagnosed clearly, the tendency of managers is that of searching for ready made solutions. They do this process: (i) through memory search in which the managers seek for known, existing or attempted solutions, or (ii) passive search which entails waiting for possible solutions to be offered. If the managers fail in these two searches, they search for the past experiences of themselves and other managers. If they fail to find a solution even through this method, they attempt to designing solutions.

Step 4: Evaluation of Alternative Solutions

After the alternative solutions are developed, the solutions have to be formally evaluated based on their inherent strengths and weaknesses and also based on the environmental threats and opportunities for implementation. The solutions are to be ranked on the basis of their weights in terms of strengths and opportunities after eliminating the non-viable solutions in view of their weaknesses and environmental threats for implementation.

Step 5: Selection of the Best Solution

After the formal evaluation and ranking is completed, the managers tend to re-evaluate the solutions based on the managerial judgement followed by political bargaining as the formal evaluation is not the predominant criterion for assessing the feasibility in practice. Therefore, the techniques for evaluation of

solutions also include social and political process. Quinn suggests that successful managers actively adopt consultation bargaining process in order to challenge prevailing strategic inclinations and generate information from other parts of the organisation. The solutions may also be referred to the senior level to seek authorisation.

David Hickson and his colleagues in their study identified three broad types of decision-making processes. They are:

- (a) **Sporadic processes** characterised by many delays and impediments, many sources of influence and information on decision, and therefore, protracted personal interactions and informal negotiation. This type of process exists mostly in public sector organizations.
- (b) **Fluid processes** in which there are fewer delays and sources of influence, and more formal channels of communication which takes rather less time and
- (c) **Constricted processes** in which information sources are more readily available and decisions can be taken within groups or by individuals without extensive reference to others in the organisation. This might be the case in a business with a dominant chief executive or where there is an issue which relates primarily to one part of an organisation.

Step 6: Implementation of the Decision

Implementation of the selected solution is a part of the decision-making process as the process may be required to be recycled due to impediments in the process of implementation. The managers should secure the support of the top management for allocation of resources, time etc. regarding the implementation of the decision.

A detailed programme of action should be formulated, specifying the minute details of action, people who will execute it, when it will be implemented, who will provide all necessary resources, how it will be implemented and who will coordinate the work. Employees concerned will be entrusted with the work and relevant information should be fed to them before hand. The managers should also ensure for getting the information back

about the progress of implementation. If the decision cannot be implemented due to major hurdles in the implementation process, the process may be recycled for possible modification.

2.3.1 Decision making under bounded Rationality

Q9. Explain the process of Rationality approach.

Ans : (Imp.)

Rational decision-making approach is a systematic, step-by-step process for making decisions. It assumes that the organization is economically based and managed by decision-makers who are absolutely objective and have complete information.

The steps of rational decision-making approach are as follows:

1. State the Situational Goal

At the outset, a goal for a particular situation is stated. Some decision-models do not begin with a goal. However, it is advisable because it can be used as a standard in determining whether there is a decision to be made later on.

2. Identify the Problem

In this phase, the problem requiring decision is recognized and diagnosed. It involves understanding the nature, magnitude and causes of the problem. The purpose of problem identification is to collect information that has a bearing on the goal.

If there is a discrepancy between the actual situation and the goal, action may be required. Reliable information is an absolute necessity here. Inaccurate information can lead to wrong decisions. At this stage, the constraints within which the problem must be solved are also defined.

3. Determining Decision Type

Now decision-makers must determine if the problem requires a programmed or a non-programmed decision. If a programmed decision is required, an appropriate decision rule is invoked and a choice is made from the available alternatives.

4. Generate Alternatives

The next step in making a non-programmed decision is to generate alternatives. Here, decision-makers generate alternatives on the basis of their education-academic as well as professional, experience and knowledge about the situation.

In addition, information may be sought from colleagues, subordinates, experts and superiors. Decision-makers may analyze the symptoms of the problems for clues or rely on their own intuition or judgement to generate alternative solutions.

5. Evaluate Alternatives

Each alternative is assessed in terms of its Strengths and weaknesses, costs and benefits as well as possible negative consequences keeping in mind predetermined decision criteria. The positive consequences must be weighed against negative consequences.

The ultimate decision criterion here is whether a particular decision will bring us nearer the goal. According to Zeleny (1976), the evaluation process usually includes: (a) describing the anticipated outcomes of each alternative, (b) evaluating the anticipated costs of each alternative, and (c) estimating the uncertainties and risks associated with each alternative.

In most situations, the decision-makers do not have perfect information regarding the outcomes of all alternatives at their disposal.

6. Choose an Alternative

This is the most crucial step in the decision-making process. It involves selecting the best alternative with maximum positive consequences, least or no negative outcomes, less risks and minimum costs.

In other words, the expected value of each alternative is determined and the alternative with the largest expected values is selected. Again, the choice of alternative depends on decision-makers' education, judgement, experiences, logical analysis etc.

At this stage, it is important to consider contingency plans. Contingency plans are alternative actions to take if the primary course of action is unexpectedly disrupted or rendered inappropriate. Planning for contingencies is part of the transition between choosing the preferred alternative and implementing it.

7. Implementing the Plan

Once a decision is formally accepted, an authorization is made for its implementation. Implementation puts the decision into action and involves communicating the decision, gathering support for and acquiring and assigning resources to ensure that it is carried out.

It builds on the commitment and motivation of those involved in the decision-making process. Successful implementation requires appropriate use of resources and good management skills, leadership characteristics, reward structure and knowledge and application of group dynamics. Sometimes the decision-maker begins to doubt a choice already made. This is known as cognitive dissonance.

Cognitive dissonance is the anxiety a person experiences when two sets of knowledge or perceptions are incongruent or contradictory. In order to reduce cognitive dissonance, the decision maker may seek to rationalize the decision further with new information.

8. Control

This is the final stage of rational decision-making process, wherein, the outcomes of the decision are measured and compared with the predetermined, desired goals. If there is a discrepancy between the two, the decision-maker may restart the process of decision-making by revising/modifying/setting new goals.

Strengths and Weaknesses of the Rational Approach

This approach has several strengths. It forces the decision-maker to consider a decision in a logical, sequential manner and an in-depth analysis of alternatives helps him to choose on the basis of information rather than personal prejudices, emotions or social pressure.

However, its weaknesses are that the manager does not always have perfect information faces time and financial constraints, may have limited ability to process information and may not be able to predict future accurately. Also, all the alternatives cannot be quantified making comparisons difficult.

2.3.2 Decision Making Under Certainty, Uncertainty, Risk, Conflict

Q10. Explain the concept of Decision Making Under Certainty, Uncertainty, Risk and conflict.

Ans : (Imp.)

i) Decision-making under Certainty

A condition of certainty exists when the decision-maker knows with reasonable certainty what the alternatives are, what conditions are associated with each alternative, and the outcome of each alternative. Under conditions of certainty, accurate, measurable, and reliable information on which to base decisions is available.

The cause and effect relationships are known and the future is highly predictable under conditions of certainty. Such conditions exist in case of routine and repetitive decisions concerning the day-to-day operations of the business.

ii) Decision-making under Uncertainty

Most significant decisions made in today's complex environment are formulated under a state of uncertainty. Conditions of uncertainty exist when the future environment is unpredictable and everything is in a state of flux. The decision-maker is not aware of all available alternatives, the risks associated with each, and the consequences of each alternative or their probabilities.

The manager does not possess complete information about the alternatives and whatever information is available, may not be completely reliable. In the face of such uncertainty, managers need to make certain assumptions about the situation in order to provide a reasonable framework for decision-making. They have to depend upon their judgment and experience for making decisions.

iii) Decision-making under Risk

When a manager lacks perfect information or whenever an information asymmetry exists, risk arises. Under a state of risk, the decision maker has incomplete information about available alternatives but has a good idea of the probability of outcomes for each alternative.

While making decisions under a state of risk, managers must determine the probability associated with each alternative on the basis of the available information and his experience.

iv) Decision Making Under Conflict

Decision making under conflict pertains to a situation where the probability of occurrence of positive results is neither certain nor uncertain. This situation can be called as "decision making under conflict" or "decision making under partial uncertainty".

2.3.3 Open and Closed models of Decision making

Q11. Explain about Open and closed models of decision making.

(OR)

Enumerate open and closed models of decision making.

Ans : (Aug.-21, Aug.-19, Feb.-17, Imp.)

The decision making systems can be classified in a number of ways. There are two types of systems based on the manager's knowledge about the environment.

A) Closed Decision Making System

If the manager operates in a known environment then it is a closed decision making system. The conditions of the closed decision making system are:

- The manager has a known set of decision alternatives and knows their outcomes fully in terms of value, if implemented.
- The manager has a model, a method or a rule whereby the decision alternatives can be generated, tested, and ranked.

- (c) The manager can choose one of them, based on some goal or objective.

A few examples are:

1. a product mix problem,
2. an examination system to declare pass or fail, or
3. an acceptance of the fixed deposits.

B) Open Decision Making System

If the manager operates in an environment not known to him, then the decision making system is termed as an open decision making system. The conditions of this system are:

- (a) The manager does not know all the decision alternatives.
- (b) The outcome of the decision is also not known fully. The knowledge of the outcome may be a probabilistic one.
- (c) No method, rule or model is available to study and finalize one decision among the set of decision alternatives.
- (d) It is difficult to decide an objective or a goal and, therefore, the manager resorts to that decision, where his aspirations or desires are met best.

Deciding on the possible product diversification lines, the pricing of a new product, and the plant location, are some decision making situations which fall in the category of the open decision making systems.

Q12. Differentiate between open and closed models of decision making.

Ans :

(Dec.-18)

S.No.	Basis	Open Model of Decision Making	Closed Model of Decision Making
1.	Meaning	When manager is unaware of environment in which he operates, then it is considered as open decision making system.	When manager is aware of environment in which he operates, then it is termed as closed decision making system.
2.	Usefulness	The usefulness of open model is that it tries to effect human problem solving in an organized way.	Closed models are useful in case of well structured problems.
3.	Decision alternative	In this model, all decisions alternatives are new for the manager.	In this model, manager is aware of set of decision alternatives and their outcome completely.
4.	Availability of rule/ method/ model	It is not possible to finalize one decision from a set of alternative decisions due to no rule, method or model to study.	Manager has a model, method or a rule through which decision alternative can be analysed and ranked for the purpose of selection.
5.	Deciding an objective or goal	It becomes a problem for a manager to decide an objective or a goal, so he makes decision where his requirements are satisfied to maximum extent.	Here, the manager can select an alternative depending on specific goal or objective criterion.

13. What are advantages & disadvantages of open models of decision making?**Ans :****(Aug.-17)**

If the manager operates in a environment not known to from, then the decision making system is termed as open decision making system.

Advantages

1. It is challenging to take decision on open of decision.
2. It is dynamic in nature.
3. More concentration of final output. since it is unknown.
4. Working on probability of outcome makes the deasion maker think more about decision.
5. Goals & objectives can be changed from time to time as conject.

Disadvantages

1. Manager does not know all the decision alternative.
2. The out come of the decision is also not know fully.
3. The knowledge of outcome may be probabilistic one.
4. No method, rule (or) model is available to study and finalize one decision among the set of decision alternators.
5. It is difficult to decide on objective (or) a goul.

2.4 QUALITY OF WORK LIFE**Q14. Define Quality of work life. State the principles of QWL.****Ans :****(Imp.)**

Quality of work life denotes all the organizational inputs which aim at the employee's satisfaction and enhancing organizational effectiveness. QWL refers to the favorableness or unfavorableness of a total job environment of the people. The basic purpose is to develop jobs and working conditions that are excellent for people as well as for the economic health of the organization. QWL provides a more humanized work environment. It attempts to serve the higher order needs of workers as well as their more basic needs.

Q - Quest for excellence

U - Understanding

A - Action

L - Leadership

I - Involvement of the people

T - Team spirit

Y - Yardstick to measure progress

Principles of QWL

In order to humanise work and to improve the QWL, four basic principles may be helpful:

1. **The Principle of Security:** Quality of work life cannot be improved until employees are relieved of the anxiety, fear and loss of future employment. The working conditions must be safe and fear of economic want should be eliminated. Job security and safety against occupational hazards is an essential precondition of humanisation of work.
2. **The Principle of Equity:** There should be a direct and positive relation between effort and reward. All types of discrimination between people doing similar work and with same level of performance must be eliminated. Equity also requires sharing the profits of the organisation.
3. **The Principle of Individualism:** Employees differ in terms of their attitudes, skill, potential, etc. Therefore, every individual should be provided the opportunity for development of his personality and potential. Humanisation of work requires that employees are allowed to decide their own pace of activity and design of work operations.
4. **The Principle of Democracy:** This means greater authority and responsibility to employees. Meaningful participation in the decision-making process improves the quality of work life.

Q15. What are the factors influencing QWL.

Ans :

1. **Fair compensation and job security:** The economic interest of the people derive them to work at a job and employee satisfaction depends atleast partially on the compensation offered. Pay should be fixed on the basis of work done, responsibility undertaken, individual skills, performance and accomplishments. Job security is another factor which is in concern to the employees. Permanent employment provides security to the employees and improves their QWL.
2. **Safe and healthy working conditions:** Organizations should realize that their true wealth lies in their employees and so providing a healthy work environment for employees should be their primary objective. Most of the organizations provide safe and healthy working conditions due to humanitarian requirements and /or legal requirements. In fact these conditions are a matter of enlightens self interest.
3. **Opportunity to Use and develop Human Capabilities:** Contrary to the traditional assumptions, quality of work life is improved the extent that the worker can exercise more control over his or her work, and the degree to which the job embraces an entire meaningful task' but not a part of it. Further, QWL provides for opportunities like autonomy in work and participation in planning in order to use human capabilities.
4. **Opportunity for career growth:** Opportunities for promotions are limited in case of all categories of employees either due to educational barriers or due to limited openings at the higher level. QWL provides future opportunity for continued growth and security by expanding one's capabilities, knowledge and qualifications and prepare them to accept responsibilities at higher levels.
5. **Participative management style and recognition:** Flat organizational structures help organizations facilitate employee participation. A participative management style improves the quality of work life. Workers feel that they have control over their work process and they also offer innovative ideas to improve them. Recognition also helps to motivate employees to perform better. Recognition can be in the form of rewarding employees for jobs well done.

6. **Constitutionalism in the work Organization:** QWL provides constitutional protection to the employees only of desirability as it hampers workers .It happens because the management's action is challenged in every action and bureaucratic procedures need to be followed at the level. Constitutional protection is provided to employees on such matters as privacy, free speech ,equity and due process.

A Paradigm Showing the Const ructs of QWL



7. **Work life balance:** Organizations should provide relaxation time for the employees and offer tips to balance their personal and professional lives. They should not strain employee's personal and social life by forcing on them demanding working hours, overtime work, business travel, transfers etc.
8. **Social Relevance of Work:** QWL is concerned about the establishment of social relevance to work in a socially beneficial manner. The worker's self-esteem would be high if his work is useful to the society and the vice versa is also true.

Q16. Explain the measurement of QWL.

Ans :

Several tools have been developed to measure and evaluate QWL,

1. **Job Involvement:** It represents the degree of an individual's identification or ego involvement in the job, The more central the job is to the individual's life,. The greater is his involvement in it. Therefore, the individual spends more time and energy on the job. People with high job involvement are better motivated and more productive. Research reveals that skills variety, achievement and challenge help to improve job involvement.
2. **Job Satisfaction:** It implies the worker's satisfaction with the environment of his job environment consisting of nature of work, quality of supervision, pay, co-workers, opportunities for promotion, etc. Job satisfaction is related to job involvement and people involved in their jobs are satisfied with their jobs and vice versa.
3. **Sense of Competence:** It refers to the feelings of confidence that an individual has in his own competence. Sense of competence and job involvement reinforce each other. An individual acquires a greater sense of competence as he engages himself more and more in work activities. When he

feels more competent he becomes more involved in his job and becomes better motivated. When both sense of competence and job involvement are high, the level of job satisfaction also increases.

4. **Job Performance:** When an individual's job involvement, job satisfaction and sense of competence increase, there is a rise in job performance.
5. **Productivity:** When the level of job performance increases, the output per unit of input goes up. Thus, match between job characteristics and productivity traits of employees generally results in higher productivity.

Q17. Describe the major issues in QWL.

Ans :

1. **Pay and Stability of employment:** Good pay still dominates most of the other factors in employee satisfaction. Various alternative means for providing wages should be developed in view of increase in cost of living index , increase in levels and rates of income tax and profession tax .Stability to a greater extent can be provided by enhancing the facilities for human resource development.
2. **Occupational Stress:** It is a condition of strain on one's emotions ,thought process and physical condition. Stress is determined by the nature of work, working conditions, working hours ,pause in the work schedule, worker's abilities and nature match with the job requirements. The HR manager in order to minimize the stress has to identify, prevent and tackle the problem.
3. **Organizational Health Programmes:** Organizational health programmes aim at educating employees about health problems, means of maintaining and improving health etc. These programmes cover drinking and smoking cessation, hypertension control ,other forms of cardiovascular risk reduction, family planning etc. Effective implementation of these programmes result in reduction in absenteeism , hospitalization, disability, excessive job turnover and premature death.

This programme should also cover relaxation, physical exercise, diet control etc.

4. **Alternative Work Schedules:** Alternative work schedules including work at home , flexible working hours, staggered hours, reduced work week, part-time employment which may be introduces for the convenience and comfort of the workers as the work which offers the individual the leisure time ,flexible hours of work is preferred.
5. **Participative Management and control of work:** Trade unions and wokers believe that workers participation in management improves work life. Workers also feel that they have control over their work,use their skills and make a real contribution to the job if they are allowed participate in creative and decision making process.
6. **Recognition:** Recognizing the employee as a human being rather than as a labour increases the QWL. Participative management, awarding or rewarding system, congratulating the employees for their achievement, job enrichment, offering prestigious designations to the jobs, providing well furnished and decent work places, offering membership in clubs or association, providing vehicles, offering vacation trips are some means to recognize the employees.
7. **Grievance procedure:** Workers have a sense of fair treatment when the company gives them the opportunity to ventilate their grievances and represent their case succinctly rather than settling the problems arbitrarily.
8. **Adequacy of Resources:** Resources should match with stated objectives otherwise employees will not be able to attain the objectives. This results in employee dissatisfaction and lower QWL.
9. **Seniority and Merit in promotions:** Seniority is generally taken as the basis for promotion in case of operating employees. Merit is considered as the basis for advancement for managerial people whereas seniority is preferred for promotion of ministerial employees. The promotional policies and activities should be fair and just in order to ensure higher QWL.

- 10. Congenial worker Supervisor Relations:** Harmonious supervisor worker relations gives the worker a sense of social association belongingness ,achieve of work results etc. this in turn leads to better QWL.
- 11. Employment on Permanent basis:** Employment of workers on casual, temporary probationary basis gives them a sense of insecurity. On the other hand, employment on permanent basis gives them security and leads to higher order QWL

Q18. Explain various Approaches of QWL ?

Ans :

The strategies for improvement in quality of work life include self managed work teams, redesign and enrichment, effective leadership and supervisory behaviour, career development, alternative work schedules, job security, administrative organizational and participating management.

- 1. Self –managed Work Teams:** These are also called autonomous work groups or integrated work teams. These work teams are formed with 10 to 20 employees who plan, coordinate and control the activities of the team with the help of a team leader who is one among them. Each team performs all activities including selecting their people. Each team has authority to make decisions and regulate the activities. The group as a whole is accountable for the success or failure. Salaries are fixed both on the basis of individual and group achievement.
- 2. Job Redesign and enrichment:** Narrow jobs can be combined into larger units of accomplishment. Jobs are redesigned with a view to enriching them to satisfy higher order human needs.
- 3. Effective Leadership and Supervisory Behaviour:** For effective leadership and supervisory behaviour '9-9' style of managerial grid is suitable.
- 4. Career Development:** Provision of career planning, communicating and counseling the employees about the career opportunities, career path, education and development and for second careers should be made.
- 5. Alternative Work Schedules:** Provision for flexible working hours, part time employments, job-sharing and reduced work week should be made.
- 6. Job security:** This tops the employee's list of priorities .It should be adequately taken care of.
- 7. Administrative or organizational Justice:** The principles of justice .fair and equity should be taken care of in disciplinary procedure, grievance procedures, promotions, transfers, demotion, work assignment, leave etc.
- 8. Participative management:** Employees should be allowed to participate in management participative schemes which may be of several types. The most sophisticated among them is quality circle.
- 9. Implementing Suggestion Systems:** The suggestion system helps in improving the system of the organization which in turn provides better facility system.

2.5 QUALITY CIRCLES

Q19. Define Quality circle. Explain the objectives of quality circles.

Ans :

(Dec.-20, July-19, Imp.)

Meaning

A quality circle has been defined as a self-governing group of workers or without their supervisors who voluntarily meet regularly to identify, analyse and solve problems of their work field. But there is a misconception that quality circle and task force are one and the same and quality circles is not a task force and former is broader than the latter.

A task force is a group of most skilled employees selected and appointed by management, engaged in various functions, with an orientation to problem-solving. The QC is a voluntary association of workers engaged in similar work with an orientation of human relations. QCs are formed to attain specific objectives.

Objectives

1. To develop, enhance and utilize human resources effectively.
2. To improve quality of products/ services, productivity and reduce cost of production per unit of output.
3. To satisfy the worker's psychological needs for self-urge, participation recognition etc. with a view to motivate them. Accomplishment of this objective will ensure enhancement of employee morale and commitment.
4. To improve various supervisory skills like leadership, problem solving, inter personal and conflict resolution.
5. To utilize individual imaginative, creative and innovative skills through participation, creating and development work interest, including problem solving techniques etc. Achievement of these objectives effectively requires the use of certain techniques.

Q20. Explain the techniques used in quality circles.

Ans :

Mainly three techniques are used in discussing various problems at quality circles. They are :

1. Brain storming processes.
2. Cause and effect or fishbone diagrams and
3. Sampling and charting methods.

1. Brain storming processes

Under this technique, complete free environment is created with a view to stimulate creativity. In this free environment employee's Ideas are free from criticism. Hence, employees voice all their worthy as well as stupid ideas. All these ideas are recorded seriously. This technique is useful to generate as many ideas as possible. Later, the plus and minus points of each idea are discussed, before taking a final decision.

2. Cause and effect

Members are asked to find the causes for the identified problem. In this process, members identify one important effect of this cause on the problem. Then they identify other causes and their effects. Charting out of those causes and effects resembles fish bone diagram. Hence this technique is also called fishbone.

3. Sampling and charting methods

Members of the quality circles observe the vents and their consequences in the form of positive or negative results. They chart out all of their observations either in sequence or in some other relationship, which clear ideas of the these techniques will work effectively in attaining the objective only when the organisational structure of QCs is sound and system systematic.

Q21. Explain the organisational structure of quality circles.**Ans :****(Imp.)**

Organisational structure of QC consists of four levels, viz, QC members, QC leader, Facilitator and steering committee.

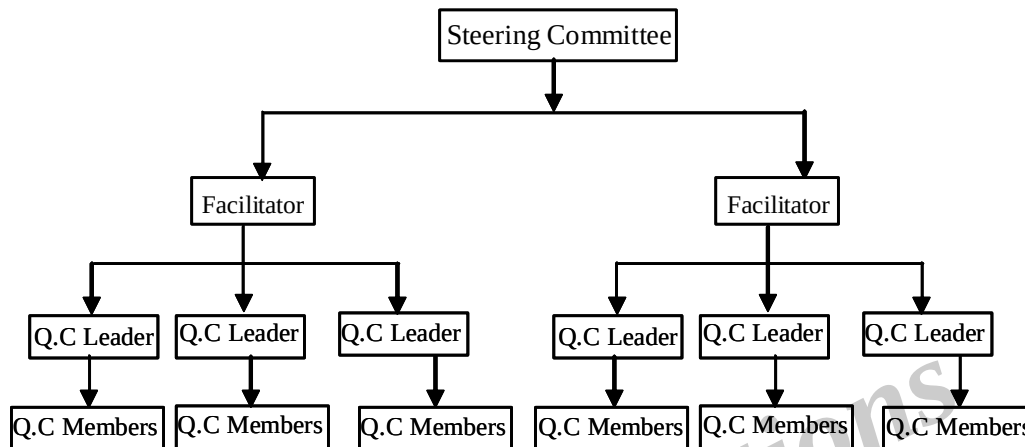


Fig. : Structure of Quality Circles

1. Steering committee

It consists of representatives of management from different departments as top level and top level representative of recognized unions/federations of employees. The important functions of this committee are :

- Sponsoring QC programme in the entire organisation by defining overall objectives and operating guidelines relating to the identification of the problems to be discussed, receiving, discussing and finalising the suggestions, action plans, budget etc.
- Selecting and training the facilitators.
- Providing the resources and moral to the facilitators.

2. Facilitator

Facilitator is an important person between the quality circle and the steering committee. Facilitator would:

- act as a consultant and guide to the QC leaders
- initiate the setting up of QCs by persuading the supervisor, by teaching and training the QC leaders and member
- Provide feedback to the steering committee about the proceedings and results of the QCs.
- Act as an evaluator and reviewer of QC operations and programmes.

The facilitator has to maintain sound inter-personal relations in order to function as a social leader. He should prove himself successful in acting as a Co-ordinator, Coach, Promoter, Teacher and Innovator. He is expected to be an excellent resource person for training the managers at higher level.

Q22. Examine the role of quality circles in a large scale industry.**Ans :****(Imp.)**

The role of quality circles in the organizational development of large scale organizations can be understood from the following points,

1. Quality circles increase the quality and productivity which ultimately improve and develop the organization.
2. Quality circles reduce the problems relating to quality that interrupts the production process.
3. Implementation of quality circles facilitates effective utilization of human resources.
4. Quality circles increase employee's loyalty and commitment towards the organization and its objective which leads to organizational development.
5. Organizations can develop by creating team spirit and unity of action through quality circles.
6. Organizations with quality circles reduce wastage of resources and avoid errors and defects.
7. Quality circles involve members who make suggestions and improvements for betterment of organization.
8. Quality circles create an environment which respects humanity and develops a peaceful atmosphere which improves working conditions.
9. Quality circle helps to provide customers with good quality products and services.
10. Quality circle helps to reduce the frequency of accidents as it basically emphasizes upon high safety measures.

2.6 EMERGING ORGANIZATIONAL ARCHITECTURES**Q23. Explain the emerging organizational architectures.****Ans :****(Imp.)**

New architectures or structures of organizations are emerging with time due to the change in employees' expectations and technologies. Some of them are briefly discussed as follows,

1. Network Structure/Architecture

Network architecture or design is one of the emerging structures in which different organizations link together and interact with each other to achieve a common purpose. There can be two types of network structures.

- (i) **Intra-Networking:** It could be a joint venture to set up a complex technical system similar to space shuttle.
- (ii) **Inter-Networking:** It could be a network of construction companies which forms a large structure.

2. Spaghetti Organization Structure/Architecture

Spaghetti organization is a project-based organization which is flat and loosely coupled. The organization structure has unclear job boundaries, more project responsibilities to independent teams and involves substantial delegation of task. The main reason behind creating this type of architecture was to have a creative and entrepreneurial organization.

3. Fishnet Organization Structure/Architecture

Fishnet organization is another modern structure which is quite flexible in nature. This organization can form/create different patterns of connection and based on the requirement, it can reform the connections. The best feature of fishnet organization is that it can be rearranged within a short span of time while retaining the same level of strength.

Many organizations that have downsized today, can now use fishnet organization structure to achieve flexibility and adaptability. This structure can easily integrate any other structure electronically by making necessary modifications.

4. Team Organization Structure/Architecture

An organization that is made up of work groups or teams is called as "team structure". In team structure, there is no line of managerial authority nor a stipulated working pattern. The teams are given all the powers and they design the work based on the goal accomplishment.

5. Learning Organization Structure/Architecture

A learning organisation is generally defined as an organisation that practises organisational learning.

According to Peter Senge, "a learning organisation is a continuous testing of experience, and the transformation of those experiences into knowledge, accessible to the entire organisation and relevant to its core purpose". The main characteristics of a learning organisation are,

- (i) Every individual in a learning organisation constantly teams, expands and enhances his/her capacities to create.
- (ii) A learning organisation believes that people are more intelligent in a group rather than alone.
- (iii) Transparency is one of the important characteristic, where people can understand how their actions influence the organisational activities.
- (iv) A learning organisation mostly learn from the past experienced.

Short Question and Answers

1. Matrix structure

Ans :

The matrix structure combines functional specialization with the focus of divisional structure. This structure uses permanent cross functional teams to integrate functional expertise with a divisional focus.

Employees in a matrix structure belong to at least two formal groups at the same time—a functional group and a product, program, or project team. They also report to two bosses—one within the functional group and the other within the team.

This structure not only increases employee motivation, but it also allows technical and general management training across functional areas as well. Potential advantages include

- Better cooperation and problem solving.
- Increased flexibility.
- Better customer service.
- Better performance accountability.
- Improved strategic management.

2. Organizational Design

Ans :

Meaning

Organizing is the process of creating the structure of working relationships between which enables them to achieve organizational goals.

Organizational structure is the result of the organizing process. It is a framework of a decision-making process i.e., a system of relationships that controls the people's activities in an organization for achieving goals.

Organization as a structure is the specific method of arranging the pattern of network relations in the firm among different positions.

Organizational structure is the formal system of task and job reporting relationships that analyzes the way how the employees make use of the

available resources to attain their objectives. The organizational structure monitors, coordinates and encourages the employees in an organization.

Organizational design is the process wherein the managers select and manage different elements and parts of the organizational structure and culture for achieving the goals.

3. Open Decision Making System

Ans :

If the manager operates in an environment not known to him, then the decision making system is termed as an open decision making system. The conditions of this system are:

- (a) The manager does not know all the decision alternatives.
- (b) The outcome of the decision is also not known fully. The knowledge of the outcome may be a probabilistic one.
- (c) No method, rule or model is available to study and finalize one decision among the set of decision alternatives.
- (d) It is difficult to decide an objective or a goal and, therefore, the manager resorts to that decision, where his aspirations or desires are met best.

Deciding on the possible product diversification lines, the pricing of a new product, and the plant location, are some decision making situations which fall in the category of the open decision making systems.

4. Closed Decision Making System

Ans :

If the manager operates in a known environment then it is a closed decision making system. The conditions of the closed decision making system are:

- (a) The manager has a known set of decision alternatives and knows their outcomes fully in terms of value, if implemented.

(b) The manager has a model, a method or a rule whereby the decision alternatives can be generated, tested, and ranked.

(c) The manager can choose one of them, based on some goal or objective.

A few examples are:

- (i) a product mix problem,
- (ii) an examination system to declare pass or fail, or
- (iii) an acceptance of the fixed deposits.

5. Line, Staff and Functional Managers

Ans :

Line Managers

Line managers possess direct responsibility of producing goods and services of the organization. Usually, line managers are vested with substantial authority so that they can assist the subordinates in "what to do", "how to do" and "when to do" various activities.

Staff Managers

Staff managers are the managers who support line managers but does not involve directly in the production of goods or services. They don't have the authority but make use of their personal skills and knowledge in influencing the subordinates.

Functional Managers

A functional manager is assigned with the task related to a specific business area, such as production, marketing or finance. Functional managers look after the specialized business areas. These managers are classified based on their area of specialized activity.

6. Learning Organization

Ans :

A learning organisation is generally defined as an organisation that practises organisational learning. According to *Peter Senge*, "a learning organisation is a continuous testing of experience, and the transformation of those experiences into knowledge, accessible to the entire organisation and relevant to its core purpose".

The main characteristics of a learning organisation are,

- (i) Every individual in a learning organisation constantly learns, expands and enhances his/her capacities to create.
- (ii) A learning organisation believes that people are more intelligent in a group rather than alone.
- (iii) Transparency is one of the important characteristic, where people can understand how their actions influence the organisational activities.
- (iv) A learning organisation mostly learn from the past experience.

7. Divisional structure

Ans :

Managers in large companies may have difficulty keeping track of all their company's products and activities, specialized departments may develop. These departments are divided according to their organizational outputs. Examples include departments created to distinguish among production, customer service, and geographical categories. This grouping of departments is called divisional structure. These departments allow managers to better focus their resources and results. Divisional structure also makes performance easier to monitor. As a result, this structure is flexible and responsive to change.

8. Decision Making

Ans :

Introduction

Decision-making is an important function of every manager. In the last two chapters we have studied planning. Under planning important things like, 'what is to be done', 'how it is to be done', when it is to be done and who is to do it are considered. In an answer to all these questions a manager has various alternatives. When a manager chooses the best alternative out of many available ones, it is called decision and the process that has been adopted in order to reach the final decision is known as the decision-making.

A decision is essential in all the managerial functions like planning, organizing, staffing, directing, and controlling. All the managerial functions are performed through the medium of a decision. The managers are doubly benefitted when they face problems and try to find out their solutions. Firstly, by finding out an effective solution they serve the organisation, and secondly, they are personally satisfied. Thus, it is clear that the success of an organisation depends on the manager, and a manager succeeds only when he possesses the quality of taking effective decision.

Meaning

Decision-making means analysing different alternatives and arriving at decision in the face of a particular situation about what to do and what not to do. In this way decision-making means reaching a conclusion or final decision which can be implemented as a solution of a problem. Since the managers are invariably faced with some problem or the other for which they have to find a solution, it is said that decision-making is perpetually needed and Simon has very pertinently observed that "To make decision is Management".

Definitions

Different management experts have defined decision-making differently. Some prominent definitions are given below :

- (i) **According to Koontz and O'Donnel.** "Decision-making is the actual selection from among alternatives of a course of action."
 - (ii) **According to George R. Terry.** "Decision-making is the selection based on some criteria from two or more possible alternatives."
 - (iii) **According to Louis A. Alien.** "Decision-making is the work which a manager performs to arrive at conclusion and judgement."
-

9. Decision-making under Certainty

Ans :

A condition of certainty exists when the decision-maker knows with reasonable certainty what the alternatives are, what conditions are associated with each alternative, and the outcome of each alternative. Under conditions of certainty, accurate, measurable, and reliable information on which to base decisions is available.

The cause and effect relationships are known and the future is highly predictable under conditions of certainty. Such conditions exist in case of routine and repetitive decisions concerning the day-to-day operations of the business.

10. Decision-making under Uncertainty

Ans :

Most significant decisions made in today's complex environment are formulated under a state of uncertainty. Conditions of uncertainty exist when the future environment is unpredictable and everything is in a state of flux. The decision-maker is not aware of all available alternatives, the risks associated with each, and the consequences of each alternative or their probabilities.

The manager does not possess complete information about the alternatives and whatever information is available, may not be completely reliable. In the face of such uncertainty, managers need to make certain assumptions about the situation in order to provide a reasonable framework for decision-making. They have to depend upon their judgment and experience for making decisions.

11. Decision-making under Risk*Ans :*

When a manager lacks perfect information or whenever an information asymmetry exists, risk arises. Under a state of risk, the decision maker has incomplete information about available alternatives but has a good idea of the probability of outcomes for each alternative.

While making decisions under a state of risk, managers must determine the probability associated with each alternative on the basis of the available information and his experience.

12. Differentiate between open and closed models of decision making.*Ans :*

S.No.	Basis	Open Model of Decision Making	Closed Model of Decision Making
1.	Meaning	When manager is unaware of environment in which he operates, then it is considered as open decision making system.	When manager is aware of environment in which he operates, then it is termed as closed decision making system.
2.	Usefulness	The usefulness of open model is that it tries to effect human problem solving in an organized way.	Closed models are useful in case of well structured problems.
3.	Decision alternative	In this model, all decisions alternatives are new for the manager.	In this model, manager is aware of set of decision alternatives and their outcome completely.

13. Define quality of work life.*Ans :*

Quality of work life denotes all the organizational inputs which aim at the employee's satisfaction and enhancing organizational effectiveness. QWL refers to the favorableness or unfavorableness of a total job environment of the people. The basic purpose is to develop jobs and working conditions that are excellent for people as well as for the economic health of the organization. QWL provides a more humanized work environment. It attempts to serve the higher order needs of workers as well as their more basic needs.

Q - Quest for excellence

U - Understanding

A - Action

L - Leadership

I - Involvement of the people

T - Team spirit

Y - Yardstick to measure progress

14. Principles of QWL

Ans :

In order to humanise work and to improve the QWL, four basic principles! may be helpful:

- (i) **The Principle of Security:** Quality of work life cannot be improved until employees are relieved of the anxiety, fear and loss of future employment. The working conditions must be safe and fear of economic want should be eliminated. Job security and safety against occupational hazards is an essential precondition of humanisation of work.
 - (ii) **The Principle of Equity:** There should be a direct and positive relation between effort and reward. All types of discrimination between people doing similar work and with same level of performance must be eliminated. Equity also requires sharing the profits of the organisation.
 - (iii) **The Principle of Individualism:** Employees differ in terms of their attitudes, skill, potential, etc. Therefore, every individual should be provided the opportunity for development of his personality and potential. Humanisation of work requires that employees are allowed to decide their own pace of activity and design of work operations.
 - (iv) **The Principle of Democracy:** This means greater authority and responsibility to employees. Meaningful participation in the decision-making process improves the quality of work life.
-

15. Define Quality Circle.

Ans :

A quality circle has been defined as a self-governing group of workers or without their supervisors who voluntarily meet regularly to identify, analyse and solve problems of their work field. But there is a misconception that quality circle and task force are one and the same and quality circles is not a task force and former is broader than the latter.

A task force is a group of most skilled employees selected and appointed by management, engaged in various functions, with an orientation to problem-solving. The QC is a voluntary association of workers engaged in similar work with an orientation of human relations. QCs are formed to attain specific objectives.

Choose the Correct Answers

1. _____ is a set of autonomous unit, each typically machine bureaucracies in itself, coordinated by a central headquarter. [a]
(a) Divisional structure (b) Professional bureaucracy
(c) Adhocracy (d) None of the above
- 2, Which of the following company follow divisional structure? [d]
(a) Hershey Foods (b) General motors
(c) Du Pont (d) All of the above
3. Decision making helps in the smooth function of the _____. [a]
(a) business (b) staffing
(c) organization (d) planning
4. The transmission of thoughts from person to another is _____. [a]
(a) communication (b) controlling
(c) consultative (d) organizing
5. The study relating to the movement of a machine operator and his machinewhile performing the job iscalled _____. [c]
(a) time study (b) work study
(c) motion study (d) fatigue study
6. Selecting a best course of action among the alternatives is called as _____. [a]
(a) decision making (b) planning
(d) organizing (d) controlling
7. The decisions which are frequent and repetitive in nature are calledas _____. [b]
(a) non-programmed decisions
(b) programmed decisions
(c) major decisions
(d) operative decisions
8. A decision which is taken to meet unexpected situation _____. [c]
(a) problem decision (b) certainty decisions
(c) crisis decision (d) organizational decision
9. The right of a person to give instructions to his subordinates is known as _____. [b]
(a) responsibility (b) authority
(c) accountability (d) line authority

10. Elements of delegation _____. [a]
(a) responsibility, authority, accountability
(b) authority, delegation, accountability
(c) responsibility, decentralization, centralization
(d) controlling, responsibility, authority
11. The extent to which power and authority are retained at the top is called as _____. [a]
(a) centralization (b) decentralization
(c) responsibility (d) accountability
12. _____ deals with appointing people and placing them at the appropriate jobs. [c]
(a) Human resources (b) Recruitment
(c) Staffing (d) Placement

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Fill in the blanks

1. _____ is an important function of every manager.
2. _____ action is the last step in the process of decision-making.
3. Programmed decisions are also called _____
4. Non-programmed decisions are also called _____
5. A decision which relates to day-to-day operation of an organisation is known as _____
6. OB stand for _____
7. A _____ is a collection of things connected or interrelated so as to form a complex unity.
8. Decision type _____.
9. Approach of decision making _____.
10. Model of decision making _____.
11. Advantage of standing plan _____.

ANSWERS

1. Decision-making
2. Follow-up
3. Routine decision
4. Structured decision
5. Operative decision
6. Organizational behaviour
7. System
8. Strategic
9. Rational
10. Open / Closed
11. Helps in coordination

UNIT III

Organizational Behavior

Personality Traits, Big 5 personality traits, MBTI, the Process of Perception and Attribution, Kelly's personal construct Theory, Cognitive Dissonance, Classical, Operant and Reinforcement Conditioning, Transactional Analysis, Johari Window, Attitudinal Genesis in Mentoring, Motivation - Content and Process Theories.

3.1 ORGANIZATIONAL BEHAVIOUR

Q1. What do you mean by organisation? Explain the significance of organisations in contemporary society?

Ans :

Meaning

Organisations may be studied from two perspectives micro and macro. Micro perspective of organisational study focusses on human beings in the organisations. It studies human beings as individuals an individual's psychological make-up, his interaction with other individuals and groups, variables determining his behaviour in the organisation, and the strategies that may be adopted to govern his behaviour in a desirable way in the organisation. This micro aspect of organisational study is generally the subject-matter of Organisational Behaviour. The macro perspective considers organisation as a unit for analysis. It emphasises on the study of human behaviour as a collectivity of people and deals with how organisation is structured, how technology affects people in the organisation, and how organisation interacts with its environment. This macro aspect of organisational study is the subject matter of Organisation Theory.

As a subject-matter of organisational analysis, the term organisation is used in the sense of organised unit. In this context too, however, the organisation has been defined in various ways by different theorists. This is so because different theorists have emphasised different characteristics of organisation. For example, Weber has defined organisation as corporate group. Accordingly, Weber's definition has served as the basis for many

other definitions of the organisation. His focus is basically on legitimate interaction patterns among organisational members as they pursue goals and engage in activities. A major component of this definition is the idea of order which differentiates organisation from other social entities, such as, family, community, etc. Interaction patterns do not simply arise; there is a structuring of interaction imposed by the organisation itself. This interaction is associative rather than communal. This again differentiates organisation and other social units.

Definitions

According Scott defined organisation more elaborately. He defines organisation as follows:

"Organisations are defined as collectivities ... that have been established for the pursuit of relatively specific objectives on a more or less continuous basis."

Scott has emphasised the characteristics of organisations as relatively fixed boundaries, a normative order, authority rank, a communication system, and an incentive system which enables various types of participants to work together in the pursuit of goals.

For the purpose of organisational behaviour, an organisation may be defined as identifiable aggregation of human beings, deliberately and consciously created for the attainment of certain goals with rational coordination of closely relevant activities.

Significance

1. Limitations of Individuals

Human beings as individuals have many limitations. In order to overcome the

problems of these limitations, they organise together. The limitations of an individual are the things that keep him away from doing what he wants to do. Such limitations fall into one of two categories: they are established by either: (i) the biological capacities of the individual, or (ii) the physical factors of the environment that he faces. These limitations are directly related to each other and are applied in the context of specific goal of the activities. To illustrate the point, an example of a situation can be taken where an individual wants to move a stone. The limitation can be stated in one of two ways: stone too large for a man or man too small for stone. The first statement expresses the limitation in terms of physical environment, and the second, the limitation in terms of man.

2. Social Reasons

Human beings are, by nature, gregarious. They always want relationship with others. This is so because an individual is able to satisfy his socio-psychological needs in organisations which otherwise he cannot do. This reason was primarily responsible for the emergence of earliest family systems. Though many organisations exist purely on economic reasons, they provide social satisfaction also to the individuals. For example, business organisations primarily attempt to achieve economic objectives. Individuals join them not earn livelihood but to get social satisfaction also. This is evident from the fact that individual weigh a number of factors, besides economic ones, while joining a business organisation. Thus, human beings organise not only to overcome the limitations of their individual capacity. but also because they need and enjoy social satisfaction that organisations provide.

3. Material Reasons

Hicks has identified three material reasons for organisations, and through organisations, a man can do three things that he cannot do alone: (i) he can enlarge his abilities: (ii) he can compress the time required to accomplish an objective through an organisation; and (iii) he can take advantage of the accumulated knowledge of previous generations.

Q2. Define Organizational Behaviour. Explain the Nature of Organization behaviour.

Ans :

(Jan.-20, June-18)

Meaning

Organizational Behavior is so important matter for an organization to operate their business. We know every organization their ultimate target is to maximize profit by satisfying customers need, want and demand successfully. If any organization wants to do business for long time they must have to organize their business organization to compete in a high competitive global market. That's why the management of any organization is very sincere to operate their employees in a dynamic way.

Organizational behavior is a field of study that investigates the impact that individuals, groups and structures have on behavior within an organization for the purpose of applying such knowledge towards improving an organization's effectiveness.

Definitions

The term 'organizational behavior' is defined by "Stephen P Robbins" as "a field of study that investigates the impact of individuals, groups and structures on behavior within organizations for the purpose of applying such knowledge towards improving an organization's effectiveness".

Keith Davis defined "Organizational Behavior is the study and application of knowledge about how people as individual or as groups act within organizations."

"Organizational behavior is the understanding, prediction and management of human behavior in organizations".

– Fred Luthans

Nature

Organisational behaviour is emerging as a separate field of study. Therefore, its nature is likely to change over the period of time. However, its present nature can be identified as follows:

1. A Field of Study and not a Discipline

Organisational behaviour can be treated as a distinct field of study and not a discipline or even emerging discipline. A discipline is an accepted science with a theoretical foundation

that serves as the basis for research and analysis. Organisational behaviour, because of its broad base, recent emergence, and interdisciplinary orientation, is not accepted as science. We have just begun to synthesise principles, concepts, and processes in this field of enquiry. Therefore, it is reasonable to call it a field of study rather than a discipline.

2. Interdisciplinary Approach

OB is basically an interdisciplinary approach. An interdisciplinary approach integrates the relevant knowledge drawn from different disciplines for some specific purpose. As discussed later, OB draws heavily from psychology, sociology and anthropology. Besides, it also takes relevant things from economics, political science, law, and history. These disciplines exist separately, but OB integrates the relevant contents of these disciplines to make them applicable for organisational analysis. Thus, OB is nothing apart from the integration of knowledge from different disciplines.

3. An Applied Science

The basic objective of OB is to make application of various researches to solve the organisational problems particularly related to human behaviour aspect. Unlike the pure science which concentrates on fundamental researches, OB concentrates on applied researches. Though many of the researches may be carried on in laboratory situations and controlled conditions, they are meant for general application in organisational analysis. Thus, organisational behaviour is both science as well as art.

4. Normative and Value Centred

OB is a normative science. A normative science, unlike the positive science which suggests only cause-effect relationships, prescribes how the various findings of the researches can be applied to get organisational results which are acceptable to the society. Thus, what is acceptable by the society or individuals engaged in an organisation is a matter of value to the people concerned. This aspect cannot be explained by positive

science. The normative nature of OB is underscored by the proliferation of theories about management styles, ranging from 'how-to' prescriptions to polemics about change in basic practices.

5. Humanistic and Optimistic

OB focuses the attention on people from humanistic point of view. It is based on the belief that needs and motivation of people are of high concern. There is an acceptance of the value of the individual as a thinking, feeling organism, and without these considerations, the organisation may not be fully operational as a social entity. Further, there is optimism about the innate potential of man to be independent, creative, productive, and capable of contributing positively to the objectives of the organisation.

The man will actualise this potential if proper conditions and environments are given to him.

6. Oriented towards Organisational Objective

OB, being an applied science and emphasising human aspect of the organisation, is oriented towards organisational objectives. Though an organisation may have several objectives and sometimes conflicting with individual objectives, it should not be understood that OB only emphasises the achievement of individual objectives at the cost of organisational objectives. In fact, OB tries to integrate both types of objectives so that these are achieved simultaneously. For this purpose, it suggests various behavioural approaches.

7. A Total Systems Approach

OB is a total systems approach wherein the living system of an organisation is viewed as an enlargement of a man. The systems approach is an integrative approach which takes into account all the variables affecting organisational functioning. In fact, the systems thinking in organisational analysis has been developed by behavioural scientists. Behavioural science, while analysing organisational behaviour, does not take

human being in isolation but as the product of socio-psychological factors. Thus, his behaviour can be analysed keeping in view his psychological framework, interpersonal orientation, group influence, and social and cultural factors. Thus, man's nature is quite complex, and OB by applying systems approach tries to find solution of this complexity.

Q3. What are the major contributing disciplines to organizational behaviour?

Ans :

i) Psychology

The term psychology comes from the Greek word 'psyche' meaning soul or spirit. Modern psychology is almost universally defined as the science of behaviour which is nearly identical with behavioural science, in general. Though there are two other disciplines which make behavioural science, psychology is more closely identified with overall behavioural science. Psychology is a science of behaviour, the term behaviour being interpreted literally, for it comprehends not only objective and subjective form of human behaviour but also the behaviour of the animals. Psychology studies behaviour in various conditions normal, abnormal, social, industrial, legal; childhood, adolescence, old age, etc. It also studies processes of human behaviour, such as learning, thinking, memory, sensation, perception, emotion, feeling, and personality. Its contributions to behavioural science, as applied to managerial practices, are in the field of learning, perception, motivation, individual and group decision making, pattern of influence, and change in organisations, group process, vocational choice and satisfaction, communication, and personnel selection and training. In fact, there is a separate branch of industrial psychology which deals with the application of psychological facts and principles to the problems concerning human relations in organisations. Human relations is the integration of human factor into work situation which motivates it to work together effectively providing it social, psychological, and economic satisfaction. From this point of view, the contribution of psychology is quite significant.

ii) Sociology

Sociology can be described as an academic discipline that utilises the scientific method in accumulating knowledge about man's social behaviour. It studies the patterned, shared human behaviour; the way in which people act toward one another. It specifically studies social groups, social behaviour, society, customs, institutions, social class, status, social mobility, and prestige. It has also developed sub-fields of political sociology, industrial sociology, sociology of law, family sociology, educational sociology, and sociology of religion. To the managerial practice, its contribution is mainly in the field of bureaucracy, role structures, social system theory, group dynamics, effect of industrialisation on the social behaviour, etc.

iii) Anthropology

The term anthropology combines the Greek stem 'anthropo' meaning man and the noun ending 'logy' meaning science. Thus, anthropology can be defined as the science of man. It particularly studies civilisation, forms of cultures and their impact on individuals and groups, biological features of man and evolutionary pattern, speech and relationship among languages. Anthropology contributes in understanding the cultural effects on organisational behaviour, effects of value systems, norms, sentiments, cohesion, and interaction.

Besides these three basic behavioural disciplines, economics contributes in understanding the decision process, methods of allocating scarce resources in the organisations, and the impact of economic policy on organisations. Political science provides clue to conflicts in organisations, power and authority structure, and overall administrative process. From historical approach, case studies have emerged which have helped in clarifying the roles of decision makers.

Q4. Describe various models of organizational behaviour.

Ans :

Four models of organisational behaviour are as follows:

1. Autocratic Model

“Might is right” is the motto of the theory. It depends upon power: Those who are in command must have power to demand. Main features of the autocratic model are given as below:

- (i) **Only Management Decides Right or Wrong:** Employees are to follow their boss otherwise they are penalised. The theory is based on the assumption that only management knows what is wrong and what is right and employees are to follow orders without any argument. Management thinks that employees are passive and resistant to organisational needs. It is just like theory X developed by McGregor.
- (ii) **Obedient Orientation of Employees:** Under autocratic conditions the employee orientation is obedience to a boss, rather than respect for a manager. The psychological result for employees is dependence on their boss, whose power to hire, fire, and “perspire” is almost absolute. The boss pays minimum wages because minimum performance is given by employees. They are willing to give minimum performance - though sometimes reluctantly - because they must satisfy subsistence needs for themselves and their families.
- (iii) **Useful Approach:** The autocratic model was an acceptable approach to guide managerial behaviour when there were no well-known alternatives, and it still can be useful under some conditions, where situation are different.

2. Custodial Model

Workers being managed under the autocratic model often feel insecurity and frustration: They may even show aggression towards their bojs, their families and neighbours. That is why progressive managers felt that there must be some way

to develop better employee relationships so that insecurity and frustration could be dispelled. Main features of the custodial model are given below:

- i) **Employee Dependence on the Organisation :** The custodial approach leads to employee dependence on the organisation. Rather than being dependent on their boss for their weekly bread, employees now depend on organisations for their security and welfare.
- ii) **Emphasises Rewards :** The model emphasises economic reward, security, organisational dependence, and maintenance factors.
- iii) **Promotes Employee Satisfaction :** Employees working in a custodial environment become psychologically preoccupied with their economic rewards and benefits. As a result of their treatment, they are well maintained and contented. However, contentment does not necessarily produce strong motivation; it may produce only passive cooperation. The result tends to be that employees do not perform much more effectively than under the old autocratic approach.

- 3. **System Model :** This model is based on trust, self-motivation, and the performance results will be more than expected, because employees will be committed to do their tasks as expected, and as well as organizational goals.

After we explained the models in brief we would like to inform you that the world nowadays requires from us necessary steps before we decide the best model to have for an each organization. One of the most important things to consider is that managers and leaders should clearly understand the nature of their organizations before making any decision. Also, they have to consider and look at the changing in the environment and of course the employee's needs so that they can have the best model to use to get a better result.

Q5. What are the levels of OB.**Ans :** (Jan.-20, June-18)**1. Individual Level**

At individual level, characteristics of individuals affect their behaviour. These characteristics may include personality, ability, perception, creativity, motivation, feelings etc. An individual's job performance, job satisfaction, his/her interaction with the colleagues at work place, etc., depends upon the characteristics of an individual. The essential characteristics of individual should be assessed for understanding and managing organisational behaviour.

2. Group Level

A group consist of more than two people who interact among themselves for the attainment of their goals. A 'team' may be defined as a group of people working collectively towards attainment of common goals. The characteristics and processes of team influences organisational and group behaviour. Thus, it is important to understand such influences. Apart from characteristics, processes like - communication, decision making and leadership also have profound influence on the group behaviour.

3. Organisational Level

At organisational level, characteristics of the organisation will have a significant impact on the individual as well as group behaviours. Organisation design, organisation structure, organisation culture etc., are the characteristics of the organisation.

3.2 PERSONALITY**Q6. What is personality? Explain the nature and significance personalities.****Ans :****Meaning**

The term personality has been derived from Latin word 'person are', which means 'to speak through'. Thus personality is used in terms of influencing others through external appearance. Sum total of ways in which an individual reacts and interacts with others.

Definitions

According to Gordon Allport, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment."

According to Ruh, "Personality should include

- i) External appearance and behavior or social stimulus value;
- ii) Inner awareness of self as a permanent organizing force; and
- iii) The particular pattern of organization of measurable traits, both inner and outer."

Nature

Personality has some basic characteristics which are observed in the behavior of employees. They are distinctive traits of personality, individual differences, consistent traits and attributes, and perceptual process and modification.

- 1. Personality Traits :** Personality is the sum of different traits of a person. Personality is not known by a single trait. It is a composition of physical appearance, emotional attributes, sociability, objectivity, friendliness, thoughtfulness and so on.

Personality is characterized by major trait dimensions such as restraint, emotional stability, objectivity, friendliness, personal relations and masculinity versus enmity, thoughtfulness, sociability, general activity, ascendance, authoritarian, growth-oriented, mathematical, critical, satisfying and so on.

- 2. Personality Reflects Individual Differences:** Because the inner characteristics that constitute an individual's personality are a unique combination of factors, no two individuals are exactly alike. Nevertheless, many individuals tend to be similar in terms of a single personality characteristic.

For instance, many people can be described as "high" in sociability (the degree of interest they display in social or group activities), while others can be described as "low in sociability. Personality is a useful concept because it enables us to categorize consumers into different groups on the basis of a single trait or a few traits.

3. **Personality is Consistent and Enduring :** An individual's personality is commonly thought to be both consistent and enduring. The stable nature of personality suggests that it is unreasonable for marketers to attempt to change consumers' personalities to conform to certain products. At best, they may learn which personality characteristics influence specific consumer responses and attempt to appeal to relevant traits inherent in their target group of consumer.
4. **Personality Can Change :** Although personality tends to be consistent and enduring, it may still change under certain circumstances. For instance, an individual's personality may be altered by major life events, such as the birth of a child, the death of a loved one, a divorce, or a major career promotion.

Significance

Personality factors are extremely important in organizational settings. Often the 'wrong' kind of personality causes undesirable tensions and worries in organizations.

The costs of such tensions and worries are enormous when we interpret them from the point of view of employee-employer relations, peer relations and superior-subordinate relations. Sometimes, personality difficulties are the root cause of strikes, and often lead to turnover and job dissatisfaction. A consideration of personality differences of focal persons is important for at least three reasons:

1. Some people arouse hostility and aggression in their associates while others invoke sympathy and supportive responses because of their personality features. Otherwise, some people encourage while others discourage free and open communication in view of their personality traits as perceived by their subordinates and associates.
2. Personality characteristics tend to produce differential emotional reactions to stress. Some people tolerate severely stressful situations while others are overwhelmed with tensions and anxieties under similar circumstances.
3. Individual personalities lead to individual differences in styles of coping with stress.

3.2.1 Determinants of Personality

Q7. What are the determinants of personalities? Enumerate the personalities traits that managers rediesire in modern organization.

Ans :

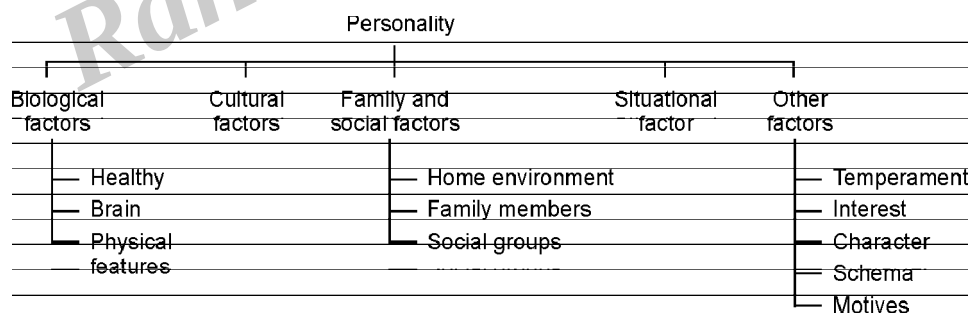


Fig.: Determinants of Personality

1. **Biological Factors :** Biological characteristics of human biological system influence the way in which human being tends to sense external event data, interpret, and respond to them.
 - i) **Heredity :** 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.

It has been established through research on animals that physical and psychological characteristics can be transmitted through heredity. Such a conclusive proof is not available for human beings. Heredity plays an important role in personality.

- 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 is personality formation.
 - 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 affect influence on others and, in turn, will affect his self-concept. The rate of maturation also affects personality because persons of varying maturity are exposed to different physical and social situations and activities differently.
2. **Cultural Factors** : Culture is traditionally considered as the major determined of an individual's personality, person is brought up is very important determinant of behavior of a person.
3. **Family and Social Factor** : The development of the individual proceeds under the influence of many socializing forces and agencies, from nuclear family to more distant or global groupings.
- In order to understand the effects of a family on individual's personality, we have to understand the socialization process and identification process.
- i) **Socialization Process**: The contribution of family and social group in combination with the culture is known as socialization.
- Socialization initially starts with the contact with mother and later on the other members of the family (father, sisters, and close relatives) and the social group play influential role in shaping an individual's personality.
- ii) **Identification Process** : Identification starts when a person begins to identify himself with some other members of the family. Normally a child tries to emulate certain actions of his parents.

Socialization and identification process is influenced by home environment, family members, and social groups.

- a) **Home Environment** : Total home environment is a critical factor in personality development. For example, children with markedly institutional bringing or children in a cold, unstimulating home have a much greater potential to be emotionally maladjusted than children raised by parents in a warm, loving, and stimulating environment. The key variable is not the parents per se but rather the type of environment that is generated for the child.
 - b) **Family Members** : Parents and other family members have strong influence on the personality development of the child. The study by Newcomb showed the high correlation between attitudes of parents and children with a further consistency in patterns. The relationship between parents and children was higher than that between the children and their teachers. Besides parents, siblings (brothers and sisters) also contribute to personality.
 - c) **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** : 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, there exist significant individual differences which are further influenced by situational factors.

3.2.2 Types of Personality

Q8. Discuss the various types of personalities.

(OR)

Discuss the organizationally relevant personality traits.

Ans :

(Jan.-20)

Various types of personalities are as follows:

1. **Sensing Managers** take in information through their senses and attend to the details of the problem. They like to solve problems in standard ways. They are patient with routine details and are precise in their work. They distrust creative inspirations and usually work all the way through to reach conclusions. They emphasize action, urgency, and bottom-line results.
2. **Intuitive Managers** like solving new problems and are impatient with routine details. They perceive the problem in its totality and consider several alternatives simultaneously. They are imaginative and futuristic, enjoying mind-testing games.
3. **Feeling Managers** heavily emphasize the human aspects in dealing with organizational problems and is more process oriented. They enjoy pleasing people and avoid conflicts.
4. **Thinking Managers** are logical and analytical in their problem solving and search for additional information in a logical manner.
5. **Intuitive Thinkers (NT)** is the architects of progress and ideas. They are interested in the principles on which the organisation is built and seek answers to the "whys" of events. They have enormous drive and are creative. If organisations do not have some NTs, change will be minimal.
6. **Sensation Feelers (SF)** deal with concrete problems in a methodical way. They have astute powers of observation regarding the details of how an organisation is run. SFs do not fight the system, but use what is available for problem solving. SFs are non-judgmental of their co-workers and do not look for underlying motives and meanings in people's behaviour. If organisations do not have SFs, small problems will go unattended till they become big.
7. **Sensation Thinkers (ST)** are decisive and excellent at decisions involving precise interpretations of facts and figures. They are persevering and precise. They want the organisation run on an impersonal basis. They are hard working and super dependable. Organisations run efficiently because of such managers.
8. **Intuitive Feelers (NF)** have personal charisma and commitment to the people they lead. They communicate their caring and enthusiasm. They are comfortable in an unstructured, group-centred management system that lets employees participate in the decision-making process. Without NFs an organisation will become cold, sterile and dull.

3.2.3 Big 5 Personality Traits

Q9. Explain the Big 5 model of personality?

(OR)

Write about the Big 5 model of personality?

Ans :

(Aug.-21)

Personality traits of an executive/supervisor influence the behaviour of the employees in an organisation. Mr. Jayasankaran of Delta Airlines attracts and impresses his subordinates due to his impressive height. Mr. Vasanta is highly sociable. His subordinates are impressed with the way he meets and directs his juniors.

The major personality traits which influence the job behaviour performance are labelled as the 'Big-Five Personality Traits'. These traits have emerged from the Research Studies. They are:

1. **Extroversion** : Sociable, talkative and assertive.
2. **Agreeableness** : Good natured, cooperative and trusting.
3. **Conscientiousness** : Responsible, dependable, persistent and achievement oriented.
4. **Emotional Stability**: Calm, self confident, secure, tense, insecure and nervous.
5. **Openness to Experience**: Imaginative artistically sensitive.

Extreme traits of the 'Big Five' intellectual are presented in Exhibit.

Now, we discuss these big-five personality traits in detail.

1. Extroversion

Extroversion represents a person's interest in the external world. Per in the external world. Person's interest in the external can be exhibited through sociability, talkativeness/

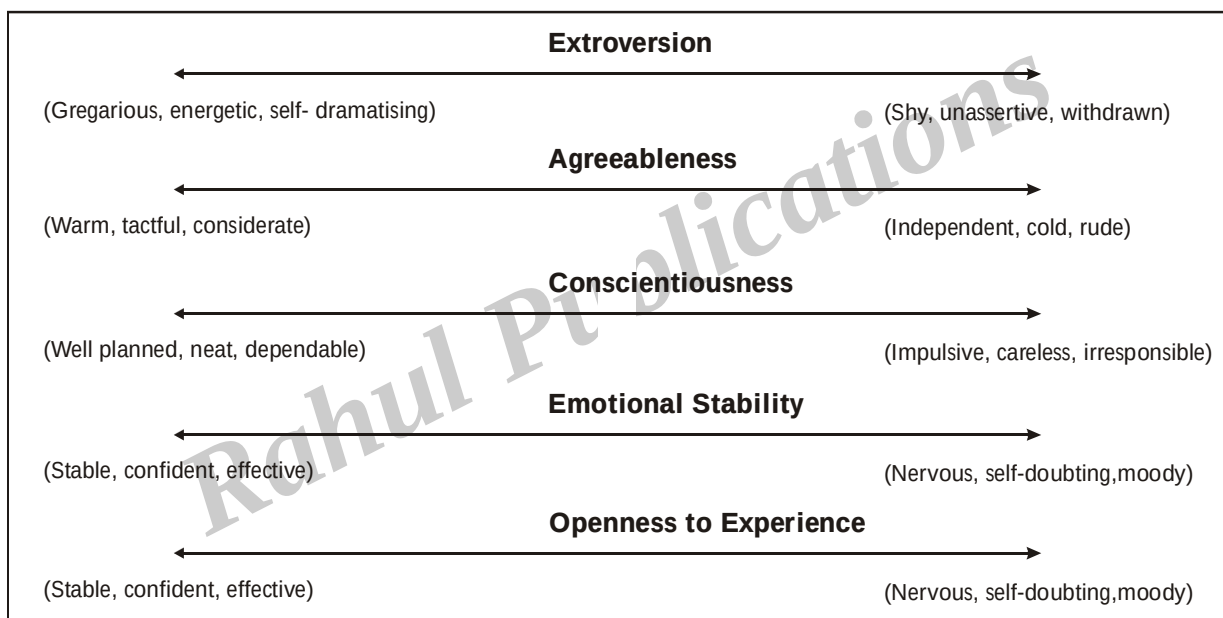


Fig :: Extreme Traits of the BIG FIVE

- (a) **Sociability:** Mr. Ravi, Human Resources Manager of Nutrine Confectionary Ltd., has been highly sociable, visits the employees' families and monitors their welfare. During one summer when there was heavy demand for chocolates, Employees refused to work beyond the scheduled hours despite his repeated requests. Then Mr. Ravi arranged for a social get-together of the employees' family members and explained to them the demands of the company regarding overtime work. The satisfied family members influenced the employees to concede to the demand of the HR Manager. Thus, the sociability trait of Mr. Ravi resulted in positive job behaviour and enhanced the production of the company.

Sociability is the ability of a person in maintaining interrelationship within a social group. Some executives possess the trait of maintaining social relations with their subordinates. They visit the subordinate's houses, enquire about the subordinates' health, financial, family, children's educational and marriage issues. They participate in various social functions organized by the subordinates.

Sociability of executives and superiors tend to result in positive job behaviour and improved job performance.

- (b) **Talkative:** Mr. Mahajan of Grindwell Norton is a skilled speaker. He is good at making presentations. He talks on various issues and attracts the employees and major customers. He makes enquiries with the employees regarding their family issues, welfare etc. His subordinates are influenced by his abilities of voicing on various issues of the company, jobs, their personal issues etc. Many executives, with their speaking skills attract and influence the subordinates regarding their job behaviour and performance.

- (c) **Assertive:** Mr. Rajiv of Mukund Industries never counts down on his employees though they commit mistakes. Infact, he appreciates and defends them publicly. He calls them for discussions privately and makes them realize their mistakes. Similarly, he also defends himself through arguments, systematic analysis backed up with reasoning and cause-effect presentations. He attracts and influences his subordinates through his assertiveness.

Assertiveness is confirming one's own Ideas or actions confidently or defending oneself and/or others through positive arguments, declaring strongly or laying claims. Subordinates like the assertive character of their boss and mould their job behaviour and performance to his expectations.

2. Agreeableness

Mr. Uday of Kotak Mahindra enters into the shoes of his employees and customers and analyses the issues and problems from their point of view. Added to this, his positive attitude towards others makes him to exhibit his trait of accepting the proposals or requests or needs of his subordinates. His subordinates are influenced positively by his trait of agreeableness.

Highly agreeable people are cooperative, warm and trusting, whereas less agreeable people are cold, disagreeable and antagonistic. Individuals with agreeable traits think from the view point of their employees or clients accept the proposals, needs or requests of the employees. Employees'

job behaviour and job performance is influenced with such a trait. Individuals with such a trait are good natured, cooperative and trusting.

- (a) **Good Natured:** Mr. Chowdary of Voltas respects the idea values and opinion of each of his subordinates. The encourages their participation in various activities and involvement in decision-making. The visits the work place of his subordinates, offers suggestions, guides them and helps them in their work. Employees in Voltas are influenced by the good nature and treatment given by Mr. Chowdary.

Good nature includes respecting the employees' ideas, views, opinions, values and considering them in decision-making. Further, it induces involving the employees in decision-making, helping and guiding them in their work. Good nature of the superiors influence the job behaviour and performance of the subordinates positively.

- (b) **Cooperative:** Mr. Singh of Max India works jointly with his colleagues and subordinates, though, he has an independent work and independent office. Further, he shares his resources, time and expertise for the efficient performance of his subordinates and colleagues. Singh's cooperation in attitude and practice influenced the job behaviour and performance of Max India to a greater extent though positive reciprocation of employees.

Cooperative traits regarding attitude and practice of superiors of an organization helps the company in moulding the job behaviour and increasing the job performance.

- (c) **Trusting:** Mr. Premji of WIPRO entrusts the work, broadly fixes the targets and gives freedom to the employees to achieve the targets. He proudly says that his employees achieve targets beyond his expectations. His employees happily reciprocate that their boss trusts them, which changed their behaviour and enhanced their performance.

Trust is worthiness of being relied upon or confidence in the truth of anything. It is resting on the integrity. Executives with the trait of trusting provide autonomy to the people,

enable them to realize their potentialities and rise to the expectations of their boss. Executives can concentrate on strategic and policy issues.

- 3. Conscientiousness:** Mr. Rajesh Chowdary, an executive of Bharat Heavy Plates and Vessels Limited (BHPVL) had no real pressure of work and responsibility to spend longer hours in the company, take risks, exert his energies etc. But he worked sincerely beyond the expectations of the organisational culture and his colleagues. The responsive trait of Mr. Chowdary changed the work culture of his department to a considerable extent.

Conscientiousness refers to governing or regulating the work activity by conscience. Conscientiousness is a measure of reliability. Persons with a high level of conscientiousness are reliable, organized, dependable and persistent; while persons with a low level are easily distracted, disorganised and unreliable. The conscientiousness trait of the executive changes the job behaviour and enhances the job performance of the subordinates. The conscientiousness trait includes responsibility, dependability, persistency and achievement-oriented.

- (a) Responsible:** Responsible trait is responding readily to discharge one's own obligations towards others and the organisation. The responsible trait of the individuals enables them to take up the work activities with or without delegation, and makes the superiors to concentrate on policy issues. This process improves the job performance of the employees and moulds the employee behaviour towards organisational requirements.
- (b) Dependable:** Mr. Prakash Singhal of Escorts frequently takes up the work activities of the company depending upon the situation, without being assigned to him by his boss. His boss feels that Mr. Prakash is dependable and the work he takes up or which is assigned to him need not be followed up. Thus the dependable trait of the employees improves their job performance.

- (c) Persistent:** Mr. Satyanarayana of Dr. Reddy's Lab reacts to the needs of his subordinates and organisational requirements continuously, steadily at a fast rate without any opposition. This persistent trait of Mr. Satyanarayana influenced the behaviour of his subordinates significantly.

Persistent trait refers to the behaviour of rendering the services or doing the work continuously at a steady pace without any opposition. The persistent trait influences job behaviour and performance.

- (d) Achievement-Oriented:** Mr. Ghose of Birla Corporation translates the objectives into achievable goals based on ground realities and achieves the goals to a large extent. The achievement oriented trait of Mr. Ghose improved his job performance and moulded the job behaviour of others.

4. Emotional Stability

Some executives absorb the actions, reactions, views, feelings, attitudes, outcome of activities etc. and maintain stability of their emotions. Consequently, they tend to be calm, self-confident and secure. People with negative scores tend to be nervous, anxious, depressed and insecure.

5. Openness to Experience

Executives are expected to be open to new job experiences, learn, absorb and integrate them with their previous experiences and knowledge. This trait includes imaginative, artistically sensitive, intellectual, creative and curious people. Those with low level of openness are conventional and go along with the familiar.

- (a) Imaginative:** All the business ventures come into existence only after they cross the stage of imaginative or projective. Infact all the business activities also cross this stage and as such, all the employees are expected to possess the imaginative trait. Infact, those who imagine much, achieve much.
- (b) Artistically Sensitive:** Employees should be sensitive to all types of changes in the environment and imagination. Employees with this trait learn much from the environment and use such knowledge for the improvement of the job performance.

(c) Intellectual

The intellectual trait enables the individuals to think and analyse rationally and understand systematically. This trait helps the employee to make efficient decisions and enhance the job behaviour.

3.3 MBTI**Q10. Describe the concept of MBTI inventory. (OR)**

Critically evaluate MBTI-Model of personality.

Ans : (Aug.-17)

The Myers-Briggs Type Indicator (MBTI), developed by Isabel Briggs Myers and her mother, Katharine Cook Briggs, is a well known and widely used personality inventory based on the psychological theories of Carl Gustav Jung. It is often used as a tool for discovering and understanding different normal human personalities and can be utilized in a variety of applications such as academic counseling, career development, conflict resolution, leadership training and relationship counseling, just to cite a few.

However, it should be noted that MBTI is not a test as there are no right or wrong answers and it does not reveal everything about oneself.

Based on Jung's psychoanalytical theories, Myers deduced that there were four dichotomies which made people differ from one another and referred to them as 'type preferences'. The four dichotomies and their brief descriptions are presented below:

- **Extraversion or Introversion:** Indicates whether people prefer to acquire their personal energy from the outer world of people and activities, or from inner world of ideas and thoughts. E.g., extraverts prefer being in large group of people and introverts tend to take pleasure in quieter activities.
- **Sensing or Intuition:** Describes how people take in information, whether they focus on what is actual and real (factual-based) or prefer to interpret or apply meaning to what they see. E.g., people who prefer sensing is down-to-earth and more dependent on past

experiences, where as people who prefer intuition are considered idealists and rely more on the future.

- **Thinking or Feeling:** Indicates how people prefer to make decisions, whether it is based on logical thinking or influenced by their concerns for themselves and others. E.g., people who prefer feeling over thinking are generally predominant in helpful professions such as counselors and they pay close attention to other people's needs. In addition, those who prefer thinking may seek factual clarity in solving disputes.

- **Judging or Perceiving:** Describes the way you manage you life and how you deal with the outer world, whether in an orderly manner or spontaneously. E.g., people who prefer judging like to have everything in order and in a scheduled manner.

On the contrary, people who prefer perceiving are more unplanned and spontaneous in their lifestyle, including making decisions.

3.4 PROCESS OF PERCEPTION**Q11. Define perception. Explain the characteristics of perception.**

Ans : (June-18)

Meaning

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin.

Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Definitions

- i) **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."

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

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to us. Perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

Characteristics

The following are the chief characteristics of perception :

1. **Mental Process** : Perception is a mental process. Under it an individual chooses, organises 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 organised 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 come 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** : Under-standing 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 neogations, etc.

Q12. Explain the perceptual process.

(OR)

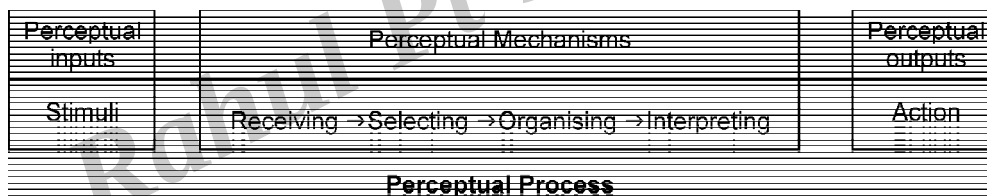
Explain the steps in the perceptual process.

Ans :

(Aug.-19, July-18)

Perception is a process consisting of several subprocesses. We can take an input-throughput-output approach to understand the dynamics of the perceptual process. This approach emphasizes 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 behavior, can be viewed as the perceptual outputs. The whole perceptual process can be presented as follows :



- 1. Perceptual Input/Stimuli** : The first process in the perceptual processes is the presence of stimuli like people, objects, events, informa-tion etc. Though the presence of stimulus is necessary for perception, it is not the actual process of perception. Nevertheless the perception process cannot start in the absence of stimuli.
- 2. Perceptual Mechanism** : The actual perception process starts with the receipt of information, or data (of stimuli) from various sources. The receipt of stimuli is a psychological aspect of the perception process. And most perceptual inputs are received from various sensory inputs. One sees things, hears them, smells, tastes, or touches them and learns other aspects of the things. Thus, reception of stimuli is a physiological aspect of perception process.
- 3. Selection of Stimuli** : After receiving the stimuli or data, some are selected for further processing while others are screened out because it is not possible for a person to select all stimuli for processing to attach meaning, which he receives from the environment.

Perceptual selectivity refers to the tendency to select certain objects from the environment for 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 behavior.

4. **Organization of Stimuli :** After the data have been selected, these are organized in some form in order to make sense out of them. Such organization of stimuli may take the form of figure-ground, grouping, simplifications, and closure. These factors have been discussed below under perceptual organization.
5. **Action :** The last phase of the perceptual process is that of acting in relation to what has been perceived. This is the output aspect of perceptual process. The action may be covert or overt. The covert action may be covert or overt. The covert action may be in the form of change in attitude, opinions, feelings, values, and impression formation resulting from the perceptual inputs and throughputs. The overt action may be in the form of behavior easily visible.

Q13. What are the factors influencing perception.

Ans : (Aug.-19)

The factors that contribute to perceptual differences and the perceptual process among people at work, which are summarized in Figure below, include characteristics of the perceiver, the setting, and the perceived.

- (a) **The Perceiver :** When an individual looks at the target and attempts to interpret what he / she sees. Such interpretation is heavily influenced by personal characteristics of the individual perceiver. The characteristics of perceiver include person's needs. Past experience, habits, personality, values, attitudes etc

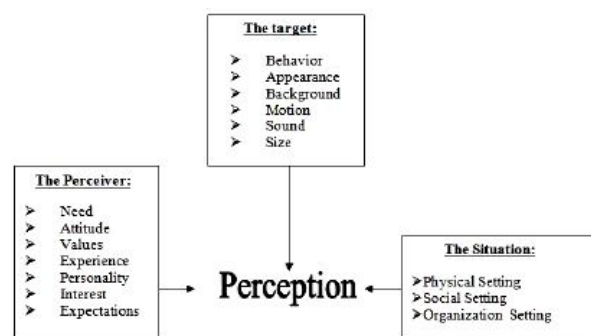
For example : A negative attitude person interprets negative results and further makes negative perception.

- (b) **The Perceived (object):** Characteristics of the target, which has been observed also affects the individual's perception. The physical attributes, appearance and behavior of other persons in the situation also influences the perception. Physical attributes of the person means age, height, weight, gender etc. Loud people are easily noticeable in a group in comparison to the quiet ones. Motion

sound, size and other attributes of a target also affect the perception of an individual.

Object which is perceived is not observed in isolation, the relationship of a target with its background also influences perception. Person, objects or events that are similar to each other also tend to be grouped together. Greater the similarity, the greater is the probability that we will tend to perceive them as a common group.

Perception is influenced by the perceiver, the perceived (object) and the situation.



- (c) **The Situation :** The physical, social and organizational setting of the situation also influences individual's perception. The situation in which we see objects or events is important. The elements in the surrounding environment influence our perception.

For example : Hearing a subordinate calling his / her boss by his / her name may be perceived quite differently when observed in an office as opposed to an evening social reception.

Q14. What is 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 people see or feel is not necessarily the same as it really is. It is because what people hear is not what is

really said, but what people 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, people 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. Assists in 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.

Q15. Discuss about perceptual distortions / Errors.

Ans :

Various errors which distort the perception process are as follows:

1. Halo Effect

Halo effect refers to evaluating another person solely on the basis of one attribute, either favourable or unfavourable. In other words, a halo blinds the perceiver to other attributes that also should be evaluated to obtain a complete, accurate impression of the other person.

For example, an employee who is always at work before everyone else arrives or after they leave may be assumed to be productive and hard working. On the other hand, an employee with multiple body piercing may be considered wild and not reliable. Both of these judgements made by a manager utilise the halo effect and may be erroneous. Thus, a manager's judgement of a worker based on a single, obvious characteristic has to be cautiously reviewed. One trait or characteristic cannot possibly predict with accuracy a person's performance. To think so should raise an alarm in the mind of a manager. Research has found an individual's attractiveness (e.g., beauty, looks, and shape) can significantly influence managerial decisions. Attractiveness increased the evaluations, pay raises, and promotion for women in non-managerial positions. However, attractive women in management received lower performance reviews and pay raises, as well as a decreased number of promotion opportunities. Both of these outcomes stem from the halo effect. Managers have to guard against the halo effect in rating employee performance.

2. Stereotyping

Stereotypes are generalisations or assumptions that people make about the characteristics of all members of a group based on an image (often wrong) about what people in that group are like. Stereotyping affects managerial decision-making. For example, Suresh, who is a salesman, is very quiet and reserved. His sales record is, however, one of the best in the company. But his manager rated his performance lower than that of other sales people since he did not fit the mould, ignoring the results that Suresh had produced.

3. Attributional Bias

Attribution refers to the process by which an individual assigns causes to the behaviour he conceives. People are interested not only in observing behaviour in organisations, but also in determining its causes. Their evaluations of and reactions to other's behaviour may be heavily influenced by their

perception that the others are responsible for their behaviour. For example, when plant productivity increases, the manager responsible will be evaluated less favourably if the increase is attributed to the new machines installed than if it is attributed to his handling of the employees.

4. Selective Perception

People selectively interpret what they see on the basis of their interests, background, experience and attitudes. One is more likely to notice cars like his own, or why some people may be reprimanded by their boss for doing something that, when done by another employee, goes unnoticed. Since people can not observe everything going on about us, people engage in selective perception.

For example, if there is a rumour going around the office that the company's sales are down and that large layoffs may be coming, a routine visit by a senior executive from headquarters might be interpreted as the first step in management's identification of people to be fired, when in reality such an action may be utmost thing from the mind of the senior executive.

5. Contrast Effects

Evaluations of person's characteristics that are affected by comparisons with other people recently encountered who rank higher or lower on the same characteristics. An example of how contrast effects operate is an interview situation in which one sees a pool of job applications. Distortions in any given candidate's evaluation can occur as a result of his or her place in the interview schedule. The candidate is likely to receive a more favourable evaluation if preceded by mediocre applicants and less favourable evaluation if preceded by strong applicants.

6. Impression

When one meets a person first time whatever the person says, behaves or even the silent language has an influencing effect on the way he or she behaves with that person. The first impression the person makes shapes the entire future interaction with that person.

Thus, impression error happens when, for whatever reason, an individual formulates an initial impression based on the perceptions of some variables and then refuses to change that impression.

For example, manager who was new to the workplace observed an employee performing poorly. The employee was going through a bad phase of his life as his parents had just passed away in a road accident. Within a month the employee's performance had returned to his previous high level, but the manager's opinion of the individual's performance was adversely affected by the initial negative impression.

7. Inference

There is a tendency on the part of some people to judge others on limited information. For example, an employee might be sitting at his desk throughout the working hours without doing anything, but it may be inferred that he is sincere towards his duties. Thus, performance appraisal must not be based on half-cooked or incomplete information. In the above case, the productivity and the behaviour of the concerned employee towards customers, fellow employees and others must also be taken into consideration.

8. Self-Fulfilling Prophecy

Based on expectations, some bias in perception may creep in. In many cases it has been found that people try to validate their perceptions of reality (or expected performance) when these perceptions are faulty. The thing that is acceptable in one culture may seem extremely unusual or even dysfunctional in another. Managers need to know the emotional norms in each culture they do business in so they do not send unintended signals or misread the reactions of locals. For example, an American manager in Japan should know that while Americans tend to view smiling positively, Japanese are apt to attribute frequent smiling to a lack of intelligence.

3.5 ATTRIBUTION

Q16. What do you mean by Attribution? Explain in detail attribution theory.

Ans :

Definition

The term “attribution” refers to the way in which people explain their own behaviour or the behaviour of other individuals. Thus attribution may be defined as “the process by which any person arrives at a conclusion about the various influencing factors to justify/explain their own behavior or the behavior of others”.

For example, if an employee is not able to complete a given task on time, he/she may attribute (relate) such behavior to influencing factors such as, insufficient time or non-operating machinery and so on.

Researches has found that attribution plays a significant role in organizational performance management for example, exceptionally good performance by an employee may be attributed to the introduction of new machines, etc.

Attribution Theory

Attribution theory was proposed by ‘Hider’ who suggested that any individuals behavior is determined by a combination of internal forces and external forces perceived by the individual. The attribution theory states that every individuals judgement of behavior is effected by their intentions of past knowledge and in comparison to other people. Thus, arriving at a judgement(conclusion).

Assumptions

1. This theory mainly depends on inputs from internal forces and external forces.
2. Internal forces include the personal factors of an individual such as ability, skill, intelligence, amount of effort etc. These factors can be controlled by an individual.
3. External forces include the environmental factors in which an individual works such as the organizational culture, policies and procedures, attitude of the supervisor etc.
4. ‘Kelley’ has suggested that while attributing any outcome, we may choose the external forces or internal forces to be responsible for the outcome. He further explains that this choice between internal or external force is based on three criteria i.e., distinctiveness, consensus and consistency.
5. Distinctiveness: It refers to how different was the behavior of an individual, when compared to his/her behaviour in other situations/tasks.
6. Consensus: It refers to the comparison of the behavior of an individual with the behaviour of other people, under similar situation.
7. Consistency : It refers to the continuity of a behavior over a long period of time, (i.e.,) whether a person respond in the same way over a period of time.
8. The three basic criteria in making attribution may be shown in a diagrammatic form, as shown below,

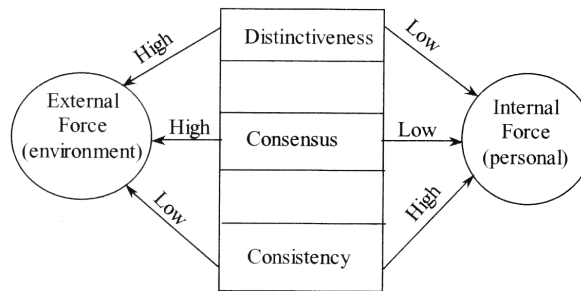


Fig.: Attribution Theory

Implications

The important implications of the attribution theory are,

- Employees with an internal locus of control are more likely to attribute the performance outcome to internal forces (i.e.,) their own ability, skill, effort etc. whereas employees with external locus of control are more likely to attribute the performance outcome to external forces, such as weather, organizational rules etc.
- Research studies have found that employees with an internal locus of control, generally are more satisfied at work and are likely to be promoted to top management posts. Such people possess high achievement motivation and attribute performance to their own ability, self confidence, etc., rather than luck, co-incidence and so on.

3.6 KELLY'S PERSONAL CONSTRUCT THEORY

Q17. Explain the concept of Kelly's Theory.

(OR)

Explain Kelly's personal construct theory.

Ans :

(Aug.-21, Feb.-17)

Kelly's theory of personal constructs does not just consider personality development; it considers the whole person in terms of their perceptions, attitudes and goals. For Kelly, personality is the individual's way of construing and experimenting with their world. Kelly was critical of separating the study of personality apart from the 'whole' person.

The castrating effect of separating personality off as a mini-psychology in its own right is perhaps best seen in the curiously named study of 'individual differences', which in fact turns out to be the study of group sameness. As a result we have focused on the establishment of general dimensions, at some point along which all individuals can be placed, rather than on a study of the dimensions which each individual develops in order to organise his own world.

For Kelly it was critical to take data from one individual person (idiography) and to employ a technique which could cope with the qualitative nature of the data to be collected. He developed the *Repertory Grid* which was able to measure an individual's construct of the world. Kelly was thus able to employ a clear and valid measure within an idiographic approach. This was an important advance in idiographic techniques and the repertory technique has become increasingly important as a research tool. It enables the person to use his/her own constructions of the world but in such a way that they are comparable and measurable.

Illustration of Kelly's Repertory Grid Technique

An example of the repertory grid technique is provided from a case study by *Fiona Wilson*. The research examined the impact of Computer Numerical Control (CNC) technology in the engineering industry. Its main objective was to explore the effect of new technology on the responses of both craftsmen and managers in two differing companies. One of the research measures used to explore the subjective experiences of the workers was Kelly's repertory grid. Wilson describes it as a 'formalised conversation' and says that 'It is an attempt to stand in others' shoes, to see their world as they see it, to understand their situation, their concerns'.

Using this technique, Wilson was able to measure the workers' own feelings and motivations, and to understand the impact that technology had on their job, their skills and sense of self-worth. She noted in her conclusion that the strategic decisions made by the two companies in their utilisation of the new technology made a direct and measurable impact on the perception and attitudes of the craftsmen. An example of the repertory grid is given in table.

	CNC job	Skilled turner's job	Ideal job (professional footballer)	Job 1 would enjoy (electrician, own business)	Job 1 would not enjoy (a job on an oil rig)	Job 1 would hate (miner)	
Boring	3	4	7	7	2	1	Interesting
Unskilled	2	5	7	6	2	2	Skilled
Not physically demanding	4	5	7	2	7	7	Physically demanding
Gives no job satisfaction	2	5	7	6	2	2	Gives job satisfaction
Unsafe working conditions	5	3	5	6	2	1	Safe working conditions
Dirty work conditions	4	2	6	7	2	1	Clean work conditions
A job in which I am not respected	2	5	7	7	2	2	A job in which I am respected
A job with no challenge	3	6	7	7	3	3	A challenging job
A job with I do not reap the gains	2	2	7	7	2	2	A job in which I reap
A job where I am tied to one place	2	3	7	7	1	2	A job where I am free to move about

Table: An Example of a First Repertory Grid

3.7 COGNITIVE DISSONANCE

Q18. Define cognitive dissonance. What are the various causes of Cognitive Dissonance.

Ans :

The term cognitive dissonance is used to describe the mental discomfort that results from holding two conflicting beliefs, values, or attitudes. People tend to seek consistency in their attitudes and perceptions, so this conflict causes feelings of unease or discomfort.

This inconsistency between what people believe and how they behave motivates people to engage in actions that will help minimize feelings of discomfort. People attempt to relieve this tension in different ways, such as by rejecting, explaining away, or avoiding new information.

Everyone experiences cognitive dissonance to some degree, but that doesn't mean that it is always easy to recognize. Some signs that what you are feeling might be related to dissonance include:

- Feeling uncomfortable before doing something or making a decision
- Trying to justify or rationalize a decision that you've made or an action you have taken
- Feeling embarrassed or ashamed about something you've done and trying to hide your actions from other people
- Experiencing guilt or regret about something you've done in the past
- Doing things because of social pressure or a fear of missing out (FOMO), even if it wasn't something you wanted to do

Causes

There are a number of different situations that can create conflicts that lead to cognitive dissonance.

i) Forced Compliance

Sometimes you might find yourself engaging in behaviors that are opposed to your own beliefs due to external expectations, often for work, school, or a social situation. This might involve going along with something due to peer pressure or doing something at work to avoid getting fired.

ii) New Information

Sometimes learning new information can lead to feelings of cognitive dissonance. For example, if you engage in a behavior that you later learn is harmful, it can lead to feelings of discomfort. People sometimes deal with this either by finding ways to justify their behaviors or finding ways to discredit or ignore new information.

iii) Decisions

People make decisions, both large and small, on a daily basis. When faced with two similar choices, people often are left with feelings of dissonance because both options are equally appealing.

Once a choice has been made, however, people need to find a way to reduce these feelings of discomfort. People accomplish this by justifying why their choice was the best option so that they can believe that they made the right decision.

3.8 CLASSICAL CONDITIONING

Q19. Explain classical conditioning in learning ? State its implications.

Ans : (Oct.-20)

Classical conditioning states that behaviour is learned by repetitive association between a stimulus and a response (S-R association). The organism learns to transfer a response from one stimulus to a previously neutral stimulus. Four elements are always present in classical conditioning. These are:

1. **Unconditioned stimulus (US):** Like food which invariably causes to react in a certain way, i.e., salivation.
2. **Unconditioned response (UR):** Takes place whenever the US is presented, that is, whenever the organism (dog in the original experiment) is given food (US), it salivates.
3. **Conditioned stimulus (CS):** The object that does not initially bring about the desired response like the sound of the bell.
4. **Conditioned response (CR):** A particular behaviour that the organism learns to produce to the CS, that is, salivation.

The work of the famous Russian physiologist and Nobel Prize winner, Ivan Pavlov demonstrated the classical conditioning process. A simple surgical procedure permitted Pavlov; to measure accurately the amount of saliva secreted by a dog. In the experiments, when Pavlov presented a piece of meat (unconditioned stimulus) to the dog, he noticed a great deal of salivation (unconditioned response). On the other hand, when he merely rang a bell (neutral stimulus), the dog had no salivation. Thus, it was established that ringing of bell was having no effect on the salivation of dog. In the next step, Pavlov accompanied meat with ringing of the bell. On this, dog salivated. This experiment was repeated several times. After that, Pavlov rang the bell without presenting the meat. This time, the dog salivated to the bell alone which was originally a neutral stimulus having no effect on the behaviour (salivation). In the new situation, the dog had become classically conditioned to salivate (conditioned response) to the sound of the bell (conditioned stimulus). Pavlov went beyond the simple conditioning of his dogs to salivate to the sound of the bell. He next paired a black square with the bell. After a number of trials with this pairing, the dogs salivated to the black square alone. The original conditioned stimulus (bell) had become a reinforcing unconditioned stimulus for the new conditioned stimulus (black square). This was called second-order conditioning. Pavlov could go for third-order conditioning but not more. However, most behavioural scientists agree that human beings are capable of being conditioned higher than the third order.

I. Before conditioning

Meat (US) —————→ Salivation (UR)
 Bell (Neutral stimulus) —————→ No response

II. During conditioning

Meat (US) + Bell (CS) —————→ Salivation (UR)

III. After conditioning

Bell (CS) —————→ Salivation (CR)

Implications

- Classical conditioning has some important implications for understanding human behaviour. Since higher-order conditioning for learning human beings is important, its implications must be recognised. For

example, higher-order conditioning can explain how learning can be transferred to stimuli other than those used in the original conditioning.

- However, the existence of higher-order conditioning shows the difficulty of tracing the exact cause of certain behaviour, as direct cause-effect relationship for a behaviour is difficult to establish.
- Another implication of higher-order conditioning is it reinforcement can be acquired. A conditioned stimulus becomes reinforcing under higher-order conditioning. This shows the importance of secondary rewards (higher-order conditioning) in organisations.
- Classical conditioning, though offers explanation for learning, fails to explain total behaviour of human beings. Therefore, many psychologists view that classical conditioning, though offers explanation for learning, does not explain total behaviour of human beings. For example, Robbins has observed that "classical conditioning is passive. Something happens and we react in a specific or particular way. It is elicited in response to a specific, identifiable event and as such, it explains simple and reflective behaviour. But behaviour of people in the organisations is emitted rather than elicited, and it is voluntary rather than reflective." Because of limitations of classical conditioning in explaining the learning process of human beings, many psychologists did not agree with this concept.

3.9 OPERANT CONDITIONING

Q20. Discuss operant conditioning and its implications in learning?

Ans :

Operant is defined as behaviour that produces effects. Operant conditioning suggests that people emit responses that are rewarded and will not emit responses that are either not rewarded or punished. Operant conditioning implies that behaviour is voluntary and it is determined, maintained and controlled by its consequences. It presupposes that human beings explore their environment and act upon it. The basic principle of learning new behaviour (operant or also called instrumental) involves the relationship between three elements:

1. Stimulus situation (important events in the situation),
2. Behavioural response to the situation, and
3. Consequence of the response to the person.

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.

Implications

Operant conditioning has much greater impact on human learning than classical conditioning. Most behaviours in organisations are learned, controlled, and altered by consequences. Management can use the operant conditioning process successfully to control and influence the behaviour of employees by designing the suitable reward system. Reynolds observes that operant conditioning is the basis for modern behaviourism and consists of the following :

1. A series of assumptions about behaviour and its environment.
2. A set of definitions which can be used in an objective, scientific description of behaviour and its environment.
3. A group of techniques and procedures for experimental study of behaviour in the laboratory.
4. A large body of facts and principles which have been demonstrated by experiment.

These points show that operant conditioning leads to a very comprehensive approach to the study of behaviour.

Q21. What are the differences between classical and operant conditioning?

Ans :

S.No.	Type	Classical conditioning	Operant conditioning
1.	Nature of Response	Involuntary, reflex	Spontaneous, voluntary
2.	Reinforcement	Occurs before response (Conditioned stimulus paired with unconditioned stimulus)	Occurs after response (Response is followed by reinforcing stimulus or event)
3.	Role of learner	Passive (Response is elicited by US)	Active (Response is emitted)
4.	Nature of learning	Neutral stimulus becomes a CS through association with a US.	Probability of making a response is altered by consequences that follow it.

3.10 REINFORCEMENT CONDITIONING

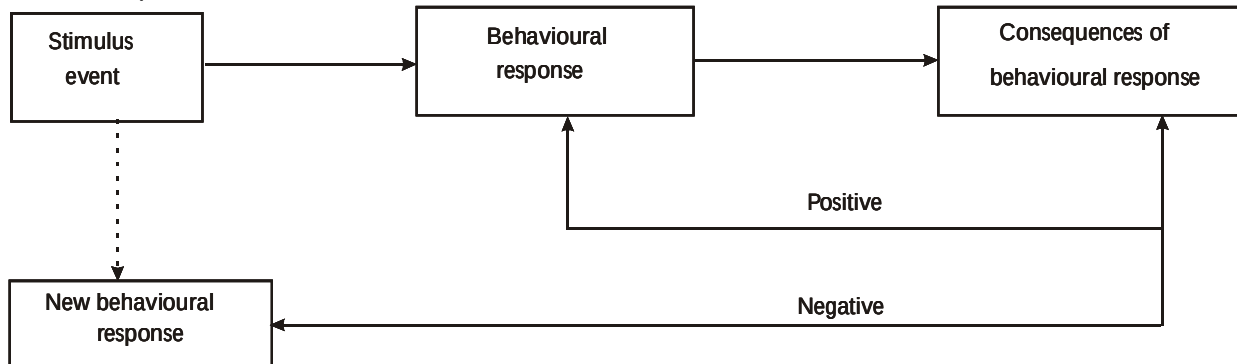
Q22. Define Reinforcement. Explain its types.

Ans :

Meaning

Reinforcement can be defined as anything that increases the strength of response and tends to induce repetitions of the behaviour that preceded the reinforcement. Sometimes, reinforcement is equated with motivation as reinforcement plays important role in motivation. However, both are different. As we

shall see later in this text, motivation is a basic psychological process and is much broader and more complex than the reinforcement as used in learning. In addition, the basic core of motivation is needs which are cognitive in nature and are unobservable. Reinforcement is an environmental event that follows a response. In general, motivation is an internal explanation of behaviour whereas reinforcement is an external explanation of behaviour.



Types

There are various types of reinforcement which may be used in learning. These may be either positive or negative, extrinsic or intrinsic, and primary or secondary.

i) Positive and Negative Reinforcement

Reinforcement, positive or negative, strengthens the behavioural response and increases the probability of that response. But positive and negative reinforcements accomplish this impact on behaviour in completely different ways. Positive reinforcement strengthens and increases behaviour by the presentation of a desirable consequence. For example, giving praise to a subordinate on completion of a task successfully and well in time is a positive reinforcement. Negative reinforcement strengthens and increases behaviour by the termination or withdrawal of an undesirable consequence.

Sometimes, confusion arises between negative reinforcement and punishment because both are considered to be the forms of negative control of behaviour. However, both work differently. Negative reinforcement strengthens and increases one's behaviour in order to avoid undesirable consequence while punishment weakens and decreases behaviour that is being punished. For example, if an employee breaks organisational rules frequently for which he is punished with strong warning and a day's pay-cut, in order to avoid the similar punishment in future, his behaviour of breaking organisational rules will be reduced. Thus, positive reinforcement increases the probability of desirable behaviour for getting desirable consequence, negative reinforcement increases the probability of desirable behaviour to avoid undesirable consequence.

Since negative reinforcement is used to avoid negative consequence, it is also referred to as avoidance. Sometimes, withdrawal of a positive reinforcement is used to weaken a particular behaviour of employees which was desirable at one point of time but is no longer desirable. This is known as extinction. Extinction decreases the frequency of behaviour, specially the behaviour that was previously rewarded. If reward is withdrawn for a behaviour that was previously reinforced, the behaviour will become less frequent and ultimately cease to occur. For example, in a small organisation, the chief executive may encourage his employees, whose number is small, for informal discussion with him to know the reality of the situation.

ii) Extrinsic and Intrinsic Reinforcement

Positive reinforcement is further classified into extrinsic and intrinsic reinforcement. An extrinsic reinforcer has no direct relationship with the behaviour itself. It is artificial and often arbitrary, such as, payment of money to the employees for new ideas. Intrinsic rewards, on the other hand, are natural

consequences of behaviour. They create a psychologically expected relationship to the behaviour itself, such as, acquisition of new skill, work performance to the capacity, assuming more responsibility, etc. Extrinsic and intrinsic reinforcers are closely related with motivation process. They are more applicable to learning areas, such as, training, and to more complex areas such as employee attitude.

iii) Primary Secondary Reinforcement

Positive reinforcement may also be classified as primary or unconditioned and secondary or conditioned. A primary reinforcer is innately satisfying to the person and directly reduces his primary motivational drive. Such reinforcers are independent of past experiences. As such, unconditioned stimulus is an unlearned reward for the person. Examples of primary reinforcers are food, sex, etc. which satisfy physiological needs. Such rewards are used in simple learning situations. Secondary reinforcement, on the other hand, depends on the individual and his past reinforcement history. Thus, these are primarily learned ones. Examples of such reinforcers are praise, recognition, advancement, etc. Regardless of whether the positive reinforcer is primary or secondary in nature, once it has been determined that the consequence has reward value to the employees, it can be used to increase their performance.

3.11 TRANSACTIONAL ANALYSIS

Q23. Define transactional analysis. State the components of Transaction analysis.

Ans :

(Aug.-19, Jan-18)

Transactional analysis refers to a method of analyzing and understanding interpersonal behavior when people interact. There is social transaction in which one person responds to another. The study of these transactions between people is called transactional analysis.

Components

Transactional analysis involves analysis of awareness, ego states and life positions.

1. **Analysis of Awareness :** Self is the core of personality pattern which provides interaction. It describes the self in terms of image, both conscious and unconscious.
2. **Ego States :** Another aspect of self is the ego states of persons, an important aspect of transactional analysis. People interact with each other in terms of three psychological positions, or behavioral 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. These have nothing to do with the chronological age of the persons, rather they are related with the behavioral aspects of age.

- i) **Parent Ego :** The parent ego state incorporates the attitude and behaviors of all emotionally significant people who serve as parent figure when an individual was a child. The value and behavior of these people are recorded in the mind of the individual and these become the basic value of the personality. Characteristics of a person acting with the parent ego include being over protective, distance, dogmatic, indispensable and upright.

Physical and verbal clues that someone is acting with the parent ego include the wagging finger to show displeasure, reference to laws and rules and reliance on ways that were successful in the past.

- ii) **Adult Ego :** Adult ego state is based upon reasoning, seeking and providing information. Person interacting with adult ego views people as equal, worthy and responsible human beings. It is based on rationality, the adult is characterized by logical thinking and reasoning. This ego state can be identified by verbal and physical signs which include thoughtful concentration and factual discussions.

iii) **Child Ego** : Characteristics of child ego include creativity, conformity, depression, anxiety, dependence, fear and hate. Physical and verbal clues that person is acting in the child ego is silent competence, attention seeking, temper tantrums, giggling and coyness. The child ego is characterized by non-logical and immediate actions which result in immediate satisfaction.

3. **Life Positions** : The individuals behavior towards others is largely based on specific assumptions that are made early in life. In childhood, a person develops from experience, a dominant philosophy. Such philosophy is tied into his identity, sense of worth and perception of other people, this remains with the person for life unless major experiences occur to change it. Such positions are called life positions, psychological positions.

Q24. State the advantages and disadvantages of Transactional Analysis.

Ans :

Advantages

Advantages of TA can be summarised as follows:

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 organisation.
2. **Organisation Development**: TA can help in organisation development process. Jongeward has identified the role of TA in six areas of organisation 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 minimise destructive game playing,
- v) To maximise 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 organisations.

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.

3.12 JOHARI WINDOW

Q25. Discuss in detail about Johari window.

Ans :

(Oct.-20, Dec.-18, July-18)

The Johari Window is a conceptual model for studying interpersonal awareness. It was developed by Joseph Luft and Harrington Ingham. It is a schematic model that shows how people expose themselves to others and receive feedback from others in their interpersonal relationships. The Johari window diagram (named by combining the first few letters of their names) looks like this.

Joseph Left and Harrington Ingham have developed a diagram that gives to look at what one is conscious in one's social life.

The Johari Window diagram is given below.

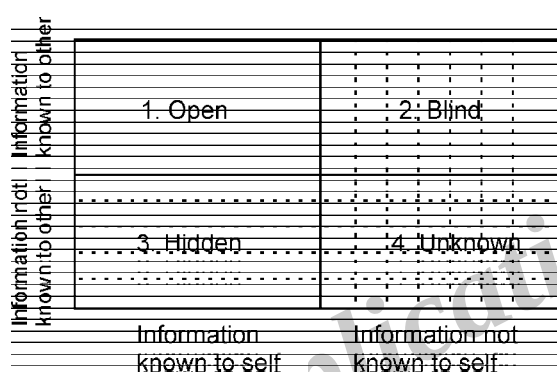


Fig.: Johari Window

This model is made up of 4 different quadrants that together represent total persons in relation to others on the basis of awareness of behavior, feelings and motivation.

i) The Open Self : The open quadrant refers to states about an individual such as behaviors, 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 is doing, how he is feeling and what his motives are.

ii) The Blind Self : The blind quadrant refers to states about an individual known to others but not known to him. Often such blind behavior is copied by the individual from significant people unconsciously right since the childhood. Because such behavioral is copied unconsciously, people may not be aware about it.

We may speak in certain way with a tone of voice and don't look on our face, but other people are actually aware of it. In fact, our manner can effect how they perceive us and they believe they can interact with us.

iii) The Hidden Self : The hidden quadrant refers to state about the individual known to him 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 now want to share with others. People learn to hide many feelings and ideas right from their childhood.

iv) The Unknown Self : The unknown quadrant refers to state that neither the individual nor other people know about him. Many times motives and feelings go very deep and no one, including the person concerned, knows about these.

Advantages

Various advantages of Johari Window are as follows :

1. Johari Window exercise can ensure that multiple perspectives are considered when prioritising the findings of self need assessment.
2. 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. 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

Various disadvantages of Johari Window are as follows :

1. 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.

3.13 ATTITUDINAL GENESIS IN MENTORING

Q26. Discuss about attitudinal genesis/development in mentoring.

Ans :

Mentoring is one of the key source of making individuals to become better executives of future. Mentor focus on aspects which are essential for improving the performance of mentee. One of the aspect which is focussed by mentor in mentoring is attitudinal development.

An effective mentoring program is developed to focus on attitudes which are necessary for success in organization and for assuming leadership positions. When skills and knowledge are used in attitudes, it brings major changes in results. Mentoring which involves positive and collaborative attitudes increases the chances of attaining positive outcomes.

Following are some of the attitudes which are developed in mentoring,

1. Attitude of Choice

In mentoring, attitude of making choice and reaction will highly effect the events and people around in the environment.

2. Attitude of Trust

The attitude of trust is developed in mentoring when actions of people depends on our assumptions and affected by our behavior towards them.

3. Attitude of Respect

Good mentoring relationship can be developed through attitude of respect towards another person by understanding their experiences.

4. Attitude of Competence

Attitude of competence is developed in mentoring which facilitates to have a realistic assessment of potential of individual in learning skills and knowledge.

3.14 MOTIVATION

Q27. What is motivation? Explain the nature and Importance of motivation.

(Aug.-21, Dec.-20,

Ans : Aug.-19, June-18, Aug.-17)

Meaning

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

- (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 locus 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

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.

Importance

Motivation is an important factor in determining the efficiency of an organisation. 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 organisation 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 organisation. Motivated people work for a longer time in the enterprise and the rate of absenteeism also gets lowered.

3. Easy Acceptance of Organisational Changes

Changes continue taking place in the organisation - 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 Organisation

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 realise 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 organisation 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 minimised.

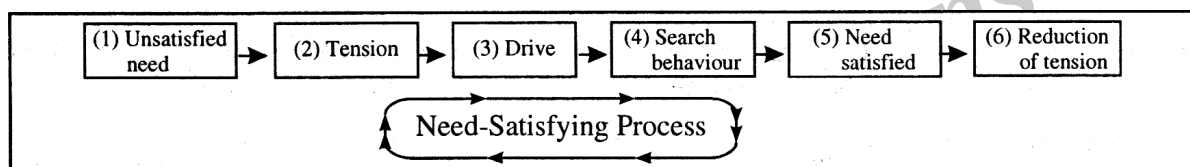
3.14.1 Motivation Process and types

Q28. What is the motivation process and its types?

Ans :

Process

The objective of motivation process is to know as to where from does it start and where does it end. This is a work that cannot be finished at one go. It is a combination of various steps. Robbins and Coulter have presented the following 'Need-Satisfying Process'.



1. **Unsatisfied Need :** At the first step of motivation a person feels the need of something or there is a feeling that he lacks something.
2. **Tension :** The person concerned gets tensed at the very idea of his need not being satisfied.
3. **Drives :** Drive signifies some sort of tumult in the mind of the person concerned. At this step the person concerned endeavours to fulfil his need. The fulfillment of need depends on the direction and intensity of the drive.
4. **Search Behaviour :** At this step, a person tries to discover different options to fulfil his need. He puts the best option into operation.
5. **Need Satisfied :** If the option really happens to be a correct one, satisfaction is obtained.
6. **Reduction of Tension :** The person concerned gets his tension relieved when his need is satisfied.

Types

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.

3.14.2 Theories of Motivation

Q29. What are the theories of Motivation?

Ans :

In the absence of motivation management becomes meaningless. It means that without motivation it becomes impossible to achieve the objectives of the organisation. Keeping in view the importance of motivation, the management experts have paid special attention to its deep study. Different scholars have given different views about it from time to time.

The oldest concept is known as 'Carrot and Stick' policy. It means that those employees who work enthusiastically and efficiently are rewarded for their efficiency and those whose work performance is careless are punished. Frederick Taylor, the father of scientific management has advocated a 'incentive remuneration system' of motivation. It means more work should bring more remuneration and little work should bring less remuneration for the employees.

However, modern thinkers have amended these old concepts and presented new ideas in this context. These modern theories include Maslow's Need Hierarchy Theory, Herzberg's Motivation-

Hygiene Theory, Mc Gregor's X and Y theory, etc. From the point of view of convenience in study the theories about motivation have been divided into two parts:

3.14.2.1 Content theories

Q30. Explain Maslow's theories of motivation.

(Oct.-20, Dec.-18,

Ans :

July-18, June-18)

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:

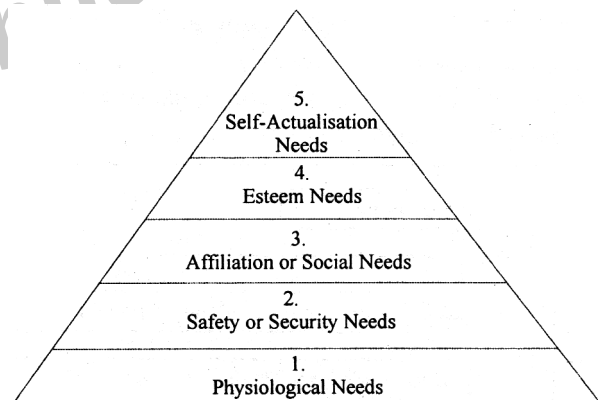


Fig.: Pyramid Representing Maslow's Hierarchy of Need

(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-realisation. 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

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

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.

Q31. Explain the main features of Herzberg's two factor theory.

Ans :

(Dec.-18, July-18, Jan.-18)

This theory has been advocated by Prof. Herzberg on the basis of his research done in collaboration with his colleagues. After interviewing some employees he concluded that motivating factors can be divided into two parts:

(A) Maintenance or Hygiene or Dissatisfiers

Maintenance factors mean those factors whose presence does not motivate the employees to work with greater enthusiasm but their absence does discourage them. These factors are related to the job conditions and they contain the following factors:

- (i) Company's Policy and Administration
- (ii) Technical Inspection
- (iii) Mutual Personal Relation with Inspector
- (iv) Mutual Relation with other Team Members
- (v) Salary
- (vi) Working Conditions
- (vii) Personal Life
- (viii) Security of Employment
- (ix) Status
- (x) Environment.

(B) Motivators or Satisfiers

Motivating factors mean those factors which directly inspire the employees to work. These factors are directly related to work and they are also known as job factors. They are as follows:

- (i) Achievement
- (ii) Recognition
- (iii) Advancement
- (iv) Job itself
- (v) Opportunities for Growth
- (vi) Responsibility.

According to Herzberg the employees remain satisfied with the available maintenance factors and do not get motivated by any increase in them. They, however, get dissatisfied by their decrease. For example, if an employee is taken out of a working group that he likes and is placed in another working group, his enthusiasm will decline, while an additional person of the same type in the same group will not boost his enthusiasm. On the other hand, motivating factors directly affect the enthusiasm of the employees. It means that any addition in them increases their enthusiasm and any decrease lessens it. For example, an employee of some department who is declared the best worker on the basis of his efficiency will make him work with greater efficiency.

Criticism

Like other theories this theory is also not free from criticism. Scholars have criticised this theory on the basis of the following facts:

- (i) The maintenance factors pointed out by Herzberg are not appropriate in all the situations. For example, an increase in pay does not mean an increase in the enthusiasm of the employees. However, this is applicable only in those countries where a guarantee for average living standard is held out. In other words, where the government assures a general living standard as an essential guarantee, an increase in salary becomes meaningless. On the other hand, it has been established on the basis of various researches that in the undeveloped countries rise in salary does create enthusiasm among the employees.
- (ii) The categorisation of dissatisfiers and satisfiers is not practical.
- (iii) This theory has made the relationship between motivation and satisfaction very simple when it is not so.

In short, it can be said that along with the satisfiers the dissatisfiers also increase the enthusiasm of the employees.

Q32. Present a comparison between Maslow's Needs Hierarchy theory and Herzberg's two factor theory.

Ans :

(Aug.-21)

Sl. No.	Characteristics	Maslow's Theory	Herzberg's Theory
1.	Meaning	Maslow's Theory is a general theory on motivation which states that the urge to satisfy needs is the most important factor in motivation.	Herzberg's Theory on motivation says that there are various factors existing at the workplace that causes job satisfaction or dissatisfaction.
2.	Nature	Descriptive	Prescriptive
3.	Relies on	Needs and their satisfaction	Reward and Recognition
4.	Order of needs	Hierarchical	No sequence
5.	Core concept	Unsatisfied needs stimulate individuals.	Gratified needs regulate behavior and performance.
6.	Division	Growth and deficiency needs.	Hygiene and motivator factors.
7.	Motivator	Unsatisfied needs	Only higher order needs

Q33. Explain McClelland's theory of motivation. Can achievement motives be developed?

Ans :

(Dec.-18)

Another well-known content theory is the learned needs theory developed by McClelland. He contends individuals acquire certain needs from the culture of a society by learning from the events that they experience, particularly in early life. The needs that people may learn are the need for achievement (n Ach) the need for power (n Pow) and the need for affiliation (n Aff). Once learned, these needs may be regarded as personal predispositions that affect the way people perceive work (and other) situations and that influence their pursuit of certain goals.

- 1. Need of Achievement (n Ach) :** McClelland defined (n Ach) as "behavior toward competition with a standard of excellence". He and his associates defined four characteristics of individuals with a high need for achievement.
 - i) A strong desire to assume personal responsibility for finding solutions to problems or performing a task,
 - ii) A tendency to set moderately difficult achievement goals and to take calculated risks.
 - iii) A strong desire for concrete performance feedback on tasks and
 - iv) A single-minded preoccupation with task accomplishment.
- 2. Need for Power (n Pow) :** The (n Pow) is defined as the need to control the environment, to influence the behavior of others, and to be responsible for them. McClelland contends that individuals with a high (n Pow) may be characterized by:
 - i) A desire to direct and control someone else.
 - ii) A concern for maintaining leader follower relations.

3. Need for Affiliation (n Aff) : The need for affiliation is defined as an “attraction to another organism in order to feel reassured from the other that the self is acceptable”. Individuals with a high (n Aff) desire to establish and maintain friendly and warm relationships with others. McClelland identified three characteristics of individuals with a high need for affiliation:

- i) A strong desire for approval and reassurance from others.
- ii) A tendency to conform to the wishes and norms of others when pressured by people whose leadership they value, and
- iii) A sincere interest in the feelings of others.

3.14.2.2 Process Theories

Q34. Explain in detail about Victor Vroom's theory of motivation.

Ans : (Jan-18, Aug.-17)

Victor Vroom's expectancy theory is based on motivation process. Various theories which are based on motivation process are more concerned with the cognitive antecedents that go into motivation or effort and the way they relate to each other.

Vroom's model is built around the concepts of value, expectancy and force. Its assumption is that “the choice made by a person among alternative courses of action is lawfully related to psychological events occurring contemporaneously with the behaviour.

According to Vroom, people will be motivated to do things to achieve some goals to the extent that they accept that certain actions on their part will help them to achieve the goal.

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

Vroom's model is built around the concepts of Valence, Instrumentality and Expectancy and is commonly known as V.I.E theory.

Valence

Valence means the strength of an individual's preference to a particular outcome. It may be incentive, attitude and expected utility.

- For the valence to be positive, the individual must prefer attending the outcome to not attending it.
- For the valence to be zero, the individuals are indifferent towards the outcome.
- For the valence to be negative, the individual prefers not attaining the outcome to attaining it.

Instrumentality

It refers to the degree to which a first - level outcome will lead to a desired second level outcome. Therefore, the strength of the motivation to perform a certain act will depend on the algebraic sum of the products of the valences for the outcomes (which include instrumentality) times of expectancy.

Expectancy

It is the probability that a particular action will lead to the outcome. Expectancy is the probability that a particular action will lead to a particular first level outcome. The strength of motivation to perform a certain act will depend on the sum of the products of the values for the outcomes times the expectancies.

For Example

If an individual desires promotion and feels that superior performance is a very strong factor in achieving that goal. Then his 1st level outcome will be superior, average or poor performance. His 2nd level outcome will be promotion.

Implications

1. Vroom clarifies the relationship between individuals and organizational goals.
2. Instead of assuming that satisfaction of a specific need is likely to influence organizational objectives in a certain way, we can find out how important to the employee are the various-second-level outcomes (goals), the instrumentality of various 1st - level outcomes (organizational objectives) for their attainment and the expectancies that are held with respect to the employees ability to influence 1st - level outcomes.

Thus Vroom's theory proposes that a manager's job is to design an environment for performance, necessarily taking into account the differences in various situations.

Q35. What is meant by goal theory? Explain its implications.**Ans :****(Dec.-18, Jan.-18)**

Another theory usually considered under the heading of motivation to work is goal theory, or the theory of goal-setting. This theory is based mainly on the work of *Locke*.

The basic premise of goal theory is that people's goals or intentions play an important part in determining behaviour. Locke accepts the importance of perceived value, as indicated in expectancy theories of motivation, and suggests that these values give rise to the experience of emotions and desires. People strive to achieve goals in order to satisfy their emotions and desires. Goals guide people's responses and actions. Goals direct work behaviour and performance, and lead to certain consequences or feedback. Locke subsequently pointed out that goal-setting is more appropriately viewed as a motivational technique rather than as a formal theory of motivation.

Goal-setting and Performance

The combination of goal difficulty and the extent of the person's commitment to achieving the goal regulates the level of effort expended. People with specific quantitative goals, such as a defined level of performance, or a given deadline for completion of a task, will perform better than people with no set goal or only a vague goal such as do the best you can. People who have difficult goals will perform better than people with easier goals. *Gritton* refers to 'Stretch goals' which are ambitious, highly targeted opportunities for breakthrough improvements in performance. These goals should stem from critical success indicators and come from deep discussions within the company, and from collaboration within and across task forces, and lead to development of activities and tactics to achieve the goals. People lacking positive motivation at work may also help gain improved results and a better sense of achievement by setting themselves specific goals, and identifying tasks directly related to their work and measurable targets of time and performance.

Goal theory has a number of practical implications for the manager.

- Specific performance goals should systematic ally be identified and set in order to direct behaviour and maintain motivation.

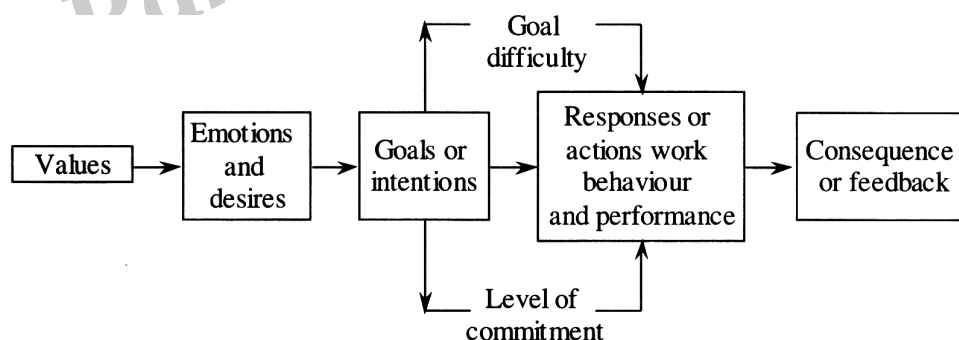


Fig.: An Illustration of Locke's Theory of Goal-setting

- Goals should be set at a challenging but realistic level. Difficult goals lead to higher performance. However, if goals are set at too high a level, or regarded as impossible to achieve, performance will suffer, especially over a longer period.
- Complete, accurate and timely feedback and knowledge of results is usually associated with high performance. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals.

- Goals can be determined either by a superior or by individuals themselves. Goals set by other people are more likely to be accepted when there is participation. Employee participation in the setting of goals may lead to higher performance.

Much of the theory of goal-setting can be related to the system of management by objectives. MBO is often viewed as an application of goal-setting, although MBO was devised originally before the development of goal-setting theory.

A number of research studies have attempted to examine the relationship between goal-setting and performance. Although, almost inevitably, there are some contrary findings, the majority of evidence suggests strong support for the theory, and its effects on motivation. However it is viewed, the theory of goal-setting provides a useful approach to work motivation and performance. And Hannagan goes so far as to suggest that at present goal-setting is one of the most influential theories of work motivation applicable to all cultures.

Q36. Describe briefly about porter and Lawler Model of Motivation.

Ans :

(Feb.-17)

Porter and Lawler proposed a multivariate model which is an extension of expectancy theory. It explains the complex relationship that exists between work satisfaction and job performance. In the traditional approaches, it was assumed that satisfaction lead to performance. In contrary to this assumption, Porter and Lawler argue that in some specific conditions, high levels of performance results in high level of satisfaction. Porter and Lawler model highlights the interesting aspects of the expectancy theory as shown in the figure below.

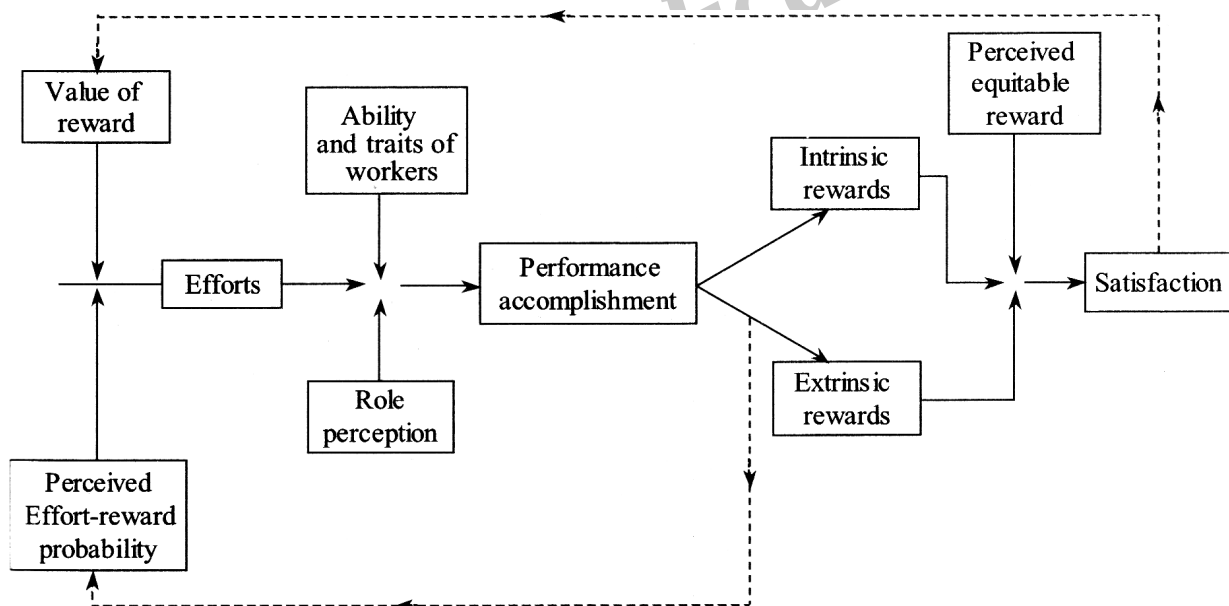


Fig.: Porter and Lawler Expectancy Model

1. Effort

Effort refers to the amount of energy exerted by an employee on a given task. The amount of effort that an employee will put in depends on two factors i.e.,

- Value of reward and
- Perceived reward probability.

Here, perceived reward probability refers to the individuals perception of the probability that differential rewards depend upon differential amounts of efforts.

2. Performance Accomplishment

The model shows that there are two factors that come between efforts and performance accomplishment. They are,

- (a) Abilities and traits of workers and
- (b) Role perceptions or how well the worker understands the job.

If an individual has little ability and or he doesn't understand his role or job clearly, then his performance may be ineffective inspite of putting in great efforts.

3. Rewards

High performance will leads to rewards. In the opinion of Porter and Lawler, there are two types of rewards i.e.,

- (a) Intrinsic rewards (such as a feeling of achievement and a sense of accomplishment)
- (b) Extrinsic rewards (such as pay and promotion).

Intrinsic rewards are much more likely to produce attitudes of satisfaction that are related to performance. The factor perceived equitable reward affects the performance - satisfaction relationship. It reflects the individual feeling that fair reward should be given for a given level of performance.

4. Satisfaction

If actual rewards meet or exceed perceived equitable rewards, the individual will feel satisfied. But, if the actual rewards do not meet the perceived reward, then the individual will be dissatisfied.

Significance

Significance of Porter's and Lawler's Performance Satisfaction Model

The significance of Porter's and Lawler's performance satisfaction model is as follows,

1. The model suggests the managers to place the right person on the right job i.e., there should be a match between individual abilities and the job requirement.
2. It suggests the managers to clearly explain the job roles to employees so that they have a better understanding of their job.
3. It suggests that performance levels expected from the individuals should be clearly specified.
4. It suggests that equitable and valuable rewards .should be given to employees.

Implications

Implications of Porter's and Lawler's Performance Satisfaction Model

The Porter's and Lawler's model is found to be a complex model and it is difficult to implement this model in actual practice. The model completely explains all the variables which affect motivation. As motivation is not a simple phenomenon, the model suggest the managers to analyze reward structure carefully. The management should carefully integrate its "effort-performance-reward-satisfaction" system into the entire system by planning effectively and by defining role requirements clearly.

Lawler's Criticisms of Expectancy Theory The expectancy theory was criticized by many critics based on its simple nature. Edward Lawler state that simple nature of this theory is misleading as it believes that if employer gives reward like bonus or promotion, then employee will increase their productivity to get the reward. However, it is effective only when reward is beneficial in satisfying immediate needs of employees.

Criticisms

Some important criticisms of Vroom's expectancy theory are as follows,

1. Porter and Edward Lawler criticizingly named this theory as a theory of cognitive hedonism which proposes that individual select the course of action which give more pleasure or less pain.
2. The theory appears to be idealistic because of the assumption that people are rational and calculating.
3. The expectancy theory does not give clear explanation regarding individual and situational differences.

Q37. What is meant by John Adam's equity theory? Explain different ways of re-establishing equity.

Ans : (Dec.-18, June-18)

Equity theory of work motivation is based on social exchange process. Adams has crystalised it in a more formal way. This theory suggests that people are motivated to maintain fair relationship between their performance and reward in comparison to others.

The assumptions of this theory are,

Individuals make contributions (inputs) for which they expect certain rewards (outcomes) individuals decide whether or not, a particular exchange is satisfactory, by comparing their inputs and outcomes with those of others and try to rectify any inequality.

Exchange relationship between a person's input / outcomes in relation to those of other persons may be of three types. Over paid inequity, under paid inequity and equity.

Various Types of Inputs and Outputs

Inputs	Outputs
Efforts	Pay
Time	Promotion
Education	Recognition
Experience	Security
Training	Personal development
Ideas	Benefits
Ability	Friendship opportunity

1. Overpaid Inequity

When the person perceives that his outcomes are more as compared to his inputs in relations to others. Thus, the relationship is given below.

$$\frac{\text{Person's outcome}}{\text{Person's inputs}} > \frac{\text{Other's outcomes}}{\text{Other's inputs}}$$

In this case, the person experiences guilt feeling.

2. Underpaid Inequity

The person perceives that his outcomes are lower as compared to his inputs in relationship to others.

$$\frac{\text{Person's outcome}}{\text{Person's inputs}} < \frac{\text{Other's outcomes}}{\text{Other's inputs}}$$

Here, the person experiences dissonance.

3. Equity

The person perceives that his outcomes in relation to his inputs are equal to those of others.

$$\frac{\text{Person's outcome}}{\text{Person's inputs}} = \frac{\text{Other's outcomes}}{\text{Other's inputs}}$$

In this case, the person experiences satisfaction.

The impact of inequality on the person is as follows

- Perceived inequity creates tension in the person.
- The amount of tension is proportional to the magnitude of inequity.
- The tension created in the person will motivate him to reduce it.
- Thus motivation is to reduce inequity in proportional to the perceived inequity.

The Ways/Methods to Re-establishing Equity

- Changing his Inputs:** Inputs can be changed to lower or higher extent to match the outcomes (in case of under paid inequity or over paid inequity).
- Changing Perceptions about Inputs and Outcomes:** A person may re-establish equity between his inputs and outcomes by changing his perception.
- Changing his Outcomes:** The person may attempt to change his outcomes by persuading/pressuring those who are responsible for the decision of outcomes.
- Changing Inputs and Outcomes of Others:** The person may try to re-establish

equity by persuading other persons to change their inputs or by changing this perceiving about the inputs/outcomes relationship of others.

5. **Changing the Persons Compared:** If relationship produces inequity, while comparing with the particular people, then the persons may be replaced by someone else whose relationship produces equity.

6. **Changing the Situations**

The person can try to change the situation in which he perceives inequity, he may opt for transfer to another department or location in the same organization or may leave the organization itself.

Implications

1. The theory makes managers realise that equity motive tends to be one of the most important motives of the people in the organization.
2. This theory is based on the principle of "equal work".
3. Feeling or perceptions in work setting are important factor in work setting.

Difficulties in applying this theory are,

1. It is difficult to assess the perception/misperception of people about inputs/outcomes relationships.
2. Equity is a matter of comparison. The process by which the person decides whom to compare himself with is not clearly understood.
3. Equity theory does not specify the actions which a person will take to re-establish equity if he perceives inequity.

Q38. Write about attribution Theory of Motivations.

Ans :

(July-18)

Attribution

In psychology, the word 'attribution' refers to the inference made about the causes behind an event or behavior. If a car drives by you at the same time you hear a loud backfire, you are likely to infer that the sound came from the car; the sound's attribution is the car. Likewise, if a child performs better at a sporting event when his or her parents are in attendance, the improved performance is attributable to the parent's presence.

Weiner's Attribution Theory of Motivation

Weiner's attribution theory states that an individual's causal attributions of achievement affect subsequent behaviors and motivation. One of the primary assumptions of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image.

No one wants to be the bad guy, and assigning attribution is one of the ways that people seek to see themselves in a more positive light. By blaming other people and avoiding personal recrimination, individuals strive to keep a positive self-image. If people believe they are responsible for bad outcomes, they are less motivated to repeat their behaviors. By shifting blame, people avoid accountability and therefore feel able to repeat the same behaviors.

As an example, imagine a thief who breaks into a home and commits a burglary. If the thief sees himself as a 'bad person,' he will feel remorse and be less likely to repeat the behavior. However, if the thief can blame his actions on society and believe he is entitled to steal, then he is more motivated to perform additional burglaries.

According to attribution theory, people tend to explain success or failure in terms of three types of characteristics: locus of control, stability, and control.

Q39. Compare and contrast Expectancy theory and equity theory.

Ans :

(Aug.-19)

S.No.	Basis	Expectancy theory	Equity theory
1.	Year of Development	Victor H.Vroom developed expectancy theory in the year 1964.	J. Stacy Adams developed equity theory in the 1960s.
2.	Assumption	Expectancy theory is based on the assumption that the actions of employees depends on the expected rewards.	Equity theory is based on the assumption that the employees feel satisfaction with the job by comparing their actions and rewards with the other employees.
3.	Focus	Expectancy theory focuses on linking the rewards with the desires of employees (i.e., pay for performance).	Equity theory focuses on equity or inequity that exist among the employees.
4.	Employee Behaviour	According to expectancy theory, if an employee wants to achieve high/ desirable rewards, then he/ she tries to improve his/her performance.	According to equity theory, if an employee feels that he/she is under-rewarded, then he/she reduces their efforts performance to balance the equity.
5.	Strength	The strength of expectancy theory is that it enables the manager to change behaviour of employees effectively with attractive pay for performance plans.	The strength of equity theory is that it moves a worker through three stages (i.e., benevolent, sensitive and entitled) before anything goes wrong in the workplace.

Short Question and Answers

1. Classical Conditioning

Ans :

Classical conditioning states that behaviour is learned by repetitive association between a stimulus and a response (S-R association). The organism learns to transfer a response from one stimulus to a previously neutral stimulus. Four elements are always present in classical conditioning. These are:

- (i) **Unconditioned stimulus (US):** Like food which invariably causes to react in a certain way, i.e., salivation.
- (ii) **Unconditioned response (UR):** Takes place whenever the US is presented, that is, whenever the organism (dog in the original experiment) is given food (US), it salivates.
- (iii) **Conditioned stimulus (CS):** The object that does not initially bring about the desired response like the sound of the bell.
- (iv) **Conditioned response (CR):** A particular behaviour that the organism learns to produce to the CS, that is, salivation.

2. Transactional Analysis

Ans :

Transactional analysis refers to a method of analyzing and understanding interpersonal behavior when people interact. There is social transaction in which one person responds to another. The study of these transactions between people is called transactional analysis.

Components

Transactional analysis involves analysis of awareness, ego states and life positions.

- (a) **Analysis of Awareness :** Self is the core of personality pattern which provides interaction. It describes the self in terms of image, both conscious and unconscious.
- (b) **Ego States :** Another aspect of self is the ego states of persons, an important aspect of

transactional analysis. People interact with each other in terms of three psychological positions, or behavioral 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. These have nothing to do with the chronological age of the persons, rather they are related with the behavioral aspects of age.

- (i) **Parent Ego :** The parent ego state incorporates the attitude and behaviors of all emotionally significant people who serve as parent figure when an individual was a child. The value and behavior of these people are recorded in the mind of the individual and these become the basic value of the personality. Characteristics of a person acting with the parent ego include being over protective, distance, dogmatic, indispensable and upright.

Physical and verbal clues that someone is acting with the parent ego included the wagging finger to show displeasure, reference to laws and rules and reliance on one way that were successful in the past.

- (ii) **Adult Ego :** Adult ego state is based upon reasoning, seeking and providing information. Person interacting with adult ego views people as equal, worthy and responsible human beings. It is based on rationality, the adult is characterized by logical thinking and reasoning. This ego state can be identified by verbal and physical signs which include thoughtful concentration and factual discussions.
- (iii) **Child Ego :** Characteristics of child ego include creativity, conformity, depression, anxiety, dependence, fear and hate. Physical and verbal clues that person is acting in the child ego is silent

competence, attention seeking, temper tantrums, giggling and coyness. The child ego is characterized by non-logical and immediate actions which result in immediate satisfaction.

- (c) **Life Positions** : The individuals behavior towards others is largely based on specific assumptions that are made early in life. In childhood, a person develops from experience, a dominant philosophy. Such philosophy is tied into his identity, sense of worth and perception of other people, this remains with the person for life unless major experiences occur to change it. Such positions are called life positions, psychological positions.

3. Explain the steps in the perceptual process.

Ans :

- (i) **Perceptual Input/Stimuli** : The first process in the perceptual processes is the presence of stimuli like people, objects, events, information etc. Though the presence of stimulus is necessary for perception, it is not the actual process of perception. Nevertheless the perception process cannot start in the absence of stimuli.
- (ii) **Perceptual Mechanism** : The actual perception process starts with the receipt of information, or data (of stimuli) from various sources. The receipt of stimuli is a psychological aspect of the perception process. And most perceptual inputs are received from various sensory inputs. One sees things, hears them, smells, tastes, or touches them and learns other aspects of the things. Thus, reception of stimuli is a physiological aspect of perception process.
- (iii) **Selection of Stimuli** : After receiving the stimuli or data, some are selected for further processing while others are screened out because it is not possible for a person to select all stimuli for processing to attach meaning, which he receives from the environment.

Perceptual selectivity refers to the tendency to select certain objects from the

environment for 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 behavior.

- (iv) **Organization of Stimuli** : After the data have been selected, these are organized in some form in order to make sense out of them. Such organization of stimuli may take the form of figure-ground, grouping, simplifications, and closure. These factors have been discussed below under perceptual organization.

- (v) **Action** : The last phase of the perceptual process is that of acting in relation to what has been perceived. This is the output aspect of perceptual process. The action may be covert or overt. The covert action may be covert or overt. The covert action may be in the form of change in attitude, opinions, feelings, values, and impression formation resulting from the perceptual inputs and throughputs. The overt action may be in the form of behavior easily visible.

4. Johari Window

Ans :

- (i) **The Open Self** : The open quadrant refers to states about an individual such as behaviors, 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 is doing, how he is feeling and what his motives are.
- (ii) **The Blind Self** : The blind quadrant refers to states about an individual known to others but not known to him. Often such blind behavior is copied by the individual from significant people unconsciously right since the childhood. Because such behavioral is copied unconsciously, people may not be aware about it.

We may speak in certain way with a tone of voice and don't look on our face, but other people are actually aware of it. In fact, our manner can effect how they perceive us and they believe they can interact with us.

(iii) The Hidden Self : The hidden quadrant refers to state about the individual known to him 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 now want to share with others. People learn to hide many feelings and ideas right from their childhood.

(iv) The Unknown Self : The unknown quadrant refers to state that neither the individual nor other people know about him. Many times motives and feelings go very deep and no one, including the person concerned, knows about these.

5. Goal Theory

Ans :

Goal theory has a number of practical implications for the manager.

- Specific performance goals should systematic ally be identified and set in order to direct behaviour and maintain motivation.

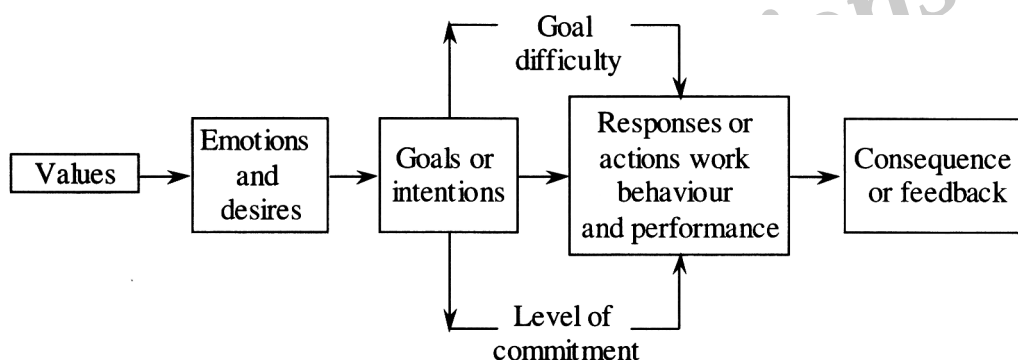


Fig.: An Illustration of Locke's Theory of Goal-setting

- Goals should be set at a challenging but realistic level. Difficult goals lead to higher performance. However, if goals are set at too high a level, or regarded as impossible to achieve, performance will suffer, especially over a longer period.
- Complete, accurate and timely feedback and knowledge of results is usually associated with high performance. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals.
- Goals can be determined either by a superior or by individuals themselves. Goals set by other people are more likely to be accepted when there is participation. Employee participation in the setting of goals may lead to higher performance.

Much of the theory of goal-setting can be related to the system of management by objectives. MBO is often viewed as an application of goal-setting, although MBO was devised originally before the development of goal-setting theory.

A number of research studies have attempted to examine the relationship between goal-setting and performance. Although, almost inevitably, there are some contrary findings, the majority

of evidence suggests strong support for the theory, and its effects on motivation. However it is viewed, the theory of goal-setting provides a useful approach to work motivation and performance. And Hannagan goes so far as to suggest that at present goal-setting is one of the most influential theories of work motivation applicable to all cultures.

6. Attribution Theory of Motivations

Ans :

Weiner's attribution theory states that an individual's causal attributions of achievement affect subsequent behaviors and motivation. One of the primary assumptions of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image.

No one wants to be the bad guy, and assigning attribution is one of the ways that people seek to see themselves in a more positive light. By blaming other people and avoiding personal recrimination, individuals strive to keep a positive self-image. If people believe they are responsible for bad outcomes, they are less motivated to repeat their behaviors. By shifting blame, people avoid accountability and therefore feel able to repeat the same behaviors.

As an example, imagine a thief who breaks into a home and commits a burglary. If the thief sees himself as a 'bad person,' he will feel remorse and be less likely to repeat the behavior. However, if the thief can blame his actions on society and believe he is entitled to steal, then he is more motivated to perform additional burglaries.

According to attribution theory, people tend to explain success or failure in terms of three types of characteristics: locus of control, stability, and control.

7. Define perception.

Ans :

Meaning

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively

unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin.

Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Definitions

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

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to us. Perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

8. Personality Traits

Ans :

Personality is the sum of different traits of a person. Personality is not known by a single trait. It is a composition of physical appearance, emotional attributes, sociability, objectivity, friendliness, thoughtfulness and so on.

Personality is characterized by major trait dimensions such as restraint, emotional stability, objectivity, friendliness, personal relations and masculinity versus enmity, thoughtfulness, sociability, general activity, ascendance, authoritarian, growth-oriented, mathematical, critical, satisfying and so on.

9. Define Reinforcement.

Ans :

Reinforcement can be defined as anything that increases the strength of response and tends to induce repetitions of the behaviour that preceded the reinforcement. Sometimes, reinforcement is equated with motivation as reinforcement plays an important role in motivation. However, both are different. As we shall see later in this text, motivation is a basic psychological process and is much broader and more complex than the reinforcement as used in learning. In addition, the basic core of motivation is needs which are cognitive in nature and are unobservable.

10. What is motivation?

Ans :

Meaning

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 leader is to arouse interest in performance of employees in their jobs.

Definitions

- (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 locus 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".

11. Signal Detection Theory

Ans :

Signal detection theory facilitates in determining the relationship that exist between ideas and opportunities. This theory explains the relation between perception and reality at the time of opportunity. Sometimes, it is observed that people see opportunities which are not in existence or could not see those opportunities which are present. Based on this theory, Brooks determined four conditions which are related to opportunity recognition i.e., hit, miss, false alarm and correct rejection.

12. Individual Behaviour

Ans :

Individual behaviour refers to how an individual behaves at his work place. The characteristics of individual affect their behaviour. These characteristics may include personality, ability, perception, creativity, motivation, feelings etc. An individual's job performance, job satisfaction, his/her interaction with the colleagues at work place, etc., depends upon the characteristics of an individual.

Choose the Correct Answers

1. Theory of motivation [a]
(a) Maslow's (b) Game theory
(c) Classical (d) All
2. Theory of personality [a]
(a) Freudian theory (b) Operational theory
(c) Standing theory (d) Strategic theory
3. BBTI developed by (b)
(a) Kotler (b) Myers-Briggs
(c) Stantom (d) All
4. Nature of perception [a]
(a) Mental process (b) Informal
(c) Strategic (d) Single
5. Element of strategic planning process [a]
(a) SWOT analysis (b) Cooperation
(c) Combination (d) Integration
6. Factors of perception [a]
(a) Perceiver
(b) Matrix systems
(c) Matrix culture and matrix behaviour
(d) All
7. Herzberg two factors theory of [a]
(a) Motivation (b) Leadership
(c) Perception (d) All
8. Elements of perception process [a]
(a) Action (b) Nature
(c) Learning (d) Matrix
9. Motivation type [a or b]
(a) Positive (b) Negative
(c) Unethical (d) None
10. Component of Porter and Lawler model [a]
(a) Ability (b) Goal
(c) Both (a) and (b) (d) Only (b)

Fill in the blanks

1. _____ are defined as collectivities that have been established for the pursuit of relatively specific objectives on a more or less continuous basis.
2. The term psychology comes from the Greek word 'psyche' meaning _____ or _____.
3. The term personality has been derived from Latin word 'person are', which means to _____.
4. The Myers-Briggs Type Indicator (MBTI), developed by Isabel _____.
5. _____ is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.
6. _____ effect refers to evaluating another person solely on the basis of one attribute, either favourable or unfavourable.
7. The term _____ refers to the way in which people explain their own behaviour or the behaviour of other individuals.
8. The term _____ is used to describe the mental discomfort that results from holding two conflicting beliefs, values, or attitudes.
9. _____ is defined as behaviour that produces effects.
10. _____ analysis refers to a method of analyzing and understanding interpersonal behavior when people interact.

ANSWERS

1. Organisations
2. Soul, Spirit
3. Speak through
4. Briggs Myers
5. Perception
6. Halo
7. Attribution
8. Cognitive dissonance
9. Operant
10. Transactional

UNIT IV

Group Dynamics and Leadership:

Group Dynamics & Team Building, Kurt Lewin contribution, Conflict Resolution models,. Worklife balance. Trait and Behavioral Approaches to Leadership, Managerial Grid, Path - Goal Theory, Vroom's Decision Tree Approach to Leadership, Hersey and Blanchard Model.

4.1 GROUP DYNAMICS

Q1. What is group dynamics? Why is it important for understanding organizational behaviour?

Ans : (June-18)

The term group dynamics contains two terms: group and dynamics. Group is basically a collectivity of two or more persons. Dynamics comes from Greek word meaning force. Theory of dynamics is used in physical sciences and engineering which explains the phenomena of universe by some immanent energy: operation of force. Thus, group dynamics refers to the interaction of forces between group members in a social situation. However, the term group dynamics is defined in different ways. One view is that group dynamics describes how a group should be organized and operated. This includes democratic leadership, participation, and cooperation. Another view takes group dynamics as a set of techniques such as role playing, brainstorming, leaderless group, group therapy, sensitivity training, etc. According to the third view, group dynamics is viewed from the internal nature of groups, their formation, structure and processes, and the way they affect individual members, other groups, and the organization. This view is more prevalent. For example, group dynamics has been defined as follows:

“The social process by which people interact face to face in small groups is called group dynamics.”

Thus, group dynamics 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 members' needs are satisfied. Understanding of all these will enable managers to manage groups effectively leading to organisational effectiveness.

Q2. Define Group? Explain the characteristics of a group.

Ans :

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 interdependent and are aware that they are part of a group.

Definition

- i) **According to David H. Smith :** “A group is a set of two or more individuals who are jointly characterized by a network of relevant communications, a shared sense of collective identity and one or more shared dispositions with associated normative strength”.
- ii) **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”.

In order to be called a group, an aggregation of persons must satisfy the following conditions.

- i) People must interact with one another.
- ii) People must be psychologically aware of one another.
- iii) People should perceive themselves to be a group.

Characteristics

1. Social Interaction

One of the most obvious characteristics of group is that they are composed of two or more people in social interaction. In other words, of group must have influence on each other. The interaction between parties may either verbal or nonverbal, but the parties must have some impact on each other to be considered as a group.

2. Stable Structure

Group also must possess a stable structure. Although groups can change, and often do, there must be some stable relationships that keep group members together and functioning as an unit.

3. Common Interest

Another characteristic of groups is that their members share common interests or goals.

4. Perceive themselves as Part of Group

Finally, to be a group, the individuals involved must perceive themselves as a group. Group is composed of people who recognized each other as a member of their group and can distinguish these individuals from non-members.

Q3. What is group formation. Explain the nature of 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.

Nature

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 attraction 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 stages of the group Development / Formation.

Ans :

A group can be defined as several individuals who come together to accomplish a particular task or goal. Group dynamics refers to the attitudinal and behavioral characteristics of a group. Group dynamics concern how groups form, their structure and process, and how they function. Group dynamics are relevant in both formal and informal groups of all types. In an organizational setting, groups are a very common organizational entity and the study of groups and group dynamics is an important area of study in organizational behavior.

The following sections provide information related to group dynamics. Specifically, the formation and development of groups is first considered. Then some major types or classifications of groups are discussed. Then the structure of groups is examined.

Stages of Group Development / Formation

According to Tuckman's theory, there are five stages of group development: forming, storming, norming, performing, and adjourning. During these stages group members must address several issues and the way in which these issues are resolved determines whether the group will succeed in accomplishing its tasks.

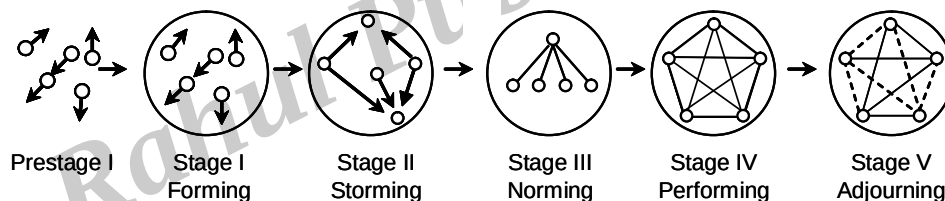


Fig.: Stages of Group Development

1. **Forming:** This stage is usually characterized by some confusion and uncertainty. The major goals of the group have not been established. The nature of the task or leadership of the group has not been determined. Thus, forming is an orientation period when members get to know one another and share expectations about the group. Members learn the purpose of the group as well as the rules to be followed.

The forming stage should not be rushed because trust and openness must be developed. These feelings strengthen in later stages of development. Individuals are often confused during this stage because roles are not clear and there may not be a strong leader.

2. **Storming:** In this stage, the group is likely to see the highest level of disagreement and conflict. Members often challenge group goals and struggle for power. Individuals often vie for the leadership position during this stage of development. This can be a positive experience for all groups if members can achieve cohesiveness through resolution.

Members often voice concern and criticism in this phase. If members are not able to resolve the conflict, then the group will often disband or continue in existence but will remain ineffective and never advance to the other stages.

3. **Norming:** This stage is characterized by the recognition of individual differences and shared expectations. Hopefully, at this stage the group members will begin to develop a feeling of group cohesion and identity. Cooperative effort should begin to yield results. Responsibilities are divided among members and the group decides how it will evaluate progress.
4. **Performing:** Performing, occurs when the group has matured and attains a feeling of cohesiveness. During this stage of development, individuals accept one another and conflict is resolved through group discussion. Members of the group make decisions through a rational process that is focused on relevant goals rather than emotional issues.
5. **Adjourning:** Not all groups experience this stage of development because it is characterized by the disbandment of the group. Some groups are relatively permanent. Reasons that groups disband vary, with common reasons being the accomplishment of the task or individuals deciding to go their own ways. Members of the group often experience feelings of closure and sadness as they prepare to leave.

4.1.1 Classification of groups

Q5. Discuss how groups in organizations are classified.

Ans :

Groups can be of two types:

1. Formal Groups

A designated work group defined by the organization's structure. A formal group is set up by the organization to carry out work in support of the organization's goals. In formal groups, the behaviours that one should engage in are stipulated by - and directed toward - organizational goals. Examples include a book-keeping department, an executive committee, and a product development team. Formal groups may be command groups or task groups.

- i) **Command Group:** A command group consists of a manager and the employees who report to him or her. Thus, it is defined in terms of the organization's hierarchy. Membership in the group arises from each employee's position on the organizational chart.
- ii) **Task Group:** A task group is made up of employees who work together to complete a particular task or project. A task group's boundaries are not limited to its immediate hierarchical superior. It can cross command relationships. An employee's membership in the group arises from the responsibilities delegated to the employee -that is, the employee's responsibility to carry out particular activities. Task group may be temporary with an established life span, or they may be open ended.
- iii) **Committee:** A group of people officially delegated to perform a function, such as investigating, considering, reporting, or acting on a matter. Committee, one or more persons appointed or elected to consider report on, or take action on a particular matter. It investigates analyses and debates the problem and makes recommendation. Committee usually has their own committee member comprising of advisory authority, secretary and others. Recommendation is sent to the authority that is responsible for implementing them.

2. Informal Groups

An organization's informal groups are the groups that evolve to meet social or affiliation needs by bringing people together based on shared interests or friendship. Thus, informal groups are alliances that are neither formally structured nor organizationally determined. These groups are natural formations in the work environment that appear in response to the need for social contact. Many factors explain why people are attracted to one another. One explanation is simply proximity; when people work near one another every day, they are likely to form friendships. That likelihood is even greater when people also share similar attitudes, personalities, or economic status.

- i) **Friendship Groups:** Groups often develop because the individual members have one or more common characteristics. We call these formations 'friendship groups'. Social alliances, which frequently extend outside the work situation, can be based on similar age, same political view, attended the same college, etc.
- ii) **Interest Groups:** People who may or may not be aligned into common command or task groups may affiliate to attain a specific objective with which each is concerned. This is an interest group.
- iii) **Reference Groups:** Sometimes, people use a group as a basis for comparison in making decisions or forming opinions. When a group is used in this way, it is a reference group. Employees have reference groups inside or outside the organization where they work. For most people, the family is the most important reference groups.
- iv) **Membership Groups:** When a person does belong to a group (formal and informal groups to which employees actually belong) the group is called a membership group (or affiliation group) for that person. Members of a group have some collection of benefits and responsibilities that go beyond the group serving as a reference point. In a membership group, each member would be expected to contribute to the group's well being and would enjoy the benefits arising from the group members' friendship.
- v) **Cliques:** A relatively permanent informal groups that involves friendship. Most of the relationships came down to two cliques, each with a hanger-on, and some isolates. The groups included several different professions. They developed ideas about each other. Clique membership acted as a form of

social control, forcing people to conform to group desires. The groups established norms regarding output, treatment of supervisor, reciprocity and other interpersonal relations. The cliques served as a system for sense making about organizational events. They developed their own set of beliefs, explaining things to each other.

Q6. What are the factors affecting group behaviour.

Ans :

There are several factors that affect group behaviour in addition to the group process. These factors affect the group process and group decision making and hence it is important to learn about them.

1. Norms

Norms can be defined as "acceptable standards of behaviour that are shared by the group members." This is a guideline for members detailing what they ought and ought not to do under certain circumstances.

2. Conformity

Conformity is the process of adhering to group norms. Research evidence suggests strong evidence that groups can place strong pressures on individual members to change their attitudes and behaviours to conform to the group's standard. Norms are enforced effectively by the groups by:

- 1. Increasing communication with a non-conforming member
- 2. Ignoring the non-conforming member
- 3. Excluding him or her from activities and physical coercion or expulsion

3. Status

Status is a socially defined position or rank given to groups or group members by others. Those members of the group who enjoy a higher status are able to break group norms e.g., landing up late for meetings and often this can be a drag on the morale of the group.

4. Groupthink

Groupthink is perhaps the greatest danger to effectiveness of groups. Caught between the need for cohesion and multiplicity of ideas, most groups suffer from this. According to Irving Janis (1972), groupthink is “a deterioration of mental efficiency, reality testing, and moral judgment resulting from in-group pressures”.

Groupshift: This is a special case of groupthink. As the discussion proceeds, those who are more conservative, tend to shift to greater risk. This can happen because:

1. once the members become familiar, they become bolder
2. the society values more risk and therefore people want to be seen as more risk taking
3. group decision is not attributable to a single person, people take greater risk since they do not have to shoulder accountability for it singly

5. Social loafing

Social loafing occurs when one or more group members rely on the efforts of other group members and fail to contribute their own time, effort, thoughts or other resources to a group since it is harder to attribute the group's output to individual contributions.

6. Production blocking

Production blocking is limiting another person's output by getting in his or her way. Production blocking occurs when too many employees are trying to work in a given space or when the organisation has poorly planned the use of its facilities. It can also occur when the organisation assigns more than the optimal number of employees to carry out a task. This is often a problem on the shop floor in India.

Q7. What are the differences between formal group and informal group?

Ans :

S.No.	Nature	Formal Groups/Organizations	Informal Groups/Organizations
1.	Meaning	Formal organizations are created deliberately and consciously by the frames of the organization.	Informal organizations are created because of the operation of sociopsychological forces at the workplace.
2.	Purpose	These are created for achieving legitimate objectives of the organization.	These are created by organizational members for their social and psychological satisfaction.
3.	Size	These are large in size.	Informal groups tend to be small in size.
4.	Nature	Formal groups are stable and continue for a long time. Their membership is specified through organizational process.	Informal groups are unstable in nature. Since their formation and functioning depend upon the value systems, general liking and disliking and other personality features of the members concerned, they may disappear very quickly due to change in the membership or change in values held.
5.	Number of Groups	The number of formal groups may depend on the organizational pattern.	There may be large number of informal groups.

Q8. Explain about group properties.

Ans :

Work groups are not unorganized mobs; they have properties that shape members' behaviour and help explain and predict individual behaviour within the group as well as the performance of the group itself. Some of these properties are roles, norms, status, size, and cohesiveness.

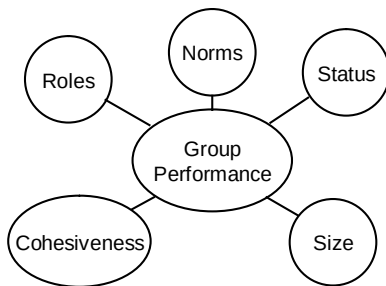


Fig.: Group Property

Group Roles

Role is the expected pattern of behavior of an individual in a particular position of society. The employees of an organization play different roles within and outside the organization and understanding their roles helps to understand their behavior. Dimensions such as identity, perception, expectations, and conflict of roles influence the behavior of individuals.

1. Role Identity

Role identity results from attitude and behavior of individuals in different roles. Individuals need to make the necessary changes in behavior to suit the requirements of an organization. Changes like promotions, demotions, or any other changes in organizations require individuals to identify with the new roles and change and re-change their behavior accordingly.

2. Role Perception

Role perception is the view of an individual about accepted behavior in a particular role. Employees in an organization perceive and interpret the roles by observing the behavior of other employees.

3. Role Expectations

How an individual is expected to behave in a particular situation is referred to as role expectation. Employees and employers in organizations have different role expectations from each other. A psychological contract existing between employer and employees is an agreement that sets out expectations on the behavior of each party in performing various roles in the organization.

4. Role Conflict

Individuals play different roles in their personal and professional lives. The roles of an individual in the organization may contradict other roles in the organization or with the roles in his/her personal life as the expectations from the roles differ.

Group Norms

Norms are set standards for behavior of individuals. Norms can be formal or informal in organizations. Formal norms are stated in the manuals of the organization while informal norms are unwritten and are not specific. Informal norms of groups in organizations can sometimes be dysfunctional. Some norms are common to most workgroups and some workgroups have a set of norms specially set for them.

1. Norms pertaining to performance-related processes

Norms give an indication of the expected performance levels of employees. Informal norms of groups influence the performance of employees along with their personal motivation levels.

2. Appearance norms

Appearance norms include norms to dress up, to appear loyal to the organization along with the group, to be busy, and other formalized and informal norms.

3. Norms pertaining to informal social arrangements

These norms control the social interactions of people within organizations. They determine the friends that people make within the organization. Lunch groups in organizations are determined by such norms.

4. Norms that regulate the allocation of resources

These norms direct the allocation of new tools and equipment, assignment of projects, and overtime in organizations.

Norms for groups develop over time and can be after-effects of statements by influential members, important actions of a group and its responses, etc. Individuals need to stick to the norms of the group to be acceptable to members. Sometimes, groups can even pressure members to change their behavior.

Group Status

Status is the rank or social position given to an individual or group by others. It influences the behavior of individuals and motivates them. Organizational titles are used to establish status formally. People with high status in organizations have the liberty to deal with the norms of the organization as per their convenience. If there is a difference between ranking by the organization and the perceived ranking of the employee, disequilibrium in status is created. This leads to corrections in behaviour. However, members of groups in general, have the approval of others on the rankings given to them.

In an organisation there are two types of status available :

- (a) Formal status
- (b) Informal status

A short description of it is as under :

(a) Formal Status

Various posts are created in every organisation, e.g. General Manager, Functional manager, Supervisor, etc. People get a particular post in accordance with their education, training and experience. The salary, other benefits, respect, etc. are connected with the position that one holds. Once gets encouraged on seeing these things and tries to work better.

(b) Informal Status

In an organisation alongwith the formal status one gets informal status also. Informal status is obtained with the help of experience,

personality, age, sex, etc. Accepting some body as the leader is an example of an informal status.

On the basis of the above description it can be said that group status is a prominent characteristic affecting the behaviour of the members.

Q9. Define group cohesiveness. What are the characteristics of group cohesiveness?

Ans :

Cohesiveness refers to the closeness among group members. Some groups seem to have a certain atmosphere of intimacy or common attitudes, behaviour and performance that is lacking in other groups. Group cohesiveness is generally regarded as characteristic of the group in which the factors acting on the group members to remain and participate in the group are greater than those acting on members to leave it.

Characteristics

The characteristics are as follows :

- (i) Cohesiveness is an important indicator of the degree of influence of the group as a whole. The greater the cohesiveness, the greater the group's influence on members.
- (ii) Highly cohesive groups are usually characterized by good feeling among members and an absence of tension, hostility and major conflicts.
- (iii) Highly cohesive groups are potentially better performers than non-cohesive groups.

How Can Managers Encourage Cohesiveness?

1. Make the group smaller
2. Encourage agreement with group goals
3. Increase the time spent together
4. Increase the status and perceived difficulty of group membership
5. Stimulate competition with other groups
6. Give rewards to the group rather than to individual members
7. Physically isolate the group

Q10. Explain the Factors Effecting Group Cohesiveness

Ans :

Some groups have more cohesiveness while some others have less of it. The following elements influence the extent of cohesiveness in the group:

(i) Competition

Competition deeply affects the cohesiveness of the group. Competition can be of two types: (i) between the members of the same group, (ii) between one group and the other. If the competition is between the members of the same group, it will reduce the group cohesiveness. If the competition is between one group and other, cohesiveness will increase.

(ii) Outer Threat

If one group gets threatened by the other group, then all the members of the first group will forget their bitterness and get united. Consequently, the group cohesiveness will increase. In this way, we can say that outer threat affects group cohesiveness.

(iii) Group Composition

The basis of the group composition is the specialities of its members. If all the members of a group have similar qualities, it is called homogeneous group. In such a group because of the similarity of nature of the members, there is more cohesiveness. On the contrary, if the members of the group have dissimilar nature, the group is called heterogeneous group. In such a group because of the dissimilarity of nature of the members group cohesiveness is less.

(iv) Group Size

The size of the group can both be large or small. If the size of the group is small members will be close to one another. As a result of it, there will be greater cohesiveness. On the contrary, if the size of the group is large, there is not regular meeting among the members as they may be spread over a large area. In such a group, the group cohesiveness will be less.

(v) Group Leadership

The extent of the group cohesiveness depends to a large extent on the leader of the group. If the leader possesses all the qualities of a good leader, it will have positive effect on the members. There will be more group cohesiveness. On the contrary, if the leader happens to be careless, it will have negative effect on the members. As a result of it, group cohesiveness will be less.

(vi) Success Rate

The members of the group that is regularly achieving its objectives successfully will be more satisfied. Such a group has more group cohesiveness. On the contrary, the members of a group who are regularly failing to achieve their objectives will be dissatisfied. In such a situation, the group cohesiveness will decidedly be less.

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4.2 TEAMBUILDING

Q11. Define team building? Explain its interventions.

Ans :

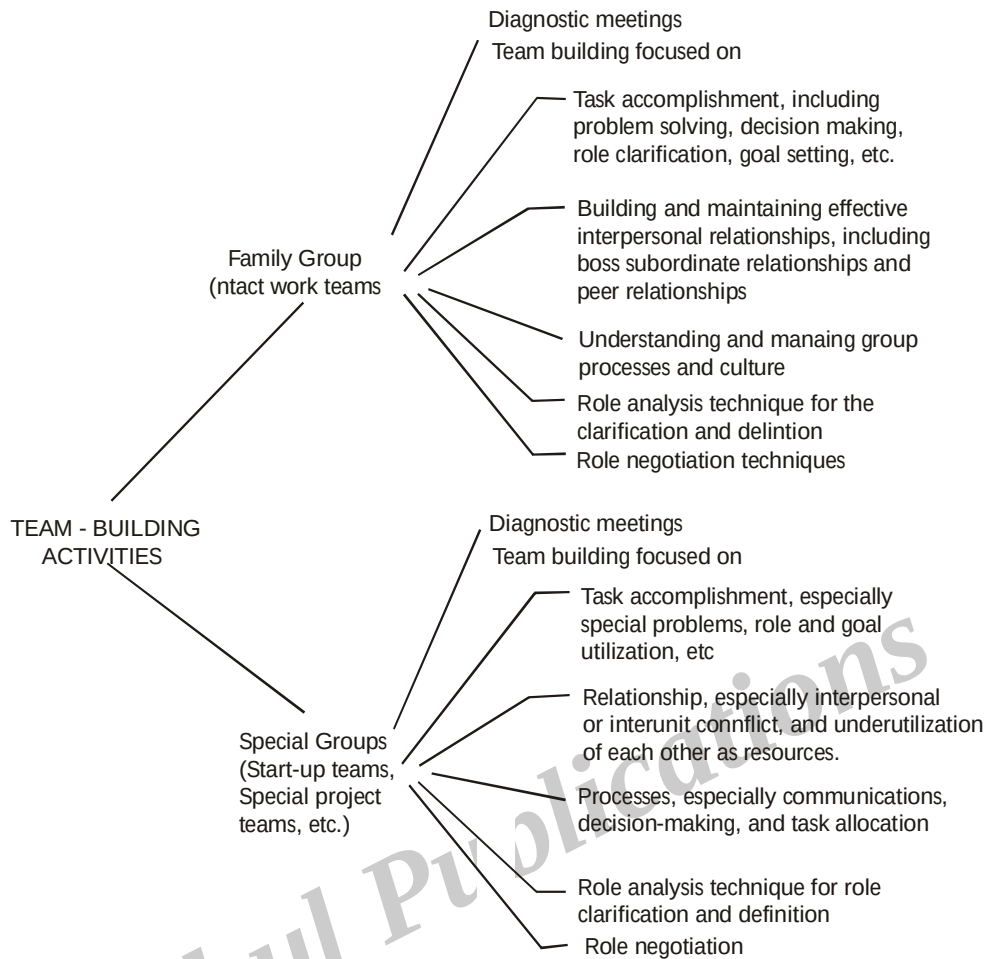
Team building is a method of improving organizational effectiveness at the team level by diagnosing barriers to team performance and improving inter-team relationships and task accomplishment. Team building analyses the activities, resource allocations and relationships of a group or team to improve its effectiveness. This technique can be used to develop a sense of unity among members. Team building is for two types of teams viz., (i) an existing or permanent team comprising of a manager and his/her subordinates often called a family; group and (ii) a new group made through a merger or other structural changes in the organisation or formed to solve a specific problem called the special group.

Team work needs collaboration among its members. It is said that one plus one may be three in team work due to the impact of synergy. The synergetic effect is evident in team work. Each team is a linking pin to another team and to the total organisation. Teams do wonders. They make the impossible things possible.

Interventions

Team building activities, for both kinds of groups, aim at

- Diagnosing barriers to effective team performance,
- Improving task accomplishment and improving relationship between team members.
- Understanding and managing group process and culture,
- Role analysis technique for role clarification,
- Definition and role negotiation techniques is important



Diagnostic meeting may involve the total group and several sub-groups and require only a brief time in order to identify strengths and problem areas and to conduct a general critique of the performance of the group. Actual team building requires a subsequent longer meeting ideally held away from the work place. The purpose of this meeting is to improve the team's effectiveness through better management of task demands, relationship demands and group processes.

The role analysis technique is designed to clarify role expectations and obligations of team members to improve team effectiveness. Role negotiation intervenes directly in the relationships of power, authority and influence within the group. A follow-up meeting evaluates the success of the action steps.

Q12. Explain the purpose and essential conditions of team building.

Ans :

Purpose

The purposes of team building are:

- (i) To set goals or priorities;
- (ii) To analyse/allocate the way the work is performed;
- (iii) To examine the way a group is working and its process;
- (iv) To examine the relationships among people.

The primary goal of team-building activity is task accomplishment and

Essential

The essential conditions for team building include:

- Every member must have a clearly assigned role
- The team must take collective responsibility for the action of each of its members
- Team must speak with one voice
- No appeal from one member to another
- Good team is small in number
- No inordinate difference in salary of members and
- Each member should be able to handle responsibilities of other members.

The essential hints to the manager to build the team successfully are:

- Hold small and informal meetings for minor problems and large and long meetings for strategic issues
- Create a climate of cooperation
- The rule of order is to pick easy problems first
- Keep the atmosphere casual and light
- Compliment the participants and strengthen the spirit of cooperation and collaboration
- Keep an open mind
- Don't harp on a pet idea and do not let any one else hog the floor either
- Encourage the subordinates to formulate the goals through you are the-boss
- Workers expect something to fulfil their goals;
- Help the members when they need it
- Protect the workers when they do something wrong
- Provide the members all necessary material, finance etc.
- Follow feed forward and feedback and keep the members informed always and
- Be aware that the democracy is almost always the best policy.

4.3 KURTLEWIN CONTRIBUTION

Q13. Discuss in detail the contribution of Kurt Lewin relating to Group Dynamics.

Ans :

Group dynamics is one of the interactionist approach introduced by Kurt Lewin. This approach explains the actions and reactions of groups and individuals towards changing environment. This concept mainly focus on improvement of knowledge relating to nature of groups, their laws, establishment, development and interactions with other groups, individuals and institutions.

Lewin explained that both groups and individuals are essential in well known equation in social sciences. The interactionism formula applied by Lewin to describe group phenomena is,

$$\text{Behavior} = f(\text{Person, Environment}) \text{ or}$$

$$B = f(P, E)$$

The above equation explains that behavior of an individual is function of personal characteristics of individual and influence of other people in their social environment. In Lewin's approach, individual and group are not real but each behavior includes interactions between groups and individuals. There exist dynamic relationship between individual and group because any change in group affect the individual and any change in individual affect the group. Hence, Lewin explained that understanding people without understanding their groups is not possible, similarly a group can be understood only after understanding the individuals who belong to group.

In present situation, the study of group dynamics is considered as important by many professionals who depend on mechanism of group dynamics to prosper. The most remarkable contributions of Lewin was development of group communication and group dynamics as major aspects of communication discipline.

Lewin was also associated with "founding research and training in group dynamics and for implementing participative management style in organizations".

4.4 CONFLICT RESOLUTION MODELS

Q14. Define conflict.

Ans : (July-18, Jan.-18)

Meaning

The concept of conflict, being an outcome of behaviors, is an integral part of human life. Wherever there is interaction, there is conflict. Conflict can be defined in many ways and can be considered as an expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding.

It is also associated with situations that involve contradictory or irreconcilable interests between two opposing groups. It can be defined as a disagreement between two or more individuals or groups, with each individual or group trying to gain acceptance of its view or objectives over others.

Definitions

According to Follett, "Conflict is the appearance of difference, difference of opinions, of interests."

According to Louis R. Pondy, 'Conflict' is:

- i) Antecedent conditions, **for example**, scarcity of resources, policy differences among individuals, etc.,
- ii) Effective states of the individuals involved, **for example**, stress, tension, hostility, anxiety, etc.,
- iii) Cognitive states of individuals, i.e., their perception of awareness of conflict full situations; and
- iv) Changed behavior ranging from passive resistance to overt aggression.

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. In organisation, conflict may imply difference of opinion with persons or groups and sometimes they manage to showdown and slowdown other and plan strategies for that.

Q15. Explain the nature of conflict.

Ans :

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 organisation, 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 organisation 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 organisation.
- 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.

Q16. What are the Reasons Sources of Conflict?

(OR)

Identify the reasons for arising conflicts among groups in a large scale organization.

Ans : (July-18, Aug.-17, Feb.-17)

- 1. Organisational 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 increasing and the marketplace hurting toward a global economy, organisational changes will be evert-present.
- 2. Personality Clashes :** The concept of individual differences is fundamental to organisational behavior. 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 campaigns.

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.

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 as threatened, face saving becomes a powerful driving force as a person struggles to maintain a desired images. 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 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 organisation. 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.

Q17. What are the Issues Involved in Conflicts ?

Ans :

The nature of conflict varies according to the kind of issue on which people disagree. There are four basic kinds of issues which are discussed below:

1. **Facts :** Sometimes, the disagreement occurs because individuals have different definitions of a problem are impressions of their respective power authority.
2. **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 organisation.
3. **Methods :** Sometimes, individuals differ about the procedures, strategies or tactics which would most likely achieve a mutually desired goal.
4. **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 method.

Q18. Explain the process of conflict.

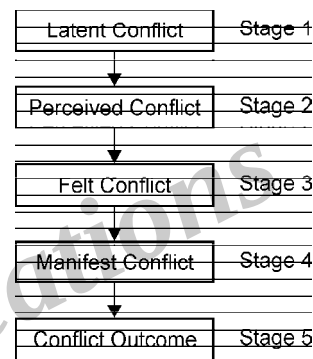
Ans :

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 the 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 organisational 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-on outcomes when the conflict is recognized early before frustration and negative feelings set in.

Q19. What are the types of conflicts ?

Ans :

According to Robbin "conflict is a process in which an effort is purposefully made by one person or unit to block another that results in frustrating the attainment of the other's goals or the furthering of his or her interests".

Newstrom and Davis defined conflict as,

“Conflict is any situation in which two or more parties feed themselves in opposition. It is an interpersonal process that arises from disagreements over the goals or the methods to accomplish those goals”.

Conflict is a process that progresses through different stages.

Types of Conflicts

The different types of conflicts can be studied at different levels of conflicts. In any organization, there exist four levels of conflicts. There can be,

1. Inter-group conflict
2. Intra-group conflict
3. Inter-individual or inter-personal conflict
4. Intra-individual or intra-personal conflict.

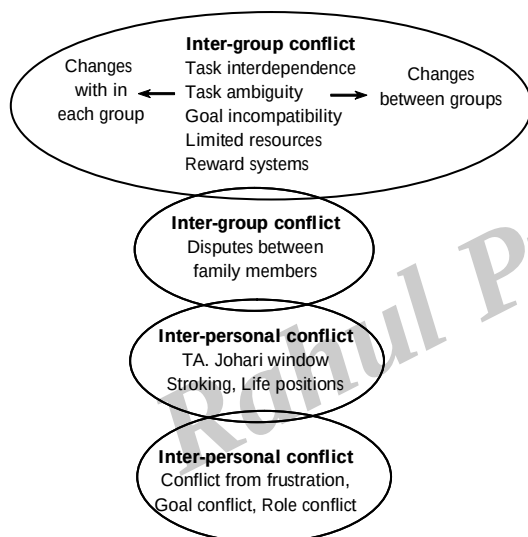


Fig.: Levels and Sources of Conflict

1. Inter-group Conflict

Conflicts between groups, departments or section may result in inter-group conflicts, that can also be called as organizational conflicts.

The reasons for inter-group conflicts can be,

- (a) Task interdependence among various departments for assistance etc.
- (b) Ambiguity of the task among the groups.
- (c) Goal incompatibility for different organizational units.

- (d) Competition among the groups for the limited re-sources that are available.
- (e) Competitive reward systems based on the performance levels.
- (f) Line and staff relationships.
- (g) Intra-personal and inter-personal conflicts.

2. Intra-group Conflict

The disputes among some or all the group members that affect the group's performance result in intra-group conflicts. Severe intra-group conflicts can be noticed in family run business.

3. Inter-personal Conflicts

The conflict that arises between two individuals in an organization is known as inter-personal or inter-individual conflicts.

- Differences in perceptions, temperaments, personalities, value systems, sociocultural factors and role ambiguities.
- Inter-personal conflicts can be obtained by Transactional Analysis (TA), Johari window, Stroking and Life Positions seek to explain the phenomenon of inter-personal conflict.

(a) Transactional Analysis (TA)

TA was introduced by Eric Berne and popularized by Thomas Harris in 1960s. TA can be defined as “The study of moves people make in their dealings with each other and is based on the idea that people's interactions resemble moves in games”.

(b) Johari Window

This model developed by Joseph Luft and Harry Ingham (hence the name Johari window) is highly useful in analyzing the causes for inter-personal conflicts.

The two basic assumptions of this model are,

- Degree to which the person knows about himself or herself.
- Degree to which the person is known to others.

(c) Stroking

Recognition of one's presence by others can be referred to as stroking. Strokes can be positive or negative. Negative strokes cause inter-personal conflict.

(d) Life Positions

Our behaviour can be influenced by the life positions when we interact with others. These positions are acquired by us very early in our child hood and stay with us through out, hence the term "life positions".

The two view points of life positions can be,

- (i) How people view themselves.
- (ii) How do they view other people in general. The four life positions can be,
 - I am not ok - You are ok
 - I am not ok - You are not ok
 - I am ok - You are not ok
 - I am ok - You are ok.

4. Intra-individual Conflict

The conflicts that take place within an individual result in an intra-individual conflict.

Intra-personal conflicts can be due to frustration, large number of roles that require equal attention which can not be possible all the time, goals that possess both positive and negative aspects, cognitive dissonances and neurotic tendencies.

(a) Conflicts as a Result of Frustration

Conflicts from frustration are observed in a person, when a driving force behind motivation is blocked before he attains his aspired goal.

An individual gets frustrated when he or she is unable to reach the specified goal.

Mainly, there are four defence mechanisms that are followed by a frustrated individual. They can be,

- (i) Aggression :** It refers to physical or symbolical attack of barriers of motivation.

- (ii) Withdrawal :** It refers to backing away from the barrier.

- (iii) Fixation :** It refers to efforts taken by an individual to overcome the barrier.

- (iv) Compromise :** It refers to the selection of an alternative goal instead of the one for which he was striving for.

(b) Goal Conflict

Goal conflicts arise when attainment of one goal prevents the other goal to get accomplished. Goal conflicts can be distinguished into four major forms like,

(i) Approach-Approach Conflict :

A situation in which an individual has to select between the two or more positive and mutually exclusive goals then it is said to be "approach-approach conflict".

This type of conflict can be resolved by satisfying one goal first and then the next one.

This can also be resolved by giving up one of the goals.

Whenever a choice has to be made between the two tasks out of which one has to be withdrawn. This situation leads to "decision regret". According to which it is a human nature.

(ii) Approach-Avoidance Conflict

This type of conflict arises when an individual is simultaneously attracted to and repelled by a single goal object.

In this situation, if the motive to avoid a goal is stronger than the motive to approach it then the person will be held where the strengths of the motives are roughly equal. As the person tries to move towards or away from the goal, the relatively stronger motive takes over and brings the person back to vacillation.

(iii) Avoidance-Avoidance Conflict

This type of a conflict arises when an individual is forced to make a choice among two mutually exclusive goals, each one of which possesses unattractive qualities.

The two main features of this type of conflict are,

- **Vacillation** : The closer a person is to his goal, the higher is the growth of a goal.
- Attempt to leave the conflict situation.

In avoidance-avoidance conflict situation, the person may resort to other means to get relief from anxiety aroused by the conflict.

(iv) Multiple Approach-Avoidance Con-flict

This type of a conflict in which there are two alternatives both involving positive and negative features is referred to a double approach-avoidance conflict.

(c) Role Conflict

It becomes difficult for an individual to play numerous roles simultaneously as time and resources would be the constraints. This can be the final reason for intra-personal conflict.

(d) Cognitive Dissonance

When individuals recognize inconsistencies in their own thoughts or behaviours that can be stressful and uncomfortable, it may lead to intra-personal conflict. Until cognitive dissonance is removed, it remains as a source of conflict.

(e) Neurotic Tendencies

Inner conflicts arise due to the irrational personality mechanisms that are used by an individual. These inner conflicts lead to conflicts with other people.

Q20. Discuss in detail Thomas - Kilmann conflict resolution model.

Ans :

The conflict resolution model developed by Thomas-Kilmann involves the five different modes. Conflict between different parties can be resolved by adopting any of the below given solutions/modes.

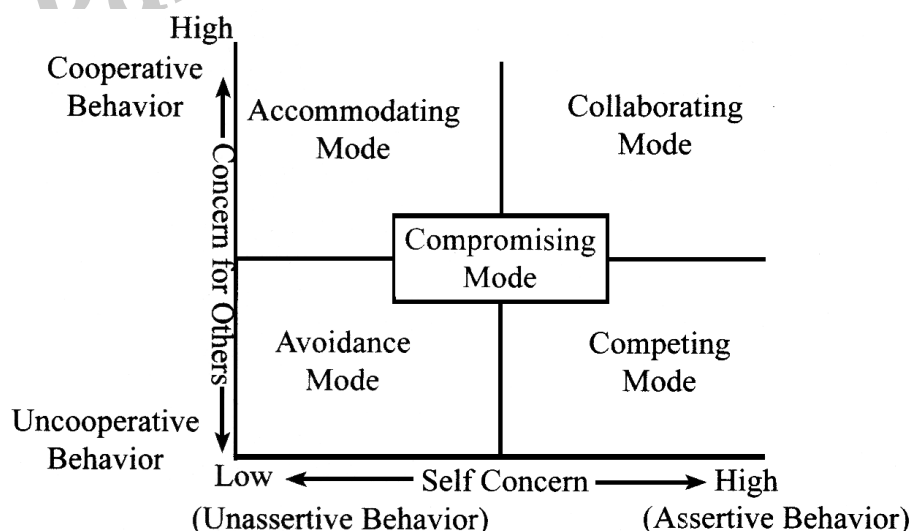


Fig.: A Model of Conflict Resolution

1. Avoidance Mode

Avoidance mode/strategy can be adopted by both the parties. In this situation, the parties involved in conflict may demonstrate uncooperative and unassertive (or forceful) behavior. Party (X) may try to avoid party (Y) and gradually starts neglecting the party Y. In this manner, the individuals take a sideline, postpone or withdraw from the conflicting situation. It is a good idea to adopt this strategy when the conflict involves minor issues and there are more important issues to be focused on.

2. Competing Mode

When it is not possible to resolve a conflict using different other strategies, the competing strategy is adopted. This strategy is helpful when quick decisions are to be taken and when the decisions are related to major issues like termination, layoffs, pay cuts and maintaining discipline. This strategy is adopted only when the individual has win-or-lose mindset while managing the conflict. The higher level managers can use this strategy as no one would ever dare to deal with a powerful person.

3. Collaborating Mode

In collaboration mode/strategy, one party tries to cooperate with another party and look for solutions to solve the problems so that both the parties can benefit from each other. In this strategy, the attempt is made to identify the areas of disagreement, analyze the issues in detail and arrive at a solution. Joint efforts are involved in this strategy as both the parties want to benefit from the solution.

4. Accommodating Mode

In accommodating mode/strategy, a person may try to accommodate the interest of others by sacrificing one's own interest. This person respects the point of view of other person by showing selfless generosity. People with high accommodating score tend to pay less attention to their own ideas, they may not receive the respect and recognition they deserve. People who do not opt for this strategy should think that whether they are

too demanding, rigid, unreasonable or lack goodwill of others.

5. Compromising Mode

In compromising mode of conflict resolution, both the parties are willing to compromise and sacrifice to some extent, to arrive at a mutually acceptable solution. No party in this strategy is a loser or winner and they accept the solution which is not fully satisfying to either of the party. These strategies are usually adopted when collaboration strategy and compromising strategy is not workable.

4.5 WORKLIFE BALANCE

Q21. Define worklife balance. State its importance.

Ans :

Meaning

Work life balance is a method which helps employees of an organization to balance their personal and professional lives. Work life balance encourages employees to divide their time on the basis on priorities and maintain a balance by devoting time to family, health, vacations etc. along with making a career, business travel etc.

It is an important concept in the world of business as it helps to motivate the employees and increases

Importance

- Working on a job for a company and making a career can be an extremely time-consuming duty for any employee.
- Employees are busy at their offices throughout the day and sometimes even on weekends. This gives them very little time to interact with their family. Because of high pressure of work, often family members get neglected. Also, stressful jobs cause the health of employees to deteriorate.
- It is where work life balance come into the picture. Work life balance concept allows an employee to maintain a fine balance in the time he or she gives to work as well as to personal matters. By having a good balance, people can have a quality of work life.

- It helps to increase productivity at workplace as the employee is relaxed about his personal commitments. It also allows the employee to give quality time with family to spend vacations, leisure time, work on his/her health etc.
- Hence work life balance is extremely important for employees and increases their motivation to work for the company.

Q22. Explain various steps involved in worklife balance.

Ans :

There are specific guidelines to how an individual can maintain a proper work life balance, some of which are:

1. **Creating a work leisure plan:** Where an individual has to schedule his tasks, and divide time appropriately so that he has allocated appropriate time to his work and his career development goals and at the same time allotted time for leisure and personal development. Employees also use a compressed work week plan to build a balance.
2. **Leaving out activities that waste time and energy:** Individual should judiciously avoid wasteful activities which demand large time and energy and in return not produce output for either the work life or the leisure life.
Effective time management can help an employee be less stressed.
3. **Outsourcing and Delegating work:** Delegate or outsource time consuming work to other individuals. It serves two purposes, first the work gets done and the other is person can focus on other things which may align more with skills and knowledge and may be less stressful.
It also helps grooming the other employees.
4. **Set enough time for relaxation:** Relaxation provides better work life balance, and tends to improve productivity on the professional or the work front along with providing ample scope to develop the life part of the balance.

5. **Prioritizing work:** Often employees do not give priority to work and end up doing a lot of work at the last minute. Better planning can help employees save unnecessary time delays, which can be utilized by employees for personal work.

Q23. What are the benefits of work life balance.

Ans :

There are several advantages of work life balance. Some of them are listed below:

1. Work life balance increases the motivation of employees and helps them perform better at job
2. It helps people to relieve their stress as they can spend leisure time with their near and dear ones
3. Companies can maximise productivity from an employee who is rejuvenated and refreshed as compared to a over worked employee
4. Healthy lifestyles can be maintained by having a work life balance. This includes a good diet, regular exercises etc.
5. Employees who are highly motivated can help the business grow as they are more attached to their job and careers

4.6 LEADERSHIP

Q24. Define leadership and explain its characteristics.

Ans :

(Jan.-18)

Meaning

Leadership is a Process of Influence on a People or organisation towards the accomplishments of target (Goals). In a Simple word the action of leading a group of people or an organization is a Leadership. it is the ability of a leader to induce Subordinates to work with confidence and zeal. leadership changes potential into Reality. leadership one of the means of direction and represents that part of the manager's activities by which he guides and influences the behaviors of a subordinate and the group towards some specified goals.

Definitions

- i) **According to Keith Davis.** "Leadership is the human factor which binds a group together and Motivates Towards the Particulars goals."
- ii) **According to Koontz and O'Donnell,** "Leadership may be defined as the ability to exert interpersonal influence by means of communication toward the achievement of a goal."
- iii) **According to George R. Terry,** "Leadership is the ability of influencing people to strive willingly for mutual objectives."
- iv) **According to Franklin G. Moore,** "Leadership is the ability to make men act the way the leader wants."

In conclusion, it can be said that leadership is that ability of an individual on the basis of which, in special circumstances, through the medium of communication, guides the employees by impressing them with his conduct in such a manner that they, without any pressure, automatically start working at their full capacity for the attainment of the objectives of the enterprise.

Characteristics

After analysing 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 organisation 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 organisational structure for the implementation of planning, appointing competent persons on different posts in the organisational 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.

Q25. What are the 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 organisational 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 Organisational 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.

Q26. Write about types of leaders ?

Ans :

Generally 6 types of leaders are found in different spheres of life. The main kinds of leaders are as follow:

1. Formal leader

A formal leader is selected by the organization. E.g. In the ordination a manager is a formal leader by virtue of the authority coming from the organization. A manager influences others to help accomplish the goals of the organization. Such a Leadership lasts over a long of time.

2. Informal Leader

An informal leader is chosen by the group. Thus all managers are leaders if their authority is accepted, but not all leaders are managers. Informal Leadership is leadership without position and may shift from one person to another. It may last for a short time. Most people are leaders at one time or the other and they may have influence on others as defined by the concept of leadership itself.

3. Democratic Leader

Democratic leader is one of who perform according to the wishes of his followers. He performs what his followers or majority wants. Democratic Leader is concerned with the interest of followers and subordinates, majority.

4. Intellectual Leader

In the organization, intellectual leaders are those who win the confidence of their followers by their superior knowledge. In most of the organizations there are a few experts whose advice is Sought on all matters is which they are experts. Intellectual Leader may be a production expert, a marketing expert or purchase expert.

5. Autocratic Leader

An autocratic leader is one who dominates and drives his followers through coercion. An autocratic leader Loves power and loves to use it in promoting his own ends.

6. Creative Leader

A Creative leader controls through united and voluntary activities by the members of his group directed by him towards specific goals which are satisfactory to all. A creative leader draw Out the best in his followers without exerting an undue personal influence on the peoples.

Q27. What are the Essential of Successful Leadership or Qualities of a Leader?

Ans :

The following are qualities for successful leadership :

1. Ability to Motivate

Leadership means motivating the followers to follow the leader. It shows that it is important to have the ability to motivate in order to make the meaning of leadership meaningful or purposeful. The leader should know the different methods of motivation so that the employees can be motivated according to their nature.

2. Ability to Communicate

The chief function of a leader is to have communication with the employees and other individuals regarding various information, orders, thoughts, etc. This job should be performed in a simple language keeping in view the ability of the person receiving communication so that the receiver

takes the communication in the same spirit in which it is conveyed. The effect and its quickness will depend on the amount of communication skill of the person concerned.

3. Quick Decision-making Power

A leader has to face many new difficulties. In order to handle these problems successfully, he should have substantial decision-making power. If the decisions are taken quickly, the leadership gets an extra shine. Quick decision-making power presents no hurdle in any work and makes the right work possible at the right time. In its absence the leader and the entire organisation look weak, works get delayed unnecessarily, the consumers get dissatisfied and finally, the reputation of the enterprise suffers.

4. Integrity

It is important that a leader should be a man of integrity. It means that the style of his functioning should depend on goodwill, truth, morality and be free from deceit. A leader is a link between the owner and the employees. Therefore, he should be faithful to both. For example, the owner should be informed before hand about any possible loss and the employees should not be fed on false promises.

5. Full of Courage

A leader should be courageous. Courage here means that whatever he feels should be strongly implemented. In other words, the leader should fearlessly stick to the decision once taken. A courageous leader never wavers on the path of truth and never falls a pray to the feelings of his opponents. This quality of a leader affects the people working with him and they also become quick in their work performance.

6. Self-confidence

It is important to have self-confidence in order to win over his followers completely. Self-confidence should depend on the leader's own knowledge. For example, a leader takes a decision about some work and he himself is not satisfied with his own decision. It means

that he lacks self-confidence and, therefore, the decision cannot be successfully implemented. Self-confidence generates courage in an individual. Thus, a manager can provide successful leadership only when he possesses self-confidence.

7. Flexibility of Mind

It is important that a leader should not be a follower of a beaten track which means that he should not implement old ideas. He should change his ideas according to new technology and economic changes.

8. Ability to Understand the Feelings of Others

A leader should have the ability to understand the feelings and interests of his followers. So long as he does not understand the expectations of his followers, there is no possibility of his being successful. For example, if some employee gives some suggestion to the leader which the latter ignores, it injures the feelings of the employee which directly affects his work performance.

9. Sense of Responsibility

A good leader should possess the sense of responsibility. According to Bernard, "Responsibility means that emotional situation, when he has failed to discharge some moral obligation, and which gives him a sharp sense of dissatisfaction." Thus, every individual should avoid such dissatisfaction. Hence, the only way to avoid this is to work sincerely for the realisation of those objectives for which he has been appointed in the enterprise.

10. Tolerance

Tolerance means acting with patience in the face of difficulties. If patience is not exercised at the time of difficulties, the decisions taken are likely to be wrong and it will result in failure. On the other hand, if the decision is taken after realising the situation and thinking over it, success is certain to follow. A man of tolerance alone can guide his followers properly. Therefore, along with other qualities a leader should have this virtue also.

11. Alertness

Decisions taken in a hurry adversely affect activities. Therefore, when a decision is being implemented one should be aware of its consequences. Prompt decision may be essential but it can be fatal also. It is thus obvious that a leader who is aware of the future situations and remains in touch with them, will be successful. He should also be conscious of the fact that the employees are not planning against him.

12. Technical Ability

Technical ability means that ability which he utilises in his work performance in the form of his knowledge, methods and techniques. This ability is acquired through experience, education and training.

13. Psychological Expert

A leader is connected with a human group. All the persons working in a human group belong to different religions, castes and tastes. It is not an easy job for an ordinary person to understand all these persons. It requires a psychological expert who can understand their feelings correctly. If a leader possesses this quality, he can immediately understand the feelings of his followers simply by looking at their faces. Hence, a leader should also be a psychological expert.

14. Human Ability

A leader has a direct contact with the active source of production (human group) with whose help the passive sources like capital, land, machinery, material, etc., are utilised. A leader is himself a human being and he gets work performance from other human beings. Therefore, they should be treated as human beings rather than anything else. If, however, the manager feels that he has bought these persons by giving them jobs, and, therefore, he can treat them the way he likes, it would be absolutely a wrong approach. In order to get work out of the employees they have to be provided non-economic facilities along with economic facilities. Therefore, human ability is a very important quality of successful leadership.

15. Physical and Mental Fitness

Physical and mental fitness is the last quality that leadership should possess. It is an established fact that a healthy mind exists in a healthy body. On this very basis it can be said that a leader should be physically fit so that he can exercise a positive influence on his followers. Mental health means that he should be a clear headed person, in other words, he should understand the point of view of others quickly and make his point of view understandable to others in a simple manner.

After studying the above mentioned facts we can conclude that to be able to provide leadership, a leader should possess not a single quality but a host of them.

Q28. What are the different types of Leadership Styles ?

Ans : (Jan.-18)

The behavioral pattern that a leader adopts to direct the behaviour of members in an enterprise for achieving the organization goals is known as the style of leadership. Among the different leadership styles, the following are the important leadership styles:

1. Compromiser Style

The compromiser gives a great deal of concern to both the task and the people irrespective of the situations which demands any one. He is a poor decision maker.

2. Missionary Style

Missionary is a person who gives maximum concern to the people and minimum concern to the task, he is do better who values harmony as end in itself. The main weakness is his low concern for task.

3. Autocratic Style

It is also called as Authoritarian leader. This leader is one who centralizes the decision making power in himself and gives orders to his employees and also insist that they should be obeyed. He decides policies for the group determined by him. He does not delegate authority and runs the whole show himself. He expects the employees to obey him

blindly and has no regard for them and does not like to seek their suggestions or advice. Such leadership is negative because the followers are uninformed, insecure and afraid of leaders' authority.

4. Deserter Style

Deserter gives no importance either to the people or the task. He is least involved in the affairs of the group and hence passive in his approach. All the above leadership styles can't be called as effective because an effective leader is expected to give maximum concern to his people, task and the situation in which he is placed. One can't be passive approach may benefit in certain situations. A leader should be aware when to be active or passive as the situation demands.

5. Executive Style

A good executive leader has concern for both the task and the people depending on the situation. Such managers are good motivators who set high standards, recognize individual differences and emphasize team building.

6. Developer Style

Developer has implicit faith in his people and he is highly concerned with developing them obviously he gives priority to the people and in the process task seems to be pushed behind. However it is good to develop people in the objective of completing the task efficiently. This is because no effective leader can afford to neglect the task.

7. Bureaucratic Style

This style of leadership has no concern for people or for the task. They are more worried about the rules and regulations. Of course they would be able to control with the help of rules and regulations. This type of leadership is widely popular in the government and public sector leadership.

8. Participative or Democratic Style

A participative type of leader has a great concern for his group. He actively participates in all the activities, decisions etc., and get opinion from the group people, shares ideas with them while setting up the objectives for the group.

9. Free rein Style

Here the leader entrusts the decision making authority to his subordinates. He does not direct and hardly makes any contribution to the overall effort. He avoids using power and leaves it to his subordinates to establish the goals and work out the plan to attain the goals. The manager usually contacts the outside sources and brings information and material, which the members of the group require to perform their job. This style of leadership is adopted only if the subordinates have a sincere desire to discharge their responsibilities and are highly competent and duty conscious and motivated to do the job even without any direction by the manager. Such instances of course, either do not exist or are found to be rare. Hence this style is used very rarely in business concern.

4.6.1 Trait Approach to Leadership**Q29. Write about Trait Approach to Leadership.**

Ans : (Aug.-20)

Trait theory is a traditional approach to the theory of leadership. According to these theories, it is thought that a leader has specific trait of mind and intelligence. These special qualities of head and heart generally include mental capacities and morale qualities. The trait theory holds the view that successful leader possess these basic qualities and these are inherited rather than acquired. Out of this approach, came the popular belief that "Leaders are Born and not Made".

Trait theory of leadership is based on the assumption that people are born with inherited traits and some traits are particularly suited to leadership. People who make effective leaders have the right (or sufficient) combination of traits and great leaders has some common personality characteristics. Trait theories help in identifying traits and dispositions that are helpful when leading others.

There have been many different studies of leadership traits and attention was put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits,

then they, too, could also become great leaders. Some of the most popular trait theories are as follows:

- A. Stogdill's trait factors, and
- B. Ghiselli's personal traits.

A) Stogdill's Trait Factors

In the late 1940s, Ralph Stogdill reported on the basis of at least fifteen studies that leaders possess intelligence, scholarship, dependability in exercising responsibilities, activity and social participation and socio-economic status. He also found traits such as sociability, persistence, initiative, knowing how to get things done, self-confidence, alertness, insight, cooperativeness, popularity, adaptability and verbal facility in ten leadership studies. Persons who are leaders are presumed to display better judgment and engage themselves in social activities. The study of the lives of successful leaders reveals that they possessed many of these traits. Some of the important traits of an effective leader are discussed below:

1. **Intelligence:** This trait seems to hold up better than any other. Leaders generally have some what higher level of intelligence than the average of their followers. They possess the ability to think scientifically, analyse accurately and interpret clearly and precisely the problems before them in terms of different aspects and perspectives.
2. **Physical Features:** Physical characteristics and level of maturity determine personality of an individual, which is an important factor in determining success of leadership. Height, weight, physique, health and appearance of an individual are important for leadership to some extent.
3. **Inner Motivation Drive:** Leaders have relatively intense achievement type motivational drives. They have the inner urge to keep accomplishing something. To initiate suitable activities at proper time is the habit of a leader. He works hard more for the satisfaction of inner drives than for extrinsic material rewards.
4. **Maturity:** Leaders generally have broad interests and activities. They are emotionally

mature and have balanced temperaments avoiding menacing so that they may not become thoughtless victims of the circumstances. They also have high frustration tolerance.

5. **Vision and Foresight:** A leader cannot maintain his influence unless he exhibits his trait of looking forward well in advice and imagination for handling his followers. So he should imaginatively visualise trends and devise his policies and programmes with foresight based on logical programmes.
6. **Acceptance of Responsibility:** A reliable leader is one who is prepared to shoulder the responsibility for the consequences of any steps he contemplates or takes. He is always aware of the duties and obligations associated with the position he holds.
7. **Open-Mind and Adaptability:** A leader is ready to absorb and adopt new ideas and views of others as may be demanded by the situation. He is not critical of others. He is prepared to accommodate others' viewpoints and modify his decision, if need be. Flexibility is another name for open-mindedness, which makes the leader more identified with the group.
8. **Self-Confidence:** A good leader has conceptual clarity about the things he is going to do. He has confidence in himself whenever he initiates any course of action. Self-confidence is essential to motivate the followers and boost up their morale.
9. **Human Relations Attitude:** A good leader is thoughtful of the followers as his success as a leader largely depends on the cooperation of the people. Thus, a successful leader possesses the human relations attitude. He always tries to develop social understanding with other people. He approaches various problems in terms of people involved more than in terms of technical aspects involved. He is constantly busy in achieving the voluntary cooperation of the followers.
10. **Fairness of Objectivity:** A good leader is fair and objective in dealing with subordinates. He must be free from bias and prejudice

while becoming emotionally involved with the followers. Honesty, fairplay, justice and integrity of character are expected of any good leader.

B) Ghiselli's Personal Traits

Edwin Ghiselli has conducted extensive research on the relationship between personality and motivational traits and leadership effectiveness. He has identified the following six traits, in order of importance, as being significant traits for effective leadership :

1. **Supervisory Ability:** Getting the job done through others.
2. **Need for Occupational Achievement:** Seeking responsibility and having the motivation to work hard to succeed.
3. **Intelligence:** The ability to use good judgement and clear reasoning.
4. **Decisiveness:** The ability to solve problems and make decisions competently.
5. **Self-Assurance:** Viewing oneself as capable of coping with problems and behaving in a manner that shows others that one has self-esteem.
6. **Initiative:** Self-starting, or being able to get the job done with a minimum of supervision from one's boss.

The problem with Ghiselli's research is that several of the traits are interdependent and there is no indication of how much of any trait a person should have to be an effective leader.

4.6.2 Behavioral Approaches to Leadership

Q30. Explain behavioral approach to leadership.

Ans :

(July-18)

The behavioural theory is an extension of the traits theory and is superior in certain respects. The traits theory failed to explain what caused effective leadership. The behavioural approach is based on the study of behaviour of a leader. The behavioural theories are practical in nature. These theories believe that leadership grows/develops not by traits but by the acts or experience of a person.

These are based on the assumption that leaders are not born but they develop gradually by experience and maturity. The attention is given to what leaders do (i.e., their behaviour) rather than to what they are. A leader learns new traits through his experience (behaviour or acts). The focus point, here, is on what the leader does while leading.

Because of the widespread inconsistencies of trait studies of leadership effectiveness, research continued and focused on the behavioural patterns, or styles, of leaders with respect to their interaction with group members. Several research efforts have focused on these two extremes and in-between levels of leadership behaviour. These are as follows:

1. Likert's four systems,
2. Ohio state university studies, and
3. Michigan studies.

1. Likert's Four Systems

Developing on the notion that leadership style consists of two extreme positions - autocratic and democratic. Rensis Likert formulated an influential classification of four systems of leadership styles for use in the management of organisation. These systems varied as System 1 to System 4 on a number of criteria, which are explained below:

(a) System 1 Management (Exploitative Authoritative):

As an exploitative authoritarian, the leaders :

- i) Are highly authoritarian and autocratic,
- ii) Have little confidence and trust in subordinates,
- iii) Motivate people through fear and punishment,
- iv) Engage in downward communication, and
- v) Make decision at the top of the organisation, and exhibit similar characteristics.

(b) System 2 Management (Benevolent Authoritative):

As an benevolent authoritarian, the leaders:

- i) Have a condescending confidence and trust in subordinates,

- ii) Motivate people to encourage performance with rewards,
- iii) Engage in some upward communication,
- iv) Seek some ideas and opinions from subordinates, and
- v) Permit some delegation of decision-making at lower levels with close policy control.

(c) System 3 Management (Consultative):

It is described as consultative in that leaders:

- i) Have substantial but not complete confidence and trust in subordinates,
- ii) Try to make use of ideas and opinions from subordinates,
- iii) Motivate people through rewards with occasional punishment and some participation,
- iv) Engage in both downward and upward communication, and
- v) Make broad policy decisions at the top with specific decisions at lower levels.

(d) System 4 Management (Participative):

It is described as participative in that leaders:

- i) Have complete trust and confidence in subordinates in all matters,
- ii) Make constructive use of ideas and opinions after getting them from subordinates,
- iii) Give economic rewards on the basis of group participation and involvement in setting high performance goals, improving work methods, etc.,
- iv) Engage in much communication flow both down and up with peers,
- v) Encourage decision-making throughout the organisation, and
- vi) Operate with themselves and their subordinates as a group.

2. Ohio State University Studies

The focus of the researchers at Ohio State University in the late 1940s was on the identification of independent dimensions of leadership behaviour.

The researchers developed an assessment tool, the Leader Behaviour Description Questionnaire, which was used to discover how leaders carry out their activities. Researchers at Ohio State University identified consideration and initiating structure as the dimensions of leadership behaviour.

Consideration indicates friendship, mutual trust, respect, and worth. A leader with this kind of behaviour is likely to be friendly and approachable, and likely to have a good rapport with subordinates. There is a two-way communication with subordinates and willingness to help with subordinates' personal problems. In addition, the leader adopts an employee-oriented style that is participative.

The job-centred or task-oriented manager appears to rank high on initiating structure and low on consideration. The Ohio studies found that consideration and initiating structure were independent of each other. This means that what a leader scores on one factor has no influence on what the leader scores on the other. Initially, it was believed that if a leader scores high on initiating structure, the leader could not be considerate and if the leader was considerate, that leader was not good at initiating structure.

Leaders from the military, educational, manufacturing, and other sectors were included in the research project. The researchers found that two dimensions of leadership were consistent among the studied groups - consideration for people and initiating structure.

Consideration for people focused on the human side of the business and was also called relationship behaviour. This dimension recognised that individuals have needs and require relationships. The initiating structure dimension put an importance on tasks and goals. These findings were important to the study of organisational behaviour and leadership by not only identifying these concepts but also in recognising that the two dimensions were independent. In other words, consideration for workers and initiating structure existed simultaneously and to different degrees. A matrix was created that showed the various combinations and quantities of the elements (see figure):

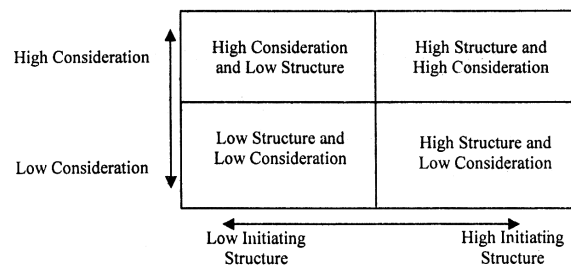


Fig. : Ohio State Studies

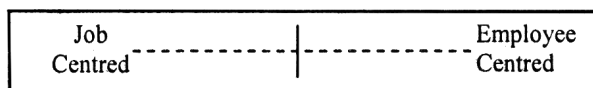
Leaders who ranked high on both dimensions were more likely to influence the workforce to higher levels of satisfaction and performance. A weakness noted in the Ohio State studies was that situational factors were absent from the research. Although a combination of the dimensions was developed, the effectiveness of each combination in relation to workplace situations was not identified. Not all workplace situations require an emphasis on initiating structure. For example, healthcare professionals who are intrinsically motivated and highly skilled may not require initiating structure from their manager.

3. Michigan Studies

The researchers at Michigan placed special attention to the impact of leader's behaviours on the performance of small groups. Just like their Ohio State counterparts, the researchers at Michigan identified two types of behaviour, which are as follows:

- (i) **Employee Centred Behaviour:** It is like the consideration structure behaviour of the Ohio studies, it focuses on people and relationships. Supervisors spent more time in actual, supervisory activities; less time performing tasks similar to those performed by subordinates, used general rather than close supervision, took a personal interest in employees and was less punishing when mistakes were made. Employees of employee-centred supervisors felt that their supervisor took a personal interest in them, let them know how they were doing on the job, and would support them.

- (ii) **Production Centred Behaviour:** It is like the initiating structure behaviour of the Ohio studies, it focuses on the task. Supervisors spent less time in actual supervisory practices such as planning; more time performing tasks similar to those subordinates performed, used close supervision, and punished mistakes.



Figure

So far, it has been seen that similar behaviours identified by the Ohio and Michigan studies, but unlike the Ohio studies, the Michigan researchers see the employee and production centred behaviours as opposite of the same continuum. With this in mind, leaders will not be able to have employee centred behaviour, and production centred behaviour at the same time. As more studies were completed, eventually the researchers re-conceptualised their approach as two independent behaviours, just like Ohio State did before. A famous series of studies on leadership were done in Michigan University, starting in the 1950s. They found three critical characteristics of effective leaders :

- i) **Task-Oriented Behaviour:** Effective managers studied did not do the same kind work as their subordinates. Their tasks were different, and included planning and scheduling work, coordinating activities and providing necessary resources. They also spent time guiding subordinates in setting task goals that were both challenging and achievable,
- ii) **Relationship-Oriented Behaviour:** Effective managers not only concentrated on the task, but also on their relationship with their subordinates. They were more considerate, helpful

and supportive of subordinates, including helping them with their career and personal problems. They recognised effort with intrinsic as well as extrinsic reward, thanking people for effort.

- iii) **Participative Leadership:** Effective leaders use a participative style, managing at the group level as well as individually, for example using team meetings to share ideas and involve the team in group decisions and problem-solving. By their actions, such leaders model good team-oriented behaviour. The role of the manager is more facilitate than directive, guiding the conversation and helping to resolve differences. The manager, however, is responsible for results and is not absolved of responsibility. As such, they may make final decisions that take recommendations from the team into account. The effect of participative leadership is to build a cohesive team which works together rather than a set of individuals.

4.6.3 Managerial Grid

Q31. Explain in detail about Managerial grid.

Ans : (June-18)

Robert Blake and Jane Mouton developed Managerial Grid Approach. This grid has been used throughout world as a means of training managers and of identifying various combinations of leadership styles.

The grid has two dimensions :

1. **Concern for People :** Concern for people includes degree of personal commitment towards goal achievement, maintaining the self esteem of workers, responsibility and conductibility based on trust rather than on force and satisfying interpersonal relations.
2. **Concern for Production :** Concern for production includes degree of personal commitment towards goal achievement, maintaining the self esteem of workers, responsibility and conductibility based on trust rather than on force and satisfying interpersonal relations.

Figure below shows the degree of concern for production and for people and possible interactions between them. The horizontal axis represents concern for production and the vertical axis indicates concern for people.

Each axis is expressed as a nine point scale of concern. No. 1 in each case represents the minimum concern and No. 9 represents the maximum concern in ascending order.

- The 9, 1 Managerial Style :** 9, 1 scale point indicates efficiency results from arranging work in such a way that human elements have little effect.
- The 1, 9 Managerial Style :** 1, 9 scale point indicates the thoughtful attention to needs of people for satisfying relationships which leads to a comfortable, friendly organization atmosphere and work tempo.
- The 1, 1 Managerial Style :** 1, 1 scale point indicates that exertion of minimum effort to get required work done in appropriate to sustain organization relationship.

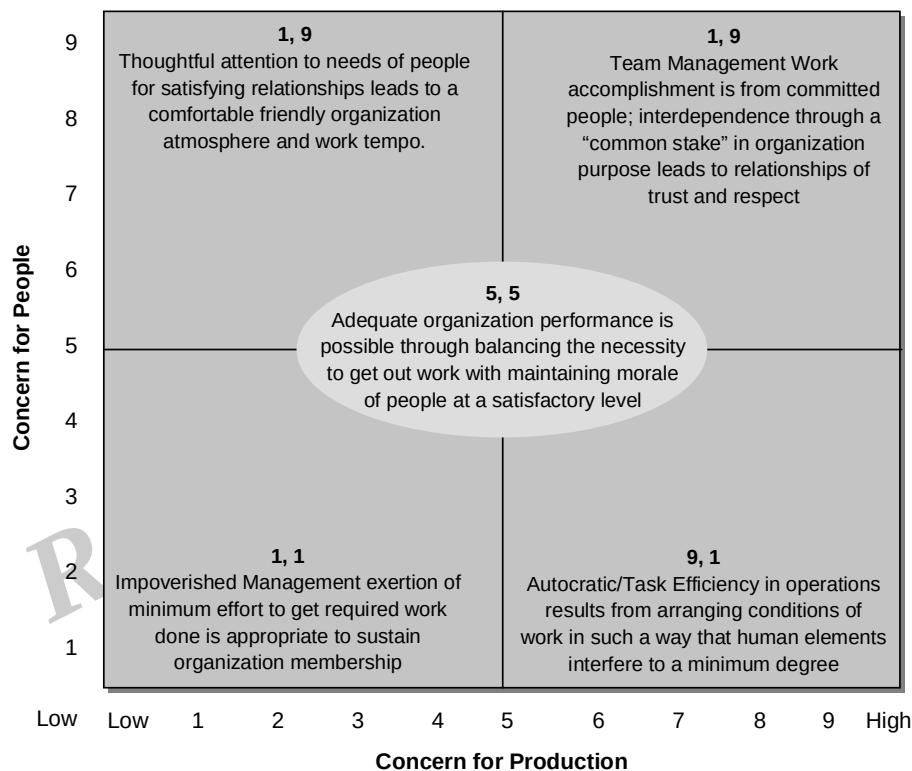


Fig.: Managerial Grid

- The 5, 5 Managerial Style :** 5, 5 scale point indicates that adequate performance is possible through balancing the work requirements with maintaining morale of people at satisfactory level.
- The 9, 9 Managerial Style :** 9, 9 scale point indicates that work accomplishment from committed people and interdependence through a common stake in organization leads to relationship of trust and respect.

Managerial grid approach is attractive, instructive and has a common sense appeal. The grid helps the manager to identify his own leadership style. It serves as a useful framework for the leaders to understand behavior and reactions of people at work. Managerial grid fails to take cognizance of environmental factors, nature of subordinates and nature of task. Further, it is impossible to calculate 81 combinations to determine leadership behavior.

4.7 PATHGOAL THEORY

Q32. Describe the Path-Goal theory of leadership.

Ans :

(Aug.-19, Feb.-17)

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 four types of behavior.

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

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

The leader gives sub-ordinates specific orders and makes it clear what is expected of them, his focus is on planning, organising, 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, organisational 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 organisational relationship etc.

Unstructured Task Will not have the above definitions.

Leadership Style	Situation in which Appropriate
Directive	Positive effect on satisfaction and expectancies of subordinates working on unstructured tasks.
Supportive	Positive effect on satisfaction and expectancies of subordinates working on unstructured tasks
Participative	Positive effect on satisfaction of subordinates who are ego involved with non- repetitive tasks.
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.

4.8 VROOM'S DECISION TREE APPROACH TO LEADERSHIP

Q33. Write about Vroom's Decision Tree Approach to Leadership.

Ans :

(Aug.-20)

The Consistency model developed by Victor Vroom and Philip Yetten is based on a model commonly used by researchers who take a contingency approach to leadership.

This model is based on the assumption that situational variables, interacting with personal attributes or characteristics of the leader, result in leader behavior that can affect organisational effectiveness. This change in the organisation is because the organisational is part of the situation and can, in turn, affect leadership intervention.

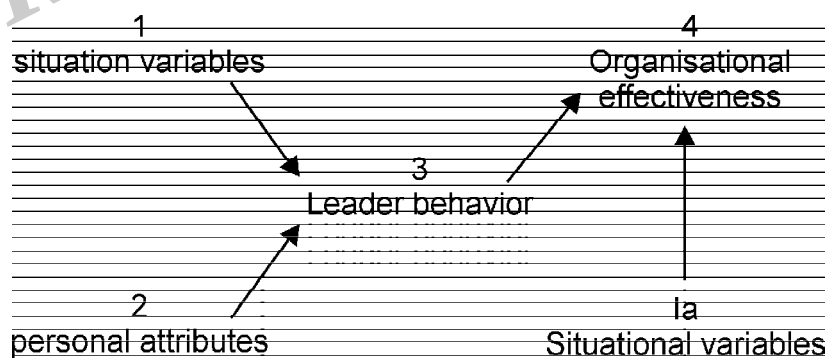


Fig.: Schematic Representation of Important Variables Used in Leadership Research

The figure above assumes that situational variables (1) of followses such as time and job demands, interacting with personal attributes (2) of the leader, such as experience or communication skills, result in leader behavior (3) such as directive style of leadership, to influence organisational effectiveness (4) which is also influenced by other situational variables outside the control of the leader. For example, world economic conditions, actions of competitors, government legislation.

Working of Vroom-Yetten Contingency Model Assume that you have decided to let your group participate in making a decision. You can use the figure below as a guide, by asking questions A through G in sequence. Table describes the five different types of decision styles possible in this model. Table lists seven problem attributes (A through G) together with their corresponding diagnostic questions.

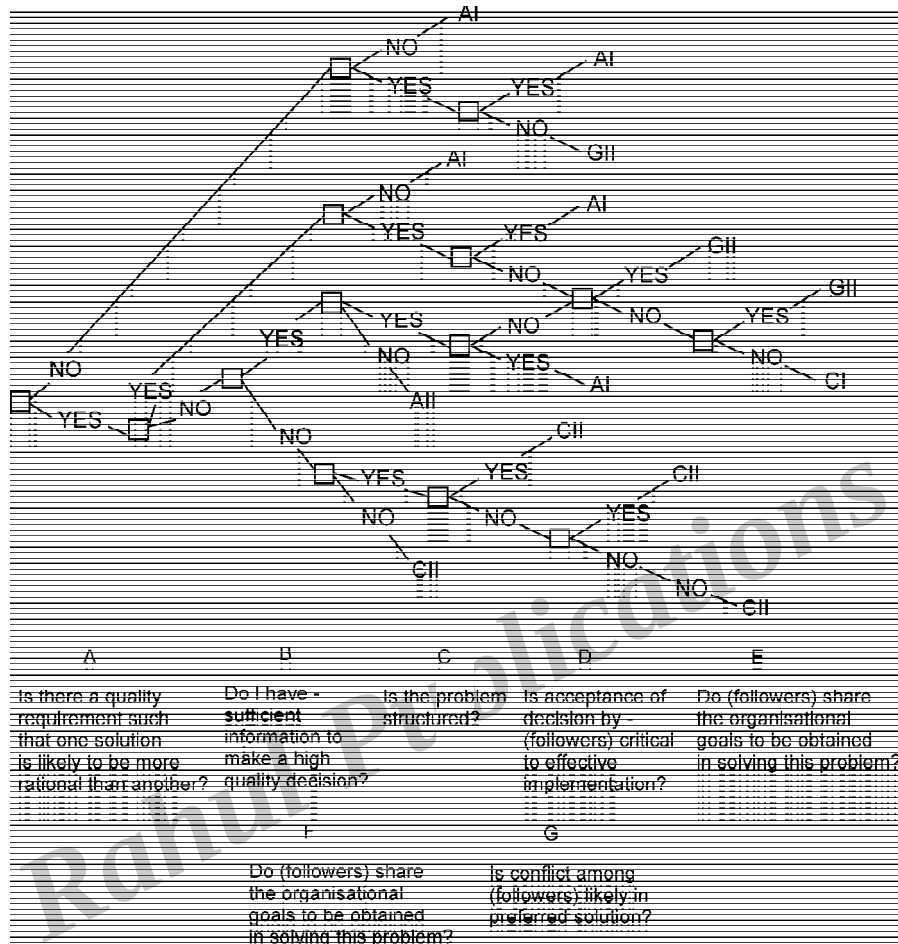


Fig.: Vroom-Yetten Decision Model

Following the same process, the manager should first diagnose the situational variables.

- AI You solve the problem or make the decision yourself, using information available to you at the time.
- AII You obtain the necessary information from your [follower(s)], then decide on the solution to the problem yourself. You may or may not tell your [followers] what the problem is in getting information from them. The role played by your [followers] in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solution.
- CI You share the problem with relevant [followers] individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your [followers'] influence.
- CII You share the problem with your [followers] as a group, collectively obtaining their ideas and suggestions. Then you make the decision that may or may not reflect your [followers'] influence.

- GII You share a problem with your [followers] as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of a chairman. You do not try to influence the group to adopt. "Your" solution and you are willing to accept and implement and solution that has the support of the entire group

Problem Attributes		Diagnostic Questions	
A.	This importance of the quality decision.	A.	Is there a quality requirement - such that one solution is likely to be more rational than another?
B.	The extent to which the leader possesses sufficient information/ expertise to make a high-quality decision.	B.	Do I have sufficient information - to make a high-quality decision?
C.	The extent to which the problem structured.	C.	Is the problem structured?
D.	The extent to which acceptance or commitment on the part of [followers] is critical to the - effective implementation of the decision.	D.	Is acceptance of the decision by [followers] critical to effective implementation?
E.	The priority probability that the leader's autocratic decision will receive acceptance by sub-ordinates.	E.	If were to make the decision by myself, is it reasonably certain - that it would be accepted by my [followers]
F.	The extent to which [followers] are motivating to attain organisational goals as represented in the objectives explicit in the - statement of the problem.	F.	Do [followers] share the organisational goals to be obtained in solving the problem.
G.	The extent to which [followers] are likely to be in conflict over preferred solutions.	G.	Is conflict [followers] likely in preferred solutions.

Table : Problem Attributes used in the Vroom-Yetten Model

After asking these seven questions, the manager should refer to the figure and work through this decision tree from left to right asking questions. A through G. When the response indicates a type of decision, for example AI, then the manager should turn to Table for a description of the appropriate decision style.

This model is a contingency model because the leader's possible behavior is contingent upon the interactions between the questions and the leader's assessment of the situation in developing a response to the questions.

The first three questions concern the quality of technical accuracy of the decision, and the last four concern the acceptance of the decision by the group members. The questions are designed to eliminate alternatives that would jeopardize the quality of the acceptance of the decision, as appropriate.

The Vroom-Yetten approach is important for several reasons. One is that it is widely respected among researchers in leadership behavior. Another reason is that the authors believe that leaders have the ability to vary their styles to fit the situation. This point is critical to acceptance of situational approaches to leadership. A third reason is that authors believe that people can be developed into more effective leaders.

4.9 HERSEY AND BLANCHARD MODEL

Q34. Write about Hersey and Blanchard Model of leadership.

(OR)

Narrate Hersey and Blanchard Model.

Ans :

(Aug.-21, Jan.-20)

Hersey and Blanchard have tried to integrate the concepts of leadership styles with the situational demands of specific environment by adding the environment dimension to the task behaviour and relationship behaviour dimensions of Ohio State Leadership model. They suggest when the style of a leader is appropriate to a given situation it is termed effective, when the style is inappropriate to a situation it is termed ineffective. The difference between effective and ineffective styles is often not the actual behaviour of the leader but the appropriateness of the observed behaviour to the given situation. It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness. In reality the third dimension is the environment in which the leader is operating. "Although effectiveness appears to be an either/or situation in this model, in reality it should be represented as a continuum. Any given style in a particular situation could fall somewhere on this continuum from extremely effective to extremely ineffective. Effectiveness, therefore, is a matter of degree, and there could be an infinite number of faces on the effectiveness dimension rather than only three. To illustrate, the effectiveness dimension has been divided into qualities ranging on the effective side from +1 to +4 and on the ineffective side from -1 to -4.

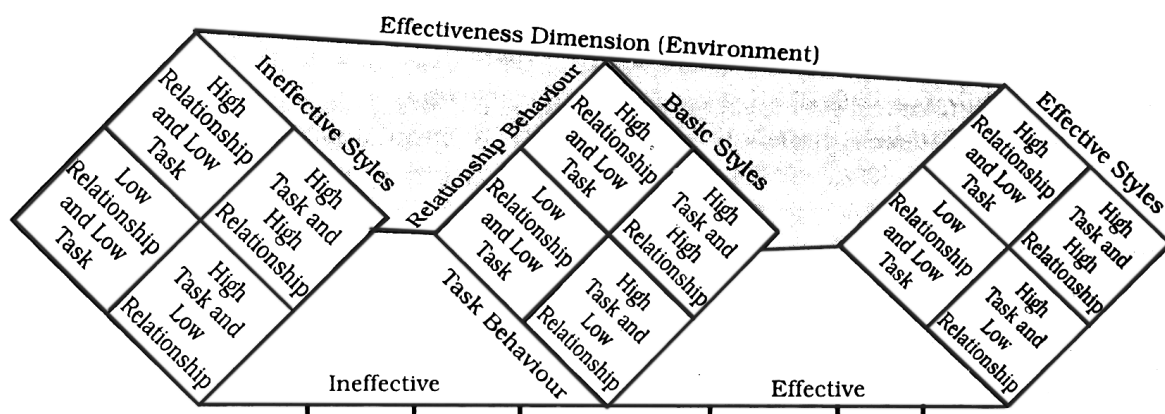


Fig.: Tri-dimensional Leader Effectiveness Model

Hersey-Blanchard's model is different from Reddin's model in two respects: (i) using environment as an effectiveness dimension, and (ii) using the behavioural notions in place of attitudinal concepts of Reddin.

The four effective and the four ineffective styles are, in essence, how appropriate a leader's basic style is to a given situation as seen by his or her followers, superior, or associates. Table describes briefly one of many different ways each style might be perceived as effective or ineffective by others.

Table: How the Basic Leader Behaviour Styles may be seen by other when they are Effective or Ineffective

Basic	Effective	Ineffective
High Task and Low Relationship Behaviour	Seen as having well-defined methods for accomplishing goals that are helpful to the followers.	Seen as imposing methods on others; sometimes seen as unpleasant and interested only in short-run output.
High Task and High Relationship Behaviour	Seen as satisfying the needs of the group for setting goals and organising work, but also providing high levels of socio-emotional support.	Seen as initiating more structure than is needed by the group and often appears not to be genuine in inter-personal relationships.
High Relationship and Low Task Behaviour	Seen as having implicit trust in people and as being primarily concerned with facilitating their goal accomplishment.	Seen as primarily interested in harmony; sometimes seen as unwilling to accomplish a task if it risks disrupting a relationship or losing "good person" image.
Low Relationship and Low Task Behaviour	Seen as appropriately delegating to subordinates decisions about how the work should be done and providing little socio-emotional support where little is needed by the group.	Seen as providing little structure or socio-emotional support when needed by members of the group.

A model such as the Tri-Dimensional Leader Effectiveness Model is distinctive because it does not depict a single ideal leader behaviour style that is suggested as being appropriate in all situations. For example, the high task and high relationship style is appropriate only in certain situations. In basically crisis-oriented organisations such as the military or the fire department, there is considerable evidence that the most appropriate style would be high task and low relationship, since under combat, fire, or emergency conditions success often depends on immediate response to orders. Time demands do not permit talking things over or explaining decisions. But once the crisis is over, other styles might become appropriate for the chief to engage in other styles while his staff are participating in an ancillary function, such as maintaining the equipment or studying new fire-fighting techniques."

Short Question and Answers

1. Hersey and Blanchard Model.

Ans :

Hersey and Blanchard have tried to integrate the concepts of leadership styles with the situational demands of specific environment by adding the environment dimension to the task behaviour and relationship behaviour dimensions of Ohio State Leadership model. They suggest when the style of a leader is appropriate to a given situation it is termed effective, when the style is inappropriate to a situation it is termed ineffective. The difference between effective and ineffective styles is often not the actual behaviour of the leader but the appropriateness of the observed behaviour to the given situation. It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness. In reality the third dimension is the environment in which the leader is operating. "Although effectiveness appears to be an either/or situation in this model, in reality it should be represented as a continuum. Any given style in a particular situation could fall somewhere on this continuum from extremely effective to extremely ineffective. Effectiveness, therefore, is a matter of degree, and there could be an infinite number of faces on the effectiveness dimension rather than only three.

2. What is group dynamics?

Ans :

The term group dynamics contains two terms: group and dynamics. Group is basically a collectivity of two or more persons. Dynamics comes from Greek word meaning force. Theory of dynamics is used in physical sciences and engineering which explains the phenomena of universe by some immanent energy: operation of force. Thus, group dynamics refers to the interaction of forces between group members in a social situation. However, the term group dynamics is defined in different ways. One view is that group dynamics describes how a group should be organised and operated. This includes democratic leadership, participation, and cooperation. Another view takes group dynamics as a set of techniques such as role playing, brainstorming, leaderless group, group therapy, sensitivity training, etc. According to the third view,

group dynamics is viewed from the internal nature of groups, their formation, structure and processes, and the way they affect individual members, other groups, and the organisation. This view is more prevalent. For example, group dynamics has been defined as follows:

"The social process by which people interact face to face in small groups is called group dynamics."

Thus, group dynamics 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 members' needs are satisfied. Understanding of all these will enable managers to manage groups effectively leading to organisational effectiveness.

3. Define Group?

Ans :

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 interdependent and are aware that they are part of a group.

Definition

i) **According to David H. Smith :** "A group is a set of two or more individuals who are jointly characterized by a network of relevant communications, a shared sense of collective identity and one or more shared dispositions with associated normative strength".

ii) **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".

In order to be called a group, an aggregation of persons must satisfy the following conditions.

- a) People must interact with one another.
- b) People must be psychologically aware of one another.
- c) People should perceive themselves to be a group.

4. What is 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.

5. Formal Groups

Ans :

A designated work group defined by the organization's structure. A formal group is set up by the organization to carry out work in support of the organization's goals. In formal groups, the behaviours that one should engage in are stipulated by - and directed toward - organizational goals. Examples include a book-keeping department, an executive committee, and a product development team. Formal groups may be command groups or task groups.

- i) **Command Group:** A command group consists of a manager and the employees who report to him or her. Thus, it is defined in terms of the organization's hierarchy.

Membership in the group arises from each employee's position on the organizational chart.

- ii) **Task Group:** A task group is made up of employees who work together to complete a particular task or project. A task group's boundaries are not limited to its immediate hierarchical superior. It can cross command relationships. An employee's membership in the group arises from the responsibilities delegated to the employee -that is, the employee's responsibility to carry out particular activities. Task group may be temporary with an established life span, or they may be open ended.
- iii) **Committee:** A group of people officially delegated to perform a function, such as investigating, considering, reporting, or acting on a matter. Committee, one or more persons appointed or elected to consider report on, or take action on a particular matter. It investigates analyses and debates the problem and makes recommendation. Committee usually has their own committee member comprising of advisory authority, secretary and others. Recommendation is sent to the authority that is responsible for implementing them.

6. Informal Groups

Ans :

An organization's informal groups are the groups that evolve to meet social or affiliation needs by bringing people together based on shared interests or friendship. Thus, informal groups are alliances that are neither formally structured nor organizationally determined. These groups are natural formations in the work environment that appear in response to the need for social contact. Many factors explain why people are attracted to one another. One explanation is simply proximity; when people work near one another every day, they are likely to form friendships. That likelihood is even greater when people also share similar attitudes, personalities, or economic status.

- i) **Friendship Groups:** Groups often develop because the individual members have one or more common characteristics. We call these formations 'friendship groups'. Social alliances, which frequently extend outside the

work situation, can be based on similar age, same political view, attended the same college, etc.

- ii) **Interest Groups:** People who may or may not be aligned into common command or task groups may affiliate to attain a specific objective with which each is concerned. This is an interest group.
- iii) **Reference Groups:** Sometimes, people use a group as a basis for comparison in making decisions or forming opinions. When a group is used in this way, it is a reference group. Employees have reference groups inside or outside the organization where they work. For most people, the family is the most important reference groups.
- iv) **Membership Groups:** When a person does belong to a group (formal and informal groups to which employees actually belong) the group is called a membership group (or affiliation group) for that person. Members of a group have some collection of benefits and responsibilities that go beyond the group serving as a reference point. In a membership group, each member would be expected to contribute to the group's well being and would enjoy the benefits arising from the group members' friendship.

7. Define group cohesiveness. What are the characteristics of group cohesiveness?

Ans :

Cohesiveness refers to the closeness among group members. Some groups seem to have a certain atmosphere of intimacy or common attitudes, behaviour and performance that is lacking in other groups. Group cohesiveness is generally regarded as characteristic of the group in which the factors acting on the group members to remain and participate in the group are greater than those acting on members to leave it.

8. Define team building? Explain its interventions.

Ans :

Team building is a method of improving organizational effectiveness at the team level by diagnosing barriers to team performance and improving inter-team relationships and task accomplishment. Team building analyses the

activities, resource allocations and relationships of a group or team to improve its effectiveness. This technique can be used to develop a sense of unity among members. Team building is for two types of teams viz., (i) an existing or permanent team comprising of a manager and his/her subordinates often called a family; group and (ii) a new group made through a merger or other structural changes in the organisation or formed to solve a specific problem called the special group.

Team work needs collaboration among its members. It is said that one plus one may be three in team work due to the impact of synergy. The synergetic effect is evident in team work. Each team is a linking pin to another team and to the total organisation. Teams do wonders. They make the impossible things possible.

9. Define conflict.

Ans :

Meaning

The concept of conflict, being an outcome of behaviors, is an integral part of human life. Wherever there is interaction, there is conflict. Conflict can be defined in many ways and can be considered as an expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding.

It is also associated with situations that involve contradictory or irreconcilable interests between two opposing groups. It can be defined as a disagreement between two or more individuals or groups, with each individual or group trying to gain acceptance of its view or objectives over others.

According to Follett, "Conflict is the appearance of difference, difference of opinions, of interests."

10. Define worklife balance. State its importance.

Ans :

Work life balance is a method which helps employees of an organization to balance their personal and professional lives. Work life balance encourages employees to divide their time on the basis on priorities and maintain a balance by devoting time to family, health, vacations etc. along with making a career, business travel etc.

It is an important concept in the world of business as it helps to motivate the employees and increases

Importance

- Working on a job for a company and making a career can be an extremely time-consuming duty for any employee.
- Employees are busy at their offices throughout the day and sometimes even on weekends. This gives them very little time to interact with their family. Because of high pressure of work, often family members get neglected. Also, stressful jobs cause the health of employees to deteriorate.

11. Define leadership

Ans :

Leadership is a Process of Influence on a People or organisation towards the accomplishments of target (Goals). in a Simple word the action of leading a group of people or an organization is a Leadership. it is the ability of a leader to induce Subordinates to work with confidence and zeal. leadership changes potential into Reality. leadership one of the means of direction and represents that part of the manager's activities by which he guides and influences the behaviors of a subordinate and the group towards some specified goals.

Definitions

- i) **According to Keith Davis.** "Leadership is the human factor which binds a group together and Motivates Towards the Particulars goals."
- ii) **According to Koontz and O'Donnell,** "Leadership may be defined as the ability to exert interpersonal influence by means of communication toward the achievement of a goal."
- iii) **According to George R. Terry,** "Leadership is the ability of influencing people to strive willingly for mutual objectives."
- iv) **According to Franklin G. Moore,** "Leadership is the ability to make men act the way the leader wants."

11. Group Vs Team

Ans :

Basis for Comparison	Group	Team
Meaning	A collection of individuals who work together in completing a task.	A group of persons having collective identity joined together, to accomplish a goal.
Leadership	Only one leader	More than one
Members	Independent	Interdependent
Process	Discuss, Decide and Delegate.	Discuss, Decide and Do.
Work Products	Individual	Collective
Focus on	Accomplishing individual goals.	Accomplishing team goals.
Accountability	Individually	Either individually or mutually

12. Explain the reasons for conflict between line and staff.

Ans :

The differences in views and perceptions of line and staff often develops conflicts among them. Some important reasons for conflict between line and staff men are as follows,

1. Conflict develops with interference of staff officers in the work of line managers.
2. When staff specialists do not have adequate authority to implement their ideas then it develops frustration and conflicts among them.
3. Resisting to new ideas of staff specialists develop conflicts between line and staff.
4. Staff specialists who are not familiar with practical problems of enterprise often develop conflicts among line and staff.
5. Staff men take credit of successful decisions and blame line men for decisions which are not successful.

It develops conflict between line and staff managers.

Choose the Correct Answers

1. Theory of leadership [d]
(a) Expectancy theory (b) Maslow's need theory
(c) Mc Clelland' 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 Yelton'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. _____ is basically a collectivity of two or more persons.
2. _____ can be defined as “acceptable standards of behaviour that are shared by the group members.
3. _____ is the process of adhering to group norms.
4. Group dynamics is one of the interactionist approach introduced by _____.
5. _____ is the appearance of difference, difference of opinions, of interests.”
6. _____ is the human factor which binds a group together and Motivates Towards the Particulars goals.
7. _____ theory is a traditional approach to the theory of leadership.
8. The _____ theory is an extension of the traits theory and is superior in certain respects.
9. Robert Blake and Jane Mouton developed _____.
10. _____ leadership behavior is a combination of situational leadership and Vroom's expectancy theory of motivation.

ANSWERS

1. Group
2. Norms
3. Conformity
4. Kurt Lewin
5. Conflict
6. Leadership
7. Trait
8. Behavioural
9. Managerial Grid Approach
10. Path-Goal theory

UNIT V

Emerging aspects of OB

Organization culture and Organization climate. Stress Management and Counseling, Management of change and Organization development. Communication Process. Organizational Citizenship Behaviour. Organizational Behaviour Modification. Behavioural Entropy in Learning Organization, Behavioural Metrics in Effective Organization.

5.1 EMERGING ASPECTS OF ORGANISATION BEHAVIOUR

Q1. Discuss about Emerging Aspects in Organisation Behaviour.

Ans : (Dec.-18, June-18, Feb.-17)

1. Workforce Diversity

Organizations are becoming increasingly cosmopolitan. Organization specialist must learn to live with diverse behaviors. Managers must learn to respect diversity. Diversity if managed positively enhances creativity and innovation in organization as well as ensures better decision-making by providing different perspectives on problems. When not managed, diversity leads to increased turnover, heightened inter-personal conflict and more strained communication.

2. Changed Employee Expectation

Traditional allurements such as job security, attractive remuneration housing does not attract, retain and motivate today's workforce. Employees demand empowerment and expect equality of status with the management. Empowerment results in redefining jobs, both from the shop floor as well as the boardrooms. Expectations of equality break up the traditional relationship between employer and employee – top to bottom.

3. Globalization

Growing internationalization of business has its impact on people management. Managements are required to cope with the problems of unfamiliar laws, languages, practices, competitors, attitudes and management

styles, work ethics and more. To face this challenge the management must be flexible and pro-active. Being flexible and pro-active the management can make significant contribution to the company's growth.

1. Internationalization makes managers to increase their competencies.
2. Globalization increases the number of managers and professions.

4. Improving Productivity and Quality

As organizations are exposed to competition, managers are seriously thinking of improving quality and productivity. In this context managers are implementing programmes like TQM (Total Quality Management) and Re-engineering programmes that requires employee involvement. TQM is a philosophy of management that is inspired by constant attainment of customer satisfaction of all organizational process.

Re-engineering means radically re-building and redesigning those processes by which we create value for customers.

5. Changing Demographics of Workforce

Major challenges from changing demographics of workforce relate to dual-career couples. Couples where both partners are actively pursuing professional careers. The increase in number of dual career profession limits individual flexibility and may hinder organization flexibility in acquiring and developing talent. Another change in the workforce demographics relates to the growing number of employees who are young.

5.2 ORGANIZATION CULTURE

Q2. Define Organization culture and explain the characteristics of organization culture.

Ans : (Jan.-18)

“Organisational culture is the set of assumptions, beliefs, values, and norms that are shared by an organisation’s members.”

Thus, organisational culture is a set of characteristics that are commonly shared by people in the organisation. Such characteristics may be in the form of assumptions, beliefs, values, and norms which are known as abstract elements of the culture; or externally-oriented characteristics like products, buildings, dresses, etc. which are known as material elements of the culture. Vijay Sathe has exemplified some common things to demonstrate the components of organisational culture:

1. Shared things (e.g., the way people dress).
2. Shared saying (e.g., let's go to work).
3. Shared actions (e.g., a service-oriented approach).
4. Shared feelings (e.g., hard work is not rewarded here).

There are seven primary characteristics that aggregately capture the essence of an organisation's culture:

1. **Innovation and Risk Taking:** the degree to which employees are encouraged to be innovative and risk taking.
2. **Attention to Detail:** the extent to which employees are expected to exhibit precision, analysis, and attention to detail.
3. **Outcome Orientation:** the degree to which management focuses on results or outcomes rather than on techniques and processes used on achieving those results or outcomes.
4. **People Orientation:** the degree to which management decisions take into consideration the effects of outcomes on people of the organisation.
5. **Team Orientation:** the degree to which various organisational activities are organized on team basis rather than individual basis.

6. **Aggressiveness:** the extent to which people in the organisation are aggressive and competitive rather than easygoing.

7. **Stability:** the extent to which the organisation emphasises in maintaining status quo rather than change.

Q3. What are the factors influencing organizational culture.

Ans : (July-18)

1. Characteristics of People in an Organization

- Human resources of an organization are the most important source of the organizational culture. The culture of an organization differs from one organization to another organization, due to the presence of different members.
- For instance, if three organizations namely x, y and z follows different methods for attracting, selecting, and retaining the employees and having different values, personalities and ethics then a different culture would be formed.
- The people who hold the same organizational values are usually attracted by the organizations in the same way the organizations chooses those people who share their values.
- As the time passes on, the people who fails to adjust the organization quits the organization. As a result the people who are present in an organization develop greater cohesiveness and becomes more and more pronounced and clear, which helps the organizations to become unique from other organizations.
- The founder of an organization holds a greater influence an the culture of on organization due to his/her personal values and beliefs.

2. Ethics of an Organization

Few organizations creates an ethical environment in order to monitor their member's behaviour.

- The most important set of values are the organizational ethics which includes the moral values beliefs, and rules that create the adequate way for an organization and its members to behave with each other and also with the outside people.
- Now-a-days organizations are giving due considerations to what is right, ethical and so on. Earlier the companies were reluctant to practise the ethical culture as they were afraid that the employees would become hostile and apathetic in nature and would not perform well.
- The company must also decide whether their officials can pay bribes in the foreign countries, where this is treated as a common practise in the foreign country irrespective of the fact that, it is unethical or illegal in the home country.
- Thus, the ethical values and the rules and norms forms an important part of an organization's culture, as they helps in analyzing the way the managers will control the situations and make decisions.

3. Employment Relationship

- It is the third factor which shapes up the organizational culture, where in the company creates an employment relationship with its employees through its human resource policies and practices.
- Various human resource policies such as the hiring process of the company, promotion policies, layoff policies, benefit policies and so on will effect the employees in achieving the organizational goals.
- When people work cooperatively with an aim of achieving a common goal there are greater chances of miscommunication, competition and conflict. Promotions also helps in building good employee relationship.

- Apple computer, Hewlett packard and IBM are the companies who holds stronger corporate values, long-term employment, risk taking initiatives and employee commitment.
- Another important policy is with regards to the company's pay level and its incentive system. Few companies such as Microsoft, Merck, IBM have selected the pay level above the average industrial pay level. This helps them in attracting new qualified employees.
- While few other companies have selected below average industrial pay level. Similarly, the incentive pay system also differs from one country to another.

4. Organizational Structure

The last important factor shaping the organizational culture is the organizational structure. Organizational structure is the formal way of task and reporting relationships which an organization creates in order to encourage and coordinate its employees.

Mechanistic and organic structures can be formed by the managers according to their requirements. Thus, an organizational structure helps in promoting the culture values and develops greater integration and coordination.

Q4. What are the Dimensions of Organization culture?

Ans :

(a) Mechanistic and Organic Cultures

The mechanistic organisational culture exhibits the values of bureaucracy and feudalism. Organisational work is conceived as a system of narrow specialism and people think of their careers mainly within these specialism.

Authority is thought of as flowing down from the top of the organisation down to the lower levels and communication flows through prescribed channels. There is a great deal of departmental loyalty and interdepartmental animosity, a strong "we" versus "they" perception. This sort of culture resists change and innovation.

Contrast is the organic culture. Formal hierarchies of authority, departmental boundaries, formal rules and regulations and prescribed channels of communications are frowned upon.

There is great deal of emphasis on task accomplishment team work and free flow of communication, formal and informal. In given problem situations, the persons with expertise may yield far more influence than the formal boss.

There is a widespread understanding within staff of the problems, threats and opportunities the organisation is facing and there is willingness and preparedness to take appropriate roles to solve the problems.

The culture stresses flexibility, consultation, change and innovation. CMC, a central Government organisation comes to one's memory when one describes organic culture.

(b) Authoritarian and Participative Cultures

In the authoritarian culture, power is concentrated on the leader and obedience to orders and discipline are stressed.

Any disobedience is punished severely to set an example to others. The basic assumption is that the leaders know what is good for the organisation and he or she always acts in its interests. Participative cultures tend to emerge where most organisational members are professionals or see themselves as equals.

The participative culture is premised on the notion that people are more committed to the decisions that are participatively made than to those which are imposed on them.

Further, group problem-solving leads to better decisions because several new points and information are shared during discussions.

(c) Subculture and Dominant Cultures

Each department of an organisation may have its own culture, in which case there is subculture. An organisational culture emerges when there is an integration of all the departments into an unified whole.

Within any given unit, the tendency for integration and consistency will be assumed to be present, but it is perfectly possible for coexisting units of a larger system to have cultures that are independent and even in conflict with each other.

(d) Strong and Weak Cultures

In an organisation having strong culture, the core values are both intensely held and widely shared by its members.

Such employees develop strong loyalty to the organisation. The Hindu of Madras comes to one's memory in this context. One benefit of a strong culture is reduced turnover and positive employee attitude. A strong culture demonstrates high agreement among members about what the organisation stand for. Such unanimity of purpose builds cohesiveness and organisational commitment. The opposite will "happen when culture is weak.

The danger with strong organisational culture is that it leads to "group think", collective blind spots and resistance to change and innovation.

(e) National Culture Vs Organisational Culture

Distinction is also made between national culture and organisational culture.

Organisational culture is influenced by the culture of the land, irrespective of the origin of the company. Go to any company operating in India, Indian or foreign, the local culture is visible. The holidays declared, festivals celebrated, functions organised and other cultural activities reflect Indian ethics.

Q5. Explain about Process of creating organisational culture.

(OR)

Explain how organization culture is developed and sustained with the help of suitable examples.

(OR)

Explain the various ways in which organizational culture is created and sustained.

Ans :

(Aug.-19, Jan.-18)

Organisational culture is a long-term proposition that must satisfy the members' needs and values and match the cultural requirements of the society of which the organization is a part. Therefore, the organisation has to develop a culture which is conducive to both members in it and social culture. For creating organizational culture, there may be two options to an organisation.

First, let the cultural characteristics of the persons, particularly the founders, of the organisation percolate among the members. Most of the organisations which are not large enough adopt this approach. Thus, an organisation's current customs, traditions, and general way of working that are helpful in being successful become the source of organisational culture.

However, this approach is not very effective for organisations which start as large. **Second**, there is explicit attempt to prescribe what the culture of an organisation is. Where this approach is followed, creation of organisational culture proceeds as a process with distinct steps as shown in figure below.

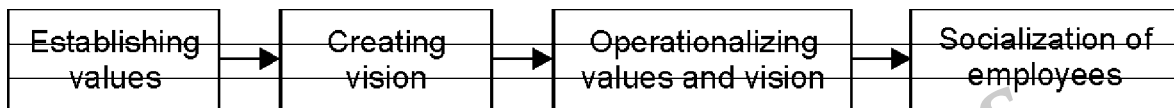


Fig.: Process of Creation of Organisational Culture

Let us discuss the steps involved in the process of creation of organisational culture.

- 1. Establishing Values :** The first step in creating organisational is establishment of values which will govern members of the organisation. Value defines what is right and what is wrong; what is desirable and what is undesirable; and so on. Values of an organisation are created by those who establish the organisation, and in one way, organisational values depend on the values of the founders and other key personnel who are responsible for managing the organisation.

These values decide, to a very great extent, what business, the organisation should be in. Values also determine how organisational activities will be carried out, that is, what type of practices will be followed.

- 2. Creating Vision :** Vision represents the imagination of future events and prepare the organisation for the same. It implies that the organisation should create projections about where it should go in the future and what major challenges lie ahead. El-Mamaki has defined vision as "a mental perception of the kind of environment an individual or an organisation aspires to create within a broad time horizon and the underlying conditions for the actualization of this perception."

- 3. Operationalizing Values and Vision :** Till values and vision are not operationalized, that is, these are not put into action; these remain just the thinking of those who have created these. For putting values and vision in action, the organisation can undertake the following activities:

- i) It is better that the organisation prepares a written statement containing its values and vision and communicates these to organisational members. Many companies adopt the practice of including this statement in employee handbook which is distributed to all new employees.
- ii) The organisation should design its structure that facilitates employees to take those actions that have been envisaged by values and vision.
- iii) Various organisational processes should be prescribed in such a way that these inspire employees to adhere to organisational values and vision. While prescribing these processes, care should be taken that there is enough flexibility required for creativity and innovation.

- iv) In selection of employees, care should be taken that their values match organisational values. In fact, many progressive companies are of the opinion that people can be made to learn; their skills can be developed; but their values cannot be changed. Therefore, it is desirable to hire those whose values match those of the organisation.
- v) Reward system should be such which encourages employees to engage in behaviors that are compatible with organisational values and vision. There should be enough provisions in the reward system which reinforce these behavior and punish contradictory behaviors.

4. Socialization of Employees : To ensure that culture of an organisation is adopted by its employees, socialization of employees is required. The term socialization has been drawn from sociology where it is used as a process by which an individual develops into a functioning member of the group according to its standards, conforming to its modes, observing its traditions, and adjusting himself to the social situations. Same meaning of socialization is used in the context of work organisations.

Q6. What are the approaches to organization culture?

Ans :

Lim suggested the following approaches of organisational culture:

1. Process/Qualitative Approaches to Organisational Culture: This approach is usually represented by Schein's model who describes organisational culture as a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid, and therefore, is to be taught to new members as the correct way to perceive, think and feel in relation to those problems. In Schein's opinion, culture has three levels:

- i) Behaviours and Artifacts:** It is the clearest level of culture consisting of the physical and social environment of an organisation.
- ii) Values:** It is less visible than the previous level of culture, being composed of those elements that provide the underlying meanings by which the patterns of behaviours may be deciphered.
- iii) Basic Assumptions:** It represents an unconscious level of culture being the most difficult to re-learn and change.

According to Sackman, the qualitative approaches may have limitations in testing hypotheses and building theory because of the large number of case studies that have to be completed in order to draw some general principles from such approaches. Because qualitative approaches are time and money consuming, the classification approaches were proved to be more useful in the study of organisational culture.

2. Classification/Quantitative Approaches to Organisational Culture:

According to the classification approach, organisational cultures correspond to a range of ideal types that can be reflected by two or more variables. One of the best known studies based on this approach belongs to Hofstede who used data gathered from IBM employees from over 40 countries. He identified four dimensions of organisational culture - power distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity. Later, Hofstede defined organisational culture as a concept that has the following features:

- i) Holistic (describing a whole which is more than the sum of its parts);
- ii) Historically determined (reflecting the history of the organisation);
- iii) Related to the things anthropologists study (like rituals and symbols);
- iv) Socially constructed (created and preserved by the group of people who together form the organisation);

v) Soft; and

vi) Difficult to change.

Compared to the qualitative approach, the quantitative approach generates a number of quantitative methods that can be used to measure the corporate culture.

Q7. Explain the importance of organisational culture.

Ans :

Importance of organisational culture is as follows:

1. **Acts as Talent Attractor:** Organisational culture is part of the package that prospective employees look at when assessing organisation. The talent market is tighter and those looking for a new organisation are more selective than ever. The best people want more than a salary and good benefits. They want an environment they can enjoy and succeed in. Good organisation culture can help in attracting good and potential employees.
2. **Engages People:** People want to be engaged in their work. Organisation culture can engage people. Engagement creates greater productivity, which can impact profitability.
3. **Creates Greater Synergy:** A strong culture brings people together. When people have the opportunity to (and are expected to) communicate and get to know each other better, they will find new connections. These connections will lead to new ideas and greater productivity and create a great synergy in employees' work. Literally, 1+1+ right culture = more than 10.
4. **Makes Everyone more Successful:** An investment of time, talent and focus on organisational culture will make everyone more successful. Not only is creating better culture a good thing to do for the human capital in the business, it makes good business sense too.
5. **Acts as Control System:** That culture is a deeply embedded form of social control that influences employee decisions and behaviour. As a control system, culture is pervasive and operates unconsciously. Employers might

think of it as an automatic pilot, directing employees in ways that are consistent with organisational expectations.

6. **Operates as Social Glue:** Organisational culture is the "social glue" that bonds people together and makes them feel part of the organisational experience. Employees are motivated to internalise the organisation's dominant culture because it fulfils their need for social identity.
7. **Helps in Sense Making:** Organisational culture assists the sense-making process. It helps employees understand what goes on and why things happen in the company. Corporate culture also makes it easier for them to understand what is expected of them and to interact with other employees who know the culture and believe in it.

Q8. What are the Barriers of Organisational Culture?

Ans :

Barriers of organisational culture are as follows:

1. **Culture Restricts Organisation to Change as per Environmental Demands:** When the organisation is operating as a dynamic environment, culture does not allow the organisation to change in accordance with the environmental demands.
2. **Culture Demand New Employees to Confirm to its Values:** New entrants bring diversified cultures into the organisation. But the strong cultures demand new employees to confirm to its values rather than modifying it through their diversified culture, whatsoever their merits may be.
3. **Breakage of Various Business Alliances:** Many business alliances like mergers and acquisitions, today, are tending towards divorce due to the strong cultures of the partners to the alliance.

Thus, culture works both as an asset and as a liability. Culture should be both tight and loose in order to maximise its asset value and reduce the value of liability. Change in organisational culture is necessary in order to allow the organisation to change in accordance with the environment and to act as a change agent to the environment.

5.3 ORGANIZATION CLIMATE

Q9. What is organization climate.

Ans : (Dec.-18, July-18, June-18)

Meaning

All organisational theoreticians and researchers unanimously agree that a sound climate is extremely important for the ultimate achievement of organisational goals. Organisational climate, though abstract in concept, is normally associated with job performance and job satisfaction and morale of the employees. Climate is a commonly experienced phenomenon and often referred to by many expressions as atmosphere, environment and culture, etc. Each organisation is always unique and has its own traditions, methods of action, culture which in their totality comprise its climate for people.

Definition

- i) **According to James and Sells**, "Organisational climate is a collective perception of the work environment by the individuals within a common system".
- ii) **According to Renato Tagiuri**, "Organisational climate is a relatively enduring quality of the internal environment that is experienced by the members, influences their behaviour and can be described in terms of values of a particular set of characteristics of the organisation".
- iii) **According to Bowen and Ostroff**, "Organisational climate is a shared perception of what the organisation is like in terms of practices, policies, procedures, routines, and rewards - what is important and what behaviours are expected and rewarded - and is based on shared perceptions among employees within formal organisational units".

Q10. What are the dimensions of organisational climate.

Ans :

Various dimensions of organisational climate are as follows:

1. **Orientation:** The domain orientation of an organisation is the main concern of its members, and the dimension is an important determinant of climate. If the dominant

orientation or concern is to adhere to established rules, the climate will be characterised by control, on the other hand, if the orientation is to excel, the climate will be characterised by achievement.

2. **Interpersonal Relationship:** An organisation's interpersonal relations process is reflected in the way in which informal groups are formed, and these processes affect climate. **For example**, if groups are formed for the purpose of protecting their own interest, cliques may develop and a climate of control may result; similarly, if people tend to develop informal relationships with their supervisors, a climate of dependency may result.
3. **Supervision:** Supervisory practices contribute significantly to climate. If supervisors focus on helping their subordinates to improve personal skills and chances of advancement, a climate characterised by the extension motive may result, if supervisors are more concerned with maintaining good relations with their subordinates, a climate characterised by the affiliation motive may result.
4. **Problem Management:** Problems can be seen as challenges or as irritants. They can be solved by the supervisor or jointly by the supervisor and the subordinates concerned, or they can be referred to a higher level. These different perspectives and ways of handling problems contribute to the creation of an organisation's climate.
5. **Management of Mistakes:** Supervisor's attitudes toward subordinate's mistakes develop the organisational orientation, which is generally one of annoyance or concern or tolerance an organisation approach to maintain influence on the climate.
6. **Conflict Management:** Conflicts may be seen as embracing announcements to be covered up or as problem to be solved. The process of dealing with conflicts has as significant effect on climate as that of handling problems or mistakes. Purpose of protecting their own interest, cliques may develop and a climate of control may result; similarly, if people tend to develop informal relationships with their supervisors, a climate of dependency may result.

7. **Communication:** Communication, another important determinant of climate, is concerned with the flow of information - its direction (top-down, bottom-up, horizontal), its dispersement (selectively or to everyone concerned), its mode (formal or informal), and its type (instructions or feedback on the state of affairs).
8. **Decision-Making:** An organisation's approach to decision-making can be focused on maintaining good relations or on achieving results. In addition, the issue of who makes decisions is important - people high in the hierarchy, experts, or those involved in the matters about which decisions are made. These elements of decision-making are relevant to the establishment of a particular climate.
9. **Trust:** The degree of trust or its absence among various members and groups in the organisation affects climate. The issue of who is trusted by management and to what degree is also relevant.
10. **Management of Rewards:** Rewards reinforce specific behaviours; they are by arousing and sustaining specific motives. Consequently, what is rewarded in an organisation influences the motivational climate.
11. **Risk Taking:** How people respond to risks and whose help is sought in situations involving risk are important determinants of climate.
12. **Innovation and Change:** Who initiates change, how change and innovations are perceived, and how change is implemented in all critical establishing climates.

Q11. Explain the importance of organisational climate.

Ans :

Importance of organisational climate is as follows:

1. **Increased Employee Performance:** Climate at the workplace is an excellent predictor of performance of an organisation

and employee, because positive environment results in motivated employees who enjoy working.

2. **Develops Strong Relationship:** Organisational climate supports manager to know the relationship stuck between the processes and practices of the firm and the needs of employees. By understanding how different practices and initiatives stimulate employees, managers will be able to understand what motivates employees to behave in a manner that leads to a positive climate and results in the organisation's success.
3. **Determinant of Success or Failure:** Organisational climate plays an important role in the success or failure of organisations. As if organisational climate is good, employees will be willing to be in association with others. Then employees like to perform the job with pleasure and satisfaction. Therefore, organisational climate decides the success or failure of the organisation.
4. **Managers can Get their Work Done Easily:** Managers experience that employees follow their orders with respect. Manager's instructions will be pleasantly obliged by the subordinates.
5. **Develops Confidence:** When the organisational climate is good it develops confidence in the subordinates. As subordinates will work hard and show confidence to their superiors.
6. **Resource Conservation:** Dissatisfied employees destroy the organisational resources whereas satisfied employees will help in maintaining the resources. Management and employees will have ultimate gains through low cost of production and better incentives respectively.
7. **Social Benefit:** The society will be benefited by the regular supply of goods at lower prices from an effective organisation. As when the employees are satisfied and are cooperative in nature will help in reserving the organisation's resources.

8. **Reduces Turnover:** Employees work happily and associate with the company for a long time. Employee turnover, absenteeism will be lowered when morale is high.
9. **Develops a Sense of Attachment with Organisation:** Employees feel attachment with the organisation, as high morale attracts and holds good employees for a long time. It results in increased job performance and improves cooperation and brings unity.
10. **Develops Healthy Organisation:** Organisational climate creates favourable atmosphere among customers, public, suppliers and organisational particulars. It keeps organisation healthy.
11. **Creates Innovativeness:** Organisational climate is the key factor to explain the innovativeness of the employees. If climate is healthy, employees will be more innovative as compared to other organisation's stressful climate. With changing scenarios in the world economy, companies want very smart, professional and innovative team members, who are groomed within the organisation by outperforming other non-productive team members. Companies promote a healthy work environment and organisational climate so that the employees feel free to innovate and outshine for their organisation.
12. **Increases Production:** Good and healthy climate increases productivity level of employees. Organisational climate represents how the employees feel about the atmosphere. Employees are the key resources of an organisation. For the development of an organisation it is necessary to make them feel good.

Q12. What are the guidelines for building sound organisational climate.

Ans :

Guidelines for building sound organisational climate are as follows:

1. **Motivation Begins with Decluttering the Workspace:** The first suggestion to improve organisational climate begins with removing unnecessary mess. Clutter steals workers' motivation because they expend all their energy just trying to find what they need to begin a task. One cannot expect to make significant progress to improving the organisational climate until he declutters everyone's work area. If people's desks are overflowing with paper, consider adopting some best practices in records management so that it will be easier to see what needs to be cleaned up.
2. **Institute Rewards Equity to Motivate Employees:** Once clutter has been removed as an obstacle to increasing productivity, the next step is to determine and implement policies that will motivate employees. There are many theories regarding what motivates employees, and manager will find that workers respond differently when presented a group of performance incentives. However, all workers will be more motivated if they believe there is rewards equity within the organisation. Eliminating the appearance of favouritism and recognising achievements that are not necessarily "high profile" will go a long way to boosting the morale of workers.
3. **Foster Innovation and the Entrepreneurial Spirit:** Can someone turn an employee's regular job into an entrepreneurial experience? The answer is yes, but it will take some creative thinking and the willingness of managers to relinquish some control. Creating an entrepreneurial spirit begins with transforming workers into the economic engines of the company. One way to facilitate entrepreneurship is to set-up each department or team as a profit centre and allow them to keep any profits generated through savings or increased sales. Likewise, the company can offer individuals in-house patents for innovative ideas and pay a royalty for the savings or revenues generated from the patented idea.

4. **Prepare Workers to Embrace Change:** Resistance to change manifests itself into many symptoms that can create an organisational climate that is full of stale air. Opening the windows to let the fresh air into the organisation is not always easy, especially if those windows have been shut for a long period of time. This is why it is so important that change becomes an integral part of the organisation's culture. Try to designate spring as the annual time of year for reviewing and instituting new procedures and processes. If change is on everyone's seasonal calendar, it will not take anybody by surprise.
5. **Create a Sense of Purpose:** Organisational climate is enhanced when co-workers feel a connection or bond with their colleagues. Even if each employee has a different job within the organisation, there needs to be a unifying, core purpose in what they do that is tied back to the organisation as a whole. For example, scrubbing the floors, cleaning the windows, and dusting the furniture are very different jobs that require an assortment of tools. However, they are all connected to the unifying purpose of having a clean and beautiful home. Connecting the dots so employees understand and visibly see how their work is related to the broader picture will do wonders for morale.
6. **Provide the Right Tools for Effective Collaboration:** We know that teamwork depends on the ability to effectively collaborate with one's co-workers in an environment best-suited for the exchange of information. In an ideal setting team members would be sitting around in chairs facing each other in a room without distractions and interruptions. But the reality is that we work in a world of telecommuters and multi-taskers and therefore businesses should look into purchasing some affordable collaborative software to strengthen teamwork.
7. **Empower Employees for Better Execution:** Employees want to feel that their work is valuable and they have some control in the final product. Empowerment leads to better execution because employees who are closest to the work product are able to address problems faster and have more ideas on how to improve efficiency. While empowerment can take multiple shapes and forms, it generally creates positive perceptions of the employer/employee relationship within the organisation. Empowerment will give an organisation that fresh scent of a good spring cleaning.
8. **Find Periodic Downtime to Improve Execution:** It may sound counter-intuitive to take a breath to improve execution, but think about how the game of basketball is played. No coach is going to leave his or her five starters in during the entire game. Businesses should take a lesson from the sports, such as basketball, to ensure that employees do not suffer from burnout either mentally or physically.
9. **Develop Honest Communications to Build Trust:** Make sure the organisation communicates clearly and often to the employees about the true state of affairs, including the mission, goals, financial position, achievements and missteps of the organisation. No one likes bad news, but trust will never flourish in an organisation that refuses to air its dirty laundry. Keeping workers in the dark about the true financial health of the company only creates rumour-mongering.
10. **Promote Ethical Behaviour:** Even high performance teams cannot be maintained in an atmosphere of unethical behaviour. So how can the organisation foster trust? There are several practices that build trust at both the individual and organisational level. First, managers need to put into place personnel procedures that produce the desired ethical behaviours and swiftly discipline those who step outside these boundaries. If manager do not have one, develop a workplace ethics policy to ensure that boundaries and the consequences for transgressing those boundaries are specified with clarity. If management already have a policy in place, take time during the spring to review the policy to see if it needs to be updated.

Q13. Distinguish organizational culture and organizational climate.

Ans :

S.No.	Basis	Organizational Culture	Organizational Climate
1.	Variable	It includes more number of observable and fixed variables.	It includes limited number of observables.
2.	Derived from	It is derived from sociology and anthropology.	It is derived from psychology.
3.	Focus	It mainly focuses on norms and values of the organization.	It mainly focuses on existing work of the organization.
4.	Meaning	Organizational culture means the set of assumptions, beliefs, values and norms that are shared by members of an organization.	Organizational climate is the existing; environment and relation between various employees, teams and their performance,
5.	Changeability	It cannot be changed according to the environment.	It can be changed according to the environment.

5.4 STRESS MANAGEMENT

Q14. Define stress management.

(OR)

Briefly discuss stress management.

Ans :

(Oct.-20, Dec.-18, Aug.-17, Feb.-17)

Meaning

Stress is a general term applied to various psychologic (mental) and physiologic (bodily) pressures experienced or felt by people throughout their lives.

Definitions

- Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.”
- According Dr. Hans Selye**, one of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life.”

Stress can be positive or negative :

- Stress is good when the situation offers an opportunity to a person to gain something. It acts as a motivator for peak performance.
- Stress is negative when a person faces social, physical, organizational and emotional problems.

Q15. What are the causes of stress.

Ans :

The major causes of stress at work or in organization :

1. Career Concern

If an employee feels that he is very much behind in the corporate ladder, then he may experience stress. If he seems that there are no opportunities for self-growth, he may experience stress. Hence, unfulfilled career expectations are the significant source of stress.

2. Role Ambiguity

It occurs when the person doesn't know what he is supposed to do, on the job. His tasks and responsibilities are not clear. The employee is not sure what he is expected to do. It creates confusion in the minds of the worker and results in stress.

3. Rotating Work Shifts

Stress may occur in those individuals who work on different work shifts. Employees may be expected to work on day shift for some days and then on the night shift. That may create problems in adjusting to the shift timings, and it can affect not only personal life but also family life of the employee.

4. Role Conflict

It takes place when people have different expectations from the person performing a particular role. It can also occur if the job is not as per expectation, or when a job demands a certain type of behavior that is against the person's moral values.

5. Occupational Demands

Some jobs are more demanding than others. Jobs that involve risk, and danger are more stressful. Research findings indicate, job that cause stress needs constant monitoring of equipments and devices, unpleasant physical conditions, making decisions, etc.

6. Lack of Participation in Decision-making

Many experienced employees feel that management should consult them on matters affecting their jobs. In reality, the superiors hardly ask the concerned employees before taking a decision. That develops a feeling of being neglected, which may lead to stress.

7. Work Overload

Excessive workload leads to stress as it puts a person under tremendous pressure. Work overload may take two different forms :

- (a) Qualitative work overload implies performing a job that is complicated or beyond the employee's capacity.

- (b) Quantitative work overload is a result of many activities performed in a prescribed time.

8. Work Underload

In this, case, too little work or very easy work is expected on the part of the employee. Doing less work or jobs of routine and simple nature would lead to monotony and boredom, which can lead to stress.

9. Poor Working Conditions

Employees may be subject to poor working conditions. It would include bad lighting and ventilation, unhygienic sanitation facilities, excessive noise, and dust, presence of toxic gasses and fumes, inadequate safety measures, etc. All these unpleasant conditions create physiological and psychological imbalance in humans thereby causing stress.

10. Lack of Group Cohesiveness

Every group is characterized by its cohesiveness, although they differ widely in its degree. Individuals experience stress when there is no unity among work group members. There are mistrust, jealousy, frequent quarrels, etc., in groups and this lead to stress to employees.

11. Interpersonal and Intergroup Conflict

These conflicts take place due to differences in perceptions, attitudes, values and beliefs between two or more individuals and groups. Such conflicts can be a source of stress for group members.

12. Organizational Changes

When changes occur, people have to adapt to those changes, and this may cause stress. Stress is higher when changes are significant or unusual like transfer or adoption of new technology.

13. Lack of Social Support

When individuals believe that they have the friendship and support of others at work, their ability to cope with the effects of stress increases. If this kind of social support is not available, then an employee experiences more stress.

Q16. Discuss the factors responsible for creation of stress in employees.

Ans : (Aug.-21)

1. Individual Factors

There are many factors at the individual level that causes stress. They are as follows,

- (a) Changes in Life and Career:** Any changes in life of an individual, disturbs his equilibrium and he experiences stress. Changes in the career such as promotion, demotion, transfer, separation etc. impose greater stress on the individual.
- (b) Personality Type:** The personality characteristics specific to an individual form one of the factor for individual stress. The personality characteristic include authoritarianism, rigidity, masculinity, femininity, extroversion, supportiveness, spontaneity, emotionality, tolerance for ambiguity, locus of control, anxiety and need for achievement etc.
- (c) Role Characteristics:** An individual faces role related stress because of role conflict or role ambiguity. Role conflict arises due to incompatibility of two or more roles, job tasks, resources, rules, policies etc; role ambiguity arises when people are not clear about the actual expectations from a role, non-availability of adequate information about role etc.

2. Group Factors

Group interaction also causes stress on an individual. The group factors that cause stress are,

- (a) Lack of Group Cohesiveness:** Group cohesiveness is the major binding force of a group. It is the essential factor for interaction among group members. In its absence, people feel stressed due to lack of coordination among group members.

- (b) Lack of Social Support:** To participate actively in a group, group members need social support from other group members. In its absence, they become stressed.

- (c) Conflict:** Any conflict among group members causes stress on the individual.

3. Organisational Factors

Organisational factors that cause stress are as follows,

- (a) Organisational Policies:** Unfavourable and ambiguous policies affect the individual performance and may cause stress. Factors such as unfair performance evaluation, unrealistic job description, frequent reallocation of activities, rotating work shifts, ambiguous procedures, rigid rules etc., causes stress.
- (b) Organisation Structure:** Ineffective organisation structure does not facilitate in achieving the stated goals. It disturbs the communication, co-ordination and work commitment.
- (c) Organisational Processes:** Faulty organisational processes such as poor communication, inadequate feedback, ambiguous and conflicting roles, unfair control system etc., put stress on individuals.
- (d) Physical Conditions:** Ineffective work environment and unsound physical conditions affect the performance standards of employees by causing them stress.

4. Extra-organisational Factors

In addition to intraorganisational factors, many factors outside the organisation causes stress to an employee. Factors such as social and technical changes, economic and financial conditions, community conditions etc. cause stress.

Consequences/Effects of Stress

There are various effects or consequences of stress. They are as follows,

1. Physiological Effects

Stress is found to primarily disturb the physiological system of individual. Person suffering from stress initially faces health disorders such as high blood pressure, increase in heart beat, inconsistent breathing rates, headaches, respiratory illness and so on. Researchers also studied that coronary heart diseases and heart-attacks can also take place due to high levels of stress.

2. Psychological Effects

Psychologically, stress results in effects such as tension, boredom, negative feeling, emotional hurt, anxiety etc. As a result, these symptoms finally result in job dissatisfaction. Individuals work better under certain stress levels but stress above that can lead to irritability and mental disturbance. In an organizational context, the more the stress, the more will be job dissatisfaction.

3. Behavioural Effects

Researchers studied that stress has significant impact on behaviour of employees. Stress has close relationship with performance. Higher stress levels lead to low performance levels, increased absenteeism, smoking, consumption of alcohol, uneasy sleeping and so on.

Q17. What are strategies for managing stress?

Ans : (Aug.-21, Aug.-17, Feb.-17)

Stress experienced by the employees in their job has negative impact on their health, performance and their behaviour in the organization. Thus, stress needs to be managed effectively so as to set off these harmful consequences. Strategies for managing stress are as follows :

A) Organizational Strategies for Managing Stress

1. Encouraging more of organizational communication with the employees so that there is no role ambiguity/conflict. Effective communication can also change employee views. Managers can use better signs and symbols which are not misinterpreted by the employees.

2. Encourage employees' participation in decision-making. This will reduce role stress.
3. Grant the employees greater independence, meaningful and timely feedback, and greater responsibility.
4. The organizational goals should be realistic, stimulating and particular. The employees must be given feedback on how well they are heading towards these goals.
5. Encourage decentralization.
6. Have a fair and just distribution of incentives and salary structure.
7. Promote job rotation and job enrichment.
8. Create a just and safe working environment.
9. Have effective hiring and orientation procedure.
10. Appreciate the employees on accomplishing and over-exceeding their targets.

B) Individual Strategies for Managing Stress

1. The employees should make a "to-do" list daily, prioritize the acts in the list and plan the acts accordingly. Take regular breaks during work to relax you. By effective time management, the employees can achieve their targets timely and can meet work pressures and, thus, avoid stress.
2. Do hard work. Strive to achieve your goals but do not do it to the harm of family, health, or peer.
3. Indulge in physical exercises. It helps in effective blood circulation, keeps you fit, diverts mind from work pressures.
4. Encourage a healthy life-style. Take a regular sleep, have plenty of water, have healthy eating habits. Promote relaxation techniques such as yoga, listening music and meditation.

5. The employees should have optimistic approach about their work. They should avoid connections with negative approach employees.
6. The employees should have emotional intelligence at workplace. They should have self-awareness, self-confidence and self-control at workplace.
7. The employees should build social support. They should have close connections with trustworthy peer who can listen to their problems and boost their confidence level. This social network will help the employees to overcome stress.
8. Employee counselling is a very good strategy to overcome employee stress. Through counselling, employees can become aware of their strengths and how to develop those strengths; their weaknesses and how to eliminate them; and they can develop strategies for changing their behaviour. Employees are also given career counselling which helps in reducing their ambiguities with regard to career.
9. Find a fun way to release stress, such as, cracking jokes, playing tennis, golf, etc.
10. Do not remain pre-occupied with yourself. Turn your focus outwards. Help others. This will release some stress.

5.5 COUNSELING

Q18. Define counseling. State the objectives of counselling.

Ans :

Counseling is a two way process in which a counselor, usually a superior provides advice and assistance to his subordinates. There are many occasions when an employee feels the need for counseling. Performance Counseling means the help given by a superior to his subordinates in improving the latter's performance.

It is in effect a process of guiding a subordinate to adjust better with his work environment and to

better understand others so that his dealings with them can be effective and purposeful. Employees counseling may be informal and informal. Informal Counseling takes place in day to day work relationships between a manager and his subordinates without any plan or schedule.

Formal Counseling involves a planned and systematic programme of advising and assisting employees by their subordinates and/or by professional counselor.

Counseling can be helpful in strengthening superior subordinate relationship. It improves communication and helps employees recognize their strengths and weaknesses and potential. Counseling also helps employees to prepare action plans for their own development. Thus, Counseling helps to solve employee problems and to prevent future problems. Its plays both curative and preventing roles.

Performance Counseling involves assisting the employee to understand his own performance, factors contributing to it, contributions of his own strengths and weaknesses, and assist him to identify extent to which he can influence the outcome of his work and thereby plan for improving his competence and performance.

Objectives

1. To identify development needs of subordinates and to draw systematic plan of action.
2. To understand himself better to know his potential, strengths and weaknesses
3. To gain an insight into the dynamics of his behavior by providing necessary feedback.
4. To have better understanding of the environment in which he functions.
5. To increase his personal and interpersonal effectiveness by assisting him in analyzing his interpersonal competence.
6. To prepare alternate action plans for improving his behavior and performance.
7. To understand and solve personal problems through empathetic listening.

Q19. State various types of employee counseling.

Ans :

In attempting to help an employee who has a problem, a variety of counseling approaches are used. All of these counseling approaches, however, depend on active listening. Sometimes the mere furnishing of information or advice may be the solution to what at first appeared to be a knotty problem. More frequently, however, the problem cannot be solved easily because of frustrations or conflicts that are accompanied by strong feelings such as fear, confusion, or hostility. A manager, therefore, needs to learn to use whatever approach appears to be suitable at the time. Flexibility is a key component of the employee counseling process.

1. Directive Counseling

It is full counseling. It is the process of listening to an employee's problem, deciding with the employee what should be done and telling and motivating the employee to do it. This type of counseling mostly does the function of advice, reassurance and communication. It may also perform other functions of counseling.

2. Non-directive Counseling

In non-directive counseling, the employee is permitted to have maximum freedom in determining the course of the interview. It is the process of skillfully listening and encouraging a counselee to explain troublesome problems, understand them and determine appropriate solutions. Fundamentally, the approach is to listen, with understanding and without criticism or appraisal, to the problem as it is described by the employee. The employee is encouraged, through the manager's attitude and reaction to what is said or not said, to express feelings without fear of shame, embarrassment, or reprisal. The free expression that is encouraged in the non-directive approach tends to reduce tensions and frustrations. The employee who has had an opportunity to release pent-up feelings is usually in a better position to view the problem more objectively and with a problem-solving attitude.

3. Participative Counseling

Both directive and non-directive methods suffer from limitations. While the former is often not accepted by independent employees, the latter needs professionals to operate and hence is costly. Hence, the counseling used in most situations is in between these two. This middle path is known as participative counseling. Participative is a counselor-counselee relationship that establishes a cooperative exchange of ideas to help solve an employee's problems. It is neither wholly counsellor-centred nor wholly counselee-centred. Counselor and counselee mutually apply their different knowledge, perceptions, skills, perspectives and values to problem into the problems and find solutions.

Q20. Explain the Process of Employee Counseling.

Ans :

The process of employee counselling has three phases: rapport building, exploration and action planning, these are discussed below:

1. Rapport Building

Initially the counselor-manager should level himself with his employee and tune himself to his orientations. General opening rituals like offering a chair, closing the door to indicate privacy, asking the secretary not to disturb are all important in demonstrating the manager's genuine interest in employee's problems. The counselor must listen to the feelings and concerns of the employee carefully and attentively. Leaning forward and eye contact are important signs of active listening. The employee must feel that he is wanted and the counselors is interested in him genuinely.

2. Exploration

Besides active listening, the counselor should help the employee find his own weaknesses and problems through open and exploring questions. He should be encouraged to open up fully and talk more on the problem. This would enable both parties to uncover various dimensions of the problem clearly. Once the key issue is identified, (e.g., inability to get

along with colleagues, not being promoted despite hard work, boss does not like his work etc.) it should be diagnosed thoroughly. Open questions like- why do people pick arguments with you? On what occasions did you try to get ahead in the race? Who are coming in your way and why? – may help the employee visualize the problem from different angles. The whole exercise is meant to generate several alternative causes of a problem.

3. Action Planning

Counseling should finally help the employee find alternative ways of resolving a problem. The list of alternatives could be generated after two or three brain storming sessions. The merits and limitations of each course of action could also be identified and the best course of action picked up-keeping the background factors (boss, colleagues, work-related issues, competitive pressures etc.) in mind. The employee should be encouraged to self-monitor the action plan without seeking further helps from the counselor. The counseling sessions could be monitored and reviewed at regular intervals later on.

Q21. State various methods of employee counseling.

Ans :

Effectiveness of counselling largely depends on the methods and techniques as well as the skills used by the counselor. Methods and techniques of counseling change from person to person and from situation to situation. Normally employee counseling involves the following methods:

1. Desensitization

According to Desensitization, once an animal has been shocked in a particular situation, it will continue to avoid it indefinitely. This is quite true in respect of human beings also. Once an individual is shocked in a particular situation, he gives himself no chance for the situation to recur. This method can be used to overcome avoidance reactions, so as to improve the emotional weak spots. If an employee is once shocked by the behavior, approach or action of his superior, he would

continue to avoid that superior. It is difficult for such superiors to be effective counselors, unless such superiors prove otherwise through their behavior or action on the contrary. Similarly, once an employee is shocked by a particular situation, he can be brought back to that situation only if he will be convinced through desensitization that the shock will not take place further. Counselor can make use of desensitization in such situations.

2. Catharsis

Discharge of emotional tensions can be called catharsis. Emotional tensions can be discharged by talking them out or by relieving of the painful experience which engendered them. It is an important technique as a means of reducing the tensions associated with anxiety, fear, hostility, or guilt. Catharsis helps to gain insight into the ways an emotional trauma has been affecting the behavior.

3. Insight

With the help of insight one may find that he has devalued himself unnecessarily, or his aspirations were unrealistic, or that his childish interpretation of an event was inaccurate. Then he can overcome his weakness.

4. Developing the new patterns

Developing new patterns becomes very often necessary when other methods to deal with weak spots remain ineffective. In order to develop new, more satisfying emotional reactions, the individual needs to expose himself to situations where he can experience positive feelings. The manager who deals with such individuals may motivate or instigate them to put themselves into such situations, so that their self-confidence may increase.

Q22. Briefly discuss the importance of counseling.

Ans :

(Oct.-20)

The importance of counseling employees is given as follows,

1. Supervisors get an opportunity to understand the employees in a better manner.

2. Productive working relationships are build when the supervisor understands the employees.
3. The prestige and influence of supervisor increase when they help the employees to deal with problems.
4. Anxieties in the organization get reduced, thereby leading to healthy relationships.
5. It helps the troubled employees to accept the reality of a situation.
6. It helps to control self defeating emotions.
7. It helps in setting attainable goals for further growth.
8. It helps in planning in the present for the achievement of desired future.
9. It helps to bring effective solutions to overcome both personal and interpersonal problems.
10. It helps one to have an understanding of self.
11. It is helpful in acquiring effective transaction skills.

5.6 MANAGEMENT OF CHANGE

Q23. What is organizational change?

Ans : (Jan.-18)

Definition of Organizational Change

According to 'Jones', organizational change is defined as "the process by which organizations move from their present state to some desired future state to increase their effectiveness".

Sources and Forces of Change

The sources and forces of change maybe broadly categorized into,

1. Internal sources and forces of change and
2. External sources and forces of change.

1. Internal Sources and Forces of Change

The internal sources and forces of change are,

- (i) System dynamics
- (ii) Technological change
- (iii) Individual group expectations

- (iv) Person focussed change
- (v) Resource constraints
- (vi) Profitability issues
- (vii) Inadequacy of administrative processes.

2. External Sources and Forces of Change

The external sources and forces of change are,

- (i) Globalization and government policies.
- (ii) Political factors.
- (iii) Technological changes.
- (iv) Changing customer needs and preferences.
- (v) Economic Factors.

Q24. Define change. What are the factors influencing in organizational change.

Ans : (Oct.-20)

Meaning

The term change refers to an alteration in a system whether physical, biological, or social. Thus, organisational change is the alteration of work environment in organisation. It implies a new equilibrium between different components of the organisation - technology, structural arrangement, job design, and people. Thus, organisational change may have following features:

1. When change occurs in any part of the organisation, it disturbs the old equilibrium necessitating the development of a new equilibrium. The type of new equilibrium depends on the degree of change and its impact on the organisation.
2. Any change may affect the whole organisation; some parts of the organisation may be affected more, others less; some parts are affected directly, others indirectly.
3. Organisational change is a continuous process. However, some changes which are of minor type, may be absorbed by the existing equilibrium; others, which are major ones may require special change efforts.

Factors**I) External Factors****1. Technological Changes**

When there is a change in technology in the organisation's environment and other organisations adopt the new technology, the organisation under focus becomes less cost-effective and its competitive position weakens. Therefore, it has to adopt new technology. When the organisation adopts a new technology, its work structure is affected and a new equilibrium has to be established. We have seen in Chapter 20 that technology has impact on organisation structure, organisational processes, and behaviour of people. For example, computers and automation have made significant impact on organisational functioning.

2. Changes in Marketing Conditions

Since every organisation exports its outputs to the environment, an organisation has to face competition in the market. There may be two types of forces which may affect the competitive position of an organisation - other organisations supplying the same products and, buyers who are buying the product. Any change in these forces may require suitable changes in the organisation. For example, when Indian economy was liberalised (the process still continues), there were many foreign organisations which entered the Indian market. This forced many Indian organisations to realign themselves with the new situation. The result is that there have been many cases of divesting the businesses and concentrating on the core businesses, acquiring core businesses, and developing competitive competence to face competitive threats. Similarly, there may be changes in buyers in terms of their needs, liking-disliking, and income disposal for a product. These changes force the organisations to bring those products which meet buyers' requirements.

3. Social Changes

Social changes reflect in terms of people's aspirations, their needs, and their way of working. Social changes have taken place because of the several forces like level of education, urbanisation, feeling of autonomy,

and international impact due to new information sources. These social changes affect the behaviour of people in the organisation. Therefore, it is required to make adjustment in its working so that it matches with people.

4. Political and Legal Changes

Political and legal factors broadly define the activities which an organisation can undertake and the methods which will be followed by it in accomplishing those activities. Any change in these political and legal factors may affect the organisational operation.

II) Internal Factors

It is not only the change in external factors which may necessitate organisational change, any change in organisation's internal factors may also necessitate change. Such a change is required because of two reasons: change in managerial personnel and deficiency in existing organisational practices.

1. Change in Managerial Personnel

Besides environmental changes, there is a change in managerial personnel. Old managers are replaced by new managers which is necessitated because of retirement, promotion, transfer, or dismissal. Each new manager brings his own ideas and way of working in the organisation. The relationships, more particularly informal ones, change because of changes in managerial personnel. Moreover, attitudes of the personnel change even though there is no change in them. The result is that an organisation has to change accordingly.

2. Deficiency in Existing Organisation

Sometimes, changes are necessary because of deficiency in the present organisational arrangements and processes. These deficiencies may be in the form of unmanageable span of management, large number of managerial levels, lack in coordination between various departments, obstacles in communication, multiplicity of committees, lack of uniformity in policy decisions, lack of cooperation between line and staff and so on.

Q25. Explain the process of change?**(OR)****Discuss the process of change management.****Ans :** **(Aug.-21)****i) Unfreezing**

Unfreezing is the process in which a person casts aside his old behaviour which “might be inappropriate, irrelevant, or inadequate to the changing demands of the situation. This aspect of action is as important as the action relating to changing the target. Just as a farmer must clear a field before planting new seeds, so must manager help employees clear their minds of old roles and purposes. Schien has suggested some measures which are quite helpful in undertaking unfreezing process. These are as follows:

1. The physical removal of the individuals being changed from their accustomed routines, sources of information, and social relationships.
2. The undermining and destruction of social support.
3. Demeaning and humiliating experiences to help individuals to see their old attitudes or behaviour as unworthy and think to be motivated to change.
4. The consistent linking of reward with willingness to change and of punishment with unwilling to change.

ii) Changing

This is the stage at which the individuals being changed learn new behaviour— methods of working, new thinking, perception of new roles, etc. There are a variety of ways through which all these can be inculcated which will be discussed in the next chapter. Smith has provided guidelines for effective change which are as follows:

1. Recognise that the primary purpose of change is to improve performance results.
2. Make individuals responsible for their own change.
3. Encourage improvisation, team performance, and coordinated initiatives.

4. Ensure that people see how they fit into the larger organisational picture.
5. Encourage learning by doing, and provide just-in-time training for performance.
6. Use positive energy, meaningful language, and courageous leadership to drive change relentlessly.

iii) Refreezing

Refreezing means that what has been learned is integrated into actual practice. At this stage, the individuals internalise the new beliefs, feelings, and behaviour learned during the changing phase. They adopt these elements as a permanent part of their behaviour repertoire. Often, there is a tendency that individuals revert back gradually to their old behaviour, which they were displaying before the change, in the absence of suitable reinforcement. Therefore, reinforcement is necessary for the internalisation of new behaviour.

iv) Feedback

Management of change requires feedback and follow-up actions to ensure that change programme is progressing in right direction without producing any dysfunctional effect. Since a change programme is likely to solve some problems and produce other problems, though of minor magnitude, it is desirable that management has constant watch as the change programme progresses. Problems created by the change should be tackled immediately so that it gives better results to the organisation. Feedback received from the initial attempt of change programme may be used to modify the subsequent programme. Normally, the impact of the change programme is measured in terms of its objectives. Therefore, objectives of the change should be defined operationally so that measurement is easier.

Q26. Explain various types of changes.**Ans :**

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. Organisations 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. Organisations 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 organisation 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 organisation. 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 organisation 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 organisation. 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 organisation. Organisations must implement fundamental change when business environment 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 organisation.

8. **Operational Change:** As a result of external competition, changing demands of customers or internal organizational dynamics, organisations 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.

Q27. Explain about Resistance to Change and Strategies.

(OR)

Why employees resist change and in such circumstances what approaches are effective in managing organization change?

Ans : (Oct.-20, July-18, Jan.-18)

Meaning

It is difficult for organizations to avoid change, as new ideas promote growth for them and their members. Change occurs for many reasons such as new staff roles; increases or decreases in funding; acquisition of new technology; new missions, vision or goals; and to reach new members or clients. Changes can create new opportunities, but are often met with criticism from resistant individuals within the group.

1. **Poor Communication:** Changes within an organization start with key decision makers. It is up to them to pass along the details to team members and ensure all questions and complaints are handled before changes go into effect. Unfortunately, as news of a change spreads through the hierarchy, details are sometimes skewed and members end up receiving inaccurate, second-hand information. Poor communication can therefore cause resistance to change.
2. **Self-Interest:** Ego often interferes with the ability to adapt to change. Some want to maintain the status quo to better advance their own personal agendas; others have different motivations. In the end, employees acting in their own self-interest, instead of the organization's greater good, will resist change.

3. **Feeling Excluded:** Organizations often solicit advance input to ensure that everyone has an opportunity to voice their ideas and opinions. If, however, employees hear of a sudden change, and they had no input, they will feel excluded from the decision making process and perhaps offended.
4. **Lack of Trust:** Trust plays a big role in running a successful organization. When organization members feel they cannot trust each other or key decision makers, it becomes difficult for them to accept organizational changes. They may ascribe the changes to some negative underlying reason or even assume they will eventually lose their jobs.
5. **Skills/Training Dearth:** When change requires mastering new skills, resistance is likely, particularly when it comes to new technology. Organizations can prevent this through offering education and training.

Overcoming/Strategies Resistance to Change

Overcoming Resistance to change: There are several thing of overcoming resistance to change. They are given below:

- **Education:** Educations employees always effective for resistance to change. An organization want to good result from those educated employees. They have to ability to reduce any kind if resistance.
- **Communication:** Resistance can be reduced through communicating with employees to help them see the logic of a change. This tactics basically assumes that the source of resistance lies in misinformation or poor communication. If communication is continue then and established changing process.
- **Participation:** Participation is the most effective technique for overcoming resistance to change. This is managing an organizational resistance to change very effectively.
- **Facilitation:** Several facilitation procedures are also advisable. For instance, making only necessary change, announcing change will be advance can help reduce resistance to change.

- **Support:** Change agents can offer a range of supportive to reduce resistance.
- **Negotiation:** Another way for the change agent to deal with potential resistance to change to exchange something of value for a lessening of the resistance.
- **Manipulation:** Manipulation refers to convert influence attempts. Manipulating is more attractive, withholding, undesirable, information and creating false to get employees to accept a change are all examples of manipulation.
- **Cooptation:** Cooptation is to “buy off” the leader of resistance group by giving them a key role in the change decision.
- **Selecting People Who Accept Change:** We can reduce resistance by selecting people who accept change.
- **Coercion:** Last on the list of tactics is coercion. That is the application of direct threats or force of the resistance. The other examples of coercion are threats of transfer, loss of promotions, negative performance evaluation and poor letter of recommendation.

After you have identified the types of change resistance present in your organization, employ a mix of strategies to counter the negative forces. Following are six classic strategies for dealing with change resistance (in order from least to most extreme) – use them to develop action plans that address the resistance within your organization.

- **Education & Communication:** One of the best ways to overcome resistance to change is to educate people about the change effort beforehand. Up-front communication and education helps employees see the logic in the change effort. This reduces unfounded and incorrect rumors concerning the effects of change in the organization.
- **Participation & Involvement:** When employees are involved in the change effort they are more likely to buy into change rather than resist it. This approach is likely to lower resistance more so than merely hoping people will acquiesce to change.

- **Facilitation & Support:** Managers can head-off potential resistance by being supportive of employees during difficult times. Managerial support helps employees deal with fear and anxiety during a transition period. This approach is concerned with provision of special training, counseling, time off work.
- **Negotiation and Agreement:** Managers can combat resistance by offering incentives to employees not to resist change. This can be done by allowing change resisters to veto elements of change that are threatening, or change resisters can be offered incentives to go elsewhere in the company in order to avoid having to experience the change effort. This approach will be appropriate where those resisting change are in a position of power.
- **Manipulation and Cooptation:** "Coopta-tion" (no it's not misspelled) involves the patronizing gesture of bringing a person into a change management planning group for the sake of appearances rather than their substantive contribution. This often involves selecting leaders of the resisters to participate in the change effort. These leaders can be given a symbolic role in decision making without threatening the change effort.
- **Explicit and Implicit Coercion:** Managers can explicitly or implicitly force employees into accepting change by making clear that resisting change can lead to losing jobs, firing, or not promoting employees.

5.7 ORGANIZATIONAL DEVELOPMENT

Q28. Define organization development? State the features of organization development.

Ans :

(Aug.-21, Aug.-19)

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 organization's 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 an 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.

Features

Based on these definitions, we can identify various features of OD which are as follows:

1. **Planned Change:** OD is a strategy of planned change for organisational improvement. This 'planned' emphasis separates OD efforts from other kinds of more haphazard changes that are frequently undertaken by organisations.
2. **Comprehensive Change:** OD efforts focus on comprehensive change in the organisation, rather than focusing attention on individuals, so that change is easily absorbed. The concept of comprehensive change is based on the systems concept-open, dynamic, and adaptive system. OD efforts take an organisation 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 organisation to a higher level of functioning by improving the performance and satisfaction of organisational members on long-term basis. These long-term efforts are time consuming. Therefore, OD experts emphasis that the process takes months or, in many cases, years to implement. Although there may be pressure for quick results, the OD process is not intended to be stop-gap measure.
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 recognises that organisational 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 process.
5. **Participation of Change Agent:** Most OD experts emphasise 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 organisational 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 organisation. He shares a social philosophy about human values.
6. **Emphasis on Intervention and Action Research:** OD approach results into an active intervention in the ongoing activities

of the organisation. 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 organisation as a whole. At the individual level, OD attempts to provide opportunities to be 'human' and to increase awareness, participation, and integrate individual and organisational goals.

Q29. Discuss the role of organization development in organizational improvement.

Ans :

Organisation development, as a long-term strategy for organisational change, plays key role in organisational improvement. The basic problem in a change effort which is not comprehensive is that it does not work properly unless there is a proper change in the internal environment of the organisation in which people work. Since OD attempts to bring comprehensive change in the organisation, it is quite suitable for improving organisational performance on long-term basis. Thus, OD can be utilised for the following results in the organisation:

1. To place emphasis on humanistic values and goals consistent with these values;
2. To treat each human being as a complex person with a complex set of needs important in his work and his life;
3. To increase the level of trust and mutual emotional support among all organisational members;
4. To increase the level of enthusiasm and personal satisfaction at all levels of the organisation;

5. To increase the level of self and group responsibility in planning and its implementation;
6. To increase the openness of communications in all directions - vertically, horizontally, and laterally;
7. To create an environment in which authority of assigned role is augmented by authority based on knowledge and skills.

Q30. Explain the process of organization development.

Ans :

1. Problem Identification and Diagnosis

OD programme leads to meet certain objective in the organisation because OD is a means and not an end in itself. Thus, it attempts to solve some organisational problems. The problems may be a gap between desired path of action and actual path of action, that is, the organisation fails to meet its objective on a long-term basis. OD programme starts with the identification of the problems in the organisation. Analysis of various symptoms both overt and covert may help in identifying the problems. Diagnosis gives correct identification of a problem and its causes and determines the scope of future course of action. Diagnosis in OD involves a number of techniques concerned with identifying concerns and issues, establishing priorities, and translating them into aims and objectives. At this stage itself, the collection and analysis of data is undertaken. Major consideration is given to the techniques and methods used to desirable organisation system, the relationships between the elements or subsystems, and ways of identifying major problems and issues.

Problem identification flows almost immediately into analysis. Once a problem is identified, the analysis will show why the problem exists. The analysis will identify the variables that can be altered or changed by the organisation and its management, such as leadership style, organisation structure, organisational objective, etc. In other words, analysis brings the identification of environment that has caused problems.

2. Planning Strategy for Change

When the problems are diagnosed, the OD practitioner - either consultant or management, but preferably consultant - plans the various courses of action in OD. Attempts are made to transform diagnosis of the problem into a proper action plan involving the overall goals for change, determination of the basic approach for attaining these goals, and the sequence of detailed scheme for implementing the approach. Although it is a relatively simple matter to identify changes after they have occurred, it is considerably more difficult to influence the direction thrust of changes while they are under way. Thus, planning and implementation of change are interdependent; the way in which change is planned has an impact on the way in which it is carried out, and conversely, the problems of implementing change have an impact on the way in which it is planned.

3. Intervening in the System

Intervening in the system refers to implementation of the planned activities during the course of an OD programme. These planned activities bring certain changes in the system which is the basic objective of OD. There may be various methods through which external consultant intervenes in the system, such as education and laboratory training, process consultation, team development, etc. which will be discussed later.

4. Evaluation

This step relates to evaluate the results of OD programme so that suitable actions may be followed up. Since OD is a long process, there is an urgent need for careful monitoring to get precise feedback regarding what is going on as soon as an OD programme starts. In this respect, the use of critique sessions, systematic appraisal of change efforts, and pre- and post-training behavioural pattern are quite effective. This step again involves data gathering because such data will provide the basis for OD efforts evaluation and suggest suitable modification or continuation of OD efforts in similar direction. All parties concerned in OD programme need to realise that if major organisational improvements are to be made and sustained, managerial practices with respect to many subsystems will need to be modified if these practices are not congruent with

the OD efforts because there exists the possibility of slip back and regression to old behavioural pattern if adequate changes in other parts integrating behavioural change are not made.

Q31. Explain the Importance of Organizational Development.

Ans :

Organisation 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 Utilisation of Full Potential by Members:** Gives opportunities to each member of the organisation to develop his full potential.
3. **Helps to Achieve Goals:** Seeks to make the organisation more effective in meeting all its goals.
4. **Gives Organisation a New Environment:** Tries to create an environment in which exciting and challenging work can be found.
5. **Helps People to Influence Organisation through Work:** Gives people in organisations the chance to influence how they relate to work, the organisation, and the work environment.
6. **Analyses Alternative Organisation Structures:** Gives orderly, well-planned analysis of alternative organisation structures.
7. **Identifies Requirements of Functional Areas:** Helps in the identification of functional areas, and activities that need to be added and/or emphasised.
8. **Helps in Fulfillment of Personal Appraisal Capabilities:** Helps in the appraisal of personnel capabilities relative to present and future organisation needs.
9. **Gives Recommendations as per Needs of Organisation:** Provides recommendations regarding present, interim, and proposed organisation 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.

Q32. What are the Limitations of Organisational Development ?**Ans :**

Organisation 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 organisation 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 organisation development.
3. **Requires Consideration of Circumstances:** OD cannot be applied without giving due consideration to the circumstances existing within the organisation. The local circumstances may pose a problem in adapting to change.
4. **Time-Consuming:** When a company engages in organisational 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:** Organisational development adds responsibility to the employees and managers to maintain open communication and constantly re-evaluate the needs of the organisation. Because organisational 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 organisational development programme.

Q33. Bringout various interventions of OD.**Ans : (Aug.-21)**

The various OD interventions or techniques are as follows,

1. **Survey Feedback:** Survey feedback is one of the effective OD technique. Organizations can assess the attitude and morale of people by conducting surveys. Surveys are used at different stages in the OD process. They are used at implementation stage to ensure the effective management of change. When feedback from these surveys is given to those involved in the change activities, it helps them to understand what is working, what is not working and what modifications they can make to the action plan.
2. **T-groups/Sensitivity Training:** T-Group is also known as human relations training group or sensitivity training group. In a T-Group, the participating group members learn about themselves through informal interactions. The learning in a T-Group involves a variety of interventions such as role plays, team problem solving interventions and informal feedback to the group members.
3. **Process Consultation:** French and Bell (1999) say that, "the central point of process consultation approach is that a third party involves in work with individuals and groups and help them become aware of human and social processes and learn to solve problems arising from process events". The main aim of process consultation is to take assistance of an outside consultant, who intum will help the manager deal with different issues and guides him in solving problems. As a result, performance improves in organization.
4. **Team Building:** Team building intervention aims at building effective relationship among team members and working collectively in the organisation by focusing on task issues like skills and resources which are required for the proper functioning of the organisation and helps in achieving the desired goals.
5. **Intra-Group Development:** When there is a conflict between different groups, the intra-group development effort is undertaken.

Under this intervention, initiatives are taken to change the perceptions, attitudes and stereotypes existing among group members. The two group under this approach, make a list of perceptions that each group has toward the other group and they share it with each other. This helps them in understanding the reasons for conflict and improves relations.

6. Grid Organization Development

Robert Blake and Jane Mouton introduced the six-phase change model consisting of grid organization development activities. The starting phases of this model consists of,

- (i) Developing individual skills and leadership qualities.
- (ii) Team improvement activities and
- (iii) Intergroup relation activities.

The later phases of this model consists of,

- (i) Corporate planning for improvement
- (ii) Development of implementation tactics
- (iii) Inculcating change in the organisation culture and directing future actions.

5.8 COMMUNICATION PROCESS

Q34. Define communication.

Ans : (Jan.-20)

Meaning

The term communication is freely be behavioral theorists, management scholars and the general public. Despite the widespread use of the term, very few people have been able to come up with a precise definition of it.

Definition of Communication

- i) **According to Newman and Summer,** Communication as “an exchange of facts, ideas, opinions or emotions by two or more persons.”
- ii) **According to Bellows, Gilson and Odirone,** Communication as “a communication by words, letters, symbols, or messages, and as a way that one organization member shares meaning with another.

iii) **According to L.A. Allen,** Communication is “the sum of all things, one person does when he wants to create an understanding in the mind of another. It involves a systematic and continuous understanding.

iv) **According to Koontz and O'Donnel,** Communication may be understood “as the exchange of information at least between two persons with a view of create an understanding in the mind of the other, whether or not it gives rise to conflict.

From the above to Koontz and O'Donnel, communication may be understood “as the exchange of information at least between two persons with a view to create an understanding in the mind of the other, whether or not it gives rise to conflict.”

Q35. Describe the process of communication.

(OR)

Elaborate the process of communication.

Ans : (Jan.-20, Aug.-19)

Communication, being a process, must have some elements to complete the process. Various elements of communication have been presented in different models of communication. These are sender, message, encoding, channel, receiver, decoding, and feedback. Let us have a brief look at these elements.

i) Sender

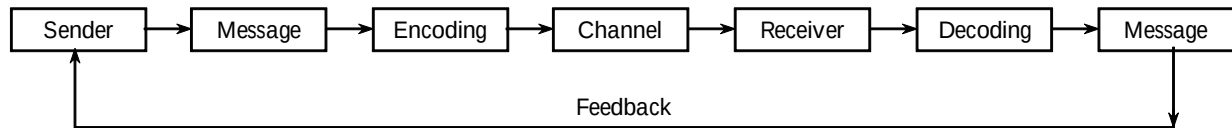
Sender of the message is the person who intends to make contact with the objective of passing the message to other persons. In organisational context, sender may be a superior, a subordinate, a peer, or any other person. The organisational position of the sender determines the direction of flow of communication in an organisation.

ii) Message

This is the subject-matter of the communication which is intended to be passed to the receiver from the sender. The message may be in the form of ideas, opinions, feelings, views, suggestions, orders, etc.

iii) Encoding

Since the subject-matter of communication is abstract and intangible, its transmission requires the use of certain symbols such as words, pictures, gestures, etc. The process of converting the message into communication symbols is known as encoding.

**iv) Channel**

Message encoded into symbols is transmitted by the sender through a channel like written form, personal contact, phone call, etc., depending on the situation of two parties- sender and receiver.

v) Receiver

Receiver is the person to whom the symbols are transmitted. Like sender, he may be a superior, subordinate, peer, or any other person in the organisation.

vi) Decoding

Decoding is the reverse of encoding. The receiver receives the subject-matter of communication in the form of communication symbols in which the sender has encoded his message. The receiver decodes these symbols into message.

vii) Feedback

Feedback is necessary to ensure that the receiver has received the message and understood it in the same sense as the sender intended. Further, it acts as an energising factor, thereby changing the course of action in the communication.

Q36. Explain the significance of communication.

Ans :

1. Information Function.

Information is vital for the functioning of any living system—people or organisation. Living systems can achieve some viability in their environments only to the extent that they have some appropriate means of acquiring and processing information about themselves and their environments. This information is used as the basis for orientation to those environments and for determining behaviour. The technology of communication has greatly enhanced man's information-generating capacities. It is our ability to affect each other communicatively which has so greatly increased the importance of the information giving and receiving aspect of our existence. As a consequence, we can create purposive organisations of people variously committed to some common endeavour. It is particularly the existence of such purposive organisations which gives rise to the importance of information—giving and receiving. No organisation can fulfil its purpose except to the extent that its communication process furthers its movement towards its specified goals in some way.

2. Command and Instructive Function

Communication performs command and instructive function. Those who are hierarchically superior - whether in family, business, civil, or military - often initiate communication not only for the purpose of informing their subordinates but often for the purpose of telling them what to do, directing them, or commanding their behaviour in some way. The command and instructive function of communication is more observable in formal organisations than it is in informal organisations. Individuals who are hierarchically

superiors within an organisation structure are both privileged and obligated to command and control certain task-related behaviours of their subordinates. Those same subordinates have a similar obligation and privilege vis-a-vis their own subordinates, and so on from the top to the bottom of the organisational hierarchy. Orders, directives, requests, procedures, even performance appraisals all function as command messages.

3. Influence and Persuasive Function.

Of all that has been written about communication over the years, perhaps more has been written about the persuasive function of communication than about any other aspect. There are those who take the position that all communication is persuasive in character. However, in management, influence and persuasion taken together represent one of the several functions as other functions are equally important. Managers can influence others either through coercively or communicatively. Since influence through coercion has its limitations in organisational setting, managers can do well to influence others through effective communication. In fact, leadership is more effective than exercise of authority in getting the maximum from the employees. Leadership, to a very great extent, depends upon how the manager communicates with his employees and others who may be related with the organisation in one way or the other.

4. Integrative Function

Communication performs the integrative function by relating various components of the organisation and maintaining equilibrium among them. In the broadest sense, the integrational aspect includes all behavioural operations which: (i) serve to keep the system in operation, (ii) serve to regulate the interactional process, and (iii) relate the particular context to the larger context of which the particular interaction is but a special situation. The communication that occurs has the consequence of energising, organising, and channelising the behaviour of living systems. However, if the messages we create in order to comprehend our environment were not cumulative and self-organising in some way, it would be impossible to gain or to maintain the necessary degree of equilibrium or stable state relations with various aspects of environment. For example, at the larger

than face-to-face human groups, some formalisations take place and integrative functions are provided in part by bureaucratisation, proceduralisation, institutionalisation, etc. In fact, when a social system exceeds the integrative limits of face-to-face interactions, the necessary integrative mechanisms become embedded in that social system's literature, art, folklore, mythology, beliefs, mores, institutional practices, etc.

Q37. Discuss the Barriers to Communications.

Ans : (Aug.-19)

1) Semantic Barriers

Semantics is the science of meaning, as contrasted with phonetics, the science of sounds. All communications are symbolic, that is, these use symbols (words, pictures, actions, etc.) that suggest certain meanings. Semantic barriers arise from limitations in the symbols with which we communicate. Following types of semantic barriers are more prominent:

1. Symbols with Different Meanings

Communication symbols usually have a variety of meanings, and we have to choose one meaning from many. In verbal communication, a particular word may have a variety of meanings.

2. Badly Expressed Message

Lack of clarity and precision in a message makes it badly expressed. Poorly-chosen and empty words and phrases, careless omission, lack of coherence, bad organisation of ideas, awkward sentence structure, inadequate vocabulary, platitudes, numbering repetition, jargons, failure to clarify implications are some common faults found in this case.

3. Faulty Translations

Every manager receives various types of communication from superiors, peers, subordinates and he must translate information destined for subordinates, peers, and superiors into language suitable to each. Hence, the message has to be put into words appropriate to the framework in which the receiver operates, or it must be accompanied

by an interpretation which will be understood by the receiver. This needs a high level of linguistic capacity. Approximate understanding of words and the consequent faulty translations lead to impaired efficiency and heavy costs.

4. **Unclear Assumptions**

There are certain uncommunicated assumptions which underlie practically all meanings. Though a message appears to be specific, its underlying assumptions may not be clear to the receiver.

5. **Specialist's Language**

It is often found that technical personnel and special groups tend to develop a special, peculiar and technical language of their own. This increases their isolation from others and builds a communication barrier. Whatever be the intention of this special language, it hinders their communication with persons not in their speciality, because of the receiver's ignorance of that type of language.

II) **Emotional or Psychological Barriers**

1. **Premature Evaluation**

Rogers and Roethlisberger in 1952 first pointed out this barrier. Premature evaluation is the tendency of prematurely evaluating communications, rather than to keep an uncompromised position during the interchange. Such evaluation stops the transfer of information and begets in the sender a sense of futility. This barrier can be remedied by empathy, non-evaluative listening, where the communicator is listened to in a non-committal and unprejudiced way so that sagacious decision and action can follow.

2. **Inattention**

The preoccupied mind of a receiver and the resultant non-listening is one of the major chronic psychological barriers. It is a common phenomenon that people simply fail to react to bulletins, notices, minutes, and reports.

3. **Loss by Transmission and Poor Retention**

When communication passes through various levels in the organisation, successive transmissions of the same message are decreasingly accurate. It has been found that in case of oral communications, about 30% of the information is lost in each transmission. Even in case of written communication, loss of meaning might occur as far as the appended interpretation, if any, is concerned. Poor retention of the informations again a malady. It has been found that employees retain about 50% of information only, whereas supervisors retain about 60% of it.

4. **Undue Reliance on the Written Word**

Written word is no substitute for sound face-to-face relationships and employees cannot be persuaded to accept companies' viewpoints and policies through 'slick', easy-to-read, well-illustrated publications, unless there is a fair degree of mutual trust and confidence between the organisation and its employees. Further, a written communication might fail to explain the purpose of order, procedure, or directive.

5. **Distrust of Communicator**

It arises out of ill-considered judgements or illogical decisions or frequent counter-manding of the original communication by the communicator. Repeated experience of this kind gradually conditions the receiver to delay action or act unenthusiastically, hence making the communication unsuccessful, though apparently it is complete.

6. **Failure to Communicate**

It is quite an accepted fact that managers often fail to transmit the needed messages. This might be because of laziness on the part of the communicator, or assuming that "everybody knows," or procrastination or "hogging" information or deliberately to embarrass.

III) Organisational Barriers

1. **Organisational Policy:** The general organisational policy regarding communication acts as an overall guideline to everyone in the organisation regarding how he is normally expected to behave in this matter. The policy might be in the form of explicit declaration in writing, or, as is very commonly the case, it has to be interpreted from the behaviour of organisational members, particularly people at the top. If this policy is not supportive to the flow of communication in different directions, communication flow would not be smooth and adequate.
2. **Organisational Rules and Regulations:** Organisational rules and regulations affect the flow of communication by prescribing the subject-matters to be communicated and also the channel through which these are to be communicated. The rules may restrict the flow of certain messages and may leave many important ones. On the other hand, communication through proper channel in a specified way prescribed by these rules delays it and works against the willingness of persons to convey the message. This barrier is strongly operative in Indian public sector enterprises where observance of rules and regulations is more rigid.
3. **Status Relationships:** The placing of people in superior/subordinate capacity in the formal organisation structure also blocks the flow of communication and more particularly in upward direction. Greater the difference between hierarchical positions in terms of their status, greater would be the possibility of communication breakdown.
4. **Complexity in Organisation Structure:** In an organisation where there are number of managerial levels, communication gets delayed, chances of

communication getting distorted are more and the number of filtering points is more. This is more true in case of upward communication, because people generally do not like to pass up the adverse criticism either of themselves or of their superiors.

5. **Organisational Facilities:** Organisational facilities provided for smooth, adequate, clear, and timely flow of communication may take a number of forms. Some of these are in the form of communication media such as meetings, conferences, complaint box, suggestion box, open door system, social and cultural gatherings, etc. If these are not properly emphasized, generally people fail to make effective communication.

IV) Personal Barriers**i) Barriers in Superiors**

The role of superiors in communication is very vital. Because of their hierarchical relationships with subordinates, they act as barriers in a number of ways discussed below:

1. **Attitudes of Superiors:** The attitudes of superiors towards communication in general or in any particular direction affect the flow of messages in different directions. For example, if this attitude is unfavourable, there is greater possibility that messages would not flow adequately from and/or to superiors.
2. **Fear of Challenge to Authority:** A person in the organisation always tries to get a higher position and prestige to satisfy his needs. As such, managers in general try to withhold the information coming down the line or going up as frequent passing of information may disclose their weakness.
3. **Insistence on Proper Channel:** One of the basic features of superiors exercising the authority is that they wish to remain in communication links and they do not like any type of bypassing in communication. Communication through bypassing may, sometimes, be

necessary but superiors treat this as thwarting of their authority and block the flow of communication.

4. **Lack of Confidence in Subordinates:** Superiors generally perceive, correct or otherwise, that their subordinates are less competent and capable, they are not able to advise superiors or they may not have some information coming upwards.
5. **Ignoring Communication:** Sometimes, superiors consciously and deliberately ignore the communication from their subordinates to maintain their importance. This works against the willingness of subordinates to communicate.
6. **Lack of Time:** Superiors feel, whether correct or otherwise, that they are overburdened with the work and they have little time to talk to their subordinates.
7. **Lack of Awareness:** Employees at lower levels have a number of communication needs. Managers think that they understand employees' needs but their employees do not think so. This difference in perception tends to exist at each level, thereby making communication more difficult, particularly in downward direction.

ii) Barriers in Subordinates

1. **Unwillingness to Communicate:** Sometimes, subordinates do not communicate upward certain information because they are not willing to do so. Thus, if a subordinate feels that he is likely to be adversely affected by a particular piece of information to his superior, he would not be willing to supply it. Information going up is utilized for control purposes and subordinates would not be willing to give any information to their superiors about any unfavourable happening and if its supplication is necessary, they would modify the information in such a way so as to protect their own interest.

2. **Lack of Proper Incentive:** Lack of motivation to communicate also refrains subordinates to communicate upward. The reward and punishment system of the organisation is more responsible for this. Thus, if a novel suggestion by a subordinate does not evoke any attention from the organisation, he would not convey it.

Q38. How to overcome barriers in communication? Discuss.

Ans :

1. Clarity

The communication process, in order to serve its purpose, must ensure clarity of communication, thereby facilitating exchange of ideas and avoiding unnecessary seeking and tendering of clarifications. A communication possesses clarity when it is expressed in a language and transmitted in a way that will be comprehended by the receiver. The basic objective of communication is to bring two minds together, and this can be possible only when what the sender means is understood by the receiver in the same way.

2. Adequacy

There are, broadly speaking, two aspects of adequacy, viz.

- (i) In terms of coverage, that is, types of messages flowing in various directions; and
- (ii) In terms of quantity of various types of messages.

The problem of determining adequacy in regard to coverage is not very difficult. Through communication audit, the adequacy of coverage can be measured. In the communication audit, a frequent approach is to measure the information need of various groups of managers and employees and compares it with what has been made available to them. Normatively speaking, the process of communication must ensure that all those messages that are needed by the various individuals in the organisation in connection with the effective discharge of

their official duties must flow up to them and further that this flow, in respect of different types of messages, must be adequate.

3. Timing

The utility of any message to the receiver is markedly affected by its timeliness. The process of communication should, therefore, not only ensure that the message reaches the receiver but also that it reaches him when he requires. It is quite possible that a person may require some time to compile an information having diversified and complex contents, which he has to collect from several points in the organisation. A suitable time span should be allowed for the purpose considering urgency and time requirement for collection of the information.

4. Integrity

The principle of integrity of communication suggests that the purpose of communication is to support understanding by the individuals in their achieving and maintaining the cooperation needed to meet organisational goals. Effective communication is not an end in itself, rather, it is means to get some ends. Though the immediate objective of any communication is to get behavioural response from the receiver of the communication, its ultimate objective goes beyond that. The ultimate objective of communication may be to get change in behavioural response from the receiver. This may suggest that communication to be effective should be persuasive and convincing so that receiver acts accordingly.

Q39. Explain various steps for making communication effective.

Ans :

1. Clarity in Idea

The communicator should be quite clear about what he wants to communicate. Communication is a process starting with ideation which includes generation of ideas meant for communication. This is the subject-matter of communication and may include opinions, attitudes, feelings, views, suggestions, orders, etc.

2. Purpose of Communication

Every communication has some purpose, the basic purpose of any communication being to get behavioural response from the receiver of the communication. However, the ultimate objective may be extended further, for example, getting an order accepted by the subordinate. The communication should be directed towards this objective by the efforts of communicator.

3. Empathy in Communication

The way for effective communication is to be sensitive towards receiver's needs, feelings, and perceptions. This is what psychologists call empathy in communication, implying putting one's legs in other's shoes, or projecting oneself into the viewpoint of the other person. When the sender of the message looks at the problems from receiver's point of view, much of the misunderstanding is avoided.

4. Two-way Communication

Communication is a two-way traffic and this fact must be realised in communication. Two-way communication brings two minds together which is the basic core of any communication. It involves a continuous dialogue between sender and receiver of the message. Upward communication can become a reality in the organisation and effective if this fact is recognised.

5. Appropriate Language

The subject-matter of communication is transmitted by encoding it into some symbols. Such symbols may be in the form of words, either spoken or written, gestures, and others. If the words are used, the language used for communication should be such which is understandable by the receiver. Technical terminology and multisyllable words may be impressive looking, but they can also be troublesome to the listener. One way of making the communication simple is to use repetitive language with which the receiver is quite familiar.

6. Supporting Words with Action

Often, it is said that action speaks louder than words. While communicating, the sender may use the actions to emphasis a point. This enhances the understanding as well as emphasises the important point in communication. Further, the sender of the message must also follow in action what he says to others. This will ensure the seriousness in communication.

7. Credibility in Communication

One criterion for effective managerial communication is that it has credibility or believability. The subordinates obey the order of the superior because he has demonstrated through his competence that he is worthy of trust. He must also maintain his trust and credibility. Thus, any communication which is based on this trust and credibility will be followed by the subordinates.

5.9 ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Q40. What is organizational citizenship behaviour state the benefits of Organizational Citizenship Behaviour?

Ans :

Meaning

OCB refers to anything that employees choose to do, spontaneously and of their own accord, which often lies outside of their specified contractual obligations. In other words, it is discretionary. OCB may not always be directly and formally recognised or rewarded by the company, through salary increments or promotions for example, though of course OCB may be reflected in favourable supervisor and co-worker ratings, or better performance appraisals. In this way it can facilitate future reward gain indirectly. Finally, and critically, OCB must 'promote the effective functioning of the organisation

Benefits

- OCB has been shown to have a positive impact on employee performance and wellbeing, and this in turn has noticeable flow-on effects on the organisation.

- OCB is linked to lower rates of employee turnover and absenteeism, but on the organisational level increased productivity, efficiency and customer satisfaction, as well as reduced costs, have also been observed employees have better performance ratings and receive greater rewards, when the company is downsizing e.g. during an economic recession, these employees will have a lower chance of being made redundant.

5.10 ORGANIZATIONAL BEHAVIOUR MODIFICATION

Q41. Define organizational behaviour modification. State the process of organizational behaviour modification.

Ans :

Meaning

Modern behaviourists lay great emphasis on operant conditioning for moulding behaviour of individuals and motivating them. Behaviour modification, popularly known as OB MOD makes use of various reinforcements to influence the behaviour of individuals. OB Mod is derived and developed from the work of B.F. Skinner. This technique helps the managers in modifying or eliminating undesirable behaviour and replacing it with behaviour that is more compatible with goal attainment.

OB Mod in simple words can be defined as a technique for modifying the modifying or behaviour of the organisational members so that they are engaged in desirable undesirable behaviour and replacing it with behaviour. It can be used for motivating the employees as well as for enhancing organisational effectiveness.

Definitions

i) According to Stephen P. Robbins

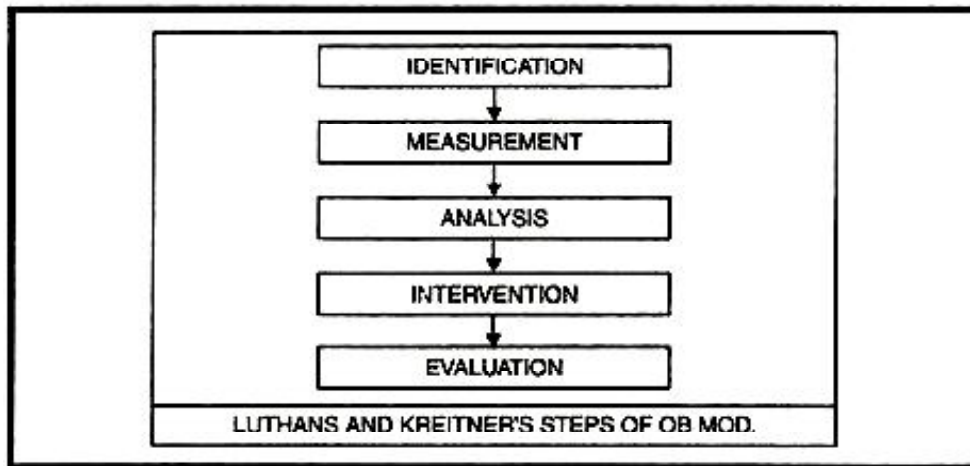
"OB Mod is a programme where managers identify performance related employee behaviours and then implement an intervention strategy to strengthen desirable behaviour and weaken undesirable behaviours."

ii) According to Schermerhorn, Hunt and Osborn

“OB Mod is the systematic reinforcement of desirable work behaviour and the non-reinforcement or punishment of unwanted work behaviour. It includes four basic reinforcement strategies. Positive reinforcement, negative reinforcement, punishment and extinction”

Process

The steps given by them in applying the OB Mod are summarized in the following figure:



These steps are discussed as follows:

1. Identification

The first step in the OB Mod is identification of performance related behaviours. First of all, the behaviour should be identified as desirable or undesirable from the point of view of the organisation. Then in the next stage, critical behaviours, that have significant impact on the employees' performance, should be given due attention. The critical behaviours can be identified through discussions with the particular employee and his immediate superior as both are closely intimated with the job behaviours.

Some of the critical behaviours which affect job performance are absenteeism or attendance, tardiness or promptness, complaints or constructive criticism, listening to or not listening to the instructions, etc. If such behaviours are modified, good results could be expected. Due attention should be given to the critical behaviour because they get repeated again and again.

2. Measurement

After the critical behaviours of the employees have been identified, the next step for the manager is to measure the frequency of the critical behaviour over time. The measurement can be done by observation and by extraction of information from records. If the frequency is within the acceptable limit, it will require no action, but if it exceeds the acceptable limit, it will need immediate attention. The measurement of behaviour will also help the managers in determining the success in changing the employees' behaviour.

3. Analysis

At the next step, the managers will have to do a functional analysis of the behaviour that requires modification. This analysis will determine what circumstances lead to a particular type of behaviour, what are the consequences of such behaviour etc. Contingent consequences of behaviour should be identified because these consequences have impact on subsequent behaviour. Moreover, some contingent consequences appear to be affecting the critical behaviour on the surface only, the functional analysis should try to find out the competing contingencies for every behaviour also.

4. Intervention

Once the critical behaviours have been identified and the circumstances which cause such behaviours have been determined, the next step will be to develop an effective intervention strategy. There are several strategies that can be used at this stage. These include positive or negative reinforcement, extinction or punishment.

The use of a particular strategy will depend upon the type of situation faced. After developing and implementing a particular strategy, the frequency of resulting behaviour is measured. If a behaviour change has occurred in the right direction, the manager will select a reinforcement schedule that will maintain the desired behaviour.

5. Evaluation

The last stage in OB Mod is the evaluation whether the intervention strategies are working properly or not. The basic purpose of OB Mod is to bring change in undesirable behaviours so as to improve performance. Evaluation will reveal whether the undesirable behaviours have been substituted by desirable behaviour or not. If there has been a change in behaviour, whether it is permanent or just temporary.

Further, the evaluation will also show whether there is improvement in the performance or not. If there is a positive change, it suggests that the interventions are successful. However, if the change is not significant, it may call for adoption of alternate and more appropriate strategies.

Q42. Explain the utilities of OB modification.

Ans :

OB Mod has been applied successfully in many organisations, service as well as manufacturing, to improve organisational effectiveness and understand human behaviour in organisations. It is an important technique of human resource management.

The major strengths and utilities of OB Mod are as follows:

1. **Can be Put to Testing:** OB Mod concentrates on a person's external behaviour and this allows a manager to realistically observe and deal with outward manifestations of

behaviour. Since it deals with observed behaviour it can be put to testing.

2. **Development of Employees:** OB Mod presents a set of tools by which people can learn new behaviours and skills and thereby replacing undesirable behaviours. Positive reinforcement could be used to encourage desirable behaviour by the employees. Social learning theory can be of great use in the effective implementation of any training programme for the employees. Thus, OB Mod is a great technique of developing the employees.

3. **Control and Regulation of the Employees' Behaviour:** OB Mod provides various tools to the managers for effectively controlling and influencing the behaviour of employees in the organisation. Most behaviour in the organisation are learned, controlled and changed by the consequences. The managers can use operant conditioning to control and regulate the behaviour of subordinates by manipulating the reward system.

The behavioural consequences that are rewarding increase the probability of desired behaviour whereas aversive consequences decrease the probability of desired response.

4. **Easy to Understand and Use:** The understanding of OB Mod techniques is comparatively easy. Managers can use these without many problems. OB Mod has received great attention from several organisations in the recent years. It is widely applied in large organisations in the areas of human resource management, executive development, motivation, introduction of change and organisational development.

Q43. State the criticisms of OB Modification.

Ans :

OB Mod has been applied in many organisations and has actually benefitted organisations also. Still some people criticise it on the grounds that it is unethical and manipulative in character and so it should not be used by the managers to regulate the behaviour of others.

The main objections raised against OB Mod are as follows:

1. The basic criticism against OB Mod is that Skinner's operant conditioning principles were developed after a series of experiments with white rats. The critics suggest that this technique is an applied rat morphism and tends to equate human beings with rats, but organisations are more complex than Skinner's boxes.
2. Operant conditioning techniques ignore the individuality of person and constitute a threat to the concept of personal autonomy. These techniques are employed by managers to manipulate and control the human beings into another person's concept of ideal person.
3. OB Mod techniques restrict freedom of choice of behaviour. This works against the basic concept of creativity and innovation; which are required for successful working of the organisations.:
4. OB Mod is based on the assumption that individual behaviour is a function or is controlled by his environment and that forces internal to the individual have little effect on operant behaviour. However, empirical evidence suggests that operant behaviour is also a function of certain cognitive and affective variables residing in the individual. It does not take care of people's perception, beliefs, needs and expectations.
5. OB Mod is an exercise in over simplification. It cannot be considered as an innovative and new technique of management. It is just a new name given to the old concepts. In past, many techniques of behaviour modification have been in practice.
6. The idea of changing employees' behaviour through reinforcement under OB Mod is in conformity with the traditional thinking that people need to be directed to get the work done. In the modern world, where the people are enlightened, and self motivated, this view cannot be accepted.
7. External awards under OB Mod amounts to bribery as some rewards are presented when the person shows the behaviour according to the wishes of the changing agent. OB Mod ignores the internal causes of behaviour. It ignores the fact that intrinsic pleasure of job is more important to some employees.
8. OB Mod is also criticized on the ground that managers are forced to psychoanalyse the workers and tie performance to rewards continuously. Quite often, it is too difficult to measure the complex behaviour most employees engage in. It may be more difficult to teach reinforcement principles to lower level managers and design reward system that help creativity and are not manipulative.
9. Behaviour modifications have been applied primarily with groups such as younger students in schools, delinquents in institutions, patients with behavioural disorders etc. However, organisational settings are different than laboratory settings and therefore, behaviour modifications cannot be applied in organisational settings, as applicable to laboratories.

In spite of the criticisms levied against OB Mod, it has been increasingly used in business organisations. It is being utilized as a practical tool for shaping, improving and motivating behaviour of organisational members. OB Mod should not be treated as a technique to be applied indiscriminately as panacea for all organisational behavioural problems. Rather the management should keep in mind its shortcomings and to apply it within the context of its limitations and shortcomings.

5.11 ENTROPY IN LEARNING ORGANIZATION

Q44. Discuss about behavioural entropy in learning organization.

Ans :

A learning organization is generally defined as organization that practices organizational learning. According to Peter Senge, "a learning organization is a continuous testing of experience and the transformation of those experiences into knowledge, accessible to the entire organization and relevant to its core purpose".

Every individual in a learning organization constantly learns, improves and enhances their capabilities. A learning organization believes that people are more intelligent in a group rather than alone. In a learning organization, people freely learn from others, assess results and involve in experiments.

In an organization, we can see both intelligent behaviour and unintelligent behaviour. Just like collective intelligence, there is also collective unintelligence in an organization. This collective unintelligence/stupidity is referred to as entropy. The following points will help you understand the concept of entropy in a better manner,

1. Entropy represents the loss of energy or resources as a result of different disorders.
2. Entropy in an organization occurs when managers don't share important information with others.
3. When it comes to an intelligent organization, entropy is the lost or under-utilized brainpower, which in turn acts as an internal tax for the organization.

5.12 BEHAVIOURAL METRICS IN EFFECTIVE ORGANIZATION

Q45. Explain behavioural metrics for effective organization.

Ans :

Behaviour means what individual members do in the organization. It is important to measure the behaviour of employees in the organization. If the employees behaviour is not measured, it becomes difficult to improve organizational performance. For this purpose, the managers need to have right behavioural metrics or measures in place to determine how well the employees are performing. Generally, people are concerned about promotions, rewards, credit and recognitions etc. When the organization develops behavioural measures, the employees will try to behave correctly and in alignment with the measures. Thus, metrics drive behaviour and can lead to change in behaviour of people.

360° feedback survey is one of the effective behavioural metrics. Organizations can use these surveys to know the performance, skills, attitude behaviour and abilities of individuals/managers. The information collected through these surveys will be helpful in building current and future competencies for leaders as well as for others. All this will have an impact on direction and strategy of the organization.

Behavioural metrics helps an organization in the following manner,

- (a) Through behavioural metrics, leaders will get an idea of how their behavior can affect morale of employees and how they accomplish their task.
- (b) The managers will be in a position to understand why employees behave in specific manner.

Short Question and Answers

1. Discuss the process of change management.

Ans :

i) Unfreezing

Unfreezing is the process in which a person casts aside his old behaviour which “might be inappropriate, irrelevant, or inadequate to the changing demands of the situation. This aspect of action is as important as the action relating to changing the target. Just as a farmer must clear a field before planting new seeds, so must manager help employees clear their minds of old roles and purposes. Schien has suggested some measures which are quite helpful in undertaking unfreezing process. These are as follows:

1. The physical removal of the individuals being changed from their accustomed routines, sources of information, and social relationships.
2. The undermining and destruction of social support.
3. Demeaning and humiliating experiences to help individuals to see their old attitudes or behaviour as unworthy and think to be motivated to change.
4. The consistent linking of reward with willingness to change and of punishment with unwilling to change.

ii) Changing

This is the stage at which the individuals being changed learn new behaviour— methods of working, new thinking, perception of new roles, etc. There are a variety of ways through which all these can be inculcated which will be discussed in the next chapter. Smith has provided guidelines for effective change which are as follows:

1. Recognise that the primary purpose of change is to improve performance results.
2. Make individuals responsible for their own change.

3. Encourage improvisation, team performance, and coordinated initiatives.
4. Ensure that people see how they fit into the larger organisational picture.
5. Encourage learning by doing, and provide just-in-time training for performance.
6. Use positive energy, meaningful language, and courageous leadership to drive change relentlessly.

iii) Refreezing

Refreezing means that what has been learned is integrated into actual practice. At this stage, the individuals internalise the new beliefs, feelings, and behaviour learned during the changing phase. They adopt these elements as a permanent part of their behaviour repertoire. Often, there is a tendency that individuals revert back gradually to their old behaviour, which they were displaying before the change, in the absence of suitable reinforcement. Therefore, reinforcement is necessary for the internalisation of new behaviour.

iv) Feedback

Management of change requires feedback and follow-up actions to ensure that change programme is progressing in right direction without producing any dysfunctional effect. Since a change programme is likely to solve some problems and produce other problems, though of minor magnitude, it is desirable that management has constant watch as the change programme progresses. Problems created by the change should be tackled immediately so that it gives better results to the organisation.

2. Define stress management.

Ans :

Meaning

Stress is a general term applied to various psychologic (mental) and physiologic (bodily) pressures experienced or felt by people throughout their lives.

Definition

- i) Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.”

- ii) **According Dr. Hans Selye**, one of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life.”

Stress can be positive or negative :

1. Stress is good when the situation offers an opportunity to a person to gain something. It acts as a motivator for peak performance.
2. Stress is negative when a person faces social, physical, organizational and emotional problems.

3. What are the factors influencing organizational culture.

Ans :

i) Characteristics of People in an Organization

- Human resources of an organization are the most important source of the organizational culture. The culture of an organization differs from one organization to another organization, due to the presence of different members.
- For instance, if three organizations namely x, y and z follows different methods for attracting, selecting, and retaining the employees and having different values, personalities and ethics then a different culture would be formed.
- The people who hold the same organizational values are usually attracted by the organizations in the same way the organizations chooses those people who share their values.
- As the time passes on, the people who fails to adjust the organization quits the organization. As a result the people who are present in an organization develop

greater cohesiveness and becomes more and more pronounced and clear, which helps the organizations to become unique from other organizations.

- The founder of an organization holds a greater influence on the culture of an organization due to his/her personal values and beliefs.

ii) Ethics of an Organization

Few organizations create an ethical environment in order to monitor their member's behaviour.

- The most important set of values are the organizational ethics which includes the moral values, beliefs, and rules that create the adequate way for an organization and its members to behave with each other and also with the outside people.
- Now-a-days organizations are giving due considerations to what is right, ethical and so on. Earlier the companies were reluctant to practise the ethical culture as they were afraid that the employees would become hostile and apathetic in nature and would not perform well.
- The company must also decide whether their officials can pay bribes in the foreign countries, where this is treated as a common practise in the foreign country irrespective of the fact that, it is unethical or illegal in the home country.
- Thus, the ethical values and the rules and norms form an important part of an organization's culture, as they help in analyzing the way the managers will control the situations and make decisions.

4. Define Organization culture.

Ans :

“Organisational culture is the set of assumptions, beliefs, values, and norms that are shared by an organisation's members.”

Thus, organisational culture is a set of characteristics that are commonly shared by people in the organisation. Such characteristics may be in the form

of assumptions, beliefs, values, and norms which are known as abstract elements of the culture; or externally-oriented characteristics like products, buildings, dresses, etc. which are known as material elements of the culture. Vijay Sathe has exemplified some common things to demonstrate the components of organisational culture:

1. Shared things (e.g., the way people dress).
 2. Shared saying (e.g., let's go to work).
 3. Shared actions (e.g., a service-oriented approach).
 4. Shared feelings (e.g., hard work is not rewarded here).
-

5. What is organization climate.

Ans :

Meaning

All organisational theoreticians and researchers unanimously agree that a sound climate is extremely important for the ultimate achievement of organisational goals. Organisational climate, though abstract in concept, is normally associated with job performance and job satisfaction and morale of the employees. Climate is a commonly experienced phenomenon and often referred to by many expressions as atmosphere, environment and culture, etc. Each organisation is always unique and has its own traditions, methods of action, culture which in their totality comprise its climate for people.

Definition

According to James and Sells, "Organisational climate is a collective perception of the work environment by the individuals within a common system".

6. What are the causes of stress.

Ans :

The major causes of stress at work or in organization :

(i) Career Concern

If an employee feels that he is very much behind in the corporate ladder, then he may experience stress. If he seems that there are no opportunities for self-growth, he may experience stress. Hence, unfulfilled career expectations are the significant source of stress.

(ii) Role Ambiguity

It occurs when the person doesn't know what he is supposed to do, on the job. His tasks and responsibilities are not clear. The employee is not sure what he is expected to do. It creates confusion in the minds of the worker and results in stress.

(iii) Rotating Work Shifts

Stress may occur in those individuals who work on different work shifts. Employees may be expected to work on day shift for some days and then on the night shift. That may create problems in adjusting to the shift timings, and it can affect not only personal life but also family life of the employee.

7. Define counseling.

Ans :

Counseling is a two way process in which a counselor, usually a superior provides advice and assistance to his subordinates. There are many occasions when an employee feels the need for counseling. Performance Counseling means the help given by a superior to his subordinates in improving the latter's performance.

It is in effect a process of guiding a subordinate to adjust better with his work environment and to better understand others so that his dealings with them can be effective and purposeful. Employees counseling may be informal and informal. Informal Counseling takes place in day to day work relationships between a manager and his subordinates without any plan or schedule.

Formal Counseling involves a planned and systematic programme of advising and assisting employees by their subordinates and/or by professional counselor.

Counseling can be helpful in strengthening superior subordinate relationship. It improves communication and helps employees recognize their strengths and weaknesses and potential. Counseling also helps employees to prepare action plans for their own development. Thus, Counseling helps to solve employee problems and to prevent future problems. Its plays both curative and preventing roles.

Performance Counseling involves assisting the employee to understand his own performance, factors contributing to it, contributions of his own strengths and weaknesses, and assist him to identify extent to which he can influence the outcome of his work and thereby plan for improving his competence and performance.

8. State the objectives of counselling.

Ans :

- i) To identify development needs of subordi-nates and to draw systematic plan of action.
 - ii) To understand himself better to know his potential, strengths and weaknesses
 - iii) To gain an insight into the dynamics of his behavior by providing necessary feedback.
 - iv) To have better understanding of the environment in which he functions.
 - v) To increase his personal and interpersonal effectiveness by assisting him in analyzing his interpersonal competence.
 - vi) To prepare alternate action plans for improving his behavior and performance.
 - vii) To understand and solve personal problems through empathetic listening.
-

9. What is organizational change?

Ans :

Definition of Organizational Change

According to 'Jones', organizational change is defined as "the process by which organizations move from their present state to some desired future state to increase their effectiveness".

Sources and Forces of Change

The sources and forces of change maybe broadly categorized into,

1. Internal sources and forces of change and
2. External sources and forces of change.

1. Internal Sources and Forces of Change

The internal sources and forces of change are,

- (i) System dynamics
- (ii) Technological change
- (iii) Individual group expectations

- (iv) Person focussed change
- (v) Resource constraints
- (vi) Profitability issues
- (vii) Inadequacy of administrative processes.

2. External Sources and Forces of Change

The external sources and forces of change are,

- (i) Globalization and government policies.
 - (ii) Political factors.
 - (iii) Technological changes.
 - (iv) Changing customer needs and pre-ferences.
 - (v) Economic Factors.
-

10. Define communication.

Ans :

Meaning

The term communication is freely be behavioral theorists, management scholars and the general public. Despite the widespread use of the term, very few people have been able to come up with a precise definition of it.

Definition

- i) **According to Newman and Summer**, Communication as “an exchange of facts, ideas, opinions or emotions by two or more persons.”
 - ii) **According to Bellows, Gilson and Odirone**, Communication as “a communication by words, letters, symbols, or messages, and as a way that one organization member shares meaning with another.
 - iii) **According to L.A. Allen**, Communication is “the sum of all things, one person does when he wants to create an understanding in the mind of another. It involves a systematic and continuous understanding.
 - iv) **According to Koontz and O'Donnel**, Communication may be understood “as the exchange of information at least between two persons with a view of create an understanding in the mind of the other, whether or not it gives rise to conflict.
-

11. Define organizational behaviour modification.

Ans :

Meaning

Modern behaviourists lay great emphasis on operant conditioning for moulding behaviour of individuals and motivating them. Behaviour modification, popularly known as OB MOD makes use of various reinforcements to influence the behaviour of individuals. OB Mod is derived and developed from the work of B.F. Skinner. This technique helps the managers in modifying or eliminating undesirable behaviour and replacing it with behaviour that is more compatible with goal attainment.

OB Mod in simple words can be defined as a technique for modifying the modifying or behaviour of the organisational members so that they are engaged in desirable undesirable behaviour and. replacing it with behaviour. It can be used for motivating the employees as well as for enhancing organisational effectiveness.

Definitions**i) According to Stephen P. Robbins**

“OB Mod is a programme where managers identify performance related employee behaviours and then implement an intervention strategy to strengthen desirable behaviour and weaken undesirable behaviours.”

ii) According to Schermerhorn, Hunt and Osborn

“OB Mod is the systematic reinforcement of desirable work behaviour and the non-reinforcement or punishment of unwanted work behaviour. It includes four basic reinforcement strategies. Positive reinforcement, negative reinforcement, punishment and extinction”.

12. Organizational development.

Ans :

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 organization's 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 an organization's effectiveness.

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 _____. [a or b]
(a) Feedback (b) Sender
(c) Power (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. _____ is a long-term proposition that must satisfy the members' needs and values and match the cultural requirements of the society.
2. _____ is a collective perception of the work environment by the individuals within a common system.
3. _____ is good when the situation offers an opportunity to a person to gain something.
4. _____ can be helpful in strengthening superior subordinate relationship.
5. _____ is defined as "the process by which organizations move from their present state to some desired future state to increase their effectiveness".
6. The term _____ refers to an alteration in a system whether physical, biological, or social.
7. _____ means that what has been learned is integrated into actual practice.
8. _____ as an exchange of facts, ideas, opinions or emotions by two or more persons.
9. A _____ is generally defined as organization that practices organizational learning.
10. _____ means what individual members do in the organization.

ANSWERS

1. Organisational Culture
2. Organisational Climate
3. Stress
4. Counseling
5. Organizational Change
6. Change
7. Refreezing
8. Communication
9. Learning Organization
10. Behaviour

FACULTY OF MANAGEMENT
MBA I-Semester (CBCS) Examination
MODEL PAPER - I
MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

PART - A (5 × 4 = 20 Marks)

(Short Answer Type)

Note : Answer **All** the questions in not more than one page each

ANSWERS

- | | | |
|----|---------------------------|---------------------|
| 1. | Typology | (Unit - I, SQA-7) |
| 2. | Organizational Design | (Unit - II, SQA-2) |
| 3. | Johari Window | (Unit - III, SQA-4) |
| 4. | What is group dynamics? | (Unit - IV, SQA-2) |
| 5. | Define stress management. | (Unit - V, SQA-2) |

PART - B (5 × 12 = 60 Marks)

(Essay Answer Type)

Note : Answer **All** the questions by using internal choice in not exceeding four pages each

- | | | |
|-----|--|------------------------|
| 6. | (a) Explain the various functions of Management. | (Unit - I, Q.No.7) |
| | OR | |
| | (b) Comment on Hawthorne experiments and their outcomes. | (Unit - I, Q.No. 18) |
| 7. | (a) What are the main approaches to organization structure. | (Unit - II, Q.No.6) |
| | OR | |
| | (b) Explain about Open and closed models of decision making. | (Unit - II, Q.No.11) |
| 8. | (a) Define Organizational Behaviour. Explain the Nature of Organization behaviour. | (Unit - III, Q.No. 2) |
| | OR | |
| | (b) Explain the concept of Kelly's Theory. | (Unit - III, Q.No. 17) |
| 9. | (a) What are the Reasons Sources of Conflict? | (Unit - IV, Q.No. 16) |
| | OR | |
| | (b) Describe the Path-Goal theory of leadership. | (Unit - IV, Q.No. 32) |
| 10. | (a) Explain about Resistance to Change and Strategies. | (Unit - V, Q.No. 27) |
| | OR | |
| | (b) Discuss the Barriers to Communi-cations. | (Unit - V, Q.No. 37) |

FACULTY OF MANAGEMENT
MBA I-Semester (CBCS) Examination
MODEL PAPER - II
MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

PART - A (5 × 4 = 20 Marks)

(Short Answer Type)

Note : Answer **All** the questions in not more than one page each

ANSWERS

- | | | |
|----|--|-----------------------|
| 1. | Scientific Management. | (Unit - I, SQA-15) |
| 2. | Divisional structure | (Unit - II, SQA-7) |
| 3. | Transactional Analysis | (Unit - III, Q.No. 2) |
| 4. | What is group formation. | (Unit - IV, SQA-4) |
| 5. | What are the factors influencing organizational culture. | (Unit - V, SQA-3) |

PART - B (5 × 12 = 60 Marks)

(Essay Answer Type)

Note : Answer **All** the questions by using internal choice in not exceeding four pages each

- | | | |
|-----|--|------------------------|
| 6. | (a) State and explain management typology. | (Unit - I, Q.No.9) |
| | OR | |
| | (b) What are the modern management principles advocated by Henry fayol? | (Unit - I, Q.No. 19) |
| 7. | (a) What is decision-making? Explain the characteristics of decision making. | (Unit - II, Q.No. 7) |
| | OR | |
| | (b) Define quality of work life. State the principles of QWL. | (Unit - II, Q.No. 14) |
| 8. | (a) Discuss the various types of personalities. | (Unit - III, Q.No. 8) |
| | OR | |
| | (b) Explain in detail about Victor Vroom's theory of motivation. | (Unit - III, Q.No. 34) |
| 9. | (a) What are the different types of Leader-ship Styles ? | (Unit - IV, Q.No. 28) |
| | OR | |
| | (b) Explain in detail about Managerial grid. | (Unit - IV, Q.No. 31) |
| 10. | (a) Discuss about Emerging Aspects in Organisation Behaviour. | (Unit - V, Q.No. 1) |
| | OR | |
| | (b) Discuss the factors responsible for creation of stress in employees. | (Unit - V, Q.No. 16) |

FACULTY OF MANAGEMENT

MBA I-Semester (CBCS) Examination

MODEL PAPER - III

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

PART - A (5 × 4 = 20 Marks)

(Short Answer Type)

Note : Answer **All** the questions in not more than one page each**ANSWERS**

1. System Approach (Unit - I, SQA-11)
2. Decision-making under Uncertainty (Unit - II, SQA-10)
3. Define perception. (Unit - III, SQA- 7)
4. Hersey and Blanchard Model. (Unit - IV, SQA- 1)
5. Define Organization culture. (Unit - V, SQA-4)

PART - B (5 × 12 = 60 Marks)

(Essay Answer Type)

Note : Answer **All** the questions by using internal choice in not exceeding four pages each

6. (a) Explain the importance of Management. (Unit - I, Q.No.5)
OR
(b) Briefly explain the Principles of Scientific Management. (Unit - I, Q.No. 22)
7. (a) Explain the emerging organizational architectures. (Unit - II, Q.No.23)
OR
(b) Define Quality circle. Explain the objectives of quality circles. (Unit - II, Q.No.19)
8. (a) Describe the concept of MBTI inventory. (Unit - III, Q.No. 10)
OR
(b) Explain Maslow's theories of motivation. (Unit - III, Q.No. 30)
9. (a) Write about Trait Approach to Leader-ship. (Unit - IV, Q.No. 29)
OR
(b) Write about Hersey and Blanchard Model of leadership. (Unit - IV, Q.No.34)
10. (a) Explain the process of change? (Unit - V, Q.No. 25)
OR
(b) Define organization development? State the features of organization development. (Unit - V, Q.No. 28)

FACULTY OF MANAGEMENT
MBA I-Semester (CBCS) Examination

August - 2021

MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

Time: 2 Hours

Max. Marks: 80

PART - A (4 × 5 = 20 Marks)

Note: Answer any four questions

ANSWERS

1. Write a note on 3D model of management behaviour. (Unit - I, SQA-1)
2. Explain the terms 'Authority' and 'Responsibility' with examples. (Out of Syllabus)
3. Explain the meaning and importance of psychological contract. (Out of Syllabus)
4. Narrate 'Hersey and Blanchard model of leadership'. (Unit - IV, SQA-1)
5. Discuss the process of change management. (Unit - V, SQA-1)

PART - B (4 × 15 = 60 Marks)

Note: Answer any four questions.

6. "Management is an essential component of all social organizations and it is to found everywhere as a distinct, separate and dominant activity" - In wake of this statement, explain the importance of management. (Unit - I, Q.No. 5)
7. Write a note on the following:
 - (i) Scientific and modern management. (Unit - I, Q.No. 21, 19)
 - (ii) Hawthorne experiments. (Unit - I, Q.No. 18)
8. Define 'Decision-making'. Enumerate open and closed models of Decision-making. (Unit - II, Q.No. 7, 11)
9. Explain the concepts of centralization and decentralization and also the factors influencing them. (Out of Syllabus)
10. Explain the Big-5 model of personality traits. Also explain Kelly's personal construct theory. (Unit - III, Q.No. 9, 17)
11. Present a comparison between Maslow's Needs Hierarchy theory and Herzberg's two factor theory. (Unit - III, Q.No. 32)
12. Elaborate the autocratic, collegial and systems models of organizational behaviour. (Out of Syllabus)

13. Explain the Trait theory and Vroom's Decision Tree Approach of leadership. (Unit - IV, Q.No. 33, 29)
14. Discuss the factors responsible for creation of stress in employees. Suggest measures to manage stress. (Unit - V, Q.No. 16)
15. What is 'organization development'? Bring out various interventions of OD. (Unit - V, Q.No. 28, 33)

Rahul Publications

FACULTY OF MANAGEMENT

MBA I-Semester (CBCS) Examination

October - 2020

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 2 Hours]

[Max. Marks: 80

PART - A (4 × 5 = 20 Marks)

ANSWERS**Note:** Answer any four questions.

- | | |
|-----------------------------|----------------------|
| 1. Individual Behavior | (Unit - III, SQA-12) |
| 2. Job Enrichment | (Out of Syllabus) |
| 3. High Performance Systems | (Out of Syllabus) |
| 4. Classical Conditioning | (Unit - III, SQA-1) |
| 5. Matrix Structure. | (Unit - II, SQA-1) |

PART - B (4 × 15 = 60 Marks)

Note: Answer any four questions.

- | | |
|--|--------------------------------|
| 6. Discuss the major functions of management. | (Unit - I, Q.No. 7) |
| 7. Discuss the concept of centralization and decentralization with its merits and demerits. | (Out of Syllabus) |
| 8. Giving examples discuss in which conditions either of them is appropriate or inappropriate. | (Out of Syllabus) |
| 9. What are the essentials of an effective control system? Discuss with examples. | (Out of Syllabus) |
| 10. Discuss in detail the Johari window. | (Unit - III, Q.No. 25) |
| 11. What is the concept of Motivation? Discuss any two theories of motivation with merits and demerits. | (Unit - III, Q.No. 27, 30, 31) |
| 12. Explain about intrapersonal and interpersonal conflicts with examples. | (Unit - IV, Q.No. 19) |
| 13. Discuss the path-goal theory with examples. | (Unit - IV, Q.No. 32) |
| 14. Briefly discuss stress management and importance of counselling. | (Unit - V, Q.No.14, 22) |
| 15. What is change? Why employees resist change and in such circumstances what approaches are effective in managing organizational change? | (Unit - V, Q.No.24, 27) |

FACULTY OF MANAGEMENT

MBA I-Semester (CBCS) Examination

January - 2020

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

PART - A (5 × 4 = 20 Marks)

ANSWERS**Note: Answer all the questions in not more than one page each**

1. Operational planning and strategic planning (Out of Syllabus)
2. Power Vs Politics and human behaviour (Out of Syllabus)
3. Characteristics of an effective team and Team Vs. Group. (Unit - IV, SQA-11)
4. Line, staff and functional managers (Unit - II, SQA-5)
5. Human Engineering. (Out of Syllabus)

PART - B (5 × 12 = 60 Marks)

(Essay Answer Type)

Note: Answer all the questions by using internal choice in not exceeding four pages each

6. (a) Explain 14 principles of management as suggested by Henry Fayol. (Unit - I, Q.No. 19)
OR
(b) State and explain Hawthorne's experiments. (Unit - I, Q.No. 18)
7. (a) Explain and discuss about Authority, Responsibility and Bureaucracy. (Out of Syllabus)
OR
(b) Differentiate among Centralization, Decentralization and Re-centralization. (Out of Syllabus)
8. (a) What is perception? Why do perceptual problems arise in organization? (Out of Syllabus)
OR
(b) Discuss the organizationally relevant personality traits. (Unit - III, Q.No. 8)
9. (a) What is OB and what are the levels of OB? (Unit - III, Q.No. 2, 5)
OR
(b) Brief about Hersey and Blanchard model of leadership and identify its applications and limitations. (Unit - IV, Q.No. 34)
10. (a) Define communication. Elaborate the process of communication in corporate context. (Unit - V, Q.No.34, 35)
OR
(b) Write an essay on organizational design. (Unit - II, Q.No. 1)

FACULTY OF MANAGEMENT

MBA I-Semester (CBCS) Examination

July / August - 2019

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

Note: Answer All the Questions from Part-A and Part-B Each question carries 4 marks in Part-A and 12 marks in Part-B

PART - A (5 × 4 = 20 Marks)**ANSWERS**

1. Explain:
 - (i) Peter's Principle
 - (ii) Parkinson's Law. (Out of Syllabus)
2. Explain the limitations of Planning. (Out of Syllabus)
3. Explain Perceptual Process. (Unit - III, SQA-3)
4. Transactional Analysis. (Unit - III, SQA-2)
5. What is Organization Development? (Unit - V, SQA-12)

PART - B (5 × 12 = 60 Marks)**(Essay Answer Type)**

6. (a) What is MBO? Explain the advantages and limitations of MBO. (Out of Syllabus)
OR
(b) Explain the main approaches to organization structure. (Unit - II, Q.No. 6)
7. (a) What is Decision Making? Discuss the open and closed models of decision making. (Unit - II, Q.No. 7, 11)
OR
(b) "Bureaucracy is neither bad nor good; it is only a type of rational structure of organizations". Critically examine the statement. (Out of Syllabus)
8. (a) Explain the factors influencing perception. (Unit - III, Q.No. 13)
OR
(b) What is Motivation? Compare and contrast any two process theories of motivation. (Unit - III, Q.No. 27, 39)
9. (a) Explain any three models of organizational behaviour. (Out of Syllabus)
OR
(b) "Leadership is situational". Explain. (Unit - IV, Q.No. 32)
10. (a) Explain how organization culture is developed and sustained with the help of suitable examples. (Unit - V, Q.No. 5)
OR
(b) Describe the communication process and discuss the barriers to communication. (Unit - V, Q.No. 35, 37)

FACULTY OF MANAGEMENT

MBA I-Semester (CBCS) Examination

December - 2018

MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Time: 3 Hours]

[Max. Marks: 80

PART - A (5 × 4 = 20 Marks)

Note : Answer **All** the questions in not more than one page eachANSWERS

1. Parkinson's Law (Out of Syllabus)
2. Types of Steps in Planning (Out of Syllabus)
3. Johari Window (Unit - III, SQA-4)
4. Goal Theory (Unit - III, SQA-5)
5. Stress Management (Unit - V, SQA-2)

PART - B (5 × 12 = 60 Marks)

(Essay Answer Type)

Note : Answer **All** the questions by using internal choice in not exceeding four pages each

6. (a) What are the approaches to organization structure management?
Explain about human relations approach. (Unit - I, Q.No. 11, 14)
OR
(b) Define management and explain about functions of management. (Unit - I, Q.No. 1, 7)
7. (a) Define decision making. Differentiate between open and closed models of decision making. (Unit - II, Q.No. 7, 12)
OR
(b) What are the types and steps in planning? Explain in detail. (Out of Syllabus)
8. (a) Discuss about the different content theories of motivation and explain about Maslow's need hierarchy theory. (Unit - III, Q.No. 32, 30)
OR
(b) Elaborate about Goal theory and Equity theory of motivation. (Unit - III, Q.No. 35, 37)
9. (a) List out different models of OB and discuss in detail. (Out of Syllabus)
OR
(b) Brief about Vroom's Decision Tree approach to leadership. (Unit - IV, Q.No. 33)
10. (a) What is organizational change? What are the common 'sources' and 'forces' of change in organization? (Unit - V, Q.No. 24)
OR
(b) Explain about the emerging aspects of organizational behaviour. (Unit - V, Q.No. 1)

FACULTY OF MANAGEMENT
M.B.A I - Semester (CBCS) Examination

July - 2018

MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

PART - A (5 × 4 = 20 Marks)

[Short Answer type]

ANSWERS

- | | |
|---|---------------------|
| 1. Explain the reasons for conflict between line and staff. | (Unit - IV, SQA-12) |
| 2. Centralization Vs. Decentralization | (Out of Syllabus) |
| 3. Explain Attribution Theory | (Unit - III, SQA-6) |
| 4. Johari window | (Unit - III, SQA-4) |
| 5. Determinants of organization culture. | (Unit - V, SQA-3) |

PART - B (5 × 12 = 60 Marks)

[Essay Answer type]

- | | |
|---|----------------------------|
| 6. (a) Describe the management process. | (Unit - I, Q.No. 6) |
| OR | |
| (b) Explain Hawthorn experiment, in detail. | (Unit - I, Q.No. 18) |
| 7. (a) Explain the approaches to decision making. | (Out of Syllabus) |
| OR | |
| (b) Failure to plan is planning to fail'. Explain with examples. | (Out of Syllabus) |
| 8. (a) Describe the process of perception. | (Unit - III, Q.No. 12) |
| OR | |
| (b) Discuss any two of the content theories of motivation. | (Unit - III, Q.No. 30, 31) |
| 9. (a) Define conflict. Explain the causes and consequences of conflict. | (Unit - IV, Q.No. 14, 16) |
| OR | |
| (b) Discuss any two theories of leadership. | (Unit - IV, Q.No. 30) |
| 10. (a) What is organization climate? Explain the factors affecting organization culture. | (Unit - V, Q.No. 9, 3) |
| OR | |
| (b) Why do people resist change? Suggest ways and means to manage change. | (Unit - V, Q.No. 27) |

FACULTY OF MANAGEMENT**M.B.A I - Semester (CBCS) Examination****May / June - 2018****MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR**

Time : 3 Hours]

[Max. Marks : 80

PART - A (5 × 4 = 20 Marks)**[Short Answer type]****ANSWERS**

- | | |
|---------------------------------|---------------------|
| 1. Human Engineering | (Out of Syllabus) |
| 2. Authority and Responsibility | (Out of Syllabus) |
| 3. Perception | (Unit - III, SQA-7) |
| 4. Group Dynamics | (Unit - IV, SQA-2) |
| 5. Organisation Design | (Unit - II, SQA-2) |

PART - B (5 × 12 = 60 Marks)**[Essay Answer type]**

- | | |
|--|----------------------------|
| 6. (a) What is management? Explain the functions of management. | (Unit - I, Q.No. 1, 7) |
| OR | |
| (b) Define the term organizational behaviour (OB) and discuss various levels of OB and its importance. | (Unit - III, Q.No. 2, 5) |
| 7. (a) What is Planning? Explain the steps in Planning. | (Out of Syllabus) |
| OR | |
| (b) Distinguish between Authority and Responsibility. | (Out of Syllabus) |
| 8. (a) Define motivation. Explain the Maslow's theory of Motivation. | (Unit - III, Q.No. 27, 30) |
| OR | |
| (b) Explain the equity theory of motivation. | (Unit - III, Q.No. 37) |
| 9. (a) Explain the theory of managerial Grid approach of leadership. | (Unit - IV, Q.No. 31) |
| OR | |
| (b) Explain different models of organization behaviour. | (Out of Syllabus) |
| 10. (a) What is organization climate? Explain emerging aspects of organizational behaviour. | (Unit - V, Q.No. 9, 1) |
| OR | |
| (b) Discuss the impact of technology on organizational design. | (Unit - II, Q.No. 4) |

FACULTY OF MANAGEMENT
M.B.A I - Semester (CBCS) Examination

January - 2018

MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

Time : 3 Hours]

[Max. Marks : 80

Note : Answer All the Questions

PART - A (5 × 4 = 20 Marks)

[Short Answer type]

ANSWERS

- | | | |
|----|-------------------------------|---------------------|
| 1. | MBWA | (Out of Syllabus) |
| 2. | Open Model of decision making | (Unit - II, SQA-3) |
| 3. | Personality Trait | (Unit - III, SQA-8) |
| 4. | Transitional analysis | (Unit - III, SQA-2) |
| 5. | Organization culture. | (Unit - V, SQA-4) |

PART - B (5 × 12 = 60 Marks)

[Essay Answer type]

- | | | |
|-----|--|---------------------------|
| 6. | (a) What is Scientific Management? Discuss the principles of Scientific Management. | (Unit - I, Q.No. 21, 22) |
| | OR | |
| | (b) Explain 3D model of Managerial Behaviour. | (Unit - I, Q.No. 10) |
| 7. | (a) Explain the process of Decision Making. | (Out of Syllabus) |
| | OR | |
| | (b) Distinguish between Centralization and Decentralization. | (Out of Syllabus) |
| 8. | (a) How does Herzberg's Two factor theory help managers motivate employees. | (Unit - III, Q.No. 31) |
| | OR | |
| | (b) Discuss different process theories of Motivation. To what extent are these theories applicable in actual practice? | (Unit - III, Q.No. 39) |
| 9. | (a) What is Conflict? Discuss various modes of Management of conflict. | (Unit - IV, Q.No. 14, 17) |
| | OR | |
| | (b) What is Leadership? Explain the various styles of leadership. | (Unit - IV, Q.No. 24, 28) |
| 10. | (a) Define organization culture. Explain the various ways in which organizational culture is created and sustained. | (Unit - V, Q.No. 2, 5) |
| | OR | |
| | (b) Explain the concept 'Management of Change'. Elaborate the various causes for resistance to change. | (Unit - V, Q.No. 23, 27) |

FACULTY OF MANAGEMENT**M.B.A I - Semester (CBCS) Examination****July / August - 2017****MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR**

Time : 3 Hours]

[Max. Marks : 80

Note : Answer all the questions from Part-A and Part-B.

Each question carries 4 marks in Part-A and 12 marks in Part-B.

PART - A (5 × 4 = 20 Marks)**ANSWERS**

1. Reddin's MBO (Out of Syllabus)
2. Peter's principle (Out of Syllabus)
3. Learning organizations (Unit - II, SQA-6)
4. Closed model of decision making? (Unit - II, SQA-4)
5. Reinforcement (Unit - III, SQA-9)

PART - B (5 × 12 = 60 Marks)**[Essay Answer type]**

6. (a) Define management? Explain the functions and process involved in management? (Unit - I, Q.No. 1, 6, 7)
OR
(b) Describe the 3D-model or managerial behaviour? (Unit - I, Q.No. 10)
7. (a) What are advantages & disadvantages of open models of decision making? (Unit - II, Q.No. 13)
(b) Evaluate the significance and involved in planning? (Out of Syllabus)
8. (a) Define motivation, critically evaluate Victor room's motivational force formula. (Unit - III, Q.No. 27, 34)
OR
(b) Critically evaluate MBTI - model of personality? (Unit - III, Q.No. 10)
9. (a) Identify the reasons for arising conflicts among groups in a large scale organizations. (Unit - IV, Q.No. 16)
OR
(b) Examine in detail about Hersey-Blanchard approach to leadership. (Unit - IV, Q.No. 34)
10. (a) What is meant by stress? Write about stress management techniques (Unit - V, Q.No. 14, 17)
OR
(b) Distinguish organizational where from organizational climate? (Unit - V, Q.No. 17)

FACULTY OF MANAGEMENT**M.B.A I - Semester Examination****February - 2017****MANAGEMENT AND ORGANIZATION BEHAVIOUR**

Time : 3 Hours]

[Max. Marks : 80

Note : Answer all the questions from Part-A and Part-B.

Each question carries 4 marks in Part-A and 12 marks in Part-B.

PART - A (5 × 4 = 20 Marks)**ANSWERS**

- | | | |
|----|-------------------------------|----------------------|
| 1. | Signal Detection Theory | (Unit - III, SQA-11) |
| 2. | Management by Output | (Out of Syllabus) |
| 3. | Motivational Force Formula | (Unit - III, SQA-10) |
| 4. | Human Engineering | (Out of Syllabus) |
| 5. | Open Model of Decision Making | (Unit - II, SQA-3) |

PART - B (5 × 12 = 60 Marks)**[Essay Answer type]**

- | | | |
|-----|--|--------------------------|
| 6. | (a) What do you understand by the concept of management ?
Explain about various functions of management. | (Unit - I, Q.No. 1, 7) |
| | OR | |
| | (b) Discuss the contribution of Hawthorne's experiment to organization behaviour. | (Unit - I, Q.No. 18) |
| 7. | (a) Describe decision tree method in decision making. | (Unit - IV, Q.No. 33) |
| | OR | |
| | (b) What is decentralization ? Distinguish between centralization and decentralization. | (Out of Syllabus) |
| 8. | (a) Critically examine Kelly's personal construct theory with its limitations. | (Unit - III, Q.No. 17) |
| | OR | |
| | (b) Discuss Edward Lawler's criticism of expectancy theory. | (Unit - III, Q.No. 36) |
| 9. | (a) What is meant by Ringleman effect ? Briefly write about the reasons for arising conflicts among groups. | (Unit - IV, Q.No. 16) |
| | OR | |
| | (b) Write in detail about path goal theory of leadership. | (Unit - IV, Q.No. 32) |
| 10. | (a) Explain the emerging aspects of OB with latest corporate examples. | (Unit - V, Q.No. 1) |
| | OR | |
| | (b) What do you mean by stress ? Identify the reasons for stress and suggest measures to prevent or reduce stress. | (Unit - V, Q.No. 14, 17) |