Biyani's Think Tank

Concept based notes

Organization Behaviour

(BBA)

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Preface

I am glad to present this book, especially designed to serve the needs of the students. The book has been written keeping in mind the general weakness in understanding the fundamental concept of the topic. The book is self-explanatory and adopts the “Teach Yourself” style. It is based on question-answer pattern. The language of book is quite easy and understandable based on scientific approach.

It includes the key points to be covered in every topic and is valuable to the students from the point of view of examination.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the reader for which the author shall be obliged.

I acknowledge special thanks to Mr. Rajeev Biyani, *Chiarman* & Dr. Sanjay Biyani, *Director (Acad.)* Biyani Group of Colleges, who is the backbone and main concept provider and also have been constant source of motivation throughout this endeavour. We also extend our thanks to Biyani Shikshan Samiti Jaipur, who played an active role in co-ordinating the various stages of this endeavour and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and the students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

—Author

Content

Unit I

Introduction

Q. 1 What is the meaning of organizational behavior?

Ans. Organizational behavior is the study and application of knowledge about how people act in an organization as individual and as groups. Organizational Behavior (known as OB) in which large number of tolls are used for analysis purpose. It helps manager to look for the behavior of individuals in an organization. OB applies knowledge gained about individuals, groups and structure. OB is concerned with what people do in an organization answer how that behavior affects the performance of that organization. Manager of an organization is required to have complete knowledge and information about the following facts:-

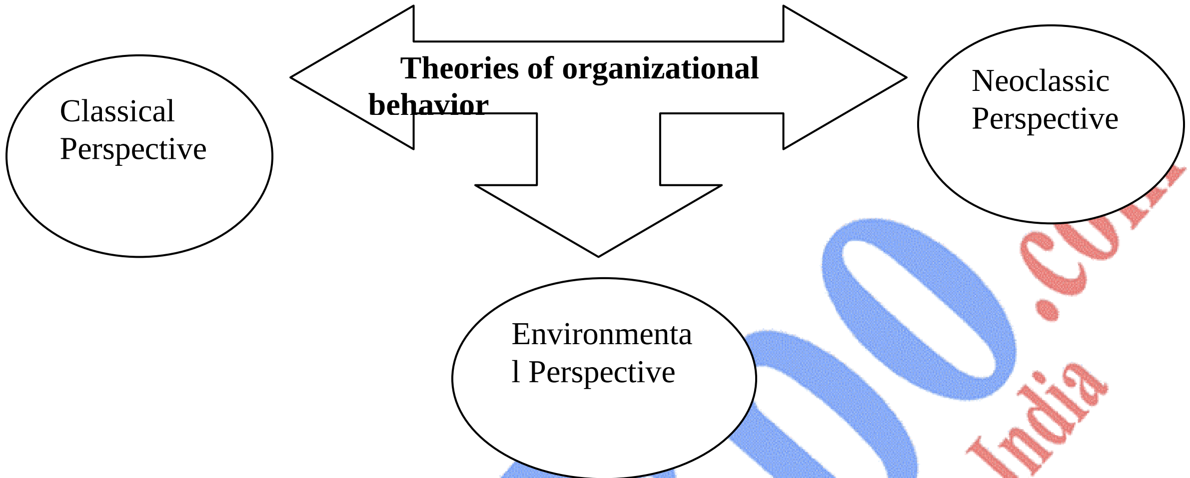
1. When do two people (co-workers, or a superior -subordinate) interact?
2. When do two or more groups need to co-ordinate their efforts?
3. What complexities are involved in inter-personal relations?
4. Why some employees are more successful than others?
5. How can we act as a team?
6. How to handle the stress of workers - superiors and sub ordinates?
7. How to obtain suggestions from employees?
8. Why the culture of one organization differs from other and why it is changing constantly?

In brief "Organizational behavior is concerned with the study of what people do in an organization and how their behavior affects the performance of the organizations.

Organizational behavior is a scientific discipline in which a large number of research are conducted which improve its knowledge base

Q. 2 Describe various theories of organizational behavior?

Ans. Organizational theory contains three subtopics: classical perspective, neoclassic perspective and environmental perspective.



Classical perspective

The classical perspective emerges from the Industrial Revolution and centers on theories of efficiency. There are two subtopics under the classical perspective: the scientific management and bureaucracy theory. Although the classical perspective encourages efficiency, it is often criticized as ignoring human needs. Also, it rarely takes into consideration human error or the variability of work performances (each worker is different)

Scientific Management

The Scientific Management theory was introduced by Frederick Winslow Taylor to encourage production efficiency and productivity. Taylor argues that inefficiencies could be controlled through managing production as a science. Taylor defines scientific management as "concerned with knowing exactly what you want men to do and then see in that they do it in the best and cheapest way." According to Taylor, scientific management affects both workers and employers, and stresses the control of the labor force by management.

Principles of Scientific Management

Taylor identifies four inherent principles of the scientific management theory.

1. The creation of a scientific method of measurement that replaces the "rule-of-thumb" method
2. Emphasis placed on the training of workers by management
3. Co-operation between manager and workers to ensure the principles are being met
4. Equal Division of labor between managers and workers.

Bureaucratic Theory

The scholar most closely associated with Bureaucratic theory is Max Weber. Weber articulates the necessary conditions and descriptive features of bureaucracy. An organization governed under Weber's conception of bureaucracy is characterized by the presence of impersonal positions that are earned and not inherited, rule-governed decision-making, professionalism, chain of command, defined responsibility, and bounded authority.

Weber begins his discussion of bureaucracy by introducing the concept of 'jurisdictional areas': institutions governed by a specific set of rules or laws. In a 'jurisdictional area' regular activities are assigned as official duties, the authority to assign these duties is distributed through a set of rules, and duties are fulfilled continuously by qualified individuals. These elements make up a bureaucratic agency in the case of the state and a bureaucratic enterprise in the private economy.

There are several additional features that comprise a Weberian bureaucracy: It is possible to find the utilization of hierarchical subordination in all bureaucratic structures. This means that higher-level offices supervise lower level offices.

- In bureaucracies, personal possessions are kept separate from the monies of the agency or the enterprise.
- People who work within a bureaucracy are usually trained in the appropriate field of specialization.
- Bureaucratic officials are expected to contribute their full working capacity to the organization.
- Positions within a bureaucratic organization must follow a specific set of general rules.

Weber argues that the development of a 'money economy' is the "normal precondition for the unchanged survival, if not the establishment, of pure bureaucratic administrations".[34] Since bureaucracy requires sustained revenues from taxation or private profits in order to be maintained, a money economy is the most rational way to ensure its continued existence.

Neoclassical perspective

The Neoclassical perspective began with the Hawthorne studies in the 1920s. This approach gave emphasis to "affective and socio-psychological aspects of human behaviors in organizations." The human relations movement was a movement which had the primary concerns of concentrating on topics such as morale, leadership, and mainly factors that aid in the cooperation in Organizational behavior.

Hawthorne study

A number of sociologists and psychologists made major contributions to the study of the neoclassical perspective, which is also known as the human relations school of thought. Elton Mayo and his colleagues were the most important contributors to this study because of their famous Hawthorne study from the "Hawthorne plant of the Western Electric Company between 1927 and 1932."

The Hawthorne study suggested that employees have social and psychological needs along with economic needs in order to be motivated to complete their assigned tasks. This theory of management was a product of the strong opposition against "the Scientific and universal management process theory of Taylor and Fayol." This theory was a response to the way employees were treated in companies and how they were deprived of their needs and ambitions.

In November 1924, a team of researcher – professors from the renowned Harvard Business school of USA began investigating into the human aspects of work and working conditions at the Hawthorne plant of Western Electric Company, Chicago. The company was producing bells and other electric equipments for telephone industry. Prominent Professors included in the research team were Elton Mayo (Psychologist), Roethlisberger and While head (Sociologist), and William Dickson (Company representative). The team conducted four separate experimental and behavioral studies over a seven-year period. These were:

1. **Illumination Experiments** (1924–27) to find out the effect of illumination on worker's productivity.
2. **Relay Assembly Test Room experiment** (1927–28) to find out the effect of changes in number of work hour and related working condition on worker productivity.
3. **Experiment in interviewing Working**: In 1928, a number of researchers went directly to workers, kept the variables of previous experiment aside, and talked about what was, in their opinion, important to them. Around 20,000 workers were interviewed over a period of two years. The interviews enabled the researchers to discover a rich and intriguing world that previously remained undiscovered and unexamined within the Hawthorne studies undertaken so far. The discovery of the informal organization and its relationship to the formal organization was the landmark of experiments in interviewing workers. This experiment led to a richer understanding of the social, interpersonal dynamics of people at work.
4. **Bank wiring Room Experiments** (1931–32) to find out social system of an organization.

<u>Environmental Perspective</u>

Contingency Theory

The Contingency Theory is a class of the behavioral theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. An organizational, leadership, or decision making style that is effective in some situations, may not be successful in other situations. The optimal organization, leadership, or decision making style depends upon various **internal and external constraints** (factors).

In the Contingency Theory of Leadership, the success of the leader is a function of various factors in the form of subordinate, task, and/ or group variables. The following theories stress using different styles of leadership appropriate to the needs created by different organizational situations. Some of these theories are:

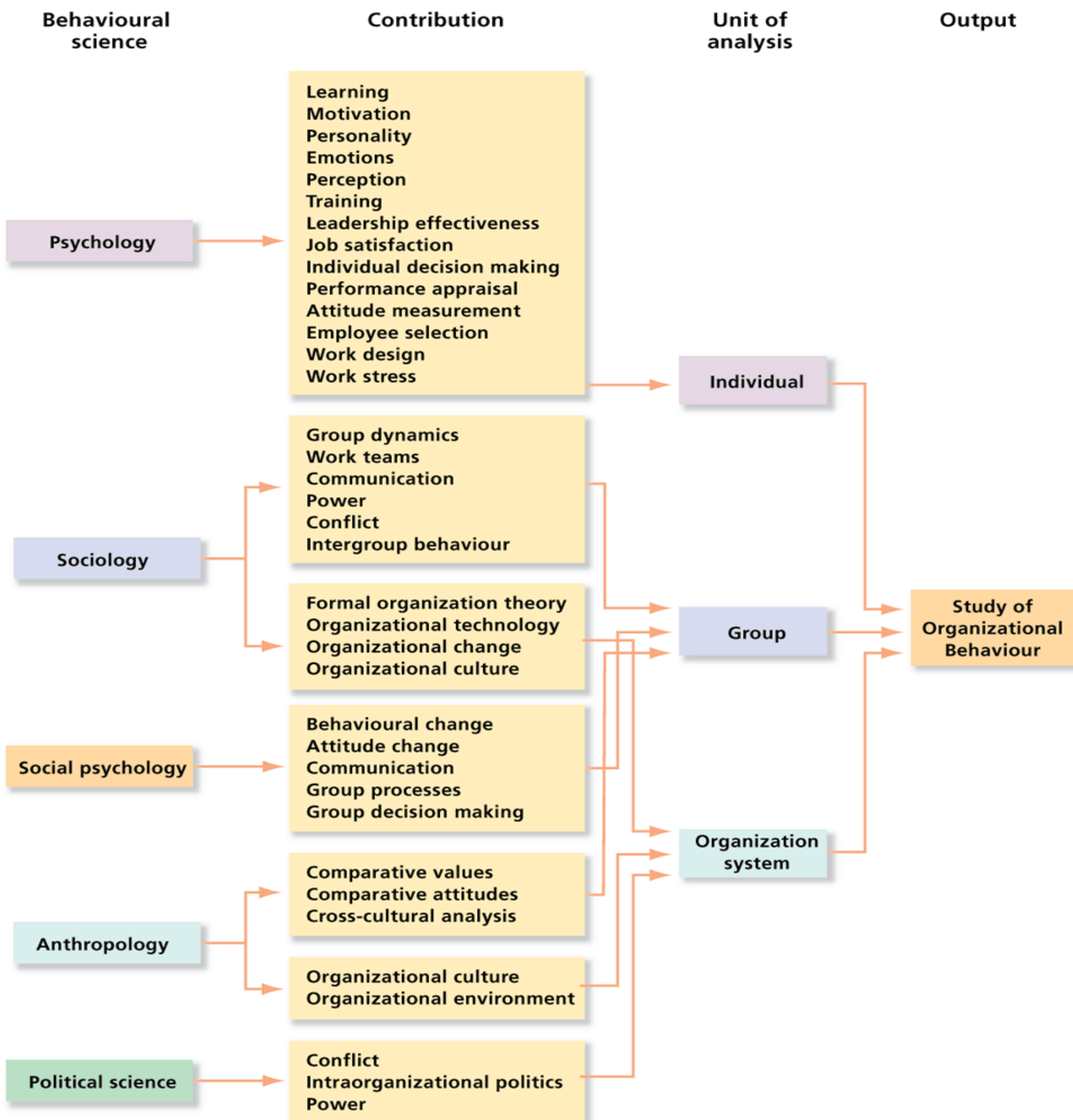
- The Contingency theory: The contingency model theory, developed by Fred Fiedler, explains that group performance is a result of interaction between the style of the leader and the characteristics of the environment in which the leader works.
- The Hersey–Blanchard situational theory: This theory is an extension of Blake and Mouton's Managerial Grid and Redding's 3-D Management style theory. This model expanded the notion of relationship and task dimensions to leadership, and readiness dimension.

Q. 3 What Is the Role of Psychology in Organizational Behavior?

Ans. The role of psychology in organizational behavior is related to its value in the purpose of the relationship between the intellectual health and general comfort of individuals in relation to their actions at work. Psychology in organizational behavior is in reality a field of study where psychologists use several parameters to access how different work environments and trends affect the health and performance of employees. Organizations may use the outcome of the study of the role of psychology in organizational behavior in their hiring practices, in their assessment and relation with employees, and in their training of new and existing employees.

Q. 4 What Is the disciplines of organizational behavior? In which manner they are contributing to O.B. field?

Ans. Organizational behavior is a behavioral science that is built upon contributions from a number of behavioral disciplines. The dominant areas are psychology, sociology, social psychology, anthropology, and political science. As we shall learn, psychology's contributions have been mainly at the micro level of analysis; the other four disciplines have contributed to our understanding of macro concepts such as organization and group process.



1. Psychology

Psychology is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals. Psychologists involve themselves with studying and attempting to understand individual behavior. Those who have contributed and continue to add to the knowledge of organizational behavior are learning theorists, personality theorists, counseling psychologists, and, most important industrial and organizational psychologist. Early industrial and organizational psychologists concerned themselves with problems of fatigue, boredom, and other factors relevant to working conditions that could impede efficient work performance. More recently, their contributions have been expanded to include learning, perception, personality, training, leadership effectiveness, needs and motivational forces, job satisfaction, decision making processes, performance appraisals, attitude measurement, employee selection techniques, work design and job stress.

2. Sociology

Where psychologists focus on the individual, sociologists study the social system in which individual fills their role; that is, sociology studies people in relation to their fellow human beings. Specifically, sociologists have made their greatest contribution to organizational behavior through their study of group behavior in organizations, particularly in formal and complex organizations. Some of the areas within organizational behavior that have received valuable input from sociologist are group dynamics, design of work teams, organizational culture, formal organization theory and structure, organizational technology, communications, power conflict, and inter group behavior.

3. Social Psychology

Social psychology is an area within psychology, but it blends concepts from psychology and sociology. It concentrates on the influence of people on one another. One of the major areas receiving considerable investigation from social psychologist have been change, how to implement it and how to reduce barriers to its acceptance. In addition, social psychologists are making significant contributions in the areas of measuring, understanding, and changing attitudes; communication patterns; the ways in which group activities can satisfy individual needs; and group decision making processes.

4. Anthropology

Anthropology is the study or societies to learn about human beings and their activities. Anthropologists' work on cultures and environments, for instance, has helped us understand differences in fundamental values, attitudes, and behavior between people in different countries and within different organizations. Much of our current understanding of organizational culture, organizational environments, and differences between national cultures is the result of the work of anthropologist or researchers using their methodologies.

5. Political Science

Although frequently overlooked, the contributions of political scientists are significant to the understanding of behavior in organizations. Political science studies the behavior of individuals and groups within a political environment. Specific topics of concern include structuring of conflict, allocation of power and how people manipulate power for individual self-interest.

Q. 5 What is the role of organizational behavior in today's business organization?

Ans. In any association one can suppose that the main aim of that business is to accomplish something; what exactly does being a winning organization mean and what does it take to get there? In the past companies placed a great amount of emphasis on the numbers and how to achieve those numbers. The people who really helped achieve those numbers were graded on their technical skills, productivity, and budgets. Employees were moneymaking machines and how they achieved those numbers was not a concern of their managers as long as the numbers were being met. Organizational behavior studies have become more important today than in previous years because corporations must become skilled at to adapt to the rapidly changing business cultures that have stemmed from a ready for action and fast-paced market. Organizational behavior was a topic that was not discussed until an employee's behavior changed, productivity changed, or sales decreased. In today's business world, managers are paying more attention to how employees react to situations rather than if they respond. They are beginning to view organizational behavior as an elaborate piece of training and development of the workforce. Soft skills were never a part of management training and it was rare that managers were commended for having those skills. In the business world today, I feel organizational behavior is an essential tool for administration effective teams. If you can zone in on an employees' personality, creativity, and adaptability, motivating that employee the way they need to be motivated is never a gray area and a guaranteed success.

With this knowledge managers can achieve a successful career. Since a manager needs to get his job done by the others, to have an organizational behavior skills become a valuable talent.

As the environment of business is always changing, the role of the managers has become more sensitive. In order to know how to handle a new workforce, and deal with the complication of the new environment, the supervisors need to develop their information about attitude and behavior of individuals, and groups in organization. Now we know not only the hard skills are important for get the job done, soft skills are helps managers to do their job more effectively and efficiently.

Organizations are involved in every facet of our lives. Everyone whether they like it or not are members of multiple organizations. Personally to argue that the study of organizational behavior or to propose any negative response to a structure that is closely involved with our lives is moot. The reality is that organizations organize our lives. Our schedules are almost entirely set by organizations. What happens in the economy and in the courts and in technology (all elements of the environment of organizations) affects all of our lives profoundly. The reason most organizations do things the way they do is largely a function of what they can make money doing, what is legal, and what technology permits. Organizations have a tremendous impact on our professional lives and organizational structure. Prestige in industrialized nations is determined by occupation, and by rank within the organization we work for. So bankers (an occupation) have a certain status in society, and bankers who are senior vice-presidents (a high rank) are particularly blessed. Most people's income is derived from their jobs in organizations, so organizations also largely determine the amount of money that individuals have. Organizations wield considerably more power than individuals do, so the individuals who control organizations also have considerable power.

The discipline of Organizational Behavior encompasses three broad areas:

1. The Behavior of People in Organizations

OB draws on psychology, anthropology and sociology to gain insight into the behavior of individuals in organizational settings. Topics studied include:

• perception, cognition, learning
• personality and motivation
• leadership, power, conformity, communication
• decision making

2. Organizational Structure

Organizations consist of people organized to achieve organizational goals (like manufacture computers). One of the most important strategic elements of an organization is its structure: how the people are arranged so as to produce what the organization produces. Topics include:

• task identification and division of labor
• departmentation
• coordination and control mechanisms
• processes and procedures, such as promotion, hiring policies, compensation
• organizational form (e.g., bureaucracy)
• size
• centralization of decision-making
• the relationships among these variables

3. Behavior of organizations

Just as we can study the interactions of individuals with the organization and with each other, we can also study the interactions of organizations with their environments, which include individual citizens and other organizations including the government. Some of the behaviors of organizations that we are interested in include:

• adoption of new practices such as
• downsizing
• team-based structure
• domestic partner benefits (e.g., partners of gay employees get full medical coverage)
• re-engineering
• environmental protection ("green" practices)
• adaptation to changing conditions
• global competition

• increasing pace of technological change
• changing social structure (e.g., status of women)

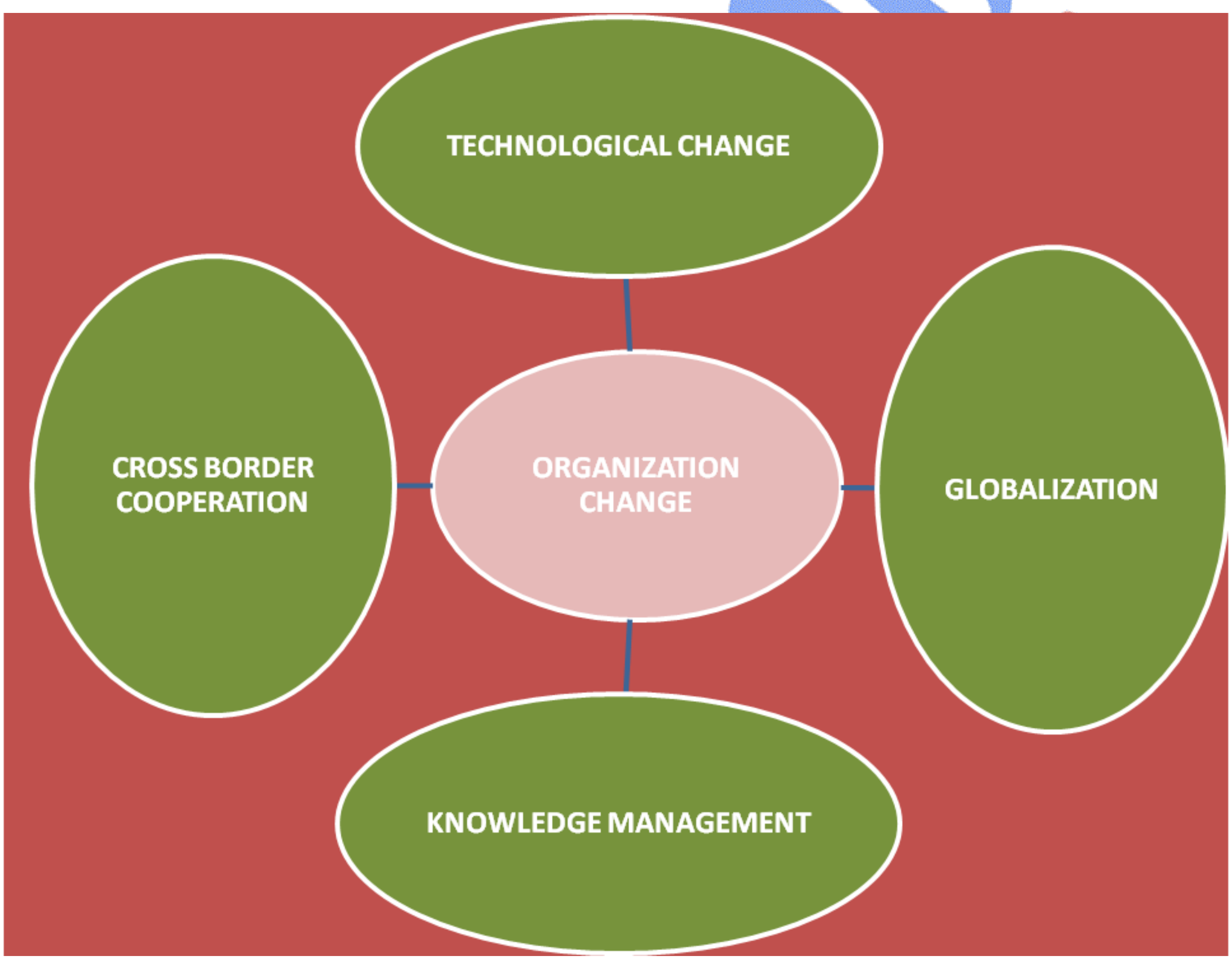
What makes an organization successful is not solely the product. Just because their technology is good today doesn't mean it will always be good. There are a lot of makers of vacuum tubes that can attest to that. Financial strength is basically a measure of the company's past success. What determines whether the company will continue to develop sought-after products, will continue to develop cutting edge technology, will continue to make the right guesses about which way the market is going to go, will continue to make sound investments, is the people and the organizational culture and structure.
Individuals that understand the organization and its behaviors have the advantage to manage an organization. Understanding how organizations really work, is key to rising to the top levels of management. Most people who work in organizations come to understand the politics and issues in their own departments. But they don't get much opportunity what happens in the rest of the organization. Hence, their presentations, their political moves, their organizational initiatives are all in better tune with the organization as a whole, and are more apt to be admired by people higher in the organization.
Within an Organization
The formal organization chart of an organization can be thought of as a network. It is a directed graph (a non-symmetric network) that records the social relation "reports to". That social relation tends to channel a lot of the communications within an organization.

Unit II

Organizational Change

Q. 1 What are major sources of change relevant to organization?

Ans. Four Major Forces Creating Change in Organizations –



Globalization, technological change, knowledge management and cross border cooperation, four factors that form large forces to change in organizations today.

These changes affect decision making as organizations are forced to recognize that they executive who are pioneering, creative visionaries, the different environments that are operating their organizations require to understand where and are able to discriminate between these different environment.

These environments are: the external, or in commission environment, the competitive environment (the part of the external environment in which companies that are competing for the same market place) and the macro environment, which influences how the economy, government regulations, communal values demographics and technology come to bear on an organization.

With such a complex view of leaders must be equipped with the appropriate skill sets, such as flexibility, Good communication and critical thinking and negotiation skills. You must also be supported with the necessary resources to make good decisions that will benefit their organizations.

Globalization

Supports Convergence in international activities, such as increasing foreign production of goods and services, enlarged consumer require in emerging markets worldwide, falling barriers to international trade of rapidly changing technology, creates a global economy has resulted in the mutual dependence between countries as a standard today. So are the hiring practices of companies that find the best talent is to have changed because the best talent may not be resident in the home.

Organizations must therefore be sensitive to these differences in the formulation of operational and human resource (HR) strategies for the implementation abroad, in this global environment it is unlikely that the companies, national policies can be applied that work at home and abroad.

Technological change

Technology is like a double-edged sword, makes our lives easier, or may be even worse. The Internet has revolutionized the way in which information is exchanged, facilitating communication and trade conducted revolutionized. The technology is rapidly changing demands and efficient management to more knowledge in these areas in order for companies to manage their funds and develop obtains or keeps their competitive advantage.

Modern knowledge has enabled the company to save time and money by conducting business such as negotiation, and trade in real time, but may also facilitate the sharing of sensitive information about the practices of a company's trade secrets and the development of new products in a matter seconds.

Moreover, any technology has a number of high-tech devices to help lead and facilitate the enterprises in the procurement and management of information generated worldwide in constant contact with their employees what the communications and decisions immediately. This can be both a blessing and a source of stress for managers and executives who have to learn to manage their selection and use of these devices.

Knowledge Management

Driving forces such as changes in buyer demographics and preferences, technology, product innovation and market changes in society, consumer attitudes and lifestyle require new ideas. This has created a need for knowledge workers.

Knowledge workers of a company include intellectual capital and the creative people with new ideas and problem-solving capacity exists. Managing knowledge assets a company can have a competitive advantage because they are effectively the expertise, skill, intellect, uses, and the relations of the members of the organization.

For example a company's strategic management efforts can be significantly improved if the knowledge that resides within their international talent pool is knock at the source, as a manager, is "closer to the Earth" and a part of local culture might be better able to sense changes in the environment than one who does not.

Cross-border Collaboration

An important part **of** knowledge management is the effective management of enterprise-wide collaboration. Use of appropriate technologies and applications such as virtual private networks, VoIP, email, social networking sites like Face Book, and company-sponsored blogs may be the communication between an organization and its stakeholders to facilitate and help in various kinds of internal and external collaborative processes. An example of a tool that can be used in cross-section to cross borders cooperation could be an easily accessible online database that provides a central source of information for employees, customers or suppliers.

To respond effectively to the four major Forces to create change in today's global economy, leaders must be willing to make changes, they have curious and grateful for the richness and diversity of other cultures. This must trust-worthy and flexible, and they must cope with very strong time management, communication, conflict management, and problem-solve and people skills to effectively address these drivers of change.

Q. 2 What do you mean by resistance to change in organization?

Ans. It is very true that “an unwilling user can always make an idea fail, no matter how good it is.” It is difficult for organizations to avoid modification, as new ideas encourage 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 condemnation from resistant individuals within the group.

Poor Communication

Changes within an group start with key decision makers. It is up to them to bypass along the details to team members and ensure all questions and complaints are handled before changes go into effect. Unluckily, as news of a change spreads through the chain of command, details are sometimes tilted and members end up receiving inaccurate, second-hand information. Poor communication can therefore cause fight to change.

Self-Interest

Ego often interferes with the ability to adapt to change. Some want to maintain the status quo to better advance their own individual 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.

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 disqualified from the decision making process and perhaps offended.

Lack of Trust

Trust plays a big role in running a winning 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 credit the changes to some negative underlying reason or even assume they will ultimately lose their jobs.

Skills/Training Dearth

When change requires mastering new skills, resistance is likely, particularly when it comes to new expertise. Organizations can prevent this through offering education and learning.

The adoption of innovations involves varying human behavior, and the taking of change. There is a natural resistance to change for several reasons.

People resist change:

- When the reason for the change is uncertain. Ambiguity--whether it is about costs, tools, jobs--can trigger negative reactions among users.

- When the future users have not been consulted about the change, and it is offered to them as an accomplished fact. People like to know what's going on, especially if their jobs may be affected. Informed workers tend to have higher levels of job satisfaction than uninformed workers.
- When the change threatens to modify established patterns of working dealings between people.
- When message about the change--timetables, personnel, monies, etc.--has not been adequate.
- When the benefits and rewards for making the change are not seen as adequate for the trouble involved.
- When the change threatens jobs, power or status in an organization.

Decision makers will be more responsive to change:

- If the information presented coincides with their current values, beliefs, and attitudes:
- If they perceive that the change will benefit them more than it will cost them:
- If the innovation requires marginal rather than major changes in their views or lives:
- If they have a demonstrated need for the innovation: and
- If the innovation is introduced gradually so that people can adjust to the resulting change.

Q. 3 Describe the process of change in organization? Detail some models of change.

Ans. Managing a process of change in an organization can be a extremely multifaceted task and is often vital for effective organizational development (OD).

1. The Focus of Change

Leavitt et al. (1973) proposed that change may focus on 1 of 4 subsystems in an organization:

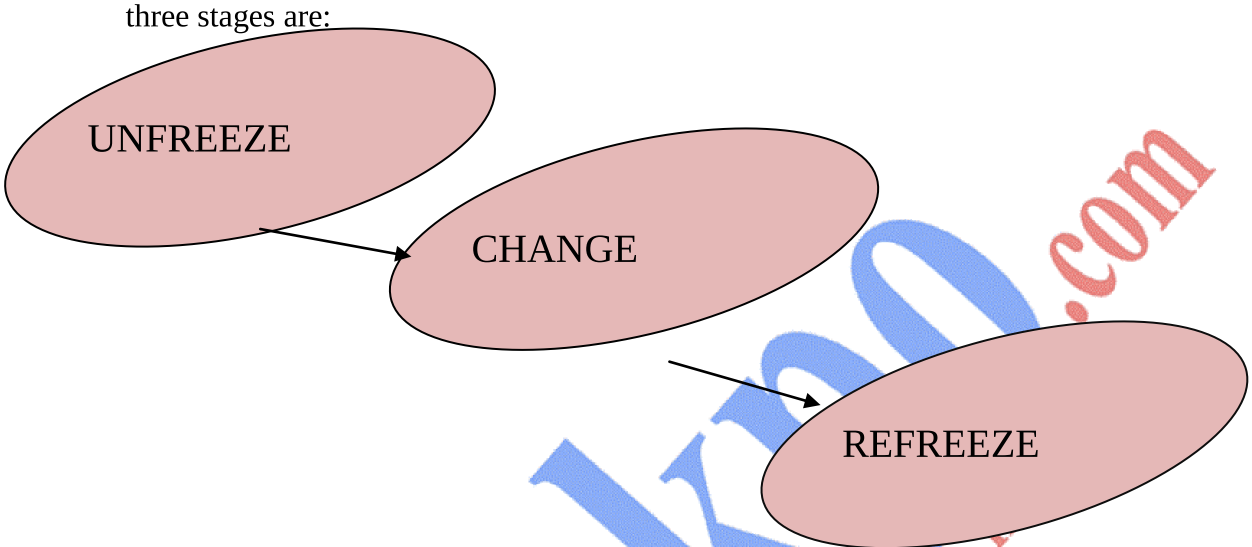
- Structure - levels of hierarchy, spans of authority, centralisation.
- Technology - complexity, degree of employee usage, operator control & responsibility.
- People - values, beliefs, attitudes, motives, drives, competencies, KSAs.
- Task - job design, repetitiveness, physical & cognitive demands, autonomy & discretion.

2. Lewin's Force Field Model

A classic model of OD, commonly referred to as the 'force field' model, was proposed by Kurt Lewin in 1951. He described organizations as systems which are held in a constant state of 'equilibrium' by equal and opposing forces. The model suggests that a range of 'driving forces', which exert a pressure for change, are balanced by a number of opposing 'resisting forces'. Driving forces urging change might include the availability of new technology, economic pressure from competitors or even changes in local or national legislation. Conversely, resisting forces might include a firmly established organizational culture and climate or industry-specific customs. Lewin proposed that any process of organizational change can be thought of as implementing a move in the equilibrium position towards a desired or newly established position.

3. The Three-stage Process of Change

To elaborate on his model, Lewin also suggested a three-stage process of change implementation which is necessary for effective change within an organization. Those three stages are:



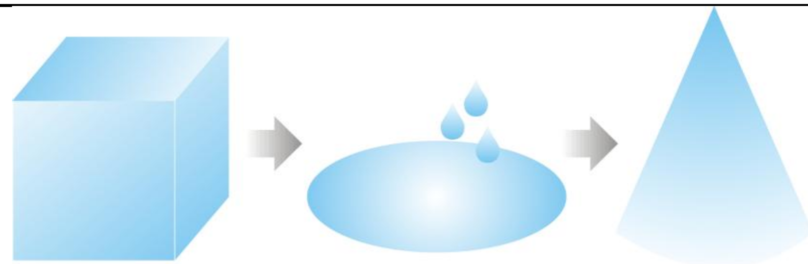
Change is a common thread that runs through all businesses regardless of size, industry and age. Our world is changing fast and, as such, organizations must change quickly too. Organizations that handle change well thrive, whilst those that do not may struggle to survive.

The concept of "change management" is a familiar one in most businesses today. But, how businesses manage change (and how successful they are at it) varies enormously depending on the nature of the business, the change and the people involved. And a key part of this depends on how far people within it understand the change process.

One of the cornerstone models for understanding organizational change was developed by Kurt Lewin back in the 1940s, and still holds true today. His model is known as Unfreeze – Change – Refreeze, refers to the three-stage process of change he describes. Lewin, a physicist as well as social scientist, explained organizational change using the analogy of changing the shape of a block of ice.

Understanding Lewin's Model

If you have a large cube of ice, but realize that what you want is a cone of ice, what do you do? First you must melt the ice to make it amenable to change (unfreeze). Then you must mold the iced water into the shape you want (change). Finally, you must solidify the new shape (refreeze).



By looking at change as process with distinct stages, you can prepare yourself for what is coming and make a plan to manage the transition – looking before you leap, so to speak. All too often, people go into change blindly, causing much unnecessary turmoil and chaos.

To begin any successful change process, you must first start by understanding why the change must take place. As Lewin put it, "Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumptions about oneself and one's relations to others." This is the unfreezing stage from which change begins.

Unfreeze

This first stage of change involves preparing the organization to accept that change is necessary, which involves break down the existing status quo before you can build up a new way of operating.

To prepare the organization successfully, you need to start at its core – you need to challenge the beliefs, values, attitudes, and behaviors that currently define it. Using the analogy of a building, you must examine and be prepared to change the existing foundations as they might not support add-on storeys; unless this is done, the whole building may risk collapse.

This first part of the change process is usually the most difficult and stressful. When you start cutting down the "way things are done", you put everyone and everything off balance. You may evoke strong reactions in people, and that's exactly what needs to done.

By forcing the organization to re-examine its core, you effectively create a (controlled) crisis, which in turn can build a strong motivation to seek out a new equilibrium. Without this motivation, you won't get the buy-in and participation necessary to effect any meaningful change.

Change

After the uncertainty created in the unfreeze stage, the change stage is where people begin to resolve their uncertainty and look for new ways to do things. People start to believe and act in ways that support the new direction.

The transition from unfreeze to change does not happen overnight: People take time to embrace the new direction and participate proactively in the change. A related change model, the

Change Curve, focuses on the specific issue of personal transitions in a changing environment and is useful for understanding this specific aspect in more detail.

In order to accept the change and contribute to making the change successful, people need to understand how the changes will benefit them. Not everyone will fall in line just because the change is necessary and will benefit the company. This is a common assumption and pitfall that should be avoided.

Time and communication are the two keys to success for the changes to occur. People need time to understand the changes and they also need to feel highly connected to the organization throughout the transition period. When you are managing change, this can require a great deal of time and effort and hands-on management is usually the best approach.

Refreeze

When the changes are taking shape and people have embraced the new ways of working, the organization is ready to refreeze. The outward signs of the refreeze are a stable organization chart, consistent job descriptions, and so on. The refreeze stage also needs to help people and the organization internalize or institutionalize the changes. This means making sure that the changes are used all the time; and that they are incorporated into everyday business. With a new sense of stability, employees feel confident and comfortable with the new ways of working.

The rationale for creating a new sense of stability in our every changing world is often questioned. Even though change is a constant in many organizations, this refreezing stage is still important. Without it, employees get caught in a transition trap where they aren't sure how things should be done, so nothing ever gets done to full capacity. In the absence of a new frozen state, it is very difficult to tackle the next change initiative effectively. How do you go about convincing people that something needs changing if you haven't allowed the most recent changes to sink in? Change will be perceived as change for change's sake, and the motivation required to implement new changes simply won't be there.

As part of the Refreezing process, make sure that you celebrate the success of the change – this helps people to find closure, thanks them for enduring a painful time, and helps them believe that future change will be successful.

Practical Steps for Using the Framework:

Unfreeze

1. Determine what needs to change.

- Survey the organization to understand the current state.
- Understand why change has to take place.

2. Ensure there is strong support from upper management.

- Use Stakeholder Analysis and Stakeholder Management to identify and win the support of key people within the organization.
- Frame the issue as one of organization-wide importance.

3. Create the need for change.

- Create a compelling message as to why change has to occur.
- Use your vision and strategy as supporting evidence.
- Communicate the vision in terms of the change required.
- Emphasize the "why".

4. Manage and understand the doubts and concerns.

- Remain open to employee concerns and address in terms of the need to change.

Change

1. Communicate often.

- Do so throughout the planning and implementation of the changes.
- Describe the benefits.
- Explain exactly the how the changes will effect everyone.
- Prepare everyone for what is coming.

2. Dispel rumors.

- Answer questions openly and honestly.
- Deal with problems immediately.
- Relate the need for change back to operational necessities.

3. Empower action.

- Provide lots of opportunity for employee involvement.
- Have line managers provide day-to-day direction.

4. Involve people in the process.

- Generate short-term wins to reinforce the change.
- Negotiate with external stakeholders as necessary (such as employee organizations).

Refreeze

1. Anchor the changes into the culture.

- Identity what supports the change.
- Identify barriers to sustaining change.

2. Develop ways to sustain the change.

- Ensure leadership support.
- Create a reward system.
- Establish feedback systems.
- Adapt the organizational structure as necessary.

3. Provide support and training.

- Keep everyone informed and supported.

4. Celebrate success!

4. The Seven-stage Model of Change

Whilst Lewin's model provides a simple and understandable representation of the organizational change process, more recent models have developed his model and extended the idea into more depth. In 1980, Edgar Huse proposed a seven-stage OD model based upon the original three-stage model of Lewin.

1. Scouting - Where representatives from the organization meet with the OD consultant to identify and discuss the need for change. The change agent and client jointly explore issues to elicit the problems in need of attention.
2. Entry - This stage involves the development of, and mutual agreement upon, both business and psychological contracts. Expectations of the change process are also established.
3. Diagnosis - Here, the consultant diagnoses the underlying organizational problems based upon their previous knowledge and training. This stage involves the identification of specific improvement goals and a planned intervention strategy.
4. Planning - A detailed series of intervention techniques and actions are brought together into a timetable or project plan for the change process. This step also involves the identification of areas of resistance from employees and steps possible to counteract it.
5. Action - The intervention is carried out according to the agreed plans. Previously established action steps are implemented.
6. Stabilization & Evaluation - The stage of 'refreezing' the system. Newly implemented codes of action, practices and systems are absorbed into everyday routines. Evaluation is conducted to determine the success of the change process and any need for further action is established.
7. Termination - The OD consultant or change agent leaves the organization and moves on to another client or begins an entirely different project within the same organization.

The 7-stage model is a useful heuristic to illustrate the complex nature of organizational change. However, such neat linear models are prone to oversimplify situations. The pace of organizational change in today's rapidly developing economic climate can result in the 'refreezing' stage never being reached or completed. This means that organizational systems often undergo a continuous series of change interventions and rarely revert to a stabilized state of equilibrium. In other words, change is often so rapid and recurrent that the system fails to destabilize itself before the next change initiative is conducted. Organizations prone to fashion and fads in managerial practice particularly suffer from this effect.

5. Popular Change Management Interventions

- Survey Feedback - A complex and skilled set of procedures involving the design, administration, analysis and feedback of a series of questionnaires to tap staff attitudes and opinions. Feedback meetings are also held with staff to change attitudes and modify behavior.
- Quality Circles (QCs) - Where small groups of employees who work in a similar field meet regularly to identify, analyze, and solve product-quality and production problems and to improve general operations. Helps to motivate change by increasing perceptions of employee participation, communication and job satisfaction. Although QCs have been shown to influence staff attitudes, this impact may not necessarily translate into higher levels of production.
- Process Consultation (PC) - A client-centered approach to help the client organization to help itself. PC has the underlying objective of facilitating and developing the capacity of the client organization to self-rejuvenate over the longer term. The process of PC is a set of activities conducted by the OD consultant that helps the client to perceive, understand, and act upon the process events that occur in the client's environment in order to improve the situation. PC may be compared to the 'purchase of expertise' concept and the 'doctor-patient' analogy.
- Team Building - Groups of workers are formed into 'T-groups' (or 'encounter groups') and examine intra-group processes and their own interpersonal styles and impacts upon others. However, there is weak evidence of success as T-groups are often poorly facilitated and are commonly left purposefully unstructured by the 'trainers'.

6. The Focus of Change Management Agents

- Technician - The client organization diagnoses their own problems and formulates their own solutions. The OD consultant merely comes in to implement their plans. In this situation the organization is in complete control.
- Expert - The client organization diagnoses their problems and the consultant is hired to propose solutions. In this case there is a joint ownership of the solution.
- Coach - In this case the organization is aware of a problem and can see symptoms but is not certain what exactly the problem is, or how to go about finding a solution. Here, the consultant helps the organization to understand their problems. In this scenario there is a joint ownership of both the problem and solution between the consultant and the organization.

- Mentor / Counselor - Relationship based on support & partnership. Enables org to help itself. Consultant operates at very senior level. Sets up future success, as the org solves its own problems.

Unit III

Group Dynamic

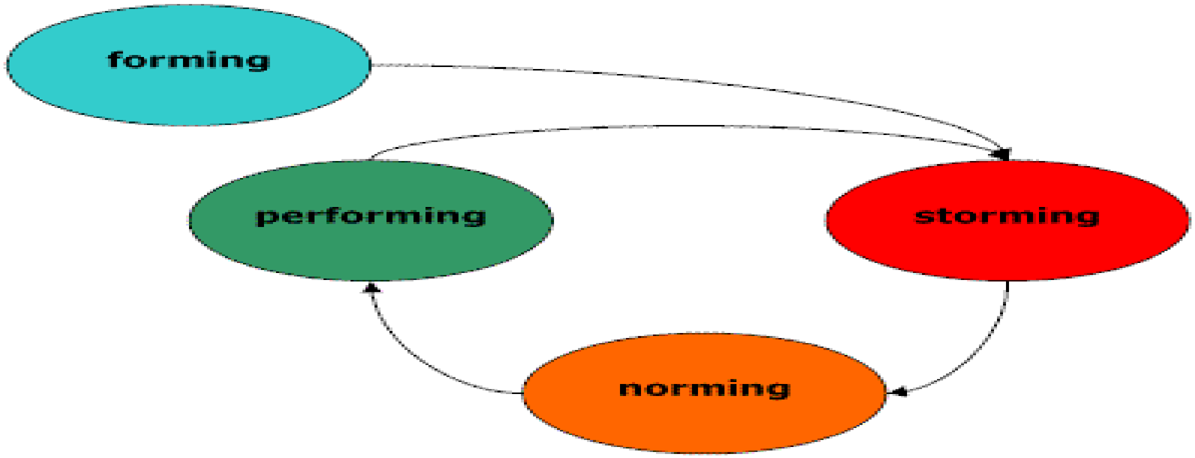
Q. 1 What do you mean by Group Dynamics. Detail theories of group.

Ans. **Group dynamics** refers to a structure of behaviors and emotional processes happening within a social group (intergroup dynamics), or between communal groups (intergroup dynamics). The study of group dynamics can be useful in understanding decision-making behavior, tracking the spread of diseases in society, creating effective therapy techniques, and following the appearance and reputation of new ideas and technologies. Group dynamics are at the core of understanding racism, sexism, and other forms of social prejudice and injustice. These applications of the field are studied in psychology, sociology, anthropology, political science, epidemiology, education, social work, business, and communication studies.

Groups that are superior than that range tend to have another level of complication not apparent in small groups. For example, the life and needs of larger groups are often similar to those of entire ongoing organizations. They have their own various subcultures, distinct subsystems (or cliques), variety of leadership styles and levels of communication. While certain structures are often useful in small groups, they are completely necessary on an ongoing basis in larger groups. For example, larger groups should have a clearly established purpose that is recurrently communicated, and formal plans and policies about ongoing leadership, decision making, problem solving and communication.

Life Stages of a Team

When developing a team, it helps a great deal to have some basic sense of the stages that a typical team moves through when evolving into a high-performing team. Awareness of each stage helps leaders to understand the reasons for members' behavior during that stage, and to guide members to behavior required to evolve the team into the next stage.



1. Forming

Members first get together during this stage. Individually, they are considering questions like, "What am I here for?", "Who else is here?" and "Who am I comfortable with?" It is important for members to get involved with each other, including introducing themselves to each other. Clear and strong leadership is required from the team leader during this stage to ensure the group members feel the clarity and comfort required to evolve to the next stage.

2. Storming

During this stage, members are beginning to voice their individual differences, join with others who share the same beliefs, and jockey for position in the group. Therefore, it is important for members to continue to be highly involved with each other, including to voice any concerns in order to feel represented and understood. The team leader should help members to voice their views, and to achieve consensus (or commonality of views) about their purpose and priorities.

3. Norming

In this stage, members are beginning to share a common commitment to the purpose of the group, including to its overall goals and how each of the goals can be achieved. The team leader should focus on continuing to clarify the roles of each member, and a clear and workable structure and process for the group to achieve its goals.

4. Performing

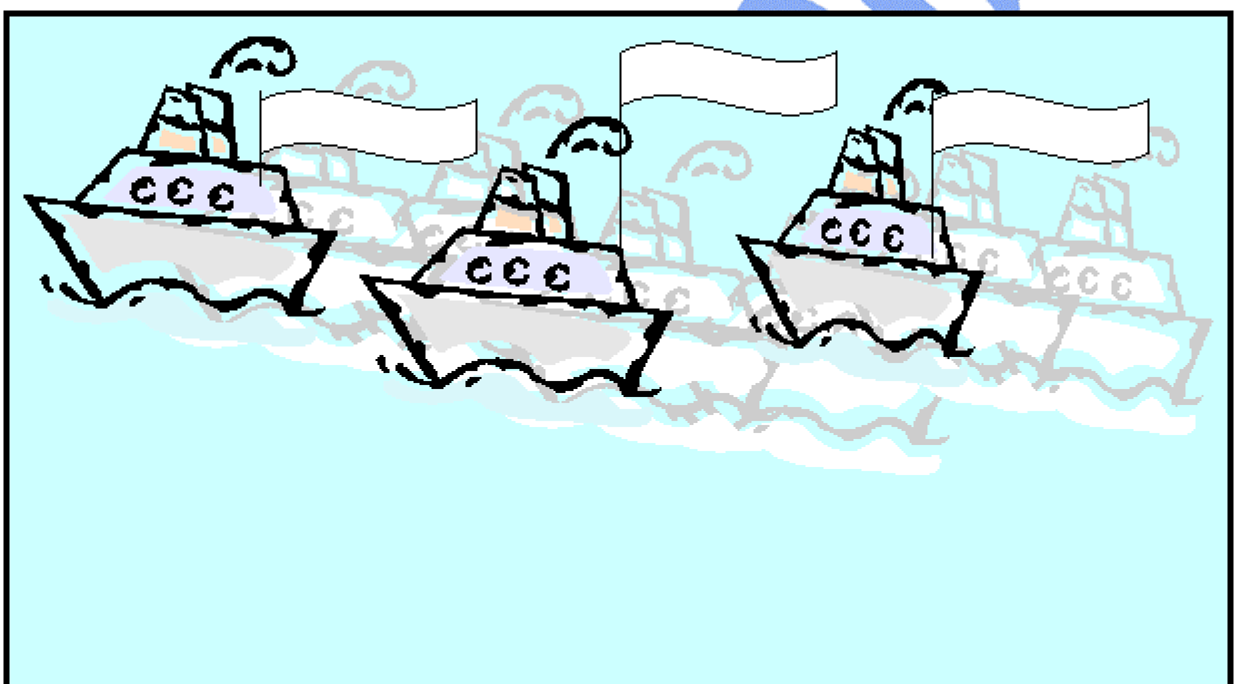
In this stage, the team is working effectively and efficiently toward achieving its goals. During this stage, the style of leadership becomes more indirect as members take on stronger participation and involvement in the group process. Ideally, the style includes helping members to reflect on their experiences and to learn from them.

5. Closing and Celebration

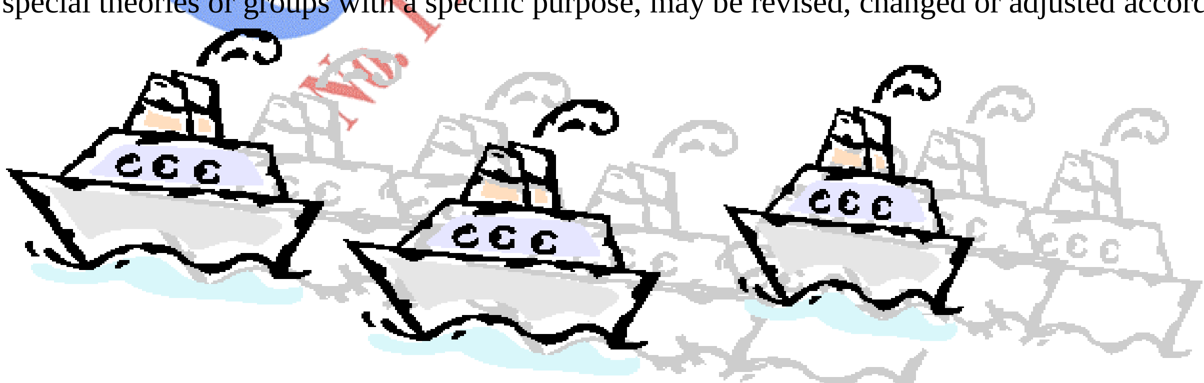
At this stage, it is clear to members and their organization that the team has achieved its goals (or a major milestone along the way toward the goal). It is critical to acknowledge this point in the life of the team, lest members feel unfulfilled and skeptical about future team efforts.

Q. 2 Detail theories of group.

Ans. The processes concerned in groups and their communication methods have been around as long as there have been groups! However, grave study of group dynamics is something that has occurred mostly in the last fifty years. As we look at the theories that govern the study of groups, we can visualize an ocean with several ships on it. This ocean represents the general theories of group dynamics.



The individual ships are the special theories such as pragmatic, relational and value-shift. These special theories or groups with a specific purpose, may be revised, changed or adjusted according to new research.



Howev

Theory of Emergence

Theory of Symbolic Convergence

er, the general theories are always there, underlying every special theory of how a group works. The general theories of Emergence and Symbolic Convergence represent dynamics that are in all groups, regardless of the special model the group may be using. These theories have been validated by the work of Ernest Borman*, who has recorded over 400 case studies in his group dynamics classes.

General theories come about through the study of groups in history to find patterns of group behavior. The behavior is observed, analyzed, written down and then tested. When we observed behaviors become actual social theory, they are really statements of the general tendencies of groups. Because social theory is not absolutely scientific, they are not like a law. They are theories of what will happen in most groups.

The Emergent Model

The first general theory that Borman has come up with is the Emergent Model. Emergence is the description of the way in which decisions manifest themselves in a group. To take off from the above analogy, emergence is like looking for a ship (a leader, or a decision of the group) in the fog. You are looking into the fog for the ship that you know is there. But it's not there. Maybe it's there. Yes there's something there! Then you see a slight outline, and then, there it is; a ship. It is difficult to pinpoint the exact point in time you first saw it, but it has emerged.

In the small group, all of the social and emotional decisions seem to arrive this way. And it is the leadership of the group, especially, that comes about by emergence. This is important to realize: that leadership in a small group will arrive this way, because if a group does not recognize emergent leadership, it will really struggle. So, the "emergent model describes the dynamic process by which the tendencies described in group process arrive at conscious thresholds and become known to the group."

7. **5 Things that Emerge**

Bilhart describes five tendencies in a group that emerge:

1. Tendency to develop group norms, such as accepted ways to address each other or ways of talking that are acceptable or not. Once group norms are set, members are expected to conform;

2. Tendency to specialization. Generally a member will emerge to a particular role, such as “the organizer” or “the timekeeper;”

3. Tendency to form status roles. The more fun and/or difficult the task, the higher the status, such as the levels of status in the book “Animal Farm;”

4. Tendency for the group to develop its own “culture”, complete with symbols and inside jokes;

5. Tendency to form shared fantasies (an invented story that may not be true, but serves to make other members of the group “dream” about new ideas or deeper thoughts) , good or bad , possibly started by one member and added to by others, to emerge as the group’s shared fantasy. Fantasies, in particular, may not be of much consequence, but layer upon layer, they become a strong builder of cohesion (they stick together) in the group.

Cohesion of the Group

Cohesion is the key concept of the emergent Model. It is the single most critical dynamic in a group, and there is a strong correlation between cohesiveness and the quality of the group’s experience and the quality of its progress. Borman says that the cohesiveness is the extent to which members of the group are willing to make the needs and goals of the group their own. Other research has found that the more cohesive the group, the more freedom they had to disagree with one another. Because of the cohesiveness, or sense of belonging, it gave them the freedom to disagree without devastating reprisal.

The Assembly Effect

The assembly effect is the key to cohesion of the group in its early stages. The assembly effect is the interaction of the different personalities of group members and how each personality is affected by another. As a group forms, the level of compatibility of different personalities becomes crucial to the group. If each member realizes their strengths, and yet knows and accepts another member’s strengths and weaknesses, those symmetrical relationships become compatible.

The exchange theory

The exchange theory also affects cohesion of the group as the general tendencies emerge. The exchange effect begins as soon as a group is formed, but it takes a while for members to come up with a cost-benefit exchange analysis for themselves in the group. So the effect will not play a big part in the group dynamics until about midlife of the group. In a group, each member will mentally tabulate the rewards and costs to themselves in the areas of material things, social rewards, prestige, esteem, accomplishment of the job and recognition. If the plusses are more than the minuses, then the member will stay and add to the cohesiveness of teamwork and the group. If the negatives are greater than the positives, then the member will either become a point of non-cohesion in the group or will leave. If the member leaves, then, by the assembly effect, the group will still struggle with cohesion because the whole new order of assembly will then occur.

Conclusion on Emergence

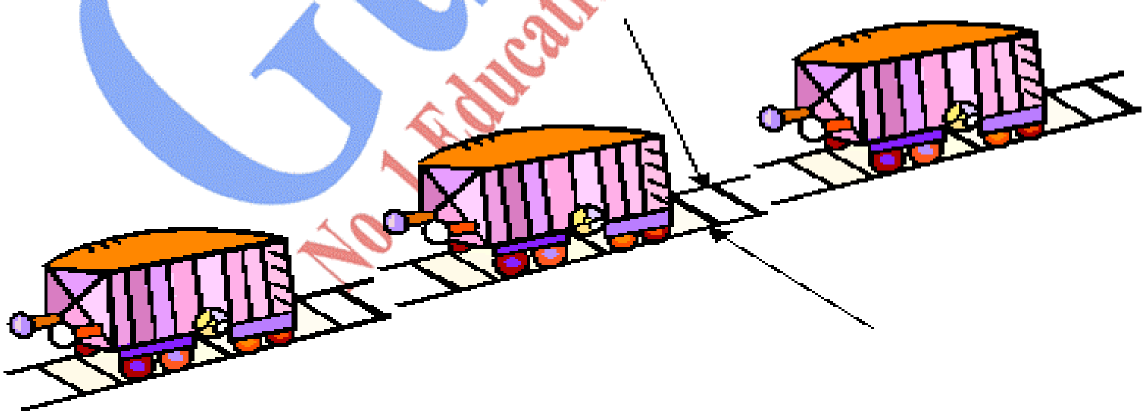
So it is important to understand how things emerge in the group and its cohesion is affected by such dynamics as the makeup of the assembly and how members view their exchange benefits for being in the group. The emergent model is one of the basic models of group dynamics that is true to all groups in some way.

Symbolic Convergence Theory

The second general theory of group dynamics that Borman describes is the symbolic Convergence Theory. It runs parallel with Emergence theory in that it happens at the same time emergence is happening. Borman describes this theory as the one in which people are story tellers who share fantasies. As group members talk together and members find they have an experience in common, they begin to chime in and add to the story. This is called chaining or sharing and the more of it that happens within a group, the more cohesiveness there is in the group.

In the process of multiple fantasies, a group begins to form its own culture and its own symbols. That forming is called symbolic convergence. As layer upon layer of shared fantasies are formed, cohesiveness is created, internal communication is generated, roles begin to emerge, and group norms are established to converge into a whole culture.

Special Theories



We can look at the general theories of emergence and symbolic convergence as a running parallel like railroad tracks. They operate simultaneously and provide a foundation for social theory on group dynamics. On those railroad tracks are little boxcars that have been constructed for specific purposes. These boxcars are like the three special theories. They each have been constructed for a different purpose, such as the pragmatic, relational and value shift models.

Borman describes these special or artistic theories, as a plan to form the group in a specific way to bring about a specific purpose. Unlike General Theories, these can be changed or molded at any time in order to bring about the main purpose of the group. The three models then, pragmatic, relational and value shift, are artistic theory as described by Borman.

Pragmatic Theory

The Pragmatic Theory was formed as a way to get a group to complete a task. It was used in groups formed in the early fifties in businesses. As Reiman summarizes in his book describing the 1950s, the "Lonely Crowd," the population moved after WW2 up to about 1963, from a rural society to an urban society. Working well in a group became an important value at the time. Previously the dominant America valued independence and the ability to work alone.

The emphasis of the pragmatic model is the SMCR method of analyzing group dynamics as developed by Wilbur Schramm. That's the **S**ender encodes a **M**essage through a **C**hannel, which is then recorded by a **R**eceiver.

There are two values in the Pragmatic model, fidelity of transmission and efficiency. In fidelity of transmission, the question is "how much is getting through?" If there is a lot of external noise such as a stereo playing, the noise can be reduced in order to get a higher level of fidelity. Internal noises, such as anger, hunger, or even the temperature of a room can also hinder fidelity of transmission. To the degree that you can decrease internal noise, you can increase fidelity of transmission. Intrinsic noise, where there is false message, or an overload of information, will also cause a decrease in fidelity. Another way to increase fidelity is to increase redundancy by repeating messages or by finding several ways to give the same message. Or, if you use multiple channels to convey the message, it will more likely get through.

The second value in the Pragmatic model is that of efficiency. Efficiency concerns itself with the use of energy resources and time. The goal is to send more messages, more rapidly and with less energy expended. If we give an erroneous message, it sometimes takes longer to correct it than it would have taken to just be clear the first time.

The Relational Theories

The Relational theories came about as a reaction to the pragmatic model. It was articulated as a humanistic revolt against materialism. The adolescents of the 1950s reacted against materialism and their parents' generation. Even though most were still using the pragmatic, task-related model, it came into conflict with the human related, relational model. Galbraith, in "The New

Industrial State" describes this period of time as one in which there were giant corporate structures and government structures that functioned by means of small group committees.

The revolt took form in sensitivity groups just as Carl Rogers' Beheld Group in Maine. These groups generally met in peaceful settings to help the participant "explore himself" or "find himself." It was the time of the hippie communes and could be described as dramatistic, non-manipulative, focusing on self disclosure, trust and self growth. Efficiency was a negative thing to a small group using the relational model, if the price was to ignore human need.

However, this was a transitional period. It is called **Relational I.** There was a debate over business versus the fine arts, natural sciences versus social sciences and Pragmatic versus Relational. The issue was over which type of group was the best way for groups to function. The Pragmatic model was still in widespread use and those who were using it began to feel as if they were missing something, and sought out the Rogers, Earhart and Esselin kinds of groups. They took some of those relational values back to the corporations and sought to learn about self growth and personal enhancement. They wanted to be humanistic, sensitive socially, employed and homeowners!

Relational II Theory is actually what has developed today into the body of material called Interpersonal Communication. This is where the best of the Pragmatic model and the best of the Relational model were combined to overcome the excesses of Relation I and the insensitivity of the Pragmatic.

Value Shift Theory

The third special theory of group dynamics is the Value Shift style. This style is very different from the Pragmatic and Relational because its purpose is to use the group to bring individual members to the point of adjusting their individual values to match the values of the group. It seeks to "convert the unconverted" and to "sustain the committed." Toffler, in "Future Shock" summarizes this period of time, from 1975 to present, as a time of many and rapid societal changes. The Value Shift model does not focus on fidelity of transmission, but is really interested only in the best way to change values of individuals to the values of the group. An example of this would be the groups that form around cults, and some religious groups.

Conclusion

So, to return to the "big picture" of the ships on the ocean, I've discussed the general theories of emergence and symbolic conversion, and noted its foundational place in the study of small group dynamics. I've summarized the three primary special theories of Pragmatic, Relational and Value shift: the ships on the ocean that have been constructed for special (historical) purposes.

This is really only a summary of the high point of the theories of small group dynamics. If I were to go through each of these principles, and tell you how I've seen those things happen in the many small groups that I have been a part of, you'd be tired of it before I was finished. There are some of those models that I have seen in action, but I previously had thought they were indicative of abnormal group behavior, rather than normal group behavior. In that sense, this study has made it easier to understand how to work within groups such as the classroom, student organizations, church, academic departments and youth groups. You will find that there is something valuable about being able to anticipate the direction of the group's action, that helps to focus on the goal, and not get caught up in the ups and downs of group communication.

Q. 3 What does you mean by Group Norms and roles.

Ans. **Group norms** are unspoken and often unwritten set of informal rules that govern individual behaviors in a group. Group norms vary based on the group and issues important to the group. Without group norms, individuals would have no understanding of how to act in social situations.

Norming always takes place within a group. It happens informally/naturally when not done formally/artificially. Whether it is done formally or informally, norms tend to change over time. Norms change more dramatically when
(1) new members join or old members leave the group,
(2) the task (reason for the group's existence) changes, or
(3) there is a change in external factors that influence the group.

Formal Norming Process:

1. Set the stage by creating a relaxed atmosphere with sufficient time to begin and end the process.
2. Make sure that group members understand the norming process and the rationale for engaging in the process.
3. Review rules of formal brainstorming: set a time limit, no discussion, no judgement, record a key phrase of each idea presented, use flip chart paper or other method which allows for public recording.
4. Brainstorm a list of possible norms. These questions may stimulate responses:
   *How do we want to operate/work together to make us an effective group?
   *How do we want to interact as human beings (not as positions)?
   *What group rules will allow us to accomplish our tasks?
5. At the end of the listing of possible norms, review each item listed for clarity. Combine ideas where appropriate.
6. Consider each item individually; work toward consensus on whether or not to accept each norm listed.
7. Each member should verbally agree to accept or reject each norm.

8. Post the norms each time the group meets; check with the group for any needed modifications.

Two points are important to note about the norms of informal groups.

First, where both formal and informal norms exist, the informal norms transcend the formal. At moments when norms conflict with organizational objectives, organizational effectiveness suffers.

Second, members of an informal group may be unaware that the norms of the group influence their behavior. Norms are particularly potent because without knowing it members would not even think of acting otherwise-norms are that ingrained into their behavior pattern.

Q. 4 What is cohesiveness the dynamics of informal groups? How does an informal group formed?

Ans. It is a dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objective and/or for the satisfaction of member affective need. Informal groups almost always arise if opportunities exist.

Often, informal groups give out a counter managerial function, attempting to counteract the coercive tendencies in an organization. If management prescribes production norms that the group considers unfair, for instance, the group's recourse is to adopt less demanding norms and to use its ingenuity to discover ways in which it can sabotage management's imposed standards.

Informal groups have a powerful influence on the effectiveness of an organization, and can even subvert its formal goals. But the informal group's role is not limited to resistance. The impact of the informal group upon the larger formal group depends on the norms that the informal group sets. So the informal group can make the formal organization more effective, too.

A norm is an implied agreement among the group's membership concerning how members in the group should behave. From the perspective of the formal group, norms generally fall into three categories-positive, negative, and neutral. In other words, norms either support, obstruct, or have no effect on the aims of the larger organization.

Harnessing the power of informal groups is no easy task. The requirements include: an understanding of group dynamics and, an ability to bring about changes in informal group norms that positively reinforce the formal organization's goals.

As a starting point, managers and supervisors should at least be aware of the reasons behind informal group formation and the properties and characteristics of these groups.

Formation Of Informal Work Groups

Individuals are employed by an organization to perform specific functions. Although the whole person joins an organization, attention is usually focused on the partial person, the part of the individual doing the job. Because people have needs that extend beyond the work itself, informal groups develop to fill certain emotional, social, and psychological needs.

The degree to which a group satisfies its member's needs determines the limits within which individual members of the group will allow their behavior to be controlled by the group.

Sense Of Belonging

Several major functions are served by informal groups. For example, the group serves as a means of satisfying the affiliation needs of its members for friendship and support. People need to belong, to be liked, to feel a part of something. Because the informal group can withhold this attractive reward, it has a tool of its own to coerce compliance with its norms.

Identity And Self Esteem

Groups also provide a means of developing, enhancing, and confirming a person's sense of identity and self-esteem. Although many organizations attempt to recognize these higher needs, the nature of some jobs-their technology and environment-precludes this from happening. The long assembly line or endless rows of desks reinforce a feeling of depersonalization.

Stress Reduction

Another function of groups is to serve as an agent for establishing and testing social reality. For instance, several individuals may share the feeling that their supervisor is a slave driver or that their working conditions are inadequate. By developing a consensus about these feelings, group members are able to reduce the anxiety associated with their jobs.

All For One, One For All

Finally, the informal group serves as a defense mechanism against forces that group members could not resist on their own. Joining forces in a small group makes the members feel stronger, less anxious, and less insecure in the face of a perceived threat.

As long as needs exist that are not served by the formal organization, informal groups will form to fill the gap. Since the group fills many important needs for its members, it influences member behavior.

Leadership of Informal Work Groups

Informal groups possess certain characteristics that, if understood, can be used to advantage. While many of these characteristics are similar to those of formal organizations, others are unique. One attribute of informal groups is rotational leadership.

The informal leader emerges as the individual possessing qualities that the other members perceive as critical to the satisfaction of their specific needs at the moment; as the needs change so does the leader. Only rarely does a single individual possess all of the leadership characteristics needed to fill the various needs of the group.

Unlike the formally appointed leader who has a defined position from which to influence others, the informal leader does not possess formal power. If the informal leader fails to meet the group's expectations, he or she is deposed and replaced by another. The informal group's judgment of its leaders tends to be quicker and more cold-blooded than that of most formal groups.

Supervisory Strategies

The supervisor can use several strategies to affect the leadership and harness the power of informal groups. One quick and sure method of changing a group is to cause the leader to change one or more of his or her characteristics. Another is to replace the leader with another person.

One common ploy is to systematically rotate out of the group its leaders and its key members. Considering the rotational nature of leadership, a leader may emerge who has aims similar to the formal goals of the organization. There are problems with this approach, however. Besides the practical difficulties of this, this strategy is blunted by the fact that group norms often persist long after the leader has left the group.

A less Machiavellian approach is for the supervisor to be alert to leaders sympathetic to the supervisor's objectives and to use them toward the betterment of the formal group's effectiveness. Still another method is to attempt to 'co-opt' informal leaders by absorbing them into the leadership or the decision-making structure of the formal group. Co-opting the informal leader often serves as a means of averting threats to the stability of the formal organization.

Remember, though, a leader may lose favor with the group because of this association with management, and group members will most likely select another leader.

Informal Work Group Communication (The Grapevine)

Another characteristic of the informal group is its communications network. The informal group has communications processes that are smoother and less cumbersome than those of the formal organization.

Thus its procedures are easily changed to meet the communication needs of the group. In the informal group, a person who possesses information vital to the group's functioning or well-being is frequently afforded leadership status by its members. Also, the centrally located person in the group is in the best position to facilitate the smooth flow of information among group members.

Knowing about informal group communication the supervisor can provide a strategically placed individual with information needed by the group. This not only enhances the stature of this individual perhaps elevating him or her to a leadership position but also provides an efficient means of distributing information. Providing relevant information to the group will also help foster harmony between the supervisor and the informal group.

By winning the cooperation of informal group leaders the supervisor will most likely experience fewer grievances and better relationships.

Informal group cohesiveness

A third characteristic of informal groups is group cohesiveness-the force that holds a group together. Group cohesiveness varies widely based on numerous factors-including the size of the group dependence of members upon the group achievement of goals status of the group and management demands and pressures.

For example group cohesiveness increases strongly whenever the membership perceives a threat from the outside. This threat produces the high anxiety that strong group cohesiveness can help reduce.

If the supervisor presses the group to conform to a new organizational norm that Is viewed as a threat to the security needs of group members The group will become more unified in order to withstand the perceived threat. Thus management can limit its own effectiveness by helping to increase the group's cohesiveness. With the passing of the threat the group tends to lose its cohesiveness.

Perhaps paradoxically the most dangerous time for group cohesion is when things are going well. Supervisors can use the factors that affect group cohesiveness to increase their own effectiveness.

Decision making process involvement

For instance a supervisor can involve the informal group members in the decision-making process. Input from group members will not only reduce their feeling of alienation but also improve communication between the supervisor and subordinates thereby reducing potential conflict.

Where group participation in decision making is not practical the supervisor should carefully explain the reasons to play down what might be seen as a threat to the group. In some cases the supervisor may want to increase the groups cohesiveness deliberately devising situations that put one group into competition with another. If this gambit is carefully controlled the solidarity that results may bring a higher level of performance.

The danger of this strategy is that the supervisor may be unable to control the reaction of the group. The ploy could backfire bringing competition and dissension within the group.

Informal group norms or values (unspoken rules)

The final characteristic of informal groups is the establishment of the groups norms (values). As we discussed earlier, norms keep a group functioning as a system instead of a collection of individuals.

Norms are of great importance to the informal group in controlling behavior and measuring the performance of members. Because norm (values) violations threaten a group's existence, departures from the norm usually carry severe sanctions.

The members must either conform or sever their group affiliation.

The latter action is unlikely, especially if the individual values group membership to satisfy certain needs.

Q. 5 What is team and team building?

Ans. With good team-building skills, one can unite employees around a common goal and generate greater productivity.
Team building is an ongoing process that helps a work group evolve into a cohesive unit. The team members not only share expectations for accomplishing group tasks, but trust and support one another and respect one another's individual differences. Your role as a team builder is to lead your team toward cohesiveness and productivity. A team takes on a life of its own and you have to regularly nurture and maintain it, just as you do for individual employees. Your Development & Training Organization Development Consultant can advise and help you.

Team building can lead to:

- Good communications with participants as team members and individuals
- Increased department productivity and creativity
- Team members motivated to achieve goals
- A climate of cooperation and collaborative problem-solving
- Higher levels of job satisfaction and commitment

- Higher levels of trust and support
- Diverse co-workers working well together
- Clear work objectives
- Better operating policies and procedures

Steps to Building an Effective Team

The first rule of team building is an obvious one: to lead a team effectively, you must first establish your leadership with each team member. Remember that the most effective team leaders build their relationships of trust and loyalty, rather than fear or the power of their positions.

- **Consider each employee's ideas as valuable**. Remember that there is no such thing as a stupid idea.
- **Be aware of employees' unspoken feelings**. Set an example to team members by being open with employees and sensitive to their moods and feelings.
- **Act as a harmonizing influence**. Look for chances to mediate and resolve minor disputes; point continually toward the team's higher goals.
- **Be clear when communicating**. Be careful to clarify directives.
- **Encourage trust and cooperation among employees on your team**. Remember that the relationships team members establish among themselves are every bit as important as those you establish with them. As the team begins to take shape, pay close attention to the ways in which team members work together and take steps to improve communication, cooperation, trust, and respect in those relationships.
- **Encourage team members to share information**. Emphasize the importance of each team member's contribution and demonstrate how all of their jobs operate together to move the entire team closer to its goal.
- **Delegate problem-solving tasks to the team**. Let the team work on creative solutions together.
- **Facilitate communication**. Remember that communication is the single most important factor in successful teamwork. Facilitating communication does not mean holding meetings all the time. Instead it means setting an example by remaining open to suggestions and concerns, by asking questions and offering help, and by doing everything you can to avoid confusion in your own communication.
- **Establish team values and goals; evaluate team performance**. Be sure to talk with members about the progress they are making toward established goals so that employees get a sense both of their success and of the challenges that lie ahead. Address teamwork in performance standards. Discuss with your team:
    - What do we really care about in performing our job?
    - What does the word success mean to this team?
    - What actions can we take to live up to our stated values?
- **Make sure that you have a clear idea of what you need to accomplish**; that you know what your standards for success are going to be; that you have established clear time frames; and that team members understand their responsibilities.

- **Use consensus**. Set objectives, solve problems, and plan for action. While it takes much longer to establish consensus, this method ultimately provides better decisions and greater productivity because it secures every employee's commitment to all phases of the work.
- **Set ground rules for the team**. These are the norms that you and the team establish to ensure efficiency and success. They can be simple directives (Team members are to be punctual for meetings) or general guidelines (Every team member has the right to offer ideas and suggestions), but you should make sure that the team creates these ground rules by consensus and commits to them, both as a group and as individuals.
- **Establish a method for arriving at a consensus**. You may want to conduct open debate about the pros and cons of proposals, or establish research committees to investigate issues and deliver reports.
- **Encourage listening and brainstorming**. As supervisor, your first priority in creating consensus is to stimulate debate. Remember that employees are often afraid to disagree with one another and that this fear can lead your team to make mediocre decisions. When you encourage debate you inspire creativity and that's how you'll spur your team on to better results.
- **Establish the parameters of consensus-building sessions**. Be sensitive to the frustration that can mount when the team is not achieving consensus. At the outset of your meeting, establish time limits, and work with the team to achieve consensus within those parameters. Watch out for false consensus; if an agreement is struck too quickly, be careful to probe individual team members to discover their real feelings about the proposed solution.

Unit IV

Management of Conflict

Q. 1 What do you mean by conflict management?

Ans. Conflict is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed about yet, including:
1. Within yourself when you're not living according to your values;
2. When your values and perspectives are threatened; or
3. Discomfort from fear of the unknown or from lack of fulfillment.

Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions.

Conflict is inevitable in any interpersonal relationship and can be a very positive experience, if managed properly. Why do we shy away from dealing with conflict? Many of us were raised to believe that conflict is something to be avoided, and is an experience of failure. However, conflict doesn't have to lead to failure, defeat, separation or termination of individual relationships. We all come to see the world in different ways, and we have different ideas about what's best for us and what's best for our group. It is actually a signal that change is needed and possible.

The ability to manage conflict is probably one of the most important social skills an individual can possess. This information is designed to help you acquire this skill. Specifically, it will offer information about:

- The different ways in which people deal with conflict.
- Increasing awareness of your own style of conflict management.
- A constructive method of conflict management which will not only lead to greater satisfaction of both parties involved, but also promote growth and development of your group.

Q. 2 What are the types of conflicts?

Ans. Conflict is defined as a difference of opinion regarding ideas, wishes or desires. Conflict can arise between couples, work peers and political governments. Understanding the basic types of conflicts that may occur in your daily environment can help you avoid disagreements or learn the best way to deal with them.

Relationships

Conflicts with friends or family members are often caused by miscommunication, disagreements on behavior or negative emotions, according to Jim Melamed, founder of the Oregon Mediation Center and former chair of the Oregon Dispute Resolution Commission. Accepting, according to Melamed, is not the same as agreeing to such disputes, but it may help prevent them from becoming disruptive and destructive.

Interests

Conflicts of interest are described as a disagreement or type of competition where the needs of one are ignored over the needs of the other. Such conflicts of interest may be defined, according to Melamed, as those involving psychological needs over resources such as time or money or those in which there are disagreements over the way problems are addressed.

Values

Conflicts in values are often seen between individuals raised in different cultural or religious backgrounds who have differing opinions over right and wrong, suggests Melamed. Conflicts often arise when one person tries to enforce his own set of values on another.

Leadership

Leadership and managerial styles differ among individuals, which may cause conflict in the work environment. Various factors determine leadership styles and may include personality, expectations and whether or not that leader encourages feedback and opinions of others or is more autocratic or directive in style, according to Leadership-and-Motivation-Training.com.

Personality

Clashing personalities may create conflicts at school, home and work, according to Leadership-and-Motivation-Training.com. Perception and emotions play a large role in whether or not you may like or dislike someone's personality. If you think your boss is rude and inconsiderate, you're less likely to want to be part of his team, which often leads to conflicts of interest and leadership.

Style

A person's method of completing tasks or goals may lead to conflict in any scenario, according to Leadership-and-Motivation-Training.com. You can be laid-back, while your partner is eager to get something done, which can create conflict. Or, your team member may be task-oriented, while you're more creative.

Ethics

Ethical conflict can be defined as external factors influencing a decision, something often seen in the health care industry, according to Entrepreneur.com. For example, breaching confidentiality is considered unethical in the medical field. A nurse who knows something private about a sick patient may feel an ethical conflict about revealing that knowledge to someone else, even when that information may be used to aid or save that patient.

Q. 3 What is the process of conflicts?

Ans The conflict process can be seen as comprising five stages (1) potential opposition or incompatibility (2) Cognition and personalization (3) intentions (4) Behavior (5) Outcome.

Stage 1: Potential opposition or incompatibility: The first step in the conflict process is the presence on conditions that create opportunities for conflict to rise. These cause or create opportunities for conflict to rise. These causes or sources of conflict have been condenses into three general categories - (1) Communications (2) Structure (3) Personal Variables.

(1)Communications: Different words connotations, jargon insufficient exchange of information and noise in communication channel are all antecedent conditions to conflict. Too much communication as well as too little communication can rely foundation for conflict.

(2)Structure: The term structure is used, in this context to include variables such as size, degree of specialization in the tasks assigned to group members, jurisdictional clarity, members/ goal compatibility, leadership styles, reward systems and the degree of dependence between groups.
The size and specialization act as forces to stimulate conflict. The larger the group and the more specialized its activities, the greater the likelihood of conflict. Tenure and conflict have been found to be inversely related,. The potential for conflicts tends to be greatest when group members are younger and when turnover is high. The greater the ambiguity in defining where responsibility for action lies, the greater the potential for conflict to emerge. Such Jurisdictional ambiguity increases inter group fighting for control or resources and territory.

(3)Personal Variables: Certain personality types- for example individuals who are highly authoritarian and dogmatic- lead to potential conflict. Another reason for conflict is difference in value systems. Value differences are the best explanations of diverse issues such as prejudice disagreements over one's contribution to the group and rewards one deserves.

Stage 2: Cognition and personalization: conflict must be perceived by the parties to it whether or not conflict exists is a perception issue. If no one is aware of a conflict, then it is generally agreed that no conflict exists. Because conflict is perceives does not mean that is personalized. For e.g. " A may be aware that B and A are in serious disagreements but it may not make A tense or nations and it may have no effect whatsoever on A's affection towards B" It is the felt level , when individuals become emotionally involved that parties experience anxiety , tension or hostility.

Stage2 is the place in the process where the parties decide what the conflict is about and emotions plays a major role in shaping perception.

Stage 3: Intentions: Intentions are decisions to act in a given way intentions intervene between people's perception and emotions and their overt behavior.

Using two dimensions cooperativeness (the degree to which one party attempts to satisfy the other party's concerns)and assertiveness (the degree to which one party attempts to satisfy his or her own concerns)- five conflict handling intentions can be identified.

1**) Competing:** when one person seeks to satisfy his or her own interests regardless of the impact on the other parties to the conflict, he is competing.

2) Collaborating: A situation in which the parties to a conflict each desire to satisfy fully the concerns of all the parties. In collaborating, the intention o the parties are to solve the problem by clarifying differences rather than by accommodating various points of view.

3) Avoiding: a person may recognize that a conflict exists and want to withdraw from it or suppress it. Avoiding included trying to just ignore a conflict and avoiding others with whom you disagree.

4) Accommodating: The willingness of one partying a conflict top lace the opponent's interest above his or her own.

5) Compromising: A situation in which each party to a conflict is wiling to give up something.

Intentions provide general guidelines for parties in a conflict situation. They define each party's purpose. Yet people intention is not fixed. During the course of conflict, they might change because of re conceptualization or because of an emotional reaction to the behavior of other party.

Stage 4: Behavior: This is a stage where conflict becomes visible. The behavior stage includes the statements, actions and reactions made by the conflicting parties. These conflict behaviors are usually overt attempt to implement each party's intentions.

Stage 5 Outcomes: The action reaction interplay between the conflicting parties result in consequences. These outcomes may be functional in that the conflict results in an improvement in the group's performance, or dysfunctional in that it hinders group performance.

Conflict is constructive when it improves the quality of decisions simulates creativity and innovations encourages interest and curiosity among group members provides the medium through which problems can be aired and tensions released and fosters an environment of self evaluation and change.

Conflict is dysfunctional when uncontrolled opposition breeds discontent, which acts to dissolve common ties and eventually leads to the destruction of the group. Among the more undesirable consequences are a retarding of communication, reductions in group cohesiveness and subordination of group goals to the primacy of infighting between members.

Q. 4 What is the approaches of conflicts?

Ans It's important to know your habitual response to conflict so that you can be alert to the possibility of taking a different approach. Just because you have a preferred style of approaching conflict does not mean that you must be a slave to that one approach. There are five major approaches to conflict resolution. The approaches are distinguished by their levels of cooperativeness and assertiveness.

1. **Competitive Style** The competitive style involves assertively maintaining that you are right and attempting to "win" the negotiation in any way possible. The other side's needs are disregarded, and winning is the goal. The competitive style may result in a conflict being resolved in your favor, but it is not recommended for the long-term because you will have made no headway in working productively with your adversary, and may have built up ill-will that can hamper future relations.

2. **Accommodating Style** The accommodating style is low on assertiveness and high on cooperation. This approach can be taken to a situation in which you do not have a great deal invested in getting your way. Basically, it's not worth it to you to do anything but let the other side have its way.
3. **Avoiding Style** This approach is low on both assertiveness and cooperativeness. It means walking away from a conflict situation, perhaps because the issues are not sufficiently important to you and you don't feel a need to deal with the other party. If the situation doesn't go away, it means that the avoidance style only bought you time, but did nothing to resolve differences.
4. **Collaborating Style** The collaborating style is high on assertiveness and cooperativeness. It is useful when parties have significant differences, but it is important to maintain working relations. It is also appropriate when the cooperation of all parties is needed to carry through with the decisions reached as an outcome of the negotiations. It's time consuming, but a good choice for parties who need to work with each other despite their differences.
5. **Compromising Style** The compromising style is characterized by moderate levels of assertiveness and cooperativeness. It is useful when parties, for whatever reason, are not able to reach an ultimate resolution to their conflict. The compromising style lets parties reach a workable short-term solution and "live to negotiate another day."

Q. 4 What is the reasons of conflicts?

Ans According to psychologists there are eight common causes of conflict in the workplace. Bell and Hart identified these common causes in separate articles on workplace conflict in 2000 and 2002

The eight causes are:

1. Conflicting resources.
2. Conflicting styles.
3. Conflicting perceptions.
4. Conflicting goals.
5. Conflicting pressures.
6. Conflicting roles.
7. Different personal values.
8. Unpredictable policies.

You can use this classification to identify possible causes of conflict. Once you've identified these, you can take steps to prevent conflict happening in the first place, or you can tailor your conflict resolution strategy to fit the situation.

Let's take a closer look at each of the eight causes of workplace conflict, and discuss what you can do to avoid and resolve each type.

1. Conflicting Resources

We all need access to certain resources – whether these are office supplies, help from colleagues, or even a meeting room – to do our jobs well. When more than one person or group needs access to a particular resource, conflict can occur.

If you or your people are in conflict over resources, use techniques like Win-Win Negotiation or the Influence Model to reach a shared agreement.

You can also help team members overcome this cause of conflict by making sure that they have everything they need to do their jobs well. Teach them how to prioritize their time and resources, as well as how to negotiate with one another to prevent this type of conflict.

If people start battling for a resource, sit both parties down to discuss openly why their needs are at odds. An open discussion about the problem can help each party see the other's perspective and become more empathic about their needs.

2. Conflicting Styles

Everyone works differently, according to his or her individual needs and personality. For instance, some people love the thrill of getting things done at the last minute, while others need the structure of strict deadlines to perform. However, when working styles clash, conflict can often occur.

To prevent and manage this type of conflict in your team, consider people's working styles and natural group roles when you build your team.

3. Conflicting Perceptions

All of us see the world through our own lens, and differences in perceptions of events can cause conflict, particularly where one person knows something that the other person doesn't know, but doesn't realize this.

If your team members regularly engage in "turf wars" or gossip, you might have a problem with conflicting perceptions. Additionally, negative performance reviews or customer complaints can also result from this type of conflict.

Make an effort to eliminate this conflict by communicating openly with your team, even when you have to share bad news. The more information you share with your people, the less likely it is that they will come up with their own interpretations of events.

Different perceptions are also a common cause of office politics. For instance, if you assign a project to one person that normally would be someone else's responsibility, you may unwittingly ignite a power struggle between the two. Learn how to navigate office politics, and coach your team to do the same.

4. Conflicting Goals

Sometimes we have conflicting goals in our work. For instance, one of our managers might tell us that speed is most important goal with customers. Another manager might say that in-depth, high-quality service is the top priority. It's sometimes quite difficult to reconcile the two!

Whenever you set goals for your team members, make sure that those goals don't conflict with other goals set for that person, or set for other people.

And if your own goals are unclear or conflicting, speak with your boss and negotiate goals that work for everyone.

5. Conflicting Pressures

We often have to depend on our colleagues to get our work done. However, what happens when you need a report from your colleague by noon, and he's already preparing a different report for someone else by that same deadline?

Conflicting pressures are similar to conflicting goals; the only difference is that conflicting pressures usually involve urgent tasks, while conflicting goals typically involve projects with longer timelines.

If you suspect that people are experiencing conflict because of clashing short-term objectives, reschedule tasks and deadlines to relieve the pressure.

6. Conflicting Roles

Sometimes we have to perform a task that's outside our normal role or responsibilities. If this causes us to step into someone else's "territory," then conflict and power struggles can occur. The same can happen in reverse - sometimes we may feel that a particular task should be completed by someone else.

Conflicting roles are similar to conflicting perceptions. After all, one team member may view a task as his or her responsibility or territory. But when someone else comes in to take over that task, conflict occurs.

If you suspect that team members are experiencing conflict over their roles, explain why you've assigned tasks or projects to each person. Your explanation could go a long way toward remedying the pressure.

You can also use a Team Charter to crystallize people's roles and responsibilities, and to focus people on objectives.

7. Different Personal Values

Imagine that your boss has just asked you to perform a task that conflicts with your ethical standards. Do you do as your boss asks, or do you refuse? If you refuse, will you lose your boss's trust, or even your job?

When our work conflicts with our personal values like this, conflict can quickly arise.

To avoid this in your team, practice ethical leadership: try not to ask your team to do anything that clashes with their values, or with yours.

There may be times when you're asked to do things that clash with your personal ethics. Our article on preserving your integrity will help you to make the right choices.

8. Unpredictable Policies

When rules and policies change at work and you don't communicate that change clearly to your team, confusion and conflict can occur.

In addition, if you fail to apply workplace policies consistently with members of your team, the disparity in treatment can also become a source of dissension.

When rules and policies change, make sure that you communicate exactly what will be done differently and, more importantly, why the policy is changing. When people understand why the rules are there, they're far more likely to accept the change.

Once the rules are in place, strive to enforce them fairly and consistently.

Q. 5 What are the positive and negative aspects of conflict?

Ans. Positive and negative reinforcement are common, often complementary tools used by managers to motivate workers. A positive reinforcement is a reward or incentive offered to an employee for meeting certain performance standards. A negative reinforcement is the use of a consequence, such as lost pay or a demotion, to discourage an employee from underperforming or behaving offensively or unethically.

Positive Basics

Positive reinforcement includes verbal or written praising, informal or formal awards and pay structures that offer commission, bonuses, raises and promotional opportunities to high performers. Positive reinforcement motivates employees to meet a particular level of expectation. Routine use of this management style helps establish a positive work environment and maintain high employee morale. It also motivates employees to optimize work performance based on the belief that the effort put into work leads to positive outcomes for the company and the employee.

Concerns

Overuse of positive reinforcement can cause employees to underperform in some instances. For instance, a manager who rewards a sales employee heavily for barely reaching a $10,000 quota in a given month may create a psychological belief by the employee that this is his highest level of expectation. Progressive goal-setting can help overcome this concern. Also, other employees may become envious when seeing colleagues get praise and rewards much more consistently. In team environments, balancing rewards for individual performance and team achievements is a primary concern.

Negative Basics

Negative reinforcement has its place in good management as well. Cutting hours of a part-time employee, reprimanding an employee verbally or through formal documentation, demotion and termination are all example of negative consequences used to promote good performance. Clearly communicating expectations and negative consequences of poor decisions and behaviors up front is integral to an effective management style. Company policy manuals and conduct codes, for instance, usually identify standards of acceptable behavior and discipline processes if they aren't met. The point is to discourage employees from undesirable outcomes and toward positive rewards. Negative reinforcement coupled with rewards for positive behaviors creates a good balance.

Considerations

Concerns about negative reinforcement often refer to extreme use. Over-reliance on negative reinforcement, including punishments with no intent to correct behavior, leads to a low morale workplace characterized by anxiety and fear. Some managers overuse threats as a way to drive employees to perform up to par. While this may lead to short-term production, it rarely contributes to strong, long-term success. Public criticism or communication of negative reinforcements to an employee demeans and demotivates that employee as well as his co-workers. Demotions and termination also could lead to discrimination lawsuits and unlawful termination allegations if the company doesn't document the poor performance well and terminates without just cause.

Q. 6 What is conflict management strategy?

Ans. In any situation involving more than one person, conflict can arise. The causes of conflict range from philosophical differences and divergent goals to power imbalances. Unmanaged or poorly managed conflicts generate a breakdown in trust and lost productivity. For small businesses, where success often hinges on the cohesion of a few people, loss of trust and productivity can signal the death of the business. With a basic understanding of the five conflict management strategies, small business owners can better deal with conflicts before they escalate beyond repair.

Accommodating

The accommodating strategy essentially entails giving the opposing side what it wants. The use of accommodation often occurs when one of the parties wishes to keep the peace or perceives the issue as minor. For example, a business that requires formal dress may institute a "casual Friday" policy as a low-stakes means of keeping the peace with the rank and file. Employees who use accommodation as a primary conflict management strategy, however, may keep track and develop resentment.

Avoiding

The avoidance strategy seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power. In some circumstances, avoiding can serve as a profitable conflict management strategy, such as after the dismissal of a popular but unproductive employee. The hiring of a more productive replacement for the position soothes much of the conflict.

Collaborating

Collaboration works by integrating ideas set out by multiple people. The object is to find a creative solution acceptable to everyone. Collaboration, though useful, calls for a significant time commitment not appropriate to all conflicts. For example, a business owner should work collaboratively with the manager to establish policies, but collaborative decision-making regarding office supplies wastes time better spent on other activities..

Compromising

The compromising strategy typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. This strategy prevails most often in conflicts where the parties hold approximately equivalent power. Business owners frequently employ compromise during contract negotiations with other businesses when each party stands to lose something valuable, such as a customer or necessary service.

Competing

Competition operates as a zero-sum game, in which one side wins and other loses. Highly assertive personalities often fall back on competition as a conflict management strategy.

The competitive strategy works best in a limited number of conflicts, such as emergency situations. In general, business owners benefit from holding the competitive strategy in reserve for crisis situations and decisions that generate ill-will, such as pay cuts or layoffs.

Unit V

Power

Q. 1 What do you mean by power?

Ans. Power by itself is neutral. It all depends on whose hands it fall into. It is dangerous and destructive, if it falls in the hands of people with negative attitude and negative motive. Power is the ability to influence people. Influence is the progress of affective the feelings, thoughts and behavior. It is an Ability to cause or prevent an action, make things happen; the discretion to act or not act. Opposite of disability, it differs from a right in that it has no accompanying duties.

Q. 2 Which sources are prevailing of power?

Ans. Power refers to the ownership of authority and control over others. Power is a instrument that, depending on how it's used, can lead to either optimistic or negative outcomes in an organization. There are five sources of power, namely: coercive, referent, legitimate, expert and reward power.

Justifiable Power

Justifiable power is also known as positional power. It's derived from the position a person holds in an organization's chain of command. Job descriptions, for example, require junior workers to report to managers and give managers the power to assign duties to their juniors. For positional power to be exercised effectively, the person wielding it must be deemed to have earned it legitimately. An example of Justifiable power is that held by a company's CEO.

Specialist power

Knowledge is power. Specialist power is derived from possessing knowledge or expertise in a exacting area. Such people are highly valued by organizations for their problem solving skills. People who have expert power perform critical tasks and are therefore deemed indispensable. The opinions, ideas and decisions of people with expert power are held in high regard by other employees and hence greatly influence their actions. Possession of expert power is normally a stepping stone to other sources of power such as legal power. For example, a person who holds expert power can be promoted to senior management, thereby giving him legitimate power.

Referent Power

Referent power is derived from the interpersonal relationships that a person cultivates with other people in the organization. People possess reference power when others respect and like them. Referent power arises from charisma, as the charismatic person influences others via the admiration, respect and trust others have for her. Referent power is also derived from personal connections that a person has with key people in the organization's hierarchy, such as the CEO. It's the perception of the personal relationships that she has that generates her power over others.

Coercive Power

Coercive power is derived from a person's ability to influence others via pressure, punishments or sanctions. A junior staff member may work late to meet a time limit to avoid disciplinary action from his boss. Coercive power is, therefore, a person's ability to punish fire or warning another employee. Coercive power helps control the behavior of employees by ensuring that they adhere to the organization's policies and norms.

Reward Power

Reward power arises from the skill of a person to influence the allocation of incentives in an organization. These incentives include salary increments, positive appraisals and promotions. In an organization, people who have reward power tend to influence the actions of other employees. Reward power, if used well, greatly motivates employees. But if it's functional through preference, reward power can greatly demoralize employees and reduce their output.

Q. 3 What do you mean by implication of performance and satisfactory?

Ans Performance management is a process designed to get better or generational, team and individual performance and is determined by line managers. It emerged out of the realization that a more continuous and integrated approach was needed to manage and reward performance. Performance management is a continuous and flexible process, which involves managers and those whom they manage acting as partners, within a framework that sets out how they can best work together to achieve the intended results. It focuses on future performance planning and improvement rather than on retrospective performance appraisal. It provides the basis for regular and frequent dialogues between managers and individuals or teams about performance and development needs. It is a process which reflects normal good management practices of setting direction, monitoring and measuring performance, and taking action accordingly. It should be treated as a natural process that all good managers follow. As far as employee motivation is concerned, the relevant research question is what really motivates an employee to put forward exemplary efforts with a view to producing superior work performance. In fact, the motivation-hygiene theory proposed by Herzberg has got far-reaching managerial implications. Based on his research, it is concluded that the replies people gave when they felt good about their job were significantly different from the replies given when they felt bad. Intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement, and growth seem to be related to job-satisfaction. On the other hand, when employees were dissatisfied, they tended to cite extrinsic factors, such as company policy and administration, and working conditions.

Multiple Choice Questions

1) Which of the following types of teams would most likely empower its team members to make work-related decisions?

a) Technical
b) Self-managed
c) Problem-solving
d) Management

2) Which of the following is LEAST likely to create dependency?
a) Importance
b) Non substitutability
c) Power legitimacy
d) Supply and demand

3) _________ focuses on the study of people in relation to their social environment.
a) Psychology
b) Sociology
c) Corporate strategy
d) Political science

4) Which of the following techniques most restricts discussion or interpersonal communication during the decision-making process?
a) Nominal group
b) Brainstorm
c) Electronic meeting
d) Formal process

5) _______________ creates problem for employees when their job requires to display emotions incompatible with their actual feelings
a) Depression
b) Emotional Labor
c) Stress
d) Anxiety

6) Self-managed teams are typically comprised of how many members?
a) 2-5
b) 5-10
c) 10-15
d) Over 100

7) In attribution theory, what is distinctiveness?
a) Whether an individual displays consistent behaviors in different situations
b) Whether an individual displays different behaviors in different situations
c) Whether an individual displays consistent behaviors in similar situations
d) Whether an individual displays different behaviors in similar situations

8) Job satisfaction is best described as __________.
a) A result
b) A value
c) An attitude
d) A discipline\

9) Sadaf has a low absenteeism rate. She takes responsibility for his health and has good health habits. She is likely to have a(an):
a) Internal locus of control
b) External locus of control
c) Core locus of control
d) High emotional stability level

10) When we rank an individual's values in order of their ________, we obtain the person's value system.
a) Intensity
b) Content
c) Context
d) Social needs

11) An individual most likely to engage in political behavior would have all of the following except a/an :
a) High need for power
b) High ability to self monitor
c) High charisma rating
d) Internal locus of control

12) The advertisers believe the celebrities have which of the following power?
a) Personal
b) Referent
c) Expert
d) Legitimate

13) Which of the following is the term used to refer to establishing effective relationships with key people inside and/or outside an organization?

a) Networking
b) Politicking
c) Interest group
d) Lobbying

14) Decrease in tenure can increase
a) Innovation
b) Productivity
c) Creativity
d) Absenteeism

15) Which of the following type of leader is likely to have the most profound effect on his or her followers?
a) Educational
b) Directive
c) Transformational
d) Transactional

16) What is the term used for a general impression about an individual based on a single characteristic such as intelligence, sociability, or appearance?
a) The contrast effect
b) Personal bias
c) The halo effect
d) Projection

17) Which of the following is NOT true of charismatic leaders?
a) They have behavior that is unconventional
b) They are willing to take high personal risk
c) They have a vision and the ability to articulate the vision
d) They show consistency with their followers' behaviors

18) Zahid is undergoing a great deal of stress at his job. Zahid performs several duties during the course of a day and finds that the accomplishment of one duty directly competes or interferes with the successful accomplishment of another duty. It can be said that Zahid is most probably experiencing:
a) Role ambiguity
b) Role conflict
c) Personal conflict
d) Relationship conflict

19) If you support the idea that conflict should be eliminated, you are supporting which of the following views of conflict?
a) The traditional view
b) The human relations view

c) The interactionist view
d) The positivistic view

20) Which of the following can be defined as a loss in performance due to low leader expectations?
a) Golem effect
b) Galatea effect
c) Halo effect
d) Marshal effect

21) Which of the following is NOT one of Hofstede's five dimensions of national culture?
a) Power distance
b) Future orientation
c) Uncertainty avoidance
d) **Flexibility versus rigidity**

22) Which of the following statements about the determinants of personality is true?
a) Personality appears to be a result of external factors
b) Personality appears to be a result of mainly hereditary factors
c) Personality appears to be a result of mainly environmental factors
d) **Personality appears to be a result of both hereditary and environmental factors**

23) The smell of fresh cake baking makes Saima's mouth water is an example of which one of the following learning theory?
a) **Classical conditioning**
b) Operant conditioning
c) Social learning
d) Reinforcement theory

24) Imran is the head of a group at an advertising agency working with artists and designers to come up with effective branding of new products. Why is it particularly important for him to keep his team happy?
a) People are more conscientious when they are in a good mood
b) People are more efficient when they are in a good mood
c) People are more productive when they are in a good mood
d) **People are more creative when they are in a good mood**

25) Which of the following is true of people with a Type A personality?
a) They are generally content with their place in the world
b) They generally feel little need to discuss their achievements

c) They are easy going and relaxed that's why take no tension of work
d) **They have an intense desire to achieve and are extremely competitive**

26) What is/are the key element(s) of motivation?
a) Intensity
b) Direction
c) Persistence
d) **All of the given options**

27) As a manager, one of Ali's duties is to present awards to outstanding employees within his department. Which Mintzberg managerial role is Ali performing, when he does this?
a) Leadership role
b) Monitor role
c) Figurehead role
d) Spokesperson role

28) The two general approaches to bargaining are known as:
a) Emotional and rational
b) Affective and reflective
c) Distributive and integrative
d) Formal and informal

29) According to attribution theory, which of the following is an example of externally caused behavior?
a) An employee is late because of a flat tire
b) An employee was promoted because of his abilities
c) An employee was fired because he slept on the job
d) An employee was promoted because he was hard working

30) For task conflict to be productive, it should be:
a) Kept high to low
b) Kept at low to high
c) Kept at moderate levels
d) Kept at low-to-moderate levels

31) Which of Hofstede's dimensions is the degree to which people in a country prefer structured to unstructured situations?
a) Collectivism
b) Power distance
c) Long-term orientation
d) Uncertainty avoidance

32) Which of the following answer choices is the best definition of attitude?
a) Attitudes are the yardstick by which one measures one's actions
b) Attitudes are the emotional part of an evaluation of some person, object or event
c) Attitudes are evaluative statements of what one believes about something or someone
d) Attitudes are a measure of how the worth of an object, person or event is evaluated

33) Which of the following theory is proposed by Clayton Alderfer?
a) Theory X and Theory Y
b) Hierarchy of Needs
c) ERG Theory
d) Theory Z

34) Values are important to organizational behavior because they:
a) Are considered as an integral part of culture
b) Help to understand the attitudes and motivation
c) Form the supporting foundation for the study of ethics
d) Allow the study of alignment of organizational policies

35) When a bank robber points a gun at a bank employee, his base of power is:
a) Coercive
b) Punitive
c) Positional
d) Authoritative

36) The highest level of trust is exhibited in which of the following type of trust?
a) Reward-based
b) Deterrence-based
c) Knowledge-based
d) Identification-based

37) Hadia is an office worker who processes health insurance forms. She has worked at her present job for three years. Initially she was criticized by her supervisor for careless work, but in the months after that improved considerably. Now she consistently processes her forms without errors and above quota. However she has found her supervisor has not responded to the extra effort she puts in, giving her no praise and no financial reward. Hadia will most likely perceive that there is a problem in which of the following relationships?
a) Rewards-personal goals
b) Performance-reward
c) Effort-performance
d) Rewards-effort

38) The more consistent a behavior, the more the observer is inclined to ___.
a) Attribute it to interpretation
b) Attribute it to internal causes

c) Attribute it to consensus
d) Attribute it to external causes

39) According to the goal-setting theory of motivation, highest performance is reached when goals are set to which level?
a) Impossible but inspirational
b) Difficult but attainable
c) Only marginally challenging
d) Easy and attainable

40) Asma has composed a list of concerns along with her suggestions for improving conditions. Asma is dealing with her dissatisfaction through ___.
a) Exit
b) Voice
c) Loyalty
d) Neglect

41) Values like working hard, being creative and honest are the means which lead towards achieving organizational goals. Which of the following term best describes these values
a) Terminal values
b) Instrumental values
c) Theoretical values
d) Social values

42) Rater Errors comprised of the following EXCEPT:
a) Central Tendency
b) Leniency
c) Mis-perception
d) Harshness

43) Your physician has advised you to take a series of medications. You comply because of his _________power.
a) Referent
b) Formal
c) Expert
d) Personal

44) Mrs. Hillary Clinton gained political capital by her marriage to the President Clinton is an example of which of the following power?
a) Referent power
b) Legitimate power

c) Reward power
d) Expert power

45) Maslow's Need theory was widely recognized by practicing managers during:
a) 1950s and 1960s
b) 1960s and 1970s
c) 1970s and 1980s
d) 1980s and 1990s

46) Saad comes to you with a request for funds for a project. He reminds you that company policy supports his position. He is using the tactic of :
a) Coalitions
b) Consultation
c) Legitimacy
d) Pressure

47) Which of the following is NOT consistent with rational decision-making?
a) Consistency
b) Value-maximizing
c) Restraints
d) Ranking of criteria

48) Which of the following fields has most helped us understand differences in fundamental values, attitudes, and behavior among people in different countries?
a) Anthropology
b) Psychology
c) Political science
d) Operations research

49) Organizational members who intentionally violate established norms that result in negative consequences for the organization, its members, or both, show:
a) Deviant Workplace Behavior
b) Emotional Labor
c) Interpersonal Skills
d) Social Skills

50) Explaining, measuring and changing behavior of humans or animals are concerned with:
a) Operational analysts
b) Scientists
c) Psychologists
d) Sociologists

51) Over the past two decades, business schools have added required courses on people skills to many of their curricula. Why have they done this?

a) Managers no longer need technical skills in subjects such as economics and accounting to succeed.
b) There is an increased emphasis in controlling employee behavior in the workplace.
c) Managers need to understand human behavior if they are to be effective.
d) These skills enable managers to effectively lead human resources departments.
e) A manager with good people skills can help create a pleasant workplace.

52) Which of the following is most likely to be a belief held by a successful manager?

a) Technical knowledge is all that is needed for success.
b) It is not essential to have sound interpersonal skills.
c) Technical skills are necessary, but insufficient alone for success.
d) Effectiveness is not impacted by human behavior.
e) Technical skills do not influence efficiency.

Key Terms

1) **Sociology:** Sociologists study the social system in which individuals fill their roles; that is, sociology studies people in relation to their fellow human beings.
2) **Psychology:** Psychology is the science that seeks to measure, explain, and sometimes change the behavior of humans and other animals.
3) **Anthropology:** The study of societies to learn about human beings and their activities
4) **Political Science:** The study of the behavior of individuals and groups within a political environment.
5) **Alderfer's ERG Theory:** Clayton Alderfer's existence-relatedness-growth (ERG) theory is also a need theory of work motivation. Alderfer reduces the number of needs from five to three and states that needs at more than one level can be motivators at any time. Like Maslow, Alderfer proposes a hierarchy of needs. A three-level hierarchical need theory of motivation that allows for movement up and down the hierarchy.
   •Existence Needs
   •Relatedness Needs
   •Growth Needs
6) **Deviant Workplace Behaviors:** Negative emotions can lead to employee deviance in the form of actions that violate established norms and threaten the organization and its members.
   i. Productivity failures
   ii. Property theft and destruction
   iii. Political actions
   iv. Personal aggression
7) **Expert Power:** Expert power is "influence wielded as a result of expertise, special skill, or knowledge." Expertise has become a powerful source of influence as the world has become more technological. As jobs become more specialized, we become increasingly dependent on experts to achieve goals.
8) **Instrumental values:** Preferences for the means to be used in achieving desired ends.
9) **Coercive power**: Obtaining compliance through threatened or actual punishment.
10) **Uncertainty avoidance:** The degree to which people in a country prefer structured over unstructured situations.
11) **Task conflict:** Task conflict relates to the content and goals of the work. Low-to-moderate levels of task conflict are functional and consistently demonstrate a positive effect on group performance because it stimulates discussion, improving group performance.

12) **Intensity**: how hard a person tries. Intensity is concerned with how hard a person tries. This is the element most of us focus on when we talk about motivation.
13) **Direction**: toward beneficial goal. Direction is the orientation that benefits the organization.
14) **Persistence**: how long a person tries. Persistence is a measure of how long a person can maintain his/her effort. Motivated individuals stay with a task long enough to achieve their goal.
15) **Decision-Making Process**: Process to generate ideas and evaluate solutions.
    A form of structured group decision making that enables everyone to participate and have his/her ideas heard without hostile criticism or distortions.
    A structured voting procedure is used to prioritize responses to the nominal question.
16) **Emotional Labor** A related affect-term that is gaining increasing importance in organizational behavior is emotional labor. Originally developed in relation to service jobs. It is when an employee expresses organizationally desired emotions during interpersonal transactions.
17) **Value System:** A hierarchy based on a ranking of an individual's values in terms of their intensity.
18) **Referent power:** Obtaining compliance through charisma or personal attraction.
19) **Directive leadership**: It is likely to be perceived as redundant among employees with high perceived ability or with considerable experience.
20) **Halo Effect:** The halo effect occurs when we draw a general impression on the basis of a single characteristic. This phenomenon frequently occurs when students appraise their classroom instructor.
21) **Type A Personality:** individuals have an intense desire to achieve, are extremely competitive, have a sense of urgency, are impatient, and can be hostile. A Type A personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons.'' They are always moving, walking, and eating rapidly, are impatient with the rate at which most events take place, are doing do two or more things at once and cannot cope with leisure time. They are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.
22) **Golem Effect:** The Golem effect is the negative impact on subordinates' performance that results from low leader expectations toward them.
23) **Traditional View Of Conflict:** The traditional view of conflict argues that it must be avoided—it indicates a malfunctioning with the group.
24) **Role Ambiguity**: - norms for a specific position are vague, unclear and ill-defined. Actors disagree on role expectations, not because there is role conflict but because role expectations are unclear. Examples: job descriptions, clinical objectives.

25) **Automatic meter reading**, or **AMR**, is the technology of automatically collecting consumption, diagnostic, and status data from water meter or energy metering devices (gas, electric) and transferring that data to a central database for billing, troubleshooting, and analyzing. This technology mainly saves utility providers the expense of periodic trips to each physical location to read a meter. Another advantage is that billing can be based on near real-time consumption rather than on estimates based on past or predicted consumption. This timely information coupled with analysis can help both utility providers and customers better control the use and production of electric energy, gas usage, or water consumption

Case Study

PRET A MANGER

Pret a Manger is a UK sandwich company whose first shop opened in London in 1986. They now have over 170 shops in England and Scotland and are looking to open an additional 31 new shops in 2008. Internationally, Pret currently have 10 locations in New York and 10 in Hong Kong. In February 2008 the founders sold the company for £345 million to Bridge point, the private equity firm. The firm prides itself on freshly produced foods, prepared daily for consumption that day, with a strong emphasis on locally sourced produce.

With this portfolio of properties comes a large and increasing utility expenditure. Managing this expenditure, the energy behind the costs and keeping focus on efficiency was the motivation behind partnering with BIU.

Our initial engagement is to provide a Revenue Recovery service. This will focus on a detailed historical analysis of the costs Pret have incurred in relation to electricity, going back up to six years. This work will be complemented by on site energy surveys at seven of their 'test' locations. These surveys will focus on rating current energy efficiency, and on identifying opportunities for future energy savings; either through changes in working arrangements, investing in new equipment or using current controls more effectively.

Our secondary engagement is to provide Pret a Manger with an Automated Meter Reading (AMR) feasibility study. Like many companies, Pret are looking to improve the level of information that is available to them in relation to on-site energy usage. The installation of AMR meters is one of the options that are presently being considered. BIU will evaluate the suitability and costs associated with providing a long term AMR solution.

Next Steps...

As our relationship with Pret a Manger develops we will extending the range of services to include Invoice Management e.g. validation and payment approval, together with Dynamic Procurement services. These will build upon the detailed information obtained as a result of the Revenue Recovery, Energy Surveys and any installed AMR devices.

Q1. How has Pret a Manger positioned its brand?

Q2. Explain how the different elements of the services marketing mix support and contribute to the positioning of Pret a Manger.

Q1. How has Pret a Manger positioned its brand?

Ans.: In the early 1980s, at London and other British cities the lunchtime eating is very narrow. Most of the people used to visit restaurants for traditional lunch and some to pubs. As the awareness created among people, they started searching good and healthy food. However, office employees have a little time for lunch, so they used to took fast-food from McDonald's, Burger King and KFC; otherwise pizzas. At the same time in 1986, Julian Metcalf and Sinclair Beecham two property law graduates started shop with a name as 'Pret a Manger' which means to 'ready to eat' at Central London.

They did things differently, so their brand positioned. They fulfilled the requirement of consumers; such as healthy and high quality food with no preservative and additives. Pret a Manger positioned as the most esteem brand within UK food and beverage sector. It has the extreme customer service, reliable quality, strong individual background and dedication to moral ideas.

Q2. Explain how the different elements of the services marketing mix support and contribute to the positioning of Pret a Manger.

Ans.: The different elements of 'service marketing mix' supported and contributed to 'Pret a Manger' as a famous brand in UK. These 7P-elements can be described as below**:**

1. **Product:** Products of any company or brand should be consumer essential. 'Pret a Manger' implemented the same after looking the necessity of lunchtime eating in London and British.
2. **Promotion:** Promoting a brand is most required as the quality of product. The name 'Pret a Manger' itself did advertise among people, by saying 'ready to eat'. Here the brand name 'Pret a Manger' functioned as an element of promotion.
3. **Price:** Price doesn't matters, quality matters. 'Pret a Manger' fulfilled the need of people as well as the quality. Pret's offering was based just about premium-quality sandwiches and other health-oriented lunches, which never compared with price by the consumers.
4. **Place:** Pret's sandwiches are the best in London and now number one in UK's food and beverage sector. Pret started and marketed the product in a right place, where it needed.
5. **People:** 'Pret a Manger' concept is just like 'by the people, of the people, and for the people'. The workers or employees who work for Pret are very cautious about health, freshness and uniqueness of product.
6. **Physical evidence:** The physical look of every Pret's store is distinctive, high-tech style with dark red coloured interior. Each store plays music, to create a trendy and lively impression. The stores are very weather permitting to seat and eat.
7. **Process:** The process contains various operations, such as people-place-price oriented. The self-service process is one of the best processes to save time of consumers and staffs. It also saves time and money of the company.

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