
BLOCK III

**INTERPERSONAL
PROCESSES**

INTRODUCTION

The third block of this course consists of two units which reflect upon the interpersonal processes that take place in organizations.

In the first unit of this block, you will come to know about the meaning, relevance and functions of communication. You will also be explained about the elements of communication process, the various types of communication and also about the barriers to effective communication.

The second and the last unit of this block deals with the definition and theories of leadership. The unit discusses about the challenges to leadership construct. At the end of this unit, you will be explained about the Indian perspective on leadership.



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UNIT 5 COMMUNICATION*

Structure

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5.0 INTRODUCTION

This is the first unit of the third block. This block deals with the interpersonal processes that involve interaction between two and more than two persons. In this unit you will come to know about the relevance of communication as one of the interpersonal process. You will be introduced about the different types of communication as well as elements of communication process. At the end of this unit, the barriers of effective communication will be introduced to you.

5.1 OBJECTIVES

After reading this unit, you will be able to:

- Explain the meaning, process and relevance of communication;
- Describe the elements of communication process;
- Elaborate upon the various types and networks of communication;
- Explain the barriers of communication.

5.2 MEANING AND RELEVANCE OF COMMUNICATION

5.2.1 Meaning of Communication

According to the American Psychological Association, communication refers to the “transmission of information, which may be by verbal (oral or written) or nonverbal means (gestures, signs and symbols)”. It is a process that helps in exchange of ideas, knowledge, feelings, and experiences and is required for interpersonal and social purposes. Predominantly, language is asignificant source which helps in exchange ofthoughtand opinion of the people. It helps in sharing of information, decision making, problem solving and enhancing performance in organizations. It is a process through which information is passed from one person to another, a meaningful interaction that takes place with the help of a medium (for example: microphones, emails, digital media and so on).

5.2.2 Relevance of Communication

Let us discuss about few of the relevance of the communication:

- It helps in transmitting as well as receiving of information through talking, writing, or making gestures.
- It is a source that helps in solving problems and decision- making processes in organizations.
- It helps the employers to convey the job responsibilities to the employees as well as receive feedback from them.

- It is a process with the help of which the doubts and grievances of the employees can be dealt with. Thus, indirectly it leads to motivation and commitment among the employees.
- Communication is a process with the help of which the attitude and behaviour of the employees can be modified. For example, an individual who is well informed will definitely show better performance than the one who has no information.
- It is a mechanism that enhances socialization, networking and better team management among the employees of the organization.
- It acts as a controlling mechanism for the employers. It helps in controlling the behaviour of the members of the Organization.
- It helps in resolving conflict among the members of the groups and teams of the organizations.
- It helps in performing tasks and perform the job responsibilities by the employees.
- It facilitates cooperation among team members of the organization.

5.2.3 Functions of Communication

By now, you might be aware of the relevance of the communication, let us discuss about the functions of the process of the communication:

5.2.3.1 Expression

Communication is a relevant process in Organization. It is one of the means by which employees express themselves, interact socially and share their grievances. In many professions (like lawyer, telephone operator and so on) their employment is a primary source of social interaction. It also leads to formation of the culture of the organization.

5.2.3.2 Control

With the help of communication, the organizations convey their rules, regulations, norms and culture. It also helps the Organization to maintain discipline and laws among its employees. It helps the employees to share their feelings and opinions as well.

5.2.3.3 Motivation

Motivation refers to a driving force which inspires individual to act or response. Organization or the employers continuously try out ways to motivate their employees to perform efficiently. In such situations, Organization needs to communicate its goals, feedback and also reinforce the employees to improve their performance.

5.2.3.4 Coordination

The organizations need to coordinate its activities, goals, processes, new developments and technology, etc., in order to achieve its targets. Such information may be imparted to the employees through regular meetings. In

the meetings, the employers as well as the employees discuss issues such as production cycles, delivery times and other areas to achieve the desired outcome. Thus, communication helps in coordination within organizations.

5.2.3.5 Problem Solving

Communication helps the employees of the Organization to discuss the task related problems. It helps in brainstorming potential responses and finalizing solutions. Thus, this ultimately benefits the Organization.

5.2.3.6 Conflict Management

Any kind of conflict among employees might lead to the loss of talented employees or lawsuits. With the help of the process of communication, employees can discuss their differences and therefore manage conflicts.

5.3 ELEMENTS OF COMMUNICATION PROCESS

In the above sections, you were explained about the meaning, relevance and functions of communication. Now, let us discuss about the process of communication. Have you ever thought about how does the communication take place? What are the basic components or elements involved in the process of communication? This section will deal with the basic elements that are involved in the process of communication.

Basically, there are five component/elements in an idealized communication system:

5.3.1 Source/Sender

Source refers to the medium from where the communication starts or originates. In speech as a means of communication the source is the person who is speaking, while in a written message, the source is the writer.

5.3.2 Transmitter

It is used to transmit or broadcast information through a mechanism like- radio or television signals.

5.3.3 Channel

In order to transmit or pass on the communication in between the source and destination, there exist a channel through which the communication is transmitted. For example, when a person is speaking, air is the channel of communication, while in writing, the paper is the channel of communication.

5.3.4 Receiver/ Destination Receiver refers to the end person who is receiving the information that is being sent by the sender. For example, a person who hears the speech or reads the message for whom it was meant are the receiver or the destination of communication.

5.3.5 Feedback

In order to keep a check whether the information has been properly communicated to the receiver, the sender needs a continuous feedback. Feedback can be in

form of a verbal or non- verbal response. It helps the sender or the source to confirm whether he/she has sent the message accurately or inaccurately. It also provides an opportunity for the receiver to ask for clarification. Feedback helps in increasing the accuracy of communication.

5.3.6 Noise

Any voice/ signal or sound that creates an interference in the proper sending or receiving of message is called noise. For example, the microphone starts creating a loud noise while you or your boss is speaking. Such a noise will be physical noise, but many a times our thoughts act as a psychological noise as it may disrupt the focus of our listening to, or reading any information.

5.3.7 Encoding and Decoding

Encoding refers to a process in which the sender codes/converts the information that he/she has to convey in his/her own words/ways, while decoding is a process with the help of which the receiver decodes the information and tries to understand it.

5.4 PROCESS OF COMMUNICATION

The process of communication involves exchange of information (between sender and receiver) and is a cyclical process (Fig: 5.1). As discussed earlier, the one who is conveying an information is a sender or the source and the one who is receiving it, is the destination or the receiver. The position of sender and receiver is interchangeable. Let us try to understand this with the help of an example, if a teacher is explaining a phenomenon in the class, then teacher is the sender and the students are the receiver. In the mean time, if a student asks a question to the teacher, then the student becomes the sender and the teacher becomes the receiver. Further, the information is sent to the receiver by the sender with the help of any channel. The communication gets effective with the help of feedback, while gets ineffective in presence of any noise.

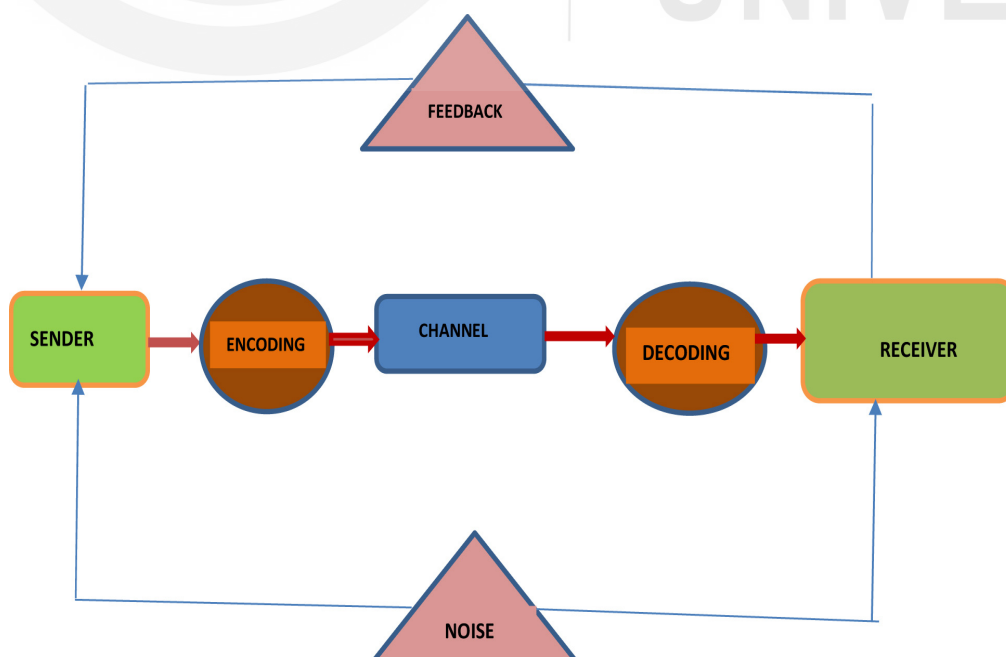


Fig. 5.1: Process of communication

Self Assessment Questions (SAQ-I)

Fill in the following blanks:

- 1) refers to the medium from where the communication starts or originates.
- 2) is a process that helps in exchange of ideas, knowledge, feelings, and experiences and is required for interpersonal and social purposes.
- 3) refers to a driving force which inspires individual to act or response.
- 4) Any voice/ signal or sound that creates an interference in the proper sending or receiving of message is called

5.5 TYPES AND NETWORK OF COMMUNICATION

In this section, we will discuss about the different ways or types of communication that we use for communication with others. Later on, we will also discuss about the different networks of communication.

5.5.1 Types of Communication

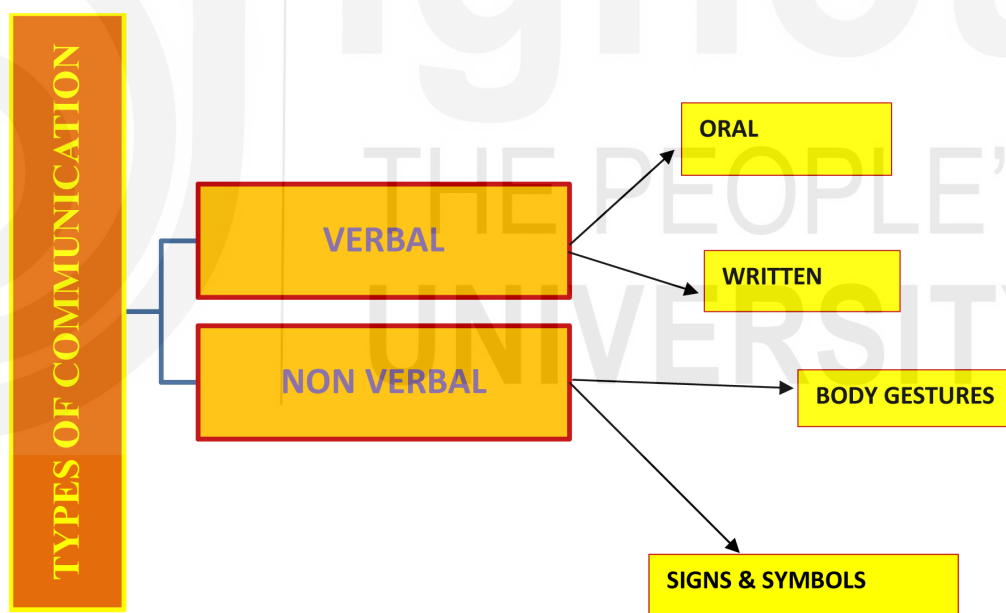


Fig. 5.2: Types of Communication

In general, there are two different types of communication (Fig: 5.2). Let us discuss about them one by one:

Verbal Communication

Any communication that involves the usage of words is said to be as verbal communication. Words can be used while speaking or writing and that is why messages sent through speaking or writing is said to be verbal communication. It is the responsibility of the sender to take care of pitch, tone and clarity of words while speaking whereas, while writing, the message or the information should be self-explanatory. Oral communication can be in form of speech while

written communication in form of emails, digital messages, books, newspapers, letters, reports and so on.

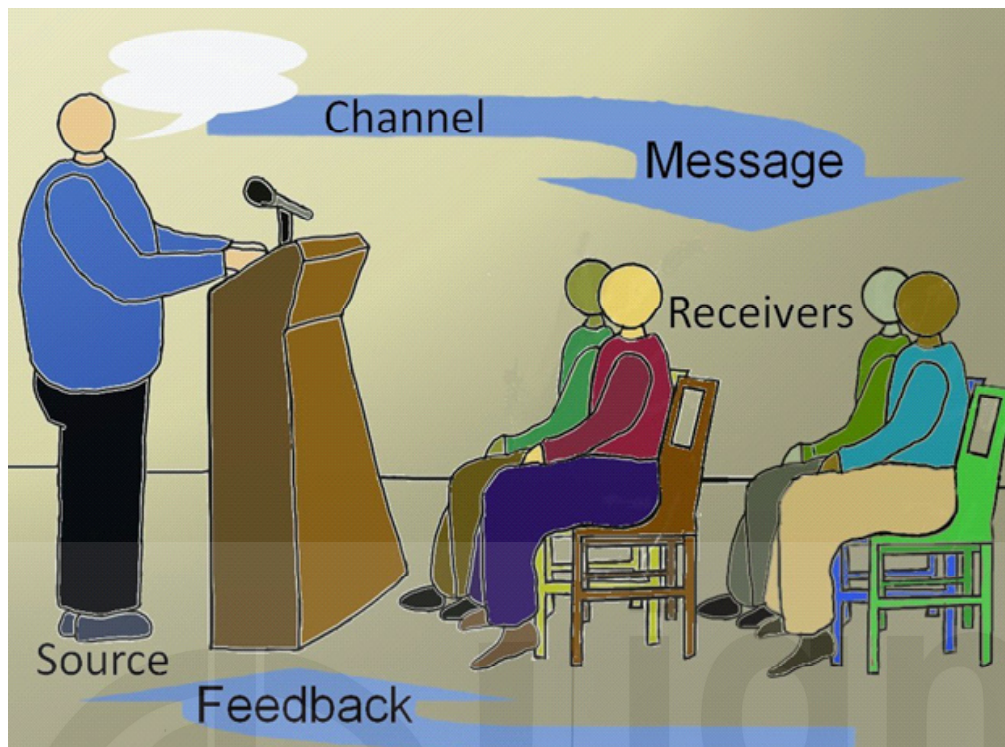


Fig. 5.3: Example of Verbal communication

(Source: <https://lumen.instructure.com/courses/218897/pages/linkedtext54118>)

- **Non-Verbal Communication**

Any communication that is done without the usage of word is known as non-verbal communication. In such a type of communication, an individual uses body languages like facial expressions like smile, frown and so on, gestures, eye movements and hand movements to communicate with others. Even the traffic signals and sign boards that you might see showing symbols of directions, arrows and sign boards are said to be as non-verbal communication.



Fig. 5.4: Example of Non-Verbal Communication

(Source: <https://freemvg.org/1526437618>)

5.5.2 Networks of Communication

Communication network refers to the pattern of contacts and the flow of information among the members of the Organization. These pattern of networks helps in smooth flow of information. The network depends upon the size of the Organization, availability of communication channels and the number of persons involved in the process. There can be many patterns of communication network as follows:

- **Downward/Top- Down Communication**

The information or the communication that takes place from a higher level (as per the hierarchy or position of employees) in an organization to a lower level is termed as - downward communication. So, any information that flows from superiors to subordinates through a chain of command is called a downward communication. With the help of this pattern of communication, the supervisors/managers transmit work-related information to the employees at lower levels. They also give feedback on the lower-level employees' performance, description of their job role and other related aspects.

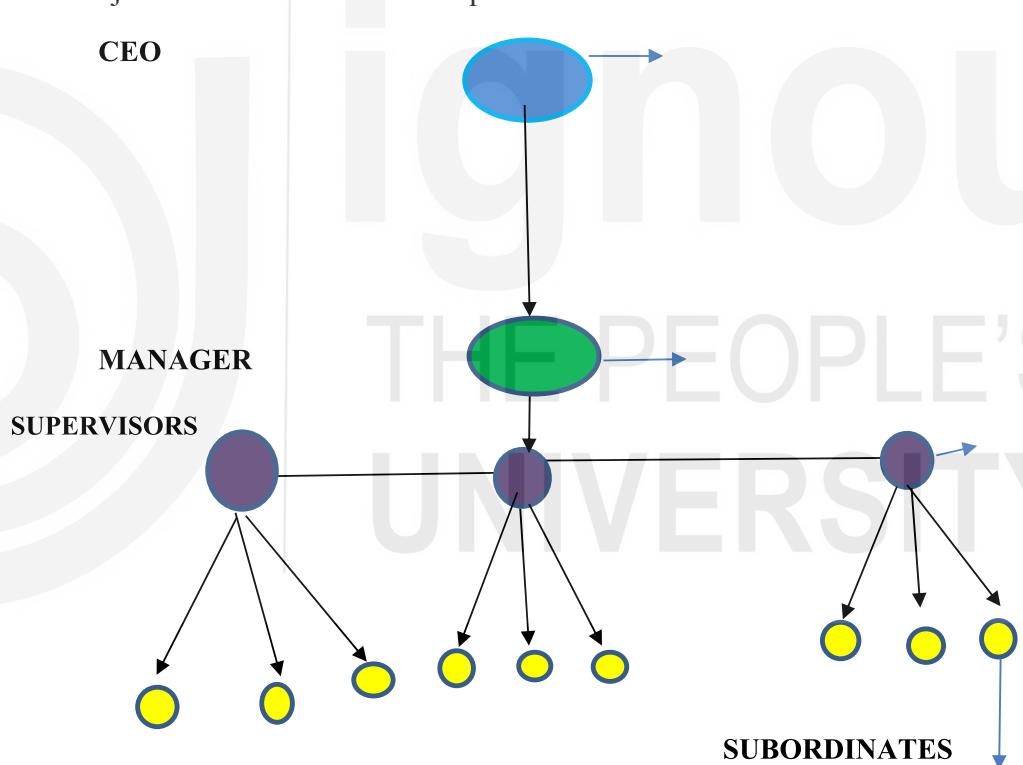


Fig. 5.5 Downward/Top- Down Communication

Upward/ Down-Up Communication

Upward communication refers to flow of information from lower- level employees to a higher level in an organization. It helps in providing feedback on how well the required job is being done by the subordinates to the managers or the supervisors. The subordinates also use upward communication to convey their problems and performances to their superiors. This pattern is also used by the subordinates in sharing their feelings and ideas. In order to encourage this pattern of communication, organizations provide Grievance Redressal System, Complaint and Suggestion Box, Job Satisfaction surveys and so on.

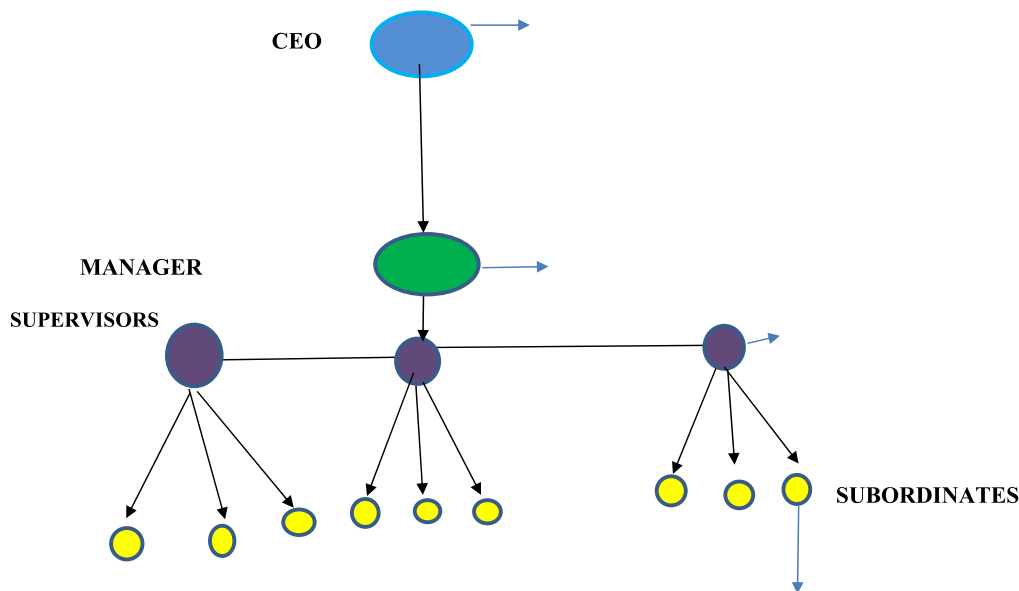


Fig. 5.6 Upward/ Down-Up Communication

Lateral / Horizontal Communication

The pattern of communication that takes place at same levels of hierarchy in an organization is called lateral communication, i.e., communication between peers, between managers at same levels or between any horizontally equivalent organizational member. This pattern of communication helps in coordination of tasks, problem solving, team building, information sharing and resolving conflicts among peers and colleagues.



Fig. 5.7: Lateral / Horizontal Communication

Diagonal Communication

In this pattern, communication takes place between a manager and employees of other workgroups. Such an interaction might take place in training modules, when a training manager interacts with all work groups to enquire about the way they perform their task.

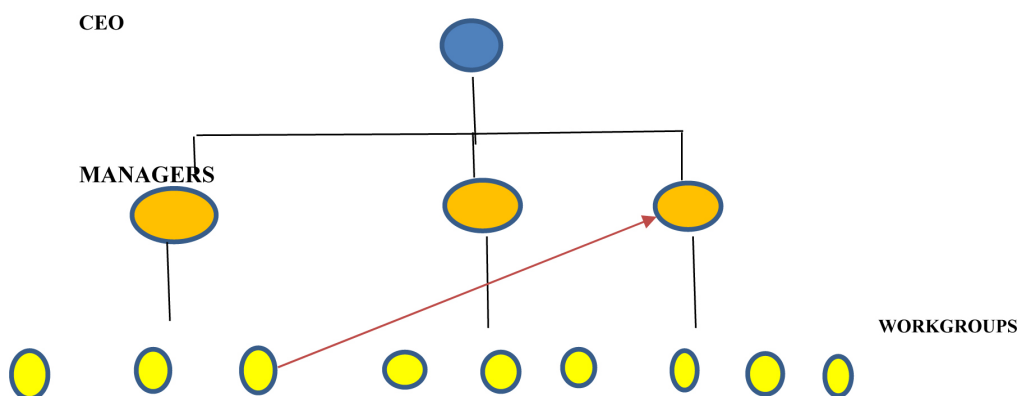


Fig. 5.8: Diagonal Communication

- **Wheel Chain**

In this pattern, the top leaders have direct access to interact with all the employees. Such a pattern of communication saves time and helps in getting direct feedback. But, in such a pattern of communication, the employees can not directly interact with each other.

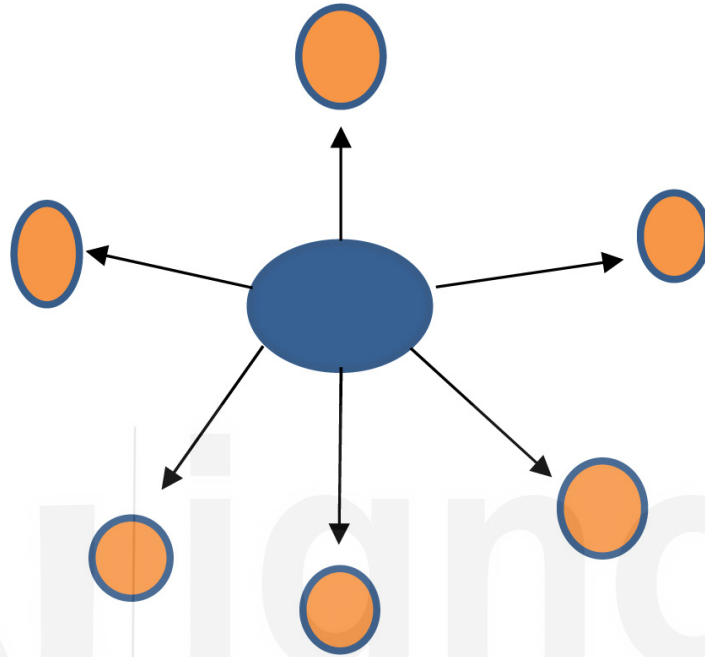


Fig. 5.9: Wheel Chain Communication

5.5.2.1 Grapevine Communication

Grapevine communication is a communication which takes place in a random manner, that is does not follow a recommended structure in an organization. It is a kind of informal communication. So, grapevine communication can be described as a casual and unofficial communication system within the organization.

Such interaction with reference to organizational related issues may take place unofficially in the lunch hour or tea time breaks. It helps in enhancing team building and interpersonal relationships in an informal way. With the help of exchange of information, the employees are able to get on the same page/ platform with their co-workers. So, grapevine communication can be said to be an unofficial and quick conversation that takes place usually among the members of the same rank or position. Now, let us discuss about the various types or ways in which grapevine communication takes place.

5.5.2.2 Types of Grapevine Communication

- **Single Strand Chain**

As mentioned to you earlier also that the grapevine communication usually takes place between the employees at the same level, in the single strand chain the message is passed from one person to another until the information reaches almost to all of the concerned people. It's a simple and uncomplicated way of communication among colleagues. It is an ideal way of communication for sharing information quickly and efficiently.

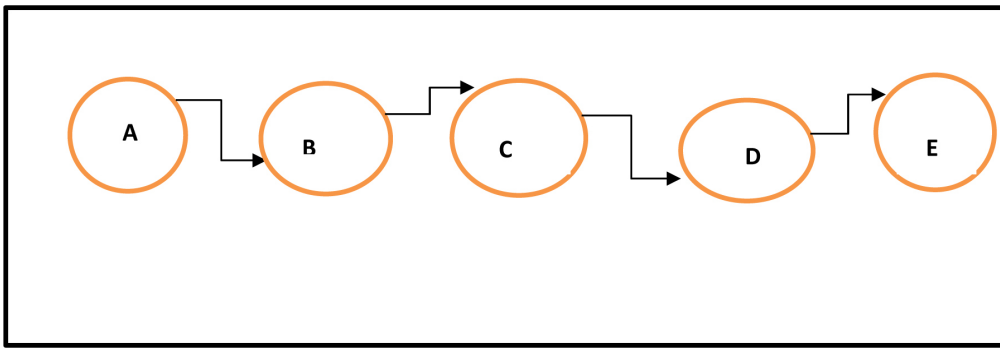


Fig. 5.10: Illustration of Single Strand Chain Communication among employees (A-E)

- **Gossip Chain**

As it can be clearly understood from the figure (Figure 5.11) that in the gossip chain, one person is at the epicenter of the communication wheel who seeks and shares information to others.

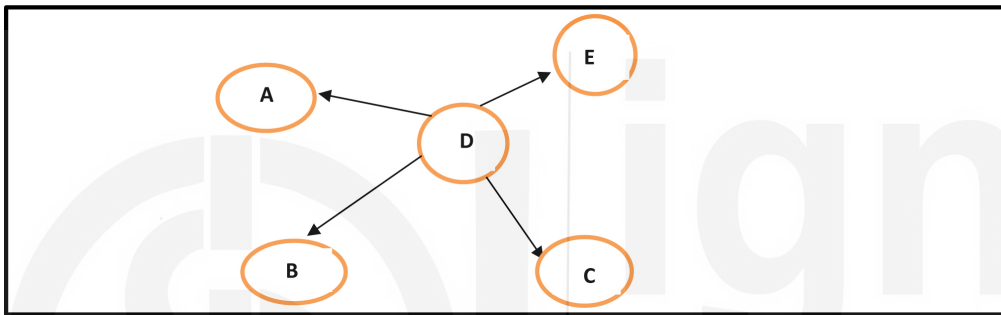


Fig. 5.11: Illustration of Gossip Chain Communication among employees (A-E)

- **Probability Chain**

In this form of communication, the information is shared randomly. Infact, the recipients (those who receive the information), too, follow a similar random way of sharing the same information.

This is a process of sharing information randomly. The recipients, too, follow a similar random way of sharing the same information.

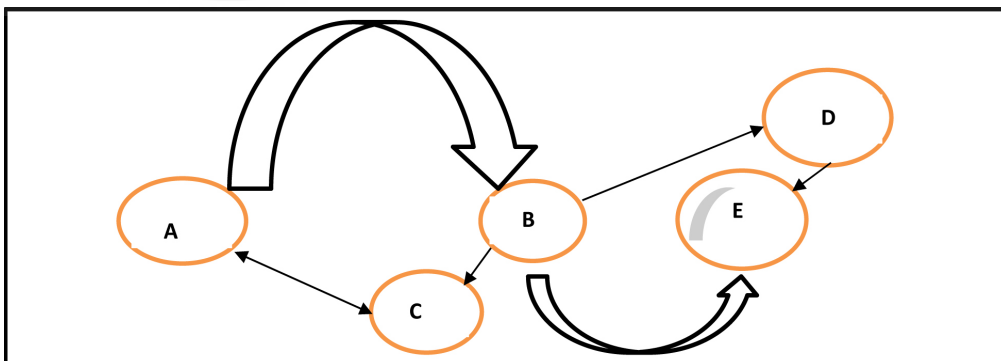


Fig. 5.12: Illustration of Probability Chain Communication among employees (A-E)

- **Cluster Chain**

In this kind of the grapevine communication, a sender or the person or the employee relays information to a few people, who in turn pass it on to selected people.

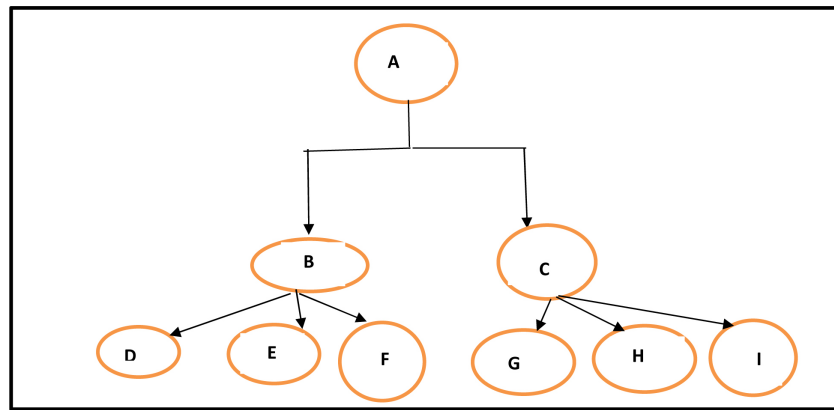


Fig. 5.13: Illustration of Cluster Chain Communication among employees (A-I)

You might be wondering whether what is the relevance of grapevine communication in organization? It is an informal way of listening to others, including their grievances. It also helps in identifying the needs and problems of the team members. It is a communication which skips the complicated formal channel. Though at times, an employee might just end up sharing sensitive information when they are not supposed to do so.

5.6 BARRIERS TO COMMUNICATION

Even if the process and pattern of communication is well defined and well organized in any Organization, yet there are chances of misunderstanding and breaks down in the communication network due to certain gaps, obstacles and barriers. These barriers can be of various types including physical barriers and psychological barriers. Let us discuss about the different types of barriers to communication:

5.6.1 Physical Barriers

The physical barriers are the external or environment related obstacles that create hinderance in effective communication. Few of such barriers are as follows:

- **Distance**

Any communication which is taking place within a hall or at a specific place, where individuals are physically present, might not be effective if the distance between the sender and receiver is large. Though now a days several online meetings take place due to the advancement of digital technology, irrespective of the distance between the sender and the receiver.

- **Noise**

As discussed earlier, if the background noise, which may be the sound of horns, vehicles, microphone might disrupt the interaction between the sender and the receiver.

- **Technology**

Absence of loud speakers, microphones or the public address system may become a physical barrier when one has to communicate to large number of members in a face-to-face meeting. While lack of internet facility or other technologies disrupts the smooth flow of communication.

- **Organizational Climate Dimension**

Interpersonal relationship among group members is a significant organizational climate dimension which might influence the process of effective communication. Unfavorable relationship might lead to misperception and wrong decisions in organizations.

- **Different Time Zones**

The differences in the time zones of sender and the receiver also creates a barrier to effective communication. Time separation leads to lack of coordination in the process of communication.

5.6.2 Psychological Barriers

Many a times the emotions and mental capacities of individuals also act as a barrier to communication. Psychological barriers result in fear of expression, anxiety, absent mindedness, lack of interest, excitement or many other related attributes.

- **Assumptions or Preconceived notions**

Effective communication will not take place if the sender already assumes that the receiver has understood the information and seeks no feedback from them. Further, the personal experiences or the preconceived notions makes the sender or the receiver judgmental and cause a breakdown in effective communication.

- **Emotional state**

The emotional state of the individuals can act as a barrier to communication. If the sender is angry or is aggressive when he or she sends the message, it will affect the way in which the receiver interprets the message and vice versa.

- **Attitudes and values**

Attitude refers to a pre-learned disposition and is a result of self-experiences, beliefs and values developed within individuals over time. A strong belief on a particular topic might lead to a positive attitude and the sender or the receiver might react sensitively towards the information and the individuals might not be ready to listen or speak anything against it or vice versa.

- **Fear of negative self-image**

Many a times with a fear of creation of negative image among individuals, he/she might not express the information with clarity or transparency. This would lead to transmission of misinformation or incomplete information.

- **Poor listening skills**

If the receivers are impatient and tend to listen selectively, then also the complete information may not be received by them.

5.6.3 Other Barriers

Apart from the physical and the psychological barriers there are several other barriers that might also hinder the process of effective communication. They are:

- **Linguistic Barriers**

The incapacity to communicate through proper language leads to inability to express experiences and views orally or in writing. Further, if the language of transmitting of information is not known by the sender, then also the information will not at all be clear to the receivers.

- **Cultural Barriers**

Globalization and acquisition of companies has lead employees of different nation to work together. Each nation has its unique culture and indifferences in culture also leads to hinderance in effective communication.

- **Social Factors**

The indifferences in social status of the individuals also prevent effective communication. Hierarchy, position and designation of employees also obstructs smooth flow of information.

Discussed above are few of the barriers that create a hinderance to the smooth flow of communication. Though, there may be several strategies that can help in overcoming such barriers. For example, with the help of language training, linguistic barrier can be minimised. Awareness and training programs can also help in overcoming the barriers to effective communication.

Self Assessment Questions (SAQ II)

State whether the following statements are ‘True’ or ‘False’:

- 1) In probability chain of grapevine communication, a sender or the person or the employee relays information to a few people, who in turn pass it on to selected people.
- 2) Grapevine communication is a communication which takes place in a random manner, that is does not follow a recommended structure in an organization.
- 3) The information or the communication that takes place from a higher level (as per the hierarchy or position of employees) in an organization to a lower level is termed as –upward communication.
- 4) Any communication that is done without the usage of word is known as non-verbal communication.

5.7 LET US SUM UP

It can be summed up from the above unit, that communication plays a significant role not only in organizations but also in daily life transactions. We discussed about the meaning, relevance and functions of communication. It was followed by the various elements of communication process. There are different types and patterns with which communication takes place in organization. We also discussed how grapevine is a way of spreading information. At the end we discussed about the various barriers that obstructs the process of effective communication.

5.8 UNIT END QUESTIONS

- 1) Explain the meaning, relevance and functions of communication.
- 2) Discuss the various types and network of communication.
- 3) Describe the types of grapevine communication.
- 4) Elucidate upon the various barriers to communication.

5.9 GLOSSARY

Communication	: It refers to the “transmission of information, which may be by verbal (oral or written) or nonverbal means (gestures, signs and symbols)”
Verbal Communication	: Any communication that involves the usage of words is said to be as verbal communication.
Non-verbal Communication	: Any communication that is done without the usage of word is known as non-verbal communication.
Source/Sender	: It refers to the medium from where the communication starts or originates.
Transmitter	: It is used to transmit or broadcast information through a mechanism like- radio or television signals.
Channel	: In order to transmit or pass on the communication in between the source and destination, there exist a channel through which the communication is transmitted.
Receiver/ Destination	: Receiver refers to the end person who is receiving the information that is being sent by the sender. For example, a person who hears the speech or reads the message for whom it was meant are the receiver or the destination of communication.
Feedback	: In order to keep a check whether the information has been properly communicated to the receiver, the sender needs a continuous feedback. It can be in form of a verbal or non-verbal response.
Noise	: Any voice/ signal or sound that creates an interference in the proper sending or receiving of message is called noise.
Encoding and Decoding	: Encoding refers to a process in which the sender codes/converts the information that he/

she has to convey in his/her own words/ways, while decoding is a process with the help of which the receiver decodes the information and tries to understand it.

Grapevine communication : A communication which takes place in a random manner, that is does not follow a recommended structure in an organization.

5.10 ANSWERS TO SELF ASSESSMENT QUESTIONS (SAQ)

SAQ I

- 1) Source
- 2) Communication
- 3) Motivation
- 4) Noise

SAQ II

- 1) False
- 2) True
- 3) False
- 4) True

5.11 SUGGESTED READINGS AND REFERENCES

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UNIT 6 LEADERSHIP*

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Concept of Leader and Leadership
 - 6.2.1 Concept and Relevance of Leaders
 - 6.2.2 Concept and Relevance of Leadership
- 6.3 Theories of Leadership
 - 6.3.1 Behavioral Theories of Leadership
 - 6.3.2 Contingency/Situational Theories of Leadership
 - 6.3.3 Transactional Theory of Leadership
 - 6.3.4 Transformational Theory of Leadership
- 6.4 Challenges to Leadership
- 6.5 Indian Perspective on Leadership
- 6.6 Let Us Sum Up
- 6.7 Unit End Questions
- 6.8 Glossary
- 6.9 Answers to Self-Assessment Questions
- 6.10 Suggested Readings and References

6.0 INTRODUCTION

The present unit discusses the concept of leader and leadership skills in context of organizational environment. The unit will further discuss the different leadership styles based on the proposed leadership theories. It explains the challenges that are faced by the leaders of the organization. At the end, the Indian perspective on leadership will be explained.

6.1 OBJECTIVES

With the help of the present unit, you will be able to:

- Explain the concept and relevance of leaders;
- Elucidate the concept and relevance of leadership;
- Describe the theories of leadership;
- Discuss the challenges of leadership; and
- Enlighten the Indian perspective on leadership.

6.2 CONCEPT OF LEADER AND LEADERSHIP

Let us first try to understand the concept and relevance of leaders in organization, followed by the concept and relevance of leadership.

6.2.1 Concept and relevance of Leaders

Efficiency of any organization depends on how a leader utilizes the available resources like raw materials, machines, buildings, policies, capital, etc. Leadership skills are very important for making organizations successful. A successful leader will always try to balance both organizational growth and subordinate's growth. Good guidance can help the follower to select right path to accomplish the goal. Leaders can help to develop good values among their subordinates which can help in their personal growth apart from organizational progress. Following are the characteristics of successful leaders in the organization through which they can influence others-

- 1) Having clear future vision
- 2) Communicating and expression skills
- 3) Good decision-making skills
- 4) High level of passion and dedication
- 5) Holding good morale and values

Leaders arise in many situations. Even informal social groups have leaders. When groups endure and become formal, the persons are elected leaders. Normally, the persons elected to offices are the ones who are the natural leaders of the groups. Their views get attention from the members even without formal election; but with elections, those natural leaders are consciously acknowledged. When a person, either such informal leader or someone else, is appointed in a superior capacity, the natural leadership relations change. Such change occurs in two respects. First, when a person is appointed in superior capacity, he gets authority from the organization. Secondly, this authority enables him to increase or decrease the satisfaction to his subordinates. However, an appointed (formal) leader cannot solely rely upon the use of authority for getting desired results from his subordinates because as discussed earlier, subordinates seldom put maximum effort under the pressure of authority. Thus, a chief executive having more authority, but lacking leadership qualities, may be less effective as compared to a foreman with less authority but high degree of leadership qualities. Regardless of these differences between formal and informal leaders, however, a leader is able to direct the actions of his followers because they believe he can provide rewards (or prevent penalties) that satisfy their needs.

The leader affects direction of activities in the organization. Motivation is necessary for work performance. A good leader through his leadership motivates his employees for high performance. A good leader may create confidence in his followers by directing them, giving them advice and getting through them good results in the organization. This helps them in enhancing their efficiency. Sometimes, individuals fail to recognize their qualities and capabilities to work in the absence of good direction. Morale is expressed as attitudes of

employees towards organization, management and voluntary cooperation to offer their ability to the organization. High morale leads to high productivity and organizational stability. By providing good leadership in the organization, employees' morale can be raised ensuring high productivity and stability in the organization. Thus, good leadership is essential in all aspects of managerial functions, whether it be motivation, communication or direction.

6.2.2 Concept and Relevance of Leadership

Leadership is an important factor for making organizations successful. Throughout the history, it has been recognized that the difference between success and failure, whether in a war, a political movement, a business, or a team game, can be attributed largely to leadership. Since the organization is basically a deliberate creation of human beings for certain specified objectives, the activities of its members need to be directed in a certain way. Any departure from this way will lead to inefficiency in the organization.

Leadership involves the process of influencing an individual or a group to accomplish a particular goal. The term influencing means the process of transforming, empowering, motivating and inspiring the subordinate or followers to accomplish goals.

“Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (Stogdill 1950).

Hence, from above can understand that leadership is a process of influencing the behaviours of others to work willingly and enthusiastically for achieving predetermined goals. Three important components of this definition.

An interpersonal process between one person or a group.

Can't have leaders without followers.

Criterion for effective leadership goal achievement; however it does not empathise the enthusiasm with which the receiver of the communication will act.

Therefore, to have a detailed understanding of the concept of leadership this chapter includes different types of theories developed and researches done in various fields, challenges of leadership and Indian perspective of leadership.

6.3 THEORIES OF LEADERSHIP

Leaders across the world use different kinds of leadership styles and skills which impacts organizational progress. Some of the early conventional and recent contemporary theories of leadership are explained below.

- **Trait Approach to Leadership**

A lot of scientific research has been done to explore and understand the concept of leadership. If we examine the past- history we can find many leaders who have been appreciated for their effective leadership qualities such as Mahatma Gandhi, Nelson Mandela, and Margaret Thatcher etc. The first leadership theory

was coined in the early 20th century by Thomas Carlyle called as “Great Man Theory” which assumes leaders are born and not made. This theory is also called a trait-based perspective of leadership, explaining that certain dispositional characteristics of a leader(s) are differentiated from non- leaders. This theory focuses on individual differences in personality which are considered to determine effective leadership skills (Mann, 1959; Stogdill, 1948).

Big Five Personality Framework was developed in the early 1960’s to identify major personality traits required to become an effective leader. For example, leaders are meant to have highly extrovert, so that they express their thoughts well and be assertive. Apart from these traits there are a set of skills and traits (mentioned below) that were identified by Stogdill in 1974.

Traits	Skills
• Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Cooperative • Decisive • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility	• Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive - Socially skilled

Fig. 6.1: Set of skills and Traits (Stogdill, 1974)

Recent research on trait theory of leadership has reflected emotional intelligence as one of the important traits which can help a leader have outstanding training, a highly analytical mind, and a compelling vision which can enable an empathetic leader to read the reactions of others. Even though there have been many researches done in order to identify different traits required to possess by an effective leader, there are no set of traits identified that are consistent over the time. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader.

6.3.1 Behavioral Theories of Leadership

The foremost study in the field of leadership was done by Kurt Lewin and his associates in 1939. Behavioral theory assumes that leaders are not born rather there are specific behavioral patterns of leaders that can be acquired through learning and experience. Different studies have been done to understand how behavioral aspects affect leadership of an individual. Some of them are explained as follows-

- **Ohio State Studies**

A study by E.A. Fleishman, E.F. Harris and H.E. Burt in 1945 identified two factor conceptualizations in leadership behaviors i.e., *Initiating Structure* which refers to leadership qualities such as directive, task-oriented, organized etc. whereas, *consideration* refers to leadership qualities such as empathetic, understanding colleagues than focusing on only deadlines, supportive, person-oriented leadership.

- **University of Michigan Studies**

Research by Rensis Likert and his associates in 1946 also identified two factor components related to leadership behavior and organization behavior. The first one is an Employee-oriented leader who is concerned about their employees and accepts individual differences in the organization and the second one is a production-oriented leader who focuses on tasks assigned to the employees, rather than on employees.

- **Managerial grid**

- 1) Managerial grid explains how the leadership style can affect organizational progress. *The Managerial Grid (1964)* developed by Robert Blake and Jane Mouton (1964) postulated that there were five leadership types which show whether the leaders focus on tasks or “concern for production/results,” or the focus is on the relationship with the subordinate or “concern for people. Following are the types of leadership styles-
- 2) *Impoverished Management*: The leader pays less attention to both outcome and concern about the people. The apathetic nature of the leader results in behavior that is withdrawn from subordinates and indifferent to success.
- 3) *Country Club Management*- Leaders who practice such type of leadership have low concern for results and high concern for employees resulting in pleasing behavior from the leader. They create very welcoming and friendly behavior for employees.
- 4) *Authority-Compliance Management*: leaders who practice such leadership have high concern for results and low concern for people. This creates a strong boundary and distinction between the leader and other people resulting in lack of compassion.
- 5) *Middle of the Road Management*: leaders practicing such style maintain balance with both concerns for results and with the people working with them. This type of leadership leads to greater success.
- 6) *Team Management*: Leaders practicing such leadership style place a great on production and on people. This optimal balance of developing human relationships and effective results attainment provides for the most satisfying work environment.

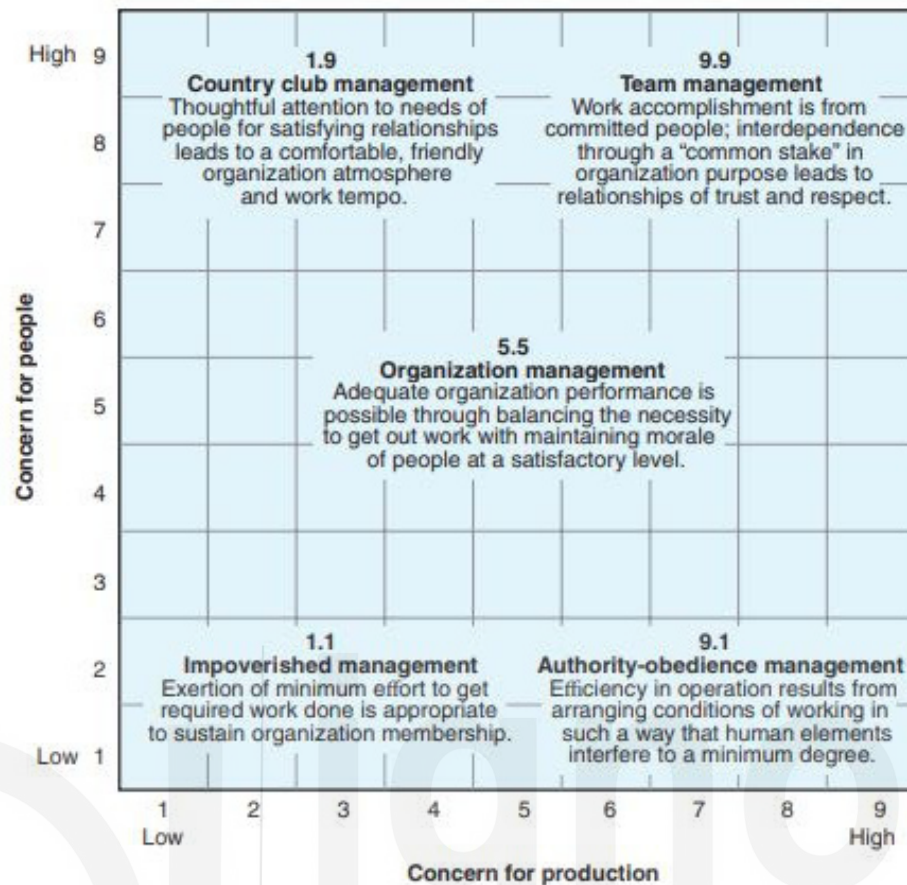


Fig. 6.2: Managerial Grid

- *X and Y Managers Theory*

Douglas McGregor (1960) gave X and Y managers theory which explicitly explains about characteristics of X and Y managers. McGregor believed that management can use either of the needs to motivate his employees, as grouped under theory X and theory Y. Theory X advanced the view that human beings have an inherent dislike for work and can only be made to get results at work by the application of coercive methods and by direction. Theory X emphasizes authoritarian style of leadership where results are the focus of leadership and it is more work-centered than people-centered. Theory Y approach to management, on the other hand, is more people-centered where the individual is valued and appreciated. Theory Y submits that when workers are given the right environment, they can reach their highest potential and can be of great value to their organizations.

McGregor (1960) postulated, that leaders who hold Theory X assumptions believe that people are lazy, abhor responsibility and not motivated and therefore need to be coerced before they will work and show commitment. Such leadership assumptions lead to close supervision and control of workers and siphon the ingenuity of workers and results in lack of motivation in workers. Leaders, who practice Theory Y assumptions on the other hand, involve workers engage in joint-problem solving, understand the needs of team members and integrate personal needs of achievement with organizational objectives. Although with such an approach the leader facilitates and initiates the control process, it is done with the involvement of the workers in mind and can be encouraging and motivating for them.

Following are the characteristics of each group:

Theory X manager's characteristics	Theory Y manager's characteristics
- Managers practice an authoritarian style of management. - Managers give instructions and keep a close check on each employee - Employers are lazy and disinterested in work.	- Managers practice the participative style of management. - Employees are self-directed and self-controlled - Employees' commitment and dedication determine their rewards

Fig. 6.3: Characteristics of Managers in X and Y Manager's Theory
(Douglas McGregor, 1960)

Self Assessment Questions (SAQ I)

Fill in the following blanks:

- Recent research on trait theory of leadership has reflected as one of the important traits which can help a leader have outstanding training, a highly analytical mind, and a compelling vision.
- Efficiency of any organization depends on how a utilizes the available resources.
- The first leadership theory was coined in the early 20th century by Thomas Carlyle called as
- According to the theory '.....', the managers practice an authoritarian style of management.

6.3.2 Contingency/Situational Theories of Leadership

Contingency or situational theories explain that no one leadership style is best for managers in the organization. Every situation is different from one another and hence the leadership style will depend upon the people, the task, the organisation, and other environmental variables. According to the contingency theories of leadership, successful leaders must be able to identify clues in an environment and adapt their leader behavior to meet the needs of their followers and of the particular situation. Even with good diagnostic skills, leaders may not be effective unless they *can* adapt their leadership style to meet the demands of their environment. These theories emerged as a result of the criticism of the trait and behavioral approaches to leadership, which do not recognize the determining role of situations or contexts in leadership.

• *Fiedler's contingency theory*

The Contingency Theory of leadership was developed by Fred Fiedler in 1958 during his research of leader effectiveness in group situations. Fiedler believed that one's effectiveness to lead depended on one's control of the situation and the style of leadership. Unlike the Situational Theory of leadership, leader effectiveness is contingent on the leader's style matching the situation, not

adapting to it. This theory assumes that styles are fixed, and that they cannot be adapted or modified. A leader is most effective when his or her attributes and style of leadership is matched with the situation and environment around them (Gupta, 2009).

The Contingency theory is not concerned with having the leader adapt to a situation, rather the goal is to match the leader's style with a compatible situation. To make best use of this theory, it is important to find what style a leader has. This is done through the Least Preferred Coworker Scale (LPC). The LPC is a list of questions designed to find out what kind of employee a leader would most like to work with, and in turn shows the leader's style. Fiedler's Contingency Model attempts to match the leader's style using LPC to the situation in which they would thrive.

- **High LPC Score**—leader with good personal skills and relies on relationships with others to accomplish tasks (people-oriented leadership style).
- **Low LPC Score**— leader that accomplishes goals through focus on the task and positional power (task-oriented leadership style).

It has been observed that, several situational factors influence the effectiveness of the leadership styles. Fiedler identified three contingency dimensions that define the key situational factors:

- a) **Leader member relations:** It refers to personal relationship between subordinate and their leader. Leader-member relations refer to degree of trust, respect and confidence that exists between the leader and the worker. The quality of leader member relations is the most important influence on managers' power and effectiveness. If the manager gets along well with rest of the group, if the group members respect the manager for reasons of personality, character or ability, then the manager might have to rely on formal authority. On the other hand, if the manager who is disliked may be less able to lead informally and could have to rely on directives to accomplish task.
- b) **Task structure:** Task structure is the second most important situational variable in the leadership situation. It indicates situational favorableness indicating the degree to which job assignment are well structured. A structured task is simple, routine, easily understood and unambiguous. Group members therefore have a very clear idea about what they are expected to do. Task structure refers to the degree to which tasks are clearly explained to the workers. Such tasks are presumed to be more favorable. When the tasks are unstructured, group members' roles are ambiguous.
- c) **Leader's position-power:** It refers to power inherent in leadership role. Degree of influence leader has over the subordinates. Leader's position power is the final situational variable identified by Fiedler. Some positions like president of the company carry a great deal of power and authority. The chairperson of the company, on the other hand, has less power and authority over workers. Thus, high position-power simplifies the leaders' task of influencing others while low position power makes leader's task more difficult.

If first dimension (Leader-member relations) is high leaders are accepted by the followers and situation is favorable. If second dimension (Task structure) is high, task is very structured and everything is spelled out properly; so situation is favorable. If third dimension (Leader's position- power) is high situation is favorable for a leader. Thus, situations are favorable to the leader if all the three dimensions are high. If all the three dimensions are low, situation will be unfavorable. According to Fiedler, a leadership is said to have more control and favorable for organizational situations when the leader-member relations are good, task assignments are highly structured along with a stronger power position. Similarly, the situations in an organization would be unfavorable when the respect that members have for leaders is poor, with unstructured task assignments and weak position power.

After knowing leadership style and the defining the situation one needs to choose the leader who fits the situation. *There are two ways to improve effective leadership:*

- (1) By changing the leader to fit the situation; or
- (2) By changing the situation to fit the leader.

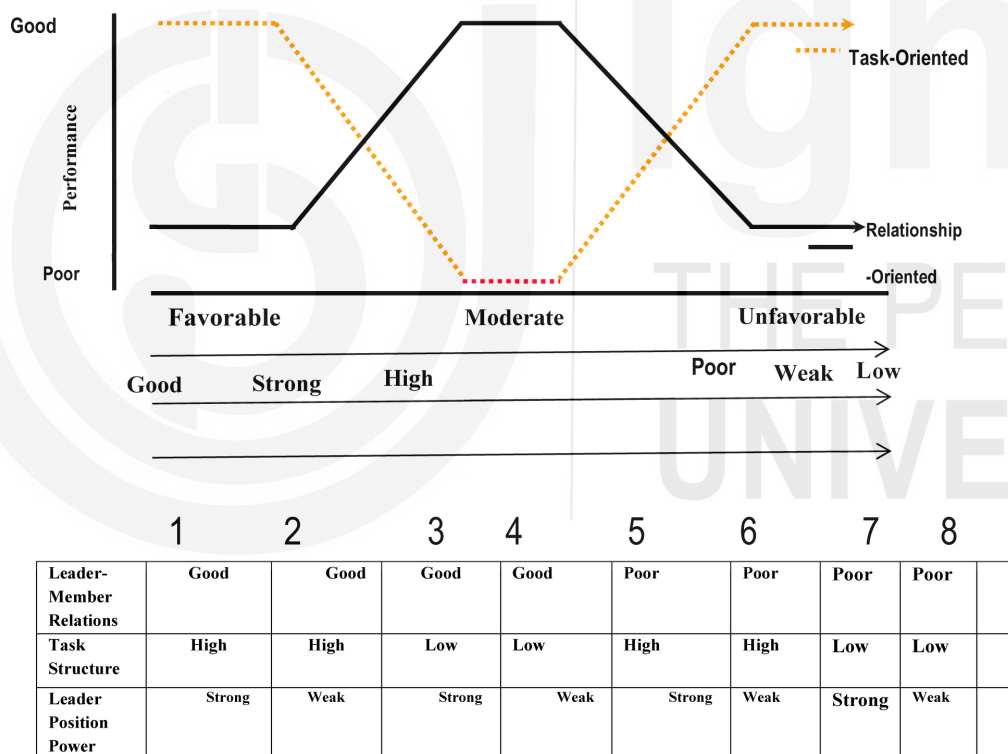


Fig. 6.4: Fiedler's Contingency Theory

Given that personality or style of the leader (task orientation and relationship orientation) is reasonably stable, the Fiedler's contingency model suggests that the situation should be adapted to such an extent that it suits the leader. Fiedler suggested that when the situation is highly favorable (good leader-member relationship, high task-structure and strong position-power) or highly unfavorable (poor leader-member relationship, low task-structure and weak position-power); task-oriented leadership style is more effective. On the other hand, oriented leadership style is more effective when the situation is moderately favorable.

- ***Path-goal theory of leadership***

House (1971) developed the motivation-rich path–goal theory which assumes that leaders will choose and change the path of attaining their goal based on the motivational level of their subordinates. Four types of leadership behavior were identified namely-

1. Directive Leader: leader tries to give direction and guidance required for attaining organization goals.
2. Supportive Leader: leader focuses on interpersonal relationships with followers rather than accomplishing organizational goals.
3. Participative Leader: Leader tries to consult his subordinates to understand their viewpoint before making any decisions.
4. Achievement-Oriented Leader: Leader expects his followers to perform at their highest level by overcoming any type of challenges.

- ***Leader-Participation Model***

Victor Vroom and Phillip Yetton in 1973 develop this model which assumes that there are set of rules that needs to be followed before making any kinds of decision making. This model is also called as Decision-Participation Model and Normative Model. Three set of qualities in the leader determines the capacity of the decision maker which are-

- i) Quality of the decision
- ii) Degree of acceptance of the decision by subordinates and
- iii) Time required in making the decision.

Vroom and Yetton defined 5 different kinds of decision- making procedures mentioned below:

Autocratic (A)	Consultative (C)	Collaborative (G)
A1- Leaders make decisions based on the information available without consulting the team members.	C1- Leaders try to ask opinions individually by not bringing up the whole team together and finally take the final decision by themselves.	G2- Leaders work as a facilitator to reach a final consensus among team members. Here the decision depends upon the Conesus of the group member and not the leader themselves.
A2- Leaders ask for specific information to make their final decision.	C2- Leaders try to interact with the whole team to understand their opinion but finally take the decision by themselves.	

Fig. 6.5 Decision-making procedures (Vroom and Yetton, 1973)

In general, a consultative or collaborative style is most appropriate when:

- You need information from others to solve a problem.
- The problem can't be easily defined.
- Team members' buy-in to the decision is important.
- You have enough time available to manage a group decision.

Whereas, an autocratic style is most appropriate when:

- You have greater expertise on the subject than others.
- You are confident about acting alone.
- The team will accept your decision.
- There is little time available.

6.3.3 Transactional Theory of Leadership

Max Weber in 1947 discovered transactional theory initially and later was developed by Bernard M Bass in 1981. There were various assumptions made by the theorist which are as follows-

- 1) People who are clear about their goals perform better when given clear command by the leader.
- 2) Rewards and punishment motivate workers to work more efficiently.
- 3) Workers consider their primary goal to follow the commands of their leader.
- 4) Leader has to monitor the subordinate while they are doing their assigned work.

Some of the characteristics of a transactional leader are:

- 1) Contingent Reward: the leader focuses on organizational goals and sets SMART (specific, measurable, attainable, realistic, and timely) goals for the subordinates;
- 2) Management by Exception (Active): The leader focuses on monitoring performance, take corrective actions to prevent mistakes;
- 3) Management by Exception (Passive): The practicing passive management style of leadership intervenes only if standards are not met and even use punishments for poor performances; and
- 4) Laissez-Faire: Sometimes leaders give freedom to the subordinates to take decisions and from responsibilities and avoid making decisions, due to which the followers lack direction.

This kind of leadership is not applicable and feasible in various situations because gender plays a very important role in determining the outcome of such leadership behaviours.

6.3.4 Transformational Theory of Leadership

Transformational leadership is also called a charismatic leadership style where the leader inspires her/his followers to transcend their own self-interests for the betterment of the organization. The leader tries to motivate the subordinate or follower to view the existing problem from different viewpoints and encourage them to be creative to come up with new ideas and thoughts for the development of organization and self. There are four dimensions of transformational theory of leadership given by Bass and Riggio (2005), viz. Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC), which are as follows:

- 1) Idealized Influence (II): leader acts as a role model by exhibiting high morals and ethical standards. They help followers to have a clear mission and future vision about the organization's progress;
- 2) Inspirational Motivation (IM): Leaders show and give high enthusiasm to deal with different types of challenges to their subordinates/followers.
- 3) Intellectual Stimulation (IS): leader tries to enhance creativity of the subordinates and encourage them to develop new ideas, thoughts, problem solving skills etc.
- 4) Individualized Consideration (IC): Leaders try to understand and fulfill subordinates' needs to achieve success.

Apart from above mentioned theories there are many new concepts evolving in the field of leadership. The organizational structures characterized by more fluid, temporal arrangements, rapidly changing technologies, increased globalization and changing workplace demography can affect the staples of leadership. Thus, it is important to incorporate these ideas to make a solid base for leadership construct for its better understanding.

6.4 CHALLENGES TO LEADERSHIP

Due to changing nature of workforce and organizations in today's scenario leaders around the world are facing many issues and challenges some of these are mentioned below:

- 1) *To build trust with the subordinates/followers*— Development of trust is a very slow process but is necessary while working with a person or a team. Leaders have to create secure environment for their followers so that they feel comfortable sharing their viewpoint with the team. If the trust is not developed with the followers/subordinates then it would become very difficult to get work done from them as they might feel de motivated or disinterested.
- 2) *Conflicts among team members*— People working in teams generally go through many conflicting situations before accomplishing their final goal. A successful leader should try to avoid personal bias at the time of conflicting situation so that equality is maintained among all the team members. Leader should try to focus on possible solutions to resolve the conflict and maintain healthy discussions among the team members.

- 3) *Lack of cohesiveness*— Sometimes when a team is formed newly, different factors affect its cohesiveness. Leaders have to deal with different ideas, viewpoints. Thoughts about different issues. Such disparity can lead to lack of cohesiveness among the team members and can act as a barrier in achieving a goal.
- 4) *Lack of common goal*— While achieving a common goal it is important for a leader to take his/her followers/subordinates along with them in the same direction. Every individual can have different perspective about a goal and may work accordingly but the leader has to take them along by giving them clarification and appropriate guidance at every step.
- 5) *Lack of transparency and respect*— Rapport between the team members and leader plays an important role in developing transparency and respect for each other. A leader should always be transparent about rewards so that it creates trust among the team members. Every stage of goal attainment involves such problems which need to be handled sensitively.

6.5 INDIAN PERSPECTIVE ON LEADERSHIP

Ancient history stands as testimony that successful leaders not only lead an organization but also inspire their subordinates/followers by providing a path to achieve the larger goals. Hence, we can say that leadership is a continuous journey of both self and organizational growth. The successful journey involves an individual's constant emotional stability, humility to work on self-development leading to personal growth and robustness to use appropriate leadership style according to the situation.

Leadership skills are impacted by the culture where it is being practiced. In the Indian context, organizations prefer authoritative leaders rather than authoritarian. The leader is considered to be strict in getting the task accomplished by giving suitable guidance to the subordinates but at the same time focus on the well-being of their subordinates which enhance their interpersonal relations.

According to Sinha (1980) such leaders are called “nurturant-task leaders” as they value both organization progress and interpersonal relationships. Therefore, human relations are always valued in India in every organization by leaders, wherein a leader is said to have charismatic qualities when they boost the morale of team members, take personal interest in their well-being, show empathy and understanding, inspire and excite to do their best work and respect and invite their opinions. When we talk about styles of leadership, Sinha (1995) identified three characteristics of NT leadership which are mentioned below-

- Depending too much on the leader even when guidance or support is not required.
- Following hierarchical stratified system in the organization in which the hierarchy.
- Demonstrates a visible status consciousness where respect for, and obedience of elders and superiors is insurmountable.
- Preference for good interpersonal relationships which includes favoritism and nepotism.

Power plays a very important role in Indian organization and leaders have the tendency to centralize power and obtain high status in the organization. Subordinates on the other hand, idolize their leader by valuing and respecting them and they work according to the guidance given by their leader. This relationship of a leader and a follower is term as “*Guru- shishya*” in ancient history as “*shishya*” would follow in his/her guru’s footsteps happily because they are mindful of the following needs/aspects of their team members.

Self Assessment Questions (SAQ II)

State whether the following statements are ‘True’ or ‘False’:

- 1) Laissez-Faire leaders give freedom to the subordinates to take decisions and from responsibilities. ()
- 2) An individual considerate leader tries to enhance creativity of the subordinates and encourage them to develop new ideas, thoughts, problem solving skills etc. ()
- 3) Power plays a very important role in Indian organization and leaders have the tendency to centralize power and obtain high status in the organization. ()
- 4) Victor Vroom and Phillip Yetton in 1973 developed the Path-Goal theory of leadership. ()

6.6 LET US SUM UP

The present unit discussed about the concept of leader and leadership skills in context of organizational environment. The unit also discussed about the relevance of different leadership styles on the basis of leadership theories. With the help of this unit, you came to know about the various challenges that are faced by the leaders of the organization. At the end, the Indian perspective on leadership was explained.

6.7 UNIT END QUESTIONS

- 1) Discuss the concept and relevance of leader and leadership.
- 2) Elaborate upon the behavioral and contingency theories of leadership.
- 3) Describe the transformational and transactional theories of leadership.
- 4) Explain the challenges of leadership.
- 5) Write a shot note on the Indian perspective towards leadership.

6.8 GLOSSARY

Leader	: An individual who can influence people as well as situations and has several followers. S/he always try to balance both organizational growth and subordinate’s growth.
Leadership	: “Leadership may be considered as the process (act) of influencing the activities of

an organized group in its efforts toward goal setting and goal achievement". (Stogdill 1950).

6.9 ANSWERS TO SELF -ASSESSMENT QUESTIONS (SAQ)

SAQ I

- 1 emotional intelligence
- 2 leader
- 3 Great Man Theory
- 4 Theory 'X'

SAQ II

- 1 True
- 2 False
- 3 True
- 4 False

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