

Industrial Relations
& Organizational
Development

Answers By

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Unit 1

1. Define the concept of industrial relations?

Answer: Industrial relations include the whole range of relations between workers, managers and governments which determine the conditions under which work is done in all type of enterprise. In this definition-

- (a) Managers are those who have responsibility for the work of others in a production organization; Workers are those for whose work managers are responsible. Governments are involved in industrial relations because they always directly legislate certain terms of employment and regulate the interaction of manager and workers in varying degree.
- (b) Industrial relations exist in all types of enterprises, public, and in planned economies as well as market economies.

2. Describe the methods to improve good industrial relations?

ANSWER: Good industrial relations depend on a great variety of factors. Some of the more obvious ones are listed below;

- 1. History of industrial relations;
- 2. Economic satisfaction of workers;
- 3. Social and psychological satisfaction of works;
- 4. Off-the-job conditions of workers;
- 5. Enlightened and responsible labour unions;
- 6. Negotiating skills and attitudes of managements an workers
- 7. Public policy and legislation;
- 8. Education of workers; and
- 9. Nature of industry and business cycles.

3.Explain the different type of industrial disputes in detail?

Answer: Types of disputes:

Strikes, lockouts, and gheraos are the most common forms of Disputes.

1) Strikes: Section 1(q) of the industrial disputes Act, 1947, defines strikes as under:

“Strike means a cessation of work by a body of persons employed in any industry of persons who are or have been so employed to continue to work or to accept employment”.

FORMS OF STRIKES:

- a. Stay – in – strike, sit – down strike, Pen – down strike or Tool – down strike.
- b. Go slow.
- c. Work to rule
- d. Lighting or wildcat strike.
- e. Hunger strike.

2) Lock out: Section 2(1) of the industrial dispute Act, 1947 defines “lock out” to mean the temporary closing of a place of employment or the suspension of work, or the refusal by employer to continue to employ any number of persons employed by him. Lock out, thus, is the counterpart of strike – the corresponding weapon in the hands of the employer to resist the collective demands of work man or to enforce his term.

3) Gherao: Gherao means encirclement of the Manager to criminally intimidate him to accept the demand of the workers. It amounts to criminal conspiracy under Section 120 – A of the I.P.C. and is not saved by Section 17 of the Trade Union Act on the grounds of its being a concerted activity.

Unit – 2

1) Define and explain the term of Motivation?

Answer: Motive: Motive is the inner state that energizes, activates, and directs or channels the behavior of individuals towards certain specified goals.

Motivation: While motives energize people to action, motivation is reflected in

actual workbehavior. In effect, motivation signifies the level, direction and persistence of effort expended in work. Level signifies the quantum of effort put forth; direction refers to the choice made among available alternatives to expend the effort (e.g. Work or play) and which the individual perseveres in the job, even against odds.

2) Briefly outline the valence – expectancy theory of motivation?

Answer: Theories of motivation developed in the west by several prominent theorists and researchers can be broadly categorized under three major heads– contents theories, cognitive or process theories and rein- forcement theories.

- a) **Cognitive theories:** It examine the dynamic process of how people rationally assess work situations and make rational decisions as to whether, and to what extent, they ought to engage in work behavior.
- b) **Content theories:** It examines the motives or need of individuals that influence their behavior. Maslow, Alderfer, Murray, McClelland White are among those who have made significant contribution to this approach.
- c) **Reinforcement theories:** The theory subscribes to the idea that by changing the cues or stimuli in the environment, people’s behavior can be moulded, shaped, change or eliminated.

Unit – 3

1) Define and explain the term leadership?

ANSWER:

Leadership:

Leadership involves

1. Establishing a clear vision,
2. Sharing that vision with others so that they will follow willingly;

3. Providing the information, knowledge and methods to realize that vision, and
4. Coordinating and balancing the conflicting interests of all members and stakeholders.

EXPLANATION:

A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring. Someone with great leadership skills today is Bill Gates who, despite early failures, with continued passion and innovation has driven Microsoft and the software industry to success.

The act of inspiring subordinates' to perform and engage in achieving a goal.

2 Explain the basic characteristic and function of a leader?

Answer:

Characteristics of a Leader:

A great deal of research has been carried out to find out the physical, intellectual and personality characteristics that distinguish leaders from nonleaders and successful leaders from unsuccessful leaders.

Research findings indicate that successful leaders possess the following characteristics:

- 1) Drive: This includes desire for achievement, ambition, high energy, tenacity and initiative. Most leaders have a clear sense of purpose (or mission), clear goals, focus and commitment.
- 2) Intelligence: Leaders are generally more intelligent than the followers. It was found that leaders have higher intelligence than the average intelligence of the followers. It was also found that the leader should not be far more intelligent than the followers.
- 3) Energy levels and stress tolerance: Leaders are very energetic and have the ability to tolerate high levels of stress. These qualities enable the leader to deal with role conflicts and handle the pressure of

making important decisions with inadequate information.

- 4) **Optimistic:** Most leaders are highly optimistic: They always look at the brighter side of life. For them the glass is always half-full rather than half-empty. Even in the worst situations, they see something to smile about.
- 5) **Leadership motivation:** This is the desire to influence and lead others but not to seek power for its own sake. Leaders exercise influence over others to reach shared goals.
- 6) **Cognitive ability:** Leaders have a high ability to integrate and interpret large amounts of information.
- 7) **Knowledge of the business:** Leaders are well informed above industry and other relevant technical matters.

Functions of a Leader:

A leader has to perform many functions. The functions or the different roles that a leader has to perform depend on the type, structure and goal of the group. The functions that a general of the army has to perform are quite different from the functions that a political, social, or religious leader has to perform.

1. Policy Maker
2. Planner
3. External Group Representative
4. Controller of Internal Group Relationship
5. Controller of Reward and Punishment
6. Arbitrator and Mediator
7. Exemplar

3) What should be the criteria for the selection of a good leader?

Answer: Twelve Criteria of Leadership:

Here are 12 criteria ^{*}for judging leadership:

Intent. Does the leader make an express commitment to achieve certain exceptional ends?

Focus. Does the leader use various verbal and nonverbal means to highlight what is most important and to suppress the trivial and nonessential, so employees understand what to attend to and work on?

Skill. Does the leader demonstrate mastery or virtuosity over the financial and nonfinancial aspects of business? Does he or she possess a foundation for understanding people, organizations and the way work is accomplished?

Form. Does the leader combine myriad communications, structures, policies, etc. into a unified, coherent whole?

Representation. Does the leader produce nonobvious and captivating ways of conveying meanings as opposed to giving simple directives and making straightforward declarations of fact?

Imagination. Does the leader make surprising and unconventional departures from the ordinary that create a new sense of awareness or understanding?

Authenticity. Does the leader present stylistic distinctiveness that is an honest expression of his or her individuality and personal beliefs?

Engagement. Does the leader offer complex and challenging information that encourages intellectual effort and imaginative contemplation?

Pleasure. Does the leader provide emotionally rewarding experiences that are shared among members of a group, promoting stronger interpersonal bonds and fostering personal growth and fulfillment?

Human significance. Does the leader facilitate personal reflection about who one is, what is most important, what is culturally valuable.

UNIT -4

1) What is the purpose of communication in organization?

Answer: Communication can be a tricky concept to master within an organization, particularly one with complex levels and multiple issues.

Employee Trust:

Clear, open communication can create a sense of transparency in your organization, which builds trust between levels of employees. Where keeping

employees in the dark can result in resentments, tension, and a feeling of low job security, strong communication can help them feel valued and trusted. Open communication can reduce feelings of uncertainty and cluelessness about the state of the company, which makes for a more-positive work environment and staff who feel secure and safe.

Relationships:

Communication is essential to building relationships between staff members and between levels of employees, both on a professional and social level. An atmosphere of open communication makes it safe for employees to express their ideas; as a result, you will have the benefit of your staff's combined experience in coming up with innovative solutions. Communication prevents employees from feeling isolated, builds teamwork, and creates a more collegial atmosphere in the office. When relationships are strong, employees are better able to trust one another and work together more effectively.

Clarity:

In an organization, confusion and ambiguity can create negative feelings and a tense atmosphere. By making roles and responsibilities clear to everyone on staff, you can give your employees the information they need to get their jobs done; this is particularly important when your employees are dispersed or come from different backgrounds. Communication reduces misunderstandings and cuts the costs associated with mistakes.

Collaboration:

Communication can help your employees collaborate effectively, which will make for a more-productive team overall. When you have multiple departments who are working on different facets of the same project, communication can streamline the process and improve the end result. When your staff talks openly to each other, they can communicate potential issues, requirements and feedback that can make the result stronger. Communication can ensure that everyone is on the same page and prevent problems down the road.

2. Explain the basic characteristics of communication in details.

Answer:

Characteristics of communications are given below:

1) Two or More Persons:

The first important characteristic of communication is that there must be a minimum number of two persons because no single individual can have an exchange of ideas with himself. A listener is necessary to receive one's ideas.

Therefore, there must be at least two persons-the sender of information and the receiver.

(2) Exchange of Ideas:

Communication cannot be thought of in the absence of exchange of ideas. In order to complete the process of communication there must be an exchange of ideas, orders, feelings, etc., among two or more than two persons.

(3) Mutual Understanding:

Mutual understanding means that the receiver should receive the information in the same spirit with which it is being given. In the process of communication, it is more important to understand the information rather than carry it out.

(4) Direct and Indirect Communication:

It is not necessary in communication that the receiver and giver of information should be face-to-face with each other. Communication can be both direct and indirect. Direct communication means face-to-face conversation, while indirect communication is through other means.

(5) Continuous Process:

Communication is an endless process, as is the case with business where the manager continuously assigns work to his subordinates, tries to know the progress of the work and gives directions.

(6) Use of Words as well as Symbols:

There can be many means of communication, like the written, the oral and symbolic. The examples of symbolic communication are the ringing of bell for closing a school or a college, saying something by the movement of the neck, showing anger or

disapproval through eyes, giving some decision by the raising of a finger in cricket, etc.

3) Compare and contrast the downward, upward and horizontal communication.

Answer:

Downward Communication:

Downward communication is mainly used in the relay of information pertaining to the implementation of goals, strategies and objectives. The top-level managers usually communicate to their juniors the new strategies and objectives and how they are going to be executed in the organization's structure. This direction is also used in the communication of job instructions and rationale. The managers use this communicational direction when explaining a given task is to be performed and the existing relationship between the task and other activities (International Ombudsman Institute, 65).

Downward direction is also employed when relaying performance feedback.

Upward Communication:

Upward communication when employed in a company is used in the communication of the various problems and exceptions experienced by the junior staff. The managers become aware of the serious problems and difficulties present in the organizational structure. This mode also enhances the relay of information of the possible suggestions for improvement.

This mode is also employed in an organization when the junior staff is communication of their grievances and disputes. The junior staff will often air their grievances and disputes to the management when the organizational structure of the institution avails the necessary avenues.

Prudent management practices calls upon the provision of both upward and downward communication flows. Information is supposed to travel in both directions across the organization.

Upward communication is mainly hindered when the management fails to address the grievances and issues raised by the company staff.

The company will often feel neglected leading to low performance morale within the organization. This ends up in affecting the quality of production within the organization.

Horizontal Communication:

In very great and complex organizational structures, another communication flow exists known as horizontal communication. As opposed to the normal, upwards and downwards communication flows that involve the flow of information across the hierarchy, this communication flow constitutes the flow of information within the hierarchy.

During this communication flow, the information conveyed is mainly meant for harmony and coordination purposes.

Horizontal communication harmonizes the activities across and within the various departments that constitute the organization.

Horizontal communication flow is mainly categorized into three categories namely; intradepartmental problem solving, interdepartmental coordination and staff advice to line departments

Horizontal communication is mainly aimed at enhancing and ensuring harmony and coordination within the organization. The horizontal channels allows information to flow enhancing the departments to work smoothly and in harmony without having to rely on fixed and taxing upward and downward communication channels..

Many of the organizations provide horizontal communication flow through the establishment of task forces, committees or the creation of matrix organizational structures aimed at enhancing coordination.

Unit – 5

1) Explain the importance of organizational development?

Answer:

The Importance of Organizational Development:

Organizational development is the use of organizational resources to improve efficiency and expand productivity. It can be used to solve problems within the organization or as a way to analyze a process and find a more efficient way of doing it.

Organizational Change:

The process of organizational development identifies areas of company operations where change is needed. Each need is analyzed, and the potential effects are projected into a change management plan. The plan outlines the specific ways in which the change will improve company operations, which will be affected by the change and how it can be rolled out efficiently to employees.

Growth:

Organizational development is an important tool in managing and planning corporate growth. An organizational development analysis brings together sales projections and consumer demand to help determine the rate of company growth.

Work Processes:

When a company is involved in organizational development, it analyzes work processes for efficiency and accuracy. Any quality control measures required to attain company standards are put in place.

Product Innovation:

Product innovation requires the analysis of several kinds of information to be successful. Organizational development is critical to product innovation because it can help analyze each element of product development and create a method for using it effectively.

2) What is the hot stove rule? What is its role in society ?

Answer: The "Hot-Stove Rule" of Douglas McGregor gives a good illustration of how to impose disciplinary action without generating resentment. This rule draws an analogy between touching a hot stove, and undergoing discipline.

These four characteristics, according to McGregor, as applied to discipline are self-

serving and may be explained as follows:

1. When you touch the hot stove, you burn your hand. The burn was immediate. Will you blame the hot stove for burning your hand? Immediately, you understand the cause and effect of the offense. The discipline was directed against the act not against anybody else. You get angry with yourself, but you know it was your fault. You get angry with the hot stove too, but not for long as you know it was not its fault. You learn your lesson quickly.
2. You had warning as you knew the stove was red hot and you knew what would happen to you if you touched it. You knew the rules and regulations previously issued to you by the company prescribing the penalty for violation of any particular rule so you cannot claim you were not given a previous warning.
3. The discipline was consistent. Every time you touch the hot stove you get burned. Consistency in the administration of disciplinary action is essential. Excessive leniency as well as too much harshness creates not only dissatisfaction but also resentment.
4. The discipline was impersonal. Whoever touches the hot stove gets burned, no matter who he is. Furthermore, he gets burned not because of who he is, but because he touched the hot stove. The discipline is directed against the act, not against the person. After disciplinary action has been applied, the supervisor should take the normal attitude toward the employee

3) Explain the concept of Demotion?

Answer:

Demotion:

1. A demotion is a compulsory reduction in an employee's rank or job title within the organizational hierarchy of a company, public service department, or other body.

2. A demotion may also lead to the loss of other privileges associated with a more senior rank and/or a reduction in salary or benefits.
3. In some cases, though, an employee may be demoted as an alternative to being laid off, if the company is facing a financial crisis. A move to a position at the same rank or level elsewhere in the organization is called a lateral move or deployment.
4. A voluntary move to a lower level is also a deployment as it is not a compulsory reduction in level. Demotion is often misinterpreted simply as the opposite of a promotion.

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MEEC-704. INDUSTRIAL RELATIONS AND ORGANISATIONAL

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UNIT-I

Question No. 1:- (a) Elaborate the pre- requisites for good industrial relations.

Answer: Good industrial relations depend on a great variety of factors. Some of the obvious ones are listed below:

- History of industrial relations ;
- Economic satisfaction of workers;
- Social and psychological satisfaction of workers;
- Off- the- job conditions of workers;
- Enlightened and responsible labour unions;
- Negotiating skills and attitudes of management and workers;
- Public policy and legislation;
- Education of workers;
- Nature of industry and business cycles

1. History of industrial relations: No enterprise can escape its good and bad history of industrial relations. A good history is marked by harmonious relationship between management and workers. A bad history by contrast is characterized by militant strikes and lockouts. Both types of history have a tendency to perpetuate themselves.

2. Economic satisfaction of workers: Psychologists recognize that human needs have a certain priority. Need number one is the basic survival need. Hence economic satisfaction of workers is another important prerequisite for good industrial relations.

3. Social and Psychological satisfaction: The social and psychological urges of workers is a very important step in the direction of building good industrial relations. As has been revealed by the Hawthorne experiments a man does not live by bread alone. The supportive climate of an organization is essentially built around social and psychological rewards.

4. Off- the-job condition: Although some employers may occasionally wish that they could employ only a person's skill or his brain but all that can be employed is while person, rather than certain separate characteristics. A person's different traits may be separate studied, but in the final analysis they are all part of one system making up a whole man.

5. Enlightened and responsible labour unions: The most important single condition necessary for good industrial relations is a strong and enlightened labour movement which may help to promote the status of labour without jeopardizing the interest of management.

6. Negotiating Skills and Attitudes of Management and Workers: Both management and workers representatives in the area of industrial relation and come from a good variety of backgrounds in the terms of training, education, experience and attitudes. These varying backgrounds play a major role in shaping the character of industrial relation.

7. Public policy and Legislation: When government regulates employee relations, it become a third major force determining industrial relation – the first two being the employer and the union.

Government intervention help in three different ways:-

- a. It helps in catching and solving problems before they become serious. Almost everyone agrees that it is better to prevent fires than to try stopping them after they start;
- b. It provides a formalized means to the workers and employers to give emotional release to their dissatisfaction; and
- c. It acts as a check and balance upon arbitrary and capricious management action.

8. Better education: With rising skills and education, workers expectations in respect of rewards increase. Better workers education can be a solution to this problem. This alone can provide workers with a proper sense of responsibility which they owe to the organization in particular and to the community in general.

9. Nature of Industry: In those industries where the direct and indirect labour costs constitute a major proportion of the total cost, lowering down the labour costs becomes important particularly when the product is not a necessity and, therefore, there is little probability to pass additional costs on to the consumer.

10. Business Cycle: Business cycle also affects industrial relations. In general, industrial relations are good when there is boom and prosperity all around. During such period levels of employment and wages rise which make workers happy.

Question 2: Explain the different types of industrial disputes.

Answer: Industrial dispute: industrial dispute means any dispute or difference between employers and employees or employers and workmen, or between workmen and workmen, which is connected with the employment or non-employment or terms of employment or with the conditions of labour, of any person

There are three types of industrial disputes:

1. Strike ;
2. Lock-out
3. Gherao ;

1.Strike: *“Strike means a cessation of work by a body of persons employed in any industry acting in combination, or a concerted refusal under a common understanding of any number of persons who are or have been so employed to continue to work or to accept employment”.*

Forms of strikes:

There are five types of strikes:

(A). **Stay-in-strike, Sit-down strike:** All these form of strikes are considered by courts as an invasion on the rights of employer and therefore illegal .Sit-down or stay-in strike amounts to trespass upon the property of the employer.

(B). **Go-slow:** Slowing down the pace of production is one of the most pernicious practices that discontented workmen sometimes resort to. It would not be far wrong to call this dishonest.

Apart from this also, go-slow is likely to be much more harmful than total cessation of work by strike.

(C). **Hunger strike:** Hunger strike is a strike with some or all strikers foregoing food for acceptance of the demands.

(D). **Lightning or wildcat strike:** A wildcat strike is an unofficial strike, i.e. , a strike not sanctioned by the union .Such strikes occasionally occur in violating of the no-strike not sanctioned by the union. Such strikes occasionally occur in violation of the no-strike pledge in collective bargaining agreements.

The industrial disputes act. 1947 in all industrial establishment in U.P. , Maharashtra, M.P. and Gujarat, where notice is required to be given. Further, the standing orders of a company generally required for notice.

(E). **Work-to-rule:** In this form employees, though remaining on job, do the work literally to accordance with rules or procedure laid down for the purpose. Usually rules of work are followed in such a manner that they result in dislocation of work: In U.S.A. These tactics are recognized as a form of strike. But in India they are not covered by the definition of the strike.

2. **Lock-out:** Section 2(1) of the Industrial dispute Act, 1947 defines “lock-out” to mean the temporary closing of a place of employment or the suspension of work, or the refusal by an employer to continue to employ any number of persons employed by him. Lock-out, thus, is the counterpart of strike-the corresponding weapon in the hands of the employer to resist the collective demands of workmen or to enforce his term.

3. **Gherao:** Gherao means encirclement of the manager to criminally intimidate him to accept demands of the workers. It amount to criminal conspiracy under Section 120-A of the L.P.C and is not saved by Section 17 of the Trade union Act on the ground of its being a concerted activity.

UNIT- 2

Question : 03. Elaborate the reinforcement theory.

Answer: Reinforcement theory suggest that it is possible to save behavior without trying to understand the internal thought process of individuals. Reinforcement theories believe that environmental consequences mold the behavior of people. For instance, if Usha found Rupees coin on the ground as she was tacking her evening walk ten days ago, and again found a 50 paisa coin yesterday, she is very likely to involuntary look at the ground as she takes her future daily walks. The pleasant past positive outcome would automatically and involuntary turn her eyes to the ground.

Such behavior is a function of the environmental stimuli she received on the previous to occasions and not because any daily berated or conscious thinking here part. It is not as if would have reason within here self and concluded, “I found

the two coins previously only because I had my eyes turn to the ground. I shall find more and more coins in the future walks two and focus my vision on the ground". If she had so reasoned, it would have been a cognitive process.

However, here behavior is an involuntary response to the environmental stimuli she had experienced before and hence is a cognitive. Reinforcement theory subscribes to the fact that human behavior is a function of individuals' response environmental stimuli that provoke action. Reinforcement theories places stress on the process of controlling people's behavior by manipulating its consequences. In other words, reinforcement is the administration of a consequences following a particular behavior.

Ekward Thorndike laid the foundation for reinforcement theory when he explained the law of effect, as follows: "Behavior that in pleasing outcomes are likely to be repeated, and behaviors which result in unpleasant outcomes are not likely to be repeated". Behavior types that are reinforcement by managers will tend to repeated, and those that are not, are likely to be substantially reduced or even totally eliminated. Thus, reinforcement theory can be applied in the work setting as managers learn how to use behavior modification thought reinforcement.

QUESTION: 4. Highlight the role of employee motivation in this performance.

Answer: Motivating your employees is a delicate and purposeful challenge that requires more than an annual review or jotting a few notes in someone's personnel file. Just like getting in shape or learning a new language, bolstering the motivation and performance levels of your employees won't happen overnight. Here are six ways you can improve performance and motivation in your workplace.

- 1. Make Expectations Clear**
- 2. Provide Continuous Feedback;**
- 3. Correct Privately;**
- 4. Believe in Your Employees**

5. Praise Publicly

6. Make Rewards Achievable

These are following explained it.

1. Make Expectations Clear: Employees without goals will be naturally aimless. Provide them with clear achievable goals and make sure there are measurable standards in place to evaluate their performance. Victor Vroom's work on expectancy theory supports the concept that employees must know what action they are expected to take and that it will yield the desired performance. Your employees should understand what they are expected to do, how they are expected to do it, and how they will be judged on it.

2. Provide Continuous Feedback: Immediate, continuous feedback lets an employee know that their actions affect the company. It's hard for you, and the employee, to remember specific incidents when employee performance review time rolls around. Goal-setting theory predicts (quite obviously) that employees are motivated by setting goals and by receiving continuous feedback on where they stand relative to those goals. More recent research shows just how motivating it can be when employees know they are making progress.

Always be specific in your feedback. For example, instead of telling an employee he, "did a great job," compliment him on the way he organized his presentation, the citations he used, or his public speaking style. He'll be more likely to apply these strengths to his next project if you point them out specifically.

3. Correct Privately: Most people are not motivated by negative feedback, especially if they feel it's embarrassing. The only acceptable place to discuss an ongoing, performance-related issue or correcting a recent, specific error is in the employee's office or your own, with the door closed.

Don't think of correcting an employee's performance or behavior as punitive. Instead, consider it a learning opportunity for the employee. Keep an open mind, remember Deming's 85/15 rule, which suggests that a majority of performance problems are actually outside of an employee control. If it is something the

employee can change, it's up to you to present the issue in such a way that the he feels he can correct the mistake.

4. Believe in Your Employees: Whether you tell him so during an employee performance review, or in the break room, an employee whose boss constantly calls him worthless, or a screw-up will feel a lot of emotions. He will not, however, feel particularly motivated to improve his performance.

Present weakness or errors in the context of, "I know you can do better. You're smart and capable...and that's why I expect more from you." The perception of leaders' trust is a key component of transformational leadership.

Encourage your leadership team to take this same approach when you're trying to motivate your employees for a major event, "This is the most talented, hardest working group I've ever had, and that's why I know you can win this sales competition."

5. Praise Publicly: Feeling under-appreciated encourages complacency – there's a reason so many companies celebrate an Employee of the Month. People love praise; they thrive on it. Some research even suggested we're willing to sacrifice incentive bonuses for public recognition. Make it a standard practice in your office to recognize positive people and trends within the business.

Announce publicly when one of your employees made a particularly outstanding presentation, sale, or other notable achievement. Tie an incentive to accolades, such as a bonus or a gift certificate. Praising your employees in front of others helps motivate their continued stellar performance.

6. Make Rewards Achievable: Everyone is familiar with the annual bonus trip awarded to the top-performing employee. The problem is, such rewards usually go to one or two employees. This leaves the rest of your staff feeling like there's not much point in working hard because the same few people always reap the rewards. Remember the other end of Vroom's expectancy equation, which offers that individuals must also see the desired performance and linked reward as possible. Set up a series of smaller rewards throughout the year to motivate ongoing performance excellence. For example, instead of an annual trip, award several

three-day getaways for each quarter. Recognize that several types of excellence motivate your employees to focus on additional areas of their performance.

UNIT-03

Question: 5. What is communication? Explain the communication process in detail.

Answer:

Communication:

The activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands, as by speech, non-verbal gestures, writings, behavior and possibly by other means such as electromagnetic, chemical or physical phenomena and smell. It is the meaningful exchange of information between two or more participants.

: Communicating involves three primary steps

- **Thought:** First, information exists in the mind of the sender. This can be a concept, idea, information, or feeling.
- **Encoding:** Next, a message is sent to a receiver in words or other symbols.
- **Decoding:** Lastly, the receiver translates the words or symbols into a concept or information that a person can understand.

Communication Process:

The diagram is showing the 8 step in communication process.

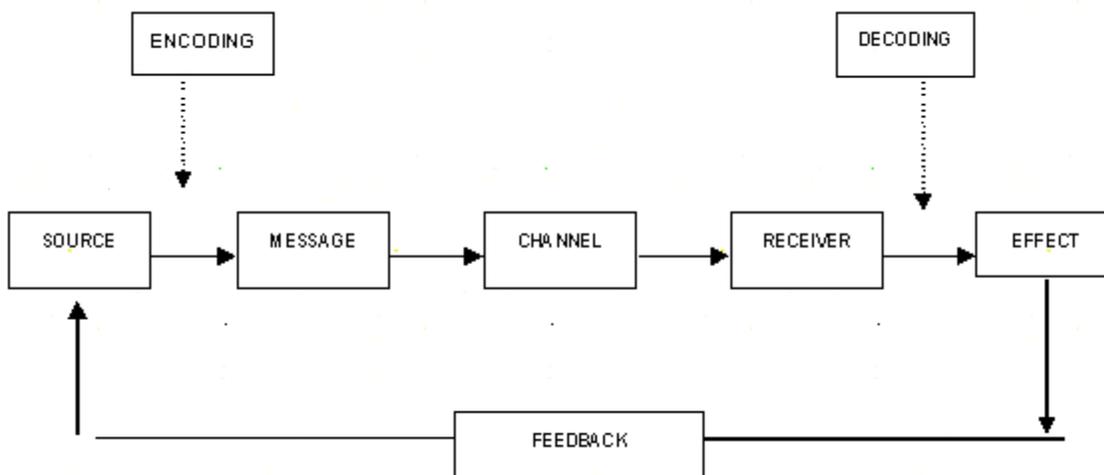


Figure: - Communication process chart.

Above of the diagram, Communication Process has eight steps direction how ideas travel from sender to receiver. There are message, encoding, choice channel and medium, transmission, reception, decoding and understanding, respond and feedback.

1. Message:

The first step in communication process is sender has an idea. That contains the information or tidings to convey or send to him or her. The message may be verbal, nonverbal, oral, written, or symbolic. Besides that, message can come from feeling, thought, inspiration, and many more. You conceive an idea and want to share it. For example, in advertising that simply writes some words and put image to convey the public.

2. Encoding:

The next step is the sender encodes the idea in message. This process known as encoding, refers to putting thoughts, idea, or information into a message that your receiver will understand, you are encoding it. For example, many symbols have universal meaning, such as a red circle with a red line thought it to denote no or skip and add some image or symbol such as P is mean no parking .

3. Choice of medium and channel:

Next, sender produces the message in a medium. The senders need to choose the medium and channel to be used, that way you to present that message to your intended audience. The medium and channel of communication are of two types, personal and nonperson. Personal are direct face to face contact with a person. For example, the salesman selling some product to customer, and salesman using mouth explain and communicate to customer. Besides that, this method uses it

between in family, colleagues, neighbor or friends. The non-personal are carry a message without interpersonal contact between sender and receiver. Non personal are include ads, newspaper, magazines, email, SMS, radio, and television. For example, the xx company user magazines to communicate with public.

4. Transmission:

After you choice of the medium and channel, it continues to provide new communication channels you can use to transmit your messages. Medium is which carrier the message and channel is which allows access for the message. For example, a shampoo company choose the television is a channel and medium for transmit the message to target audience.

5. Reception:

The audience receives the message. When audience receives then message, some time has problem. Such as misunderstanding, message missed or message ignored. However, the message is no guarantee the receiver understood correctly. For example, the student are receive the message from the teacher or lecturer, they will pay attentions for receive the message.

6. Decoding and Understanding:

The audience decodes what is the message and understands its contents. Receivers are the consumers in the audience who read, hear, or see the message and decode it. For example, the students after receive the message or information, they will be analyze the message or information and decode it.

7. Respond:

The audience responds to the message. The receivers need to say or does something answer or reaction to something after receives the message. For example, salesman introduce product A, and the audience can buy or reject to buy the product A, this reaction is respond to the salesman.

8. Feedback:

The audiences send feedback to you. The receivers when after you give the message, audiences may also give feedback to the sender. Feedback is information or comment about something that you have done sender tells you how good or bad. For example, in a personal selling a product to customer, customer may ask questions, comment or objection or gives suggestions is a feedback to the sender or spokesman.

Question: 06. Comment on the group behavior of the employees and its impact on employee performance.

Answer:

Group behavior of the employees:

Identify that influence employee behavior. Describe outcomes resulting from behavior and tell how they influence future behavior. State how a supervisor's leadership and expectations for employees can affect their behavior. Recognize the impact that coworkers and the organization itself have on employee behavior. Define motivation and describe the main approaches to understanding motivation at work. Discuss how knowledge, skill, ability, and attitudes influence employee behavior. Goal of Human Resources Development interventions is to assist employees and organizations in attaining their goals. Ultimate objective of most, if not all, HRD programs is to improve organizational performance. Major focus of .most HRD interventions is an effort to change employee behavior.

Impact on employee performance:

The employee performance appraisal is an important career development tool for the manager and employee. The manager can help guide the employee on the path to corporate advancement, and the employee gets a clearer understanding of what is expected from her in her daily job duties. Performance appraisals have a wide variety of effects on employees that managers must identify and understand.

Motivation:

An employee performance appraisal can act as motivation for an employee to improve his productivity. When an employee sees his goals clearly defined, his performance challenges identified and career development solutions in place to help advance his career, the effect is to motivate the employee to achieve those goals. Creating a comprehensive plan for employee development and giving an employee achievements to strive for will inspire a higher level of efficiency.

Clarity:

Employees perform their job duties to the best of their abilities throughout the year based on guidance from management. Part of a performance appraisal is when a manager and employee review the job description and compare the employee's performance with expectations. This gives the employee a feeling of clarity and understanding that will help him better perform his job duties.

Take Responsibility:

To prepare for the annual review, a manager should keep notes of all of the employee's accomplishments and challenges throughout the year. When these are presented to the employee during the appraisal, it gives the employee the opportunity to benefit from her accomplishments and accept responsibility for the performance challenges. By claiming ownership of performance issues, the employee makes the process of career development a more personal commitment.

Teamwork:

During a performance appraisal, a manager needs to take time to show the employee how his performance affects the productivity of the entire organization. When employees understand how their performance affects the ability of others to do their jobs, it helps put his own job duties into an overall company context. It helps improve the notion of teamwork among the staff, and can also encourage cooperation to achieve corporate goals.

UNIT-04

Question: 07. Define leadership? List and explain the various theories of leadership.

Answer:

Leadership Definition:-

1. The individuals who are the leaders in an organization, regarded collectively.
2. The activity of leading a group of people or an organization or the ability to do this.

Leadership involves:-

Establishing a clear vision.

1. Sharing that vision with others so that they will follow willingly.
2. Providing the information, knowledge and methods to realize that vision.
and
3. Coordinating and balancing the conflicting interests of all members and stakeholders.

List of theories and explained it:-

While many different leadership theories have emerged, most can be classified as one of eight major types:

1. "Great Man" Theories:

Have you ever heard someone described as "born to lead?" According to this point of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders.

Great_man_theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

2. Trait Theories:

Similar in some ways to Great Man theories, trait_theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and courage are all traits that could potentially be linked to great leaders.

3. Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

4. Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate

for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective.

5. Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Consider it the flip-side of the Great Man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can *learn* to become leaders through teaching and observation.

6. Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

7. Management Theories:

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.

8. Relationship Theories:

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and

higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Question :- 08. Outline the contingency approach towards conflict management.

Answer: An appreciation of conflict resolution styles is integral to understanding the communication process. While the names may differ slightly, there are five major responsive approaches to managing conflicts. There is no right or wrong conflict resolution style, and each conflict participant is capable of choosing the approach she deems most appropriate in any given situation. In the workplace, a manager should understand each of these approaches to help parties resolve conflicts that arise on the job.

Accommodating:

The accommodating approach emphasizes cooperation instead of assertiveness. A person places his interests last and allows the other party to further her interests. The accommodating approach often occurs when a party is not significantly invested in securing a victory, because he does not perceive the alternative option as a significant threat.

Avoiding:

Avoiding conflict involves one of the conflicted parties avoiding communicating about or confronting the problem, hoping it will go away. By not participating in the problem-solving process, she is effectively removing herself from it. When employing this approach, the conflict might go away if the other party doesn't press for a resolution. The underlying differences between the parties are never resolved.

Collaborating:

The collaboration style involves parties working together to resolve issues, and both sides come to the table with win-win attitudes. It is a favorable negotiation style in formal dispute resolution situations, such as mediation, where the parties employ a mediator but must agree on the final, binding resolution.

Compromise:

Bargaining is the hallmark of the compromise approach to conflict resolution. The conflicting parties can identify some interests they are willing to compromise on to bring about a resolution. While the emotional level might still be high, the compromise style sometimes results in interim solutions when a full resolution is not immediately possible. Parties might reach a settlement to prevent further escalation of the conflict.

Confrontation:

The confrontation style to conflict resolution entails the party placing his desires above those of all others involved in the conflict. Assertiveness is the hallmark of this approach, and those employing this style of negotiation aim to address the conflict head-on. It might involve high levels of emotions as the parties establish positions in what can sometimes evolve into hostile communications.

UNIT-05

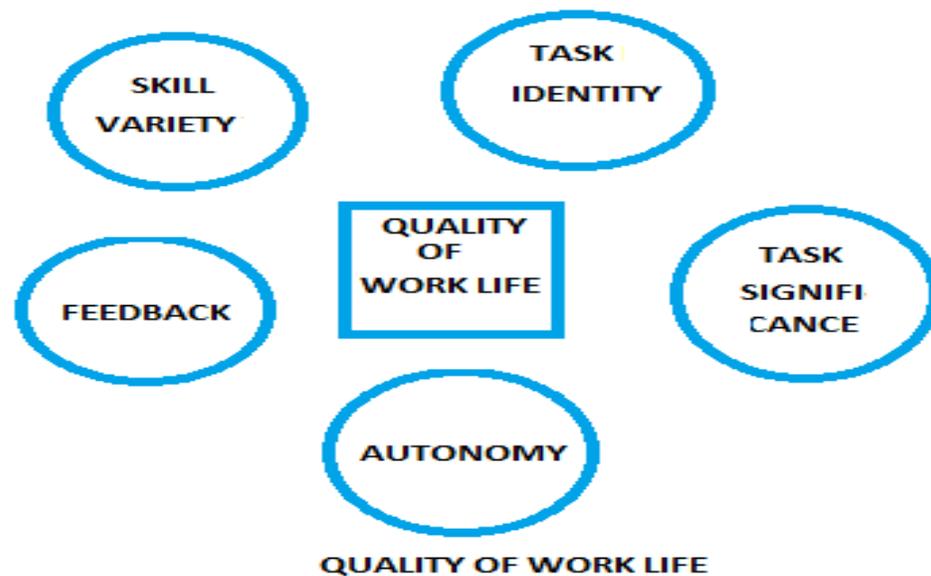
Question: 09. Write short notes on:

- 1. Quality of working life.**
- 2. Organizational development.**

Answer:-

Quality of working life:

Quality of Work Life is becoming an increasingly popular concept in recent times. It basically talks about the methods in which an organization can ensure the holistic well-being of an employee instead of just focusing on work-related aspects.



Therefore, organizations have started to focus on the overall development and happiness of the employee and reducing his/her stress levels without jeopardizing the economic health of the company.

Organizational development:

OD is a field directed at interventions in the processes of human systems (formal and informal groups, organizations, communities, and societies) in order to increase their effectiveness and health using a variety. One classic definition of organization development comes from Richard

- (1) Planned,
- (2) Organization-wide,

(3) Managed from the top,

(4) Increase organization effectiveness and health through

(5) Planned interventions in the organizations "processes," using behavioral-science knowledge of disciplines, principally applied behavioral sciences. OD requires practitioners to be conscious about the values guiding their practice and focuses on achieving its results through people.

"Organization Development is a body of knowledge and practice that enhances organizational performance and individual development, by increasing alignment among the various systems within the overall system. OD interventions are inclusive methodologies and approaches to strategic planning, organization design, leadership development, change management, performance management, coaching, diversity, team building, and work/life balance."

Question: 10. Explain the intervention strategies towards organizational development.

Answer: In an effort to increase its viability and effectiveness, a company will employ interventions as it implements various change agents. The purpose of such interventions is to improve productivity, performance or behaviors through a series of structured individual and team activities that focus on what employees do and how they do it.

Eliminating Hierarchical Decision-Making:

When creating developmental change in an organization, the responsibilities of decision-making should shift from being a task designated to managers to one that all the employees share. In healthy organizations, managers understand that decision-making should occur where the sources of information are, which is not always toward the top of the chain of command.

Focusing on Groups:

Because teams make up organizations, not just individuals, change must primarily occur in groups in order to make a difference in the culture. According to Marvin Weisbord, groups within an organization must have a clear understanding about its purpose, mission and goals, as well as the purpose and organization of the company's structure. For change agents to be effective, employees and their respective departments should have a good understanding regarding the various departments within an organization and their relationships. Leadership in a company must have a balance, not act as if it is "above the law" and provide support to employees.

Building Trust:

In order to create change and promote open communication, an organization must have a culture of mutual trust. Managers cannot expect employees to trust them automatically. Instead, in order to breed trust, managers must first show employees that they are trusted.

Reducing Unnecessary Competition:

While some competition is healthy, it is not always necessary to create change. Instead of creating an environment focused on competition to help motivate employees, a company should focus on creating a culture focused on collaboration. Collaborative conditions can help improve teamwork and communication, as well as help employees feel their contributions are important.

Investing in Employees:

When a company invests in its employees, employees will invest their time and talents back into the company. In addition to monitoring goals, providing feedback and reinforcing positive employee activities, organizations should also work toward developing the skills of their employees and enhancing their sense of well-being. Such investments can include educational opportunities, providing employee benefits and providing the support and tools needed to accomplish work efficiently.

Interim Measurements of Control:

When working toward a goal, it is important for a company to understand that the responsibility of achieving goals falls on all levels of the organization, not just managerial strategies. Therefore, the organization as a whole, individual departments and employees must evaluate their activities against set goals.

Active Employee Participation:

Employees will support what they help build. In order to create change, all employees should have opportunities to participate actively in the decisions and achievements of their employer. Doing so will help create a sense of ownership and loyalty in employees and help them to embrace change agents.

Strategic Interventions:

Strategic interventions sometimes are necessary to create change within a company and its relationship with the external environment. Such interventions can include mergers or acquisitions, a rapid expansion of the market, new or increased competition from another company or reestablishing relationships with stakeholders.

ANNAMALAI UNIVERSITY

B.E. DEGREE EXAMINATION, NOV. 2013

SUBJECT: MEEE 704 / PMEEEC703

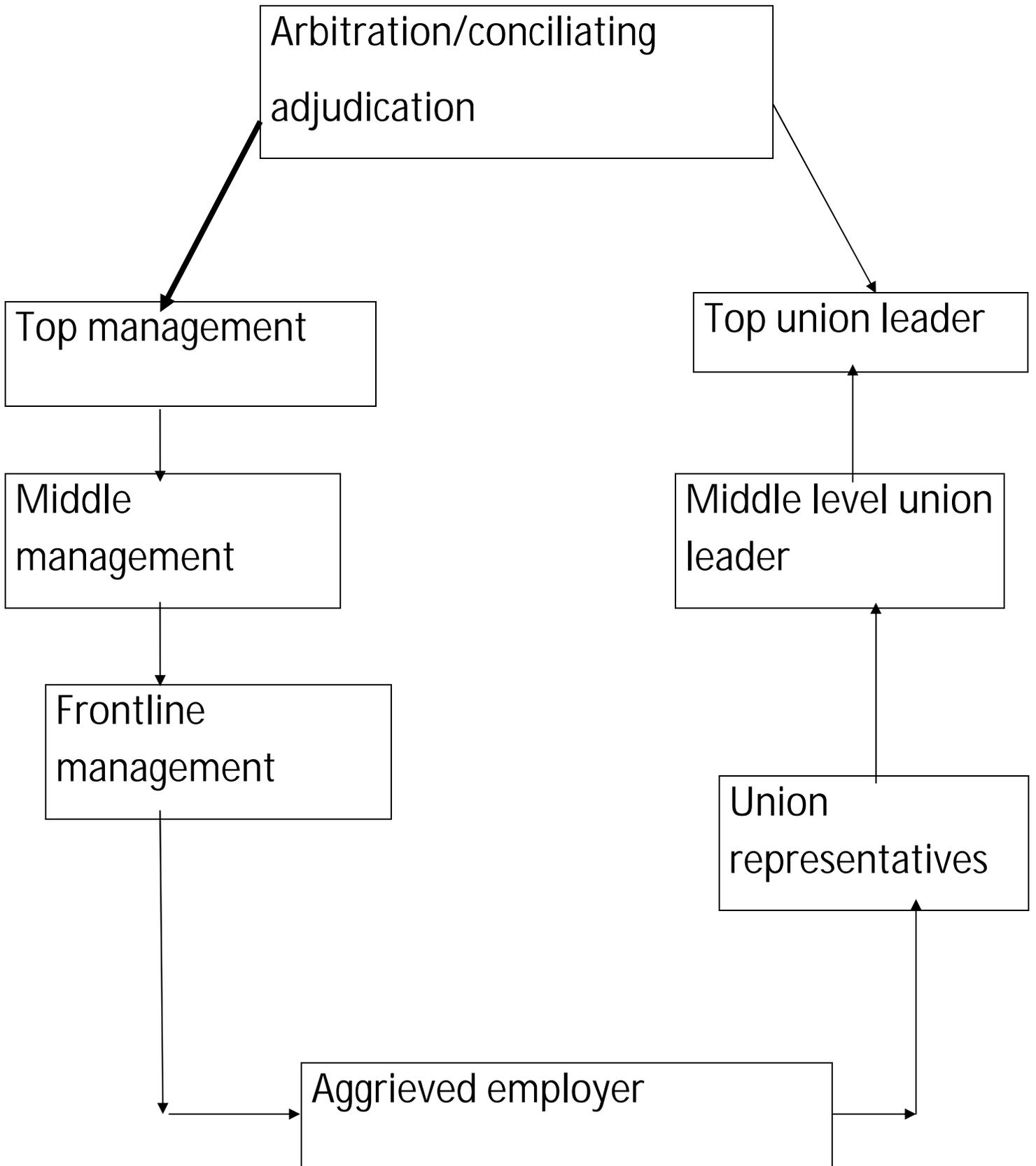
INDUSTRIAL RELATIONS AND ORGANISATIONAL
DEVELOPMENT

UNIT –1

Question.1 Describe the grievances handling procedure?

Answer. Grievances handling procedure:

- Every organisation needs a permanent procedure for handling grievances. This procedure usually consists of a number of steps arranged in a hierarchy. The number of these steps varies with the size of the organisation. A small organisation may have only two steps-the supervisor and the manager-but a big organisation may have as many as ten steps. The first and the last steps are almost always the same for all organisations. Though a labour union is not essential to the establishment and operation of a grievance procedure, one is assumed in the schematic diagram of a four-step procedure.



As shown in fig. The frontline supervisor is always accorded the first opportunity to handle grievances. He is the first rung of the ladder. If the concern is unionised, a representative of the union may also join him. This step is very necessary to preserve the authority of the supervisor over his workers. But all grievances cannot be handled by the supervisor because many of them involve issues and policies which are beyond the limits of his authority. There may be some grievances which may fail to redress and find solution for. Hence provision is made for a second step in handling grievances. This second step may be the personnel officer himself or some middle-level line executive. If the concern is unionised, some higher personnel in the union hierarchy may join him. It should, however, be remembered that by injecting the personnel officer into the procedure at this step and by giving him authority to overrule and reverse the decision of the supervisor the fundamental principle of line and staff relationship is violated . A third step is constituted by the top management to handle grievances involving company-wide issues. In this step the union representatives join. The redressal of grievances becomes complex and difficult because by now they acquire political hues and colours. If the grievances has not been settled by

top management and top union leadership then in the fourth and final step it may be referred to arbitration, conciliation or adjudication. Two other possibilities are that the issue may be temporarily or permanently dropped the workers may go on strike



Question.2 Explain the different types of industrial disputes?

Answer. Industrial dispute: industrial dispute means any dispute or difference between employers and employees or employees and workmen, or between workmen and workmen, which is connected with the employment or non-employment or terms of employment or with the conditions of labour, of any person.

There are three types of industrial disputes:

1. Strike
2. Lock-out
3. Gherao
4. Picketing

1. Strike: "Strike means a cessation of work by a body of persons employed in any industry acting in combination, or a concerted refusal under a common understanding of any number of persons who are or have been so employed to continue to work or to accept employment". Forms of strikes:

There are five types of strikes:

- (A). [Stay-in-strike, Sit-down strike](#): All these form of strikes are considered by courts as an invasion on the rights of employer and therefore illegal .Sit-down or Stay -in strike amounts to trespass upon the property of the employer.
- (B). [Go-slow](#): Slowing down the pace of production is one of the most pernicious practices that discontented workmen sometimes resort to. It would not be far wrong to call this dishonest. Apart from this also, go-slow is likely to be much more harmful than total cessation of work by strike.
- (C). [Hunger strike](#): Hunger strike is a strike with some or all strikers foregoing food for acceptance of the demands.
- (D). [Lightning or wildcat strike](#): A wildcat strike is an unofficial strike i.e. a strike not sanctioned by the union. Such strikes occasionally occur in violation of the no-strike not sanctioned by the union. Such strikes occasionally occur in violation of the no-strike pledge in collective bargaining agreements.
- (E). [Work-to-rule](#): In this form employees, though remaining on job, do the work literally to accordance with rules or procedure laid down for the purpose. Usually rules of work are followed in such a manner that they result in dislocation of work. In U.S.A. These tactics are recognized as a form of

strike. But in India they are not covered by the definition of the strike.

2. Lock-out: Section 2(1) of the Industrial dispute Act, 1947 defines “lockout” to mean the temporary closing of a place of employment or the suspension of work, or the refusal by an employer to continue to employ any number of persons employed by him. Lock-out, thus, is the counterpart of strike-the corresponding weapon in the hands of the employer to resist the collective demands of workmen or to enforce his term.

3. Gherao: Gherao means encirclement of the manager to criminally intimidate him to accept demands of the workers. It amount to criminal conspiracy under Section 120-A of the L.P.C and is not saved by Section 17 of the Trade union Act on the ground of its being a concerted activity.

4. Picketing: When workers are not allowed to report for the duty by deputing some men at the factory gates. If picketing does not involve any violence it is perfectly legal. It is done to bring into the notice of public that there is dispute between workers and management.



UNIT-2

Question: 1 Define perceptual process? Discuss the process involved in reinforcement theory.

Answer. The dynamic of the perceptual process can be understood by using an input-output model. The stimuli in the environment – be the objects, events or people – can be considered as the inputs. The actual transformation of these inputs through the perceptual mechanisms of selection, organisation and interpretation are the throughputs, and the resultant opinions, feelings, values, attitudes and behaviour can be deemed to be the output.

This is depicted in the figure below:

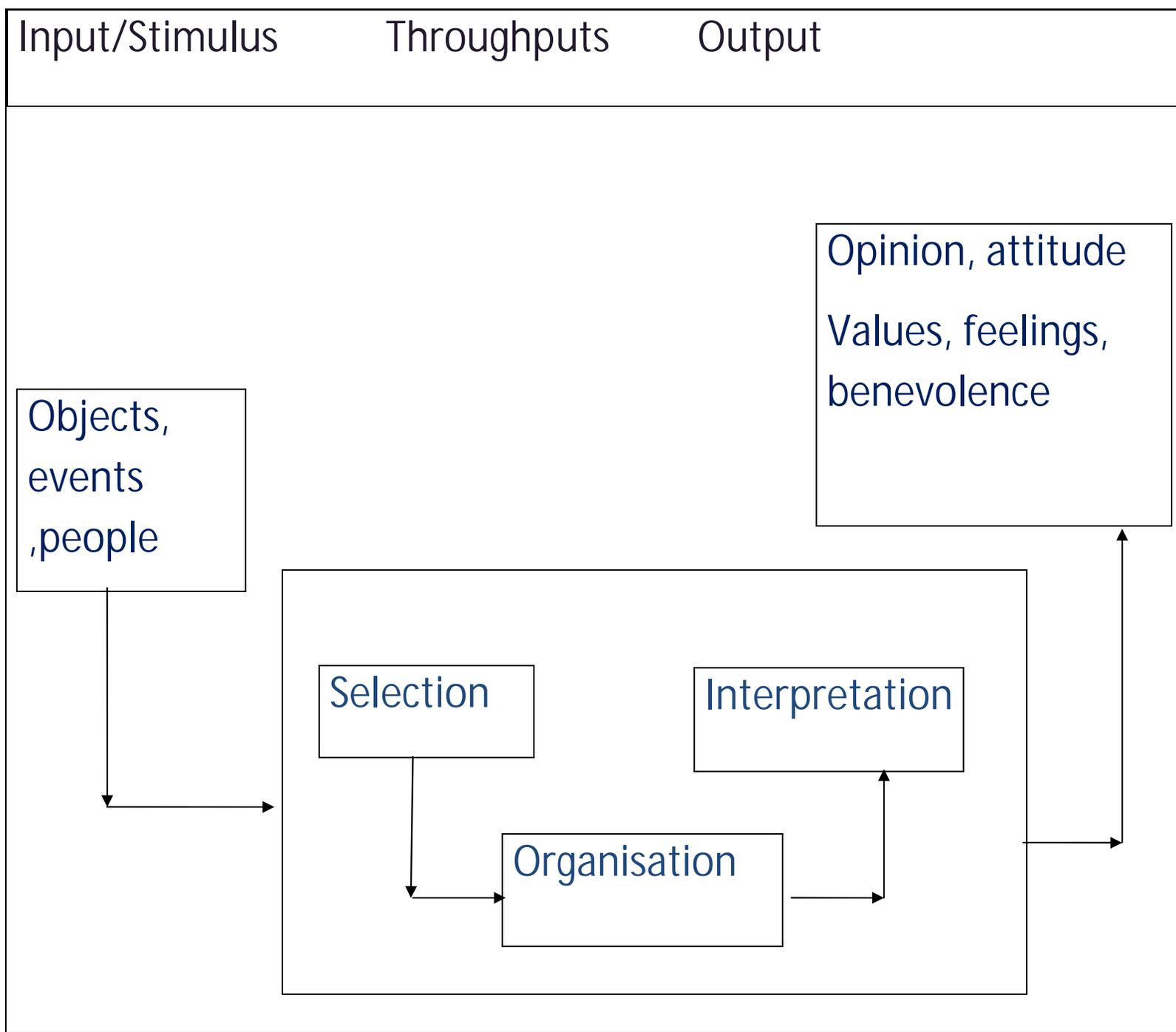


Fig: An Input-Throughput- output Model of the perceptual process

Process involved in Reinforcement theory:

Reinforcement theory suggests that it is possible to save behavior without trying to understand the internal thought process of individuals. Reinforcement theories believe that environmental consequences mold the behavior of people. For instance, if Usha found a Rupees coin on the ground as she was taking her evening walk ten days ago, and again found a 50 paisa coin yesterday, she is very likely to involuntarily look at the ground as she takes her future daily walks. The pleasant past positive outcome would automatically and involuntarily turn her eyes to the ground. Such behavior is a function of the environmental stimuli she received on the previous two occasions and not because any daily berated or conscious thinking here part. It is not as if would have reason within here self and concluded, "I found the two coins previously only because I had my eyes turn to the ground. I shall find more and more coins in the future walks two and focus my vision on the ground".

If she had so reasoned, it would have been a cognitive process.

However, here behavior is an involuntary response to the environmental stimuli she had experienced before and

hence is a cognitive. Reinforcement theory subscribes to the fact that human behavior is a function of individuals' response environmental stimuli that provoke action. Reinforcement theories places stress on the process of controlling people's behavior by manipulating its consequences. In other words, reinforcement is the administration of a consequence following a particular behavior.

Edward Thorndike laid the foundation for reinforcement theory when he explained the law of effect, as follows: "Behavior that in pleasing outcomes are likely to be repeated, and behaviors which result in unpleasant outcomes are not likely to be repeated". Behavior types that are reinforcement by managers will tend to repeated, and those that are not, are likely to be substantially reduced or even totally eliminated. Thus, reinforcement theory can be applied in the work setting as managers learn how to use behavior modification thought reinforcement.



Question: 2 Explain the different types of personality?

Answer. There are four types of personality as follows:

Choleric: This is the dominant, strong, decisive, stubborn and even arrogant type of person. They tend to be good leaders because they are driven to get things done, however they might offend some people along the way. Choleric are also known as the "POWEFUL" type. Some famous examples are Oprah Winfrey, Dr. Phil, Phil Donahue, Donald Trump, Bill Gates and Bill O'Reilly.

Melancholy: This is the mental-type. Their typical behaviour involves thinking, assessing, making lists, evaluating the positives and negatives, and general analysis of facts. They love maps, charts and graphs. They are usually the most intelligent of the four types; however they tend to dwell on details. A Melancholy is a planner, making sure things happen, although sometimes they can paralyze themselves with over-analysis. Lists and "doing things the right way" are characteristics of this personality type. Melancholies are also known as the "Perfect" type. Some famous examples are Hillary Clinton, Ernest Hemingway, Vincent Van Gogh and Beethoven.

Sanguine: This is the social-type. They enjoy fun, socializing, Chatting, telling stories - and are fond of promising the world, because that's the friendly thing to do. A Sanguine gets on well with people and can get others excited about issues, but cannot always be relied upon to get things done. They love interacting with others and play the role of the entertainer or center of attention in group interactions. They have a tendency to over-promise and under-deliver. Sanguine are also known as the "Popular" type. Some famous examples are Bill Clinton, Robin Williams, Kelly Ripa and Richard Simmons.

Phlegmatic: This is the flat-type. They are easy going, laid back, nonchalant, unexcitable and relaxed. Desiring a quiet and peaceful environment above all else. They tend not to actively upset people, but their indifference may frustrate people. They try not to make decisions, and generally go for the status quo. They are good as mediators because they don't usually have many enemies. They also have a "dry" and quick sense of humor. Phlegmatic are also known as the "Peaceful" type. Some famous examples are Calvin Coolidge, Tim Duncan, Sandy Koufax, and Keanu Reeves. None of these types is specifically described as being positive or negative. They each have upsides and

downsides. The characteristics are for observing and identifying, rather than judging.



UNIT-3

Question: 1(a) How Synergy can be attained through groups?

Answer. The word synergy is derived from the Greek word synergos, which means that “working together” in business usage synergy is referred to the ability of two or more units or companies to generate greater value working together than working apart.

SYNERGY THROUGH GROUPS

Division of labours enables workers to develop expert skills and perform their tasks efficiently. By repetitively performing the same operations, employees improve their skill at work and complete their tasks faster and better. The specialised activities of the members of different group in the organisation are then coordinate by other responsible for integrating them. It is the combination of specialisation and coordination that provide synergy to the organisation. Let us illustrate this with an example. In a manufacturing company because of division of labour, the member of the production department become expert at producing the company's goods, the marketing department gains expertise in locating distributions channels for them, the

sales department is able to quickly and efficiently identified the potential buyers and sale the goods, and so on. In the absence of this division of labour among the facturing, marketing, sales and other related functions by the vice-president or another designated person in the company also accounts for the attainment of synergy .if the various groups or department activities are not properly coordinated, there would not be a viable final and the end product and the goals of the organisation would not be effectively attained. Thus, Synergy is the function of both division of labour and coordination of activities in organisation. Since group provides synergy through specialisation, they are integral to the functioning of the organisation. This is the reason why workgroups are created end are ubiquitous in organisation.

Work group can be described as a collection of individuals working towards a common goal and who are interdependent to a significant degree as they relate to, and interact with, one another in the performance of their tasks.

Question 1 (b): Explain the stages of group development?

Answer. There are five stages of group development as discussed below.

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

Stage 1: Forming

In the *Forming* stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping.

Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided. The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the

comfort of non-threatening topics and risk the possibility of conflict.

Stage 2: Storming

The next stage, which Tuckman calls *Storming*, is characterized by competition and conflict in the personal relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although

Conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are.

These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

Stage 3: Norming.

In Norming stage interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgement of

all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

Stage 4: Performing

The *Performing* stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive.

Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

Stage 5: Adjourning

Tuchman's final stage, *adjourning*, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension – in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process Adapted.



Question: 2 Explain the process of communication?

Answer:

Communication:

The activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands, as by speech, non-verbal gestures, writings, behavior and possibly by other means such as electromagnetic, chemical or physical phenomena and smell. It is the meaningful exchange of information between two or more participants.

Communicating involves three primary steps

Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feeling.

Encoding: Next, a message is sent to a receiver in words or other symbols.

Decoding: Lastly, the receiver translates the words or symbols into a concept or information that a person can understand.

Communication Process:

The diagram is showing the 8 step in communication process.

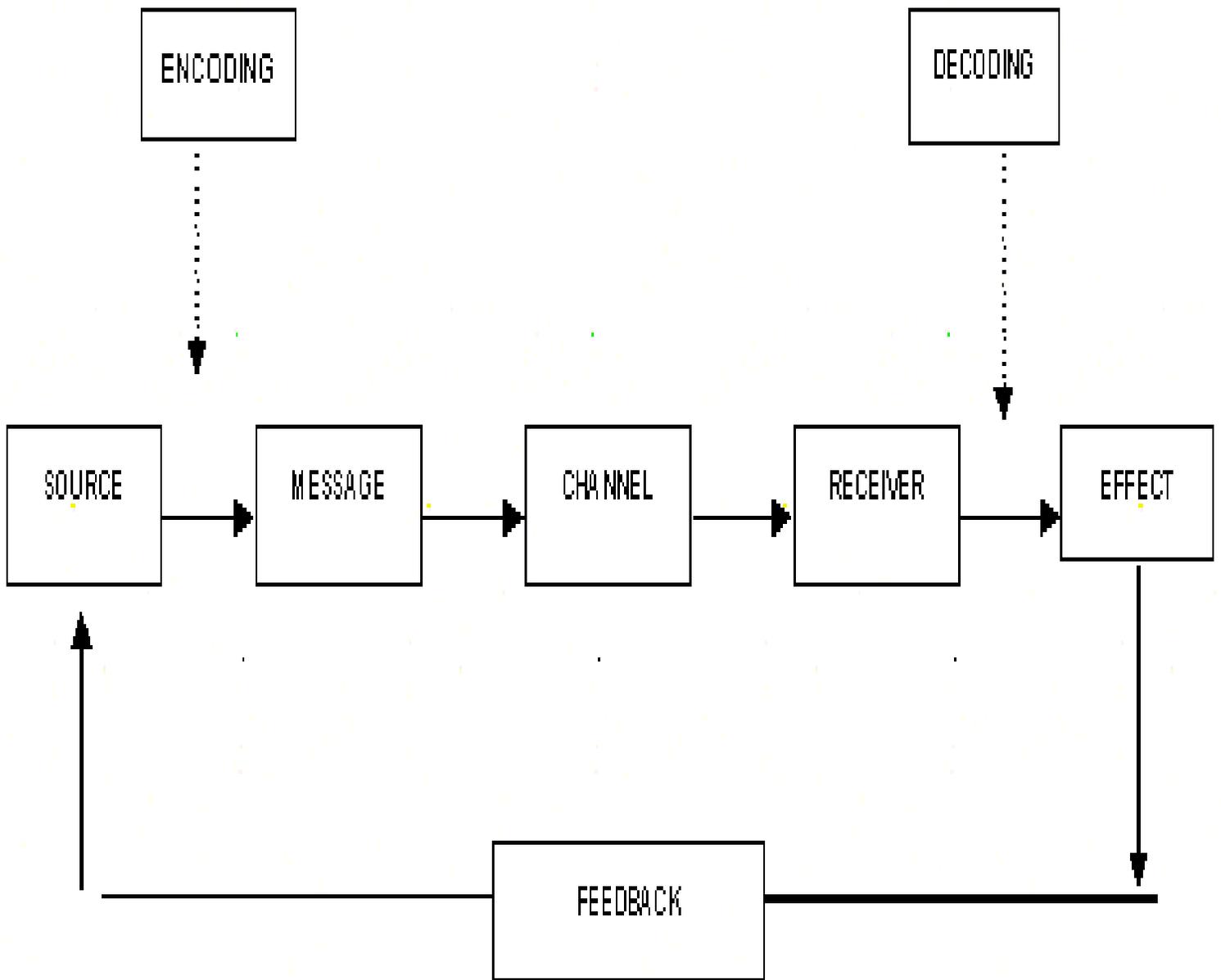


Figure: - Communication process chart

Above of the diagram, Communication Process has eight steps direction how ideas travel from sender to receiver. There are message, encoding, choice channel and medium, transmission, reception, decoding and understanding, respond and feedback.

1. Message:

The first step in communication process is sender has an idea. That contains the information or tidings to convey or send to him or her. The message may be verbal, nonverbal, oral, written, or symbolic. Besides that, message can come from feeling, thought, inspiration, and many more. You conceive an idea and want to share it. For example, in advertising that simply writes some words and put image to convey the public.

2. Encoding:

The next step is the sender encodes the idea in message. This process known as encoding, refers to putting thoughts, idea, or information into a message that your receiver will understand, you are encoding it. For example, many symbols have universal meaning, such as a red circle with a red line through it to denote no or skip and add some image or symbol such as P is mean no parking .

3. Choice of medium and channel:

Next, sender produces the message in a medium. The senders need to choose the medium and channel to be used, that way you to present that message to your intended audience. The medium and channel of communication are of two types, personal and nonpersonal. Personal are direct face to face contact with a person. For example, the salesman selling some product to customer, and salesman using mouth explain and communicate to customer. Besides that, this method uses it. Between in family, colleagues, neighbor or friends. The non-personal are carry a message without

interpersonal contact between sender and receiver. Non personal are include ads, newspaper, magazines, email, SMS, radio, and television. For example, the xx company user magazines to communicate with public.

4. Transmission:

After you choice of the medium and channel, it continues to provide new communication channels you can use to transmit your messages. Medium is which carrier the message and channel is which allows access for the message. For example, a shampoo company chooses the television is a channel and medium for transmit the message to target audience.

5. Reception:

The audience receives the message. When audience receives then message, some time has problem. Such as misunderstanding, message missed or message ignored. However, the message is no guarantee the receiver understood correctly. For example, the student are receive the message from the teacher or lecturer, they will pay attentions for receive the message.

6. Decoding and Understanding:

The audience decodes what is the message and understands its contents. Receivers are the consumers in the audience who read, hear, or see the message and decode it. For example, the students after receive the message or information, they will be analyze the message or information and decode it.

7. Respond:

The audience responds to the message. The receivers need to say or does something answer or reaction to something after receives the message. For example, salesman introduce product A, and the audience can buy or reject to buy the product A, this reaction is respond to the salesman.

8. Feedback:

The audiences send feedback to you. The receivers when after you give the message; audiences may also give feedback to the sender. Feedback is information or comment about something that you have done sender tells you how good or bad. For example, in a personal selling a product to customer, customer may ask questions, comment or objection or gives suggestions is a feedback to the sender or spokesman.



UNIT-4

Question-1(a): Explain different types of leadership theories?

Answer: The individuals, who are the leaders in an organization, regarded collectively the activity of leading a group of people or an organization or the ability to do This.

Various leadership theories

1. "Great Man" Theories:

Have you ever heard someone described as "born to lead?" According to this point Of view, great leaders are simply born with the necessary internal characteristics such as charisma, confidence, intelligence, and social skills that make them natural-born leaders.

Great man theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

2. Trait Theories:

Similar in some ways to Great Man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-

confidence, and courage are all traits that could potentially be linked to great leaders.

3. Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leader leadership style, qualities of the followers and aspects of the situation.

4. Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are Skilled experts, a democratic style would be more effective.

5. Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are Made, not born. Consider it the flip-side of the Great Man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

6. Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

7. Management Theories:

Management theories, also known as transactional theories, focus on the role of Supervision, organization and group performance. These theories base leadership On a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.

8. Relationship Theories:

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this Style often has high ethical and moral standards.



Question 1(b): State the difference between a manager and a leader?

Answer: The distinction between a manager and a leader is listed below:

<u>Manager</u>	<u>Leader</u>
Managers have employees	Leaders win followers.
Managers react to change	Leaders create change.
Managers have good ideas.	Leaders implement them
Managers communicate.	Leaders persuade.
Managers direct groups	Leaders create teams.
Managers try to be heroes.	Leaders make heroes of everyone around them.
Managers take credit .	Leaders take responsibility.
Managers are focused. Managers are production oriented	Leaders create shared focus. Leaders are people oriented.
Managers exercise power <i>over</i> people. .	Leaders develop power <i>with</i> people
Managers use to maintain.	Leader develops
The manager has a short-	Leader has a long range

term view	perspective
The manager has his eye on the bottom line.	The leader has his eye on the horizon.
Negotiate and coerce.	Develops fresh approaches to problems.
Prefer working with people but maintain minimal emotional involvement, empathy.	Attracts to ideas relate to others directly, intuitively, Empathetically.
Focus on process	Focus on substance of events, decisions including their mean.



Question 2: Define conflict management? Explain the conflict resolution method.

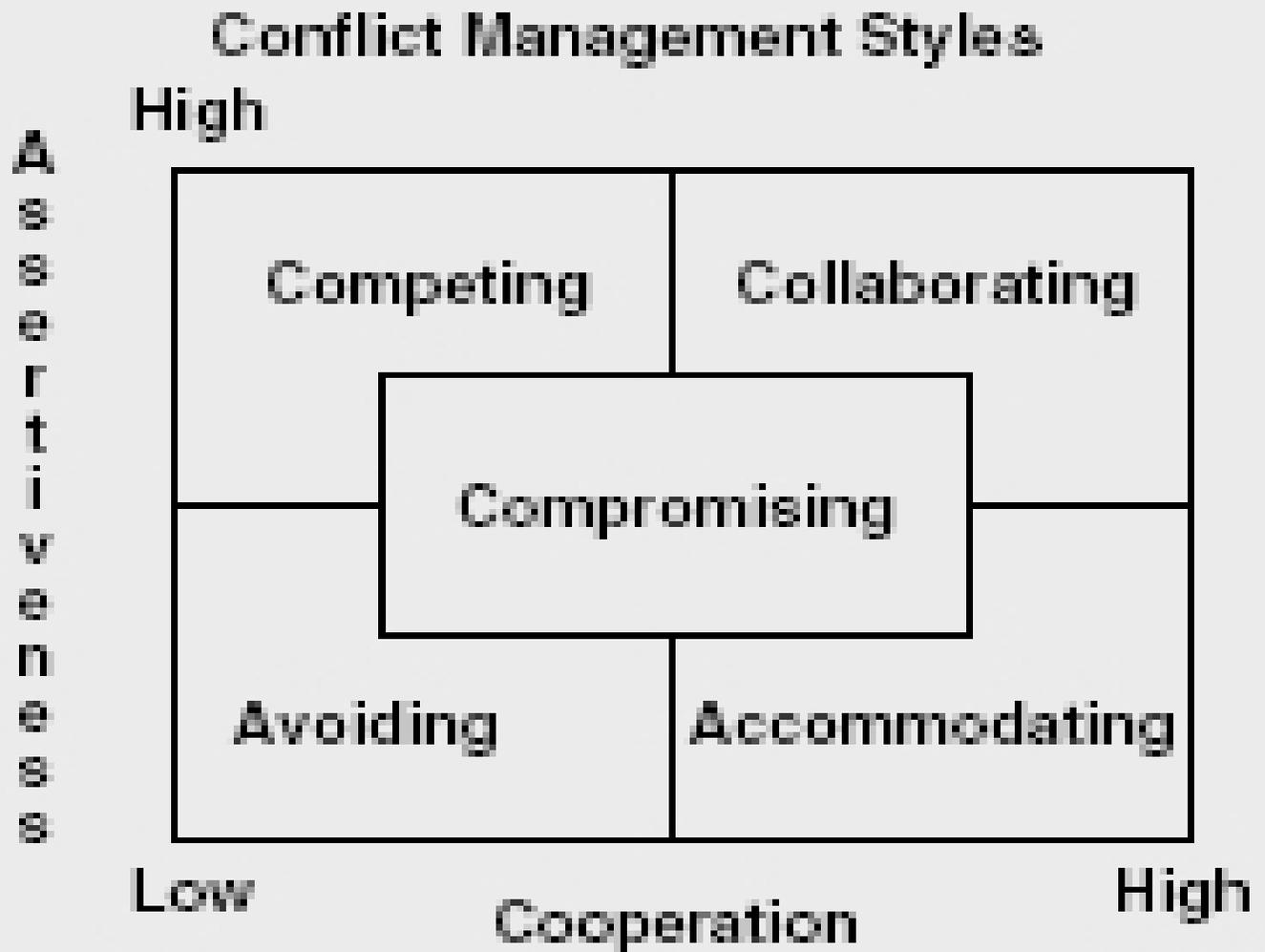
Answer: Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of non productive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment.

Conflict resolution method:

There are two dimensions to conflict based on the extent of concern for (i) self and (ii) the other. That is, if conflict arises between two parties A and B, it could reflect in more concern about one's own self or for the party. When concern for the self is very low, the person could be very unassertive, and when high, very assertive. If his concern for the other is low, he would tend to be uncooperative, and if high, very cooperative. This could be depicted on the two axes and the five model placed along these, as seen in fig.

Figure 1

Based on Thomas-Kilmann Conflict Mode Instrument



Avoidance: If, in a conflict between A and B, A is concerned neither about himself nor B (the other), A is likely to avoid confronting and handling it. When the situation is thus ignored or overlooked, then B might just get the better of A by taking advantage of his avoidance behaviour.

- Competing: If the other hand, A has very high concern for himself and very low concern for the other, then A would take a highly competitive position and approach the conflict situation from an “I win-you lose” perspective. Handling the conflict in the mode determine who wins and who loses in the situation.
- Collaboration: If A has high concern both for himself and the other, then A would approach the situation in a collaborative mode with a desire to solve the problem in a way that benefits both parties. A “ win-win “ position is taken and the resolution of the conflict in this case would result in a satisfying experience for both practise
- Accommodation: If A is highly concerned about the other and not so much about himself, that is, A is cooperative but unassertive about satisfying his own concerns, then, he would be eager to give in to B and please him through accommodation and appeasement.
- Compromise : If A has a medium level of concern for both himself and the other, then, he would take compromising stance with an attitude of “give and take”, and be willing to share the resources , resulting in neither of the parties totally winning or losing.



UNIT-5

Question: 1 Discuss the major organizational development interventions?

Answer: OD is a planned, systematic, organised and collaborative effort where behavioural science and organisation theory principles and practices are continuously applied in order to increase the quality of life, which is reflected in increased organisational health and vitality, enhanced individual and group member competence and self growth, and general overall well being of society.

Eliminating Hierarchical Decision-Making:

When creating developmental change in an organization, the responsibilities of decision-making should shift from being a task designated to managers to one that all the employees share. In healthy organizations, managers understand that decision-making should occur where the sources of information are, which is not always toward the top of the chain of command.

Focusing on Groups:

Because teams make up organizations, not just individuals, change must primarily occur in groups in order to make a difference in the culture. According to Marvin Weisbord, groups within an organization must have a clear understanding about its purpose, mission and goals, as well

as the purpose and organization of the company's structure. For change agents to be effective, employees and their respective departments should have a good understanding regarding the various departments within an organization and their relationships. Leadership in a company must have a balance, not act as if it is "above the law" and provide support to employees.

Building Trust:

In order to create change and promote open communication, an organization must have a culture of mutual trust. Managers cannot expect employees to trust them automatically. Instead, in order to breed trust, managers must first show employees that they are trusted.

Reducing Unnecessary Competition:

While some competition is healthy, it is not always necessary to create change. Instead of creating an environment focused on competition to help motivate employees, a company should focus on creating a culture focused on collaboration. Collaborative conditions can help improve teamwork and communication, as well as help employees feel their contributions are important.

Investing in Employees:

When a company invests in its employees, employees will invest their time and talents back into the company. In addition to monitoring goals, providing feedback and reinforcing positive employee activities, organizations should also work toward developing the skills of their employees and enhancing their sense of wellbeing. Such

investments can include educational opportunities, providing employee benefits and providing the support and tools needed to accomplish work efficiently.

Interim Measurements of Control:

When working toward a goal, it is important for a company to understand that the

Responsibility of achieving goals falls on all levels of the organization, not just managerial strategies. Therefore, the organization as a whole, individual departments and employees must evaluate their activities against set goals.

Active Employee Participation:

Employees will support what they help build. In order to create change, all employees should have opportunities to participate actively in the decisions and achievements of their employer. Doing so will help create a sense of ownership and loyalty in employees and help them to embrace change agents.

Strategic Interventions: Strategic interventions sometimes are necessary to create change within a company and its relationship with the external environment. Such interventions can include mergers or acquisitions, a rapid expansion of the market, new or increased competition from another company or reestablishing relationships with Stakeholders.

