Biyani Institute of Science and Management
I Internal Examination 2019-20
MBA (III Semester)
Subject- Leadership Skills and Change Management (M 332)

Time: 1.30 Hrs.   **Set: B**   **MM: 30**

[I] Subjective Questions (Attempt any two questions)   **(2*10=20)**

1) Write Short note on :

A. Leadership and Management

Ans: **Leadership** is a quality of influencing people, so that the objectives are attained willingly and enthusiastically. It is not exactly same as management, as leadership is one of the major element of management. **Management** is a discipline of managing things in the best possible manner. It is the art or skill of getting the work done through and with others. It can be found in all the fields, like education, hospitality, sports, offices etc.

Management	Leadership
1. Implementing tactical actions 2. Detailed budgeting 3. Measuring and reporting performance 4. Applying rules and policies 5. Implementing disciplinary rules 6. Organizing people and tasks within structures 7. Recruiting people for jobs 8. Checking and managing ethics and morals 9. Developing people 10. Problem-solving 11. Planning 12. Improving productivity and efficiency 13. Motivating and encouraging others 14. Delegating and training	1. Creating new visions and aims 2. Establishing organizational financial targets 3. Deciding what needs measuring and reporting 4. Making new rules and policies 5. Making disciplinary rules 6. Deciding structures, hierarchies and workgroups 7. Creating new job roles 8. Establishing ethical and moral positions 9. Developing the organization 10. Problem-anticipation 11. Visualising 12. Conceiving new opportunities 13. Inspiring and empowering others 14. Planning and organizing succession, and... 15. All management responsibilities, including all listed left, (which mostly and typically are delegated to others) ideally aid motivation and people-development

B. Transformational leader and Transactional leader

Ans:

BASIS FOR COMPARISON	TRANSACTIONAL LEADERSHIP	TRANSFORMATIONAL LEADERSHIP
Meaning	A leadership style that employs rewards and punishments for motivating followers is Transactional Leadership.	A leadership style in which the leader employs charisma and enthusiasm to inspire his followers is Transformational Leadership.
Concept	Leader lays emphasis on his relation with followers.	Leader lays emphasis on the values, ideals, morals and needs of the followers.
Nature	Reactive	Proactive
Best suited for	Settled Environment	Turbulent Environment
Works for	Developing the existing organizational culture.	Changing the existing organizational culture.
Style	Bureaucratic	Charismatic
How many leaders are there in a group?	Only one	More than One
Focused on	Planning and Execution	Innovation
Motivational tool	Attracting followers by putting their own self interest in the first place.	Stimulating followers by setting group interest as a priority.

2) Explain Managerial Grid Theory.

Ans:

the Managerial Grid, or Leadership Grid, it was developed in the early 1960s by management theorists Robert Blake and Jane Mouton. It plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce.

Understanding the Model

The Blake Mouton Managerial Grid is based on two behavioral dimensions:

- **Concern for People:** this is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.

- **Concern for Results:** this is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Blake and Mouton defined five leadership styles based on these, as illustrated in the diagram below.

The Leadership Grid® figure from **"Leadership Dilemmas – Grid Solutions,"** by Robert R. Blake and Anne Adams McCanse (formerly the Managerial Grid by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, Copyright 1991 by Grid International, Inc.

Let's take a look at each quadrant in detail.

Impoverished Management – Low Results/Low People

The Impoverished or "indifferent" manager is mostly ineffective. With a low regard for creating systems that get the job done, and with little interest in creating a satisfying or **motivating team environment** , his results are inevitably disorganization, dissatisfaction and disharmony.

Produce-or-Perish Management – High Results/Low People

Also known as "authoritarian" or "authority-compliance" managers, people in this category believe that their team members are simply a means to an end. The team's needs are always secondary to its productivity.

This type of manager is autocratic, has strict work rules, policies and procedures, and can view punishment as an effective way of motivating team members. This approach can drive impressive production results at first, but low team morale and motivation will ultimately affect people's performance, and this type of leader will struggle to retain high performers.

She probably adheres to the Theory X approach to motivation, which assumes that employees are naturally unmotivated and dislike working. A manager who believes people are self-motivated and happy to work is said to follow Theory Y. You can learn more about these theories in our article, **Theory X and Theory Y** .

Middle-of-the-Road Management – Medium Results/Medium People

A Middle-of-the-Road or "status quo" manager tries to balance results and people, but this strategy is not as effective as it may sound. Through continual compromise, he fails to inspire high performance and also fails to meet people's needs fully. The result is that his team will likely deliver only mediocre performance.

Country Club Management – High People/Low Results

The Country Club or "accommodating" style of manager is most concerned about her team members' needs and feelings. She assumes that, as long as they are **happy** and secure, they will work hard.

What tends to be the result is a work environment that is very relaxed and fun, but where productivity suffers because there is a lack of direction and control.

Team Management – High Production/High People

According to the Blake Mouton model, Team management is the most effective leadership style. It reflects a leader who is passionate about his work and who does the best he can for the people he works with.

Team or "sound" managers commit to their organization's goals and mission, motivate the people who report to them, and work hard to get people to stretch themselves to deliver great results. But, at the same time, they're inspiring figures who look after their teams. Someone led by a Team manager feels respected and empowered, and is committed to achieving her goals.

Team managers prioritize both the organization's production needs and their people's needs. They do this by making sure that their team members understand the **organization's purpose** , and by involving them in determining production needs.
When people are committed to, and have a stake in, the organization's success, their needs and production needs coincide. This creates an environment based on trust and respect, which leads to high satisfaction, motivation and excellent results. Team managers likely adopt the Theory Y approach to motivation, as we mentioned above.

Note:
Blake and his colleagues added two more leadership styles after Mouton's death in 1987, although neither appears on the grid itself, for the reasons explained below.
•   Paternalistic Management. A Paternalistic manager will jump between the Country Club and Produce-or-Perish styles. This type of leader can be supportive and encouraging, but will also guard his or her own position – and paternalistic managers don't appreciate anyone questioning the way they think.
•   Opportunistic Management. This doesn't appear on the grid because this style can show up anywhere within it. Opportunistic managers place their own needs first, shifting around the grid to adopt whichever style will benefit them. They will manipulate and take advantage of others to get what they want.

3) What are the various types of leadership skills. Briefly explain Persuasive skills

Ans: 1. Autocratic Leadership

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates.

They reach decisions, communicate them to subordinates and expect prompt implementation. An autocratic work environment normally has little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership.

Some of the leaders that display this kind of leadership include: Albert J. Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization), among others.
Steve Jobs is another leader who was famous for using fear to inspire people to get their work done. This leadership style can obviously stifle the leader's subordinates, but can also be useful in a crisis when important decisions need to be made without delay. You can read leadership quotes by Steve Jobs and many other visionary leaders.

2. Democratic Leadership

In this leadership style, subordinates are involved in making decisions. Unlike the autocratic style, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects.

The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred styles of leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

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George Washington was a leader who was famous for his democratic focus. Medical and high-tech industries fit well with a democratic leadership style because they require a high amount of collaboration to function.

3. Strategic Leadership Style

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. This style is geared to a wider audience at all levels who want to create a high performance life, team or organization.

The strategic leader fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits. Effective strategic leadership delivers the goods in terms of what an organization naturally expects from its leadership in times of change. 55% of this leadership normally involves strategic thinking.

Sports is clearly an area where we can observe many leadership styles, and one in which strategy is crucial. Hockey player and coach Wayne Gretzky is well-known for his skill in strategizing.

Strategic leaders anticipate future needs and make decisions in the present to meet those needs. Gretzky famously said, "'I skate to where the puck is going to be, not where it has been."

4. Transformational Leadership

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others.

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve a higher performance.

Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers.

William Edwards Deming, a statistician and engineer, is a leader who saw the best way certain systems could operate and taught those under him how to accomplish these goals.

5. Team Leadership

Team leadership involves the creation of a vivid picture of a team's future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

Team leadership is about working with the hearts and minds of all those involved. It also recognizes that teamwork may not always involve trusting cooperative relationships.

The most challenging aspect of this leadership is whether or not it will succeed. According to Harvard Business Review, team leadership may fail because of poor leadership qualities, as well as other challenges. For example, an airline flight crew would be much more efficient if the team remained consistent.

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Studies have shown that teams that have worked together for a long period of time are more effective than those that have not. But because keeping a flight crew together would be expensive, crews change their members all the time. Situations such as this are just one example of the challenges teams face.

6. Cross-Cultural Leadership

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front-runners who work in the contemporary globalized market.

Organizations, particularly international ones, require leaders who can effectively adjust their leadership to work in different environs. Most of the leadership environments in the United States are cross-cultural because of the different cultures that live and work there.

One example of a cross-cultural leader in sports is quarterback and Heisman Trophy winner Mariota Marcus. His Hawaiian background caused him to be an unpretentious player, in contrast to being a more aggressive one, yet he was still successful.

7. Facilitative Leadership

Facilitative leadership is dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

On the other hand, if the group is low functioning, the facilitative leader will be more directive in helping the group run its process. An effective facilitative leadership involves monitoring group dynamics, as well as offering process suggestions and interventions to help the group stay on track.

8. Laissez-faire Leadership

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

But to a certain extent, delegating is necessary. Famous historical projects led by laissez-faire leaders include the building of the Panama Canal and the Hoover Dam. With both projects, the presidents involved had to delegate many responsibilities in order to succeed.

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Completion of Panama Canal in 1904 was a complicated feat. This was only made possible when American President of that time Theodore Roosevelt decided to lead this project. The successful completion of Panama Canal is an engineering marvel, because of its geographical location it came across several road blocks and incidents, but all hurdles were overcome as authority was correctly delegated to professionals.

9. Transactional Leadership

This is a leadership style that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Transactional leadership can sound rather basic, with its focus on exchange.

Being clear, focusing on expectations, giving feedback are all important leadership skills. Transactional leadership behaviors can include: clarifying what is expected of followers' performance, explaining how to meet such expectations, and allocating rewards that are contingent on meeting objectives.

10. Coaching Leadership

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in settings where results/performance require improvement.

Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

Some examples of people who have led through coaching are tennis coach Nick Bollettieri and dog behaviorist Cesar Milan.

11. Charismatic Leadership

In this type of leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

Therefore, charismatic leaders are not merely a simply populist leaders who affect attitudes towards specific objects. Rather, these leaders transform the underlying normative orientation that structures specific attitudes.

Charismatic leaders tend to have powerful personalities and attract huge followings. Examples of such leaders are Barak Obama and Oprah Winfrey.

12. Visionary Leadership

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.

Most great and successful leaders have some sort of vision for where they are going. However, there are those who are highly visionary in their leadership.

Examples of leaders who had powerful and inspirational visions include Nelson Mandela and Dr. Martin Luther King Jr. Outstanding leaders will always transform their visions into realities.

[II]Case Study – Compulsory (1*10=10)

THE ELECTRONIC STORE .
Case Description.

The writer was in search of a cleaner,he went to a store but he was not able to find any cleaner because there was miss management in the store.
So,the writer given his name & number in order that he may be contacted when the cleaner will be available. However several days passed, the writer didn't receive any phone call so he again went to the store for checking the availability,but the sales person of the store appeared to have forgotton to make calls.
Question : Find out the reason for the same with suitable solution.

Ans: Eight Cs for Team Building and effective leadership to improve productivity.

To show business results and profitability, ways are explored by the executives to improve their productivity.

Successful team building, that creates effective, focused work teams, requires attention to each of the following:

1. Clear Expectations:

The managers must clearly tell the team members of the expected performance and the team members must understand the reason for its creation. For it the organization must support the team with resources of people, time and money.

2. Commitment:

Team members must participate in the team, feel that the team mission is important, and show commitment to accomplishing the team mission and expected outcomes. Commitment will come if team members perceive their service as valuable to the organization and to their own careers.

3. Competence:

Team members must have the knowledge, skill and capabilities, the resources, strategies and support needed to accomplish its mission to address the issues for which the team was formed.

4. Control:

The team must have not only enough freedom and empowerment to feel the ownership necessary to accomplish its charter, but also the accountability. There
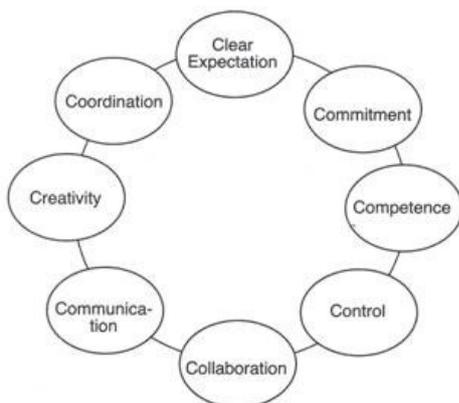

Figure 12.3: Effective Team

has to be a defined review process.

5. Collaboration:

The team should understand group processes and work effectively and cooperatively with other members of the team. For it they have to understand the roles and responsibilities of team members, team leaders, and team recorders.

6. Communication:

To make team members clear about the priority of their tasks, and receive regular feedback, team members must clearly and honestly with each other. Diverse opinions be welcome and conflicts be taken up positively.

7. Creativity:

The team should value creative thinking, unique solutions, and new ideas; and reward members who take reasonable risks to make improvements. If necessary, it should provide the training, education, access to books and films, and field trips to stimulate new thinking.

The creative development of new products, new technologies, new services, or new organizational structures is possible because teams may have variety of skills needed for successful innovation.

Team members can uncover each other's flaws and balance each other's strengths and weaknesses. Managers should empower the team and make it accountable for the innovation process.

8. Coordination:

Teams should understand the concept of internal customer to whom they provide a product or a service. Team efforts need to be coordinated by a central leadership team that assists the groups to obtain what they need for success.

The cross- functional and multi-department teams must work together effectively. The organization should develop a customer-focused and process-focused orientation and move away from traditional departmental thinking.

Spend time and attention on each of these eight tips to ensure your work teams contribute most effectively to your business success. Your team members would love you, your business will see new heights, and empowered people will "own" and be responsible to their work processes

Time: 1.30 Hrs. **Set: A** **MM: 30**

[I] Subjective Questions (Attempt any two questions) **(2*10=20)**

1) Discuss the term " Group Dynamics". Explain Structural dynamics of groups.

Ans: Group dynamics deals with the attitudes and behavioral patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.

Group dynamics is relevant to groups of all kinds – both formal and informal. If the UPA government has set up Group of Ministers for every governance issue, the Supreme Court of India has 27 Group of Judges committees overseeing all manner of non-judicial work in the apex court. In an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study.

What is A Group?

Every organization is a group unto itself. A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. In other words, a group is a collection of people who interact with one another; accept rights and obligations as members and who share a common identity.
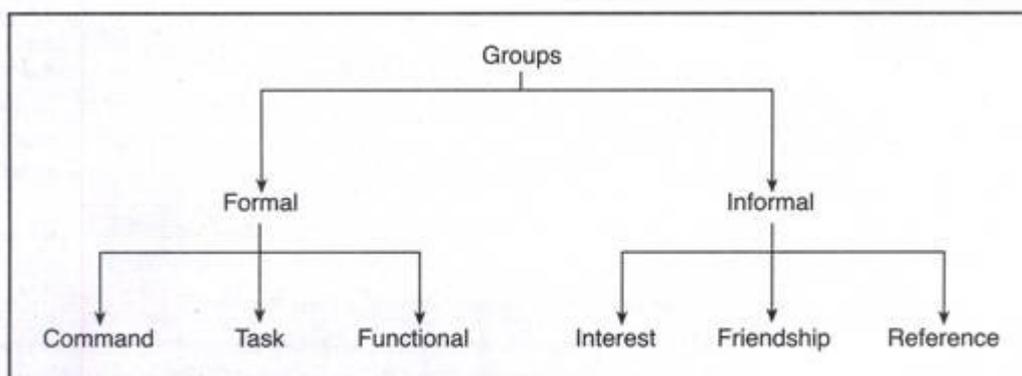
Figure 12.2 : Types of Groups

Factors Affecting Group Behaviour:

The success or failure of a group depends upon so many factors. Group member resources, structure (group size, group roles, group norms, and group cohesiveness), group processes (the communication, group decision making processes, power dynamics, conflicting interactions, etc.) and group tasks (complexity and interdependence).

1. Group Member Resources:

The members' knowledge, abilities, skills; and personality characteristics (sociability, self-reliance, and independence) are the resources the group members bring in with them. The success depends upon these resources as useful to the task.

2. Group Structure:

Group Size:

Group size can vary from 2 people to a very large number of people. Small groups of two to ten are thought to be more effective because each member has ample opportunity to take part and engage actively in the group. Large groups may waste time by deciding on processes and trying to decide who should participate next.

Evidence supports the notion that as the size of the group increases, satisfaction increases up to a certain point. Increasing the size of a group beyond 10-12 members' results in decreased satisfaction. It is increasingly difficult for members of large groups to identify with one another and experience cohesion.

Group Roles:

In formal groups, roles are always predetermined and assigned to members. Each role shall have specific responsibilities and duties. There are, however, emergent roles that develop naturally to meet the needs of the groups.

These emergent roles will often substitute the assigned roles as individuals begin to express themselves and become more assertive. Group roles can then be classified into work roles, maintenance roles, and blocking roles.

Work roles are task-oriented activities that involve accomplishing the group's goals. They involve a variety of specific roles such as initiator, informer, clarifier, summarizer, and reality tester.

Maintenance roles are social-emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. The maintenance roles are harmonizer, gatekeeper, consensus tester, encourager, and compromiser.

Table 12.1 Roles within Group(s)

Initiator	Takes initiative in defining problems, proposing action, and suggesting procedures.
Informer	Finding facts and giving advice or opinions.
Interpreter	Interprets ideas, define terms, and clarify issues.
Summarizer	Restates suggestions, offers decisions, and comes to conclusions.
Reality Taster	Analyzes ideas and tests the ideas in real situations.
Harmoniser	Reduces tension in the group, reconciles differences, and explores opportunities.
Gatekeeper	Keeps communication channels open and makes suggestions that encourage participation.
Consensus tester	Asks if the group is nearing a decision and tests possible conclusions.
Encourager	Being friendly, warm, and responsive to other group members.
Compromiser	Modifies decisions, offers compromises, and admits errors.
Aggressor	Criticizes members' values and makes jokes in a sarcastic, derogatory, or semi-concealed manner.
Blocker	Stubbornly resists the group's ideas, disagrees with group members for personal reasons.
Dominator	Controls conversations by patronizing others.
Comedian	Attention-getters in ways not relevant to group's objectives.
Avoidance Behaviour	Pursuing goals not related to the group and changing the subject to avoid commitment to the group.

Table 12.2: Dysfunctions of a Group

Norms' violation and Role Ambiguity	Role ambiguity and role conflict lead to achieving group goals rather than the organisational goals.
Groupthink and conformity Problem	Illusion that they can do no wrong, illusion that group is in agreement, Seeks consensus and ignore/suppress alternative ideas
Social Loafing	Members reduce their performance levels

Blocking roles are activities that disrupt the group. Blockers will stubbornly resist the group's ideas, disagree with group members for personal reasons, and will have hidden agendas. They may take the form of dominating discussions, verbally attacking other group members, and distracting the group with trivial information or unnecessary humour.

Often times the blocking behaviour may not be intended as negative. Sometimes a member may share a joke in order to break the tension, or may question a decision in order to force group members to rethink the issue. The blocking roles are aggressor, blocker, dominator, comedian, and avoidance behaviour.

Role conflicts arise when there is ambiguity (confusion about delegation and no specific job descriptions) between the sent role and the received role which leads to frustration and dissatisfaction, ultimately leading to turnover; inconsistency between the perceived role and role behaviour (conflict between work roles and family roles); and conflicting demands from different sources while performing the task.

Group Norms:

Norms define the acceptable standard or boundaries of acceptable and unacceptable behaviour, shared by group members. They are typically created in order to facilitate group survival, make behaviour more predictable, avoid embarrassing situations, and express the values of the group.

Each group will create its own norms that might determine from the work performance to dress to making comments in a meeting. Groups exert pressure on members to force them to conform to the group's standards and at times not to perform at higher levels. The norms often reflect the level of commitment, motivation, and performance of the group.

The majority of the group must agree that the norms are appropriate in order for the behaviour to be accepted. There must also be a shared understanding that the group supports the norms. It should be noted, however, that members might violate group norms from time to time.

If the majority of members do not adhere to the norms, then they will eventually change and will no longer serve as a standard for evaluating behaviour. Group members who do not conform to the norms will be punished by being excluded, ignored, or asked to leave the group.

Group Cohesiveness:

Cohesiveness refers to the bonding of group members or unity, feelings of attraction for each other and desire to remain part of the group. Many factors influence the amount of group cohesiveness – agreement on group goals, frequency of interaction, personal attractiveness, inter-group competition, favourable evaluation, etc.

The more difficult it is to obtain group membership the more cohesive the group will be. Groups also tend to become cohesive when they are in intense competition with other groups or face a serious external threat to survival. Smaller groups and those who spend considerable time together also tend to be more cohesive.

Cohesiveness in work groups has many positive effects, including worker satisfaction, low turnover and absenteeism, and higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals.

Highly cohesive groups may also be more vulnerable to groupthink. Groupthink occurs when members of a group exert pressure on each other to come to a consensus in decision making. Groupthink results in careless judgments, unrealistic appraisals of alternative courses of action, and a lack of reality testing.

Evidence suggests that groups typically outperform individuals when the tasks involved require a variety of skills, experience, and decision making. Groups are often more flexible and can quickly assemble, achieve goals, and disband or move on to another set of objectives.

Many organizations have found that groups have many motivational aspects as well. Group members are more likely to participate in decision-making and problem-solving activities leading to empowerment and increased productivity. Groups complete most of the work in an organization; thus, the effectiveness of the organization is limited by the effectiveness of its groups.

3. Group Processes:
Decision-making by a group is superior, because group generates more information and knowledge, generates diverse alternatives, increases acceptance of a solution, and increases legitimacy. But it is also true, that decision making is like 'munde munde matirbhinna'.
Decisions take longer time, minority is dominated, pressure is applied to conform to group decisions, and none is responsible for the decisions. Group processes also include

communication, conflict management, and leadership that we shall discuss in details in the chapters to follow hereafter.

Turning Groups into Effective Teams:

All teams are groups but not all groups are teams. Teams often are difficult to form because it takes time for members to learn how to work together. People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than oneself. It has a lot to do with your understanding of the mission or objectives of your organization.

In a team-oriented environment, one contributes to the overall success of the organization. One works with fellow members of the organization to produce these results. Even though you have a specific job function and you belong to a specific department, you are unified with other organization members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture.

It is on record that teams are better than groups, because they are more flexible and responsive to dynamic environment. A work group has no opportunity to involve in collective works.

It is the work team whose members 'work intensely on a specific, common goal using their positive synergy, individual and mutual accountability, and complementary skills'.

Team-building helps to increase intra-group and inter-group effectiveness to bring members together, make them share their perception of each other and understand each other's point of view.

Thus, resolve problems and work together in a cooperative and collaborative mode. Teams can be of four types – problem-solving teams (only making suggestion), self-managed, teams (operate without a manager), cross-functional teams (a group of experts from different specialities), and virtual team (members collaborate online). In terms of size, teams may be institutional (comprising of hundreds of members) and operational (a small, cooperative group, in regular contact and contributes responsibly to achieve task at hand).

2) Define Organizational Behaviour. Explain OB Processes.

Ans: **Organizational Behavior** (OB) is the study of human **behavior** in **organizational** settings, the interface between human **behavior** and the **organization**, and the **organization** itself. **Organizational Behavior** researchers study the **behavior** of individuals primarily in their **organizational** roles.

An Organizational Processes Framework

Definition	• Sequences of activities that transform inputs into outputs	• Widely shared patterns of behavior and ways of acting/interacting	• Sequences of events over time
Role	• Accomplish the work of the organization	• Infuse and shape the way work is conducted by influencing how individuals	• Alter the scale, character, and identity of the

		and groups behave	organization
Major Categories	• Operational and administrative	• Individual and interpersonal	• Autonomous and induced, incremental and revolutionary
Examples	• New product development, order fulfillment, strategic planning	• Decision making, communication, organizational learning	• Creation, growth, transformation, decline

3) Define Motivation. Expalin Vroom's expectancy theory of Motivation. Give its managerial implications also.

Ans: Motivation is one's direction to behaviour, or what causes a person to want to repeat a behaviour, a set of force that acts behind the motives. An individual's **motivation** may be inspired by others or events (extrinsic **motivation**) or it may come from within the individual (intrinsic **motivation**).

Vroom's Expectancy Theory was proposed by Victor. H. Vroom, who believed that people are motivated to perform activities to achieve some goal to the extent they expect that certain actions on their part would help them to achieve the goal.

Vroom's Expectancy Theory is based on the assumption that an individual's behavior results from the choices made by him with respect to the alternative course of action, which is related to the psychological events occurring simultaneously with the behavior. This means an individual selects a certain behavior over the other behaviors with an expectation of getting results, the one desired for.

Thus, Vroom's Expectancy Theory has its roots in the cognitive concept, i.e. how an individual processes the different elements of motivation. This theory is built around the concept of valence, instrumentality, and Expectancy and, therefore, is often called as **VIE theory**.

The algebraic representation of Vroom's Expectancy theory is:

Motivation (force) = $\sum$Valence x Expectancy
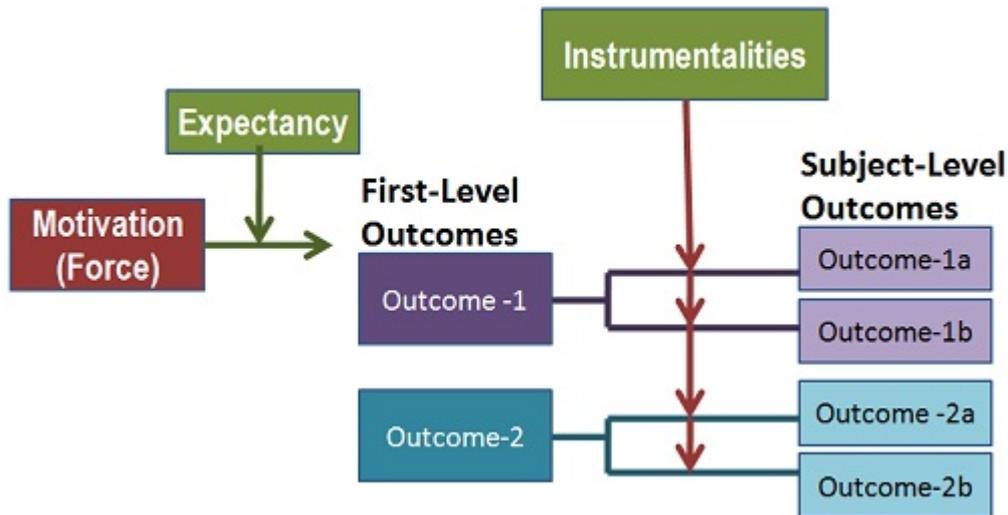
Valence: It refers to the value that an individual places on a particular outcome or a strength of an individual's preference for the expected rewards of the outcome. To have a positive valence, one should prefer attaining the outcome to not attaining it. For example, if an employee gets motivated by promotions, then he might not value offers of increased incentives. The valence is zero if an individual prefers not attaining outcomes to attaining it. In the above example, an employee agrees with the increased incentives.

Instrumentality: Another major input into the valence is the instrumentality of first level outcome in obtaining the second level outcome, i.e. a degree to which the first level leads to the second level outcome. For example, suppose an employee desires promotion and he feel that superior performance is a key factor to achieve the goal. Thus, his first level outcomes are superior, average and poor performance and the second level outcome is the promotion.

Hence, the first level outcome of high performance acquires the positive valence so as to have the expected relationship with the second level outcome of the promotion. Thus, an employee will be motivated to perform efficiently with a desire to get promoted.

Expectancy: Expectancy, another factor that determines the motivation, refers to the probability that a particular action will lead to the desired outcome. The expectancy is different from the instrumentality in the sense; it relates efforts to the first level outcome, whereas the instrumentality relates to first and second-level outcomes to each other. Thus, expectancy is the probability that a particular action will lead to a particular first-level outcome.

[II]Case Study – Compulsory (1*10=10)

Employee Motivation - A Short Case Study*

INTRODUCTION
Rohit Narang joined Apex Computers (Apex) in November after a successful stint at Zen Computers (Zen), where he had worked as an assistant programmer. Rohit felt that Apex offered better career prospects, as it was growing much faster than Zen, which was a relatively small company. Rohit joined as a Senior Programmer at Apex, with a handsome pay hike. He joined Aparna Mehta's five-member team. While she was efficient at what she

did and extremely intelligent, she had neither the time nor the inclination to groom her subordinates. Time and again, Rohit found himself thinking of Suresh, his old boss, and of how he had been such a positive influence. Aparna, on the other hand, even without actively doing anything, had managed to significantly lower his motivation levels.

Issues:
- Motivation
- Need for recognition

Questions for Discussion:
1. What, according to you, were the reasons for Rohit's disillusionment? Answer the question using Maslow's Hierarchy of Needs.

2. What should Rohit do to resolve his situation? What can a team leader do to ensure high levels of motivation among his/her team members?

Ans: 1 The **Maslow's Need Hierarchy** is given by Abraham Maslow, who has explained the strength of certain needs at the different point of time.

Maslow has given a framework that helps to understand the strength of needs and how a person moves from one need to the other when the basic needs are fulfilled. These needs are arranged in the hierarchical form as shown below:
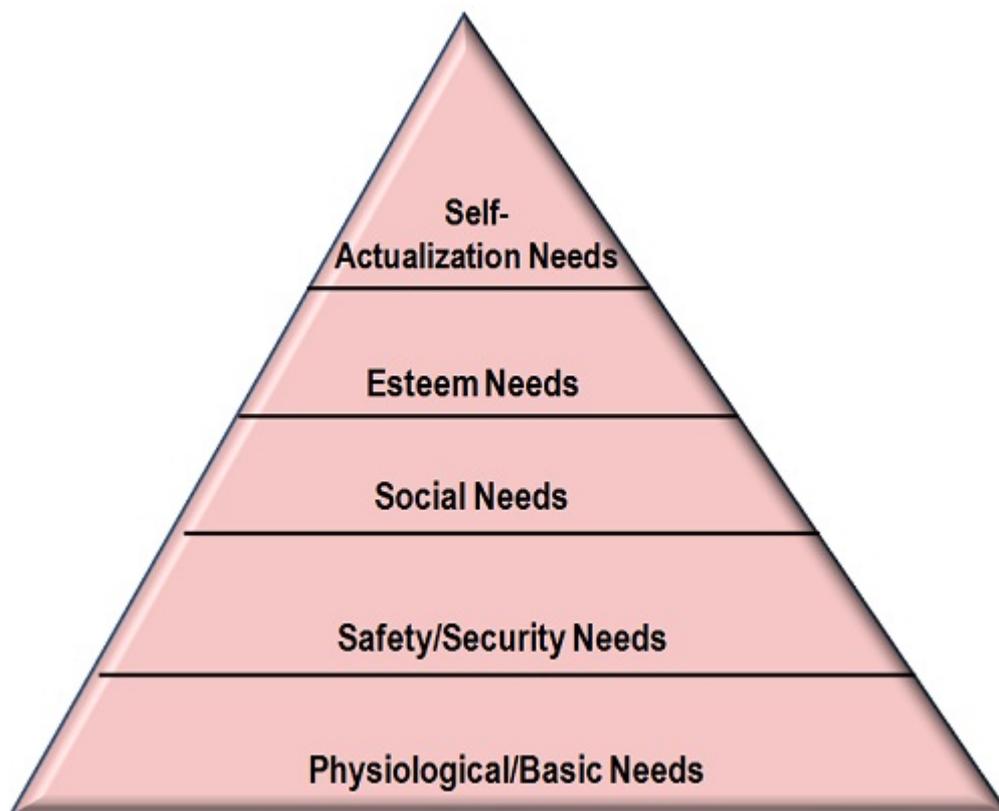
1. **Physiological Needs:** These needs are the basic needs, a prerequisite for the survival of the human being. Air, water, food, sleep are the physiological needs which must be met, in order to go further in the hierarchy. If these needs are not met, then an individual will be highly motivated to satisfy these first, while the other levels of needs would provide him with a little motivation.
2. **Safety Needs:** Once the physiological or basic needs are fulfilled, the other needs become important. The next comes the safety or security needs. People begin to feel the need for a

safer place to live in, i.e. shelter, safe neighborhood, steady employment, etc. Thus, at this stage, the need for self-preservation i.e. a need for being free of physical danger, emerges.

3. **Social Needs:** After the first two needs of the hierarchy are met, people tend to move further and seeks to satisfy their social needs. Since a human being is a social animal who lives in the society, has an urge to belong to and be accepted by all. The need for love, affection, belonging emerges at this stage. Thus, the relationships are formed at this level.
4. **Esteem Needs:** Once the above needs are fulfilled, an individual strives to achieve the esteem needs, concerned with self-respect, self-confidence, a feeling of being unique, social recognition, personal worth, etc. On the satisfaction of these needs, an individual feels the sense of power and control and becomes more confident.
5. **Self-Actualization Needs:** The next and the final need on the Maslow's Need Hierarchy is the Self Actualization Need. It refers to the need to maximize one's potential. These needs are related to the development of one's intrinsic capabilities that can be utilized in different real life situations. It can be rephrased as, a desire of becoming, what one is capable of becoming.

Thus, according to this theory, the behavior of an individual is determined by his strongest needs, i.e. a person is motivated to fulfil the unsatisfied needs.

Ans 2. these 9 powerful ways to keep the members of your team motivated and giving their very best on the job.

1. Pay your people what they are worth

When you set your employees' salaries, be sure that their pay is consistent with what other companies in your industry and geographic area are paying. Remember: 26 percent of engaged employees say that they would leave their current job for just a 5 percent increase in pay. Don't lose great people because you're underpaying them.

2. Provide them with a pleasant place to work

Everyone wants to work in an office environment that is clean and stimulating, and that makes them feel good instead of bad. You don't have to spend a lot of money to make an office a more pleasant place to be.

3. Offer opportunities for self-development

The members of your team will be more valuable to your organization, and to themselves, when they have opportunities to learn new skills. Provide your team with the training they need to advance in their careers and to become knowledgeable about the latest technologies and industry news.

4. Foster collaboration within the team

According to Weekdone.com, 39 percent of employees don't feel that their input is appreciated. Encourage the members of your team to fully participate by inviting their input

and suggestions on how to do things better. Ask questions, listen to their answers, and, whenever possible, implement their solutions.

5. Encourage happiness

Happy employees are enthusiastic and positive members of the team, and their attitude is infectious. Keep an eye on whether or not your people are happy with their work, their employer, and you. If they're not, you can count on this unhappiness to spread.

6. Don't punish failure

We all make mistakes. It's part of being human. The key is to learn valuable lessons from those mistakes so we don't make them again. When members of your team make honest mistakes, don't punish them--instead, encourage them to try again.

7. Set clear goals

In one study, 63 percent of employees reported that they wasted time at work because they weren't aware of what work was a priority, and what wasn't. As a leader, it's your job to work with the members of your team to set clear goals. And once you do that, make sure everyone knows exactly what those goals are, what their relative priority is, and what the team's role is in reaching them.

8. Don't micromanage

No one likes a boss who is constantly looking over her shoulder and second-guessing her every decision. In fact, 38 percent of employees in one survey reported that they would rather take on unpleasant activities than sit next to a micromanaging boss. Provide your people with clear goals (see number 7, above), and then let them figure out the best way to achieve them.

9. Avoid useless meetings

Meetings can be an incredible waste of time--the average professional wastes 3.8 hours in unproductive meetings each and every week. Create an agenda for your meetings and distribute it in advance. Invite only the people who really need to attend, start the meeting on time, and then end it as quickly as you possibly can.