



SYLLABUS

B.B.A. I SEM

Subject – Managerial Skills

UNIT – I	Introduction to skills & personal skills Importance of competent managers, skills of effective managers, developing self awareness on the issues of emotional intelligence, self learning styles, values, attitude towards change, learning of skills and applications of skills.
UNIT – II	Problem solving and building relationship: Problem solving, creativity, innovation, steps of analytical problem solving, limitations of analytical problem solving, impediments of creativity, multiple approaches to creativity, conceptual blocks, conceptual block bursting. Skills development and application for above areas.
UNIT – III	Building relationship Skills for developing positive interpersonal communication, importance of supportive communication, coaching and counseling, defensiveness and disconfirmation, principles of supportive communications. Personal interview management. Skill analysis and application on above areas.
UNIT – IV	Team building: Developing teams and team work, advantages of team, leading team, team membership. Skill development and skill application.
UNIT – V	Empowering and delegating: Meaning of empowerment, dimensions of empowerment, how to develop empowerment, inhibitors of empowerment, delegating works. Skills development and skill application on above areas.
UNIT – VI	Communication related to course: How to make oral presentations, conducting meetings, reporting of projects, reporting of case analysis, answering in Viva Voce, Assignment writing.



UNIT - I

ROLES OF MANAGER IN AN ORGANIZATION

1. Interpersonal roles: - In the process of management manager needs to interact with subordinates to get things done by them, and also communicates with superiors, peers, trade union leaders, customers, government and other agencies whose interest is involved in the business. Its importance is evident from that a manager spends nearly 80 percent of his time, in interacting with these parties.

Such interaction calls for proper knowledge and understanding on the part of the manager about interpersonal behaviour. It helps the manager in establishing effective and congenial interpersonal relationships and personal rapport with the parties. Such interaction involves the following three types of interpersonal roles.

a) Figure head role: The manager works in a line of authority. His position is identified in terms of formal authority, responsibility, obligations and relationship. As a symbol of formal authority, he performs various ceremonial duties e.g. receiving visitors, attending weddings of subordinates, signing various documents, delivering speeches and lectures in important social gathering such as schools, clubs and other religious places. These duties and obligations of ceremonial nature are very important for the smooth functioning of the organization. Managers are not only identified with the success and failure of the organization, they also represent members of organization and outsiders dealings with it.

b) Leadership role: The most important role of the manager is to lead, guide and motivate subordinates and get work done properly. A manager is responsible not only for his own acts but for the activities performed by his subordinates. The leadership qualities of the manager help him in influencing the working behaviour of subordinates, contributing to a higher level of efficiency.

c) Liaison role: A manager serves as connecting link, vertically with superiors and subordinates, and horizontally, with other managers at the same level. Outside the organization, the managers have to undertake liaison to assess the external environment to enable the organization to cope with it. The managers are indulged in power to negotiate and compromise with internal and external forces such as trade unions, government and competitors.

2. Informal role: - To preserve and protect the identity of an organization and to secure its smooth functioning, the manager has to scan the external environment on a regular basis and to deal with outside parties, effectively for which he has to gather a lot relevant information on the various matters concerning the organizations.

The manager plays three important informational roles while managing the operations of an organization.

a) Role of monitor: The managers interact and deal with insiders and outsiders and scan the external environmental constantly to get useful information. He collects information on the various aspects of the organization and its environment through reports, informal relations dealings and liaison work. He is the most well-informed member of his work group. While managing, he monitors every situation closely and minutely, collects information regarding it and finally, solves it effectively.

b) Role of disseminator: The manager continuously transmits selected information which he has compiled through the role of monitor to his subordinates. He keeps them well-informed regarding any change in the process, structure, policies and other plans of the organization. The needed information is disseminated among the subordinates by him through formal and informal meetings, memorandums, orders and instructions issued from time to time.

c) Role of spokesperson: A manager acts as a spokesperson of his group while supplying information to superiors and peers. Similarly, he keeps outside parties well-informed on behalf of the organization. He negotiates and enters into compromise with internal and external parties.

3. Decision-making roles: - By interacting with insiders and outsiders, the manager gets important information, which he can use or taking decisions and solving problems. According to Mintzberg,



information is the basic input for decision-making for managers, who play four decision-making roles.

- a) **As an entrepreneur:** The managers have a primary responsibility of improving the overall functioning of their respective work units. They act as an entrepreneur; take bold decisions, seek better results from subordinates, initiate required changes, implementing them for the betterment of organization. To initiate and implement changes, managers have to be dynamic, innovative and creative. They direct efforts towards discovering new product ideas with the active help of employees examine the economic viability of the ideas and arrange necessary resources for implementation.
- b) **As a disturbance or conflict handler:** An organization is a collective entity with diversity of interest and duality of roles for managers. For example, the owners group may be interested in high profits whereas the employees may seek more benefits in the form of higher wages and better working conditions. In such situations, it is only by applying managerial knowledge and playing the role of conflict handlers, thinking analytical and acting practically, that the managers can hope to effectively integrate the interest of employees with the organization. Similar conflicts may arise with outside parties which would have to be resolved through meetings, negotiations and compromise.
- c) **As a resource allocator:** To manage the organization, physical and human resources are mobilized and utilized efficiently by managers for the accomplishment of pre-determined objectives. They have to play the role of resources allocators. And, in the case of multiple objectives, they set priorities for allocation of resources. In the life cycle of an organization, priorities keep changing. For example, at the initial stages of formation of an organization, the survival objectives get top priority which may be activities. Some activities may be critical or more important for survival and profitability. Others may be supportive and less important. Managers allocate resources for these activities in accordance with their priorities.
- d) **As a negotiator:** Managers work on behalf of the organization or work unit, and subordinates, not only as a spokesperson but also as negotiator. They enter into an agreement on behalf of the organization. For example, the personnel manager negotiates with trade unions and representatives of workers. Similarly, the finance manager may negotiate with financial institutions for securing funds at reasonable cost and the purchase manager may be interested in negotiating terms and conditions for purchasing raw material etc. sometimes managers negotiate with other members of the organization for reducing their disagreements about goals and roles. As disputes arise in an organization, the manager take up the role of indicator, negotiator and arbitrator.

LEVELS OF MANAGEMENT

In an organization, there are levels among managers according to a chain of command. This scalar chain is made up of superior-subordinate relationships. The levels of management denote a series of managerial positions as hierarchy of command. These levels determine the authority, role and status of managers. The number of managerial levels depends upon the size of the concern and complexity of operations. Management levels have been classified into four categories:

Top Management

Top management of a company comprises of Chairman, President, Chief Executive, Board of Directors etc. This is the policy-making group responsible for the overall direction and control. Top management is held responsible for the overall management of the concern. It is the ultimate source of authority. It establishes overall goals, plans, strategies, and broad operating policies and guidelines of the company.

Upper Middle Management

Various divisional and departmental heads constitute the upper middle management. These functional managers, such as works manager, marketing manager, personnel manager, finance manager etc. are responsible for the efficient functioning of their units within the framework of the goals and policies



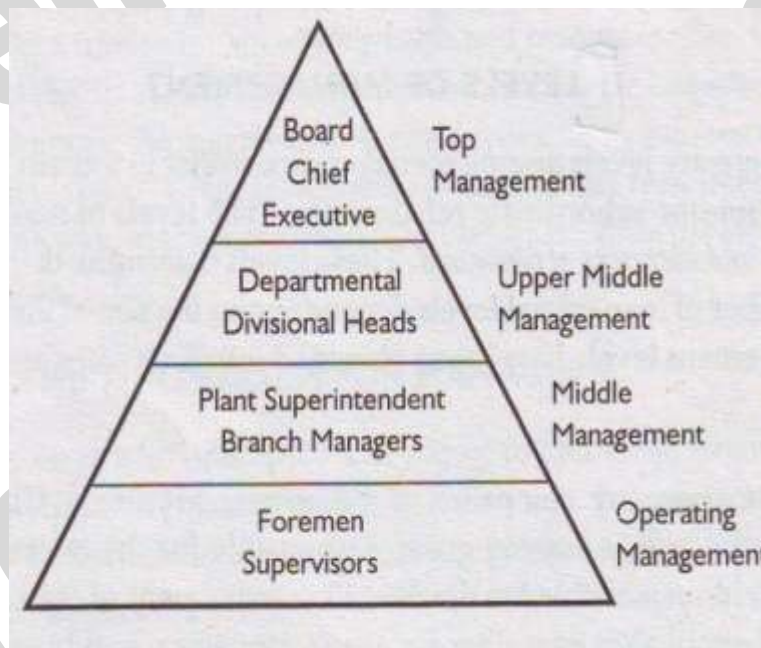
decided by the top management. Upper middle management is mainly concerned with realizing short term goals and day-to-day management of their departments. It acts as buffer between the top managers and subordinate managers. Its responsibilities are to translate executive orders into operation, implement plans, and directly supervise lower level managers.

Middle Management

This level of management consists of deputy heads of departments, sectional officers, plant managers, office managers, branch managers, area sales managers, chief accountant, purchase officer etc. these managers have to keep a constant watch on the day-to-day performance. They deal with operations. They interpret and explain the policies decided by top managers. They issue detailed and specific instructions regarding operations. They also take problems, difficulties, and suggestions upward. They develop and train operative personnel.

Supervisory or First-Line Management

First line management consists of plant superintendent, senior foreman, clerical supervisor, lab supervisor, accounts officers, etc. They deal with technical routine and day-to-day problems. They are a link between lower level and higher levels of management. Their job is concerned with the management of workers, resources, and actual operations. They possess technical skills. They explain work procedures, send reports, supervise and control workers and maintain discipline. They also harmonize interdepartmental relationships.



MANAGERIAL SKILLS

A manager's job is complex and multidimensional. It requires a range of skill to perform the duties and activities associated with it. Regardless of the level of management, managers must possess and seek to further develop many critical skills. A skill is an ability or proficiency in performing a particular task. Management skills are learned and developed.

An effective manager must possess the following skills to perform his job well:

- 1. Technical Skill:** Technical skill is the ability to use the procedures, techniques, and knowledge of a specialized field. Engineers, accountants, doctors, and musicians all have technical skills in their respective fields. Technical skill also includes analytical ability and the competent use of tools and work equipments to solve problems in that specific discipline. Technical skills are especially important for first-line managers. These skills become less important than human and conceptual skills as managers move up the hierarchy.



2. **Human or Psychological Skill:** Human skill is the ability to work with people by getting along with them. It is the ability to motivate, lead and to communicate effectively with others. It is also known as 'people', 'interpersonal' or 'behavioural' skill. This skill is important as the managers spend considerable time interacting with people both inside and outside the firm. Managers require such skill for the following specific reasons:

- To get the best out of their people.
- To communicate, motivate, lead and inspire enthusiasm and trust.
- To get the job done.
- To coordinate and resolve conflicts.
- To allow subordinates to express themselves.
- To take care of the human side of the organization.
- To face the challenges of globalization, workforce diversity and competition.
- To keep people busy.
- To retain good workers in the firm.
- To improve overall organizational performance.

Human skills are equally important at all levels of management. A related aspect of human skill is political skill which is a distinct type of social skill that is important for managerial success.

3. **Conceptual Skill:** Conceptual skills are most important at the top management levels. More specifically, conceptual skills refer to the ability:

- To organize information and to judge relationships within a complex whole.
- To think and to conceptualize about complex situations.
- To see organization as a whole.
- To understand the relationships among various sub-units.
- To visualize how organization fits into its broader environment.
- To recognize significant elements in a situation and to understand the relationships among the elements.
- To understand how a change in one unit will impact the other units.
- To coordinate and integrate the entire organization's interests and activities.
- To think in the abstract.

Conceptual skill is often called the ability to see the 'big picture'. It means the ability to 'think strategically'- to take the broad, long-term view. The importance of conceptual skills increases as the manager is promoted higher in the organization.

4. **Diagnostic Skill:** This is the skill that enables a manager to visualize the most appropriate response to a situation. A manager can diagnose and analyze a problem in the organization by studying its symptoms and then developing a solution. It is the ability to define the problem, recognize its possible causes, focus on the most direct problem, and then solve it.

It is the ability to determine, by analysis and examination, the nature and circumstances of a particular condition. It is not only ability to specify why something occurred, but also the ability to develop certain speculations in 'what if' situation.

It can be noted that managers generally use different combinations of skills at different levels of an organization. For example, top managers rely heavily on conceptual and diagnostic skills and first-line managers put more emphasis on technical and interpersonal skills. Many experts have suggested few more additional skills for managers to perform their roles successfully. They are as follows:

5. **Design Skill:** According to Koontz and Weihrich, managers at upper organizational levels must have the skill of a good design engineer in working out a practical solution to problems. Design skill is the ability to solve problems in ways that benefit the enterprise. Managers must be able



to do more than see a problem. If they become 'problem watchers', they will fail. They must be able to design a 'workable solution; to the problem in the light of the realities they face.

6. **Analytical Skill:** These skills involve using scientific approaches or techniques to solve management problems. In essence, analytical skills are the abilities to identify key factors and understand how they interrelate. These skills include the ability to diagnose and evaluate. These are needed to understand problems and to develop plans of action for their solution. It is ability to think about how multiple complex variables interact.
7. **Decision Making Skill:** All managers must make decisions, and the quality of these decisions determines their degree of effectiveness. Duening and Ivancevich state that a manager's decisions making skill in selecting a course of action is greatly influenced by his analytical skill. All managers must have decision making skills. Research indicates that half of managers' decisions fail because managers employ 'failure-prone tactics'.
8. **Digital Skill:** Managers must know how to use digital technology to perform many aspects of their jobs. This skill increases a manager's productivity. This skill involves a conceptual understanding of computers and telecommunications. Through computers, managers can perform in minute's tasks in financial analysis, human resources planning and other areas that otherwise task hour to complete.
9. **Interpersonal Skill:** Effective communication is vital for effective managerial performance. This skill is crucial to managers who must achieve results through the efforts of others. It is the ability to exchange ideas and information's in ways that other people understand the message. It also involves feedback from employees to ensure that one is understood. If managers are to succeed in the workplace, they must strengthen their communication skills.
10. **Planning and Administration Skill:** This skill involves deciding what tasks need to be done, determining how they can be done. Allocation resources to enable them to be done, and then monitoring process to ensure that they are done. Included in this competency are:
 - Information gathering, analysis, and problem solving;
 - Planning and organizing projects;
 - Time management; and
 - Budgeting and financial management
11. **Teamwork Skill:** It is the skill to: (i) design teams properly, (ii) create a supportive team environment; and (iii) manage team dynamics appropriately. Because more and more organizations are relying on team to improve quality and productivity, it becomes important for managers to develop their teamwork skill.
12. **Strategic Action Skill:** Strategic action skill involves understanding the overall mission and values of the organization and taking strategic actions. Today, managers at all levels and in all functional areas are being challenged to think strategically in order to perform their jobs better;
13. **Global Awareness Skill:** Today, most of the companies are serving global markets. Many organizations need to set up operations in other countries. Hence, it has become necessary for managers to develop global awareness competency. This skill is reflected in (i) cultural knowledge and understanding, and (ii) cultural openness and sensitivity.
14. **Self-Management Skill:** The dynamic work environment calls for self-awareness and development. Effective managers have to develop self-employment skill which includes:
 - Integrity and ethical conduct,
 - Personal drive and resilience,
 - Balancing work and life demands,
 - Self-awareness and development, and
 - Learning about self.

PERSONAL SKILLS

1. **DEDICATION:** Dedication is the hardware and effort put by an individual or a group towards any work, task or project considering it to be important.



- It is a feeling of commitment and loyalty towards a thing playing a important role for individual as well as organization/
 - Dedication basically speaks for itself. Managers heed to towards their self-management so that they can be able to work with dedication towards the individual assignments given to them.
 - Dedication is often related with commitment towards an organization in order to retain or stay with corporation for a long time. This is the past era.
 - Presently in this Era of right sizing, down sizing and mergers expecting such long-term dedication is unrealistic. Individuals also focus on their career development and switch over for various job opportunities helpful for their growth and development.
 - So in present time managers are expected to maintain self-discipline to accomplish their basic job functions and show more dedication towards individual assignment or work allotted to them.
2. **PERSISTANCE:** Persistence is a firm determination of accomplishing an objective or goal despite of many difficulties, hurdles and uncertainties. This personal skill involves a manager in developing an approach to complete or accomplish a defined task in allotted times regardless of technical. Logistical, organizational or (supply and distribution) personal hurdles. Manager should have the skills to face all the difficulties coming in the way of task achievement. Time, resources and risk has to be managed efficiently by a manager. A manager should set up the goals and must do proper planning to achieve those goals. Persistence is normally an inherited skill. It cannot be built through training or reminders.
3. **ASSERTIVENESS:** Assertiveness is a way of expressing views, ideas opinion or desire with full confidence so that people can notice them. Managers must have the quality to put their views, ideas or opinions confidently in front of others in the organization working at all the levels of management top level, middle level and high level. Managers must have the skills to accept the challenges with positive attitude and confidence. They should be self confident in their thoughts and actions. Managers should recognize their importance as well as of others.

The seven Learning Style –

1. Visual (Spatial) – You prefer using pictures, imagers and spatial understanding
2. Aural (auditory-musical) – You presser using sound and music
3. Verbal (linguistic) – You prefer using words, both in speech and writing
4. Physical (kinesthetic) – You prefer using your body, hands and sense of touch.
5. Logical (mathematical) – You prefer using logic, rezoning and systems.
6. Social (interpersonal) – you prefer to learn in groups or with other people.
7. Solitary (interpersonal) – you prefer to work alone and use self-study.

Understand the basis of learning styles

Your learning styles have more influence than you may realize/ your preferred style guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. by involving more of the brain during learning, we remember more of what we learn. Researchers using brain imaging technologies have been able to find out the key areas fo the brain responsible for each learning style.

For example –

- Visual – The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.
- Aural – The temporal lobes handle aural content. The right temporal lobe is especially important for music.
- Verbal – The temporal and frontal lobes, especially two specialized areas called Broca's and Wernicke's areas (in the left hemisphere of these two lobes)



- Physical – the cerebellum and the motor cortex (at the back of the frontal lobey) handle much of our physical movement.
- Logical – The parietal lobes, especially the left side, drive our logical thinking.
- Social – The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also in influence both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.
- Solitary – The frontal and parietal lobes and the limbic system, are also active with this styles.

EMOTIONAL INTELLIGENCE

‘Emotional intelligence is aggregate of individuals’ cognition of own and other’s emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence which in turn result in superior performance and better human relationship’ (Bhattacharya, 2003).

Emotional intelligence is a measure of the degree to which a person makes use of his/her reasoning in the process of emotional responses (both positive and negative) in a given situation. So having high emotional intelligence doesn’t mean that the person never panics or loses his/her temper. It does mean that he/she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of-control emotions back into line results in what earlier generations called emotional maturity.

Emotional intelligence :- “Emotional intelligence is the ability to understand your emotions and those of other people and to behave appropriately in different situations.

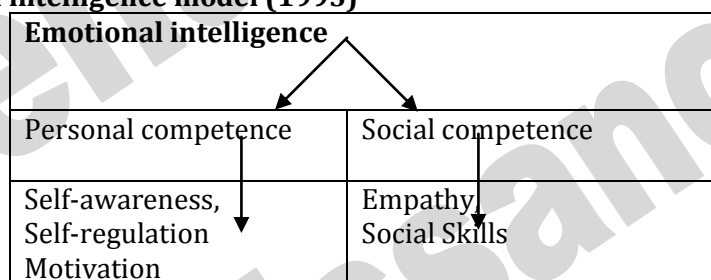
Emotions:- A strong feeling such as love, year or anger.

“Emotions are responses to specific events that have meaning to the individual either positive or negative.

Intelligence: - “A ability to understand anything in a logical way about things.

The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995). He viewed emotional intelligence as a total of personal and social competences. Personal competence determines how we manage ourselves, whereas social competence determines how we handle our interpersonal relationships.

Goleman’s emotional intelligence model (1995)



PERSONAL COMPETENCIES

How we understand and management are emotions and manager ourselves.

1. **Self Awareness:** - Self awareness is an ability of an individual to observe – understand their feelings of emotions when they arise
“Recognize the feelings as the occur”
This includes self-confidence, self assessment a openness to positive criticism.
2. **Self-regulation:-** Self regulation is the ability to control emotions and to redirect those emotions that can have negative impact and change them into positive behavior and attitude. It includes trust worthiness integrity and attitude towards change acceptance.



3. **Self Motivation:-** Motivation is the ability to channelize and stimulate your emotions of action through self gathering or control towards achievement of certain goals of objectives in spite of inertia (i.e. difficulty lack of desire of energy of ability to move to change or to action.) People who have this ability are optimistic and committed towards organization as well as individual goals.

SOCIAL COMPETENCIES

How we understand the emotions of others and handle and management are interpersonal relationships.

4. **Empathy:** - Ability to feel as get concerned for others. Ability to understand others their feelings, perceptions, perspectives and to treat them according to their emotional reactions. People having this competency or ability are experts in motivating others.
5. **Social Interpersonal Skills:** - Ability to built a good rapport of relationship with people in the organization.
Handling interpersonal relationship conflict resolution an negotiations.

SOME MYTHS ABOUT EMOTIONAL INTELLIGENCE

Emotional intelligence must be taken in right perspective. However, because of certain myths about emotional intelligence, it is not taken in right perspective. Some of the most common myths about emotional intelligence are as follows:

1. Emotional intelligence is sometimes treated as being nice to others which is not true. Emotional intelligence generates rational behaviour which must suit to the situation. In many situations, 'being nice to others' is not a rational behaviour because the other person does not expect such as nicety. In these situations, even conforming or avoiding behaviour is the demand of emotional intelligence.
2. Emotional intelligence does not mean giving free rein to feelings. Rather, it involves managing feelings so that these are expressed appropriately and effectively, enabling people to work together towards common goals.
3. There is a myth that men have higher emotional intelligence than women. It is not true. Various researches have shown that emotional intelligence has nothing to do with gender though there are certain gender-specific characteristics of men and women. Men and women have their personal profile of strengths and weaknesses which may vary among different groups of men and women.
4. There is myth that emotional intelligence is fixed genetically and develops only in, early childhood. This is not true. While IQ does not change much after adolescence, emotional intelligence changes over the period of time. This happens because IQ is a biological phenomenon. Therefore, emotional intelligence changes over the period of time through learning which is life-long process. In fact, through training and development programs, it has been possible to increase the emotional intelligence of people.

DEVELOPING EMOTIONAL INTELLIGENCE

Emotional intelligence is a learned phenomenon and, therefore, it can be developed in people. Even scientists believe that emotional intelligence has nothing to do with biological factors of a person and it can be developed in people. However, this development process begins at the early stage of childhood and this process continues throughout the life, through in the later part of the life, this development process becomes much slower. Therefore, in an organizational context, concerted efforts are required to develop emotional intelligence.

1. Preparation for Change
2. Training
3. Transfer and maintenance
4. Evaluation of change

1. **Preparation for Change:** Preparation for change is the first phase for developing emotional intelligence. This phase occurs even before an individual begins training for developing emotional intelligence. Preparation for change occurs at both organizational and individual levels. This phase



is basically related to assessing organizational and individual needs for developing emotional intelligence. Usually, this phase consists of the following steps:

- (i) **Assessing the Organisation's Needs:** The organisation must assess whether its personnel need training for developing emotional intelligence and, if yes, what type of training is required. In assessing the organizational needs, two points are important which must be taken into account. First, many employees in the Organisation and work performance. Second, there is a need for identifying various emotional competencies required for success in the organization.
 - (ii) **Assessing Personal Strengths and Weaknesses:** There is a need for assessing personal strengths and weaknesses. While assessing such strengths and weaknesses, care should be taken to assess the employees approach towards the need for emotional intelligence and their learn ability so that emotional competencies can be infused in them. Often, there are two challenges that lie in assessing personal strengths and weaknesses. First, people are less aware of skill weaknesses in the social-emotional domains. Second, emotional competencies are primarily manifested in social interactions. Therefore, the best approach is one which involves ratings by experts who interact with employees.
 - (iii) **Providing Feedback.** People are eager to get feedback about any assessment of them. Therefore, immediate feedback must be made available to them. However, there are many pitfalls in providing feedback on emotional competencies as these are closely linked to employee's identity and self-esteem. Therefore, in the feedback is not provided carefully and with sensitivity and skill, employees often become defensive. Generally, employees respond.
 - (iv) **Encouraging Participation.** Emotional intelligence is perceived to be soft and, thus, somewhat suspect. Therefore, employees may decide not to participate in its development unless they are convinced that management of the oraganisation strongly endorses it. Since development of emotional intelligence requires active participation of employees, it is necessary to encourage this participation.
 - (v) **Linking learning Goals to Personal Values.** There is a direct linkage between the benefits of learning and the learner's motivation to learn. Thus, if employees feel that developing emotional intelligence is directly beneficial to them, they will be motivated to develop emotional intelligence. Therefore, it is necessary that management links learning with the personal goals of the employees that they value.
 - (vi) **Recognising Readiness to Change.** After completing the above steps of preparation for change, it is desirable to measure readiness of employees to change, that is, to determine whether employees are ready to participate meaningfully in training programme for developing emotional intelligence. Research on behaviour change programmes reveals that employees pass through several stages of readiness for change before they are actually ready to make commitment for change.
2. **Training:** At the second phase of development of emotional intelligence, training is provided to the participants in development programme. There may be training on different aspects of emotional intelligence like overcoming negative emotions, developing interpersonal skills, developing empathic listening, and time management, and so on depending on the participants' individual needs. However, while providing such training, following points should be observed:
- i. **Forging Relationship with Participants:** for a trainer, it is' essential that he forges a positive relationship between him and participants because the relationship between trainer and learner is critically important. The positively motivated, he will not take concrete steps for change. Therefore, it is desirable for the trainer to create a motivating environment for learning by showing empathic, warm, and genuine interest in learners. All these are important ingredients of emotional learning.
 - ii. **Setting Clear Goals:** Emotional learning can be made more effective by setting clear goals. Generally, all persons do not require similar types of emotional training because of individual differences. They have separate sets of strengths and weaknesses. Not control fear or other emotional variables. Therefore, depending on the weaknesses of participants, specific and clear



goals should be set so that training efforts are well directed. The trainer can help the participants to set their own specific learning goals.

- iii. **Breaking Goals into Manageable Steps:** Since larger goals are generally unmanageable especially in the context of emotional change, it is better that these goals are broken into manageable units so that these are achieved step-by-step. When a particular goal, even a small one, is achieved, this increases people's efficacy which, in turn, leads to setting more challenging goals and efforts for achieving them. In this way, achieving of higher goals, that is, development of emotional intelligence, is possible.
 - iv. **Maximising Self-directed Change:** Employees are more likely to develop emotional intelligence when they decide their own goals for developing particular emotional competencies with the help of the trainer. In the same way, training programmes on emotional intelligence are more effective when the trainer adopts, the training to match employees' needs, goals, and learning style preferences. Since individuals differ, a common approach of training for all employees may not be suitable. Rather, individual differences and motivates them for self-directed change.
 - v. **Maximising Opportunities for Practice:** As far as possible, employees should be provided maximum possible opportunities to develop emotional intelligence through practice during the training period. Since development of emotional intelligence is an art, rather than a science, it can be developed through practice and not merely through lectures and other one-sided methods of training. Emotional learning because old, ineffective neural connections need to be weakened and new, more effective ones established. Such a process requires repetition over a prolonged period of time.
 - vi. **Relying on Experiential Methods:** For making training programmes on development of emotional intelligence effective, it is better to rely on experiential methods such as role playing, sensitivity training, emotion-related games, group dynamics training, and other simulation methods. These methods rely more on learners' participation, hence suitable for behavioral change & unlike lectures which emphasis on developing knowledge and not the practice. Lectures are suitable only for understanding various facets of emotional intelligence.
 - vii. **Using Models:** In training programmes for developing emotional intelligence, models must be as far as possible because modeling of the desired behaviour is particularly valuable in emotional learning. By using models, a great deal can be learned as emotional learning is practice-oriented. Learning is further enhanced when the trainer encourages and helps learners to study, analyze, and emulate the models.
 - viii. **Providing Frequent Feedback:** Feedback to employees is very important during the change process as it works as an indicator whether the employees are on right track. Feedback also acts as reinforce and sustains motivation of employees to learn new behaviour. In emotional training, feedback is especially important because learners often have trouble in recognising how their emotional behaviour manifests itself. In fact, self-awareness is an important element for developing emotional intelligence, and it is not necessary that every learner is competent enough to have self-awareness. Feedback fulfils this gap.
 - ix. **Preventing Relapse:** Preventing relapse is necessary in emotional learning. The essence of preventing relapse is to prepare employees mentally to face slips, to recognise that setbacks are normal part of the change process. Participants in an emotional training programme are likely to encounter many setbacks as they strive to apply new behaviors. Without adequate preparation for such setbacks, they may easily become discouraged and give up their efforts for change before the task of neural learning has reached the point where the newly learned Responses become automatic ones.
3. **Transfer and Maintenance:** After finishing training, the learners return back to their normal jobs with old prevailing work environment, the learners find many old cues of behaviour and tend to behave in the ways which have been changed during training process. With the result, newly-learned ingredient of behavioral pattern. Thus, transfer and maintenance of new behaviour become really a challenging task for the Organisation. An Organisation can take two steps for transfer and



maintenance of learning in its employees: encouraging the use of skills on the job and supportive organizational culture.

i. Encouraging Use of Skills: A new behaviour may become a part of an individual's normal pattern of behaviour if it is supported by the persons with whom he interacts in the Organisation. Such persons may be his superiors, peers, subordinates, and outsiders who interact with him. These persons are required to change their behavioral expectations from the individual. If they have the old expectations, they may not appreciate the new behaviour of the individual. Therefore, such persons may also require some kind of change which may occur on their own practice or through training. That is why emotional training is not very effective if it is imparted on isolated basis. Its effectiveness is ensured only through Organisation-wide training.

In addition to change in behavioral expectations, the newly trained employees should be encouraged to work according to the new skills. such an encouragement may come from all the persons interacting with the individual, however, the role of his immediate superior is more important because he is in a better position to provide reinforcement to the new behaviour displayed by his subordinate. It has been seen that reinforcement is necessary for learning and adoption of new behaviour.

ii. Supportive Organizational Culture: supportive organizational culture is necessary for transfer and maintenance of emotional learning because organisational culture is the framework within which the behaviors of the members take place. Organisational culture is the set of assumptions, beliefs, values, and norms that are shared by an organisation's members every with some unique modes of behaviour. These unique modes distinguish an Organisation from others. If the organisational culture is supportive, it facilitates transfer and maintenance of emotional learning by allowing the members to experiment innovation and organisational culture characterized by challenging jobs, linking rewards with performance, emphasis on creativity and innovation, and creating alignment by translating core values into goals, strategies, and practices is more suitable for developing emotional intelligence. Such cultural characteristics motivate organisational members to increase their productivity through more appropriate behaviours. Emotional intelligence contributes significantly to adopt appropriate behaviours.

4. Evaluation of Change: The last phase in emotional development is evaluation of change. In the process of development of emotional intelligence, it should be ensured that the efforts made are proceeding in right direction and these are achieving the results stipulated. The term evaluation refers to a process that focuses on continuous improvement in behaviour due to development of emotional intelligence. it is an on-going process rather than being one-shot action. Evaluation of training programmes for emotional learning, though necessary for measuring effectiveness of the programmes, is often missed by many organisations. With the result, the efforts of such organisations do not produce the results up to desired level. Keeping this phenomenon in mind, many organisations programmes, whether behavioral or others must be evaluated. in evaluating the effectiveness of change efforts related to the development of emotional intelligence, following steps are followed:

i. Defining Change Objectives: Any evaluation of an action is made in the light of the objectives which it seeks to achieve. Therefore, the change programmes related to the development of emotional intelligence must be evaluated in the light of emotional competencies that are to be developed in the participants. However, since such competencies may be of different types, these must be identified in advance. Similarly, the criteria for the acquisition of each type of emotional competencies must also be specified in advance. However, prescribing such criteria may not be easy task because of the operation of a number of factors affecting one's behaviour at workplace. In order to overcome this phenomenon, the criteria may be determined in two forms: immediate criteria and ultimate criteria. Immediate criteria are related to behavioral pattern shown by learners during the training process. These criteria are easily measurable through psychological tests. Problems emerge in the case of ultimate criteria which are defined



in terms of learner's actual behavioural pattern at the workplace. Since behavioural pattern at the workspace is affected by a number of factors external to the learners, these factors must be identified in advance and care should be taken to measure the effects of these factors. After eliminating the effects of these factors, objective evaluation of change efforts can be made.

- ii. **Collection of Information:** For evaluating the effectiveness of change efforts to develop emotional intelligence, information should be collected from various sources. These sources are in the form of learner's immediate superior and other superiors with whom he interacts, his peers and subordinates, outsiders with whom the learner interacts in the course of organisational working, and the learner's own views. In fact, many organisations have adopted this practice for appraising performance of their employees. This system is known as 360 degree appraisal. Besides collecting information from these sources, information should be collected about the actual output of the learner as reflected in the form of productivity, absenteeism, tardiness, etc.
- iii. **Analysis:** Collected information may be analysed to interpret the impact of change efforts for developing emotional intelligence. There may be several aspects is being affected by several factors, the analysis may be carried out further to identify the contribution of change efforts. Two points are important in information collection and its analysis. First, information to measure the immediate impact of change efforts should be collected immediately after change efforts are over because learners may observe the old behaviour even after change efforts if the new behaviour is not gratifying due to various organisational constraints. Second, there should be immediate feedback to the learners concerned so that they are also able to know the results of change efforts. Immediate feedback also acts as energising factor.

EXAMPLES OF EMOTIONAL INTELLIGENCE

1. You are in a meeting when a colleague takes credit for work that you have done. What do you do?
 - a. Immediately and publicly confront the colleague over the ownership of your work.
 - b. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
 - c. Nothing, it's not a good idea to embarrass colleagues in public.
 - d. After the colleague speaks, publicly thank her for referencing your work and give the group more specific details about what you were trying to accomplish.
2. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
 - a. Ignore it. The best way to deal with these things is not to react.
 - b. Call the person into your office and explain that their behaviour is inappropriate and is grounds for disciplinary action if repeated.
 - c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
 - d. Suggest to the person telling the joke that he go through a diversity training program.
3. A discussion between you and your partner has escalated into a shouting match. You are both upset and in the heat of the argument, start making personal attacks which neither of you really mean. What are the best things to do?
 - a. Agree to take a 20-minute break before continuing the discussion.
 - b. Go silent, regardless of what your partner has to say.
 - c. Say you are sorry, and ask your partner to apologize too.
 - d. Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.
4. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?
 - a. Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
 - b. Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.



- c. Begin by asking each person individually for ideas about how to solve the problem.
 - d. Start out with a brainstorming session encouraging each person to say whatever comes to mind, no matter how wild.
5. You have recently been assigned a young manager in your team and have noticed that he appears to be unable to make the simplest of decisions without seeking advice from you. What do you do?
 - a. Accept that he “does not have what it takes to succeed here” and find others in your team to take on tasks.
 - b. Get an HR manager to talk to him about where he sees his future in the organization.
 - c. Purposely give him lots of complex decisions to make so that he will become more confident in the role.
 - d. Engineer an ongoing series of challenging but manageable experiences for him, and make yourself available to act as his mentor.

LEARNING

Meaning of learning:

Learning is the process by which individuals acquire knowledge & experience to be applied in future reaction to situation. Learning from particular phenomenon depends upon one's personality, perception, motivation & situation. The learning process involves motivation, eyes, responses & reinforcement.

Three general definitions

- Learning may be defined as a relatively permanent change in behaviour that occurs as a result of Prior Experience
- Generally learning is describes as the process of having one's Behaviour modified more or less permanently by what he does & the consequences of his action or by what he observes.
- Learning can be defines as relatively permanent change in behaviour potentiality that results from reinforced practice of experience

Definitions by Authors

Learning could be defined as a relatively permanent change in Behaviour that occurs as a result of prior experience

E.R. Higard

Learning has taken place if an individual behaves, reacts, responds as a result of experience in a manner different from the way he formally Behaved.

W. Mchehee

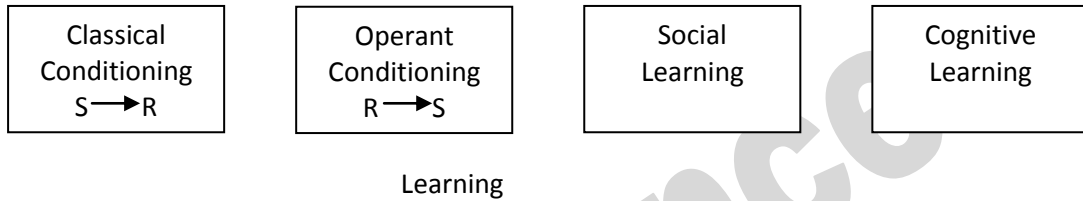
Process of Learning

1. Learning invariably involves a change though not necessary improvement in Behaviour. The learning may be good or bad from an organizations point of view for ex., bad habits, prejudice, work restrictions may be learned by an individual.
2. Change in behaviour must be relatively permanent temporary changes may be only reflexive and fail to represent any learning. Changes called by fatigue or temporary adaptations are not covered in learning.
3. Change in behaviour should occur as a result of Experience, practice or training. The change may not be evident until a situation arises in which new behaviour can occur.



Theories of Learning

There are four theories which explain how individuals learn new patterns of behaviour



1. Classical Conditioning

Learning through classical conditioning (C.C) was first studied by Ivan Pavlov, a famous Nobel Price winning physiologist, at the turns of 20th century. The C.C. theories deals with the association of one event with another desired event resulting in a desired behaviour of learning

Pavlov conducted an experiment on a dog to study the relation between the dog's salivation and ringing of a bell. A simple surgical procedure helped him to measure accurately the amount of salvia secretes by dog. When Pavlov presented a piece of meat to the dog, he noticed a great deal of salivation. He termed the food unconditional stimulus (food automatically caused salivation)

And salivation - an unconditioned Response when the dog sew the meat it salivated during the second stage

Pavlov merely rang a bell (neutral stimulus) the dog did not salivate. Pavlov subsequently introduced the sound of bell each time the meat was given to dog. Thus meat & ringing of bell were linked together. The dog eventually leant to salivate in response to ringing bell even when there was no meat.

2. Operant Conditioning (OC)

O.C is defined as "Behaviour the that produces effect." OC is based on work of B.F. Skinner who advocated that individual's exhibit responses that are rewarded and will not exhibit response that are either not rewarded or are punished.

O.C also called instrument conditioning refers to the process that our behaviour produces certain consequences & how we behave in future will depend on what those consequences. If our action have pleasant effect then we will be more likely to repeat them in future. If however our actions have unpleasant effect we are less likely to repeat them in future.

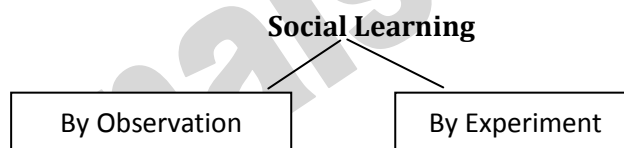
"Thus acc. To theory behaviour is the function of its consequences.

Operant Behaviour & their Consequences

	Behaviour	Consequence
The Individual	Work	is paid
	Talk to others	meets more people
	Enter Restaurant	obtains food
	Enter Library	find a book

3. Social Learning

Also called observational learning, social learning theory, emphasizes the ability of individual to learn by observing others. The important may include parents, teachers, Peers, Motion Pictures TV artists, bosses & others.



Social learning can takes place through:

- Modeling:** People acquire behaviour by directly observing and imitating other. Many pattern of behaviour are learned by watching the behaviour of model such as parent, teacher, film star etc. The following process determines the influence:

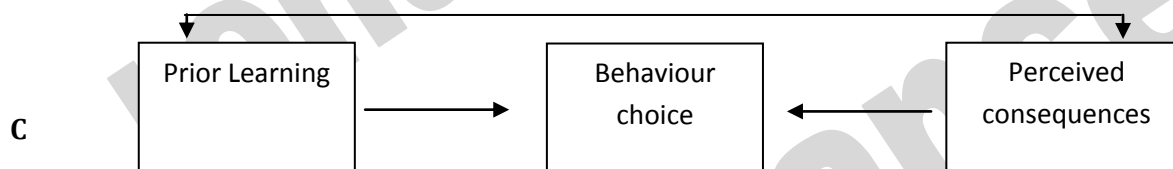


- i. **Attentional process:** People only learn from a model when they recognized and pay attention to its critical feature.
- ii. **Retention process:** A model's influence will depend on how well the individual remember the model action, when after the model is no longer readily available.
- iii. **Motor Reproduction Process:** After a person has been a new behaviour by observing the model the watching must be converted into doing.
- iv. **Reinforcement /process:** Individual will be motivated to exhibit the modeled behaviour if positive incentives or reward are provided.
2. **Symbolism:** It refers to learning through social action reaction symbolization and interaction.
3. **Self Control:** Learning is self development process; people are introduced in self analysis, appraisal and improvement.
4. **Fore thought:** It issued by Person to anticipate, plan and guide their behaviour and action.
5. **Self Efficiency:** It refers to the individual's perception as he or her ability to perform a specific task in a particular situation

4. Cognitive Learning

Relating to the mental process involved in knowing, learning and understanding

Feedback



COMPONENTS OF LEARNING PROCESS

A person receives a variety of stimulus inputs. When specific stimuli become associated with specific responses in a sufficiently permanent manner that the occurrence of the stimuli elicits or tends to elicit a particular response, it is important to understand the role of various components of learning. These components are: drive, cue stimuli, responses, reinforcement, and retention.

1. Drive: learning frequently occurs in the presence of drive any strong stimulus that impels action. without drive, learning does not take place or, at least, is not discernible because drive arouses an individual and keeps him ready to respond' thus, it is the basis of motivation. A motive differs from drive mainly in that it is purposeful, or directed towards the specific goal, whereas drive refers to an increased probability of activity without specifying the nature of the activity. Drives are basically of two types-primary or physiological drives and secondary or psychological drives. These two categories of drives often interact. Individuals operate under many derives at the same time. To predict behaviour, it is necessary to establish which drives are stimulating the most.

2. Cue Stimuli: Cue Stimuli are any objects existing in the environment as perceived by the individual. It is common to speak of cue stimuli simply as stimuli or to use the term cues and stimuli interchangeably. The idea here is to discover the conditions under which a stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli so far as their results in terms of response are concerned: generalisation and discrimination.

(i) Generalisation: generalisation occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response, but the more dissimilar the stimuli become, the lower will be the probability of evoking the same response. The principle of generalisation has important implications for human learning. It makes possible stability in man actions across the time. Because of generalisation, a person does not have to completely relearn each of the new tasks or objects which constantly confront him. It allows the organizational members to adapt to overall changing conditions and specific new or modified job



assignment. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations. However, there are certain negative implications of generalisation for learning. A person may make false conclusion because of generalisation. For example, stereotyping or halo effect in perception occurs because of generalisation.

(ii) Discrimination: discrimination is opposite of generalisation: this is a process whereby an organism learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. For example, a rat may learn to respond to the white colour but not to the black.

Discrimination has wide application in organizational behaviour. For example, a supervisor can discriminate between two equally high producing workers, one with low quality and other with high quality. The supervisor discriminates between the two workers and positively responds only to the high quality conscientious worker. As there is no positive response (reinforcement), the low quality producing worker may extinguish his learning.

3. Responses: the stimulus results into responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena. Usually, however, learning psychologists attempt measurement of learning in behavioral terms, that is, responses must be operationally defined and preferably physically observable.

4. Reinforcement: reinforcement is a fundamental condition of learning. Without reinforcement, no measurable modification of behaviour takes place. The term reinforcement is very closely related to the psychological process of motivation. However, motivation is a basic psychological process and therefore is broader and more complex than is implied by the learning principle of reinforcement. Reinforcement may be defined as environment events affecting the probability of occurrence of responses with which they are associated. The role of reinforcement in learning is very important. Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction (reinforcement) will be more likely to recur; those which are accompanied or closely followed by discomfort (negative reinforcement or punishment) will be less likely to occur.

(a) Positive reinforcement: Positive reinforcement strengthens and enhances behaviour by the presentation of positive reinforcers. There are primary reinforcers and secondary reinforcers. Primary reinforcement satisfies basic biological needs and includes food, water, and sexual pleasure. However, primary reinforcers do not always reinforce. For example, food may both be a reinforcer to someone who has just completed a five course meal. Most behaviour in organisation are influenced by secondary reinforcers. This includes such benefits as money, status, grades, trophies & praise form other. These become positive reinforcers because of their association with primary reinforcer & hence there are called as conditioned reinforcers

(b) Negative reinforcement: In Negative reinforcement an unpleasant event that precedes behaviour is removed then the desired behaviour occurs. This procedure increases the likelihood that the desired behaviour will occur.

(c) Punishment: punishment is the attempt to eliminate or weaken undesirable behaviour. It is used in two ways. One way to punish a person is to apply negative consequences called punishers following and undesirable behaviour. The other way to punish a person is to withhold a positive consequences following and undesirable behaviour

(d) Extinction: extinction may be defined as loss of memory. Extinction of a well learned response is usually difficult to achieve because once something is learned, it is never truly unlearned. Extinction merely means that the response in question has been repressed or it may be replaced by learning of incompatible response. Thus, under repeated conditions of non-reinforcement, there is a tendency for the conditioned response to decrease or disappear.

5. Retention: The stability of learned behaviour over time is defined as retention and the converse is forgetting. Some of the learning is retained over a period of time, while other may be forgotten. Extinction is a specific form of forgetting.



Attitudes and Values

Introduction

Attitudes constitute an important psychological attribute of individuals which shapes their behaviour. Schemerhorn, have defined attitude as a predisposition to respond in a positive or negative way to someone or something in one's environment. When a person says that he likes or dislikes something, an attitude is being expressed.

Some of the important definitions of attitudes are as follows:

"An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

G.W. Allport

Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favour or disfavour. Individuals generally have attitudes that focus on objects, people or institutions. Attitudes are also attached to mental categories. Mental orientations towards; concepts are generally referred to as values. Attitudes are comprised of four components referred as

ABCD of attitude:

- 1. Cognitions:** Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative of the local object.
- 2. Affect:** The affective component refers to our feeling-with respect to the focal object such as fear, liking or anger.
- 3. Behaviour Intentions:** Behavioural Intentions are our goals, aspirations, and our expected responses to the attitudes object,
- 4. Evaluation:** Evaluations are often considered the central component of attitudes. Evaluations consist, of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude towards: an object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioural intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation.

FEATURES OF CHARACTERISTICS OF ATTITUDES

The important characteristics of attitudes are as follows:

- 1. Attitudes affect Behaviour:** People have the natural tendency to maintain consistency between two attitudes or attitude and behaviour. Attitudes can lead to intended behaviour if there is no external intervention.
- 2. Attitudes are Invisible:** Attitudes constitute 3 psychological phenomenon which cannot be observed directly. However, we may observe an attitude indirectly through observing its consequences. For example, if a person is highly productive. We may infer that he has a positive attitude towards his work.
- 3. Attitudes are Acquired:** Attitudes are gradually learnt over a period of time. The process of learning attitudes starts right from childhood and continues throughout the life of a person However, in the beginning, the family members nave a greater impact on the attitude of a child. For example, if the family members have a positive attitude towards business and negative towards service, there is a greater likelihood that the child will inculcate similar attitudes towards these objects.
- 4. Attitudes are Pervasive:** Attitudes are formed in the process of socialization and may relate to anything in the world. For example, a person may have positive or negative attitude towards religion, politics, politicians, countries and so on. At our place of work, We have attitudes towards work, superiors, peers, subordinates, and clients, government and its policies, investors and so on. Thus, there is an endless list of attitude objects.
- 5. Attitude is effective and behavioural:** Attitudes refer to feelings and beliefs of individuals or group of individuals. The feelings and beliefs are directed towards other people, objects or ideas. When a person says, "I like my job". It shows that he has a positive attitude towards his job.



6. Attitude is evaluative: Attitudes are evaluative statements, either favourable or unfavourable. When a person says he like or dislikes something or somebody, an attitude is being expressed.

7. Attitude may be unconsciously held: An attitude may be unconsciously held. Most of our attitudes may be about those objects which we are not clearly aware of. Prejudice furnishes a good example.

SOURCES OF ATTITUDES

The central idea running through the process of attitude formation is that thoughts, feelings and tendencies to behave are acquired or learned gradually. The attitudes are acquired from the following sources:

1. Direct Personal Experience: The quality of a person's direct experience with the attitude object determines his attitude towards it. For example, if a worker finds his work repetitive, inadequately paid, supervisor too tough, and co-operative, he would develop a negative attitude towards his job because the quality of his direct experience with the job is negative.

2. Association: A new attitude object may be associated with an old attitude object and the attitude towards the latter may be transferred towards the former. For example, if a newly recruited worker remains most of the time in the company of a worker towards whom the supervisor has a favourable attitude, the supervisor is likely to develop a positive attitude towards the new worker also. Hence, the favourable attitude for the old worker has been transferred towards the new worker.

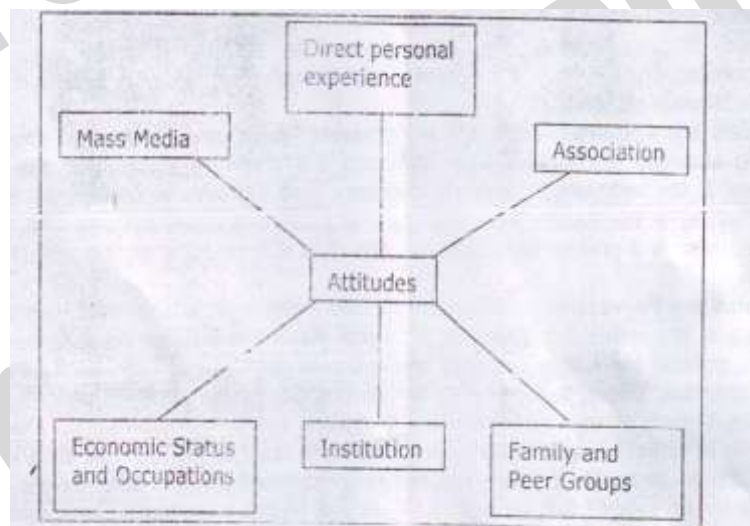
3. Social Learning: Attitudes are also learnt from others as example, from parent, teachers, superiors, models etc. An individual may learn by having contact with others or even watching models over the T.V. In fact, social learning makes it possible for a person to develop attitude towards something even when he has no direct experience of the attitude object. For example, an unemployed person entering the job market for the first time may be favourably disposed towards a government jobs. Thus, the social Learning is a convenient way of developing attitude.

4. Institutional Factors: Religious institutions, social organizations educational institutions, etc. also help in shaping the attitudes of people.

5. Mass media: Attitudes are generally less stable as compared to values. Advertising message, for example, attempts to alter the attitude of the people towards a certain product or service. Similarly social message on TV and in newspapers can have mass appeal among the people. That is why, publicity campaign against use of drugs and tobacco products and for use of iodized salt is carried out in the electronic, media repeatedly.

6. Economic Status and Occupations: Our economic and occupational positions also contribute to attitude formation. They determine, in part, our attitudes towards unions and management and our belief that certain laws are "good" or "bad". Socio-economic background influence both present and future attitudes of people,

THE DIFFERENT SOURCES OF ATTITUDES ARE- SHOWN AS :-





FORMATION OF ATTITUDES

The above mentioned sources are the important ways in which attitudes are learnt. But what type of attitudes will ultimately develop is dependent on the following factors:

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

2. Family Factors: During childhood, a person spends a major part of his time in family. Thus he learns from the family members who provide him with ready-made attitudes on a variety of issues such as education, work, health, religion, politics, economics, etc. Every family instills or attempts to instill such attitudes among its members as are considered appropriate to its socioeconomic status in the society. Therefore, a person from a middle class family may hold a different attitude towards spending than a person from an affluent family. In the later years of life, however, any person whom we admire, respect or fear may have greater influence on our attitudes.

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

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

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

6. Political Factors: Politics plays a crucial role in the administration of a country. Therefore, political factors such as ideologies of the political parties; political stability and the behaviour of the political leaders greatly influence the attitudes of the people. For example, the enforcement of emergency and suspension of democracy by King; in Nepal and increased insurgency activities in Bangladesh compelled the government of India to announce its inability to participate in SAARC summit at Dhaka in Feb. 2005.

FUNCTIONS OF ATTITUDE

- 1. Adjustment Function:** Attitude helps the people to adjust their attitude towards anything. Positive attitude towards organization helps the employees to adjust themselves well in that.
- 2. Ego-defense functions:** Ego defensive attitude is formed and used to cope with a feeling of guilt or threat. People form and maintain such attitude to protect their own self-image to satisfy their ego.
- 3. Expressive functions:** This function helps in-
 - a. Expressing individual central value and self-identity
 - b. Expressing the culture, concept, status in behaviour of person
 - c. Expressing the manner in which individuals think and relate themselves to the group.
- 4. Knowledge function:** This function helps in providing a stable, organized and meaningful structure and also provides the standards or frames of reference by which individual judges and object, person or situation. Applicable in consumer behaviour.



CONCEPT OF VALUES

Values are ever encompassing concepts values are tinged with moral favour, involving an individual's judgment of what is right, good or desirable. They are at the core of personality of an individual and, therefore, are a powerful, through silent, force affecting behaviour. Values are so embedded that they can be inferred from person's behaviour and their expressed attitudes. What may 'appear' to be a strange behaviour in an employee can make sense if managers understand the value underlying that behaviour. Values have an important influence on the attitudes, perceptions, needs and motives of people at work. That is why, it is extremely important to study values from an organizational behaviour perspective.

A value is defined as a "concept of the desirable, an internalized criterion or standard of evaluation a person possesses. Such concept and standards are relatively few and determine or guide an individual's evaluation in every day life.

Milton Rokeach, a noted psychologist, has defined values as global beliefs that guide actions and judgments across a variety of situations. He further said, "Values represent basic convictions that a specific mode of conduct (or end-state of existence) is personally or socially preferable to an opposite mode of conduct (or end-state of existence)".

DIFFERENCE BETWEEN ATTITUDE AND VALUES

ATTITUDES		VALUES
1. Attitudes represent predispositions to respond.	1.	Values represent judgment of what ought to be. This judgment is basic to respond in a given way.
2. Attitudes are derived from personal experiences.	2.	Values are derived from social and cultural norms.
3. An attitude represents several beliefs focused	3.	A value represents single belief that guides actions

CHARACTERISTICS OF VALUES

1. Values provide standards of morality.
2. Values are relatively permanent and resistant to change.
3. Values are most central to the core of a person.
4. Values have two attributes-content and intensity. The content attribute stresses that a particular code of conduct is important. The intensity attribute specifies how important that particular code of conduct.
5. Values transcend specific objects, situations or persons.
6. Values are fewer in number than attitudes.

Values contain a judgment element, i.e., they carry an individual's ideas as to what is right desirable. Values have both content and intensity attributes. The content attributes emphasizes that a mode of conduct or end-state of existence is important. The intensity attribute specifies how id is. When we rank an individual's values in terms of their intensity we obtain the values system of that person.

TYPES OF VALUES

All port and his associates have categorized values into six major types as follows:

- Theoretical** : Interest in the discovery of truth through reasoning and systematic thinking.
Economic : Interest in usefulness and practicality, including the accumulation of wealth.
Aesthetic : Interest in beauty form and artistic harmony,
Social : Invest in people and human relationships.
Political : Interest in gaining power and influencing other people.
Religious : Interest in utility and understanding the cosmos as a whole.

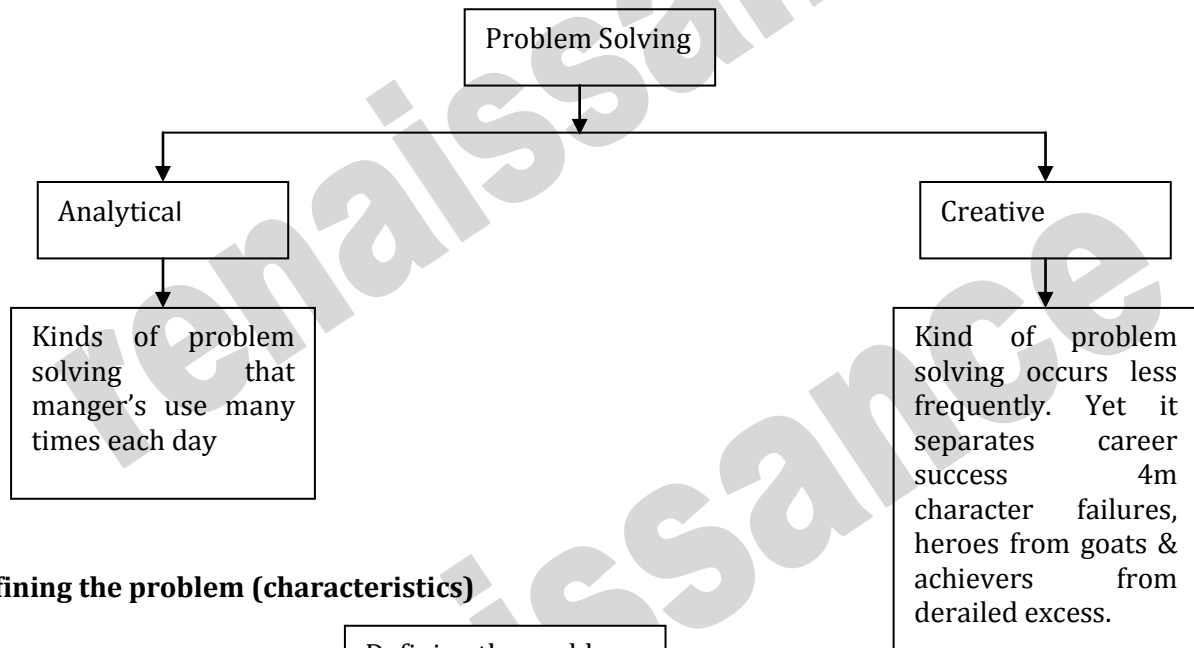


UNIT-II
PROBLEM - SOLVING

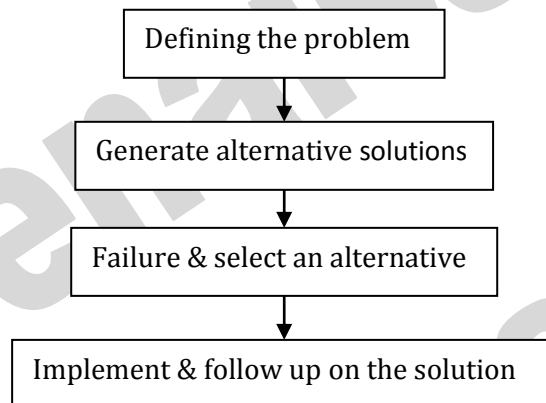
Problem Solving Creativity & Innovation

Problem solving is a skill that is reg. of every person in almost every aspects of life. Seldom does an hr go by w/o an individual's being faced with the need to solve some kind of problem. The manager's job, in particular is inherently a problem solving job. If there were no problems in organizations, there would be no need for managers. Therefore, it's hard to conceive of an incompetent prob. Solver succeeding as a manager.

Steps in Analytical Problem Solving



Defining the problem (characteristics)



Defining the Problem (Characteristics)

- Differentiate fact from opinion
- Specify underlying causes
- Tap everyone involved for info.
- State the problem explicitly
- Identify what std. is violated
- Determined whose prob. It is
- Avoid stating the prob. as a disguised sol?

Eg. Suppose an e'ee consistently fails to get work done on time. Slow work might be the problems, or it might be only a symptom of another underlying problem such as bad health, low morale, lack of training or inadequate rewards.



Attributes of good problem solving

1. Factual information is differentiated from opinion or speculation objective dates are separate from perception & suppositions.
2. All individual involved are tapped as information sources Board participation is encouraged.
3. The problem is stated explicitly. This often helps pt. out ambiguities in the definition.
4. The problem definition clearly identifies. Problems, by their very nature, involve the violation of some std. or expectation.
5. The problem definition must add the question. "Whose problem is this?" No problems are completely independent of people. Identify for whom this is a problem.
6. The definition isn't simply a disguised solution saying the problem is what we need to motivate slow e'ee" is inappropriate because the problem is stated as a sol? The problem should be described, not received.

Generating Alternatives

1. Postpone evaluation alternatives – The evaluation of each proposed alternation is postponed. All relevant alternations should be proposed before evaluation is allowed.
2. Be sure involved individual generate alternatives – Alternate are proposed by all individual involved in the problem. Board participation in proposing alts. Improves solution quality & group acceptance.
3. Specify alts. that are consistent with goals – Alternative solutions are consistent with organizational goals or policies. Subversion & criticism are detrimental to both, the organization & the alt. generation process.
4. Specify both short term & long term alts. – Alts. Take into consideration both short term & long term consequences.
5. Build on other's ideas – Alts build on one another. Bad ideas may become good one if they are combined with or modified by other ideas.
6. Specify alt. that solve the problem – Alt. solve the problem that has been defined. Another problem may also be important, but it should be ignored it is doesn't affect the problem being considered.

Evaluate & Select an alt.

1. Evaluate relative to an optimal std. – Alts. are evaluated relative to an optimal, rather than a satisfactory std. determined what is best rather than just what will work.
2. Evaluate systematically – Evaluation of alts. occurs systematically so each alt. is given due consideration/ short-circuiting evaluation inhibits selection of optimal alts.; so adequate time for evaluation & consideration should e allowed.
3. Evaluate relative to goods – Alt. are evaluated in terms of the goals of the organization & the needs & expectations of the individuals involved. Organizational goals should be met, nut individual preferences. Should also be considered.
4. Evaluate main effect & side effect – Alts. are evaluated in terms of their probable effect. Both side effects & direct effects on the problems are considered, as well as long – term & short term effects.
5. State the selected alt, explicitly – The alt. ultimately selected is stated explicitly. This can help ensure that everyone involved understands & agrees with the same solutions & it uncovers ambiguities.

Implement & follow up on the solution

1. Implement at the proper time & in the right sequence – Implementation occurs at the right time & in the proper sequence. It doesn't ignore constraining factors, & it doesn't come before steps 1, 2, 3 in the problem solving process.
2. Provide opportunities for F/B – Implementation occurs using a "small wins" strategy in order to discourage resistance & to produce, cause or give rise to engender support.



3. Engender acceptance of those who are affected – The implementation process includes opportunities for F/B. How will the solution words is communicated & recurring info. Exchange occurs.
4. Establish an ongoing monitoring system – Participation by individual affected by the problem solution is facilitated in order to create support & commitment.
5. Evaluate based on problem solving – an ongoing measurement & monitoring system is set up for the implemented solution. Long term as well as short-term effect is assessed.
6. Evaluation of success is based on problem solving not on side benefits. Although the solution may provide some positive outcomes, it's unsuccessful unless it solves the problem being considered.

Limitations of the Analytical problem solving model

Practicing these 4 steps doesn't guarantee a solution to all types of problems. These steps are effective when the problems faced are –

1. Straight forward
2. When alt. are readily definable.
3. When relevant job is available &
4. When a clear std. exists against which to judge the correctness of a solution.

The main tasks are to agree upon a single definition gather the accessible information; generate alts; & make an informed choice.

But many managerial problems aren't of this type.

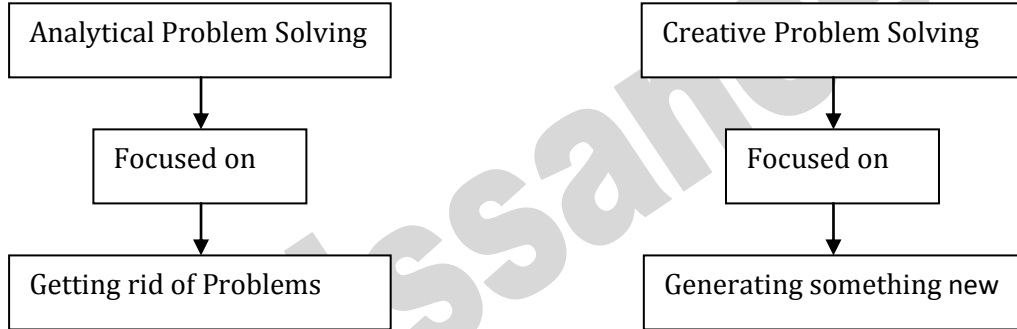
Definition, information, alternatives & standards are seldom unambiguous or readily available. In a complex, fast paced digital world, these conditions appear less & less frequently. Hence, knowing the steps in problem solving & being able to implement them isn't necessarily the same thing.

1. Define the problem
 - a. There's seldom consensus as to the definition of the problems.
 - b. There is often uncertainty as to whose definition will be accepted.
 - c. Problems are usually defined in terms of the solutions already possessed.
 - d. Symptoms are confused with the real problems.
 - e. Confusing information inhibits problems, identification.
2. General alternative solutions
 - a. Solutions alternatives are usually evaluated one at a time as they are proposed.
 - b. Few of the possible alternatives are usually known
 - c. The first acceptable solution is usually accepted.
 - d. Alternative are based on what was successful in the past.
3. Evaluate & select an alternatives
 - a. Limited information about each all usually available.
 - b. Search for information occurs close to home in easily accessible places.
 - c. The type of information available is constrained by factors such as primary v/s recently, extremity v/x centrality, expected v/s surprising & correlation v/s causation
 - d. Gathering information on each alternative is costly.
 - e. Satisfactory solution not optimal ones are usually accepted.
 - f. Preference of which is the best alternative is costly
 - g. Solutions are often selected by oversight of default
 - h. Solutions often are implemented before the problem is defined.
4. Implement & follow up on the solution



- a. Accepted by other of the solution isn't always forthcoming
- b. Resistance to change is a universal phenomenon
- c. It's not always clear what part of the solution should be followed up or monitored.
- d. It may take a long time to implement a solution

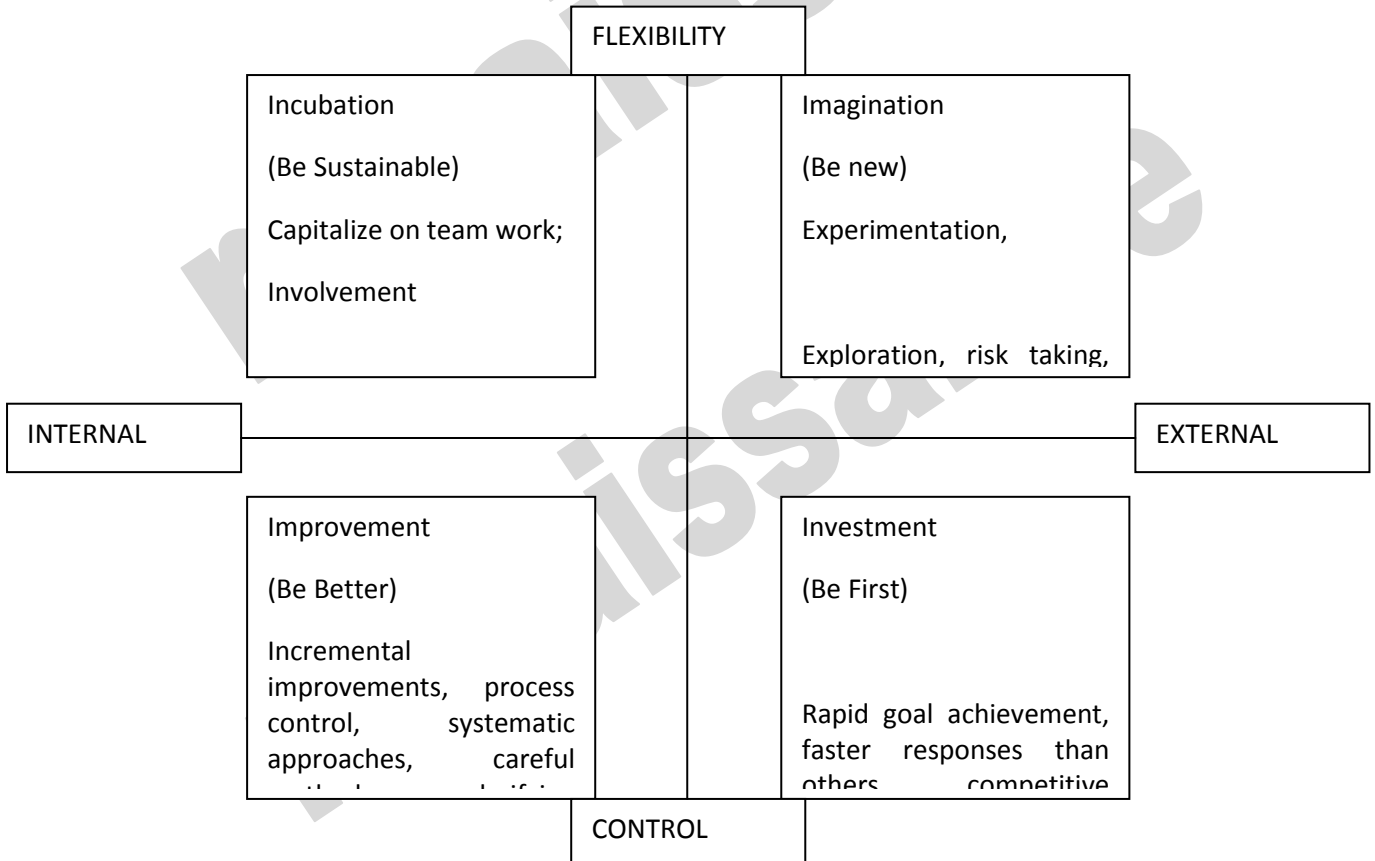
Implements to creative problems solving



Most people have trouble solving problems creatively because –

1. We think creativity is limited to generating new ideas.
 - We aren't aware of the multiple strategies available for being creative, our repertoire is restricted
2. All of us have developed certain conceptual blocks in our problem solving activities of which we are mostly not aware. These blocks inhibit us from solving certain problems effectively.
 - Blocks are largely personal, & not organizational, so skill development is required to overcome them.

**Multiple Approaches to Creativity
Four Types of Creativity**





1. Achieving creativity through imagination refers to the creation of new ideas; breakthrough, & radical approaches to problem solving. People who peruse creativity in this way tend to be experimenters, speculators, & entrepreneurs, & they define creativity as exploration, new production innovation, or developing unique visions of possibilities. When facing difficult problems in need of problems solving, their approach is focused on coming up with revolutionary possibilities & unique solutions.
Eg. Steve Jobs — Apple, iPod
Walt Disney —Theme Parks, Animations
2. People may also achieve creativity, however, through opposite means, i.e. by developing incrementally better alternative, improving on what already exists , or clarifying the ambiguity that's associated with the problems rather than being revolutionaries & risk takers, they are systematic, careful & thorough. Creativity comes by finding ways to improve processes or functions.
Eg. In 1950s Ray Kroc bought McD's & creatively changed the way burgers were made & served
 - Ltd. & standardized menu
 - Consistent service quality
 - Cleanliness of facilities
 - Inexpensive food
 - Uniform cooking
 - Did incremental improvement on existing ideas
 - This creativity is important
3. 3rd type of creativity is called investment; or the pursuit of rapid goal achievement & competitiveness. People who meet creativity in this way meet challenges head on, adopt for a competitive posture, & focus on achieving result faster than others. People achieve creativity by working harder than the competition exploiting other's weaknesses & being first to offer a production, service or an idea. The advantages of being a "First mover" co. are well known.
4. The 4th type of creativity is incubation. This refers to an approach to creative activity through team-work involvement, & coordination among individuals. Creativity occurs by unlocking the potential that exists in interactions among N/Ws of people. Individual who approach creativity through incubation encourages people to work together, foster trust & cohesion & empower other creativity arises from a collective mindset & shared values.

Egs. of Situations in which Each Approach is effective

<p>Incubation (Be Sustainable)</p> <p>Existence of a diverse community with strong values;</p> <p>Need for collective</p>	<p>Imagination (Be new)</p> <p>Need for brand — new break three prods/ services; emerging markets; Resources needed for</p>
<p>Improvement (Be Better)</p> <p>Regiment for quality, safety & reliability;</p> <p>Technical specialization;</p>	<p>Investment (Be First)</p> <p>Fast results are a necessity;</p> <p>Apply competitive environments.</p>



Conceptual Blocks

Despite the importance of creative thinking to so many facets of our lives, human beings are prone to mental ruts. Our brains are powerful computers with the capacity to be very flexible, but sometimes our thought processes aren't as flexible as they need to be. A number of conceptual blocks can keep us from solving problems creatively. Conceptual blocks are mental obstacles that constraint the way problems are defined, and they inhibit us from being effective in any of the four types of creativity. Conceptual blocks limit the number of alternative solutions that people think about.

Constancy – Once we've learned a solution to a problem, we often try to reuse that solution when encountering similar problems. It can be difficult to ignore that solution and consider others. When that solution is ineffective, being fixated on it interferes with our problem solving. Creative problem solving requires being able to define and solve problems multiple ways.

Commitment – Although our minds can process a lot of information, we often get committed to overly simplistic assumptions about things. For instance, we assume that our current project is like prior projects, or we assume that our customers have similar priorities. In other words, we stereotype things. Creative problem solving requires relaxing our assumptions in order to notice subtle differences and similarities that might help us find solutions.

Compression – To quickly solve a problem, we often artificially limit the information we use in defining the problem and searching for solutions. We overlook important things surrounding the problem or mistakenly assume that some types of solutions are more appropriate than others. Creative problems solving requires looking at the "big picture," considering all relevant information about the problem, and ensuring that a variety of possible solutions are examined.

Complacency – Sometimes we give up too easily when we encounter problems for which we don't immediately see solutions. The Wright brothers could have easily given up on their early attempts at flight and many people thought they should, but they didn't. Instead, the Wright brothers put a tremendous amount of time and energy into study and experimentation. Creative problem solving often requires extensive study of the problem and time for creative ideas to incubate in our minds.

Our minds tend to be programmed to quickly solve the problems we typically encounter in a day. However, those thought patterns could block our ability to solve problems creatively. To increase our creativity, we need to break our conceptual blocks.

Overcoming Conceptual Blocks

There are many things we can do to overcome our conceptual blocks and enhance our creative problem solving skills. Individually, we can practice creative problem solving and keep our minds flexible by playing with lateral thinking puzzles. There are several books on lateral thinking puzzles in most bookstores.

When facing a particular problem that you would like to solve creatively, there are a number of techniques you can use to overcome conceptual blocks. Problem solving under stress tends not to be very creative. Second, accept and be patient with wild ideas. Generating and considering wild ideas can seem like a waste of time, but it's often the route to an ingenious solution. Third, play around with the problem definition. State the problem as you see it and then try to see it in other ways. Use odd analogies for the problem. Elaborate on it, and look for ways to state it "the other way around." These activities break the "compression" conceptual block. Fourth, produce many possible solutions without regard to their practicality. After listing many solutions, try combining and modifying the solutions on the list. If you're still not satisfied with the solutions you've produced, take a break for several hours or even several days. Let your ideas incubate, and you'll find that you often identify a solution when you're not even trying.

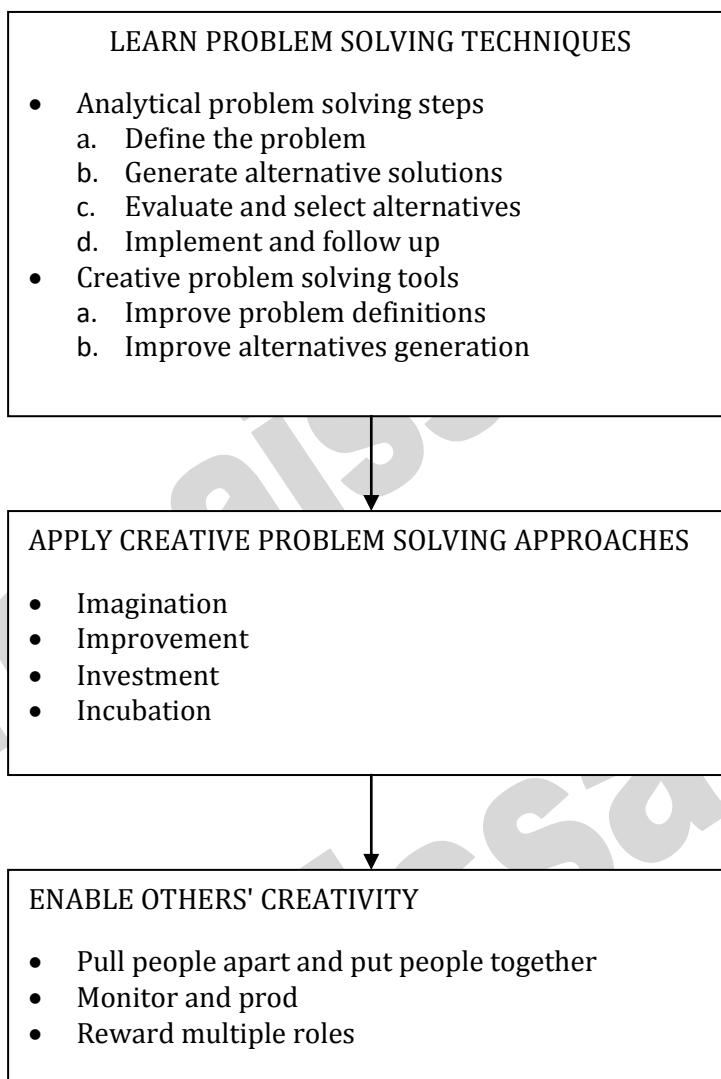


Managers can also use various training interventions to promote their subordinates' creative problem-solving. The most popular types of creativity training focus on fluency--producing a large number of ideas. Fluency techniques include brainstorming and the Nominal Group Technique. Excursion techniques can also be helpful. An excursion is anything that takes employees into unfamiliar realms of thought, and takes their conscious minds off the problems they are currently wrangling with, permitting the incubation process to occur in their subconscious. In the past, I've found that traveling to conferences is an effective excursion technique for me. Pattern breaker techniques force employees to think beyond their cognitive ruts and gain a fresh perspective on the problem. Synectics is an approach to stimulating creativity by using analogies to break patterned thinking. Shake-up exercises get employees out of their comfort zones and make them more receptive to unusual ideas. Shake-up exercises encourage employees to take risks and relax, and they are also good icebreakers.

CONCEPTUAL BLOCKS THAT INHIBIT CREATIVE PROBLEM SOLVING	
1. CONSTANCY Vertical thinking one thinking language	defining a problem in only one way without considering alternative views not using more than one language to define and access the problem
2. COMMITMENT stereotyping based on past experience ignoring commonalities	present problems are seen only as a variation of past problems failing to perceive commonalities among elements that initially appear to be different
3. COMPRESSION distinguishing figure from ground artificial restraints	not filtering out irrelevant information or finding needed information defining the boundaries of a problem too narrowly
4. COMPLACENCY non inquisitiveness non thinking	not asking questions a bias toward activity in place



ENABLING CREATIVITY IN OTHERS

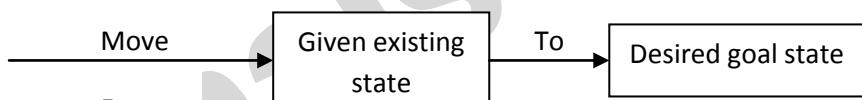


Meaning of problem solving

Problem solving is a set of activities designed to analyze a situation systematically and to generate, implement and evaluate solutions for solving a problem. Problem solving is a mental process and is part of the larger problem process that includes identification of problems and problem shaping.

Need for problem solving

When a situation or system needs to move from a given or current state to another desired goal state problem arises and then a systematic approach of problem solving system arises.



Steps for analytical problem solving

1. IDENTIFYING THE PROBLEM: - The foremost step of problem solving is to understand and to be clear about the problem arise. One should be very clear regarding the problem and all the detail information obtained from the problem which will help in providing appropriate solutions. views of different people on different issued related to problem must be identified.



- 2. UNDERSTAND INTERESTS:** - Interests are the needs that are satisfied by any given solution. Solution to the problem should be such that can satisfy everyone's interest.
- 3. DEVISING A PLAN:** - After identifying the nature of problem and interests of related people next step is to devise a appropriate plan for solving the problem. List of all possible solutions (options) should be prepared. Lot of brainstorming, creativity and innovation should be adopted to generate appropriate solutions. Related problems should be examine to determine if some techniques can be applied use of table, diagram can be used.
- 4. EVALUATE THE PLAN:** - Devised plan should be evaluated before its implementation. All the options or solutions should be carefully evaluated to ensure that options are suitable for solving problems. Best options from all the available options should be selected.
- 5. IMPLEMENTATION OF PLAN:** - After properly evaluation plan should be effectively implemented in the way it is actually designed and decided. All the strategies and necessary actions should be performed to solve the problem. Each and every step of the plan should be checked and accurate record of all the activities should be established.
- 6. MONITORING:** - Effective monitoring should be done regarding effectiveness of the solutions in relation to problem. If there is some alternative method of finding the solutions it should be determined. Other related or more general problems should be determined for which the techniques can be followed for solutions.

Limitations of analytical problem solving

- 1. Competition:-**Most people working in a group perceive the situation as competitive and this generates a destructive behaviour and drains the creative energy of the group. Eager to express their own ideas members try to totally ignore the suggestions of others. People holding powerful positions try to show, their expertise and supremacy and argue against others suggestion, this competitive behaviour creates incompatible atmosphere for effective problem solving.
- 2. Conformity:-**Some individuals in a group wants to conform with all the members their solutions and options to obtain conformity as they like to get respected and valued among others. Members want to maintain their image of being knowledgeable and junior members want to avoid inexperienced upstarts so ideas are shared in the groups without exploring all the possibilities.
- 3. Lack Of Objective Direction:-**Many traditional meetings and group directions held to solve problems are often held ineffectively having lack of objective and directions, ineffective leadership and undue – pressure on leader or chairman which results in deviation in understanding objective direction & content of problem which results in ineffective problem solving.
- 4. Time Constraints:** - Time factor also creates barrier in effective problem solving. Group problem solving is a relatively slow process compared with working alone. Individuals need to gather at an agreed time and place which cause organizational problems and impatience among participants.
- 5. Creativity:** Creativity is the ability to visualize, foresee, generate and implement new ideas. Creativity is a function of knowledge, imagination and evaluation.

Creativity is:-

- 1. Ability:-**Creativity is the ability to imagine or invent something new. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing or reapplying existing ideas.
- 2. An Attitude:-**Creativity in an attitude to accept change and newness, a willingness to play with ideas and possibilities a flexibility of outlook etc.
- 3. A Process:** - Creativity is a continuous process. Creative people work hard continually to improve ideas and solutions by making gradual alternations and refinements to their works.

COMPONENTS OF CREATIVIETY

CREATIVITY = KNOWLEDGE + CREATIVE THINKING + MOTIVATION.



1. **Knowledge:-**All the technical procedural or intellectual expertise and relevant understanding an individual should have to think creative.
2. **Creative Thinking:-**Relates with flexibility, imagination skills of the people which depends on how people approach problems, their personality, thinking and working style.
3. **Motivation:-**Motivation is key to creative ideas. Intrinsic passion and interest are the most important motivators.

Stages in creative process

These stages are also known as "**stages of creative thought**"

1. **Orientation:-**As a first step the problem must be defined and important aspects of problems should be identified.
2. **Preparation:-**This Stage involves gathering initial information, saturate information related to problem thinking. Generating alternatives, carefully, analyzing data relating to problem. All possible date information is been gathered at this stage.
3. **Incubation:-**This stage involves an internal and unconscious ordering of gathered information's personal conflict between what is currently accepted as reality and what may be possible. This stage allows the mind to search for possible issues or problems and involves exploring unusual innovative alternatives.
4. **Illumination:-**At illumination stage a new level of insight is achieved, new imaginative idea flashes into individual mind at an unexpected time and people always get new thoughts and ideas. Imagine a cartoon with a bulb flashing on head.
5. **Verification:-**

This is the final step to test and verify the solution and ideas obtain during illumination. Logically all the solutions are evaluated to check there feasibility and most feasible idea is applied as the solution to the problem.

Impediments of creativity

1. **Prejudice:-**Prejudice is one on the barriers to creativity. People often have preconceived ideas about things and these preconceptions often prevent people seeing beyond their thoughts and inhibit them from accepting change.
2. **Stress:-** Stress is the mental factor which creates distraction of mind, drains energy which could be used in creative thinking.
3. **Learned Helplessness:-**The feeling of people that they don't have tools, knowledge, materials, ability to do anything and so they don't try to think anything creative.
4. **Routines:-**Routines are the set ways of for performing tasks and once they become essential in ones life then it becomes difficult to deviate from it and this creates hindrance in development of creative mind.
5. **Beliefs:-**People often belief that creativity is a god gift possessed by few people not all some of them belief that it requires talent and it starts in childhood but all these beliefs are the barriers of creativity as all the people possess creative mind, natural ability to think something new every time.
6. **Fear:-**Fear of self-expression and of judgement by others severally limits ones creativity.
7. **Negative Thinking:-**Negativity in thoughts and self-criticism sometimes creates hindrance in thinking something new.
8. **Conceptual Blocks:-**Conceptual blocks are the habits that prevent development of new creative ideas, thoughts and originality.
9. **Innovation:** Innovation is a change in the thought process for doing something, or the useful application of new inventions or discoveries. Goal of innovation is positive change to make someone as something better. "Innovation is the multi stage process whereby or organizations transform ideas into newly improved products, service or process, in order to advance, compete and differentiate themselves successfully in their market place".



Thus innovation typically involves creativity but all together it is a successful implementation of creative ideas within an organization. However many a time innovation is interchangeable used with the term "**Creativity**".

Conceptual blocks

Conceptual blocks are the obstructions to the creative thought process. Conceptual blocks are the habits that prevent development of new thoughts and originality.

Following are the no of conceptual blocks that creates hindrance in creative problem solving:-

1. **Constancy:** Constancy is the habit of reusing the solution of specific problem to solve similar or related problems sometimes it becomes difficult to ignore the solution and consider other creative solutions for solving similar problems and thus if the our mindset gets fixated on a certain solution this constancy creates barrier to creative thinking.
2. **Commitment:-**Under commitment our minds process a lot of information but we often get used to overly simplistic assumptions about things. For ex: - assuming current problem like previous problem or situations or assuming all the people have same problem.
3. **Compression:-**In order to save time and resources often information used for defining the problem and searching for solution is been shorten and many important facts related to the problem are ignored which results in providing similar or less effective solutions to problems which are easier in nature. These types of obstructions are known as compression.
4. **Complacency:-**Complacency means to give up easily, when we become complacent we give up solutions too easily without even logically thinking on it assuming that it is a waste of energy. This often creates blocks to our creative thinking.
5. **Perceptual Blocks:-**Perceptual blocks are the impediments that stop us from looking at the problem or the information needed to solve it from a fresh mindset. Some of the perceptual blocks are.
 - a) STEREOTYPING:
 - b) IMAGINARY BOUNDARIES:
 - c) INFORMATION OVERLOAD:
6. **Emotional Block:-**These blocks decreases the freedom to explore and manipulate ideas in a realm outside the comfort zone of an individual. They interfere with the ability to think flexibly. Emotional blocks prevents from communicating and exchanging of ideas to others. It includes fear of taking risk. Negative attitude, lack of accepting challenge etc.
7. **Cultural Blocks:-**Many time society to which we belongs creates various kinds of blocks related to culture, traditions etc. and such blocks refuses us to accept different culture and things.
8. **Environmental Blocks:-**Blocks includes our life style, ambitions aspirations, and surroundings, real, imagined, artificial or anticipated. We prefer living and working in an atmosphere that is pleasing and supportive and sometimes it creates distractions in creative thinking.
9. **Intellectual Blocks:-**These blocks occur because of insufficient intellectual knowledge which is required to solve problem.
10. **Expressive Blocks:-**Inability or non willingness to express ideas clearly to others and discuss the possible solutions.

Conceptual block bursting

Some strategies to overcome the block and hindrances are:-

1. **Remove Fear of Failure:-**Creative ideas can only be promoted by encouraging new thoughts and ideas from individuals and by removing their fear of failure. Group activity will prevent individual fear and will also encourage team building.
2. **Adjusting Attitude:-**This is another method to overcome obstacles arising in way of creative thinking by generating a positive and flexible attitude between all members.
3. **Thinking Out Of Box:** - To encourage new and different creative thoughts flexibility should be provided for relaxing certain rules and conditions which encourages more creativity.



4. **Altering the Solutions Mode:-** Many times change in the mode adopted for solution helps to be more creative.
5. **Provocative Questioning Helps:-** Provocative questioning i.e. beginning with a question a question that encourages thinking beyond conceptual blocks and encourages creativity.

Approaches to creative problem solving

Creative problem solving is a combination of innovation and creativity that involves different steps that are as follows:-

1. **Evolution:-** This is the method of incremental or gradual improvement under which new ideas stem from other ideas and new solutions from previous solutions which are slightly improved over old ideas. This approach is mainly concerned of thinking new and creative out of old gradually for making something better or different from original.
2. **Synthesis:-** Under this approach two or more existing ideas are combined to produce a third creative & new Idea.

For ex. (1) People want to go for dinner and then to theatre. These two ideas can be combined in form of dinner theatre where people can first go to eat and then at same place they can enjoy movie.

(2) Shopping malls like Big Bazars etc.

3. **Revolution: -** Revolution means thinking of the best new idea which is completely a different one marked change from the previous ideas thought.



UNIT-III

BUILDING RELATIONSHIP

INTERPERSONAL RELATIONSHIP

Communication is the process of two way exchange of information facts, thoughts and ideas in between two or more than two people. Two parties are involved in communication one is receiver and another one is sender.

INTERPERSONAL COMMUNICATION

Interpersonal communication is direct, face to face communication that occurs between two persons. It is a dialogue or a conversation between two or more people. It is personal, direct as well as intimate and permits maximum interaction through words and gestures.

Interpersonal communication may be:-

- a. **Focused Interaction:-** This results from an actual encounter between two persons. Two persons involved in communication are completely aware of communication happening between them.
- b. **Unfocused Interactions:-** This occurs when one simply observes or listens to person with whom one is not conversing. This communication usually involves observing face expressions, gestures etc.

Other Forms of Communication

Intrapersonal Communication:- Intrapersonal communication means communicating with one's itself. When people talk to them selves by way of imagining or by way of loused thinking it is called intrapersonal communication.

Group communication:- Group communication takes between a small group of people who gathered for a particular purpose. They have common purpose.

Organisational communication:- Under this type of communication people in organisation communicate with each other on many platforms varying from individual interpersonal communication group communication to mass communication.

Mass Communication:- Mass communication refers to a situation where communication is entered upon with mass public either direct by or by taking recourse to the usage of mass media television news papers or direct announcement.

COMPONENTS OF INTER PERSONAL COMMUNICATION

It refers to the process of transacting message between two or more people who work together to words creating and sharing same meaning. It includes three components:

1. **Process:-** It is a continuous process of communication between two or more people which is ever changing, dynamic and not static process. It results into exchange of some information and message that act as catalysts for a change.
2. **Message:-** This is second component of communication which includes exchange of message verbal or non-verbal between two or more individuals. Message conveyed should be understood by the person and a meaning should be attached to the statement and sharing of the statement or meaning should be done.
3. **Shared Meaning:-** Receptor of the message must be able to assign meaning to the message communicated. In Interpersonal communication receiver of message and sender of message should assign same meaning to communication and should shared that meaning with each other.

INTERPERSONAL RELATIONSHIP

Interpersonal relationship addresses the knowledge, skills, attitudes and behaviors that all people need to participate in positive, caring and respectful relationship in the family, profession and with

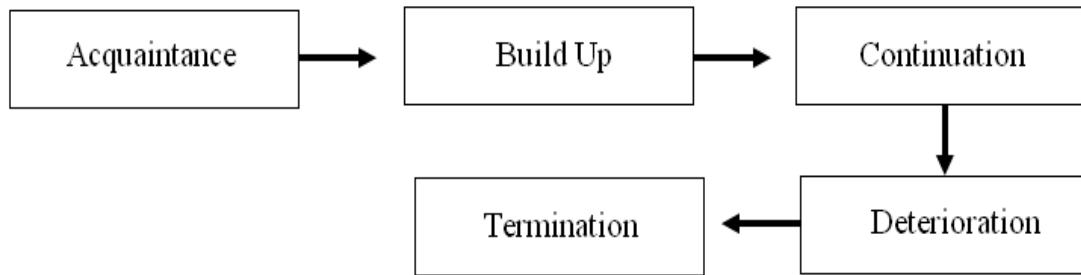


individuals, in the community and in the workplace. It produces a synergy among people and increases the productivity and efficiency of the people.

“Interpersonal relationship is an association between two or more people based on love, liking, regular business interaction or social commitments” Such relation includes family, friends, marriage, associates, work, neighbour hood etc.

These relations are regulate by law, custom or mutual agreement, society norms etc.

These relationship usually involve interdependence and people in such relations tend to influence each other’s thoughts, feelings etc.



STAGES OF DEVELOPMENT OF POSITIVE INTERPERSONAL RELATIONSHIP

1. **Acquaintance:** - This is the first stage in which people interact with each other and get acquainted (Known) to each other.
2. **Build up:** - People begin to trust and care about each other. They will realize need for compatibility among themselves such as common background, goals and will think of continuing interaction.
3. **Continuation:** - This is a long, relative stable period based on mutual commitment and continued growth development will occur during this time. Mutual trust is important for sustaining the relationship.
4. **Deterioration:-** Lack of trust, understand commitment leads to deterioration of some relationship not all relationship deteriorate.
5. **Termination:** - They final stage marks the end of relationship either by death in the case of healthy relationship or by separation.

SKILLS REQUIRED FOR DEVELOPING POSITIVE INTER PERSONAL COMMUNICATION

1. **Freedom of Choice & Expression:** - People involved under interpersonal communication should not be coerced or forced into making communication or passing information. Relevant communication should be exchanged in between people. Nothing should be hidden in between people and sense of positivity should be disclosed all around. People involve in communication should be free to express their views and thoughts.
2. **Sense of Care:-** There should be caring, understanding respect among the people involved in interpersonal communication. As interpersonal communication is based on the sharing of the meaning communication should take place in free or moral atmosphere.
3. **Sense of Harmony & Balance:-** People should follow balanced approach while communicating with each other communicating should take place in a positive harmonious atmosphere and Balance should be maintain between right or wrong.
4. **Sense of Welfare:** - This skills shows that what is good for one is good for entire mankind. It means that communicators should develop habit of making their communication on moral on ethical grounds and should focus on maximizing happiness and satisfaction as well as people welfare.
5. **Emotional Intelligence:** - It is the ability to understand one’s own emotions and feelings as well as of others and to react appropriately according to situation. People should have social skills i.e. they should have those competencies which are require to maintain good communication relationship among people. People should have ability to build good rapport with people.



6. **Self-Awareness:-** Self awareness is very important to build a good interpersonal relations people should be able to analyse themselves in order to understand their weakness Should work on removing them preventing them to become barriers in effective interpersonal communication.

SUPPORTIVE COMMUNICATION

Supportive communication involved communicating with people by making use of empathy, concern, respect and confidence.

Supportive communication is the kind of interpersonal communication that allows someone to communicate accurately and honestly especially in difficult circumstances without disturbing the relationship.

Supportive communication helps to overcome the two major obstacles that result from poor interpersonal communication.

1. **Defensiveness:** - When people feel threatened or attacked and seek to protect themselves.
2. **Disconfirmation:** - When people feel worthless or undervalued and look at establish self-worth.

PRINCIPLES OF SUPPORTIVE COMMUNICATION

1. **It is congruent, not incongruent:-** This is the foremost principle of supportive communication which states that there should be alignment between interpersonal relationship i.e. congruency in communication occurs when verbal and non-verbal message communicated should exactly match with what communicator thinks and feels. Any kind of incongruency creates the impression that there is a hidden information.
2. **It is descriptive not evaluative:** - Supportive communication should be descriptive rather than evaluative in nature. Evaluative communication make judgment at places a label on other individuals which leads to defensiveness i.e. feeling of threat among people which does not result in effective supportive communication where as descriptive communication helps in reducing defensiveness among people by making observation of people and comparing their behaviour with accepted standards and then suggesting acceptable solution or alternative to other people.
3. **It is problem oriented not person oriented:-** Supportive communication should be problem oriented focuses on problems and solution rather than on a person's traits while person oriented communication focus on traits of individuals not the problem. Problem oriented communication is useful because focus is on the main problem whereas person-oriented communication focus on characteristic and behaviour of individuals which is difficult to change or controlled and it also sends a negative impact.
4. **It validates rather than invalidates people:** Validating communication helps people to feel recognized, understand, accepted and valued. It is more flexible, Egalitarian, effective and particular where as invalidation is destructive. It gives feeling of superiority of communicators, rigidity, and indifference in another person existence or importance & Imperviousness (don't care for feeling or opinion of another.)
5. **It is specific and useful, not global & non useful:** Supportive communication is always specific on issue that can be understood and acted upon. It avoids extremes and vagueness of issues of communication. Specific communication is useful as it focuses on an identifiable problem or behaviour which is useful which serves as a basis for behavioral change. It avoids vague and abstract statements.
6. **It is conjunctive not disjunctive:** Supportive communication is conjunctive i.e. there is continuous flow in conversation and information flows smoothly. Disjunctive communication results in breaking of smooth flow of information in communication.
7. **It is owned Not disowned:** Owned Communication is taking responsibility for one's statement and acknowledging the source of the ideas oneself. Disowned communication is the use of third person or first person plural wards like 'they' etc.
8. **It is supportive listening not one way message delivery:** Supportive listening is very crucial for supportive listening of message so that effective response could be generated it does not in value only one-way delivery of message.



IMPORTANCE OF SUPPORTIVE COMMUNICATION

1. It increases stronger interpersonal relationship among people.
2. It increases understanding of both the message as well as understands people attitude and feelings.
3. It helps in effective message delivery with less distortion on misinterpretation.
4. Supportive communication helps in creative positive, stronger and more long-lasting relationship.
5. It helps in maintaining synergy i.e. combination of physiological, emotional, intellectual energy together.
6. It helps people to perform better in tasks at work and learn more effectively.
7. It helps people feel safe and secure, so individuals are more able to concentrate on tasks at hand.
8. Increases efficiency and performance of organization.
9. It foster cooperation & co-ordination among members.
10. It increases loyalty and commitment of people towards work and organization.

COACHING

Coaching is a process that involves working with someone on a one-to-one basis to help a person to achieve the desired result. It is the skill of providing feedback, direction and support.

Coaching tells an employee how to perform a particular task. It is more of developmental activity. Coaching helps in building self-esteem, & self-confidence among employees.

Features

1. **Provides Feedback:** Coaching regularly provides positive feedback to employee, about their contributions towards their work.
2. **Inform about performance issues:** Coaching informs performance issue to employees attention and assist the employee in making necessary positive corrections in their performance before they create major disturbance.
3. **Main objective:** Main objective of coaching is to provide right direction to employees to improve their performance coaching does not aim at making employee feel bad about their performance problems. Coaching is not undertaken to show how much manager knows.

STEPS IN BECOMING AN EFFECTIVE COACH

1. **Analyzing People:** Effective coaching can only be done if coach is able to properly analyze people their strengths, weaknesses and their behavior differences and to adjust their coaching techniques accordingly. Goal of coaching is to create a climate that encourages a change in performance. Proper analysis of employee helps the coach in adjusting and adopts his or her approach.
2. **Describe Performance Gap:** Coach should describe the behavior & performance gap in the employee and should also inform the consequence of filling that performance gap for benefits of person's development.
3. **Give Initial Feedback:** Coach should be clear, specific and behavioral coach should provide initial feedback regarding filling their performance feedback.
4. **Participation of Employee in Determining Solution:** Effective coach must establish a relation of trust & respect with employee and should encourage a participation of employee in giving their ideas & suggestions which could help in providing appropriate solution to problem or directions for getting work done.
5. **Encourage and Express Confidence:** Purpose of coaching is to engage employees in a process of striving optimal performance that benefits organization as well as themselves managers should build confidence on encouraging employees in performing better.
6. **Give on going Feedback:** Constant feedback should be provided to employees by a coach. Feedback is given to teach, guide, encourage and refocus employees. It helps the employees to get back on the right track if they lose their focus.
7. **Follow up:** This is a formal process that involves a meeting with the person to review and summarize the initial performance gap, how it has been resolved and its effect on the organization.



COUNSELING

Counseling means helping the person to understand and resolve a problem themselves by displaying & understanding. It focus on attitudes-state of mind, emotions or personalities.

Counseling deals with the psychological part of employee participation in contributing towards the achievement of team objective. The counseling may take place only when employees need a rational advice. Counseling deals with employees emotional problems which deals self-confidence, understanding, self control and ability to work effectively in the organization.

Counseling has following functions:

1. Advice, Reassurance, communication, Release of emotional tension etc.

TYPES OF COUNSELING

1. **Directive Counseling:** It is the process of listening to an employee's problem & deciding with the employee what should be done and then motivating the employee to do that in the proper manner. It is counselee-centered counseling.
2. **Non-Directive Counseling:** It is as "Client-centered" form of counseling. It requires professional counselors who skillfully listen and encourage an employee to explain problem, understands and then provide appropriate solutions. It is costly in nature.
3. **Co-operative Counseling:** It is a mutual counselor - counselee relationship that establishes a co-operative exchange of ideas to help and solve a counselee's problem. It is neither wholly counselor centered nor wholly counselee-centered.

COUNSELLING PROCESS

1. **Exploration:** In these stage counselors helps the client to explore their problems in front of them. They show a feeling of empathy towards employees to make them feel comfortable, and open to express their problems.
2. **Finding new Perspectives:** In this stage counselors help clients to understand themselves their feelings to do their introspection in a new perspective or environment.
3. **Action:** This stage includes setting goals & strategy & providing resources, support, coaching, training to determine appropriate plan on apply them effectively for problem solving.

IMPORTANT POINTS FOR EFFECTIVE COUNSELLING

1. It should be descriptive not evaluative.
2. It should be problem oriented not person oriented.
3. It should be equality oriented.
4. It should be for a specific purpose.
5. It should be flexible in nature done open-minded.
6. Principles of receiving feedback and giving feedback should be followed.
7. It involves patient & emphatic listening.
8. Friendly environment is build for the counseling process.

DEFENSIVENESS

Defensiveness is: -

- When individual feels threatened or attacked as a result of the communication.
- Self-Protection becomes necessary.
- Energy is spent on constructing a defense rather than on listening.
- Aggression, anger, competitiveness or avoidance is the result of communication.

STEPS TO CONTROL DEFENSIVE COMMUNICATION



1. Very First step in defensive communication is to preserve your peace of mind to present your thoughts in order to defend yourself.
2. Second step in defensive communication is to learn to recognize verbal attacks, and to prepare your reactions accordingly.
3. Third and last step is to address the verbal attack until the attacker calms down be affirm to put your views.

DISCONFIRMATION

Under disconfirmation:

- Individuals feel incompetent, unworthy or in significant as a result of communication.
- Attempts to re-establish self-worth becomes important
- Self-importance is been pat ray
- Self-centered behaviour and doss of communication are the common reactions.

PERSONAL INTERVIEW MANAGEMENT

Term interview is been derived from French ward “Entre Voir” that means to glimpse or to see each other”.

It is a face to face inters action between two persons for a particular purpose i.e. for employee selection, placement, appraisals, grievance handling, problem solving, counseling etc.

“Interview is a conversation between two or more people where questions are asked by interviewer to interviewee to obtain information”.

PREPERATION FOR THE EFFECTIVE INTERVIEW

- Doing proper self assessment.
- Listing about details.
- Preparation of resume.
- Updating resume.
- Re-assessing your resume.
- Preparation for questions.

GUIDELINES FOR THE EFFECTIVE INTERVIEW

- Proper dressing style.
- Proper body language.
- Establishing rapport.
- Be confident.
- Be polite.
- Proper knowledge.
- Correct and complete answering of questions.
- Don't try to bluff.
- Avoid over talking.
- Avoid criticizing previous employer and anyone else during interview.
- Always thank interviewer in the end.

TYPES OF INTERVIEWS

- Employment/ Job interview
- Promotion interview
- Orientation interview
- Reprimand interview
- Appraisal interview
- Grievance interview
- Stress interview
- Exit interview
- Correctional interview
- Case interview
- Structured/semi structured/unstructured interview
- Panel interview
- Group interview
- Mock interview
- Telephone interview
- Mock interview



UNIT-IV TEAM BUILDING

[Talent wins games, but teamwork and intelligence wins championship.- Michael Jordan]

*Coming together is a beginning.
Keeping together is progress.
Working together is success. –Henry Ford*

TEAM: “Team is a small number of people with complementary skills who are committed to a common purpose. Common performance goals and an approach for which they hold themselves mutually accountable”.

CHARACTERISTICS OF TEAM

- A team includes few people because functioning, interaction and influence process in a team can only occur with small number of members in team.
- Team includes people with complementary or mix skills that is appropriate to the task to be done.
- Team has a common purpose and common performance goals. Common goals sets the direction of the team. A team has a common task. Work in same department and reports to same supervisors.
- Team has a common approach towards work, social norms, attendance at meetings, norms regarding behavior attitudes etc.
- Team is mutually accountable for results rather than individually. Mutual accountability is a promise that members make to each other to do everything possible to achieve their goals.
- They are empowered to share various management and leadership functions.
- They plan, control and improve their own work process.
- They set their own goals and inspect their own work.
- They create their schedules and review their performance.
- They prepare their own budgets and co-ordinate.
- They keep inventory records and deals with suppliers.
- They are responsible for acquiring any training according to requirements.

TYPES OF TEAMS

1. **Work Teams:** Work teams are the teams formed for specific work purpose in the organization such as developing and manufacturing new products, providing customer services by effectively using organizational resources. Work teams are highly empowered.
2. **Problem Solving Teams:** These are the temporary team established to solve the specific problems of workplace and usually disbanded or gets separated after solving the particular assigned problem.
3. **Cross-Functional Teams:** Cross-functional teams are the teams in which all the team members come from different functional areas and specialized fields and generally offer recommendations for solving particular problem. Members of the team usually work on some hierarchal level at different departments or area of specialization.
4. **Virtual Teams:** These are the teams that never actually meet together in the same room. Their activities take place on the computer via tele conferencing and other electronic information system.
5. **Self-Managing Teams:** These are the teams empowered to make decisions required to manage themselves on a day-to-day basis. Members have to make decisions on work scheduling, training, allocation of work, evaluating performance etc. Members are collectively held responsible for the teams overall performance. Self managing teams are permanent and formal in organizations structure.

TEAM VS GROUP COMPARISON BETWEEN WORK TEAMS AND WORK GROUPS



Work Teams		Work Groups	
1.	The Teams have their own specific objectives.	1.	The basic objective of work groups is to contribute to the goals of the organization.
2.	A work team generates positive synergy through coordinated effort. The level of Performance of a team is greater than the sum of individual contribution of members.	2.	The performance of a work-group is merely the summation of each group member's individual contribution.
3.	The team does not have a clearly focused leader, it has shared leadership roles.	3.	Every work-group has strong and clearly focused leaders.
4.	In a team, there is both individual and mutual accountability.	4.	In the work-group, the members are individually accountable.
5.	The team, generally, encourages open ended active problem solving meetings.	5.	The work-group has formal and efficient meetings.
6.	The effectiveness of the team is directly measured with reference to the team objective.	6.	The effectiveness of the work-group is measured indirectly. For example, if the overall performance of the business is good, it will be presumed that the groups have effectively contributed to the performance.

Team comprises of all the members to work in a coordinated and cooperative manner for achieving common goals or purpose and are jointly held responsible whereas a group consist of two or more individuals who come together to achieve a common goal. Members interact, share information and help each other but do not engage in activities leading to joint, coordinated efforts. In group all the members are individually responsible for their performance.

STAGES OF TEAM FORMATION/DEVELOPMENT

There are basically six stages in a team development process which are been described as:

- 1. Forming:** This is the first stage of team development process. In this stage there is a great deal of uncertainty about the team purpose, structure & leadership. No strategies have be decided for to be achieved by team members, no acceptable set of norms & behavior is been framed for the functioning of team. Members of the team are not familiar with each under this stage & they try to explore each other's so that they can accept themselves as a group & commit group goals. Leaders in this stage plays a very important role for establishing a team spirit among members by motivating and maintaining co-ordination among members. Leadership style should be high task/low relationship in terms of explaining the skills required for achieving tasks of low task/high relationship in terms of involving all team members to work team goals.
- 2. Storming:** At this stage there is a struggle in between the team members which results in team instability for some time. Team conflict arises as the members of the team are not clear or satisfy with their roles & set standards of behavior expectations from them being team members. Members of the team focus more on their individual powers, roles and behavior being in the team for achieving team goals. Main objective at this stage for a leader is to resolve conflicts among individuals about powers, roles, task structure and to bring all the members together to create team cohesiveness among them so that collectively they can contribute their efforts for achieving goals of team.
- 3. Norming :** This is stage of team cohesion among the members of tam. This stage is characterized by a growth of affection & establishment of personal relationship. There will be a sense of team spirit & identity among the members. Participants will take initiative to resolve conflicts among each other. Team tasks and goals will be accepted by all members mutually.



Team standards, norms & behaviors will be formed & accepted. Member's roles in good achievements will be decided. Members of team will work with complete involvements mental support & group harmony to achieve the desired outcomes.

- 4. Performing:** This stage of team development is characterized by "doing or action stage." All the conflicts get resolved & members of team tends to contribute their efforts for achieving team goals & outcomes. Productivity is at its peak. All the team members work with complete team spirit & unity for achieving goals. Team is mature enough at this stage to attend to its own needs both in terms of task & relationship. There will be high flexibility, positive attitude to work success, problem – solving approach, more positive handling of conflicts, shorted values of high level f performance among team members.
- 5. Adjourning:** As the task of team is been accomplished all the team members will adjourn and will be separated a get back to their regular lives if team is been formed temporary for specific tasks only. This stage ranges from sadness and depression at the loss of friendship to happiness and fulfillment of task performance. All the members of the team take some experience working as a team members achieving team goals

FEATURES OF EFFECTIVE TEAMS

- 1. Clear Goals:** Clarity in goals, objectives or task of the team gives them the clear knowledge of the results to be achieved by them as well as the process or directions which they have to follow for achieving goals.
- 2. Relevant Skills:** Members of effective team should have the relevant technical, managerial & interpersonal skills to achieve the desired goals and objectives.
- 3. Mutual Trust:** Effective team's members should have high level mutual trust i.e. members must believe in integrity, character and ability of one another. This trust creates a good organizational culture.
- 4. Unity in Commitment:** Members of an effective team have unified commitment and dedication towards team & team goals. They have a desire to show synergy to achieve team goals.
- 5. Good Communication:** Members of effective teams should have good interpersonal skills among team members. This develops a good understanding & co-operation among members.
- 6. Negotiating Skills:** Effective teams should be flexible in nature and team members should posse's adequate negotiating skills and ability to reconcile the differences and conflicts.
- 7. Effective Leadership:** Effective leadership is required for building and managing the effective team and team members. Good leaders self-confidence of team members and guide & support them.
- 8. Supportive Environment:** Supportive environment is essential for effective team work. Effective team should have proper training system, required resources and supportive human resource management.
- 9. Team Rewards:** Effective team should be rewarded for their efforts towards goals achievement. Rewards can be financial or non-financial like recognition in nature. Team Rewards helps in enhancing motivation and confidence of team members.
- 10. Clarify of Role:** Effective team can be build if the members of team are clear with their role or job they have to perform for achieving team objectives.

ADVANTAGES OF TEAM

- 1. Synergy :** Team have the potential to create higher level of productivity due to positive synergy created by all the team members which results in effective results in performance of the team more than the performance or results of individual members.
- 2. Improve organizational Communication:** Team encourages interactions which lead to effective interpersonal communication and good understanding between all members in organization. This also leads to effective ways of resolving conflicts among members.



- 3. Commitment towards team Goals:** Team creates a common commitment upon specific goals that result in high degree of commitment to common team goals. The individual give priority to common goals than to their personal goals.
- 4. Flexibility:** Members in team are more flexible and responsive to change than individually or in other form of grouping. Teams have the capability to quickly assemble, deploy, refocus and disband.
- 5. Effective Job Training:** Team work or team goals always need effective job training to be achieved. Through training the team members can build their technical, decision-making and interpersonal skills.
- 6. Enhances Employee Motivation:** Work team encourages employee motivation as it increase employee involvement and make the employees to perform better making them realize that their contribution is important for the success of team.

PROBLEMS OF TEAM

According to John Newstrom and Keith Davis "Effective team in action are a pleasure to observe".

1. Team grows slowly but sometimes it declines quickly.
2. Frequent changes and employee transfers in team effects relationship among team members as well as growth of team work.
3. The extensive participation of all the members of team in decision-making consumes large amount of time and sometimes leads to conflicts.
4. Sometimes there could be partiality in allocating task or reward among team members which leads to dissatisfaction among team members.
5. Sometimes team standards are often high than management standards of organization which leads to imbalance.

STEPS FOR EFFECTIVE TEAM WORK

- 1. Proper Selection of Team Members:** Team members should be selected on the basis of their knowledge skill and relevant experience required for accomplishing team goals. Selection of team members should be done very carefully because effective team members can only help in achieving the main purpose or objectives of teams. Team members should have effective technical problem, interpersonal skills and problem solving skills.
- 2. Setting Challenging Goals:-** Goal of team should be challenging which requires focus, attention unified efforts and cohesiveness from the team members to achieve them. There should be unified commitment of team members towards goals.
- 3. Establish Proper Rules and Regulations:** To get effective results, a team must develop rules of conduct for the members. These rules are related with:-
 1. Punctuality and Regularity
 2. Confidentiality
 3. Proper Behavior amongst members
 4. Respect and Dignity Among members.
 5. Relevant Communication
 6. Task Oriented Approach
 7. Constructive Confrontation i.e. no Finger Painting
- 4. Time boundation:** Team work is performed better under pressure of time. All the team members should be made realize that goal to be achieved are urgent and important and those have to be achieve in particular time period. More urgent and meaningful target leads to more effective team performance.
- 5. Selection of Right People for Right Job:** Principle of "Right man for right job" should be followed by the team. Team members should be selected according to the needs and preference of team job. Members should be given their job roles according to the skills and qualities they posses required for



achieving team goal i.e. people who are appropriate for the job should be placed for doing that particular job.

6. **Establish Accountability:** All teams members are individually and mutually accountable for team purpose, goals and outcomes. Every member should be very clear as to what they are individually responsible for or else members try to take advantage of group efforts because their individual's contributions can't be identified.
7. **Development Trust:** There should be high level mutual trust among members and they should believe in integrity, character, competence consistency, loyalty and openness towards each other.
8. **Rewards and Recognition:** Rewards and recognition can improve team efforts and commitments, suitable rewards can be given to the team members for their contributions.

TEAM MANAGEMENT

Following methods should be adopted for effective team management

1. **Management of Goals or Task:** Effective teams have clear goals and all the team members should properly understand and accept the goals. Proper supervision and appraisal is required time to time for the progress made by team members toward goals achievement. Managers should ensure that proper process and directions are been followed by all the team members to achieve goals and task on time.
2. **Proper Planning:** Good planning is crucial to the team because teams need to know why they exist, what they are supposed to accomplish and who else is involved with them in the team. Proper planning helps in formulating and implementing plans by examining alternative and selecting activities which leads to successful results. Effective planning helps in dividing work into logical tasks, assigning tasks, resources and responsibility, develop information on communication system across organization.
3. **Organizing:** Effective team management could be done by properly organizing issues of team and clarification of authority. If the team is self-directed, it is empowered with the authority to make certain decisions and work activities and if team is not self-managed what team has to do and what not to do becomes important. Work teams can be given more authority about what they do and when they do if organizational culture is supportive. The team should know its authority constraints.
4. **Effective Leadership:** Effective team leaders are required for efficient team management. Leader directs the efforts of team members. Team leader is more of a coach and facilitator than a 'Person in charge'. A leader should have strong interpersonal skills so that you can understand team work duties. A leader can promote individual participation,
5. **Controlling:** In controlling a team the manager must consider two important issues:

(a) How will the team's performance will be evaluated?

(b) What type of reward system will be used?

Manager should use collective monitoring system in deciding team rewards and in performance evaluation. Needs and preference of team job. Members should be given their job roles according to the skills and qualities they posses required for achieving team goals i.e. people who are appropriate for the job should be placed for doing that particular job.

6. **Team spirit and shared values:** - Effective monitoring should be done for the team members to follow the standards of behavior and attitudes that all members of the team should be agree and follow. Team management should spirit should be maintained in team for implementing some important decisions.

BELBEINS TEAM ROLES

1. Creators

- (a) **Plant:** - Plant is the team source of original ideas, suggestions and proposals. Plant is the most imaginative as well as



. They see the relevance of new ideas and then explore to search for the various sources of implementing those ideas

2. Leaders

(a) Coordinators: - They are best suited to lead the team. The Coordinators is the one who presides over the team and co-ordinate its effects to meet external goals and targets. They are the social leaders, calm, self-confident & controlled.

(b) Shapers: - The principal function of shapers is to give a shape to the application of the team efforts. They always try to unite ideas, objectives, practical considerations and ideas.

3. Implementers

(a) Team-Builder:-Team builder has an ability to respond to people and to situations and to promote team spirit. Team builder act as a mediator in between team members and try to maintain stability in team and team performance.

(b) Team-implementers: - Team implementer is a person who turns decisions and strategies into defined and manageable task to be achieved by people. Team implementer is a practical organizer, conservative dutiful and predictable. They are hard – working and self disciplined.

4. Completers

(a) Monitor Evaluators: - ME's are the members who play the role of overall evaluating the team performance with established standard rules and regulations. They have good analytical skills rather than creativity and intelligence.

(b) Complete Finisher: - They believe in perfectionism and worry about that might go wrong and they never ease until they have personality checked every detail and made sure that everything has been done and nothing has been overlooked.

TEAM LEADERSHIP

TYPES OF TEAM LEADERSHIP

1. Strategic Leadership: - A strategic leadership provides the umbrella under which team devises appropriate strategies and create value. Under this type of leadership a vision / purpose and direction is been provided to team and simultaneously provides the complete roadmap or direction to be followed to achieve those purpose or objectives. Strategic leaders make sure that the team is going in the right direction to achieve organizational goals and objectives.

2. Results - Based Leadership: - Under result based leadership leaders strive for excellence in attributes and result achievement. Result based leadership mainly focus an employing organizational resources and capabilities effectively and efficiently under competent leadership to achieve desired results.

3. Volatility Leadership :- Under volatility leadership leader help in guiding teams in volatile times, they guide the teams how to act boldly to safeguard the organization from unpredictable changes and inherent dangers, rapid upturns and down turns and to lead organization to a better future.

4. Entrepreneurial Leadership: - Entrepreneurial leadership involves instilling the confidence to think new creative and “out of box”. Leaders encourages tem members to think or new ideas and to commercialize them into actions for the benefit of organization. Leaders with entrepreneurial leadership style are creative. Innovative and they always find resource and season for exploit good opportunities. They are good team - builders and know to mange change & risk.

5. Situational Leadership: - Situational leadership styles very according to the employees competences in their areas and their commitments towards their tasks. There are mainly four styles of leading :-

- (a) Directing
- (b) Coaching
- (c) Supporting
- (d) Delegating

Leaders can choose any style of leading team according to the situation. Sometimes any one or all four style of leadership can be used by leaders following situational leadership.



6. **Super Leadership:** - Super leadership style mainly focus on empowered self leadership. A super leader is one who leads others to lead themselves, through designing and implementing teaches employees to be self leaders. Main function of super leadership is to produce more leaders not more followers. Super leadership leads to high team performance, flexibility, development and self-confidence among team members.
7. **Value Based Leadership:-** Value based leadership includes all the three factors:-
 - (i) Effectiveness:-measuring achievement of the objectives.
 - (ii) Morality:- measuring how change affects concerned parties.
 - (iii) Time: - measuring the desirability of any goal over the long team.Value based leadership is to lead by understanding ideas values and needs of followers and creating such conditions in which all the followers can perform effectively & independently towards a single objective valued both by organization and team members.
8. **Principle-Centered Leadership:** - Under principle centered leadership leaders are of the character that work on the basis natural principles and build those principles center of to their lives, relationship and profession. They usually lead the teams on the basis of their principles and thoughts.

SKILLS NEEDED FO REFLECTIVE TEAM BUILDING

1. **Effective Leadership:** - Leadership is about getting others to take action. If leadership effectiveness is lacking then team directions will be disturbed and proper efforts will not be put by team members to achieve goals and objectives. Effective leadership result in high productivity, less stress, high motivation, more profits, creativity, clear vision good communication and ability to attract and retain the right people.
2. **Communication Skills:** - For effective team management proper communication and interpersonal skills is required. Team members should involve in free flow and exchange of information, thoughts and ideas amongst each other so that goals and objectives could be efficiently achieved. Goals and task roles should be properly communicated to all the team members. Group behavior should also be communicated.
3. **Effective Listening:** - Effective listening is a very important skill for team building. Listening is an important part of the communication process. It demand intellectual, perhaps even emotional effect and total concentration, Listening helps in making team members more clear about goals, objectives of teams as well as directions and process needed to be followed to achieve those goals.
4. **Collaboration:** - **Collaboration** enables understanding team process. Collaboration implies that team members are walking together effectively and efficiently interpersonally. Developing team through collaboration involves understanding roles and responsibilities of members, team leaders, managers and organizational involvement
5. **Risk taking & innovation skills:** - changing scenario in corporate usually involves creative thinking, unique solutions and new ideas as well as reasonable risk taking ability. Employees having these qualities can form a better team.
6. **Co-ordination :-** Team co-ordination is necessary among members for the effective functioning. Team is coordinated by central leadership that assists team to obtain team spirit, unity and successful accomplishment of goals.
7. **Technical & Problem Solving Skills:** Team members should have required technical knowledge, skills, experience &problem salving skills required for achieving team goals.

TEAM DEVELOPMENT

1. **Balanced Roles:** - People with different work preferences must gain entry into teams rather than likeminded people so that different roles could be assigned to different people according to their knowledge, skill and experience. Proper size of team involves members ranging between 5 to 12.
2. **Open Communication:** - Communication should be open flexible and capable of building trust among people.



3. **Handling Stress:** Working in team the key skill which is developed is the ability to recognize that when either individual or collective stress is becoming a problem and how to reduce it.
4. **Team Goals:** Team makes sense only when there is a common goal which requires collective action. Goals provide the objective, purpose as direction to the team.
5. **Review Performance:** For a team success there must be proper control over the team's activities and outcomes so that proper performance could be ensured.
6. **Shared Leadership: Teams** need different form of leadership at different times. Both leaders and members must be willing to exchange roles depending on situations.
7. **Facilitation Skills:** Team meetings should be well organized, allowing enough room for all to express their feelings and thoughts properly.
8. **Consensus:** Team decisions need to be based on consensus i.e. all the members should commonly or in majority should be agreed in implementing some important decisions.



UNIT V

MEANING OF EMPOWERMENT

Simply stated, empowerment means allowing a person to run the show by himself. Empowered employees become 'self-directed' and 'self-controlled'. This is possible only when there is mutual trust between the superior and his subordinates. The superior has full faith that his subordinates will not do anything, which is detrimental to the organization. Similarly, the subordinate has confidence in his superior that they will support his decisions and actions. An empowering manager treats his employees with respect and dignity. He puts authority, responsibility and resources at the most appropriate level for each job. Empowerment may be defined as providing employees at all levels the authority and responsibility to make decisions on their own. It occurs when power goes to employees who then experience a sense of ownership and control over their job. Empowered individuals believe that they have a say in how their jobs should be done.

According to Kristopher Blanchard – "Empowerment enables other people to act; it leaves them feeling strong, capable & committed."

To empower someone means:

- To enable him
- To help him develop in him a sense of self confidence
- To help him overcome feelings of powerlessness or helplessness
- To energize him to take action
- To mobilize within him an intrinsic motivation to accomplish a task

A few definitions of empowerment are given below:

"Empowerment means encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute to the organization's goals. It requires the creation of a culture which both encourages people at all levels to feel that they can make a difference and helps them to acquire the confidence and skills to do so."
- **Richard Carver**

"Empowerment is simply gaining the power to make your voice heard, to contribute to plans and decisions that affect you, to use your expertise at work to improve your performance and with it the performance of your whole organization."
- **Nancy Foy**

"Empowerment is any process that provides greater authority through the sharing of relevant information and the provision of control over factors affecting job performance."
- **John Newstrom and Keith Davis**

Empowerment should not be confused with delegation of authority. Delegation is auctioned by the manager whereas empowerment is auctioned by the subordinate. In delegation, the superior exercises control but in empowerment the subordinate exercise self-control. For example, when a father gives his son money to buy a pair of jeans it is delegation. But when he gives the son a clothing allowance which the son can spend as he wants, it is empowerment.

DIMENSIONS OF EMPOWERMENT



Self-Efficacy

When people are empowered, they have a sense of self-efficacy. Self-efficacy is the feeling by the individual that he/she possesses the capability and competence to perform a task successfully. The individual feels confident.

Three conditions are necessary to feel a sense of self-efficacy:

1. A belief that they have the ability to perform a task
2. A belief that they are capable of putting forth the necessary effort
3. A belief that no outside obstacles will prevent them from accomplishing the task.

Self-Determination

Self-determination refers to feelings of having a choice. People feel self-determined when they can voluntarily and intentionally involve themselves in tasks, rather than being forced or prohibited from involvement. Their actions are a consequence of personal freedom and their autonomy.

Field and Hoffman (1996) identify five steps to self – determination:

Step (I) - Know Yourself

Step (ii) - Value yourself

Step (iii) – Plan

Step (IV) - Act

Step (v) – Experience Outcome & Learn

Personal Consequence

Personal consequence is the conviction that through one's own actions, a person influence what happens. Therefore, a sense of personal consequence refers to a perception of impact.

Meaningfulness

Empowered people value the purpose or goals of the activity in which they are engaged and care about what they produce. They invest psychic or spiritual energy in the activity, and they feel a sense of personal significance for the involvement. Meaning refers to a perception of value in the activity.

Trust



Empowered people have a sense of trust. They are confident that they will be treated fairly and equitably and those holding authority or power positions will not harm or injure them and they will be treated impartially. Trust means having a sense of personal security. Trusting individuals are more self-determining, more self-assured, and more honest in their communication, maintain high personal ethics, and are willing to learn.

HOW TO DEVELOP EMPOWERMENT

Articulating a Clear Vision and Goals:

Creating an environment of empowerment requires individuals be guided by a clearly articulated vision of where the organization is going and how the individuals can contribute.

Empowerment is enhanced also when specific behavioral goals are identified that help guide individual's behavior as they work on their tasks. **SMART goals** best summarizes these attributes:

1. **Specific goals** - those that are identifiable, behavioral, and observable.
2. **Measurable goals** - those that have outcome criteria, assessed objectively, and degree of success can be determined.
3. **Aligned goals** - those that are congruent with purpose and vision of the organization.
4. **Realistic goals** - goals that are not so far above the capacity of the individual, challenging goals.
5. **Time-bound goals** - time for accomplishing the goal is specified

Fostering Personal Mastery Experiences

The most important thing a manager can do to empower other people is to help them experience personal mastery over some challenge or problem. A manager should break up a large task into smaller tasks.

Modeling

Another way to empower people is to model or provide examples of past successful behavior that individuals are to perform. Observing someone else succeeding provides impetus for others to believe they too can succeed.

Providing Support

To feel empowered, managers should praise employees, encourage them, express approval of them, and reassure them.

Emotional Arousal: Emotional arousal means replacing negative emotions with positive emotions such as excitement, passion, and anticipation. To empower people, managers should help to make the work environment fun and attractive.

Managers can help empower people through emotional arousal by:

1. Holding periodic social gatherings to foster friendships among coworkers
2. Support Company based intramurals
3. Providing lighthearted messages
4. Using superlatives in providing feedback
5. Clarifying to employees how their work impacts customers
6. Identifying external threats or challenges to be met

Providing Information

When managers provide employees with more rather than less information, people gain a sense of empowerment. With more information, people tend to experience more self-determination, personal control, and trust. Managers should ensure that employees be given all task-relevant information needed to carry out an assignment. Moreover, managers should keep employees informed of policy-making meetings and senior-level discussions related to there are of responsibility. Finally, managers



should make certain that employees have information about the effects of their own behavior on others and on the organization's goals.

Providing Resources

Managers should provide the resources needed to accomplish the task. Moreover, employees should be given the training and development needed as well as the space, time and equipment required. Also, managers should ensure people have access to communication and interpersonal networks that will make their jobs easier.

Connecting to Outcomes:

Workers can experience more empowerment when they can see the outcomes of their work. A related idea is to provide employees with the authority to resolve problems on the spot. The authors propose that employees have the opportunity to accomplish the whole task (increase task identity). Having task identity implies that individuals can plan, implement, and evaluate the success of their efforts.

Creating Confidence

Empowerment creates a sense of confidence among workers in the trustworthiness of the manager.

1. **Reliability** - manager's behavior must be consistent, dependable, and stable. Their actions should be congruent with their words and behaviors.
2. **Fairness** - managers must be fair. Managers must make clear the standards by which workers will be judged and ensure that those standards are applied in an unbiased way.
3. **Caring** - managers must show a sense of personal concern and validate the point of views of others. Caring managers focus on the mistake or the behavior, not on the individual's personal characteristics.
4. **Openness** - managers are straightforward and honest and are open in their relationships. Others do not worry about a hidden agenda.
5. **Competence** - employees need to believe that the manager has the necessary ability, experience, and knowledge to perform tasks and solve problems.

APPROACHES TO EMPOWERMENT

Bowen and Lawler¹ have suggested five approaches to empowerment:

1. Helping employees achieve job mastery-giving training, coaching and guided experience that are required for initial success.
2. Allowing more control-giving employees discretion over job performance and making them accountable for the performance outcomes.
3. Providing successful role models- allowing them to observe peers who are performing successfully on the job.
4. Using social reinforcement and persuasion-giving praise, encouragement and verbal feedback to raise confidence.
5. Giving emotional support-reduction of stress and anxiety through better role prescription, task assistance, and personal care.

IMPORTANCE OF EMPOWERMENT

1. **Knowledge Workers.** Knowledge employees are not prepared to accept the old command and control systems. They want job environment which provides them opportunities for exercising control over work related decisions. Organizations which fail to provide such opportunities continuously lose their best employees.
2. **Cut Throat Competition.** In order to survive and grow in competitive era, organizations must meet the needs of customers more effectively. For this purpose, cross functional working and close cooperation is required. Empowerment can provide such cooperation. When the customer



demands rapid action it is easier to meet the demand through employee empowerment than through changes in process and technology.

3. **Speed and Flexibility.** Growing turbulence of environment requires quick response which is not possible under the old command and control model of organizational functioning. Empowerment encourages innovation and creativity on the part of staff. Empowered managers can focus more on external changes than internal problem-solving.
4. **Globalization.** Economic liberalization and globalization are leading to downsizing, delaying and decentralization. In order to achieve coordination and control in the new economy. Staff must exercise much greater responsibility.
5. **Human Resource Development.** Empowerment helps to reveal and utilize untapped potential of employees.

Thus, employee empowerment helps to develop a flexible, responsive and adaptive organization. It represents a major cultural change representing the way an organization defines itself. Its priorities and values and the way it deals with its people to change their mindsets.

BARRIERS TO EMPOWERMENT

Some of the common barriers to empowerment are given below:

1. **Incongruent Organizational Culture.** An authoritarian organizational culture works as an impediment to employee empowerment. In such a culture, authority is centralized at the top and there is lack of meaningful sharing of authority. Most of the decisions are made at higher levels and there is lack of involvement of lower level staff. Unless this type of organizational culture is changed. Empowerment cannot be effective.
2. **Love for Authority.** Power hungry managers cannot empower the staff. Such managers are autocratic. They want to make their importance felt in the organization. They expect their subordinates to come frequently to get their decisions approved. They maintain tight control over subordinates.
3. **Fear of Retribution by Superiors.** A manager may not empower his employees if he is punished for each and every failure or mistake of his subordinates. The typical example is that of firing a coach if the team fails to win a match.
4. **Fear of a retribution by Subordinates.** Empowerment cannot flourish when there is fear in the mind of subordinates that they will be punished for taking initiative.
5. **Dependency of Subordinates.** Some subordinates always feel comfortable with command and control by the boss. They may have external-locus-of-control personality or may be under prolonged autocratic leadership. Empowerment will be difficult with such subordinates.

MAKING EMPOWERMENT EFFECTIVE

In the present day competitive world, no progressive organization can overlook empowerment. The question is not whether to empower or not but the question is how to make empowerment effective. Thomas and velthouse1 have suggested the following factors to make empowerment effective:

1. **Impact.** When an employee feels that the completion of task will make a difference, such a task has impact on his performance.
2. **Competence.** When the employee has the ability, skills and knowledge to perform a task, he feels the sense of competence.
3. **Meaningfulness.** When the employee feels that the task assigned to him is worthwhile, he develops a sense of meaningfulness in the job.
4. **Choice.** When the employee feels that he has freedom to make decisions and imitate actions. He experiences the sense of choice.

Meaning of delegation

Delegations the assignment of authority and responsibility to another person (normally from a manager to a subordinate) to carry out specific activities .However the person who delegated the work



remains accountable for the outcome of the delegated work. Delegation empowers a subordinate to make decisions i.e. it is a shift of decision-making authority from one organizational level to a lower one.

It is impossible for any person to execute all the work in an organization, to achieve the objectives of the organization. Similarly, in a growing concern also, a single person could not be vested with the entire decision-making authority. So, the superior assigns duties or responsibilities to his subordinates and also delegates necessary authority to them.

Louis A. Allen, "Delegation is the dynamic of management, it is the process a manager follows in dividing the work assigned to him so that he perform that part which only he, because of his unique organizational placement, can perform effectively and so that he can get other to help them with what remains".

Mc Farland "Delegation is the primary formal mechanism by which the net work of authority relationship is established".

ELEMENTS OF DELEGATION

The following are the three elements of delegation:

- 1. Assignment of duties or responsibilities:** This work is being done only at the time, when a superior has no time to accomplish all the work. The superior automatically assigns the works of responsibility to his immediate subordinate.
- 2. Delegation of authority:** If the work is assigned to any subordinate, there will be a need for authority to accomplish it.
After the delegation of authority, the subordinate can get powers to accomplish the tasks in a specified time and in order.
- 3. Accountability:** Accountability means that the subordinate is answerable to his immediate senior. If there is any mistake or fault committed by the subordinate, the subordinate should accept responsibility for it. In certain cases, the assignment may be made to the subordinate if the work is not accomplished as per the instructions issued by the superior. The superior (one who delegates authority) is answerable to the management but not the subordinate (to whom authority is delegated)

NATURE OF DELEGATION

Every manager must delegate some tasks or duties to subordinates, since management means getting work done through others. Organization becomes operational through delegation only. Effective managers will normally delegate as many operating tasks as possible to subordinates and concentrate their efforts on (exceptional) management tasks. Theoretically speaking, to delegate means to grant or confer; hence the manager grants or confers on others certain duties in the form of work and authority.

- 1. Two-sided relationship:** Delegation is a two-sided relationship. It is a demanding function; it requires sacrifices from both the assignor and the assignee. The superior must be willing to sacrifice a portion of his authority and the subordinate must be prepared to shoulder additional responsibilities.
- 2. Act of trust:** Delegation is an act of trust, an expression of confidence that the individual to whom duties are assigned will discharge them in a manner which satisfies the intension of the assignor. This also involves an assumption on the part of the assignor that the individual to whom duties are assigned possesses the necessary skill and strength to be able to discharge those duties and that he possesses the requisite application and dedication to duty to be willing to discharge them.
- 3. Freedom to think and act:** Delegation is a state of mind. A manager who indulges in second guessing, in being ultra-critical when mistakes are made, or in retaining inflexible and elaborate



controls is virtually defeating delegation. Delegation means freedom of action sufficient to get the tasks accomplished. It means freedom to make decisions, freedom to make mistakes and freedom to use one's full capacities. This does not mean that the manager leaves the subordinate on his own to sink or swim. Nor does it mean that he gives him a life preserver. It does mean that the manager assumes the role of a coach.

4. **Dependency relationship:** Unfortunately, delegation creates a relationship of dependency between the superior and the subordinate. The subordinate is dependent on his superior for continued favor and for consistent support, to back him up if he runs into trouble, while sitting through the tasks entrusted to him. His conduct tends to be determined by the personal contacts and sentiments he forms toward his superior. In effect, his behavior over the course of time becomes similar to that of his superior.
5. **A challenging task:** Delegation of authority is a courageous act. The fear of being ultimately responsible compels many managers to indulge in under-delegation. In fact, delegation poses an interesting paradox; the delegator gives and retains authority simultaneously and creates responsibility, yet does not escape ultimate authority. On the other hand, the manager is expected to adopt an attitude of hands off, once the grant of authority is made. Additionally he must create such an administrative structure where the freedom of different persons does not clash and where orderly relationships prosper. On the other hand, authority delegation is not responsibility delegation; it is impossible for the manager ever to surrender his ultimate responsibilities. Thus, delegating duties seems to be an easy concept to grasp, but a difficult one to put into practice. '
6. **Forward-thinking principle:** Delegation, from a behavioral point of view, is the 'most forward-thinking principle'. It opens a new chapter in superior subordinate relationships. The granting of freedom to act by the superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility. He is cognizant of the fact that he is an end in himself, and not simply a means towards the ends of his superior. The acceptance of responsibility by the subordinate means changed responsibilities for the superior, and each finds himself playing a new dynamic role. The superior-subordinate relationship is now looked at from a new angle.

PRINCIPLES OF DELEGATION

Classical guidelines for effective delegation include the following:

1. **Principle of functional definition:** Effective coordination demands a clear definition, preferable in writing, of authority and responsibility for all decisions and work. Clear definition of results expected, activities to be undertaken organization authority delegated and relationships created are vital. Where task assignments are clear, authority relationships are established in an unambiguous fashion, and where the subordinate has a distinct idea of what is expected of him by the superior, authority delegation is greatly facilitated. It helps individuals to contribute more positively towards accomplishing enterprise objectives.
2. **Scalar principle:** The scalar principle states that authority and responsibility should flow in clear and unbroken line from top to the bottom of the organization. When the line of authority is clear, it will be easy for organizational member to understand to whom they can delegate, who can delegate to them and to whom they are accountable.
3. **Principle of parity of authority and responsibility:** Effective delegation requires that the authority to utilize resources be equal to the responsibility assigned to the subordinate. If a person is going to be responsible for an activity, the person should be given the necessary authority to carry out that activity. However, in practice, it may not be possible to achieve this parity.
Is it possible to know when authority is 'equal to' responsibility? What about those situations in which a manager has little or no power to direct the actions of others? For example, a sales executive cannot compel customers to buy nor can a personnel manager force a trade union to cooperate with management, yet, in practice both are held responsible for showing performance in respective areas. In addition to these, organizational policies and procedures, often, limit and extent of manager's



authority. A sales manager may be having the legal authority to sell, but his operating authority may be to sell in a particular area, only according to the rules and regulations framed by the top management. It is almost always impossible to achieve parity between legal authority and operating authority.

4. **Principle of absoluteness of responsibility:** Delegator is not a sanyasi. Delegation, in no way implies abdication. The process of delegation does not relieve the superior of any of his authority, responsibility and accountability. The concept of accountability is absolute and cannot be redelegated. For all acts of his subordinates, the superior is responsible, whether the acts are good or bad, he cannot dissociate himself from their acts. Both the superior and the subordinate are equally responsible for the final result.

Advantages of Delegation

1. **Superior related advantages:** The essence of delegation process is empowering another person to act for the manager. There are certain practical reasons for this managerial preference:
 - i. To reduce the burden of responsibility carried by him.
 - ii. To provide more time for constructive review, or deliberation in the interests of progress.
 - iii. To enable selected activities or services to be more expertly covered and provided
 - iv. To provide for the extension of facilities by the establishment of local centers in different areas.
2. **Subordinate related advantages:** Delegation has a 'tonic effect' on the psychology of subordinates. It allows subordinates to grow, enlarge their understanding and develop their capacities. It causes subordinates to accept responsibility and exercise judgment. It raises the subordinates' position in stature and importance. It is delegation of authority that gives subordinates the means with which to act and learn.
3. **Improves behavioral climate:** Authority centralize may be highly fascinating to authoritarian leaders. Such leaders believe in making decisions themselves, giving detailed instrument to their subordinates and exercise control from close quarters. Consequently, they overburden themselves to the extent that they never find enough time to concentrate on their own responsibilities of planning, organizing and controlling.
4. **Advantages to organization:** At the extreme, if there is no delegation, one person has to do everything and hence, there would be no organization. But for delegation, firms would remain small and, an increase in their size would burn up the candle of managerial energies too soon. The primary purpose of delegation, as pointed out earlier, is to make organization possible.

Delegation Problems

A closer examination of some of the tugs and pull on the superior and subordinate involved in each delegation may reveal the following trouble spots.

1. **Reluctance to delegate:** Managers offer numerous explanations in support of their conservation outlook.
 - i. Better performance: I can do it better myself. Many managers, suffering from an inflated sense of their own worth, believe that if you want something done right, do it yourself.
 - ii. No trust: I cannot trust others to do the job. A manager trapped in this fallacy may delegate but continues to 'breathe so closely down the necks of his subordinates that he makes effective action rather impossible.
 - iii. Subordinates may get credit: I'll lose importance if I let others do the job. For managers who are habituated to the constant flattery of subordinates bringing matters to them for approval, turning over a part of their work may be difficult choice.
 - iv. Continuous guidance difficult: I cannot coach everything. Effective delegation requires that the manager must communicate to his subordinate far in advance, what is to be done.



- v. Who will face the music? Even after taking all the necessary precautions, there is no guarantee that delegation will prove to be fruitful.
- 2. Reluctance to accept delegation:** It takes two parties for delegation to be useful a delegation willing to share his work and a delegate willing to accept responsibility. Delegation proves to be a futile exercise, in such situations where the boss is ready to delegate but the subordinate is unwilling to accept it. Normally, the following of the delegation attitudes hinder the delegation process:
- Easy to ask:** It is easier to ask the boss. Wise decisions are products of hard mental work. It is better to seek the guidance of the boss.
 - Fear of criticism:** Why should I stick my neck out for that guy? If there is failure, the superior is likely to direct the arrows of criticisms against the subordinates; if delegation proves to be a success then the superior is likely to steal the credit away from the subordinate.
 - Lack of information resources:** Nobody tells me anything. Assuming greater responsibilities may be risky in the absence of necessary informational and resources. The fears of subordinates in this connection are real. In many cases, it is true that their duties are not clearly defined, authority is not specific and instructions are vague.
 - Too heavy:** I am already overburdened. In the absence of adequate rewards for satisfactory performance, subordinates are typically reluctant to assume added responsibilities and subject themselves to emotional pressures. The risk of failure is unpleasant and unless, the inducements are attractive, no one is interested in accepting delegated responsibilities.
 - Lack of self- confidence:** I don't have the psychological make-up to shoulder heavy responsibilities sometimes, a subordinate may simply refuse to take the risk of the outcome due to lack of self-confidence.

TYPES OF DELEGATION

A brief explanation of the different types of delegation is given below:

1. General.
2. Specific.
3. Written.
4. Unwritten.
5. Formal.
6. Informal.
7. Downward.
8. Accrued.
9. Sideward.

- 1. General delegation:** General delegation means granting authority to the subordinate to perform various managerial functions and exercise control over his subordinates. At the same time, the same persons are regulated and supervised by the top management.
- 2. Specific delegation:** Under specific delegation, the orders, instructions directions are delegated to a particular person specifically. For example, the personnel manager may be delegated authority for selection of personnel, training of personnel, placement of personnel and the like.
- 3. Written delegation:** This type of delegation is made by written orders, instructions etc. The proper usage of words is essential to this type of delegation.
- 4. Unwritten delegation:** Unwritten delegation means the authority is delegated on the basis of custom, convention or usage. Here, there is no evidence available for future reference.
- 5. Formal delegation:** The duties and authority are shown in the organizational structure of the enterprise. For example, the production manager is assigned the responsibility and accompanying authority to maintain and increase production.
- 6. Informal delegation:** In certain cases, a person has to use the authority without getting it from the top management. The reason is that he can perform his assigned duties effectively in time.



- 7. Downward delegation:** Downward delegation states when a superior could delegate duties and authority to his immediate subordinate. This type of delegation is followed in most of the organizations.
- 8. Accrued delegation:** Under this type of delegation, a subordinate can delegate his authority to his immediate superiors. It occurs seldom in an organization.
- 9. Sideward delegation:** A person delegates authority to another person who is also in the same rank as he is in the organization.

EFFECTIVE DELEGATIONS

The superior has the aim to practice and encourage delegation for the efficient accomplishment of the organizational objectives. Hence, it is necessary that the nature and content of each job should be scientifically analyzed to pinpoint the job that can be entrusted to subordinates.

Normally, minor and routine types of jobs are entrusted to the subordinates. The superior is not ready to perform even the ordinary routine jobs but at the same time, there are certain jobs which cannot be entrusted; for example, the preparation of budget, formulation of policies and framing rules and regulations.

STEPS INVOLVED IN SUCCESSFUL DELEGATION

The following steps will aid more successful delegation of authority:

- 1. Establishment of definite goals:** The purpose of delegation is to enable efficient accomplishment of organizational objectives. But delegations will be meaningless if the objectives are not properly defined. Subordinates may hesitate to accept the authority, if they do not know exactly what is expected of them.
- 2. Developing personal discipline for supervision:** Superior should have faith in the ability of his subordinates and tolerate the mistakes committed by them. Then, every subordinate will be ready to accept the authority for efficient performance.
- 3. Establishment of definite responsibility:** The authority and responsibility of each subordinate should be in clear terms. This will avoid the duplication of delegation.
- 4. Motivation:** Subordinates are ready to accept the responsibility if proper motivation is available to them. Motivation may be by means of increased wages and the like.
- 5. Determining what to delegate:** This will necessitate the appraisal of the capacity of the people and needs of the jobs. Only authority appropriate to be delegated will be considered.
- 6. Training:** Subordinates should be properly trained in handling delegated work. Technical and non-technical training should be given to the subordinates. The non-technical training includes the development of the morale self-confidence and leadership qualities of the subordinates.
- 7. Report:** After delegation of any authority, the subordinate is expected to submit a report on them. Only in this way, the superior will be freed from authority jobs to concentrate on other important functions.
- 8. Control:** The superior is held responsible to the top management even after the delegation of authority. SO, it is necessary to establish a suitable control system to keep a careful watch over the performance of subordinates. If the superior finds a deviation from the predetermined procedures, he should take corrective action in time.

PRE-REQUISITES FOR EFFECTIVE DELEGATION OF AUTHORITY

A supervisor can delegate his authority after acquiring knowledge of the following prerequisites of effective delegation:

- 1.** The supervisor must understand the authority and responsibility of their own.
- 2.** The supervisor must decide the portion of his authority that he wants to delegate to subordinates.
- 3.** The supervisor should have thorough knowledge of the abilities and inabilities of subordinates.
- 4.** The supervisor must ensure that the subordinates have understood the delegated work in the right direction.



5. The supervisor should delegate only the routine functions to subordinates.
6. The supervisor must understand the need, importance and value of delegation.
7. The supervisor should delegate the work which can be performed independently.
8. The supervisor must dissuade the subordinate from being tempted to take decision by themselves.
9. The supervisor must release the decision making powers to his subordinates.
10. There should be adequate communication network within the organization.
11. There should be a clear definition of standard of accountability.
12. Delegation must be done in accordance with the overall plan for the completion of the work.
13. The delegation of authority should be confined to the organizational structure.

CLASSICAL ORGANISATION THEORY AND DELEGATION

In classical organization theory, delegation does not mean 'to give away'. It expects delegation to be conducted along certain guides. A superior cannot delegate all his authority; otherwise he passes his position to his subordinate leading to a breakdown in organizational performance. At the time of delegation, the responsibility is divided into two parts, and, only the operating responsibility for the task is delegated. The manager retains the ultimate responsibility for getting the job done. According to classicalists, the delegation process essentially consists of three related steps: (i) the assignment of work to people; (ii) the granting of authority to utilize resources; (iii) the creation of an obligation to perform.

1. **Assignment of duties to subordinates:** The delegator assigns duties. He indicates what work the subordinate is expected to do. While assigning duties, the delegator must be clear in his mind as to what tasks he should assign to his subordinates. As a general rule, he should delegate duties of less importance and reserve those of greater importance. Delegation implies a prior division of work. The executive should also make allowances for mistakes and inadequate performance. If the subordinate is not able to turn out good performance, delegation should be delayed till the subordinate has acquired the requisite skills. The quantum assignment, thus, depends on the availability of competent subordinates possessing knowledge, competence and skills.
2. **Granting of authority:** The granting of authority is the second step in delegation. The executive grants permission to the subordinate to make commitments, use resources and take other actions necessary to perform the duties assigned. Assignment of duties would be meaningless without granting of requisite authority. For example, a sales manager charged with the responsibility of increasing refrigerator sales may be frustrated if he is not given authority to hire competent salesmen, pay wages and incentives, allow concessions within specified limits etc. The superior while delegating authority must define it clearly and try to relate the same to the assigned duties. It is always better to be precise and clear instead of allowing the subordinates to guess how far his authority may go. Charts, job descriptions, manuals may be used to clarify authority to subordinates. The purpose of granting of authority should be some relationship has to change, too. In principle, enough authority must be delegate more authority than necessary, but the subordinate must have sufficient authority so that he can discharge the assigned duties.
3. **Creation of obligation:** Once duties are assigned and authority is given to a subordinate, the delegator creates an obligation to perform. This obligation is known responsibility. Responsibility is highly important for effective delegation. To allocate authority without responsibility creates opportunities for abuse. On the other hand, responsibility without authority may be frustrating to the subordinate. Delegation is a two-sided coin and, the subordinate should be aware of his obligation towards his superior in exercising the authority given on him.



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UNIT - VI

ORAL COMMUNICATION

Oral communication or verbal communication is defined as the interchange of verbal message between the sender and the receiver. It is more quick and immediate than written communication. It is also more natural and informal.

As compared or

PARTS OF ORAL COMMUNICATION/PRESENTATION

Oral presentation is divided into three parts: (1) the introduction, (2) the main body, (3) the conclusion.

The Introduction:

The introduction portion of the presentation is most important and can be used to serve many purposes like:

- 1. Motivating the audience to listen:** An introduction must attract the attention of the audience in your topic and motivate them to listen. This can be done by introducing the topic with an attention-getting device: a starting fact, a relevant anecdote, a rhetorical question, or a statement designed to arouse your audience's interest.
- 2. Familiarizing the audience with the topic:** If your audience is not readily familiar with the subject, you may want to include background material to help them grasp and process your main points. Tell your audience what points or topics you plan to cover so that your audience can sense and then follow the direction of your statements.
- 3. To build credibility:** Introduction can also be used to establish credibility with your audience. For this, you should first acknowledge that you perceive the problem that your audience has with the given topic.

The Main Body:

In designing the body of the presentation, you develop what you want to say about each of these main points or ideas. Ideas should be presented in a proper sequence. This will help your audience follow your ideas whether you are giving an informative speech, an analytical speech or a persuasive speech. The important point, however, is that you need to demarcate and announce each point in the body as you do it so that your audience knows when you have completed one point and begun another.

The Conclusion:

The conclusion reinforces the main ideas you wish your audience to retain. Remember: in the introduction, you "tell them what you will tell them"; in the body, you "tell them"; and in the conclusion, you "tell them what you told them." In a presentation which has covered numerous points, you should be sure to re-emphasize the main points. But the conclusion also allows you to emphasize the importance of specific ideas.

A PREPARATION OF SUCCESSFUL ORAL PRESENTATION

- 1. Know the Main purpose of Presentation:** It is important to find out the kind of topic you are going to present. It could be an informal chat, a seminar discussion, or a more formal presentation. Different presentations have different purposes. You must be clear what is expected from you.
- 2. Understanding environment and audience:** Knowing the environment, include several points; for instance, in what surroundings will you be making the presentation? Are you the only speakers being making? Similarly, have a clear idea of your audience. Who are they? Will you be speaking to a general audience or specialists? How many people are expected to attend? What background information do you need to provide? What technical terms or complex matters will you need to explain and what can you assume they already know? How can you keep them interested?



3. Time Allotment for talk: The longer the talk, the more freedom you will have to explore the topic. A short talk needs to be very clear and to address the topic directly. It takes more expertise to prepare for a short presentation.

4. Collect Requisite material: Preparing the oral presentation often requires the same kind of research needed for the written report. Start preparing far in advance by thinking through what needs to be said. Collect material which may relate to the topic from unusual sources, and sleep on these ideas.

5. Develop a theme: Develop one simple in easily understandable sentence that will catch the attention of the audience. Choosing an interesting title is important. The effective presentation requires you to focus your audience's attention on what you are saying. A good way to grab your audience's attention is to develop a title that, at the very least, reflects the content of your presentation but does so in an interesting way.

6. Identify and arrange issues (preparation of presentation): Develop your presentation around the three main divisions.

(i) Introduction: In planning your introduction, be sure that you state your goal near the beginning. The main ideas you have developed during the research and content planning stage (should be announced here. Introduction should include a brief overview of the points you will cover, locating the topic in its wider context and clearly stating your argument or thesis.

(ii) The Body: Keep focused on what's important. Ensure key ideas stand out. Keep it relevant and to the point. Provide credible evidence to support your conclusions. Use clear examples to illustrate your points. Use 'connective devices' and transitions to help your audience to follow the link from one issue to the next. These should be logical, and may be presented in a variety of ways.

(iii) Conclusion: The conclusion to the presentation should help the audience understand the main purpose of your topic presented. The conclusion should not be long, but it should leave the audience with a positive feeling about you and your ideas. Prepare an effective, short and memorable conclusion.

7. Setting visual aids: Keep visual aids clear, simple and uncluttered. With overhead transparencies and slides, avoid too many words and use key words only, not full sentences. Don't use a font smaller than 16 on OHTS-even bigger is desirable. Break statistics down into easily readable pie charts or graphs. If you have quantities of statistics you wish to convey to your audience, do so on a handout.

8. Rehearse the presentation topic before final presentation: Rehearse the presentation finally before final presentation. Be sure to time your presentation so that it does not exceed the time limit. Keep your presentation as short as possible. Practice will increase your confidence and allow you to feel more relaxed and sure that everything will work on the day.

9. Preparation for questions: Your presentation doesn't end once you've finished what you have to say. The question period often is the part of the presentation which influences the audience the most. After all, you've had time to practice the rest of the talk. This is the part of the presentation where your ability to interact with the audience will be evaluated

PRINCIPLES OF EFFECTIVE ORAL PRESENTATION

1. Opening: The opening should be attractive & should interest and attract the attention of the audience immediately. As you talk about the subject, refer occasionally to the outline, you have projected or handed out.

2. Interaction with your audience (don't read): Too many presenters lose their listeners' attention because they read from a script. First, we often do write the way we talk. Written sentences tend to be more complex than that of spoken sentences; thus, listeners may struggle to comprehend your meaning if you read from a script. Second, is voice intonation – vocal clues such as pitch, pace, and volume-very effectively when they read.

3. Don't memorize: Speaker should not memorize the content of presentation when a speaker writes the entire speech and memorizes it, the presentation does not sound as if the speaker is talking naturally to the audience. Speaker should try to understand the logics & meaning behind the topic.



4. **Adapt yourself:** Carefully gauge audience reaction to what you are saying. If you get some negative feedback quickly, adjust accordingly. One can try to make things more clear if the indication of confusion is being transmitted. The speaker can try to make it interesting if feedback signals indicate boredom.
5. **Be confident:** Speak with conviction as if you really believe in what you are saying persuade your audience effectively. This, however, can happen only if you speak about something that you've earned the right to talk about through study and experience.
6. **Involve your audience:** Your presentation should not be a monologue. Instead a monologue, make your presentation a type of conversation or discussion or dialogue if your listeners already know something about your subject; it becomes easier to find ways to involve them. But if you are presenting totally new material, you still can engage your listeners by providing some information and then inviting them to come up with examples or relevant stories.
7. **Maintain eye contact:** Always make eye contact with your audience. Try to look at every listener at least once and avoid talking too much to one group or person. Keep as much eye with members of your audience as possible.
8. **Use optimum words & sentences:** The optimal rate for a scientific talk is about 100 words per minute. Any faster and the audience can't absorb the additional information. Use pauses, and repeat critical information.
9. **Follow Appropriate style:** How you sound when you speak is crucial to the success of your presentation. You may have effective content, excellent ideas, and accurate supporting statistics. However, if the style you use in speaking is inappropriate to the occasion, to the audience (as individuals or as members of an organization), and to the purpose you are trying to achieve, your content will more than likely be ineffective. You should sound respectful, confident, courteous, and sincere.
10. **Meaningful linkage of words:** The link between successive elements of the talk should be planned carefully. It should be smooth, and logical. You should make the relation between successive elements clear to the audience.
11. **Good voice:** Good voice qualities include:
 - a. **Inflection and volume:** Speak in an expressive, enthusiastic and warm tone.
 - b. **Rate:** be slow enough to be understood, but fast enough to maintain energy.
 - c. **Fillers:** avoid uh, err, urn, ya know.
 - d. **Enunciation:** articulate your words clearly, don't sound hurried.
12. **Appropriate body language and facial expressions:** Oral presentations are made effective by body language and facial expressions. Following are the components of non-verbal variables in an oral presentation:
 - a. **Posture:** stand in a relaxed, professional manner. Avoid swaying.
 - b. **Body movement:** avoid quick, nervous movements.
 - c. **Facial expression:** relaxed, interested, animated.
 - d. **Eye contact:** It connects you to the audience and vice-versa.
13. **Use as visual aids:** Visual aids help to make a presentation livelier. They can also help the audience to follow your presentation and help you to present information that would be difficult to follow though speech alone. The two most common forms of visual aid are Overhead Transparencies (OHTs) and computer slide shows (e.g., PowerPoint). Visual aids help in reinforcing the meaning.
14. **Don't run over:** Know when to STOP talking-Shorten your talk by removing details, concepts, and information, not by eliminating words. If it becomes absolutely essential to supply details, supplement your presentation with a handout. Make about 10% more handouts than you think you'll need. Always leave time for a few questions at the end of the talk.
15. **Don't preach:** Convince your audience rather than Praising or impressing with them with big words, flowery phrases, or ego-inflating anecdotes. Be relaxed, conversational (unless the occasion is extremely formal and succinct). Above all, be yourself.



- 16. Informative conclusion:** Summarize the main concepts you've discussed, and how your work relates to issues you've risen. Aim to help your audience achieve high retention of this final information. Signal that the summary is beginning ("In summary,"), but don't begin the summary too soon or else the audience will start to leave before you finish.
- 17. Handling questions:** Handling questions effectively is also a part of effective presentation. Any lack of expertise in handling this session can ruin the whole impact of the presentation. Questions are an essential part of most presentations. They allow your audience to interact with you or to clarify ideas, or simply to get more information. There are certain tips for handling questions. (a) Always maintain eye contact, (b) Stay calm and relaxed. (c) Repeat, paraphrase, (d) Reinforce objectives, (e) Formulate responses.

BARRIERS TO EFFECTIVE ORAL COMMUNICATION

- 1. The fear of superior:** In organizations, there are formal and informal status levels that affect the effectiveness of face-to-face oral communication. A subordinate would generally listen more and speak less while interacting with his/her superior. The exchange of ideas is blocked by diffidence in the subordinate because of superior position of the speaker (boss). The fear of status prevents free upward flow of information.
- 2. Halo effect:** The awe in which a speaker is held by the listener conditions the act of true listening. If the speaker is greatly trusted and held in high esteem as an honest person, his statements are readily taken as true. Oral communication is thus, conditioned by the impressions of the listener about the moral eminence of the speaker. Under the halo effect in business, buyers tend to go by the trusted seller's view of a thing, rather than by their own judgment of the product's quality.
- 3. Complexes:** A lack of confidence or a sense of superiority may prevent proper oral interaction between persons differently positioned. Sometimes one suffers from a sense of being inferior and, therefore, fails to take initiative or involve him/her in conversation/dialogue or any other form of oral communication.
- 4. Closed and all-knowing mind:** Listening, to a large extent, depends on one's curiosity to know things. Some persons believe that they know everything in a field or a subject. The closed state of mind acts as a barrier to oral communication, which demands a readiness/willingness on the part of listener to enter into a dialogue.
- 5. Poor retention:** In dialogue, or two-way oral communication, the sequence of thought is essential for carrying on communication. To speak coherently, one has to remember the sequence of ideas. In case of poor retention, the listener fails to remember the previous discussion; the whole thing is likely to be lost in the absence of any written record.
- 6. Premature evaluation and hurried conclusions:** Sometimes the listeners to the presentation make the premature evaluation arrives at the hurried conclusions without listening to the complete context of the presentation. The presentator fails to convey the message to the audience and audience do not understand idea behind the presentation and thus this results as a barrier to communication.
- 7. Abstracting:** Abstracting is a mental process of evaluation of thought content in terms of relative importance of ideas in the context of the total message. This is possible only on listening to the whole message, and not during the process of discussion. Abstracting acts as a barrier when a listener approaches a message from a particular point of view focusing his/her attention on some aspects of the conversation or dialogue. Abstracting is partial and selective listening. Some parts of the discussion are lost or just partially received. This acts as a barrier to a full understanding of whatever is exchanged between two persons.
- 8. Slant:** Slant is usually attributed other biased presentation of a matter by speaker. Instead of straight talk, one speaks in an oblique manner that could be almost like telling a lie. When a matter is expressed with a particular slant, many other important aspects of the message are suppressed, left out or indirectly hinted. Well-informed listeners usually do suspect the cover up/slant. But uninformed listeners do accept the slanted message.



- 9. Cognitive dissonance:** Cognitive dissonance interferes with the acceptance of new information as it happens to be. It may lead to several interpretations of a new message or view. In case of absence of cognitive dissonance, a listener has the skill and ability and flexibility of rational thinking as a promoting factor in effective oral communication. In executives, the skill to move from one mental frame to another is an essential quality for oral exchange of ideas, beliefs and feelings.
- 10. Language barrier:** The language of communication should be the medium shared by both speaker and listener. In business, English is most widely used in almost all parts of the world. The facility of conversing in English is essential for executives within a multilingual country like India. English is now the global medium for conducting business and establishing one-to-one contact. The lack of knowledge and practice of spoken English would act as a barrier to oral communication. Further, the listener should be familiar with the accent of the language in use.

CHARACTERISTICS OF ORAL COMMUNICATION/PRESENTATION

- 1. Candidness:** Candidness means consideration which states that every message should be prepared keeping in mind the person who will be the receiver of the message. Receiver's interest should be kept in mind while drafting the message. Specific ways to indicate candidness are: -
- Focus on "you" attitude instead of "I" on "We"
 - Material or content of the message should be framed from reader's point of view.
 - Use of positive words should be allowed so that positive reaction could be received by the readers.
 - Benefits of readers should be the prominent part of message.

Examples:

We Attitude: I am delighted to announce that there will be extra classes for the students in college to classify their problems.

You Attitude: You will be able to classify your problems in the extra classes organized in college.

- 2. Clarity:** Clarity is most important characteristic of communication especially in case of oral Communication/Presentation. Clarity in words, language of expression is very important to ensure proper presentation of ideas, message one wants to communicate during conversation.

Clarity can be achieved through following ways:

- Precise, Concrete on familiar words on language should be used during communication.
 - Effective sentences should be framed.
 - There should be unity in all one words of message so that the main idea of message can be properly communicated.
 - Short length sentences of average 17 to 20 words should be preferred.
- 3. Completeness:** Complete message is very important to communicate the main idea or information behind the message. Oral presentations should be as far as possible planned on restructured and all the information related to message should be properly communicated. Guidelines for ensuring completeness are as follows:
- Provide all necessary information required for accurate understanding of message.
 - All Questions asked by the audience should be properly answered by presenter during oral presentation/communication.
 - Some extra information when ever desirable should be given to audience to make the Presentation topic more clear, specific of complete.
- 4. Conciseness:** Conciseness is the essential requirement of oral communication. Concise message saves time on expense for both sender on receiver concise means brief, short on informative message which is able to explain the idea of message with minimum words. Words in message should not be repetitive in nature & only relevant information should be communicated in message.
- 5. Correctness:** In oral communication grammatical errors should be avoided while speaking. Right level of language should be used both in formal & in journal communication. Use of accurate facts, figures on words should be used.



6. **Concreteness:** Communicating concretely means specific, definite or vivid rather than vague or general. Concrete facts or figures should be used to make the receivers know exactly what is required or desired. Concrete language on information helps in interpreting the message in the same way as communicate intend to communicate the message.
7. **Courtesy:** A proper decorum of speaking should be maintained while making oral communication/presentation. One should say things with force of assertive without being rude. Courageous, polite or humble language words used should not be insulting, hurtful or against the religious, social or personal values of listener. Discriminatory language based on gender, race, age, color, caste, creed, religion etc should be avoided.

MEETINGS

Meetings involve oral communication. In a meeting, you will be either a leader or participant. There are specific techniques of performing well in either role.

The concept of meeting

A meeting is a formal arrangement of gathering people together to discuss matters of common importance. The issue could vary from an issue of personal importance to a few people to the one that could impact the working of an entire organization. The meeting can have any or many of the

Following objectives:

- For arriving at a consensus
- For solving a problem
- For brainstorming on an issue of importance
- For getting a review and a feedback
- For learning and training
- For passing on some information
- For discussing future plan of action

Types of meetings

Meetings can be classified based on the objectives, structure, duration and formation of the meetings:

1. **Formal meetings:** are meetings of committees, managing boards, general boards, advisory bodies and other statutory body's formal meetings as per their formal constitution and legal requirements.
2. **Informal meetings:** comprise meetings such as regular meetings for periodic reviews, ad hoc meetings, task group meetings, group gatherings for group discussions, special brainstorming sessions and idea generating gatherings.
3. **Decision making meetings:** are generally arranged for board of trustees, board of directors, senior management and executives to settle issues by decision making.
4. **Executive meetings:** the decisions need to be implemented by the executives and the authority holding executive powers; hence such meetings are called for execution and implementation of the decisions.
5. **Consultation meetings:** consultation meetings are called of advisory boards, consultative committees and joint departmental meetings to review a situation and give advice, though such meetings will not have the power to implement their decisions arrived at.
6. **Problem solving meetings:** such are special meetings called to settle problematic issues. The idea is to get as many views on the problem and its resolutions as possible.
7. **Briefing meetings:** such meeting is called for sharing information and briefing participants on issues/plans pertaining to particular interests to all the invitees.
8. **Negotiation meetings:** such meeting as is obvious from the name are called to reach an agreement between two competing parties or sides. The meetings can be between two business collaborators, suppliers-sellers, employee-employers, political parties or even between two parties eager to collaborate on certain specific issues.



9. **Conferences meetings:** large groups are called to deliberate on the matters of common interest varying from the happenings of the acts of the past to the plans and programs for the future.
10. **Group discussions:** these are also meetings on a very small scale and level. People gather to discuss certain contentious or common issues to arrive at a final understanding.
11. **Committee meetings:** committee is a small group of a few persons either related to the common cause or with divergent interest, assigned to review and express their opinions and help the executive in decisions making.

CONDUCTING OF MEETINGS

A meeting begins with the notice sent to the members expected to attend meeting. The notice sent in the written invitation will carry agenda for the points and issues and the subject that needs to be discussed at the meeting. The list of the participants will have to be updated. The participants will have to be informed to besides the agenda about the date, time and venue of the meetings. The agenda sent in advance will give enough time and notice to participants to prepare for the meeting. The agenda should be enlisted with complete details giving specific timings for each participant and his subject matter. The agenda should also mention the objectives of the meeting and the subjects supposed to be covered. The starting and the finishing time specified in advance will help people arrange their arrivals and departures accordingly.

TECHNIQUES OF CONDUCTING MEETINGS

1. **Plan the meeting:** A key to conducting a successful meeting is to plan it thoroughly. That is, you develop an agenda (a list of topics to be covered) by selecting the items that need to be covered to achieve the goals of the meetings. Then arrange these items in the most logical order. Items that explain or lead to other items should come before the items that they explain or lead to. After preparing the agenda, if the meeting is formal, make it available to those who will attend. For informal meetings, you may find keeping the agenda in mind satisfactory.
2. **Follow the plan:** You should follow the plan for the meeting item by item. In most meetings, the discussion tends to stray and new items to come up. As leader, you should keep the discussion on track.
3. **Move the discussion along:** As leader, you should control the agenda. When one item has been covered, bring up the next item. When the discussion moves off subject, do what is needed to proceed through the items efficiently.
4. **Control those who talk too much:** Keeping certain from talking too much is likely to be one of your tasks. A few usually tend to dominate the discussion. Your task as leader is to let these people talk as long as they are contributing to the goals of the meeting.
5. **Encourage participation from those who talk too little:** Just as some people talk too much, some talk too little. In business groups, those who say little are often in positions lower than those of other group members. Your job as leader is to encourage these people to participate by asking them for their viewpoints and by showing respect for the comments they make, even though the comments may be illogical.
6. **Time management:** When you meeting time is limited, you need to determine in advance how much time will be needed to cover each item. Then, at the appropriate times, you should end discussion of the items. You may find it helpful to announce the time goals at the beginning of the meeting and to remind the group members of the time status during the meeting.
7. **Summarize at appropriate places:** After a key item has been discussed, you should summarize what the group has covered and concluded. If a group decision is needed, the group's vote will be the conclusion. In any event, you should formally conclude each point and then move on to the next one. At the end of the meeting, you can summarize the progress made.

TECHNIQUES FOR PARTICIPATING IN A MEETING

As a participant, you should do the following:



- 1. Follow the agenda:** When an agenda exists, you should follow it, specifically, you should not bring up items on the agenda or comment on such items if others bring them up. When there is no agenda, you should stay within the general limits of the goal for the meeting.
- 2. Participate:** The purpose of meetings is to get the input of everybody concerned. Thus, you should participate. Your participation, however, should be meaningful. You should talk only when you have something to contribute, and you should talk whenever you have something to contribute. Practice your professional etiquette skills as you work courteously and cooperatively with others in the group.
- 3. Do not talk too much:** As you participate in the meeting, be aware that other people are attending. You should speak up whenever you have something to say, but do not get carried away. As in all matters of etiquette, always respect the rights of others. As you speak, ask yourself whether what you are saying really contributes to the discussion. Not only is the meeting costing you time, but is it costing other people's time and salaries as well as the opportunity costs of other work they might be doing.
- 4. Cooperate:** A meeting by its very nature requires cooperation from all the participants. So keep this in mind as you participate. Respect the leader and her or his efforts to make progress. Respect the other participants, and work with them in every practical way.
- 5. Be courteous:** Perhaps, being courteous is a part of being cooperative. In any event, you should be courteous to the other group members. Specifically, you should respect their rights and opinions, and you should permit them to speak.

ADVANTAGES OF MEETINGS

1. It is an age of specialization. A person focusing on particular field of study may not have deep knowledge of all other subject.
2. Participants of the meetings get a value support for their experience and knowledge. It has been observed that people who are invited to the decision making meetings always keep their loyalty to the organization above everything else.
3. Organizing meetings shows respect for individual intellect and shows that the organization cares for their opinion.
4. It develops a feeling of one organization and gets access to people across all kinds of departments and faculties. People can speak to each other as they would know them personally having met them on the official meetings.

DISADVANTAGES OF MEETINGS:

- ❖ A meeting is very time consuming and deviates people from their real tasks which results into delays and postponement of the actual daily routine work.
- ❖ Meetings may not lead to any useful decision making and outcomes. If two people do not agree it may lead to conflicts and discords also.
- ❖ Meeting gives way to unnecessary office gossip and waste of company's time and resources, without contributing much to the administration of the strategies and policies.

MANAGING THE PROCEEDINGS OF THE MEETING

A meeting will always have a person in the chair conducting the meeting. This person generally is the chief officer of the organization or the department he represents. As such the chair needs to be given due respect in manning the proceedings of the meetings. The chairperson will have the authority to finally approve the agenda, the sequence and the rules and regulations of the meeting. The meeting should begin at the given time without delay so that the participants can speak within the time allotted to them and do not overlap into each other's time.

- 1. Opening ceremony of the meeting:** the meeting will be declared open only after the chair-person has made the opening remarks in the meeting. The chairperson will set the ball rolling and setting the tone of the meeting by highlighting the objectives, agenda and the expected out-come of the



meeting. The chairperson's remarks will have to be managed in a shorter speech as agenda will need the time to be devoted to other speakers of the day.

- 2. Running of the meeting:** The actual running of the meeting is conducting by a moderator who should be calling the speakers by their turns as the agenda and the time permits. The moderator's task is also to exhort other participants to make the meeting if it is so planned. However the moderator will do well not to interrupt the presenters in midway. It is only when the special question answer time is allotted that the moderator should come in. The meeting's decorum will be maintained.
- 3. Closing ceremony of the meeting:** The meeting will eventually come to an end when all speakers have made their presentations. The chair person will have to sum up the important points discussed on the agenda once again and highlight the important decisions taken. Should the meeting leave any agenda for the next day or next meeting, the chairperson will have to remind that next time such points will be discussed by them and agenda will be finished only in the next meeting. Many meetings carry forward their task for the next meeting and the date, time and venues are also decided in advance. In such cases the chair person should invite the delegates for the next meeting by extending open invitation.
- 4. Post meeting tasks:** The minutes of the meeting will form the implementation document to be followed for future. The secretarial staff will have to these minutes are sent to each participant highlighting therein the action, implementation and follow up strategies fixed up for each person named for action and for each person who had been asked to implement the decisions taken in the meeting.

PREPARING PROJECT REPORTS

The projects can relate to any condition of business starting from the selection and putting up of a new plant to revamping and reengineering of the old plants and systems. The project can also relate to the conducting a research of academic or business interest and then submitting project report of the same. Project reports are the written submission of the detailed plans and actions taken for the project preparation.

Why write a report

A written project report is a kind of document that could become the basis of decision making in business. A project is many a time just the beginning of the first step in the preparation of the project, as the next step could be the assessment for the recommendations made in the project report. Keeping this importance of the project report it is always required to only a good piece of technical writing, a project report is as much a part of the experimental work undertaken by the trainee, the researchers and the investigators.

How much detail to include?

A project report is not a detailed description of every minute detail of what done when the project was running. The good project writing must writing is concise, yet contains all the necessary and important decision supporting information. A project report writer needs to develop the skills of selecting what is essential and what can be left out or ignored while preparing the project report. The process of selection of essentials and elimination of superfluous will have to be mastered by the writer for writing an acceptable, informative and comprehensive project report. Many a time the limitations of number of words that can become the content of the report are specified by the people who have asked for the project report. In such a situation the major part of project report must be within the word limit.

FORMAT OF A PROJECT REPORT

A project report submission guidelines will be enumerated and detailed by the authority asking for the project report. However it may not be specific in its format for submission.

- 1. Title:** A title of the project should convey the area and scope of the project.



For example, writing only the word “transportation” is a sign of poor selection of the project Title. If this is an investigation of the city transportation of a particular town or country, the Project title must specify details of such a study.

- 2. The Abstract:** The second page should consist of only the abstract of the project. The idea of writing, the abstract of the project is to provide a brief summary of the report. The reader should be able to get a fair idea from the abstract what the project is all about and how it was undertaken.
- 3. Table of contents:** This will become the third page of the project report. The details will indicate the page numbers of the different sections, so that if a writer has to read the report he will know in advance as to which page can be referred to for particular section.
- 4. Introduction:** This is the section where the writer needs to give an outline of the purpose of the study and the expected outcome of the study by various affected groups.
- 5. Experimental techniques and methods:** This is an important part of the project report. This part will throw light on the methods and systems adopted for the conducting of the project.
- 6. Results and discussion:** The project results should be presented here in a logical sequence, highlighting what is important and how the data obtained for investigation and research have been analyzed to reach at the conclusions, the project has brought about.
- 7. Summary and conclusion:** In this section the writer needs to put a brief of almost all sections together but again very briefly. This segment is different from the abstract in that, his portion is more informative.
- 8. How to organize project sequence and references:** The project must run in sequential from the beginning till the end, so that the reader does not have to flip through the project to and fro to look for the references and connections. All pages, diagrams, references and tables should be numbered. The report should be self sufficient to convey to the reader what has the project been about and what has investigated and explored.

Reporting case analysis

The method of case analysis is a learning tool in which the analysts participate in understanding the case and discussing the problems and the conflicts faced by the protagonist's organization mentioned in the case study. As such a case analysis is a direct discussion of case studies. This is different from class room lecture method. In a class room lecture method lecturer speaks and students listen. In the case method, students get into the act of self teaching. The teaching becomes an active guide, rather than just a talking and delivering content. The emphasis is on learning through a joint, co-operative understanding and analytical effort.

How to do Case analysis

There are common steps that most approaches recommend be followed in handling a case study and do the case analysis thereof. Infact handling a case analysis is just a part of our daily life. The only difference is that we do it very unconsciously when we discuss people's success of failures in their lives. A case analysis is also an approach to analyze the working of others, a working that has already taken place. Following steps are generally followed in a case study analysis:

Preparation before the discussion:

- Read the reading assignments.
- Use the short cycle process to familiarize yourself with the case.
- Use long cycle process to analyze the case.
- Organize group meetings to discuss the idea.
- Write up the case.

The actual discussion:

- Start the discussion.



- Listen carefully and take notes at this session.
- Make sure that assumptions are clearly stated.
- Take part in the discussion.

Post discussion issues:

- Who is affected most by the discussion?
- What are the constraints and opportunities inherent in this situation?

What story do the numbers tell? The analyst needs to take a look at the numbers given in the case study and make a judgment as to their relevance to the problem identified. When deciding to analyze numbers, keep in mind why these are being analyzed and how will the result benefit all those who hold stake to the problem.

F. Generating alternatives for the conflict resolution: The analyst has to deal and analyze different ways in which the issue can be resolved. Following are the ways for resolving conflicts:

1. **Adoption of realistic approach:** There may be many alternatives, but each alternate should be realistic and be capable of being resolved within the limitations and constraints of the situation.
2. **Mutual exclusivity:** All the alternatives being considered should be mutually exclusive, as they cannot happen at the same time.
3. **Essentially making a decision and not postponing pending further investigation:** such a situation will not be acceptable decision for any kind of case study that is analyzed.
4. Doing nothing and accepting status quo strategy can be a viable alternative; provided it is being recommended for the valid and correct reasons.
5. Avoid the confusing method of providing only two clearly undesirable alternatives to make one reasonable alternative look better by comparison. This will be painfully obvious to the management, that you are avoiding the conflicting situation.

THE CONCEPT OF VIVA VOCE

Viva Voce is a term which has been obtained from Latin expression used in Catholic seminary education to refer to oral examinations. The literal meaning of the term being "living voice". Traditionally, oral examinations have been used as a complement to written exams. Viva voce was a way to ask, probe, challenge and critically assess what a student really knew about a particular topic. The practice of oral examination was adopted as a complement to the written examination, to find out if the student could also express orally what he has presented in the written form. This was also done to ensure that the knowledge is not only up to the superficial level, but a deeper understanding of the subject has been obtained to critically discuss the same also like a scholar. It is this perspective of critically examining the depth of knowledge which had become the rationale for the oral exam format in the assessing of the learning efficacy. An oral exam format forms part of the examination process for many universities, management institutes and even in the organizations as a base for recruitment process.

THE CONCEPT OF ASSIGNMENT WRITING

- (i) Generally the lecture notes in the class room give the basic framework of the ideas, theories and concepts a student will need to complete the assignment. These notes usually are not sufficient within themselves. A reader or student has to make use of the extra reading, extra references and any other material he may come across in the course of researching the assignment given to him by the lecturer in the class room.
- (ii) In an assignment, the assignment writer should try and 'translate' what the author is saying into his own words. Assignment is not just copying out large parts from other people's work.
- (iii) The assignment writer should pick up basic points from as many sources as he or she can manage.
- (iv) The assignment writer should only take down relevant points. The authors don't write for the sake of writing assignment.



- (v) The assignment writer for referencing purposes should take down page numbers of all the quotes he wants to reproduce from other people's work and full citation details for each source you use.

WRITING OF THE ASSIGNMENTS

- (i) The writer should make sure he or she has understood what the assignment is all about and know now to complete it.
- (ii) The writer can produce a valid conclusion only if he has sorted through the arguments for each perspective of different authors in a balanced way which will come through comparison of notes of different writings.
- (iii) The assignment writer should adhere to the introduction/ discussion/ conclusion format in the assignment essay i.e., a standard format in the context of the essay.
- (iv) The assignment writer should provide evidence for all the assertions that he makes in the assignment; that is, make reference to ideas, theories and concepts, empirical research and/ or experience of his own which could support his claims.
- (v) The assignment writer should cite the sources of the ideas and quotations he has used in text, including details of a full bibliography.
- (vi) The assignment should be written in a structured way linking one point to the next sequentially.
- (vii) The points raised should be made fully clear without hanging any of the arguments in the middle for future resolving.
- (viii) Simple, understandable language should be used and without being overtly scholastic about the display of difficult vocabulary.

UNDERSTANDING GROUP DISCUSSION

Group discussion is an activity of exchanging information, ideas and personal thought process within a team or a group of likeminded people gathered together to discuss an issue, a plan, a problem or even an event. As such it is a group process, an exercise to bring the team together to evolve a consensus out of diverse opinions. A group discussion is not a process of matching of the wits against the rivals as it is generally believed to be. It is also not delivering a debate or a speech.

Advantages of Group Discussion

Even though it has not been scientifically proved to be a foolproof system of selection or elimination, the process of group discussion is said to provide the following benefits to organization as well as participants:

- ❖ It helps in generation of new ideas.
- ❖ Group discussion brings forward sharing of ideas.
- ❖ The organizations can create an atmosphere of camaraderie amongst the group members.
- ❖ It gets people familiarized with each other's opinions.
- ❖ Leads to better decision making.
- ❖ Candidates' real personality to deal effectively with other team members can be assessed.
- ❖ It can help keep negative thoughts and opinions out of the organizations.

THE DYNAMICS OF GROUP DISCUSSION

Group discussion is unlike any other general discussion. The idea here is to keep the discussion going and each participant knowingly or unknowingly gets into playing some kind of role as an actor to keep the discussion communicative, alive and interesting.

Some guidelines for an effective group discussion

1. **Become a team player:** In any group discussion, the basic idea is to look for a team player. The organizations do not employ mere individuals. They always look for people who can work as members of a strong team and can contribute to the development of the team.



2. **Exhibit a good logical and reasoning ability:** Criticizing participants for the sake of criticism or saying yes in order to form another group within the group should be avoided. The organization looks for people who can express their sound reasoning and logical judgment.
3. **Exhibit sound leadership traits:** A participant in a group discussion can exhibit leadership qualities in the following manner:
 - Taking the lead in the beginning itself and opening the discussion before others do it. However the early lead devoid of the content to speak can be a dangerous game for getting exposed too.
 - By co-coordinating the discussion as the talk's progress.
 - By acting as an interpreter of various opinions being expressed and bringing people back to the focus again.
 - By inspiring and motivating other silent and withdrawn participants to become a part of the discussion.
 - By summarizing the "in favor and against" points of discussions put forth by everyone at the end of the discussion and adding a touch of personal closing opinions to the talks.
4. **Displaying the right amount of flexibility:** Exhibiting the right amount of flexibility involves being tolerant and accommodative of others without losing firmness. Taking recourse to a very rigid stand and taking no stand, position should be avoided and rather a healthy outlook and accommodative attitude should be exhibited at such group discussions.
5. **Displaying assertiveness:** The discussion needs you to put forward each point authoritatively and with genuine assertiveness, without showing aggression. The expression of the opinion should be made with politeness yet firmness so that the point made is well accepted by the audience.
6. **Taking initiative only if sure of the contents of the topic:** The right strategy will be to listen carefully to some of the other participants to express their opinions and information on the topic, to familiarize oneself with the details.
7. **Exhibiting creative ideas/out of the box thinking:** When everyone speaks the same thing, presenting some novel aspect of the same topic of discussion opens up better aspects for discussion. The novelty and the creativity gets you noticed as different from others.
8. **Become an inspiring participant:** A team member is expected to take others along in the pursuit of objectives. The same spirit should be exhibited in this discussion here too as you proceed to make your mark in the group of competitor aspirants.
9. **Use listening to your advantage:** You should try developing a habit of listening to others first and understanding their view point. This will help get a better idea on the topic. Accumulations of different opinions should equip you to make your speaking strategy suit the occasion. But all this can come only if you listen well.
10. **Be aware of your environment:** Inculcating the habit of reading a newspaper, watching news bulletin on the television, reading general knowledge and particular subject related magazines and bulletins will help you get insight into many areas of interest...

EVALUATING GROUP DISCUSSION

The organization has to fix up the evaluation criterion of the group discussion in advance. It will be appropriate that the participants are also informed of the evaluation criterion beforehand so that they can avoid the pitfalls and the meaningful discussion can take place. The organization can look at the following points for evaluation:

1. **Preparation of the participant:** In case the topic for the discussion had been informed in advance then the obvious criterion will be to assess as to how much effort gone into preparing for the discussion by each participant.
2. **Awareness of the topic:** In case the topic had not been informed in advance and it pertains to the general awareness of the surroundings, then it should be assessed from the point of view of a common citizen, unless the depth of the topic is essential for the performance of the job for which discussion is being held.



3. **Mastery of vocabulary:** Though the organization does not look for the litterateur, but a working knowledge of the languages become essential for day to day performance of the job. Hence it will be appropriate if the knowledge of the participants in the required language and communication is tested in the group discussion.
4. **Communication ability:** The employer should be looking at the way the participants present their views, listen to others' views, their confidence and conviction in statements made by them and the ability to hold forth the views expressed in the wake of someone presenting a divergent view.
5. **Response to interruptions:** It is seen that some people can speak volumes on the topics unless interrupted and presented another different view. Then people tend to get into a shell, defensive behavior or even offensive response.
6. **Response to other irritants:** There **can** be other irritants in the room where discussion is organized. A fan could be making noise, an air-conditioner could be making the room too cold, and people could be speaking on the sides. How does a candidate take all such irritants into his stride without apparently making his irritation obvious could be a subject of studying human behavior in such group discussions?
7. **Response to compliments:** Group discussion lead to some people presenting finer views and others appreciating the same. But how the compliments are taken and calm and composure retained could be another area of studying human behavior.