
UNIT 1 DEFINITION OF LEADERSHIP AND IMPORTANCE OF TEAM BUILDING

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1.0 INTRODUCTION

This unit covers the leadership and team building. We start with definition of leadership and importance of team building. This is followed by classification of leadership which consists of executive appointed leadership, leadership appointed by the group, self appointed leader etc. Then we also deal with democratic, authoritarian and institutional leaderships. Then we take up the various factors constituting leadership and within this we discuss the leader, followers, communication and situations. Then we take up characteristics of leadership within which we discuss the interpersonal skills, communication skills, values, organisational consciousness etc. Then we take up the tasks of leadership within which we deal with confidence, flexibility, creative skills, achieving results etc. This is followed by approach of leadership and this is discussed in terms of the trait approach, authoritarian approach, Likert system approach, managerial grid approach etc. Then we present the team definition and team building aspects and present 12 Cs for team building.

1.1 OBJECTIVES

After completing this unit you will be able to:

- Define leadership;
- Understand the types of leadership;
- Describe the approaches to leadership;
- Explain the tasks of leadership; and
- Describe the team and team building.

1.2 DEFINITION OF LEADERSHIP

What is leadership? A simple *definition of leadership* is that leadership is the art of motivating a group of people to act towards achieving a common goal.

This definition of leadership captures the leadership essentials of inspiration and preparation. Effective leadership is based upon ideas, but will not happen unless those ideas can be communicated to others in a way that engages them.

Put even more simply, the leader is the inspiration and director of the action. He is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his direction.

In business, leadership is welded to performance. Those who are viewed as effective leaders are those who increase their company's bottom lines.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leaders carry out this process by applying their leadership knowledge and skills. This is called *Process Leadership*. However, we know that we have traits that can influence our actions. This is called *Trait Leadership* in that it was once common to believe that leaders were born rather than made.

Peter Drucker defined leader as someone who has followers. To gain followers requires influence but does not exclude the lack of integrity in achieving this. Indeed, it can be argued that several of the world's greatest leaders have lacked integrity and have adopted values that would not be shared by many people today.

In the 21 Irrefutable Laws of Leadership, John Maxwell sums up his definition of leadership as "leadership is influence - nothing more, nothing less." This moves beyond the position defining the leader, to looking at the ability of the leader to influence others, that is, both those who would consider themselves followers, and those outside that circle. Indirectly, it also builds in leadership character, since without maintaining integrity and trustworthiness, the capability to influence will disappear.

Warren Bennis' definition of leadership is focused much more on the individual capability of the leader. He defined leadership as a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize one's own leadership potential.

Leadership is the art of influencing others to direct their will, abilities and efforts to the achievement of leader's goals. In the context of organizations, leadership lies in influencing individual and group effort toward the optimum achievement of organizational objectives.

Leadership focuses on "people" aspect of management and is based on the assumption that organizational effectiveness significantly depends on their motivation, effort and abilities. The human relations movement, beginning with the Hawthorne studies in early thirties, focused on the important role of employee motivation and group norms of organizational success. This led to the recognition of leadership effectiveness as an important determinant of organizational effectiveness.

It is the manager in his leadership role who has to stimulate and inspire the employees to contribute willingly and cooperatively to the optimum achievement

of organizational goals. In this context, one important term we can use, i.e., team. Generally, team members support one another. They offer suggestions and give feedback to other members. They may disagree but work to resolve differences and reach consensus. Each and every member of the team trust and support other members.

Any one who acts as a model to others is often called a “leader”. Leadership is attribute of that person who is an ideal for the other members of the group. Leadership is the behaviour that affects the behaviour of other people, more than their behaviour affects that of the leader. In fact we can say that in every group every member bears some relation to the others and all of them influence and affect each other. Leader leads, suggests, orders and also guides. Other people follow him. We can say that leadership and domination are not the same meaning.

According to MacIver and Page Leadership is the capacity to persuade or to direct man that comes from personal qualities apart from office. It indicates the difference between leadership and office. An individual does not become a leader only by occupying an office which carries responsibility. It is a matter of secondary importance that his important office is of assistance to him in his endeavour to become a leader. Leadership depends upon the individual qualities of the person and not the office that he holds. Leadership is the term which denotes the behaviour or functions of the leader. The leader affects the individual in such a way they surrender themselves and follow his dictates.

According to Pigors, “Leadership is a process of control in which by the assumption of superiority a person or group regulates the activities of others for purposes of his own choosing.” Considering this, we can further say that the *characteristics of leadership* are as follows:

- 1) Leader is the total ideal of the followers.
- 2) Leader is shown regard.
- 3) Leader and the followers influence each other.
- 4) Leader’s order is a command.
- 5) Leader controls the other member of the group.
- 6) Leader determines the group’s conduct.
- 7) Leader is a respected and revered person.

1.3 CLASSIFICATION OF LEADERSHIP

To know about leadership more we need to understand about the bases of leadership. We can classify leadership on the basis of origin, viz., (i) executive appointed leadership (ii) leader appointed by the group (iii) self appointed leader. These are being presented below.

1.3.1 Executive Appointed Leadership

The person is appointed by the executive and the leadership stems from the office or post to which the person is appointed by the executive. The class of government officers is of this type.

1.3.2 Leader Appointed By the Group

These leaders are elected by the group. Public leaders of panchayats, local groups, the Lok Sabha and Rajya Sabha are elected by the group.

1.3.3 Self-Appointed Leader

There are some leaders whose authority derives neither from the executive nor the group because it is not vested in them by these groups. They advance because of their individual qualities and having attained the central position, lead the people. They are recognized as such because of their qualities.

Besides the above, we can classify leadership on the basis of some purpose. Different groups make efforts for the achievement of different aims in their respective individual spheres. The individuals who appear to be most resourceful in the attainment of any purpose and a qualified person are accepted as leader. We can classify this into two categories, viz., (i) intellectual leadership and (ii) artistic leadership and (iii) executive leadership.

1.3.4 Intellectual Leadership

This leadership is in the intellectual field. In the field of philosophy, science etc. the greatest thinkers can be said as intellectual leaders because they show the way and the others follow them.

1.3.5 Artistic Leadership

This leadership is in the field of art, only the great artists can provide the leadership.

1.3.6 Executive Leadership

This type of leadership is in the sphere of administration, it is the authoritative personality who becomes the leader.

Also leadership can be on the basis of nature, viz., (i) authoritarian leader (ii) democratic leader (iii) institutional leader (iv) dominant leader (v) expert leader (vi) persuasive leader

1.3.7 Authoritarian Leadership

The authoritarian leader is an individual who likes to assert his authority. He does not consult any one in taking decisions and leads by creating fear into the hearts of his followers and subordinates. He keeps all his authority in his hands and appoints reliable subordinates at crucial position. Leader of this kind is an officer and an authoritarian. He prefers to issue orders and punishes who disobey him.

1.3.8 Democratic Leadership

This type of leader is of a democratic mould in his thoughts, modes of action and conduct. He takes advice from every one and is always anxious to enlist the cooperation of any one who is willing to give it. His leadership is based upon sympathy, belief and affection. He does not call himself a leader and neither does he take all the authority into his own hands.

1.3.9 Institutional Leadership

There are some individuals who occupy the highest post. His orders are appreciated and implemented because of the authority vested in his chair. The institutional leader is not leader but the officiating head.

1.3.10 Dominant Leader

The leader is so called because he maintains a relation of authority and dominance with his followers or subordinates. He does not rule over them. However successful he may appear because of his power and authority.

1.3.11 Expert Leadership

A Leader of this type does not put any premium on maintaining social contact with their followers, understanding them or even knowing their thoughts. People come to them for advice from time to time, respect their opinions.

Expert leaders are experts, and should not be considered as leaders. The basis of their contact with their followers and subordinates is their special ability and efficiency.

1.3.12 Persuasive Leadership

The persuasive leaders win the heart of their followers and do their best to maintain the closest social contact with them. These are the real leaders. It is only this kind of individual who really exhibits all the qualities of leadership.

The overall picture reveals a variety of leadership style and their characteristics which we have to know about leadership. In can context of organizational setting only three major leadership style we can discuss here. These are autocratic, democratic and lassiez-faire leadership style and each of which have some significant features.

Salient Features of Autocratic/Authoritarian/Production Centered leadership

- Exercises close supervision.
- Makes most decision himself.
- Emphasizes on production.
- Permits little or no initiative to subordinates.
- Gives detailed instructions and directions.
- Subordinates' suggestions and ideas are not allowed.
- Authority oriented.

Salient features of Democratic/ Employee centered leadership

- Delegate authority and responsibility.
- Manages through objectives.
- Permits initiative and responsibility.
- Seeks and encourages employees' suggestions.
- Participative decision-making.
- Emphasizes production as well as employee satisfaction.

Laissez-Faire leadership

- Emphasizes neither production, nor employee satisfaction.
- It is directionless.
- Employees are left to drifting.

Transformational leadership

Besides this, there is another type of leadership, named transformational leadership. It is defined as leadership that goes beyond normal expectations by inspiring new ways of thinking, stimulating learning experiences and transmitting a sense of mission. These leaders are sometimes called super leaders. They act in such a way that it is possible to transform average organization into exceptional organization.

1.4 FACTORS OF LEADERSHIP

1.4.1 Leader

The leader must have an honest understanding of who he is, what he knows, and what he can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful the leader must convince his followers, that he is worthy of being followed.

1.4.2 Followers

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. The leader must therefore know his people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. The leader must know his employees and their attributes.

1.4.3 Communication

The leader leads through two way communication. He has to set the example and communicate to them that he would not ask them to perform anything that he would not be willing to do. What and how the leader communicates either builds or harms the relationship between the leader and his employees.

1.4.4 Situation

All situations are different. What one does in one situation will not always work in another. The leader must use his judgment to decide the best course of action and the leadership style needed for each situation. For example, the leader may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Also note that the *situation* normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations. This is why a number of leadership scholars think the *Process Theory of Leadership* is a more accurate than the *Trait Theory of Leadership*.

Various forces will affect these four factors. Examples of forces are the leader's relationship with his seniors, the skill of his followers, the informal leaders within his organization, and how his organization is organized.

1.5 CHARACTERISTICS OF LEADERSHIP

Leadership characteristics are an interesting topic because some people wonder if they possess these characteristics without completely understanding what they might be. In other words, we have people trying to figure out if they are leaders, but they do not really understand what defines a leader. Let us take a close look at some of the characteristics of a leader.

Characteristics of a Leader

Listed below are eight leadership characteristics

1.5.1 Interpersonal Skills

The first leadership characteristic is the interpersonal skills. Leaders that have earned the trust and respect of their followers can use this trust to move the organization towards the achievements of its goal. These leaders are able to use their interpersonal skills to work through difficult relationships, and keep the peace in their departments. These individuals are good at listening as well as providing constructive feedback.

1.5.2 Communication Skills

Leaders demonstrating communication skills are both good speakers and listeners. Through their words they can help keep the workforce motivated and committed. They also listen to their followers, and ask questions when they want to make sure they have a good understanding of what is being expressed.

1.5.3 Values

Leaders must also value the diversity of a workforce, and understand that a diverse group of employees will bring a broader perspective to the organization. They will treat followers with the respect they deserve, and do not display favoritism. They operate with a high level of ethics, which becomes an example for others to follow.

1.5.4 Organizational Consciousness

Leadership characteristics sometimes go beyond personal traits, and touch on areas such as organizational consciousness or knowledge. These are leaders that understand what the organization wants to achieve, and know how it can be accomplished. They create networks within the organization to help their groups get work done, and are just as adept at breaking down organizational barriers to progress.

1.5.5 Confidence

Leaders need to carry themselves with confidence, and should not be afraid to take ownership for both popular and unpopular decisions. They must be able to learn from criticisms, and be often acutely aware of their own shortcomings. Confident leaders are able to maintain a calm demeanor even during emergencies, and this can be contagious when it needs to be.

1.5.6 Flexibility

Another important characteristic of leaders are their ability to remain flexible, and adapt their leadership style to meet the demands of the current work environment. They must be able to work with others to meet organizational goals, and shift focus as necessary.

1.5.7 Creativity Skills

Leaders demonstrating creativity skills are able to develop innovative solutions to old problems. The diversity they build in their organizations helps them to develop more comprehensive answers to routine questions. Creative leaders are able to translate technical information into solutions that are understood by everyone.

1.5.8 Achieving Results

Leaders just do not set the example for others to follow. They also play a big role in achieving the goals of the organization. Through their leadership skills, they maintain a high level of performance in their organizations, and they are able to help keep their workforce motivated even when faced with a seemingly impossible situation.

Since they have a deep understanding of what an organization needs to accomplish, they are able to quickly identify and solve the important objectives of an organization.

Leadership is much more complex than merely earning a high-status position in a company, and the ability to order people to do things. It is a participative journey that the leader must be willing to walk with others. It is a skill that's acquired over a lifetime, and these characteristics are something we can practice about every day of our life. A great leader is one who learns from his mistakes

1.6 TASKS OF LEADERSHIP

The principal tasks of leadership are presented below:

- 1) To recognize that people differ in their motivational pattern.
- 2) To gain an understanding of group dynamics.
- 3) To create an environment that produces convergence of individual goals and organizational goals.
- 4) To stimulate and inspire employees as individuals and group members to make their optimum contribution to organizational efficiency and effectiveness.
- 5) To make sense of changing environment, interpret it to employees and redirect their efforts to adapt to changing situation.

1.7 APPROACHES OF LEADERSHIP

The main approaches of leadership are:

- 1) The trait approach.
- 2) Approaches based on the use of authority.

- 3) Likert's approach.
- 4) The managerial grid approach.
- 5) The path-goal approach.
- 6) The contingency approach.
- 7) The continuum approach.

Let us discuss these aspects one by one below.

1.7.1 The Trait Approach

The trait approach aims at identifying some unique qualities that would distinguish more effective managers from less effective managers.

1.7.2 The Use of Authority Approach

One approach classified managers as democratic, authoritarian and laissez-faire. The Ohio State University studies identified leadership on two orthogonal dimensions, viz., consideration and initiation. The University of Michigan studies distinguished between production oriented and employee oriented leaders on a simple dimension.

1.7.3 Likert System Approach

There are mainly four types of approach. System I is Exploitative Authoritarian system, System II is Benevolent Authoritative system, System III is Consultative and System IV is Participative group leadership. The system IV is most effective for employee need satisfaction as well as optimum organizational performance.

1.7.4 Managerial Grid Approach

Leadership style is on a grid with 9-point on the horizontal axis and 9-point on vertical axis. Horizontal axis indicates "Concern for production" and vertical axis indicates "concern for people".

We can say 1, 1 leadership style is impoverished management with minimum concern for production and minimum concern for people; 9,1 style leader indicates maximum concern for production and minimum concern for people. We can further say that 1,9 style indicates minimum concern for production and maximum concern for people. 9,9 style is most effective because it indicates maximum concern for production and maximum concern for people. In this context it can be said that 5,5 style is recognized as mid-of-the-road style.

1.7.5 Path-Goal Approach

Leader's effectiveness depends on his ability to provide opportunities for employee need satisfaction and make need satisfaction contingent on performance effectiveness.

1.7.6 Contingency Approach

There are mainly two kinds of behaviour – (i) task-oriented and (ii) people and interpersonal-oriented. What kind of leader will succeed depends on the three situations mainly:

- Leader's personal relationship with group members.

- Formal authority of the leader and
- Degree of task structure.

Task oriented leaders will be effective when situation is very favourable or very unfavourable. In intermediate situations, people and inter-personal oriented leader will be effective.

1.7.7 Continuum Approach

There are mainly seven types of leader's behaviour on a continuum. At one end of the continuum, the leader has almost full freedom to make decision and at the other end subordinate group has it. In the middle, both have equal freedom when leader presents tentative decisions subject to change after non-manager input. Mainly the choice of leadership style depends on the situation. On the other hand, manager consider three following factors, viz.,

- forces within himself,
- forces in the subordinate and
- forces in the situation.

An organization may choose any approach considering the above mentioned leadership approaches.

1.8 TEAM AND TEAM BUILDING

When group interaction is necessary to job performance, team building can be used to foster team spirit, cooperation and commitment to group success. Some special features we can say about team:

Performance includes individual efforts and collective work products which are the result of joint and coordinated attempts.

- 1) Indication of shared leadership roles.
- 2) Indication of individual and mutual accountability.
- 3) Encourages open-ended active, problem-solving meeting.
- 4) Complementary by nature.
- 5) Indication of positive action.
- 6) Discusses, decides and does real work together.
- 7) Indication of trust among the group members.
- 8) Each and every member of the team supports one another willingly.
- 9) If disagreement happens, still team members work to resolve differences and reach consensus.
- 10) Team members offer suggestions and give feed-back to other members.
- 11) Actually teams create the potential for an organization to generate greater outputs.

People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than one's self. It has a lot to do with one's understanding of the mission or objectives of the concerned organization.

In a team oriented environment, the individuals contribute to the overall success of the organization. Every employee works with fellow members of the organization to produce these results. Even though an individual employee may have a specific job function and he belongs to a specific department, such persons are unified with other organization members to accomplish the overall objectives. The bigger picture drives management's actions and the manager's function exists to serve the bigger picture.

One needs to differentiate this overall sense of teamwork from the task of developing an effective intact team that is formed to accomplish a specific goal. People confuse the two team building objectives. This is why so many team building seminars, meetings, retreats and activities are deemed failures by their participants. Leaders fail to define the team they want to build. Developing an overall sense of team work is different from building an effective, focused work team when the management considers team building approaches.

1.9 TWELVE CS FOR TEAM BUILDING

Executives, managers and organization staff members universally explore ways to improve business results and profitability. Many view team-based, horizontal, organization structures as the best design for involving all employees in creating business success.

No matter what one calls the team-based improvement effort, whether it is continuous improvement, total quality, lean manufacturing or self directed work teams, it is clearly evident that the management are striving to improve results for customers. Few organizations, however, are totally pleased with the results and their team improvement efforts produce. If the team improvement efforts are not living up to one's expectations, this self diagnosing checklist may tell you why. Successful team building, that creates effective, focused work teams, requires attention to each of the following.

1.9.1 Clear Expectations

Has executive leadership clearly communicated its expectations for the team's performance and expected outcomes? Do team members understand why the team was created? Is the organization demonstrating constancy of purpose in supporting the team with resources of people, time and money? Does the work of the team receive sufficient emphasis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders?

1.9.2 Context

Do team members understand why they are participating on the team? Do they understand how the strategy of using teams will help the organization attain its communicated business goals? Can team members define their team's importance to the accomplishment of corporate goals? Does the team understand where its work fits in the total context of the organization's goals, principles, vision and values?

1.9.3 Commitment

Do team members want to participate on the team? Do team members feel the team mission is important? Are members committed to accomplishing the team

mission and expected outcomes? Do team members perceive their service as valuable to the organization and to their own careers? Do team members anticipate recognition for their contributions? Do team members expect their skills to grow and develop on the team? Are team members excited and challenged by the team opportunity?

1.9.4 Competence

Does the team feel that it has the appropriate people participating? (As an example, in a process improvement, is each step of the process represented on the team?) Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? If not, does the team have access to the help it needs? Does the team feel it has the resources, strategies and support needed to accomplish its mission?

1.9.5 Charter

Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission. Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the leadership team or other coordinating group support what the team has designed?

1.9.6 Control

Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter? At the same time, do team members clearly understand their boundaries? How far may members go in pursuit of solutions? Are limitations (i.e. monetary and time resources) defined at the beginning of the project before the team experiences barriers and rework?

Is the team's reporting relationship and accountability understood by all members of the organization? Has the organization defined the team's authority? To make recommendations? To implement its plan? Is there a defined review process so both the team and the organization are consistently aligned in direction and purpose? Do team members hold each other accountable for project timelines, commitments and results? Does the organization have a plan to increase opportunities for self-management among organization members?

1.9.7 Collaboration

Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members? team leaders? team recorders? Can the team approach problem solving, process improvement, goal setting and measurement jointly? Do team members cooperate to accomplish the team charter? Has the team established group norms or rules of conduct in areas such as conflict resolution, consensus decision making and meeting management? Is the team using an appropriate strategy to accomplish its action plan?

1.9.8 Communication

Are teams members clear about the priority of their tasks? Is there an established method for the teams to give feedback and receive honest performance feedback?

Does the organization provide important business information regularly? Do the teams understand the complete context for their existence? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?

1.9.9 Creative Innovation

Is the organization really interested in change? Does it value creative thinking, unique solutions, and new ideas? Does it reward people who take reasonable risks to make improvements? Or does it reward the people who fit in and maintain the status quo? Does it provide the training, education, access to books and films, and field trips necessary to stimulate new thinking?

1.9.10 Consequences

Do team members feel responsible and accountable for team achievements? Are rewards and recognition supplied when teams are successful? Is reasonable risk respected and encouraged in the organization? Do team members fear reprisal? Do team members spend their time finger pointing rather than resolving problems? Is the organization designing reward systems that recognize both team and individual performance? Is the organization planning to share gains and increased profitability with team and individual contributors? Can contributors see their impact on increased organization success?

1.9.11 Coordination

Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments? Do teams understand the concept of the internal customer—the next process, anyone to whom they provide a product or a service? Are cross-functional and multi-department teams common and working together effectively? Is the organization developing a customer-focused process-focused orientation and moving away from traditional departmental thinking?

1.9.12 Cultural Change

Does the organization recognize that the team-based, collaborative, empowering, enabling organizational culture of the future is different than the traditional, hierarchical organization it may currently be? Is the organization planning to or in the process of changing how it rewards, recognizes, appraises, hires, develops, plans with, motivates and manages the people it employs?

Does the organization plan to use failures for learning and support reasonable risk? Does the organization recognize that the more it can change its climate to support teams, the more it will receive in pay back from the work of the teams?

1.10 DEVELOPMENT OF A TEAM

We know that in each and every step of our common activity we require to develop a team so that performance level will be increased and effective one considering the existing scenario of the activity. The significant points in this context we can mention here are as follows:

- 1) Have to create a balanced set of roles.

- 2) Have to develop communication and process awareness.
- 3) Have to understand team preferences.
- 4) Have to establish review mechanism.
- 5) Have to develop facilitation skills for effective meetings.
- 6) Have to confront issues and problems.
- 7) Have to manage stress.
- 8) Have to define team goal.
- 9) Have to take decisions based on consensus.
- 10) Have to implement shared leadership and create equality of contribution.

According to, Richard Beckhard, team building efforts typically have one or more of the following goals:

- To set team goals and priorities.
- To analyze or allocate the work performed.
- To examine the way the group is working, i.e., to examine processes such as norms, decision-making and communications.
- To examine relationships among the people doing the work.

According to Moorhead and Griffin, team building precedes in much the same manner as other change processes: identification of the problem, data gathering, diagnosis, planning, implementing and evaluation. Its distinguishing feature is group participation at each step in the process. A permanent team is generally composed of members from several departments or work units who meet regularly for the purpose of resolving problems of a common interest. Permanent team is similar to a task force and in fact, it has been known to remain in place for several years.

1.11 LET US SUM UP

Managers generally use the formal position and power of their jobs to influence subordinates. On the other hand, leaders use social processes. Thus a person may be both a manager and a leader. A formal leader is one who is appointed but an informal leader emerges from the work group. A successful leader may have the trait characteristics, like, adaptable to the situation, cooperative, persistent, tolerant of stress, decisive, alert to the social environment, ambitious and achievement-oriented, energetic, self-confident, energetic and willing to assume responsibility. For the proper development of an organization appropriate leadership style and characteristics of the leader as well as suitable team work is necessary. Undoubtedly, team should have suitable goals, spirit, cooperation and commitment to group success. To build a team a process should be followed appropriately.

1.12 UNIT END QUESTIONS

- 1) What do you mean by the term leadership?
- 2) What is the difference between autocratic and democratic leadership style?

- 3) What is managerial grid approach?
- 4) What do you mean by the term 'team'?
- 5) How can you develop a team?
- 6) What is team building?
- 7) Is there any relationship between leadership and team? –Discuss.
- 8) Discuss the properties of team

1.13 SUGGESTED READINGS

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UNIT 2 CHANGE MANAGEMENT

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Important Aspects about Management
 - 2.2.1 Definition of Management
- 2.3 Approaches of Management
- 2.4 Nature of Management
 - 2.4.1 Management: An Economic Resource
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2.0 INTRODUCTION

In this unit we will be discussing about change management. To understand change management we need to know first all about management. Thus we start this unit giving details about important aspects related to management. Then we define management,. This is followed by approaches of management. Then we take up nature of management under which we discuss management an economic resource, a system of authority, a class team or group.

We also consider management as an art and as a science. Finally we consider management as a profession. This is followed by management principles followed by elucidating the management functions which includes planning, organizing, staffing, directing, coordinating and controlling. In the following section we deal with change management, its definition etc. This is followed by issues related to change management that includes responsibility for managing change, how to involve people so as to make the changes effective. Then we elucidate the change management principles and the eight steps to successful change. Then we discuss how organisational change training and learning and motivation contribute to change in the organization. It is then pointed out as to how people normally would not consent to change and hence what are all to be done in order to get people consent to change and these are given in facts 1,2 and 3. Then we delineate the 5 basic principles of change and how to apply the same to effect change in an organization. Finally we discuss the psychological contract and people organizational relationship.

2.1 OBJECTIVES

After reading this unit you will be able to:

- Explain the concept of management;
- Describe the characteristics of management;
- Elucidate the approaches to management;
- Explain the management functions;
- Define change management
- Elucidate the principles of change management
- Describe psychological contract and people-organization relationship; and
- Analyse change management and principles of change management.

2.2 IMPORTANT ASPECTS ABOUT MANAGEMENT

Human beings, from the very beginning of their existence on this planet, have engaged themselves in activities, which have provided them better way of living. When the people found it difficult to perform various activities alone, they sought cooperation of others which later on took the shape of the organization. With the technological innovation, greater degree of specialization and division of labour were needed which also resulted in the large number of individuals working together and getting the collective objectives through their integrated efforts. However, in this process an agency to integrate these efforts was needed and that gave rise to management.

Management is the integrating force in all kinds of organized activity. It is not unique to business organizations but common to all kinds of social organizations. Management is the social process of planning, organizing, staffing, directing, coordinating and controlling for the determination and achievement of organizational objectives in a dynamic environment.

2.2.1 Definition of Management

There are various definitions about management, which are as given below:

- 1) Management is the function of executive leadership everywhere.
- 2) Management is the process of getting things done through the agency of a community. The functions of management are the handling of a community with a view to fulfilling the purposes for which it exists.
- 3) Management is a technique by means of which the purposes and objectives of a particular human group are determined, clarified and affected.
- 4) The six essential functions of management are planning, organizing, directing, staffing, coordinating and controlling.
- 5) Management embraces all duties and functions that pertain to the initiation of an enterprise, its financing, the establishment of all major policies.
- 6) Management entails the coordination of human effort and material resources toward the achievement of organizational objectives.
- 7) Management is the art of directing and inspiring people.
- 8) Management is the complex of the continuous, coordinated activities by means of which any undertaking or any administration or other service, public or private, is conducted.
- 9) Management is the art of getting things done through the efforts of other people.
- 10) Management is the art and science of organizing and directing human effort applied to control the forces and utilize the materials of nature for the benefit of man.

2.3 APPROACHES OF MANAGEMENT

The three approaches in which management can be defined are as follows:

- i) **Management as a field of study:** It includes principles, techniques, functions and problems.
- ii) **Management as a team or class of people:** It includes individuals who perform the managerial activities in the organization and the actions performed by them which come under managerial activities.
- iii) **Management as a process:** In studying the management process, various managerial activities taken as a basis for defining management are two ways of identifying managerial activities. One is inductive and other is deductive. Inductive method means management is what manager does. Under deductive method we can classify total activities of the organization as managerial or non-managerial or operative.

2.4 NATURE OF MANAGEMENT

The concept of management is universal. The nature we can analyze in the context of it being

- i) an economic resource,
- ii) a system of authority,
- iii) a class of team,
- iv) a science or art and
- v) a profession.

2.4.1 Management: An Economic Resource

There are five factors of production, viz., land, labour, capital, management and entrepreneur. These various factors are classified as human and non-human factors in organization.

2.4.2 Management: A System of Authority

Management is a system of authority. A system can be defined as a set of things can be defined as a set of things connected or interrelated and interdependent so as to form a complex unity. The authority may be defined as the legal right to command others to act or not to act in a prescribed manner.

2.4.3 Management: A Class, Team or Group

Here we refer management as individuals or group of individuals occupying managerial positions and performing managerial functions. These are

- i) paternal or family management,
- ii) political management and
- iii) professional management.

2.4.4 Management: Science or Art

It is said that management is the oldest of art and the youngest of science. It is a science because it evolves and uses certain principle. It is an art because it requires continuous practice to get the desired result in the best way.

2.4.5 Management: A Profession

Management is a comparatively new field of knowledge and has been developed as a result of rapid industrialization. It is increasingly being treated as a profession because of the need for acquiring management skills to solve the complex problem of the organization.

2.5 MANAGEMENT PRINCIPLES

Management has been defined as science, though an inexact science. It means that managerial functions are based on certain principles. Principles are a fundamental truth which establishes cause and effect relationship of a function and theory is a systematic grouping of inter-related principles. The significant points in this context we can mention are as follows:

- To increase efficiency.
- To crystallize the nature of management.
- To carry on researches.
- To attain social objectives.

2.6 THE MANAGEMENT FUNCTIONS

The main functions are planning, organizing, staffing, directing, coordinating and controlling.

2.6.1 Planning

Planning is the most fundamental and the most pervasive of all the managerial functions. It includes:

- determination of long and short-range objectives,
- development of strategies and courses of actions for the achievement of these objectives and
- formulation of policies, procedures, rules etc. for the implementation of strategies and plans.

2.6.2 Organizing

Organizing involves

- identification of activities required for the achievement of objectives and implementation of plans,
- grouping of activities so as to create self-contained jobs,
- assignment of jobs to employees,
- delegation of authority and
- establishment of coordinating relationships.

Organizing process results in a structure of the organization. It comprises organizational positions, accompanying tasks and responsibilities and a network of roles and authority-responsibility relationships.

2.6.3 Staffing

Staffing process comprises of

- man-power planning,
- recruitment,
- selection, induction and orientation,
- transfer, promotion and termination and
- employee training and development.

2.6.4 Directing

It is the function of leading the employees to perform efficiently and effectively and contribute their optimum to the achievement of organizational goals. It includes the sub-function of leadership, motivation and communication.

2.6.5 Coordinating

Coordinating is the integrating function. It is the process of tying together all the parts of the organization so that they all pull in the direction of organizational goals.

It includes the following sub-function:

- keeping authority and responsibility relationships clearly defined,
- unity of direction,
- unity of command,
- effective communication and effective leadership.

2.6.6 Control

Control involves:

- measurement of performance against predetermined goals,
- identification of deviation from these goals and
- corrective action to rectify deviation.

Management performs all these functions in interaction with its environment. In the course of performing these functions, it is influenced by as well as it influences its environment.

Management theory and principles have universal applicability to all kinds of organizations, operating in differing socio-cultural environments.

They are transferable from developed to underdeveloped countries. Without people there can be no organization and no meaningful activity.

Organizations can only achieve their aims and objectives through the coordinated efforts of other members. It is the job of management to get things done through other people. This involves the effective management of human resources.

It is people who are being managed and people should be considered in human terms. Human behaviour is the end result of a multiplicity of influences, many of which are hard to identify, so they need to be measured scientifically under experimental control.

2.7 CHANGE MANAGEMENT

Change management is a structured approach to transitioning individuals, teams as well as organizations from current state to a desired future state. In this context we can consider organizational change.

The important types of organizational change are mainly,

- i) strategic changes,
- ii) technological changes,
- iii) structural changes, and
- iv) change the attitudes and behaviours of personnel.

An effective change management plan needs to address all the dimensions of change. Organizations consist of people who are united by a common purpose. To meet the objectives of the organization, a structure is created, maintained and used.

Generally, there are three levels of organizations, viz.,

- strategic,
- managerial and
- operating.

At the strategic level, policies are formulated, goals are set and objectives are formed. Strategies are also designed to achieve the objectives taking into consideration the environmental influences on the organization. At the management level the programs regarding the procurement and allocation of all types of resources are formulated to achieve the strategies and formulated to achieve the strategic and objectives. At the operating level, the programs are implemented, i.e., the actual operations are carried out in the process of day to day activities in order to carry out the strategies and achieve the objectives. Human resources have a plus value in that they can convert the disorganized resources into a useful, productive organization. For smooth running of the organization and also for organizational development, effective management is desirable.

2.8 ISSUES ABOUT CHANGE MANAGEMENT

Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes. If change is forced on people normally problems arise. Change must be realistic, achievable and measurable. These aspects are especially relevant to managing personal change. Before starting organizational change, the manager should ask self what is it one wants to achieve with this change, why, and how will we know that the change has been achieved? Also the other question to be asked is who are affected by this change, and how will they react to it? And whether the amount of change being visualized could be achieved by the organisation and what parts of the change would the organisation need help with? These aspects also relate strongly to the management of personal as well as organizational change.

Change should not be sold to people as a way of accelerating 'agreement' and implementation. 'Selling' change to people is not a sustainable strategy for success, unless the aim of the organisation is to face problems at some time in the future when when least expected.

Instead, change needs to be understood and managed in a way that people can cope effectively with it. Change can be unsettling, so the manager logically needs to be a settling influence.

It is important to find out if people affected by the change agree with, or at least understand, the need for change, and have a chance to decide how the change will be managed, and to be involved in the planning and implementation of the change. For this, face to face communication must be used, so that sensitive aspects of organisational change management could be handled effectively. The

managers in the organization must be encouraged to communicate face-to-face with their people when one has to manage an organizational change. Email and written notices are extremely weak at conveying and developing understanding.

Where there is a need to make a change quickly, probe the reasons and ask the question if the urgency is real. Will the effects of agreeing a more sensible time-frame really be more disastrous than presiding over a disastrous change? Quick change prevents proper consultation and involvement, which leads to difficulties that take time to resolve.

For complex changes, the organization must ensure that they augment this change with consultative communications so as to make the people agree and gain support for the reasons for the change. Involving and informing people also creates opportunities for others to participate in planning and implementing the changes, which lightens the burden, spreads the organizational load, and creates a sense of ownership and familiarity among the people affected.

For organizational change that entails new actions, objectives and processes for a group or team of people, the organization must use workshops to achieve understanding, involvement, plans, measurable aims, actions and commitment. The management team should be encouraged to use workshops with their people too if they are helping them to manage the change.

The organization should even apply these principles to very tough change like making people redundant, closures and integrating merged or acquired organizations. Bad news needs even more careful management than routine change. Hiding behind memos and middle managers will make matters worse. Consulting with people, and helping them to understand does not weaken the management's position, rather it would strengthen it. Leaders who fail to consult and involve their people in managing bad news are perceived as weak and lacking in integrity. If the management must treat people with humanity and respect and they will reciprocate.

It must be remembered that the chief insecurity of most staff is change itself. Senior managers and directors responsible for managing organizational change do not, as a rule, fear change. They generally thrive on it. So the management must remember that its people do not relish change, and they find it deeply disturbing and threatening. The people's fear of change is as great as one's own fear of failure.

2.8.1 Responsibility for Managing Change

The employee does not have a responsibility to manage change. The responsibility of the employee is actually to do their best, which is different for every person and depends on a wide variety of factors (health, maturity, stability, experience, personality, motivation, etc). Responsibility for managing change is with management and executives of the organization. They must manage the change in a way that employees can cope with it.

The manager has a responsibility to **facilitate** and **enable** change. The management must help people to understand reasons, aims, and ways of responding positively according to employees' own situations and capabilities. Increasingly the manager's role is to interpret, communicate and enable. He should not instruct and impose, which nobody really responds to well.

2.8.2 Change Must Involve the People

In other words, change must not be imposed on people. If people are not approaching their tasks or the organization effectively, then the organization has the wrong mindset, not the people. Change such as new structures, policies, targets, acquisitions, disposals, re-locations, etc., all create new systems and environments, which need to be explained to people as early as possible, so that people's involvement in validating and refining the changes themselves can be obtained.

Whenever an organization **imposes** new things on people there will be difficulties. Participation, involvement and open, early, full communication are the important factors.

Staff surveys are a helpful way to repair damage and mistrust among staff, provided the management allows people to complete them anonymously, and publish and act on the findings.

Management training, empathy and facilitative capability are priority areas - managers are crucial to the change process - they must enable and facilitate, not merely convey and implement policy from above, which does not work.

Change cannot be imposed. In fact people and teams need to be empowered to find their own solutions and responses, with facilitation and support from managers, and tolerance and compassion from the leaders and executives. Management and leadership style and behaviour are more important than clever process and policy. Employees need to be able to trust the organization.

The leader must agree and work with these ideas, or change is likely to be very painful, and the best people will be lost in the process.

2.8.3 Change Management Principles

- 1) At all times involve and agree support from people within system (system = environment, processes, culture, relationships, behaviours, etc., whether personal or organisational).
- 2) Understand where the organisation is at the moment.
- 3) Understand where the management wants to be, when, why, and what the measures will be for having got there.
- 4) Plan development towards above No.3 in appropriate achievable measurable stages.
- 5) Communicate, involve, enable and facilitate involvement from people, as early and openly and as fully as is possible.

There are mainly ten principles of change management. These are as follows:

- Address the human side systematically.
- Start at the top.
- Involve every layer.
- Make the formal case.
- Create ownership.

- Communicate the message.
- Assess the cultural landscape.
- Address culture explicitly.
- Prepare for the unexpected.
- Speak to the individual.

Actually change management grew from the recognition that organizations are composed of people and the behaviour of people make up the outputs of an organization.

2.8.4 John P Kotter's 'Eight Steps to Successful Change'

American John P Kotter (b 1947) is a Harvard Business School professor and leading thinker and author on organizational change management. Each stage acknowledges a key principle identified by Kotter relating to people's response and approach to change, in which people **see**, **feel** and then **change**.

Kotter's eight step change model can be summarized as:

- 1) **Increase urgency** - inspire people to move, make objectives real and relevant.
- 2) **Build the guiding team** - get the right people in place with the right emotional commitment, and the right mix of skills and levels.
- 3) **Get the vision right** - get the team to establish a simple vision and strategy, focus on emotional and creative aspects necessary to drive service and efficiency.
- 4) **Communicate for buy-in** - Involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people's needs. De-clutter communications - make technology work for you rather than against.
- 5) **Empower action** - Remove obstacles, enable constructive feedback and lots of support from leaders - reward and recognise progress and achievements.
- 6) **Create short-term wins** - Set aims that are easy to achieve - in bite-size chunks. Manageable numbers of initiatives. Finish current stages before starting new ones.
- 7) **Don't let up** - Foster and encourage determination and persistence - ongoing change - encourage ongoing progress reporting - highlight achieved and future milestones.
- 8) **Make change stick** - Reinforce the value of successful change via recruitment, promotion, new change leaders. Weave change into culture.

2.8.5 Organizational Change, Training and Learning

Here are some modern principles for organizational change management and effective employee training and development. These principles are for forward thinking emotionally mature organizations, who value integrity above results, and people above profit.

Do you train or do you facilitate learning? There is a big difference:

- ‘Training’ implies putting skills into people, when actually **we should be developing people from the inside out, beyond skills**, ie., facilitating learning.
- So focus on **facilitating learning**, not imposing training.
- **Emotional maturity, integrity, and compassion** are more important than skills and processes. If you are in any doubt, analyse the root causes of your organization’s successes and your failures - they will never be skills and processes.
- Enable and encourage **the development of the person** - in any way that you can.
- **Give people choice** - we all learn in different ways, and we all have our own strengths and potential, waiting to be fulfilled.

Talk about **learning**, not training. **Focus on the person, from the inside out, not the outside in**; and offer opportunities for people to develop **as people** in as many ways you can.

2.8.6 Organizational Change, Training and Development and ‘Motivation’

Conventional organizational change, which typically encompasses training and development, and ‘motivation’, mostly fails, because people look at things in a different way.

Bosses and organizations still tend to think that people whom are managed and employed and paid to do a job should do what they’re told to do. We are conditioned from an early age to believe that the way to teach and train, and to motivate people towards changing what they do, is to tell them, or persuade them. From our experiences at school we are conditioned to believe that skills, knowledge, and expectations are imposed on or ‘put into’ people by teachers, and later, by managers and bosses in the workplace.

But just because the boss says so, doesn’t make it so. People today have a different perspective. Imposing new skills and change on people doesn’t work because:

- It assumes that people’s personal aims and wishes and needs are completely aligned with those of the organization, or that there is no need for such alignment, and
- It assumes that people want, and can assimilate into their lives, given all their other priorities, the type of development or change that the organization deems appropriate for them.

2.9 CONSENT TO CHANGE

It is not easy to get the employees consent to change. Instead, organizations, managers, bosses and business owners would do better to think first about exploring ways to align the aims of the business with the needs of their people. The following facts must be kept in mind.

2.9.1 Fact 1

People will never align with bad aims. Executive greed, exploitation, environmental damage, inequality, betrayal, false promises are transparent for all decent persons to see.

Re-assess and realign the organization's aims, beliefs, integrity - all of it - with those of people's. Then they might begin to be interested in helping with new skills and change, etc.

2.9.2 Fact 2

People can't just drop everything and 'change', or learn new skills, just because the management says so. Even if they want to change and learn new skills, they have a whole range of issues that keep them fully occupied for most of their waking hours

The reason why consulting with people is rather a good idea is that it saves the management from itself and from its own wrong assumptions. Consulting with people does not mean that the management hands over the organization to them. Consulting with people gives the management and workers a chance to understand the implications and feasibility of what the management thinks needs doing. And aside from this, consulting with people, and helping them to see things from both sides generally throws up some very good ideas for doing things better than the management could have dreamt of by itself. It helps the management you to see from both sides too.

2.9.3 Fact 3

Organizations commonly say they do not have time to reassess and realign their aims and values, etc., or do not have time to consult with people properly, because the organization is on the edge of a crisis.

Organizations get into crisis because they ignore facts one and two. Ignoring these facts again will only deepen the crisis.

Crisis is no excuse for compromising integrity. Crisis is the best reason to realign management aims and consult with people. Crisis is indicative of wake up and change the organization and its purpose and not change the people. When an organization is in crisis, the people are almost always okay.

So, whatever way one looks at the organizational change, one is deceiving oneself that one can come up with a plan for change and then simply tell or persuade people to implement it.

Instead, they must start by looking at their organization's aims and values and purposes. What does the organization actually seek to do? Whom does the organization benefit? And whom does it exploit? Who are the winners, and who are the losers? Does the organization have real integrity? Is the management proud of the consequences and implications of what their organization does? Will the management be remembered for the good that they did? And what do people in the organization say to themselves about the way they are managing change?

2.10 FIVE BASIC PRINCIPLES AND HOW TO APPLY THEM FOR CHANGE

Change management is a basic skill in which most leaders and managers need to be competent. There are very few working environments where change management is not important.

When leaders or managers are planning to manage change, there are five key principles that need to be kept in mind:

- 1) Different people react differently to change
- 2) Everyone has fundamental needs that have to be met
- 3) Change often involves a loss, and people go through the “loss curve”
- 4) Expectations need to be managed realistically
- 5) Fears have to be dealt with

Here are some tips to apply the above principles when managing change:

- 1) Give people information. That is they have to be open and honest about the facts, but at the same time need not give overoptimistic speculation. It is important to meet their openness needs, but in a way that does not set unrealistic expectations.
- 2) For large groups, the management must produce a communication strategy that ensures information is disseminated efficiently and comprehensively to everyone. It must be ensured that the grapevine does not take over. For example the management must tell everyone at the same time. However, follow this up with individual interviews to produce a personal strategy for dealing with the change. This helps to recognise and deal appropriately with the individual reaction to change.
- 3) People should be given choices to make, and the management must be honest about the possible consequences of those choices. They must be given enough time to express their views, and support their decision making, providing coaching, counselling or information as appropriate, to help them through the losses.
- 4) Where the change involves a loss, the management must identify what will or might replace that loss. The loss is easier to cope with if there is something to replace it. This will help assuage potential fears.
- 5) Where it is possible to do so, the individuals must be given an opportunity to express their concerns and provide reassurances. This would help assuage potential fears.
- 6) The management should keep observing good management practice, such as making time for informal discussion and feedback (even though the pressure might seem that it is reasonable to let such things slip. During difficult change such practices are even more important.

Where management is embarking on a large change programmes, the change programme should be treated as a project. That means the management should

apply all the rig ours of project management to the change process. In other words, produce plans, allocate resources, appoint a steering board and/or project sponsor etc.. The five principles above should form part of the project objectives.

When leaders or managers are planning to manage change, there are five key principles that need to be kept in mind:

2.10.1 Principle 1

Different people react differently to change

The stability and change can be considered on a continuum with stability at one extreme and change at another extreme.

Different people have different preferences for where they like to be on this spectrum. Some people like to be at the **stability** end of the spectrum. They like things to be the way they have always been. Other people like to be at the **change** end of the spectrum. Such persons are always looking for something different and new.

Problems arise when the individual's preferences differ from the situation they find themselves in. That is, if:

- a stability-oriented person finds that circumstances are changing quite rapidly, or
- a change-oriented person finds that everything is the same and there is nothing new

In these situations, the individuals involved can experience:

- strong dissatisfaction
- stress
- negative attitudes towards individuals with preferences at the other end of the spectrum (eg: distrust, dislike)
- resistance (to change, or to the status quo)
- intense emotions
- loss of rational judgement

People tend to resist, therefore, approaches on other parts of the spectrum than where they themselves prefer to be.

2.10.2 Principle 2

Everyone has fundamental needs that have to be met

A famous psychologist called Will Schutz identified three basic needs that people have in interpersonal relations. These basic needs are also of fundamental importance in people's reaction to change:

- The need for control
- The need for inclusion
- The need for openness

Whilst the need for these can vary between people, in any change process there is always some degree of need for control over one's environment/destiny, some degree of need to be included in the process of forming the change that is taking place, and some degree of need for managers/leaders to be open with their information.

If a change programme fails to meet the control, inclusion and openness needs of the individuals affected by it then that programme is likely to encounter a range of negative reactions, ranging from ambivalence through resistance to outright opposition.

2.10.3 Principle 3

Change often involves a loss, and people go through the “loss curve”

The relevance of the “loss curve” to a change management programme depends on the nature and extent of the loss. If someone is promoted to a more senior position, the ‘loss’ of the former position is rarely an issue because it has been replaced by something better. But if someone is made redundant with little prospect of getting a new job, there are many losses (income, security, working relationships) that can have a devastating effect.

There are many variations of the “loss curve”. One is known as “Sarah” - that is, the individual experiences (in this order):

- S-hock
- A-nger
- R-ejection
- A-cceptance
- H-ealing

The common factors amongst all “loss curves” are:

- 1) that there can be an initial period where the change does not sink in. For example, feelings may be kept high by the individual convincing themselves that the change is not going to happen.
- 2) that when the loss is realised, the individual hits a deep low. The depth of this ‘low’ is deepened if the loss is sudden/unexpected.
- 3) that the period of adjustment to the new situation can be very uncomfortable and take a long time. In the case of bereavement, the period of adjustment can be as long as two years.

2.10.4 Principle 4

Expectations need to be managed realistically

The relationship between expectations and reality is very important. One can see this in customer relations, as for example, if a supplier fails to meet expectations then the customer is unhappy, and if the supplier exceeds expectations then the customer is happy.

To some extent the same principle applies to staff and change. If their expectations are not met, they are unhappy. If their expectations are exceeded, they are happy.

Sometimes, enforced change inevitably involves the failure to meet expectations. That is there had been an expectation of job security, which has now been taken away.

What leaders/managers have to do, however, is make sure they don't aggravate the situation by making promises that can not or will not be kept. Expectations have to be set at a realistic level, and then exceeded.

2.10.5 Principle 5

Fears have to be dealt with

In times of significant change rational thought does not seem to function. This means that people often fear the worst, that is they fear far more than the worst, because their subconscious minds suddenly become illogical and see irrational consequences. Given below are a few examples of this type of situation.

- 1) Our company is reducing staff, which means...
- 2) They will make people redundant, and...
- 3) I'll be the first to be kicked out, and...
- 4) I'll have no hope of getting another job, and...
- 5) I won't be able to pay the mortgage, so...
- 6) I'll lose the house, so...
- 7) My family won't have anywhere to live, and...
- 8) My wife won't be able to cope, so...
- 9) She'll leave me, and...
- 10) I'll be so disgraced the children won't speak to me ever again.

Such fears need to be addressed, by helping people to recognise that most people who are made redundant find a better job with better pay and have a huge lump sum in their pocket. Or, where appropriate, by explaining how the reductions in staff numbers are going to be achieved (by natural wastage or voluntary redundancy)

2.11 PSYCHOLOGICAL CONTRACT AND PEOPLE ORGANIZATIONAL RELATIONSHIP

Many problems in the people organizational relationship arise not so much from what management does, but the manner in which it is done.

Often, it is not so much the intent but the manner of implementation that is the root cause of staff unrest and dissatisfaction.

Accordingly, how managers exercise the responsibility for, and duties of, management is important.

Management should, therefore, endeavour to create the right balance among the inter-related elements which make up the total organization. So, attention should be given on psychological contract and the people organization relationship.

2.11.1 Psychological Contract

The psychological contract covers a range of expectation of rights and privileges, duties and obligations, which do not form part of a formal agreement but still have an important influence on people's behaviour.

The psychological contract is a useful concept in examining the socialization of new members of staff to the organization. Early orientations or inductions about the contractual obligations have a major effect on an individual's subsequent career in organization, and influence job satisfaction, attitude and level of productivity. The nature and extent of individual's expectations vary so widely that it is not possible to finalize an exhaustive list with all inclusive variables. The employer must :

- provide safe and hygienic working conditions,
- make every possible effort to provide job security,
- attempt to provide challenging and satisfying jobs,
- allow staff genuine participation in decisions which affect them,
- provide opportunity for personal development and carrier progression,
- treat members or staff with respect and
- demonstrate an understanding and considerate attitude towards personal problems of staff.

On the other hand, the organizations also have some expectations :

The organizational expectations show also wide variations in their requirements and conflicting areas with employee expectations. The important points in this context we can mention here are the following:

- achieving organizational goals,
- sufficient involvement, commitment and initiative,
- requiring high interest towards role and responsibility,
- specific task performance effectively (with loyalty),
- having high regards to policies, rules and procedure,
- having high responsiveness to leadership, and
- having high interest for the viability of the organization.

2.11.2 The People Organization Relationship

The classical schools of management were mainly concerned with managing organizing without caring much about the human factors or people participating in "man-machine" system of production. Findings of Hawthorne experiments made management cautious about the importance of human factors. Practically, Hawthorne effect on increasing production rate laid down the foundations of human relations approach in industrial management where a harmonious interpersonal relation in work supervision was given priority attention.

Human relations could not think of any dynamic organization life without lively people in organizational set up. Of course, there are certain shortcomings in putting exclusive importance on the classical human relations approach in public and private sector undertakings with equal emphasis.

Acknowledging the importance of human factor, organizational life was studied in terms of the relationship between technical and social variables within the system. Where, changes in our part, technical or social, would affect other parts and thus the whole system.

Thus, the socio-cultural system is concerned with the interactions between the psychological and social factors and the needs and demands of the human part of the organization and its befitting structural and technological requirements. Thus, due importance was given on effective decision-making and communication processes. There is a need for cooperative action in organizations.

People's ability to communicate and their commitment and contribution to the achievement of a common purpose, were necessary for the existence of a cooperative system. Without proper infrastructure, democratic leadership style can not grow to achieve finally the goals of industrial democracy where:

- the role, responsibility and dignity of each people is duly respected and recognized,
- cooperation is the core spirit of team work and
- continuous learning opportunities are available for human resource development and for conflict resolution.

Modern organizations are composed of competing sub-groups and work teams with their own loyalties, goals and leaders are working for a common cause – the viability of the organization by overcoming conflicts. This view is widely acceptable and trade unions get legitimate access to intervene into an increasing range of managerial prerogative areas.

2.12 LET US SUM UP

Effective management is at the heart of organizational development and improved performance and the contribution to economic and social needs of society. The quality of management is one of the most important factors in the success of any organization. There is continual need for managerial development to ensure the development of both present and future managers. Manager can be seen to draw plans, set-up goals and objectives and subsequent actions. Manager organizes the program of job analysis, decision-making and forms work groups and controls human relationship in supervisory practices. Besides this, managers motivate and trains work group and leads the group (teams) and identify the needs of both people and organization. In the present scenario, manager also conducts performance evaluation of the staff and self. Finally we can say that manager's role are mainly interpersonal, informational and decisional, on the other hand, behaviour styles are mainly authoritative, benevolent authoritative, consultative and participative style. The process of management development should be related to the nature, objectives and requirements of the organization as a whole. An essential feature of management development is performance review – related to knowledge acquired, skills developed and qualification and experience of the people concerned. An effective system of performance review will help to identify individual strength and weaknesses, potential for promotion and training and development needs. It provides also a framework for measuring results, identifying training needs, personal career planning, agreeing objectives and standards of performance and organizational succession planning. All these are under the category of change management.

2.14 UNIT END QUESTIONS

- 1) What do you mean by the term change management?
- 2) What is management?
- 3) Write in brief about psychological contract and people-organizational relationship.
- 4) What are the principles of change management?
- 5) Briefly discuss about management functions.
- 6) What is nature of management?
- 7) Elucidate the functions of management.

2.15 SUGGESTED READINGS

Fred Luthans, (1998). *Organizational Behaviour*, International Eighth edition, Irwin McGraw Hill.

Robbins, S.P. (1994). *Organizational behaviour, concepts, controversies and applications*, 6th edition, N.J. Prentice Hall.

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UNIT 3 TEAM MANAGEMENT

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Definition and Nature of Team
- 3.3 Twelve (12) Cs for Team Building
 - 3.3.1 Clear expectations
 - 3.3.2 Context
 - 3.3.3 Commitment
 - 3.3.4 Competence
 - 3.3.5 Charter
 - 3.3.6 Control
 - 3.3.7 Collaboration
 - 3.3.8 Communication
 - 3.3.9 Creative innovation
 - 3.3.10 Consequences
 - 3.3.11 Coordination
 - 3.3.12 Cultural Change
- 3.4 Methods to Make Team Work Happen
- 3.5 Methods to Create Effective Team
 - 3.5.1 Setting Ground Rule
 - 3.5.2 Creating a Team Mission Statement
 - 3.5.3 Team Building and Successful Teams
- 3.6 Steps for Effective Training Approach for Team
- 3.7 Techniques for Training Team
- 3.8 Organisational Culture, Structure and Team Management
- 3.9 Modern Concept
- 3.10 Let Us Sum Up
- 3.11 Unit End Questions
- 3.12 Glossary
- 3.13 Suggested Readings

3.0 INTRODUCTION

In this unit we will be dealing with team management. We start with definition and nature of Team as such. Then we discuss how to build a team and 12 Cs, for team building. This consists of clear expectations, context, commitment, competence, charter, control etc. Then we discuss the methods used to make the team work take place, and we also delineate the typical methods to create effective team. It is pointed out that in order to make an effective team it is important to use certain techniques such as setting ground rule, creating a team mission statement and how to use team building techniques for creating successful teams. Then we take up steps for effective training approach for team and make them a efficient team to work together, and provide the various techniques for the same.

3.1 OBJECTIVES

After reading this unit you will be able to:

- Define team;
- Describe the nature of the team;
- Explain team building;
- Elucidate the 12 Cs of team building;
- Explain how to create an effective team;
- Delineate the characteristics of an effective team;
- Describe organizational culture, structure and team management; and
- Analyse the modern concept of team management.

3.2 DEFINITION AND NATURE OF TEAM

A group of people with a full set of complementary skills required to complete a task, job, or project. Team members

- 1) Operate with a high degree of interdependence,
- 2) Share authority and responsibility for self-management,
- 3) Are accountable for the collective performance, and
- 4) Work toward a common goal and shared rewards(s).

Another definition is that a team is any group of people organized to work together interdependently and cooperatively to meet the needs of their customers by accomplishing a purpose and goals. Teams are created for both long term and short term interaction. A product development team, an executive leadership team, and a departmental team are long lasting planning and operational groups. Short term teams might include a team to develop an employee on boarding process, a team to plan the annual company party, or a team to respond to a specific customer problem or complaint. Three common types of teams include functional or departmental, cross-functional, and self-managing.

Functional or departmental teams: Groups of people from the same work area or department who meet on a regular basis to analyze customer needs, solve problems, provide members with support, promote continuous improvement, and share information.

Cross-functional teams: Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process.

Self-managing teams: Groups of people who gradually assume responsibility for self-direction in all aspects of work.

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than yourself. It has a lot to do with your understanding of the mission or objectives of the organization.

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

You need to differentiate this overall sense of team work from the task of developing an effective intact team that is formed to accomplish a specific goal. People confuse the two team building objectives. This is why so many team building seminars, meetings, retreats and activities are deemed failures by their participants. Leaders failed to define the team they wanted to build. Developing an overall sense of team work is different from building an effective, focused work team when you consider team building approaches.

3.3 TWELVE CS FOR TEAM BUILDING

Executives, managers and organization staff members universally explore ways to improve business results and profitability. Many view team based, horizontal, organization structures as the best design for involving all employees in creating business success.

No matter what you call your team based improvement effort, continuous improvement, total quality, lean manufacturing or self-directed work teams, you are striving to improve results for customers. Few organizations, however, are totally pleased with the results their team improvement efforts produce. If your team improvement efforts are not living up to your expectations, this self-diagnosing checklist may tell you why. Successful team building, that creates effective, focused work teams, requires attention to each of the following.

3.3.1 Clear Expectations

Do team members understand why the team was created? Is the organization demonstrating constancy of purpose in supporting the team with resources of people, time and money? Does the work of the team receive sufficient emphasis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders?

3.3.2 Context

Do team members understand why they are participating on the team? Do they understand how the strategy of using teams will help the organization attain its communicated business goals? Can team members define their team's importance to the accomplishment of corporate goals? Does the team understand where its work fits in the total context of the organization's goals, principles, vision and values?

3.3.3 Commitment

Do team members want to participate on the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Do team members perceive their service as valuable to the organization and to their own careers? Do team members anticipate recognition for their contributions? Do team members expect their skills to grow and develop on the team? Are team members excited and challenged by the team opportunity?

3.3.4 Competence

Does the team feel that it has the appropriate people participating? (As an example, in a process improvement, is each step of the process represented on the team?) Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? If not, does the team have access to the help it needs? Does the team feel it has the resources, strategies and support needed to accomplish its mission?

3.3.5 Charter

Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission. Has the team defined and communicated its goals, its anticipated outcomes and contributions, its timelines, and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the leadership team or other coordinating group support what the team has designed?

3.3.6 Control

Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter? At the same time, do team members clearly understand their boundaries? How far may members go in pursuit of solutions? Are limitations (i.e. monetary and time resources) defined at the beginning of the project before the team experiences barriers and rework?

Is the team's reporting relationship and accountability understood by all members of the organization? Has the organization defined the team's authority? To make recommendations? To implement its plan? Is there a defined review process so both the team and the organization are consistently aligned in direction and purpose? Do team members hold each other accountable for project timelines, commitments and results? Does the organization have a plan to increase opportunities for self-management among organization members?

3.3.7 Collaboration

Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members? team leaders? team recorders? Can the team approach problem solving, process improvement, goal setting and measurement jointly? Do team members cooperate to accomplish the team charter? Has the team established group norms or rules of conduct in areas such as conflict resolution, consensus decision making and meeting management? Is the team using an appropriate strategy to accomplish its action plan?

3.3.8 Communication

Are team members clear about the priority of their tasks? Is there an established method for the teams to give feedback, and receive honest performance feedback. Does the organization provide important business information regularly? Do the teams understand the complete context for their existence? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?

3.3.9 Creative Innovation

Is the organization really interested in change? Does it value creative thinking, unique solutions and new ideas? Does it reward people who take reasonable risks to make improvements? Or does it reward the people who fit in and maintain the status quo? Does it provide the training, education, access to books and films, and field trips necessary to stimulate new thinking?

3.3.10 Consequences

Do team members feel responsible and accountable for team achievements? Are rewards and recognition given when teams are successful? Is reasonable risk respected and encouraged in the organization? Do team members fear reprisal? Do team members spend their time finger pointing rather than resolving problems? Is the organization designing reward systems that recognize both team and individual performance? Is the organization planning to share gains and increased profitability with team and individual contributors? Can contributors see their impact on increased organization success?

3.3.11 Coordination

Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments? Do teams understand the concept of the internal customer—the next process, anyone to whom they provide a product or a service? Are cross-functional and multi-department teams common and working together effectively? Is the organization developing a customer-focused process-focused orientation and moving away from traditional departmental thinking?

3.3.12 Cultural Change

Does the organization recognize that the team-based, collaborative, empowering, enabling organisational culture of the future is different than the traditional, hierarchical organization it may currently be? Is the organization planning to or in the process of changing how it rewards, recognizes, appraises, hires, develops, plans with, motivates and manages the people it employs?

Does the organization plan to use failures for learning and support reasonable risk? Does the organization recognize that the more it can change its climate to support teams, the more it will receive in pay back from the work of the teams?

Spend time and attention on each of these twelve tips to ensure your work teams contribute most effectively to your business success. Your team members will love you, your business will soar, and empowered people will “own” and be responsible for their work processes. Can your work life get any better than this?

Fostering teamwork is creating a work culture that values collaboration. In a teamwork environment, people understand and believe that thinking, planning, decisions and actions are better when done cooperatively. People recognize, and even assimilate, the belief that “none of us is as good as all of us. It’s hard to find work places that exemplify teamwork. In America, our institutions such as schools, our family structures, and our pastimes emphasize winning, being the best, and coming out on top. Workers are rarely raised in environments that emphasize true teamwork and collaboration.

3.4 METHODS TO MAKE TEAMWORK HAPPEN

To make teamwork happen, these powerful actions must occur.

- Executive leaders communicate the clear expectation that teamwork and collaboration are expected.
- Executives model teamwork in their interaction with each other and the rest of the organization.
- The organization members talk about and identify the value of a teamwork culture.
- Teamwork is rewarded and recognized.

The lone ranger, even if she is an excellent producer, is valued less than the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement.

- Important stories and folklore that people discuss within the company emphasize teamwork.
- The performance management system places emphasis and value on teamwork.
- Form teams to solve real work issues
- Hold department meetings to review projects and progress.
- Build fun and shared occasions into the organization’s agenda.
- Use ice breakers and teamwork exercises at meetings.
- Celebrate team successes publicly.

3.5 METHODS TO CREATE EFFECTIVE TEAM

How to create effective teams, team work, and team building is a challenge in every organization. Work environments tend to foster rugged individuals working on personal goals for personal gain. Typically, reward, recognition, and pay systems single out the achievements of individual employees.

Effective teams can be created if (i) we practice good communication skills (ii) refrain from communication roadblocks (iii) listen well (iv) observe carefully and (v) give feedback constructively.

It is important that we observe communication behaviours in a team so as to make it effective. This would involve observing (i) Who participates and who

does not (ii) How do people take turns and who talks to whom and who responds to whom etc. (iii) how are interruptions handled? Is silence O.K.? Is anyone dominating the conversation? (iv) How are decisions made? Are they by consensus? Or are they by voting? Or by one person? While doing all this, one should be sure to observe one's own feelings, reactions, and behaviors.

All communication takes place on the content and relationship level. Often the problem with communication is the assumption of it. Metacommunication is very useful.

When the person has built trust, that means he has acted with consistency and coherence, demonstrated concern, treated others with a sense of fairness, fulfilled obligations and commitments, etc.

When the person is engaging in a dialogue, that means he or she is Seeing things from the other person's perspective, really listening, expressing their concerns as one's own concern, and not as another person's problem and giving others a stake in the process or outcome.

The three concrete tips to follow include using a facilitator or coordinator, delegating tasks effectively using a work breakdown structure and set some ground rules.

Work Break down structure

Work breakdown structure refers to the way to organize a series of tasks to accomplish a project objective. This consists of (i) Hierarchical diagram of tasks (ii) Person responsible for executing the task (iii) Deadline to have the task completed (iv) Interdependencies with other tasks (v) Each task in a WBS should contribute to the goal of delivering the required material on time and done well.

The function of facilitator / coordinator includes (i) Focus the team toward the task (ii) Get all team members to participate (iii) Keep the team to its agreed-upon time frame (iv) Suggest alternatives (v) Help team members confront problems and (vi) summarise team decisions.

3.5.1 Setting Ground Rules

This involves goals and expectations, work norms, Facilitator norms, Communication norms, Meeting norms, and Consideration norms

The teams give trouble when individuals misbehave and become highly egoistic. The team can also give trouble when groups interest is subverted under individual interest. It can also happen due to different styles of learning, interaction, expression sub group interest etc. The group psychology may also play a role in the sense that group behaviours such as defensive routines, Us versus them, reluctance to test assumption publicly, getting off task, lack of boundaries or ill defined roles and unclear objectives and or expectations.

The common problems in teams include talking too much (higging), jumping from topic to topic (frogging), getting stuck on an issue (bogging) and tip toeing around a contentious issue.

3.5.2 Creating a Team Mission Statement

Creating a team mission statement can help you focus your team effort and do a lot of good in bringing your team together behind a common theme. The key to success is not just creating a team mission statement but it is living the mission statement.

A mission statement identifies the major purpose that your team fulfills when providing products and services to customers.

The mission statement should:

- Include the reason for your team
- Identify your team's unique 'value added'
- Reflect your teams's core business activity
- Provide a focus for your team
- Identify the team purpose

Step One : Develop the Team Mission Statement By Identifying

- Stakeholders - Those people who are directly affected by the team's successes and failures. Stakeholders could be employees, internal customers, organizational customers, external customers.
- Products and Services - Items that your team produces for its customers. Products and services might include consulting, training, products or services for individual use, products or services for business use.
- Value Added - The key advantage your team provides over the competition. Why would a customer come to your team for service? What makes your team special?

Step Two: Construct a First Draft

The name of the team must meet the needs of stakeholders.

Step Three. Refine the Team Mission Statement

Whether the mission statement is too wordy, too brief, and to the point. Whether the team members will remember it. Would the mission statement make sense to the stakeholders? Is it a true mission statement and not a goal? Does it inspire the organisation's team and whether it describes the focus and effort of the team? It is important to know if the mission statement Is unique.

Step Four: Make It Visible

Post the mission statement for easy review by all team members and customers.

Step Five. Live it!

To make a mission statement one must be involved in the entire team process. The mission statement must be used as a guide for everything the team does. Bounce team goals and activities against it to ensure the organization is doing the right thing.

In order to make the team effective, the organization must engage the team in dialogue

Employee involvement, teams, and employee empowerment enable people to make decisions about their work. This employee involvement, team building approach, and employee empowerment increases loyalty and fosters ownership. These resources tell you how to do team building and effectively involve people.

Employee empowerment is a strategy and philosophy that enables employees to make decisions about their jobs. Employee empowerment helps employees own their work and take responsibility for their results.

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs. Employee involvement is not the goal nor is it a tool, as practiced in many organizations. Employee involvement is a management and leadership philosophy about how people are enabled to contribute to continuous improvement and the ongoing success of their organization.

3.5.3 Team Building And Successful Teams

People in every workplace talk about team building, working as a team, and my team, but few understand how to create the experience of team building or how to develop an effective team.

Many view teams as the best organization design for involving all employees in creating business success and profitability. Learn how team building helps enable the success of work teams and team work.

Team is a very well known word. Certainly one has heard this word and one uses it off and on undoubtedly. Everyone including friends also use this word. It is very common and popular word and it is used in many places. This word “team” is used to describe any routine work group in a workplace expressing a desirable degree of morale during performance. Within the frame of traditionally formal work group life, through regular social interaction, interpersonal relations are developed and informal groups are formed and they express high group morale when and where necessary. The quality of cooperation, motivation and determination to achieve goals which are expressed by the informal group members reminds us of a good team work. But the said team work has no formal recognition, no stable quality, not premised always on rational ground and it hardly obeys any norms. Thus, it fails to satisfy the requirements and characteristics of a formal “team”, the most important group phenomena in the modern workplace.

Team management refers to techniques, processes and tools for organizing and coordinating a group of individuals working towards a common goal. Here the team as a whole work together to reach the common goal. To maximize the effectiveness of the organization, managers must be able to work with one another to achieve common goals. There are mainly six principles which are effective one. Accountability is one of the important factors of every initiative. Proper communication which encourages innovation and creativity is also another important factor.

Regular performance discussions should be scheduled and strictly held to for betterment. Performance management and performance measurement are the key contributors to improved team management. It is sometimes difficult for

information sharing and effective communication. Teams must have unrestricted access to all relevant information. Lastly we can say that the manager's role must be redefined for the team environment and an emphasis on the servant style of leadership. The feeling of mutual respect, trust and maturity becomes the foundation for team work and problem solving.

A team is a composite body which functions to yield "collective work-products." It refers to a production of any formal work-group and reflects the joint, real contribution of team members. In this connection it may be mentioned that (i) the team has shared leadership roles, (ii) it has individual and mutual accountability, (iii) has a specific purpose to yield "collective work-products", (iv) encourages open-ended, active problem-solving meetings and product-centered direct evaluation. Actually the team discusses, decides and does real work together. According to Sandstorm, teams can be formed for any purpose and which may be put under four categories :

- 1) Advice
- 2) Production
- 3) Project
- 4) Action.

We mainly have to know about the two types of teams, viz., quality circles and autonomous or self-managed teams. Team effectiveness depends on both individual and organizational factors. Under individual factors, older habits, beliefs, unequal sense of responsibility and involvement, are most significant. Organizational factors may be socio-cultural and related to terms and conditions for work alone with limitations of workplace.

3.6 STEPS FOR EFFECTIVE TRAINING APPROACH FOR TEAM

There are mainly ten steps for effective training approach for team. These are:

- 1) Establish credibility.
- 2) Ventilation of emotionality.
- 3) Orientation about team building.
- 4) Problem identification.
- 5) Setting up group goals.
- 6) Facilitates the group process.
- 7) Establish intra-group procedures.
- 8) Establish inter-group procedure.
- 9) Change the active role of the trainer (active to passive).
- 10) Put an end on the trainers' involvement (self-managing team).

Besides this, team building for organizational development may be structured considering the following six steps:

- 1) Team skills workshop (to unfreeze various teams and get them ready to accept change).
- 2) Data collection (questionnaire survey to collect data on work climate, supervisory behaviour and job content).
- 3) Data confrontations (open discussion on the problem areas and know the suggestions to solve the problems).
- 4) Action planning (develop specific plans for change).
- 5) Team building (team identifies the barriers, develop plans and try to accomplish change).
- 6) Inter-group buildings (establish collaboration on share goals and problems and generalize the OD effort to the total organization).

On the other hand, we can say that the organizational outcomes of organizational development include increased effectiveness, problem solving and adaptability for the future. Organizational development attempts to provide opportunities to be “human” and to increase awareness, participation and influence. An overriding goal is to integrate individual and organizational objectives by inculcating values in people to serve the organizational cause and learning to recognize valuable things for proper usage. Team management is one of the important things which we can mention in this context. The key points are as follows :

- Change agents should focus on systematic change in work-settings – at the starting point and on individual behaviour as the key mediator associated with organization outcome change.
- Results for technology interventions indicate that negative behaviour change does not necessarily leads to negative organizational outcome change.
- Well-developed theories should provide a better basis for choosing interventions than simply the change agents’ personal preferences values and styles.

3.7 TECHNIQUES OF TRAINING TEAM

Under the broad coverage of training group technique, the most popular techniques over the years are:

- grid training
- survey feedback and
- team building.

Blake and Mouton’s leadership grid (position 9, 9) indicates a maximum concern for both people and production and signifies an implied goal of grid training. The following six steps are generally followed under grid training for organizational development.

- 1) Laboratory seminar training
- 2) Team development
- 3) Inter-group development
- 4) Organizational goal setting

- 5) Goal attainment
- 6) Stabilization.

Organizational program banks on the growth of empathy, improved communication and highly active joint participation for managing change effectively. There are five key areas of the team which remains open for monitoring and evaluation. These are:

- 1) Team mission
- 2) Goal achievement
- 3) Empowerment
- 4) Open and honest communication
- 5) Positive roles and norms.

In connection with the team management we can further say that the following elements make up the modern organizational development approach to the management of change. These are :

- 1) It would be planned change
- 2) Takes the system perspective
- 3) Has a short and long term objectives
- 4) Concerned mainly with organizational processes than content
- 5) Designed to solve problems and
- 6) Focused primarily on human and social relationship.

Caution

At any point, team members can slide back to a lower level of effectiveness, if they do not continually work together as a team, listen and communicate effectively, deal with conflict effectively, recognize each other's unique contribution, provide honest feedback and demonstrate other characteristics of an effective team.

Besides this, there are some practical guidelines which are not meant to dampen the excitement and enthusiasm for change efforts but to put realistic expectations into the process. The important points are as follows:

- Do not promise that all employees undergoing a change effort will be winner.
- Do not blame those who lose out for their negative attitudes.
- Do not focus only on the new and forget the old.
- Avoid symbolic participation in the change effort.
- Avoid destroying the old culture without building a new one.
- Do not launch HRM programs in the context of a major change without considering the necessary time and resource to support them.

3.8 ORGANIZATIONAL CULTURE, STRUCTURE AND TEAM MANAGEMENT

Organizational culture is the product of all the organization's feature, viz., its people, objectives, size, technology, unions, policies, its successes and failures. It is the sum total of shared values, beliefs and habits within an organization and in short may be called the organizational personality. The challenge for human resource professionals is to adjust positively to the culture of the organization. They have to choose paths the best reflect the culture of the firm and the attitudes of its people. To carry out tasks, managers generally follow certain steps :

- Identify the work, delegate it to various people.
- Establish relationship between people and positions.
- Measure and evaluate the work done at various levels.

There are three levels of organizations, viz., strategic, managerial and operating. At the strategic level, policies are formulated, goals are set, and objectives are framed. Strategies are also designed to achieve the objectives taking into consideration to achieve the objectives taking into consideration the environmental influences on the organization.

At the management level the programs regarding the procurement and allocation of all types of resources are formulated to achieve the strategies and objectives. At the operating level, the programs are implemented, i.e., actual operations are carried out in the process of day to day activities in order to carry out the strategies and achieve the objectives.

Basically, there are two types of organization structure, flat and tall. Tall or pyramid type of organizational structures are suitable to the companies which are labour-oriented. Flat organizations are suitable to the technology-oriented companies.

Since most of the modern organizations are technology based and endowed with capital and highly educated employees they tend to have an organization structure where the number of employees at the operating level are relatively less. In view of this, personnel management is not only challenging but also significant one in a modern organization. Moreover, human resources have a plus value in that they can convert the disorganized resources into a useful and productive organization. It is true that there is a close relationship between the organizational structure and culture and the team management.

3.9 MODERN CONCEPT

Organization is the foundation of management. If the organization's plan is ill designed, then management is rendered difficult and ineffective. If, on the other hand, it is logical, clear cut and streamlined to meet present-day requirements, then the first requisite of sound management has been achieved. Organization is the means of multiplying the strength of an individual. It takes his knowledge and uses it as the resource, the motivation and the vision of the other workers. A good organization facilitates administration, promotes specialization, encourages growth and stimulates creativity. The work of management proceeds smoothly only if it is well-defined, systemic and certain and appropriate functional groups

are provided to help the managers to manage. A sound organization stimulates independent creative thinking and initiative by providing well-defined areas of work with broad latitude for the development of new and improved ways of doing things. Management development is a continuous process. Team management is a significant factor for the enrichment of management development.

3.10 LET US SUM UP

Team culture is necessary for success. It is not automatic to work together effectively. It takes a specific effort and the development of a culture that is supported by executive management. Knowledge transfer is essential for an organization to grow. Without knowledge transfer and the sharing of success it is difficult for the group to share any vision and work toward common goals. For team management trust and respect is necessary. Brainstorming must be encouraged to release team innovation. Reliance on team effectiveness minimizes risk by being more flexible and adaptive than relying on a single individual. No one individual alone can jeopardize success.

3.11 UNIT END QUESTIONS

- 1) What do you mean by the term team?
- 2) What is team management?
- 3) Write in brief about the steps of effective training for team.
- 4) Is there any relationship between organizational structure and culture and team management? – Discuss.
- 5) Discuss about the cautions in team management.
- 6) Briefly discuss about the nature of team.

3.12 GLOSSARY

- Team** : Team is a composite body which functions to yield collective work products.
- Team management** : Team management refers to techniques, processes and tools for organizing and coordinating a group of individuals working towards a common goal.

3.13 SUGGESTED READINGS

Fred Luthans, (1998). *Organizational Behaviour*, International Eighth edition, Irwin McGraw Hill.

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UNIT 4 RESOLVING CONFLICTS

Structure

- 4.0 Introduction
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4.0 INTRODUCTION

Conflict is a natural ingredient in every organization in every organization, managers have to learn not only to live with it but also to manage it. So there is a need to resolve conflict. There are various ways to resolve conflict. Bargaining, negotiating, mediating, communication facilitation, etc are the ways to resolve conflicts considering the existing scenario of the organization. So, undoubtedly we can say that there is a need to resolve conflict as far as possible for the improvement of the organization. In this unit we will be dealing with conflicts and resolution of conflicts in an organization. We start with definition of conflicts and types of conflicts. We then move on to the causes of conflicts and sources of interpersonal conflicts. This is followed by the next section that deals with conflict resolution and resolving work place conflict. In the latter we will be dealing with the various techniques in conflict resolution. We then present the preventive techniques and other techniques and the positive outcome of conflicts.

4.1 OBJECTIVES

After reading this unit you will be able to:

- Define conflict;
- Describe the types of conflict;
- Explain the reasons for conflict; and
- Analyse the methods to resolve conflict.

4.2 CONFLICTS AND TYPES OF CONFLICT

We, the individuals, always suffer from different types of conflict. Sometimes we are able to manage it and sometimes not. We feel disturbance if we are unable to solve the conflict. Conflict can be defined as the disagreement between individuals or groups. Obviously, it is expected in groups, especially in the early stages of group formation. Conflict has a strong influence on organizational performance. When conflict reaches at the high level, it can be a major disruptive force that reduces organizational effectiveness. Organizational resources may be money, information, material human resources etc. Job boundaries and responsibilities sometimes are not clear at all. This creates conflict. Not only this communication may be defective, causing misunderstanding and conflict among group. Besides this, personality clashes are also one of the important factors for conflict and it is very common in organization. Actually personality conflicts are caused by fundamental differences in values, attitudes, behaviour and personality. Besides this, another important factor is power and status which creates conflict. Conflict occurs when different people are pursuing different goals within the same group or organization.

We will be dealing with definitions of conflicts and types of conflicts in this section.

4.2.1 Definition of Conflicts

Conflicts occur when people (or other parties) perceive that, as a consequence of a disagreement, there is **a threat to their needs, interests or concerns**. Although conflict is a normal part of organization life, providing numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormally difficult circumstances. Disputants tend to perceive limited options and finite resources available in seeking solutions, rather than multiple possibilities that may exist 'outside the box' in which we are problem-solving.

Workplace conflict is a time consuming and costly problem that can have a severe impact on the bottom line. Conflict in the workplace is generally the result of serious disagreement over needs or goals and can result in behaviour such as gossip, avoidance, verbal abuse, passive communication and hostility. We can consider the following steps to resolve the conflict:

- A conflict is more than a mere disagreement. It is a situation in which people **perceive a threat** (physical, emotional, power, status, etc.) to their well-being. As such, it is a meaningful experience in people's lives. It just does not pass off on its own. It has to be resolved.

- Participants in conflicts tend to **respond on the basis of their perceptions of the situation**, rather than an objective review of it. As such, people filter their perceptions and reactions through their values, culture, beliefs, information, experience, gender, and other variables. Conflict responses are both filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions.
- As in any problem, **conflicts contain substantive, procedural, and psychological dimensions** to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
- Conflicts are normal experiences within the work environment. They are also, to a large degree, **predictable and expectable situations that naturally arise** as we go about managing complex and stressful projects in which we are significantly invested. As such, if we develop procedures for identifying conflicts likely to arise, as well as systems through which we can constructively manage conflicts, we may be able to discover new opportunities to transform conflict into a productive learning experience.
- **Creative problem solving strategies are essential** to positive approaches to conflict management. We need to transform the situation from one in which it is 'my way or the highway' into one in which we entertain new possibilities that have been otherwise elusive.

4.2.2 Types of Conflicts

We generally identify three types of conflict, viz.,

- i) **Approach Approach Conflict:** the individual is motivated to approach two or more positive but mutually exclusive goals.
- ii) **Approach Avoidance Conflict:** the individual is motivated by approach a goal and at the same time is motivated to avoid it.
- iii) **Avoidance Avoidance Conflict:** the individual is motivated to avoid two or more negative but mutually exclusive goals.

Besides this, the dynamics of interactive behaviour create impact on organizational behaviour and there seems to be indication of interpersonal and inter-group conflict. Conflict at the intra-individual level involves frustration, goal conflict, role conflict and ambiguity. On the other hand, goal conflict can come from approach-approach, approach-avoidance and avoidance-avoidance conflict.

4.2.3 Sources of Inter Personal Conflict

There exists individual difference where intelligence, ability, aptitude, motivation vary from one person to other. In the organizational set up, there seem to be conflict among the managers, subordinates, team members and others also. There are mainly four sources of interpersonal conflict:

- i) **Personal differences:** Everyone is unique. Family background, culture, socialization, values and so many indicators vary from one person to another. So, conflict may arise.

- ii) **Information deficiency:** There seems to be indication of communication gap and also there seems to be indication of misinformation.
- iii) **Role incompatibility:** This type of interpersonal conflict mainly draws from both intra-individual role conflict and inter-group conflict.
- iv) **Environmental stress:** This is mainly due to stressful environmental condition. Here downsizing, competition, uncertainty etc. are the significant factors.

Besides this there exists inter-group conflict in any organizational set up. The reasons are mainly as follows:

- i) Competition for resources.
- ii) Task interdependence
- iii) Status struggle
- iv) Ambiguity.

All these factors create impact in the group. There are number of strategies to manage inter-group conflict, viz., avoidance, diffusion, containment and confrontation.

Not only this, the individual in the organization faces different types of conflict considering only the structural aspects. The types are mainly:

- i) Hierarchical conflict
- ii) Functional conflict
- iii) Line-Staff conflict and
- iv) Formal-informal conflict.

4.2.4 Causes of Conflict

Conflict is a normal and necessary part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict—rather than avoiding it—is crucial.

When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can face disagreements with confidence and keep your personal and professional relationships strong and growing.

Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem³⁴a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

Conflicts arise from differing needs

Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable

and safe create some of the most severe challenges in our personal and professional relationships.

Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between toddlers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of contention between them.

It is important to acknowledge that both parties' needs play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved relationships.

- **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat whether or not the threat is real.
- **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

4.3 CONFLICT RESOLUTION

Conflict in the work place is a very common phenomenon that occurs almost daily. People generally work in different situations. The goals and needs also vary from one setting to another. Sometimes it is adjustable and sometimes not. So conflict may happen. In many cases effective conflict resolution skills can make the difference between positive and negative outcomes. You can solve many problems considering the following three main points. These are

Increased understanding: Sometimes discussion is needed to resolve the conflict and ultimately it improves the awareness level. It also helps to achieve the goal.

Increased group cohesion: Team members can develop mutual respect and renewed faith in their ability to work together.

Improved self-knowledge: Conflict helps individuals to sharpen their focus and enhancing their effectiveness.

Kenneth Thomas and Ralph Kilman (1970) identified five main styles of dealing with conflict. These are:

- i) **Competitive:** Individuals who tend towards a competitive style take a firm stand and they know what they want. This style is useful when there is an emergency and decision needs to be made fast, when the decision is unpopular.
- ii) **Collaborative:** Individuals is tending towards a collaborative style because he or she is willing to meet the needs involving all the other people. They are highly assertive; they cooperate effectively and acknowledge that everyone is important.
- iii) **Compromising:** Here everyone is expected to give up something and want to solve the problem as early as possible. It is useful when the cost of conflict is higher than the cost of losing ground.
- iv) **Accommodating:** This style indicates a willingness to meet the needs of others at the expense of the person's own needs. Accommodation is appropriate when the issues matter more than the other. People may get return from this.
- v) **Avoiding:** This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings.

Another important theory we can mention here is the Interest Based Relational Approach. This approach indicates the following points in connection with resolving conflict.

- We have to make sure that good relationships are the first priority.
- We have to keep people and problems separately.
- We have to pay attention to the interests that are being presented.
- We have to listen first and talk second.
- We have to set out the facts.
- We have to explore options together.

Considering the above points we can resolve our conflicts and it will be positive and constructive one.

4.3.1 Principles of Conflict Resolution

We can further say that there are some common principles which we can apply to resolve conflicts, whether it is within individuals, or group or communities or nations. The salient points are as follows:

We may be calm: It may help to resolve the conflict.

We may be magnanimous: Here one can concentrate on the important issues of difference rather than the smaller one.

Need for discussion or debate: Sometimes it happens that conflict is created and maintained because there is no real discussion or debate.

Need to apply rationality: It is true that there are some conflict which is not about substance but perception.

We have to acknowledge emotions: In one side there is fact and this is rational and we can not resolve much conflict because how people perceive those facts is coloured by their emotions.

Need to think creatively: If we think the incidence or the matter creatively, sometimes we can easily solve the problem.

Need to change the environment: We can easily observe it that if we change the existing environmental condition, sometimes conflict may resolve.

Compromise: Compromise is another important factor to resolve the conflict.

Need to change the wording: Agreement or any settlement help to resolve the conflict in many situations.

Have to accept the situation: There is not always a solution waiting to be found and if there is a solution, it is unlikely to be the only one.

Besides, above mentioned ten points there are so many factors by which we can resolve conflict. It can also be said that conflict can not always be avoided, especially when fundamental differences, as opposed to perceived differences, are involved; not all conflict is negative.

4.4 RESOLVING WORKPLACE CONFLICT

Generally there are two parties to a conflict due to one being unable to agree with the other. While the disagreeing parties may resolve their differences themselves in certain instances with their own conflict resolution methods, the intervention of a third party with good conflict resolution strategies may be required in other cases.

The best way to resolve a conflict is by facing it, analyzing and acting in a fair and equitable manner by both parties; and not by ignoring or pushing it under the carpet. Here are some good conflict resolution techniques to resolve conflicts.

4.4.1 Conflict Resolution Techniques

- i) **Good self-control:** This is an important prerequisite in resolving conflicts. Though one may be highly tensed up and unwilling to listen to anybody other than having their own way during a conflict, once it is history, the person will find that there was a good lesson to learn from that experience, if not already learnt.
- ii) **Patient listener:** Another good qualification is to be a patient listener and assess the problem realistically without getting emotional or biased. Ask appropriate questions for further clarification, but if you go to talk too much, you could get carried away, and off the track. This is true of all conflict resolution techniques.
- iii) **To have a give and take attitude:** If you are really interested in resolving a conflict and having lasting peace, do not expect to have the final solution

fully in your favor and 100% according to your way of thinking. Everybody involved in the dispute must adopt a “give and take” attitude, as happens with all good conflict resolution strategies. One has to give up a less important part in order to retain a more important part. When everybody thinks and acts like that, the earlier dislodged jig saw puzzle pieces will start falling into their grooves to give a unitary undivided wholesome picture. This wholesomeness comes of using efficient conflict resolution techniques.

To sum up these conflict resolution methods, first identify the conflict in its proper perspective. Once it is done, we hope the foregoing conflict resolution strategies will be of help to the person in resolving any conflict to everybody's satisfaction.

4.4.2 Confront the Conflict

We can call meeting and discuss about the facts.

- Confront the possible negative issues in the relationship.
- Have to encourage both people to look at the possible positive sides to their relationship.
- Have to search various options and you can start gaining greater commitment from them.
- To achieve the listed aspiration adequate strategies are needed.
- We have to set supporting structure to accomplish the aspirations and selected directions.
- To know the feedback and cost of non-compliance.
- Need evaluation and re-evaluation.
- Need for summarization.

Identification of the problem properly and need for ability to manage the problem properly at all levels.

Conflict in organization is inevitable. Managers can not avoid conflict problems and need to have the skills to resolve them appropriately.

4.4.3 Techniques of Conflict Resolution

There are the numbers of techniques for conflict resolution:

Bargaining/negotiating.: Bargaining: a means of reaching agreement or settlement through give and take, often synonymous with negotiation. Lulofs (1994) makes the distinction that bargaining refers to business contexts, usually involving money, and negotiation refers to all other contexts.

Bargaining range/Settlement range: in a single issue negotiation, the range of overlap in solutions where both parties would prefer a settlement to no settlement. For example, Party A has a car to sell and is asking \$5,000, but will actually be satisfied with as little as \$4,300. Party B wishes to purchase the car and has an initial desire to pay no more than \$4,000, but is willing to pay as much as \$4,600.

Negotiated rulemaking (NEG-REG): Representatives of agencies and private stakeholders are brought together to negotiate new government rules or regulations.

Negotiator's dilemma/Claiming value: Claiming value is the taking of resources during a conflict or negotiation; the opposite of creating value which is the discovery or invention of options or resources (see Lax and Sebenius, 1986). The negotiator's dilemma is knowing when to create value and when to take value.

Mediation, as used in law, is a form of alternative dispute resolution (ADR), is a way of resolving disputes between two or more parties. A third party, the mediator, assists the parties to negotiate their own settlement (facilitative mediation). In some cases, mediators may express a view on what might be a fair or reasonable settlement, generally where all the parties agree that the mediator may do so (evaluative mediation).

Mediation has a structure, timetable and dynamics that "ordinary" negotiation lacks. The process is private and confidential. The presence of a mediator is the key distinguishing feature of the process. There may be no obligation to go to mediation, but in some cases, any settlement agreement signed by the parties to a dispute will be binding on them.

4.4.4 Ten (10) Steps in Conflict Resolution

Here are the 10 steps with a few thoughts on each:

1) Set a time and place for discussion

In most cases blogging conflict happens in posts and comments between bloggers. This is something I actually enjoy (if done well) but is also something of a problem for constructive resolution (due to its public nature and the fact that conflict rarely stays between two people). If a comment thread is becoming destructive I generally attempt to take the discussion to a more private setting either via email or IM. Doing this tends to take some of the sting out of the interaction. Also to set up a discussion for some point in the future helps to give each party a little space to calm down and approach the interaction more reasonably.

2) Define the problem or issue of disagreement

Many online conflicts tend to spill out into related topics to the point where parties end up not really knowing what they're fighting about at all. Attempting to keep a discussion to one main point (at a time) can mean you're more likely to move through it and then tackle another issue.

3) How do you each contribute to the problem?

Conflict is rarely a result of one person solely being at fault in a situation. Communicating to each other not only what the other person has done wrong but identifying your own failings can be a humbling experience and usually brings you a long way closer to resolving the issue.

4) List past attempts to resolve the issue that were not successful

As blogging conflicts don't usually come out of longer term relationships this might not be as relevant. However there are occasions where the same

issues surface again and again and it can be helpful to identify previous occasions and look at what the resolution was. Identifying patterns of conflict can be quite illuminating (you might just learn a thing or two about yourself when doing it).

5) Brainstorm. List all possible solutions

When people fight they generally push one argument or solution upon others and are not willing to entertain the idea that there might be other possible solutions. Listing the alternative opinions and solutions can help both parties to find compromise.

6) Discuss and evaluate these possible solutions

Talking over the alternatives in a neutral and objective way helps both parties to see the pros and cons of different ways of thinking. This is where the assertiveness and active listening skills that we unpacked yesterday come to the fore.

7) Agree on one solution to try

In some cases there is no 'solution' needed (other than to agree to disagree and to move on) – however in some cases there might be more. Agreeing how and when to finish the conflict is important and stops those lingering flame wars where neither party is willing to let the other one have the final word.

8) Agree on how each individual will work toward this solution

If there's some sort of agreement on the resolution to agree to how each person will contribute to it is important so that there is accountability around it.

9) Set up another meeting. Discuss your progress

I actually find that when you've had a blog conflict with someone and have moved to some point of resolution that it can be helpful to privately contact the person later on to debrief on it and to see if there is any further resolution needed.

10) Reward each other as you each contribute toward the solution

4.4.5 Components of Conflict Resolution

Get In Touch With Your Feelings

An important component of conflict resolution involves only you — knowing how you feel and why you feel that way. It may seem you're your feelings should already be obvious to you, but this isn't always the case. Sometimes we feel angry or resentful, but don't know why. Other times, we feel that the other person isn't doing what they 'should,' but we aren't aware of exactly what we want from them, or if it's even reasonable. Journaling can be an effective way to get in touch with our own feelings, thoughts and expectations so we are better able to communicate them to the other person. Sometimes this process brings up some pretty heavy issues, and psychotherapy can be helpful.

Hone Your Listening Skills

When it comes to effective conflict resolution, how effectively we listen is at least as important as how effectively we express ourselves. It's vital to understand the other person's perspective, rather than just our own, if we are to come to a resolution. In fact, just helping the other person feel heard and understood can sometimes go a long way toward the resolution of a conflict. Good listening also helps for you to be able to bridge the gap between the two of you, understand where the disconnect lies, etc. Unfortunately, active listening is a skill that not everybody knows, and it's common for people to think they're listening, while in their heads they're actually formulating their next response, thinking to themselves how wrong the other person is, or doing things other than trying to understand the other person's perspective. It's also common to be so defensive and entrenched in your own perspective that you literally can't hear the other person's point of view.

Practice Assertive Communication

Communicating your feelings and needs clearly is also an important aspect of conflict resolution. As you probably know, saying the wrong thing can be like throwing fuel on a fire, and make a conflict worse. The important thing to remember is to say what's on your mind in a way that is clear and assertive, without being aggressive or putting the other person on the defensive. One effective conflict resolution strategy is to put things in terms of how you feel rather than what you think the other person is doing wrong, using 'I feel' statements.

Seek a Solution

Once you understand the other person's perspective, and they understand yours, it's time to find a resolution to the conflict — a solution you both can live with. Sometimes a simple and obvious answer comes up once both parties understand the other person's perspective. In cases where the conflict was based on a misunderstanding or a lack of insight to the other's point of view, a simple apology can work wonders, and an open discussion can bring people closer together. Other times, there is a little more work required. In cases where there's a conflict about an issue and both people don't agree, you have a few options: Sometimes you can agree to disagree, other times you can find a compromise or middle ground, and in other cases the person who feels more strongly about an issue may get their way, with the understanding that they will concede the next time. The important thing is to come to a place of understanding, and try to work things out in a way that's respectful to all involved.

Know When It's Not Working

Because of the toll that ongoing conflict can exact from a person, sometimes it's advisable to put some distance in the relationship, or cut ties completely. In cases of abuse, for example, simple conflict resolution techniques can only take you so far, and personal safety needs to take priority. When dealing with difficult family members, on the other hand, adding a few boundaries and accepting the other person's limitations in the relationship can bring some peace. In friendships that are unsupportive or characterized by ongoing conflict, letting go may be a great source of stress relief. Only you can decide if a relationship can be improved, or should be let go.

Healthy and unhealthy ways of managing and resolving conflict	
Unhealthy responses to conflict:	Healthy responses to conflict
An inability to recognize and respond to the things that matter to the other person	The capacity to recognize and respond to the things that matter to the other person
Explosive, angry, hurtful, and resentful reactions	Calm, non-defensive, and respectful reactions
The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
An inability to compromise or see the other person's side.	The ability to seek compromise and avoid punishing
The fear and avoidance of conflict; the expectation of bad outcomes	A belief that facing conflict head is the best thing for both sides

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. If you don't understand your needs, you will have a hard time communicating with others and staying in touch with what is really troubling you. For example, couples often argue about petty differences—the way she hangs the towels, the way he parts his hair—rather than what is really bothering them.

The successful resolution of conflict depends on the ability to:

- **Manage stress quickly while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- **Control your emotions and behavior.** When you are in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- **Pay attention to the feelings being expressed** as well as the spoken words of others.
- **Be aware of and respectful of differences.** By avoiding disrespectful words and actions, you can resolve the problem faster.

In order to do this you will need to learn and practice two core skills:

- i) The ability to quickly reduce stress in the moment and
- ii) The ability to remain comfortable enough with one's emotions to react in constructive ways even in the midst of an argument or a perceived attack.

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you do not know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

4.4.6 Stress and Resolution of Conflict

- Accurately read another person's nonverbal communication.
- Hear what someone is really saying.
- Be aware of your own feelings.
- Be in touch with your deep-rooted needs.
- Communicate your needs clearly.

The best way to rapidly and reliably relieve stress (if you don't have someone close at hand to talk to) is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication is conveyed by emotionally-driven facial expressions, posture, gesture, pace, tone and intensity of voice.

The most important communication is wordless

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simple nonverbal signals such as a calm tone of voice, a reassuring touch, or an interested or concerned facial expression can go a long way toward relaxing a tense exchange.

Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humor plays a similar role when the challenge you're facing is conflict.

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh *with* the other person, not *at* them. When humor and play is used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance.

It is possible to ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

Listen for what is felt as well as said. When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

Make conflict resolution the priority rather than winning or “being Right”. Maintaining and strengthening the relationship, rather than “winning” the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.

Focus on the present. If you’re holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.

Pick your battles. Conflicts can be draining, so it’s important to consider whether the issue is really worthy of your time and energy. Maybe you don’t want to surrender a parking space if you’ve been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn’t worth it.

Be willing to forgive. Resolving conflict is impossible if you’re unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

Know when to let something go. If you can’t come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

Whether the conflict is a classroom real-life simulation exercise or an on-going emotional experience, learning ways to resolve issues and collaboratively work through responses and solutions will teach you skills that can be applied in other settings. It can help you:

- accept differences
- recognize mutual interests
- improve persuasion skills
- improve listening skills
- break the re-active cycle or routine
- learn to disagree without animosity
- build confidence in recognizing win-win solutions
- recognize/admit to/process anger and other emotions
- solve problems!

In groups of people with various temperaments, philosophies and personalities, there is bound to be interpersonal conflicts. An interpersonal conflict may be any form of confrontation or interaction between groups that hinders the achievement of group goals (Poduska, 1980). In a school setting where persons work closely and where job functions demand constant communication, some relationships will inevitably be wrought with conflicts.

Conflicts can (1) cause stress, (2) cause frustration, (3) cause hostility, (4) result in impaired or bad judgment, (5) restrict freedom, (6) use valuable energy, (7) influence other workers negatively, (8) result in lack of confidence in principal or administrator, (9) detract from the attainment of goals and objectives.

Some reasons for conflicts include:

- i) *Cognitive dissonance*: A conflict between convergent and divergent thinking.
- ii) *Status*: When there is a need for status, such as the “wrong” person being promoted.
- iii) *Economics*: Insufficient remuneration.
- iv) *Leadership styles*: Differences in leadership styles in administration.
- v) *Stress*: Conflicts from stress from external sources; i.e., functional or dysfunctional situations.
- vi) *Power struggle*: Conflict from power struggle when all want to lead and none want to follow.
- vii) *Inappropriate assignment of administrative leadership*: Conflict resulting from someone of less stature leading a more qualified and experienced worker.
- viii) *The application and interpretation of rules and policies*.
- ix) *Assessment of employee performance*.
- x) *Allocation of resources and privileges*.

There two types of conflict: (1) substantive conflict, and (2) affective conflict. A substantive conflict is associated with the job, not individuals, while an affective conflict is drawn from emotions

4.5 CONFLICT RESOLUTION TECHNIQUES

The choice of an appropriate conflict resolution technique depends on a number of factors including (1) why the conflict occurred, (2) the relation between the conflicting parties, and (3) the relationship between the principal and the conflicting parties. Most of these techniques rest on one model which consists of four steps:

- 1) Identify or clarify the issues.
- 2) Search for shared values.
- 3) Explore possible solutions.
- 4) Select the solution that satisfies those who have the conflict.

4.5.1 Preventative Techniques

Several techniques fall within this category: (1) Personal qualifications of the principal, promoting and becoming involved in morale-boosting social events for staff, students, and parents, (3) promoting effective up-down and down-up communication, (4) altering behavior through motivational seminars, peer evaluation, mentoring, etc. I will elaborate on the personal qualifications of the principal.

The principal must possess the qualities that enhance good working relationships among staff members. These qualities include a knowledge of group dynamics, motivational skills, persuasiveness, organizational sensitivity, ethnic and cultural awareness, objectivity, a sense of humor, listening skills, and compassion. The principal must show a high degree of loyalty and respect to all concerned. She must be able to make wise and intelligent decisions and possess some analytical skills.

4.5.2 Other Techniques

These techniques include but are not limited to: (1) integration, (2) consensus management, (3) expansion of resources, (4) compromise, (5) negotiation, (6) changing the formal structure of the group, (7) identification of similar goals and objectives, (8) changing the formal structure of the group, (8) problem solving, (9) superordinate goals, (10) smoothing, (11) authoritative command, (12) altering of the human variable.

- i) **Authoritative command:** This is based on the formal authority vested in the leader and the tendency of subordinates to obey the leader's command. It is very successful in achieving short-term reduced levels of conflict. Its major weakness is that it does not treat the cause of the conflict.
- ii) **Altering the human variable:** This is very difficult to achieve. The goal is to change the behavior of the conflicting parties. It has a dual potential effect of alleviating the source of the conflict and ending the conflict itself. This is achieved through human relations training, sensitivity and awareness training. A third party is usually involved.
- iii) **Altering the structural variable:** This is the most successful resolution technique. It is assumed to be so because leaders have authority to change the organizational structure or at least to have an input into such changes. This is accomplished by exchanging group members, creating or coordinating positions, developing an appeal system, expanding the boundaries of the group or the organization.
- iv) **Integration:** It is the most effective technique in cases when different goals or ideals are being sought. Integration is achieved through face-to-face dialogue and brainstorming in order to understand the conflict and evaluate the worth of suggestions. This technique is useful, for example, when two department heads are at odds over the use of the facilities that one has jurisdiction over.
- v) **Consensus management:** The principal seeks group input in the decision-making process, especially in the formation and prioritizing of goals. This technique is useful, for instance, when a school administration must decide on the best day to begin internal examinations.

- vi) **Compromise:** Compromise sends a message of tolerance, understanding, and sympathy for both parties leaving integrity and dignity intact. This is especially applicable in teacher-parent, teacher-student, or teacher-teacher conflicts.
- vii) **Negotiation:** Time should be taken to understand both sides through questioning, to evaluate what is being said, and to make decisions without being subjective. Choices should be offered after pointing out disadvantages and benefits of suggestions. This is a suitable strategy when dealing with parents of a disruptive student and when convincing irate teachers to tolerate and “accept” a difficult student back in school after a severe disciplinary infraction.
- viii) **Problem solving:** This also known as confrontation. It seeks resolution of disagreements through face-to-face confrontation of the conflicting parties. Rather than accommodating various points of view, this approach aims at solving the problem. It does not determine who is right, who is wrong, who wins, or who loses. Conflict stemming from semantic misunderstanding can be quickly and effectively alleviated in this manner.
- ix) **Superordinate goal:** Common goals that two or more conflicting parties each desire and that cannot be reached without the cooperation of those involved are called superordinate goals. These goals must be highly valued, unattainable without the help of all parties involved in the conflict, and commonly sought. A union-management dispute illustrates the functioning of the superordinate goal. In times of economic plenty, unions are frequently adamant in their demands. But in numerous cases where an organization’s survival has been seriously threatened owing to economic pressures, a union has accepted pay reductions to keep the organization in business. A compelling and highly valued goal, survival, has preceded other, individual objectives, and temporarily resolved the labor conflict.
- x) **Smoothing:** Smoothing can be described as the process of playing down differences that exist between individuals or groups while emphasizing common interests. Differences are suppressed in smoothing, and similarities are accentuated. When we recognize that all conflict situations have within them points of commonality, we further recognize that smoothing represents a way in which one minimizes differences.

4.5.3 Positive Outcomes of Conflicts

Conflicts can have constructive outcomes when they are properly handled. They can: (1) provide greater interest in the topic of discussion, (2) stimulate greater feelings of identity, (3) cause attention to be drawn to the existing problems, (4) cause diffusion of ideas for the solution for other problems, (5) promote understanding, (6) motivate one to work more efficiently.

In many organizations, a manager must be prepared to manage a wide variety of organizational subunits.

Committees are one of the most common subunits found in modern organizations. Ad hoc committee and standing committee are the important one.

Task force is similar to an ad hoc committee. It has unique features. Task forces are generally associated with the coordination and integration of activities between or among work units. Second, task force membership may change often as new skills or inputs are needed. They also solve the conflict considering the relevant factors in connection with the conflict.

4.6 PERSONALITY CONFLICT AND RESOLUTION

Interpersonal relationships between co-workers are one of the most important factors in any work environment and the personality conflicts are a leading cause of problems in the workplace. In this context we can say that there are some basic management skills by which conflict can be resolved. The salient points are as follows:

- 1) Need to be professional and calm.
- 2) Need to learn to work as a team.
- 3) Need proper communication.
- 4) Need work relationship.
- 5) Need to know about proper chain of command.

4.7 LET US SUM UP

Conflict can occur at the individual, interpersonal, group and organizational levels. Intra-individual conflict is mainly related to stress. Another common source of conflict for an individual is a goal that has positive or negative features or two or more competing goals. Intra-individual aspects of conflict, the inter-personal aspects of conflict are also an important dynamic of interactive behaviour. The strategies for inter-personal resolution include a problem-solving collaborative approach, movement toward an open self etc. Besides this the management of organizational conflict was mainly based on simplistic assumption. Negotiation is one of the important factors for conflict resolution. Committee, task force, work group may help to resolve the conflict in the workplace environment. There are so many mechanisms by which we can try to resolve the conflict in any organizational set up.

4.8 UNIT END QUESTIONS

- 1) What do you mean by the term conflict?
- 2) Write in brief about the different types of conflict.
- 3) Elucidate briefly about conflict resolution technique.
- 4) How can you resolve work place conflict? – Discuss.

4.9 SUGGESTED READINGS

Fred Luthans, (1998). *Organizational Behaviour*, International Eighth edition, Irwin McGraw Hill.

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