



SURESH
GYAN VIHAR
UNIVERSITY
Accredited by NAAC with 'A+' Grade

Bachelor of Computer Application
(B.C.A.)

BUSINESS COMMUNICATION SKILLS

Semester-I

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BUSINESS COMMUNICATION SYLLABUS

Learning Objective

- The objective of this Course is to understand the communication concepts and to develop the students' competence in communication at an advanced level.
- Develop the proficiency in the basic communication skills of listening, speaking, reading and writing in English.
- The course aims to train them in communicating efficiently in the workplace and professional contexts.

Unit 1

Concept of Communication – Significance, Scope – Communication Process – Essentials of good communication – Channels of Communication – Formal, Informal Communication – Upward, Downward, Horizontal Communication.

Unit 2

Types of communication: Verbal – Oral Communication: Advantages and Limitations of Oral Communication, Written Communication – Characteristics, Advantages & Limitations Non-verbal Communication: Sign language – Body language – Kinesics – Proxemics – Time language and Haptics: Touch language.

Unit 3

Interpersonal Communication: Communication Styles, Managing Motivation to Influence Interpersonal Communication – Role of emotion in Inter personal Communication.

Unit 4

Barriers of Communication: Types of barriers – Technological – Socio-Psychological Text Books: barriers – Overcoming barriers, Types of listening.

Unit 5

Report writing – Formal reports – Writing effective letters – Different types of business letters - Interview techniques – Communication etiquettes

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CHAPTER

1

ATTITUDES

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept and types of attitudes
- Describe the process of formation of attitudes
- Understand the importance of positive attitudes
- Know the steps in developing positive attitudes

Structure:

- 1.1 Concept
- 1.2 Types of Attitude
- 1.3 Formation of Attitude
- 1.4 Importance of Positive Attitude
- 1.5 Steps in Developing Positive Attitude
- 1.6 Summary
- 1.7 Self Assessment Questions

Vignette	Why People Differ?
<p>Srilatha and Sasikala joined Ramya enterprises on the same day as office assistants and their job is to provide typing assistance to officers in preparation of letters, memos and reports, etc. Within one month, all the officers considered Srilatha as a very efficient, creative and enthusiastic worker. All of them agree that Sasikala is also capable but say: "If you want an elegant report, without mistakes and good looks, give it to Srilatha"</p> <p>Ram and Gopal are sales supervisors of French domestic appliances. They are assigned the job of promoting its recent launch - water purifiers and are provided with 5 salesmen to serve the territory allotted to them. The sales men in their interactions rated Ram as the best supervisor. According to them, both the supervisors are competent and energetic. The difference is : Ram inspires and develops his team members to achieve targets, whereas Gopal follows the path of discipline and drives them to do work.</p> <p>Subhasri and Sindhu finished their management programmes. In the campus interview, both of them are selected by a small, growing enterprise- Skyline cosmetics. Subhasri accepted the offer saying that in a small enterprise, learning will be easy and good, growth will be faster and work place politics will be minimum. Sindhu rejected the offer saying that she likes to work for a large enterprise which will give her image and status immediately, and provides for challenge on the job with better remuneration.</p> <p>In the above three cases, we find differences in thinking, decision making and actions of persons involved. The basic reason for the differences can be attributed to their attitudes towards work, subordinates and job respectively. Srilatha, Ram and Subhasri have positive attitudes and acted positively whereas their counterparts have negative attitudes and acted differently.</p> <p>In this, chapter we will try to know about attitude - the key psychological factor underlying human decision making and actions.</p>	

1.1 INTRODUCTION

Of all the resources of an enterprise, managing human resource is a challenging job, since human resource constitutes people with different attitudes, interests, beliefs, skills and knowledge. Not only their characteristics, but also their behaviors are complex as they vary from time to time depending upon situations. Behavioral scientists have studied the personality patterns of humans and came to the conclusion that attitude is an important attribute of personality and it has a decisive role in shaping an individual's thoughts, decisions and responses to environment and situations.

Concept

People often think of attitudes as a simple concept, but in reality attitudes and their effects on behavior can be extremely complex. According to Ivancevich (2008)¹ an attitude is a characteristic and usually a long-lasting way of thinking, feeling and behaving toward an object, idea, person or group of persons. Exhibit 1.1 shows some other interesting definitions of attitude.

What do preferences, motivation and beliefs, the close associates of attitudes, mean?

A preference is a type of attitude that evaluates an object, idea or a person in a positive or negative way.

For example, job seekers may prefer large or small organization, public or private sector organization, domestic company or MNC, close to native place or anywhere, high salary or career growth, in making decisions.

Motivation is concerned with a set of attitudes that energise, channels and sustains human behavior to achieve goals. Work motivation is concerned with those attitudes that channel a person's behavior towards work and away from recreation and other areas of life.

Work motivation may manifest in enthusiasm to do work, punctuality, regular attendance, determination to meet deadlines, production of quality output, etc.

Exhibit 1.1: Definitions of Attitude
<p>Krech and Crutchfield² define attitude as follows: "An enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some of the individual's world".</p>
<p>Munn³ observed : "Attitudes are learned predispositions towards aspects of our environment. They are positively or negatively directed towards certain people, service or institutions".</p>
<p>Becker⁴ (1984) opined : "Attitudes are internal states that focus on particular aspects or objects in the environment. They include three elements: cognition, the knowledge an individual has about the focal object of the attitude; the emotion an individual feels toward the focal object; and an action tendency, a readiness to respond in a predetermined manner to the focal object".</p>
<p>According to Stephen P. Robbins and Seema Sanghi⁵(2005)," attitudes are evaluative statements –either favorable or unfavorable –concerning object, people or events. They reflect how one feels about something".</p>

An attitude as such, consists of three components:

- A cognitive component – the beliefs, opinions, knowledge, or information held by the individual; and
- An affective component – the feelings, sentiments, moods, and emotions about some person, idea, event, or object;

- A behavioral component – the predisposition to act on a favorable or unfavorable evaluation of something.

1.2 TYPES OF ATTITUDE

To gain a better understanding of what an attitude is let us consider different types of attitudes. Table 1-1 provides a classification of attitudes. You can categorize people based on positive and negative attitudes.

- Persons with positive attitude – Optimists, rational analysts, constructive critics, believers and winners (achievers).
- Persons with negative attitudes – Pessimists, irrational analysts, destructive critics, skeptics and losers (avoiders).

Positive people see problems as opportunities. Negative people see the dirt on the road; they never look up to see the stars in the sky. They engage in too much of analysis - “Paralysis of Analysis”. They delay the task by saying “I’m getting ready”. They are good in fabrication of excuses and not in execution of things.

Table 1.1: Classification of Attitudes

Basis	Classification	Description
View/outlook	Positive or negative	Positive attitude involves comprehension, pleasant feelings and readiness to respond. Negative one on the other side, involves apprehension, unpleasant feelings, and readiness to not to respond or negatively respond.
Feeling	Critical or appreciative	Critical attitude may involve complete or partial comprehension, jealous or superiority feelings (I am O.K –You are not O.K sort) and readiness to judge a person, event or object. Appreciative attitude is based on sympathy or empathy and readiness to lend support irrespective of the level of comprehension.
Outcome	Winning or losing	Winning attitude is knowledge based, motivated and action oriented. Losing attitude is opposite in some or all aspects.

Positive vs Negative Attitude

Employees with positive attitude will be willing to work for results and excellence where as those with negative attitude will be inclined to play –safe and provide common place performance. Table 1.2 distinguishes employees with positive and negative attitudes.

Table 1.2: Differences between Employees with Positive and Negative Attitude

Component	Basis	Positive attitude	Negative attitude
Cognitive	Outlook	Sees bright side	Sees dark side
	Thinking	Logical and Creative	Emotional and disorganized.
	Analysis	Adopts rational approach Makes constructive criticism	Adopts haphazard approach Makes unhelpful criticism
	Belief	Shows trust in supervisors and performance.	Pretends trust in supervisors and performance.
	Preference	Chooses work attributes like punctuality, regularity, efficiency, etc	Chooses work attributes like postponement, irregularity, inefficiency, etc.
Affective	Motivation	Committed to achievement	Committed to Play –safe
	Relationships	Prefers to socialize and work in teams	Prefers to stay and work aloof
Behavioural	Performance	Exhibits result oriented, smart and hard work.	Exhibits dull and indifferent work styles to finish the day's work.

Winning vs Losing Attitude

Winning attitude is the mental disposition of an individual which keeps a positive outlook on life, even when the chips are down. It can be distinguished component –wise, as follows from the losing attitude as shown in Table 1.3.

Table 1.3: Differences between Winning and Losing Attitudes

Component	Winning	Losing
Cognitive	Knowledge about self and the challenge.	Lack of knowledge of hidden talents of self.
	Understanding of goal and time and availability of resources.	Ambiguity in understanding of goal and time deadlines.

		Lack of knowledge about available resources.
Affective	Optimistic view on future developments. Strong determination to work against odds.	Pessimistic view on future developments. Weak determination to work and fear of losing when problems arise.
Behavioural	Systematic, continuous, unceasing, coordinated behavior.	Sluggish, sloppy and inconsistent behavior

Management thinkers focus on three types of attitudes described briefly in Table 1.4

Table 1.4: Types of Attitudes

Type	Description
Job satisfaction	It refers to an individual's positive or pleasurable state toward his or her job.
Job involvement	It is the degree to which employees immerse themselves in the jobs and invest time and energy in them and consider work as a central part of their overall lives.
Organizational commitment	It is the degree of identification of an employee with his or her organization, and willingness to maintain membership in it.

1.3 FORMATION OF ATTITUDE

How does one form an attitude? If we look at the three components of attitude and examine the origin of attitudes, we understand that they are formed by learning, social interaction and experience and not acquired by birth as shown in Table 1.5.

Table 1.5: Formation of Attitudes

Component	Source of influence	Methods
Cognitive	Education	Class room or virtual learning.
Affective	Social interaction	Interaction with family, friends and relatives, formal and informal interactions with employees, media, etc.
Behavioural	Experience	Experiments, training, working, and other way of exposure to practice.

Primarily, the cognitive component is responsible for the formation of attitudes. Learning can be by (i) education (ii) observation and (iii) experience.

Learning by education: Education is a process of studying a particular phenomenon, either on-the-job or off-the-job, a process by which knowledge base is enlarged and enriched. For example, by studying business management course, young students develop positive attitudes towards business organizations and develop preferences for management career.

Learning by observation: By observing a phenomenon- with or without active involvement and participation, one can see and understand the subject under study. Observation may provide an opportunity to know and feel about an object, event or person and stimulate motivation to do or not to do. For instance, management students visit factories and offices of business organizations and observe how things are organized and managed there. Thereby they develop positive attitudes towards management positions.

Learning by experience: Most of the time people learn by doing. The active participation and involvement will provide an opportunity in forming strong, stable attitudes among people. For example, management students undergo summer training and this helps them get the real feel of the management job. When the experience is exciting, they prefer executive positions. If it is bitter, they may develop preference for teaching or consultancy positions.

1.4 IMPORTANCE OF POSITIVE ATTITUDE

Why is attitude important? Because it is one of the three most important factors in the framework of a person – knowledge, skills and attitudes (KSAs) -that determines a person's competence and performance. While knowledge provides information about work, organisation and environment, skills provide the abilities, to understand (conceptual skills), to develop a framework for thinking or action (design skills), to use tools in decision making or performance (technical skills) and to interact with others (social skills).

Negative people do have some valuable contributions and add a perspective to what might go wrong, but other than that, are often less productive and less well- connected to fellow workers and customers. The benefits of positive attitude to individuals and organizations can be explained as follows.

Benefits to Individuals

The importance of positive attitude can best be understood by enumerating the benefits they provide to an individual.

(i) Pleasantness

With a positive attitude one sees the bright side of life, becomes optimistic and expects the best to happen. The positive feelings inside one's mind will give him or her 'feel good' sense and makes one look happy. It makes interactions with others pleasant as one will have more tolerance to ambiguities and patience to listen to other's problems.

(ii) Optimism

Positive thinkers see the dead ends as beginnings to new phases of life and the darkness as a phenomenon before brightness, and prepare for opportunities to open up. They do not give up or relax during bad times as they never lose the spirit of winning.

(iii) Systems View

People with positive attitude organise themselves and their work. They adopt systematic approaches to think, decide and act. They replace hotchpotch work and haphazard work ways with scientific methods and integrated approaches as they believe in doing the best and achieving the best, individually and in teams.

(iv) Intuition

Intuition –the ability to foresee the solutions for problems without any conscious and deliberate effort – is possible only when one has peaceful mind and positive attitudes. Even conscious and deliberate approaches to creative idea generation, require quiet, calm and composed thought processes. Such thinking is found among people having positive minds.

(v) Team-orientation

Team spirit is the result of social attitudes that are positive towards work, people and goal accomplishment. It is always much more pleasant to be around persons with a positive outlook on life, than their cranky opposites. Positive attitudes as such lead to team work, which is the basic requirement of successful functioning in modern organisations. Positive approaches help resolve conflicts, enhance mutual understanding and improve cohesive, functional behaviours.

(vi) Involvement

Involvement in work assignments will be high when one thinks that the work is constructive from the point of view of organisational and personal goals. Involvement is also high when one has positive belief in their superiors and is willing to obey them without hesitation or suspicion.

(vii) Venturesome

Risk taking is common among positive thinkers. As such, venturing or entrepreneurial decision making is common among people holding positive attitudes. Positive understanding of environmental changes leads to identification of opportunities and threats. Positive belief that every problem is an opportunity and threats can be overcome by constructive approaches will infuse confidence in one to take calculated risks for launching an enterprise.

(viii) Expanded Energy

Positive attitude is a generator of psychological energy, an energy which in addition to physical energy will have synergistic effect. One finds new, expanded energy in doing and assigning the work, and in negotiating or conversing with people.

Benefits to Organizations

The benefits to organization can be explained as given under.

(i) Profits

Attitude is probably one of the biggest determining factor for success in one's project or career. While, skills, work support, and values play a part, it is ultimately attitude that provides the required drive for moving toward action. Without positive attitude, knowledge fails to provide solutions, skills lose their sharpness, and mind becomes weak. An organization makes profits when people work efficiently with positive expectations and direct their effort to accomplishment.

(ii) Operational Efficiency

Positive attitude towards efficient functioning is important to learning scientific methods and improved ways of using tools and techniques. When Frederick Winslow Taylor introduced scientific management, there was apprehension and resistance to change among workers. However, positive thinkers followed Taylor and produced efficient results.

'Always work hard' will take on extra tasks or responsibilities and they say, 'I'll do it.' 'Constantly grumbles', try avoid work. 'It's not my job, It's not my problem, 'What's in it for me?', 'Do I have to do this?' are some examples of employee-attitudes that might not go down well when there is work to be done. Nice people say, "thank you" when helped and ask ' Please, could you help me here?', when help is needed. .

(iii) Strategic Effort

Companies managed by strategists will develop long term perspective plans and strategies that direct the effort of people to profitable achievements. The mind of a strategist will have positive outlook on future environmental changes and ability of an enterprise in absorbing shocks and utilizing opportunities.

(iv) Integrated Approach

Effective functioning of an enterprise requires collective understanding of goals, cross – functional coordination and unified behavior. When positive attitudes pervade the enterprise, team work will become a norm rather than an exception. There will be unity of thought and direction and effective team work.

(v) Tech-savvy

Technology or the application of science or knowledge to practical problem-solving is a characteristic feature of positive thinkers. Innovation adoption, according to Rogers is found among 'Innovators (2.5 per cent) and Early adopters (1.5 per cent)' in the target market who have positive attitude towards life, variety and novelty. Similarly tech savvy employees adopt new technology – new methods, processes and equipment much faster than others.

(vi) Innovativeness

Creative people are those who consider positively the unknown as an area for exploration or experimentation, view deviant behavior as a guide to new ideas, and like to think beyond. In innovative organizations, failure is seen as a stepping stone to success. The queer behavior of capable people is seen as a sign of creative talent and they are encouraged by providing facilities for creative idea generation.

(vii) Values-oriented

Adherence to ethical values despite various problems like prevalent corruption in bureaucratic set up and political circles requires strong will and determination. Positive thinking organizations like Wipro, MindTree and Infosys have set up examples to values oriented behavior. They proved that in the long run values enhance competitive advantage of a firm.

(viii) Excellence

With positive attitudes, employees become active, cooperative and productive. An organization that nurtures and fosters positive attitudes among its employees will have benefits like good team work, creative solutions and excellence in performance.

1.5 STEPS IN DEVELOPING POSITIVE ATTITUDE

Positive attitude is a state of mind that is well worth developing and strengthening. You can build positive attitude if you really will to develop it. Fortunately, a good number of writers have contributed to the literature on development of positive attitude and development. Table 1.6 provides analysis of the steps given by Shiv Khera². The analysis is based on the components of attitude.

Table 1.6: Steps to Develop Positive Attitudes

Component	Steps
Cognitive	<ol style="list-style-type: none"> 1. Change focus, look for the positive. 2. Get into a continuous education program. 3. Learn to like things that need to be done.
Affective	<ol style="list-style-type: none"> 1. Build a positive self esteem. 2. Stay away from negative influences. 3. Develop an attitude of gratitude.
Behavioural	<ol style="list-style-type: none"> 1. Make a habit of doing it now. 2. Start your day with something positive.

Source: Shiv Khera(2002), You can Win, Macmillan India Limited, Delhi.

Building Cognitive Component

Development of an individual's cognitive powers leads to development of rational intelligence or practical knowledge of a person.

Step 1: Change focus, Look for the positive— Let's start looking for what is right in a person or situation instead of looking for what is wrong.

Andrew Carnegie, who built a steel empire told, "Dealing with people is like digging gold: When you go digging for an ounce of gold, you have to move tons of dirt to get an ounce of gold. But when you go digging, you don't go looking for the dirt, you go looking for the gold."

Caution: Looking for the positive does not mean overlooking faults.

Step 2: Get into a continuous education program-The most important thing one can learn is to "learn to learn". Learning is a continuous, life -long process. Knowledge, wisdom, and character are important for one to flourish in life. What do you learn and how? We learn how to lead a purposeful life and learn from people and organizations we come across. We live in an information age. It is estimated that the amount of knowledge is doubling every year. Knowledge is potential power, wisdom is real power. We are born with five senses touch, taste, sight, smell, and hearing. We have to use them in an appropriate manner to gain general and deeper understanding of environment and people we are dealing with. It is why people say knowledge without common sense has little meaning. Common sense is the ability to see things as they are and do them as they ought to be done. An abundance of common sense is called wisdom. Finally, education that builds fundamental traits of character—such as honesty, compassion, courage, persistence and responsibility—is absolutely essential.

Step 3: Learn to like the things that need to be done-Different people have aversions for different things. Some students dislike mathematics. Some employees dislike touring jobs. But when what we do not like becomes part of our work, there is no escape. What we have to do is to tell ourselves that we do not dislike or scared by it. Proper psychological preparation is essential to take up such tasks with a positive mind. Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible.

Building Affective Component

The affective component when developed provides to emotional intelligence or stability of an individual.

Step 1: Build a positive self-esteem- Self-esteem is the way we feel about ourselves. When we feel well within, our performance goes up; our relationships improve both at home and at work. The world looks nicer. One can improve self -esteem by becoming capable and making contributions to (i) individual goal accomplishment (ii) team performance and development and (iii) quality of life of society.

Step-2: Stay away from negative influences- Today we live in global village characterized by information avalanche and social diversity. Exposures to mass media on a large scale and interactions

with people of diverse cultures have both positive and negative influences on our mind. To stay away from negative influences, one has to do the following :

- Be assertive to say no to negative people (vicious minded, drug addicts, political activists, and anti-social elements),
- Be firm to block negative desires like viewing obscene movies, postponing work or study, etc.,
- Be strong willed to avoid development of negative habits like smoking, drinking, taking drugs etc., and
- Be decent to avoid use of wrong accents, foul words and vulgar expressions.

Step-3: Develop an attitude of gratitude—We are indebted to many people in our life who have contributed to our development in many ways at different times. Some of them might have treated us by adopting harsh and critical approach; others might have supported us by taking positive and development approach. Often we complain against those who were critical. Also we are so focused on complaining about things we don't have. We lose sight of the things we have. Be focused on good. Remember the good, the positives in your personality and in your associations. The negatives are to be remembered for adopting a cautious approach in our life but not ruining it.

Behavioral Component

Practice will make one perfect. As one goes on developing right habits of doing, his or her functional ability as a worker will strengthen manifesting work habits like punctuality, regularity and efficiency.

Step 1: Make a habit of doing it now – Those seeking to build a positive attitude, should learn the phrase, “do it now” and stop the habit of procrastination. Procrastination leads to a negative attitude and results. A completed task is fulfilling and energizing; an incomplete one is demoralizing and degenerating. ‘Do it now’ has a development angle. If we utilize our present to its fullest, we are sowing the seeds for a better future automatically.

Step 2: Start your day with a positive – Practice having positive thoughts and behavior daily until they become a habit. Read or listen to something positive first thing in the morning. After a good night's sleep we are relaxed and our subconscious is receptive. It sets the tone for the day and puts us in the right frame of mind to make every day a positive day.

1.6 SUMMARY

Human resources are complex and valuable. Their attitudes play a critical role in determining their behaviors. Attitudes are predispositions towards behaviors. They consist of three components- cognitive, affective and behavioral. Attitudes manifest in the form of preferences and motives in the context of evaluating and acting. Attitudes can be classified by what they are: positive and negative in outlook and winning and losing by the expected outcome. Positive attitudes are outcome of

knowledge, positive outlook, optimism, encouraging relationships, and readiness to act. Attitudes form by education, social interaction and experience. The benefits of attitudes are POSITIVE to individuals (Pleasantness, optimism, systems view, intuition, team orientation, involvement, venturesome, expanded energy) and organizations (Profits, operational efficiency, strategic effort, integrated approach, tech-savvy, innovativeness, value-oriented and excellence). The steps in building attitude are: (i) Change focus, look for the positive, (ii) Get into a continuous education program, (iii) Learn to like things that need to be done, (iv) Build a positive self esteem, (v) Stay away from negative influences, (vi) Develop an attitude of gratitude, (vii) Make a habit of doing it now and (viii) Start your day with something positive.

1.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. What do you understand by attitudes, preferences and motivation?
2. What are the three components of an attitude?
3. How do you classify attitudes?
4. List the steps in formation of attitudes.
5. Explain the importance of positive attitude to individuals.
6. Explain the importance of attitude to organizations.
7. List the steps in developing positive attitude.

Essay Questions

1. Explain the concept and types of attitude with suitable examples.
2. Describe the steps in the formation of attitude, using illustrations.
3. Discuss the importance of positive attitude to individuals and organizations.
4. Elaborate the steps in developing positive attitude citing appropriate examples.

Exercises and Games

1. Self Assessment Instrument

Patience Inventory

Read the following statements and identify the response that you will make and place a tick mark.

1. You have an arrogant boss. He criticizes your work. Also, he tries to find fault with you. One day, he insults you before your subordinates though there is no fault of yours. Infarct, your achievement is excellent.
 - (a) Keep quiet and ignore
 - (b) Politely make him understand
 - (c) Fight back verbally
 - (d) Hit him on the face
2. You are a woman executive. Your male colleague harasses you at work by making vulgar comments, winking, touching etc. He is a close relative of the Managing Director.
 - (a) Bear with the situation
 - (b) Complain to your superior
 - (c) Fight back violently
 - (d) Slipper him on his face
3. You are the Finance Manager of a company finalizing the year end accounts of the company. You have only one week time for the Annual General Body meeting where the share holders need to be informed about the company's financial position. Suddenly, your lap top computer which has been giving problems earlier showed virus.
 - (a) Request the management to postpone the meeting
 - (b) Blame management for not replacing the laptop
 - (c) Try to solve the problem with the systems team of the company
 - (d) Break the computer.
4. You are an industrial relations manager of a large manufacturing firm which employs 1,500 workers. The workers gherao you and stop work for two hours since one of them found a human hair in the food in the industrial canteen.
 - (a) Allow them to stop production quietly
 - (b) Convince them to send the union leaders to sort out the issue in your chambers
 - (c) Withdraw the contract of the canteen caterer and withdraw catering facility inside the premises
 - (d) Challenge the workers to go to court
5. You are a professor of management in a reputed business school. One of the students is irregular not only to class work but also to internal assessment examinations. You have counseled him several times earlier. Today you have conducted a test and he is absent.
 - (a) Inform his parents about his wrong behavior
 - (b) Call him to your chambers and counsel

- (c) Severely scold him in the class
- (d) Request the Director to issue him TC

Scoring Key

If you have ticked (a) in all cases you are Patient but weak. Strengthen your patience.

If you have ticked (b) in all cases you are Patient and assertive. This is what one expects in a manager.

If you have ticked (c) in all cases you are Impatient. Change your self

If you have ticked (d) in all cases you are Impatient and violent. You are unfit to be a manager. Radical change in your personality is needed.

2. Class Room Exercise

Knowing each other

These exercises are meant for freshers for knowing each other in a class room.

The teacher is advised to facilitate formation of dyads (pairs or two member groups) and organize for an interaction and presentation.

Instructions to students:

1. You are advised to select one person in the class you do not know.
2. Interview your partner. Take 7 minutes. Ask questions about his or her studies, hobbies, interests, achievements, ambitions, future plans and present efforts. Make a note of the answers.
3. Reverse your roles. Respond to your partner, who interviews you for the next 7 minutes.
4. Take one minute to organize your notes for presentation in about 2 minutes time.
5. Along with your partner, stand in front of the class room and make introduction of your partner.
6. Rate your interpersonal communication skills as instructed below.

Self-Appraisal of Communication Skills

If your answer is yes place a check mark against the statement.

S.No.	Aspect	Check
1.	I have a feeling of tension at the beginning of the exercise.	
2.	I felt hesitant in choosing my partner.	
3.	I found it difficult even to smile at the beginning of interview.	
4.	I have difficulty in framing questions.	

5.	I could not ask and write at the same time.	
6.	I found it hard to see into the eyes of my partner.	
7.	Making a presentable summary of the responses was beyond me.	
8.	When I stood in front of the class, I was shivering with fear.	
9.	During presentation, I forgot words and ideas and ended it somehow.	
10.	The exercise was a bitter experience for me.	

Scoring: If your score is 10 or above 4- you should take steps immediately to improve yourself. Join a course in public speaking or conversation. If it is 4 or less, you can improve yourself through class room interaction.

3. Seminar Themes

- Investor Attitudes Make or Mar the Enterprise Growth Strategies.
- Measurement of Consumer Attitudes for Building Market Shares.
- Job Satisfaction- Techniques for Measurement and Improvement.

4. Take Home Assignments

- Write a note on formation of attitudes among MBA students
- Discuss the importance of professional attitudes among Management students and examine whether they differ with those of MCA students.
- Prepare a questionnaire to study the attitudes of men and women towards life in India.

5. Group Discussion Topics

- Attitudes determine the altitude of performance.
- An organization needs both positive and negative thinkers.
- The central task of training programmes in any organization is shaping the right attitudes.

6. Game

Role Play : Building Positive Attitude

Sekharan, the supervisor of workers in the assembly shop found that one of the workers, Ram is of late showing signs of failure. He has become less talkative, meditative, and sober. His output is also below his own standards. He is helped by his co-workers and team output is maintained on par with or above the standards. Sekharan is personally concerned with the sluggish performance and sent a word to Ram to meet him. The following conversation took place between them.

- Sekharan : Ram, how do you do?
- Ram : Fine.
- Sekharan : How do you feel about your job here?
- Ram : It's O.K
- Sekharan : I suppose you have something that has been bothering you these days? Is in something personal or job – related?
- Ram : Thanks for your concern. I am upset when one my friends, who is in plastics division is promoted to a senior position. He is much junior to me and his performance was never outstanding.
- Sekharan : Yes. I came to know about that. The prime reason for his promotion is his qualification. Recently he acquired a research degree and he is found to be the right fit for the research oriented position. In the coming years, many of our senior staff will retire. If you acquire a post-graduate engineering or management degree, you can also get senior position.

(Continue by focusing on alternatives ways of acquiring degree and related issues)

CASES

Case 1: Attitude is Decisive

Subramanian was delighted when he got appointment in a chain restaurant as an Assistant Manager. He considered it as a good reward for the hard work he put to obtain first class degree in Hotel management. In his new job, his responsibility is to oversee the work of one cook, two waiters and six supporting workers. His performance is measured by customer satisfaction and sales.

Situation

He found that the cook on duty, Siddhu is a committed person and he loves his job. He takes delight in preparing delicious dishes and experimenting with new recipes. In fact, it is because of his innovative preparations that food lovers in large numbers have patronized the restaurant. Subramanian understood that he is a major asset to the restaurant.

He thought about the two waiters- Panigrahi and Sirisha. Everyone likes Sirisha: the cook, maintenance workers and customers. She finished her schooling and joined the restaurant five years ago at the age of 16. She has been punctual and regular all these years. She works with a smile showing concern for the needs of customers. Her smart responses please customers. Many of the regular customers chat with her affectionately.

Panigrahi is about 21 years old. He did not finish his college studies. He was an average student and failed in the third year degree examinations. He left his house as his parents did not approve his love marriage. To make living, he joined the restaurant last year. He looks sober and disinterested. He is tolerated than liked by other employees and customers. He is often late or absent. He is not a failure to fire; not good enough to retain and reward.

Entrusted with the task of increasing sales and profits, Subramanian is concerned with maintaining the performance of Siddhu and Sirisha, and improving the performance of Panigrahi. So Subramanian one day invited Panigrahi to have a chat with him. He found that Panigrahi is interested in completing studies, and in getting a better job to meet the rising needs of his family. But he has none to encourage and support him. The feeling of helplessness is shrinking his personality; over a period of time, he has become melancholic and preferring solitude.

Questions for Discussion

1. What kind of attitudes about work do Sirisha and Panigrahi have?
2. How can you improve the performance of Panigrahi?

Case 2: The Apathetic Man

Siddhartha degree college is a popular educational institution offering a variety of undergraduate and post –graduate courses in one of the temple cities of Andhra Pradesh. Mr. Ram who has about 15 years of teaching experience has a career that was marked by indiscipline, negligence and arrogance. Being a local man with wide political contacts, he became principal of the college superceding 22 senior teachers. However, his misbehavior resulted in resentment among teachers and students. The management of the college, finding it difficult to change his behavior, asked him to voluntarily quit the office.

Accordingly, he offered his resignation for the position of Principal and returned to the department as senior lecturer. Despite the humiliation, there was not a trace of change in his attitude. He continued his erratic behavior of coming late to college, avoiding class work, and indulging in petty politics using student leaders as pawns in his wicked plans. He made several wrong allegations about the use of funds by the principal and sent petitions to Anti corruption Bureau. Employing Machiavellian tactics, he created rift among the college management committee members. He divided the staff, and students on caste and other bases.

Some of the college management committee members and the principal are worried as to what steps they can initiate to curb his misbehavior.

Questions

1. Analyze the behaviour of Mr. Ram. What kind of personality is his? What do you think of his motivations?
2. How do you tackle this problem if you were the principal of this college?



CHAPTER

2

GOAL SETTING

Objectives

After completing this chapter, you will be able to understand:

- Describe importance and process of goal setting
- Explain the methods to achieve set goals

Structure:

- 2.1 Introduction
- 2.2 Concept of Goals
- 2.3 Goals and Periodicity
- 2.4 Characteristics of Goals
- 2.5 Importance of Goals
- 2.6 Significance of Goal Setting
- 2.7 Activity in Goal Setting
- 2.8 Common Obstacles to Goal Achievement
- 2.9 Methods to Achieve Set Goals
- 2.10 Summary
- 2.11 Self Assessment Questions

Vignette	Goal Setting for Achievement
<p>Day in day out, we read in news papers, hear in speeches and interviews, people of eminence talking about the achievements they are planning to make in the future. Mr.Barack Obama, President of USA, addressing his nation said:” Our most urgent task is to restore our economy and put the millions of Americans who have lost their jobs back to work” He said the US should jumpstart industries that create jobs, and end its dependency on foreign oil.</p> <p>‘My next target is a wife-time achievement award declared Piyush Pandey, Executive Chairman and Creative Director of O&M when he was honored for life time achievement award by Advertising Agencies Association of India(AAAI). He was appreciated for imparting Indianness to ads with famous campaigns such as Kuch Khaas Hai Zindagi Mein for Cadbury’s dairy milk and chal meri luna among others.</p> <p>The Central Bank of India and Wipro have announced a five year total outsourcing agreement to provide technology –driven ,core banking solutions for seven sponsored regional rural banks. This engagement comes at time when Central Bank of India is looking to achieve its objective of financial inclusion and bring low-cost and efficient banking service to the rural masses. The “Centralised Core banking Project” is expected to facilitate efficient internal operations for the seven regional rural banks. It is also expected to provide the competitive edge by enabling regional rural banks to offer innovative products and services at optimum costs.</p> <p>When we observe young students, we find many of them taking the help of career counselors to make decisions about their future studies and career options.</p> <p>The common thread in all the cases mentioned above is goal or objective. Though human behaviour is said to be goal directed, very few make conscious and deliberate effort to set goals. This chapter deals with goal setting and goal accomplishment as an important aspect of achievers.</p>	

2.1 INTRODUCTION

Peter F. Drucker², the world management guru observed that managing a business, requires balancing a variety of short and long term needs and goals of an enterprise. Objectives can be compared to the compass bearing by which a ship navigates. These objectives must be set according to what is right and desirable for the enterprise. The compass bearing itself is firm, pointing in a straight line toward the desired port. To reach these objectives, detours may have to be made around the obstacles. Indeed, the ability to go around obstacles rather than encountering them is a major requirement for managing by objectives. Similarly, individuals have to develop their personality by setting objectives and planning for their achievement.

2.2 CONCEPT OF GOALS

We use goals and objectives as interchangeable terms. Goals are desired outcomes for individuals, groups and entire organizations. Individual personality development objectives of management career aspirants include developing skills, knowledge and attitudes of managing self, managing groups and managing an organization as given in Table 2.1.

Table 2.1: Goal areas for Management students

Goal areas	Description
Attitudes	Positive attitudes, empathy (ability to understand others), etc.
Business General Knowledge	Knowledge of current business events and future of business organizations.
Functional knowledge	In –depth Knowledge in chosen area of specialization
Conceptual Skills	Ability to conceptualize the situations tasks, and accomplishments.
Design skills	Abilities in forecasting, decision making and action planning.
Technical skills	Abilities in using tools and techniques related to the business.
Soft skills	Abilities in oral, written and non –verbal communication. Abilities in managing time, stress, and individual emotions (emotional intelligence). Inter-personal relationships and social etiquette.
Physical personality	Body –building for health and energy.

2.3 GOALS AND PERIODICITY

Any development or performance goal can be spread over a period of time which can be divided into Long range, medium range and short range. Table 2.2 shows goals by periodicity of a student aspiring to become manager.

Table 2.2: Classification of Goals by Periodicity

Term	Periodicity	Concerns	Goal setting tasks
Long	More than one year	Life ambition and career plans	Securing first class in MBA Securing a job of my choice.
Medium	One year	Study plans	Ist class in the annual examinations. Project assignment in

			a chosen company and in chosen area.
Short	Day/week/fortnight /month	Immediate study achievements	Proficiency in English communication Ist class in semester end examinations

In case of a single development project like 'Creative skills' the short term goal areas may include-awareness, creative thinking process, creative people and their traits, and benefits of creativity. The mid-term goals include learning individual creative techniques whereas the long term goals may include corporate creativity practices.

2.4 CAHRACTERISTICS OF GOALS

Functionally speaking, objectives should encourage accomplishment. As such operational definition of an objective or goal is:

Goals are 'clear, measurable, end results' that an individual /group/organization strives to attain in the near or distant future.

The following discussion on characteristics of goals or objectives further clarifies the concept.

Objectives are Futuristic

Objectives are related to future. They are related to the future of an enterprise, group or individual. They are thus referred to either long run or short run objectives depending on the period of time.

Objectives are Concrete

Objectives should be clear to provide a good understanding among all the people involved³. What exactly do we want to achieve? As a team leader when a manger poses the question to the members, the members should be able to express it in same terms. As such clarity, without an ambiguity, is important. For example, a clear goal statement can be as follows.

- Increase sales by 2% over the previous year by the end of the current fiscal year.
- Double exports of our cement product from current ₹ 200 crores to ₹ 400 crores by 2011.
- To complete on –the job training of all the 400 employees of our Soaps Division in the next three months of this year.

Objectives are clear when they provide answers to the following questions.

What? How much? When? Why?

However, very long term objectives (goals) are broad in nature. They look like ambitions or mission statements. For example, see this long term goal statement.

To turnaround the company and make it profitable.

It does not include any measurements, but provides direction for future progress.

Objectives are Attainable

Objectives not only provide direction but also generate achievement motivation to accomplish. To make achievement possible, they should be set above normal standards, but not too high to make them impractical and unrealistic. For example, when a sales manager doubles targets of a sales person, without taking into cognizance, the nature of competition, the availability of time and other resources, and the size of the virgin market, the target may be considered unrealistic by the sales persons.

Objectives are Measurable

This is the most important feature of objectives. Every objective statement should be able to answer the following questions. How much? When? Where?

For instance, when the statement says, we want to raise sales over the previous year there is no measuring yardstick. If it reads: 2% over the previous year, it is measurable.

Objectives should be Acceptable

An employee often appraises the given objective for the moral and organizational point of view. The relevant questions are:

Are the objectives ethically right? Are the objectives beneficial to the organization?

Guidelines to Personality Development

The above discussion provides insights to the nature of objectives. What insights they provide in case of setting goals for personality development? In setting goals, you may consult a career counselor, a teacher who is your mentor, or parents who keenly observe your progress. Table 2.3 provides explanation.

Table 2.3: Characteristics of goals and personality development

Characteristics	Implications
Futuristic	<p>Personality development goals relate to future. How long?</p> <p>May be for the period of your current study, so that by the end of your study period you are ready to take up a career of your choice. Medium term goals may be related to one year where as short term goals are for a period of one month or semester.</p>
Concrete	<p>Clear –cut learning objectives are needed to motivate self to achieve.</p> <ul style="list-style-type: none"> • Learn conversation and public speaking skills in two months (September & October, 2010). • Learn MS-Office in one month-August, 2010. • Learn all the managerial skills needed for entry level managerial position in two years (August 2010-July , 2012).
Attainable	<p>Make sure that the objectives are attainable. If you cram a short period with too many objectives, you end up in failure.</p> <p>At the same time, if you allow too much slack also, your long term objectives cannot be attained.</p>
Measurable	<p>To permit periodic evaluation, set your objectives in specific, quantitative terms. For instance, the above stated examples are measurable. You can periodically check for progress.</p>
Acceptable	<p>Check whether there are obstacles like sister’s marriage, an industrial tour, etc., that do not permit you to devote time for your self-development. Once you are clear that the objectives are realistic, accept them and work towards achievement.</p>

2.5 IMPORTANCE OF GOALS

The importance of goals can be understood by the benefits they provide. In the context of personality development, what do they provide? Table 2.4 provides explanation.

Table 2.4: Benefits of Goals

Benefits	Description
Direction	<p>Without clear goals you do not know in which direction you are moving. Goals infuse confidence in you that you are on the right track and will reach the right destination in right time without fail. Many students are not able to state their goals. They blame the unemployment problem for their uncertain mind and indecisive nature.</p>

Simplification	'I wish to develop to become a manager' is only a wish statement. The wish statement when broken down into attainable objectives- what to do now and in future -becomes much more clear and actionable.
Prediction	The goals statements laid out for the current and future periods sum up the entire personality development programme. At the end of ... period, what can I be? This question has answer that is very much clear because of goals.
Validation	Validation or evaluation needs clear standards or criteria. We often hear students say: "What am I doing now, I do not know whether it helps me or not. I did a course in HRM and another in Marketing; I did a course in Java and C++. Now I am doing a course in PR" The counselor asks: What do you want to be? Which job do you prefer? Student: Something that is good for me (ambiguous answer). Goal ambiguity is the main villain in the life of many students. They neither know where to go, nor what to. As a result, they cannot know whether they are doing the right or wrong things.
Optimization	Resources are scarce and costly especially for students. There is a time frame for development. Financial resources are the second major constraint for many. Budgeting or resource allocation statement is to be developed to make sure that you can pursue the programmes that help develop your personality.

2.6 SIGNIFICANCE OF GOAL SETTING

The process of goal setting is an important activity of managers for obvious reasons. However, the following explanation will help explain its significance in clear, objective terms.

Goal Setting is a Basic Function of Management

The five basic operations of managers are: (i) To set objectives, (ii) To organize, (iii) To motivate and communicate, (iv) To measure, and (v) To develop.

Every manager does these things when he manages. He determines what the objectives should be, what the goals in each area of objectives should be. He decides what has to be done to reach these objectives and he makes them effective by communicating them to people whose performance is needed to attain goals.

Management is needed when achievement is important. In the context of self-development management is important. Therefore, setting goals is the primary task in managing self development.

Goal Setting Replaces Hunches by Judgment

Goal setting forces one to think about future, demands them to analyze the situation, and prunes ambitions and aspirations into pragmatic, realistic, achievable expectations and desired results. Professional management is management by choice and not by chance and hunches. The choice involves prioritization based on immediacy (what is necessary immediately) and primacy (what is fundamentally important).

All self-development activities need a concrete base to take shape and result in success. So statements like 'I guess I can be good in communication by the end of second semester...' cannot be acceptable. When time is precious, one cannot take wild chances or unreasonable risks.

Goal Setting Involves Rational Processes

An attempt to replace guess work by judgment is always rational; all that can be done to make a judgement possible involves a step-by-step logical process of understanding situation, developing alternatives, prioritization of the alternatives and narrowing range of available alternatives to make final choice.

Any one ambitious of developing self should engage in goal setting. Realizing ambition requires hard work and single minded devotion. For this, we need logical thinking and emotional commitment. Goals setting process involves steps like

- Defining life ambition
- introspection of self against the ambition(identification of strengths and weaknesses)
- Identification of opportunities of and limitations in realizing ambition
- deciding the goals

The entire process involves an intellectual exercise of connecting conceptual and real environment, conversion of abstract wish statement into concrete actionable prescriptions and awakening from dreams to reality checks.

Goal Setting Involves Balancing

Sometimes objectives are conflicting. Every individual has to reconcile and align the objectives to develop a net work of objectives that balance current needs with future demands. A student may have over rising and conflicting goals as given under.

- An average student may find difficult in learning subjects and attending to household chores (School and life balancing).
- A rural student from regional language medium find it hard in learning subjects in English on one hand and improving English language as well as adapting to city environment.

2.7 ACTIVITY IN GOAL SETTING

Goals' setting is an important activity of individuals and managers. To perform well on their jobs, employees have to set the performance goals. Managers have the responsibility for seeing this is done by helping employees set work goals. The following guidelines will help you formulate objectives for your self-development.

1. **Define life ambition:** This is a large term goal of every individual. In case of most of the management students, the life ambition may be : to become chairman of a company, or well known industrialist, and so on.
2. **Decide goals to achieve life ambition and time frame:** A tentative schedule of goals and goals specification will be helpful in achieving life ambition.

Time- frame	Period	Goal
Long term	At the age of 45	To become top manager
Mid-term	30-44 years	To become middle-top level manager
Short term	23-29 years	To become manager at mid-mid level
	21-23 years	To secure managerial position at entry level

3. **Commitment to action:** Make a commitment to develop. Identify the areas of immediate development proposed and actions contemplated.

For instance, I want to develop myself to become a manager. The areas for development are - Communication, Computing skills and leadership.

4. **Specify a single key result (benefits):** Identify the outcomes expected by the development tasks and describe the key results or benefits.

Development in the areas will give be a competitive edge in getting selection as Sales Executive.

5. **Specify a target date (Time):** Set time deadlines, to make the performance not only meaningful but also useful to the goals of life.

My life ambition is to become Managing director of a company. I need quick promotions and good start as a manager. This is possible only if I have good communication, computing and leadership skills.

6. **Prioritize goals and match the resources (Costs):** Check the goals with reference to resources available. Prioritize the goals based on resources availability. A sort of budgeting or resource allocation is important at this juncture.

Available resources: ₹ 10,000 (say)

Programme	Resources required	Resources allotted
Communication skills	₹ 5,000	₹ 5,000
Computing skills	₹ 5,000	₹ 3,000
Leadership skills	₹ 2,000	₹ 2,000

7. **Make a reality check:** Check for validity and attainability in real life. Based on the given work situation, check whether goals can be accomplished within the time period and available resources. Anticipate obstacles and limitations and accordingly develop plans.
8. **Obtain acceptance and commitment of other involved:** In the final stage, have a discussion with parents, teachers and friends. Gain their acceptance or approval for cooperation and finalize the goals.

2.8 COMMON OBSTACLES TO GOAL ACHIEVEMENT

Teachers and mentors often wonder why not many students take personality development seriously. Some of them start off very well but drop out in the middle. Some of them don't even give a consideration for them. Very few succeed in the process and programmes. The common obstacles to the self development goal achievement are:

- **Self:** Most of the failures is rooted in the way people think about themselves and their future. Lack of self confidence, belief in fatalism, lack of interest, lack of will power etc., are the weak points among many.
- **Agents:** Many of the personality development agencies exhibit a style that is convincing to students. They fail to deliver goods as lack in substance and learning resources.
- **Guides:** Having a guide who has real concern for student is very difficult. In the busy world, everyone is busy and has no time even for his or her own health care.
- **Educational institutions:** Many of the educational institutions today have heavy syllabi and are preoccupied with syllabus completion. Heavy syllabus, inexperienced and under qualified teachers, poor resources, and discipline-orientation, and authoritarian management styles are making learning environment impeding even to the normal and natural personality development.
- **Environment:** The home environment is characterized by time pressures and stress in the dual career families. Parents do not have time for children. The friends and hostel environment is characterized by diversions like - TV, cell phones, face books, picnics, dating and face-to face conversations.
- **Occasions:** Holidays, festivals, and family events (both tragedies and celebrations) etc., require attendance of a person.
- **Resources:** Some students often say that their failure is due to lack of time and money resources.

2.9 METHODS TO ACHIEVE GOALS

‘Achievement rather than knowledge is both proof and aim of management’ wrote Drucker. Goal setting process becomes meaningless if goals are not achieved. How to achieve goals?

The following methods help achieve goals in a better way in the organizational context.

A. Work–Planning

- **Performance cycles:** It keeps one on the track of work for a specified period of time. It involves four aspects: commitment- working- evaluation and correction. The entire task can be broken down into performance units/blocks for achievement over period of time. Divide your personality development plans into units/projects. For example, communication skill development can be unitized as :

Conversation skills, public speaking skills, Seminar presentation skills, and written communication. Fix time frames and budgets.

B. Progress Chasing

- **Supervision and Self-monitoring:** Supervision involves periodical observations that check deviations and provide feed -back for corrections. Self –monitoring is basic approach of achievers. They regulate their own behavior by will power. Forward looking control encourages foreseeing problems and setting milestones or specific checkpoints for verification and guidance. These check points are critical because at these points one may commit mistakes if the support of supervisors or mentors is not provided. For this reason, the importance of mentor or ‘Guru’ is emphasized.

C. Performance Enhancing

- **Appraisal–reward systems:** It involves self–appraisal as well as appraisal by supervisors or mentors. Motivation by praise and tangible rewards is important to strengthen achievement intentions. It is here we need one to discuss with us our plans and progress and give us a word of encouragement and suggestion.
- **Mentoring:** Look for a person who can be a mentor to provide guidance and encouragement.
- **Counseling:** Besides career counseling, today psychological counseling is available. Make use of them when necessary.
- **Coaching and training:** They provide inputs to improve attitudes, skills and knowledge. Many organizations are now offering programmes in soft skills like leadership, motivation, creativity, communication and personality development. topics

- **Stress management:** Methods like relaxation, yoga and physical exercises help relieve stress at workplace and enhance wellness of mind and body.
- **Time management:** Methods like schedules and time conscious habits help in best use of time to meet time deadlines.

2.10 SUMMARY

Managers are concerned with goal setting and overcoming the hurdles on the way of their achievement. Goals are desired outcomes for individuals, groups and entire organizations. Goals can be for short or medium or long term as achievements of life require progressive effort over a long span of time and achievement requires periodical evaluation of advancement. Goals are futuristic, concrete, attainable, measurable and acceptable. Goals provide direction and simplify complex tasks, help predict and validate behaviours, and optimize use of resources.

Goals setting is an important activity as it is a basic function of management, replaces hunch by judgment, involves rational process of balancing multiple demands.

Goals setting involves the following steps: define life ambition- decide goals to achieve life ambition in a time frame- commitment to action- Specify a single key result (benefits)- Specify a target date (Time) -Prioritize goals and match the resources (costs)-Make a reality check - Obtain acceptance and commitment of other involved. The common obstacles to the self development goal achievement are: weak self, non-performing training agencies, poor guides, weak educational institutions, time pressures, occasions and poor resources. Work-planning, progress chasing and performance improvement help improve personality.

2.11 SELF ASSESSMENT QUESTIONS

Review Questions

1. Define goal and give 3 examples of measurable goals.
2. List the characteristics of goals
3. Briefly outline the importance of goals
4. Why is goal setting important?
5. How do you set goals for personality development?
6. What is performance cycle?
7. How is performance-cycle planned for self development?

8. How is progress in personality development evaluated?
9. How is personality development progress enhanced?
10. What are the common obstacles to goal achievement?

Essay Questions

1. Explain the significance of goals and goal setting in the context of personality development.
2. How do you set personality development goals and achieve them?
3. Identify common obstacles to personality development. How do you overcome them by planning and commitment in implementation?

Exercises and Games

1. Self-Assessment Instrument

Know Your Goal setting Approach

Find out your approach to goal setting. Respond to the following statements on a 5-point scale of agreement. Your responses can be based on your perceptions of self. There are no right and wrong answers. You are simply knowing what you are.

Scale : 5 - Strongly agree 4 - Agree 3 - Uncertain 2 - Disagree

1. Strongly disagree

S. No.	Statement	Scale				
		5	4	3	2	1
1	I believe goals are important to achievement.	5	4	3	2	1
2	I set goals for all important tasks.	5	4	3	2	1
3	Goal setting is a fashionable term. When we cannot know the future, how can we set goals?	5	4	3	2	1
4	God has set a destiny to the journey of our life. We go by it and hence goal setting by us is simply a waste of time.	5	4	3	2	1
5	I am not assertive. Quite often, I get diverted.	5	4	3	2	1
6	I do not have enough resources to pursue personality development goals.	5	4	3	2	1
7	I listen to views of others, before I decide and become doubtful of my intentions and approaches.	5	4	3	2	1
8	I make enquiries and decide. Then I stand by my decisions.	5	4	3	2	1
9	I know achievement requires prioritization of our tasks.	5	4	3	2	1

10	Thinking in different ways, I find every problem has multiple solutions.	5	4	3	2	1
11	I like to set a goal and then divide them activity-wise and period –wise.	5	4	3	2	1
12	I do not like taking risks; the risks associated with unknown things.	5	4	3	2	1
13	I do not like to adhere to goals. When obstacles arise I change goals.	5	4	3	2	1
14	I take the help of learned people to get advice on goal setting.	5	4	3	2	1
15	I think we can change our life if we are determined to achieve goals intelligently.	5	4	3	2	1

Key to Scoring: The scoring is as given under. Add the scores and find out how creative you are.

Statements	Scoring Method	Total Points
1,2, 8,9,10, 11, 14 and 15	5-5, 4-4, 3-3, 2-2 and 1-1.	
3,4, 5,6, 7,12 and 13	5-1, 4-2, 3-3, 2-4 and 1-5.	

Total points _____

If you have scored

Above 60, you believe in goal setting and achieve by that.

45-60 you are moderate in your belief in goal setting and achieving by that.

Below 45 you should be concerned with your goal setting beliefs and activities.

2. Class-Room Exercise

Form the students into groups of 3 members. Ask each member to fill in the goal sheet given under.

Goal areas	Goals	Time frame	Priority
Study			
Career			
Personality Development			
Social Relationships			

Ask the group members to discuss the rationale of the goals and modify them based on the feedback.

Ask the students to develop action plan for achieving the goals. Here is a format for study goals accomplishment. They may make suitable changes in it. For other goal areas also they may make use of similar formats.

Action Plan for Study

Elements	Description
Goals Priority list of goals Tasks Performance cycles Schedules/time tables Resources required Enablers (Strengths and weaknesses) Facilitators (Opportunities) Inhibitors (Threats) Development Activities/programmes (Time, Stress, Skill related) Evaluation points and aspects	

3. Seminar Themes

- **Goal setting:** A Psycho-social Approach to Achievement.
- **Goal setting for Personality development:** Contextual and Methodological Challenges.
- **Achievement by Goals:** Current Practices and Future Trends.

4. Take-Home Assignments

- Write a note on goal setting process in the context of personality development process and identify possible obstacles.
- Develop a model of goal setting and accomplishment and explain the variables.
- Present a paper on 'Successful people and their goal orientation'.

5. Group Discussion Topics

- Goals are like balloons. They neither can give definite direction nor substance for action.
–Discuss.
- Goals are ambitions dressed in believable words to attract attention of people; they disappear when crises erupt.
- Personality development is an elastic concept that does not lend to goal oriented time bound actions.

6. GAME : House on Fire

The exercise helps participants understand their choice-making.

Form the class into groups of five members each. Ask each group to form a circle.

Tell the participants to imagine that they wake up at night and their house is on fire. Ask each participant to write down one thing they would try to save before running out.

Give them a few minutes to write down their answers.

Ask the participants exchange information and compare their choices.

Discussion

1. Ask the group why they think men and women were saving different things?
2. Ask the group why some saved “things” rather than “people”?
3. Is there a conscious or sub-conscious goal driving their choices?

CASES**Case 1: My Parents Know Better**

Sushmitha is worried. Though she applied for about eight jobs, she could not even get an interview call. She decided to meet an employment counselor and find a way out. Her friend advised her to meet ABZ Placements and register with them. She told: “ I think they are well equipped with resourceful advisors and good networks to help us. From their ads, I understand they had placed many students in jobs at different levels”. Enthused by her advice, Sushmitha met Ramnadhan, of ABZ Placements and the following conversation took place between them.

Ramnadhan : Sushmitha, tell me about yourself.

Sushmitha : I did my MBA and passed out with a first class from an affiliated college where teaching was mediocre. I could not get even one interview call so far.

Ramnadhan : What were your achievements during the two year period of your study?

Sushmitha : Achievements! I got first class. I was a hard working student. I did not take part in any other activity. In fact, I am not good in any other things except study.

Ramnadhan : O.K. How many projects did you take up?

Sushmitha : Why many! We were asked to do one summer project and I did it.

Ramnadhan : I see. Where did you do that?

Sushmitha : In a local bank branch. I did on CRM.

Ramnadhan : Are you looking for marketing jobs?

Sushmitha : No sir! My parents will not approve it; that is why I specialized in HRM and Finance.

Ramnadhan : If you are offered jobs in the two fields, which one will you accept?

Sushmitha : My parents will decide it sir!

Ramnadhan : Don't you have your own ambitions and goals?

Sushmitha : Occasionally I think about them. Any how I leave them to my parents because they know better.

Questions for Discussion

1. In your view, why Sushmitha could n't get an interview call?
2. If you were Ramnadhan, what would be your advice to Sushmitha?

Case 2: Goal Setting By Gopal

Gopal met his mentor for goal setting. He is a management student in a reputed institution. In the very first class, the dean of the school asked the students to make self-introductions and share their life ambition and career goals with other students.

Most of the students found it difficult to state their ambition and goals. Then the dean made the following announcement: "All of you see the notice board or school website. The names of your mentors and the date and time of meeting them are given. Meet your mentors without fail".

The mentor of Gopal is a young person with a cheerful smile. With casual talk he established rapport with Gopal. Gopal is now ready with renewed spirits.

Mentor : Gopal, what is your life ambition?.

Gopal : I want to be a billionaire.

Mentor : Fine! What do you want do after your MBA?

Gopal : I want to be a teacher. I like teaching.

Mentor : Wonderful! How do you want to make money?

Gopal : By savings one and two by taking up lucrative assignments.

Mentor : Are you concerned about society?

Gopal : Yes. I will donate 15 per cent of my earnings to orphanages.

Mentor : Gopal, are you clear about our life ambition?

Gopal : Yes sir!

Mentor : What is your SWOT, in the light of your money making ambition?

Gopal : My strengths: Academically I am strong. I have good teaching skills.

Weaknesses : I am a bit lazy. I sleep long hours. I have many friends. I spend at least 2 to 3 hours with them. This affects my concentration during examinations.

Opportunities : I can make money by teaching and consultancy.

Threats or limitations : I may not be able to accept a job in metros because my parents want me to stay with them in this town.

Questions for Discussion

1. Evaluate the goals of Gopal and offer your comments.
2. If you were the mentor what would you do to help Gopal in his goal setting?



CHAPTER

3

TIME MANAGEMENT

Objectives

After completing this chapter, you will be able to understand:

- Describe importance of time as a resource
- Understand the techniques of time management
- Know how to prioritize activities
- Become aware of time wasters and learn how to avoid them.

Structure:

- 3.1 Introduction
- 3.2 Importance of Time
- 3.3 Techniques of Time Management
- 3.4 Prioritization of Activities
- 3.5 Avoiding Time Wasters
- 3.6 Summary
- 3.7 Self Assessment Questions

Vignette**Time Management Across Cultures**

Management students are going global. The global assignments are very intriguing and rewarding as well as challenging and demanding. Among many things, understanding the time sense across cultures is very important for expatriates. Americans are taught to show up 10 minutes early for appointments. They expect prompt and undivided attention. When kept waiting the American is irritated. But the Asian or Arabian managers are not serious about appointments. Also they will deal with three or four people at a time.

Scholars have explained the differences in behaviors by the two relative concepts - monochronic and polychronic. The former is revealed in the ordered, precise, schedule driven use of public time. It is found in the case of the North Americans and Europeans. The later is seen in the multiple activities and concurrent involvement with different people, without much concern for time commitments of Asian and Arabian people. For Americans and Europeans, time is money. It is linear, relentlessly marching forward, and if lost, cannot be regained. Many a visitor has been a minute late for Swiss train, only to see its tail lights leaving the station. The book one –minute manager¹ shows how valuable and precious time is in the world of business. The concept of multi-tasking that the polychronic societies practice has drawn attention of managers, in recent times. For instance, it is possible, to talk on the phone, read and respond to E-mail messages, print a report, check a cell phone message, and eat a bread slice—all at a time. Of course, if proper choice of activities is not made multi-tasking leads to inefficiency and stress².

As a young management student, you face a question: What is your attitude toward time? This chapter deals with time management challenges and techniques useful to every person, especially managers.

3.1 INTRODUCTION

Whether you are a college student, or a teacher or a manager, the one resource you should deal with utmost care is time. Of all the resources, time is the most precious one as it brings opportunities and raises problems, which if not attended in time may change the course of life of individuals and organizations. In view of this we find a good number of books, a wide variety of time management quizzes and tips on –line and different types of training programmes on the concept of time management. From the vast literature, one can find relevant advices, suitable techniques and inspiring tips to mould his or her time habits.

3.2 IMPORTANCE OF TIME

For managers to manage an enterprise or an activity five resources are important. They are: human, physical, financial, information and time. In a stable and placid society, time has less significance

as the societal behavior is characterized by steadiness and slow moves. However, in the emergent dynamic, fast moving societies, 24/7 managers are appearing to dominate the globalised societies, signifying the new features of time: speed and scarcity. The common pronouncements are:

‘Do it fast!’ , ‘Be on the fast track!’ , ‘We do not have time’ and ‘We are running out of time’.

Survival of the Fastest

The law of the jungle ‘Survival of the fittest’ has returned with vengeance. In the deep, thick forest of Africa, a lion wakes up in the morning with the awareness that it has to run faster than the slowest running deer to have its food for the day. A deer wakes up with the consciousness that it has to run faster than the fastest running lion to save its life. Similar is the situation of people in the competitive world of growth and development. Young people are getting opportunities to head divisions and companies. It means the time available for equipping with competencies has become less.

No Chance of Recovery

There are many advices like, time and tide wait for none; you have to actively foresee and be alert to catch up with times. If time is lost, along with that the opportunities are lost. As you cannot go back in the time space, you cannot recover the loss. The implication is one should be able to make right choices well in time and in advance. It helps to prepare for grabbing the opportunity and making best use of it.

Time Impacts Health

Time has something to do with the health of an individual. Failure to do things in time may cause anxiety, frustration, guilt, and other ill feelings. As a result, one may develop diseases like diabetes, hyper-tension and others.

Prerequisite for Success

Managing well your time makes you successful. Success is not a result of chance; it is a product of choices and skills. One important area where choices and skills matter most is time management. Timely decision making and implementation will lead to desired results. Successful students prepare well in advance and make proper use of time in the examination. They will have time for various activities besides study, because they do not waste time.

3.3 TECHNIQUES OF TIME MANAGEMENT

Management involves four distinct functions: Planning, Organizing, Leading and Controlling. Applying the functional framework for managing the resource time, we will examine how time can be made more productive Table 3.1 presents the framework.

Table 3.1: Time Management Frame-wok

Function	Techniques
Planning-Prioritization	SWOT, Calendar, Time journal, Scheduling
Organizing and leading	Work performance or assignments Diary, organizer, Memory pads, Delegation
Controlling-Avoiding time Wasters	Assertiveness

3.4 PRIORITISATION OF ACTIVITIES

In the whole framework of time management, activity analysis to prune the activities and analysis of time to minimize time wastages are important. Two things merit attention in activity analysis-(i) importance and (ii) timing. All activities are not equally important. Also all of them need not be performed at the same time.

The 80/20 Rule

In most of the cases, the general norm- Critical few and the trivial many-applies. Accordingly the 80/20 rule is evolved. This rule states that 80% of all that happens at work is really the result of 20% effort. If you have a daily to—do list of 10 items, you generally can expect to be 80% effective by successfully completing only the two most important items on your list. To be effective, as such you must concentrate on the most important items first.

Goals and Tasks Analysis

Your time can be best directed by using goals. Without goals you become sidetracked and waste time. The steps involved in this process are:

Set Goals

What are my goals? Make a broad statement of goals to start with. Prepare long term (Semester) “must do” lists and short-term (day /week) “to do” lists. Write them down and post them at different places to guide you.

Identify tasks-

Two types of tasks are necessary.

- (a) **Progress related:** Which are to be undertaken to achieve the desired level of performance at higher level. Special coaching, on-line tutorials, additional skill training programmes, etc.
- (b) **Maintenance:** Those routine tasks to be performed to maintain the progress at even level. For instance class work, examinations, assignments, seminars, etc.

- (c) **Urgent tasks:** In bureaucratic set up files are marked URGENT by red –tape to draw attention. Urgent tasks arise in two ways-(i) by procrastination and (ii) to finish in time. Urgency created by procrastination is indication of poor time sense. The sense of urgency is said to be positive when it helps activate one and will lead to completion of tasks in time.

Identify your Strengths and Weaknesses

- (a) **Find your productive time:** Find your creative/thinking time. Defend it ruthlessly; spend it alone, maybe at home. Find your dead time. Schedule meetings, phone calls, and mundane stuff during it.
- (b) **Find comfort zones:** Some people are comfortable with desk work. Some others are enthusiastic with field work. Make an introspection to know why you aren't enthusiastic about doing certain things. Is it due to fear of embarrassment or fear of failure? If you think you cannot do it ask others to help you. In team works, be assertive and quit doing after making proper excuses.

Ways of Organizing Work

The following guidelines will be helpful.

- Consolidate similar tasks.
- Schedule study sessions when you know you are usually alert.
- Tackle tough jobs first, mechanical tasks should be last.
- Put some variety in your day.
- Don't exhaust your attention span. Reward difficult tasks with fun tasks.
- Plan to sleep and eat. Use meals time as social time or reflective time.
- Daily schedule – maintain a daily schedule of activity
- Use a calendar- Carry a calendar at all times. Write down everything- works, social activities, study, meal etc. Stick to the calendar.

Scheduling

Prepare a schedule of activities along with time. Allocate part of each day to tasks that will lead to the accomplishment of your goals. That is, block out part of your day or week for major projects to ensure that you have time to do the important things. You can make use of 'time journals' or 'study and activity schedules'. They are tools for planning and controlling time.

Based on the following activities one can plan the schedule of study.

Weekly Activity Descriptions and Times

Activity	Hours/ day	Number of days	Total
Number of hours of sleep each night		7	
Number of grooming hours per day		7	
Number of hours for meals/snacks per day		7	
Total travel time on weekdays		5	
Number of hours/day for chores, errands, etc		7	
Number of hours/week for study			
Total travel time on week ends	-	-	
Number of hours/week socializing, dates, etc	-	-	
Number of hours/week for regularly scheduled functions (clubs, meetings, etc)	-	-	

(a) Time Journals

Monitor yourself in 15 minute increments for between 3 days and two weeks. Update every ½ hour: not at end of day, as shown below.

Time Journal

Time	Activity	Notes
7.00-7.15		
7.15-7.30		
7.30-7.45		
7.45-8.00		

(b) Study and Activity Schedules

Times/day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
5.00 a.m	Exercise	Yoga	Jogging	Exercise	Yoga	Jogging	Yoga
6.00 a.m	101	102	103	104	105	106	Sports
7.00 a.m							
8.00 a.m							

Note: 101to 106 are code numbers of subjects

3.5 AVOIDING TIME WASTERS

We say, time is wasted, when it is not applied to do things which should be done. The factors that influence the diversion of time and attention, from the scheduled work are classified as shown in Table 3.2.

Table 3.2: Time Wasters

Source	Internal factors	External factors
Process	Unclear objectives Wrong priorities Communication breakdown	Crisis management
Persons	Procrastination Perfectionism Lack self—discipline <ul style="list-style-type: none"> • Clutter • Prolonging work 	Interruptions <ul style="list-style-type: none"> • Tele phone • Visitors • Meetings

Process Related Factors

The process of activity analysis that is supposed to provide direction for managing time, may show up some weaknesses or deficiencies.

Unclear objectives: Some activities, especially related to long term, may not be well defined because of the fluid environment. The recent failure of IT sector, due to global recession has left IT students in a fluid state. They will not be able to set clear goals for accomplishment till some stability sets in.

Wrong priorities: Setting priorities require judgment and judgment comes from experience. Prior experience, when not available, one has to depend on information and estimates to make decisions. When the information is not available in required form and content, decision on prioritization may go wrong.

Communication breakdown: Prioritization is based on information from different sources. For a management student, information sources are: institution, teachers, class mates, and friends and relatives. Based on the information, work related decisions are made and priorities are established. When there is communication breakdown, things will go wrong and upset the schedules.

Person related factors: Person related factors refer to the weaknesses of an individual in decision making and performance of activities.

Procrastination

Though people are aware of the perils of postponement of activities, they do postpone. Doing things at the last minute is much more expensive than doing just before the last minute. If you have one such habit or tendency cut it.

Perfectionism

Some people work with the zeal of perfectionist, and spend more time than necessary in making superfluous modifications. Nobody can be perfect. It leads to failure as timing is more important than creating a marvel. If you decide that at the end of the day you should see some form of accomplishment, the tendency of 'making it perfect' will be checked.

Lack of Self-discipline

By some estimates, people waste about 2 hours per day. Signs of time wasting:

- (a) Messy desk and cluttered (or no) files
- (b) Can't find things
- (c) Miss appointments, need to reschedule them late and/or unprepared for meetings
- (d) Volunteer to do things other people should do
- (e) Tired/unable to concentrate.

(i) Desk management: Avoid clutter - Clutter outside transfers to clutter in side. Clutter is death; it leads to failure.

- Focus on clearance – Keep desk clear: focus on one thing at a time.
- Delegation – It refers to assignment of activities with clear goals and authority necessary to make use of resources required and complete the tasks. Effective delegation involves-(i) explaining objectives, not procedures, (ii) telling the relative importance of the task, and (ii) giving a concrete task and a deadline.

(ii) Prolonging work - As Parkinson' law put it : Work expands so as to fill the time available for time. (Cyril Parkinson, 1957). Some people stretch the work by delaying it or overdoing it. The main reason for such behavior may be the lack of interest in doing extra work. Such people observe: "If I finish this, my boss will assign me some other work".

Crisis Management

When a crisis arises, like a strike declared by students on the campus or outsiders, work comes to a standstill. The pending work accumulates and becomes a burden and planning for clearance and maintenance should be done again. Reducing idle time or even entertainment time may become necessary.

Interruptions

Interruptions to work can be caused by telephone calls, visitors and meetings. A 5-10 minute interruption will disturb your mind, and you will need 4-5 minutes to recover your pace and concentration. It means five interruptions will cost one hour. As such, you have to reduce frequency and length of interruptions and learn to say “No” to people when it is necessary. Develop assertiveness to avoid interruptions.

(a) Telephone

Telephone calls are not by themselves interruptions. Some of them fulfill needs related to our work and life. Following tips will help reduce interruptions by either prolonged or unimportant telephone calls.

- Keep calls short; stand during call
- Start by announcing goals for the call
- Don't put your feet up
- Have something in view that you're waiting to get to next
- When done, get off: “I have an important class work”
- If necessary, hang up while you're talking.
- Group outgoing calls: Make them just before lunch and at 5 pm

(b) Visitors

Make your office comfortable for you, and optionally comfortable for others. Cut short the conversation using following tips.

- I'm in the middle of something now...”
- Start with “I only have 5 minutes” (you can always extend this)
- Stand up, stroll to the door, compliment, thank, shake hands
- Frequently look at the watch or clock.

(c) Meetings

A manager on an average spends 40% of time for meetings. Tips to make meetings productive and brief are as given under.

- Meetings should be held with clear and well designed agenda.
- Communicate agenda well in advance

- Lock the door, unplug the phone
- Announce how long the meeting will last.
- Allow discussion and monitor it to ensure participation by everyone.
- Prepare minutes at the end of the meeting and announce or circulate.

3.6 SUMMARY

Of all the resources, time is the most precious one as it brings opportunities and raises problems, which if not attended in time may change the course of life of individuals and organizations. In this competitive world, time is important for survival as there is no chance of recovering it. Time is important from health and success point of view. Time management techniques include: SWOT, Calendar, Time journal, Scheduling Work performance or assignments, Diary, organizer, Memory pads, Delegation and Assertiveness. Time wasters include : Unclear objectives, Wrong priorities, Communication breakdown, and Crisis management at the process level and Procrastination, Perfectionism, Lack self—discipline (Clutter and Prolonging work) and Interruptions (Telephone, Visitors and Meetings) at individual level.

3.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. Explain the importance of time for students.
2. How do you prioritize your activities?
3. How do you avoid time wasters?

Essay Questions

1. Explain consequences of poor time management. How do you manage time by developing (i) decision making and (ii) work planning systems?
2. Managing time is crucial for success and health care: Discuss.

Exercises and Games

1. Self Assessment Instrument

Time Management Quiz

Find out how good you are in managing time. Respond to the following statements on a 5-point scale of agreement. Your responses can be based on your perceptions of self. There are no right and wrong answers. You will simply know what you are.

Scale: 5 - Strongly agree 4 - Agree 3 - Uncertain 2 - Disagree 1 - Strongly disagree.

S. No.	Statement	Scale				
		5	4	3	2	1
1	I feel overwhelmed by too many subjects and assignments.	5	4	3	2	1
2	I'm frequently late for classes or meetings.	5	4	3	2	1
3	I begin working on semester long projects early in the semester	5	4	3	2	1
4	I meet assignment deadlines.	5	4	3	2	1
5	I complete most of my studying during the most productive hours each day	5	4	3	2	1
6	I am sleep deprived and do not feel rested in the morning	5	4	3	2	1
7	My "B" and "C" priorities take so much time that I rarely get to the "A's".	5	4	3	2	1
8	I look at projects as a whole, rather than breaking them up into smaller units	5	4	3	2	1
9	Planning my day-every day is difficult for me	5	4	3	2	1
10	I put things off until it's too late and concentrate on them to complete in time.	5	4	3	2	1
11	I am very busy and impatient	5	4	3	2	1
12	I begin my study time with the most difficult assignment.	5	4	3	2	1
13	I set specific goals for each study period.	5	4	3	2	1
14	I prevent social activities from interfering with my study time.	5	4	3	2	1
15	I write a daily "to do" list.	5	4	3	2	1

Key to Scoring: The scoring is as given under. Add the scores and find out how good you are in time management.

Statements	Scoring Method	Total Points
3,4,5,12,13,14 and 15	5-5, 4-4, 3-3, 2-2 and 1-1.	
1,2,6,7,8,9,10 and 11	5-1, 4-2, 3-3, 2-4 and 1-5.	

Total points _____

If you have scored

Above 60 you have excellent time management habits

45-60 you have reasonably good time management habits.

Below 45 you should be concerned with your time management habits. Improve.

2. Class-Room Exercise

Form into a group of three members.

Individually develop your time plan for a (i) day and (ii) week.

Discuss with other group members and finalize it.

Observe the differences in priorities and time periods assigned to different activities and discuss the reasons for such differences.

3. Seminar Themes

1. Time management – A Cross –Cultural Comparison.
2. Time management by Managers.
3. Time management for Healthcare: Challenges and Solutions.

4. Take-Home Assignments

1. Write a note on problems in managing time faced by students and identify the differences between male or female students.
2. Maintain a time log and list activities and decisions. Write a note on “My Time Management’. Present it in class.
3. Prepare a paper on time habits and methods of management students.

5. Group Discussion Topics

1. Time management is difficult-External factors fail it most of the times.
2. Time and tide wait for none.
3. Procrastination is thief of time

6. Game – Role play

Cutting Short

Read the following situation. Play the roles of Suseela and her Relative. Assume the following traits when playing roles. Reach a logical solution.

Role Play	Suseela	Relative
1	Soft-spoken, Good relations with mother-in-law. Passive.	Soft –spoken and innocent. Does not understand time value.
2	Soft-spoken but assertive. Not much concerned with mother –in-law.	Dominant type. May create conflict if not treated properly.

When Suseela is about to leave home to her office, a distant relative of her husband has arrived.

Suseela : Welcome ! You have come after a long time.

Relative : Yeah! Where is your husband?

Suseela : Gone to the office. In fact, I am about to leave for my office. Please stay in this room and have break -fast. It is on the table. I will come back at lunch time.

Relative : Okay! How is your sister in Canada?

Suseela : Fine! (moves to the door indicating she has to leave)

Relative : One minute! Your mother –in –law sent a package and let me hand it over to you. I think it is a pack of sweets.

Suseela
(Impatiently) : You can give it later.

Relative : No, No No! She insisted that the first thing I should do is handing over this pack of sweets and pass on some important messages to you. I will not take more than two minutes.

Suseela is wondering how to leave and the relative is eager to tell her about her mother –in-law. He may take more time than expected.

CASES

Case 1: Where is Time?

Arvind, the sales manager of Sundaram Pharma is worried about the targets he has to reach this year as there is a relatively large hike in them. The top management of the company is worried about the brewing competition and decided to launch an offensive by occupying all the territories in the southern region, leaving none vulnerable to competitive onslaught.

He reviewed the sales performance of the sales executives under him and found that Harini is one among the three executives showing consistently play-safe performances. He asked her to meet him at 3 p.m in the afternoon to discuss about her plans to reach the new targets. The following conversation took place.

Suseela : Welcome ! You have come after a long time.

Arvind : Harini, What are your plans to reach the new targets?

Harini : Arvind! Don't you think the new targets are little bit over ambitious? We are already struggling hard to reach the present targets.

Arvind : I think your performance can be improved easily if you pay more attention to the customers. I find that you are focusing more on 5 key customers and achieving 80 percent of your targets by serving them.

Harini : Are you blaming me for my attention to the key customers? If I don't do that competitors will take them away. Most of my time is consumed in serving them and I don't have time for other accounts.

Arvind : If that is the case, how would you reach your new targets?

Harini : That is my major worry at present. Where is time for that?

Questions for Discussion

1. If you were Harini, what would you do in this situation?
2. If you were Arvind, what would you do in this situation?

Case 2: Multi-Skilling Saves Time

Arafat has joined as the manager of a computer centre and she is made responsible for the following activities.

- Developing software modules assigned by corporate office.
- Undertaking data processing tasks of local mining company.
- Conducting education programmes in programming languages
- Obtaining business orders from local companies and institutions
- Maintaining public relations and participating in community service programmes.

She found that the job is very exacting as she has to supervise all the task groups on a continuous basis and allocate most of her time to discussions with current and potential customers.

She heard a lecture on ‘multi-skilling’. She understood that it can help save her time and at the same time improve her effectiveness as systems engineer, administrator, sales executive, public relations officer, educator, and so on. She learnt that new technology can assist in scheduling her daily work (for instance, a computer can be her personal assistant to tell her what her appointments are), mobile phone can help her to cut short her conversations with executives by reminding her next appointment, her e-mail system can help her send group messages with a click of button and her photocopier, printer and scanner help solve her problems in paper work.

She thought: Can I really replace myself with a robot to do sales talk and save time because sales presentations take away 30 per cent of my time ever day.

Questions for Discussion

1. Do you think that multi-skilling can be a time saving solution for Arafat?
2. What suggestions do you have to Arafat who has problem of finding time for her multifarious activities?
3. Can students make use of multi-skilling concept?



CHAPTER

4

ENHANCING CREATIVITY

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept, importance and elements of creativity
- Understand the factors influencing creativity
- Know the methods of enhancing creativity

Structure:

- 4.1 Introduction
- 4.2 Creative Mind
- 4.3 Elements of Creativity
- 4.4 Factors Influencing Creativity
- 4.5 Influence of Flexibility
- 4.6 Methods of Enhancing Creativity
- 4.7 Summary
- 4.8 Self Assessment Questions

Vignette	The Pearls and Perils of Creativity
<p>The TamilNadu state government has banned the use of incandescent bulbs in the offices and local bodies.¹ At present, four crore 60 watt incandescent bulbs are being used by the government institutions. They will be replaced by compact fluorescent lamps of 14 watts. While giving same illumination, these bulbs will effect a saving of 1,840 MW.</p> <p>Michelle Hather² worried that her high –tech family is becoming slowly non-speaking family. She wrote:</p> <p>It's 7.28 a.m. and I crack open my lap top and take a crafty peak at my e-mails. I 'm not yet out of my bed but it's a simple task to reach across the duvet and pull my MacBook towards me. E-mails checked, I click on to my Face book page, just in case, I'm missing anything. That's when I notice, my 13-year old son (and FB friend) is online and doing exactly the same things. "Get off the computer and go downstairs for breakfast. NOW!!!" I message. Frantic footsteps rush past my bed room door.</p> <p>And then I have crucial messages to pass on to my eldest: "I 'm working late tonight. Your rugby training is cancelled. Where is the 10 quid (pounds) you owe to me? Can you return my entire collection of mugs, plates and glasses, from your room, please??!!!!'. All sent by e-mail because they have more chance of reaching his brain than actual, face –to-face human being exchanges. What has happened to my family? We're in danger of never speaking to one another again...."</p> <p>These two interesting but conflicting reports make creativity a controversial phenomenon. Whatever may be the effects of creativity, it continues to wake up a person to a new idea and takes an organization one or more steps ahead of others in the competitive world. This chapter deals with creativity as a trait of humans and explains how to enhance it.</p>	

4.1 INTRODUCTION

Creativity is an important characteristic of people and it has been the driving force behind the transformation of human civilization from the primitive to the modern one. Several scientific inventions, administrative reforms, and quality-of-life enhancers are recorded in the long progressive march of the people across the globe. Creativity is a natural trait possessed by everyone, but some use it and others do not even think about it. This is why we have the adage: necessity is the mother of invention. The understanding that creativity is a natural trait but a stimulated behavior has an important implication for managers. Managers have to identify the factors that influence creative ability of individuals and sharpen it by training and utilize it through well designed methods.

4.2 CREATIVE MIND

Creativity is a mental process associated with creating a new product or solution to problems. The Penguin Dictionary of Psychology³ (Reber, 1985) defined:

Creativity refers to mental processes that lead to solutions, ideas, conceptualizations, artistic forms, theories or products that are unique and novel.

Therefore, creative thinking is referred to as out-of-the-box thinking. It is also referred to as right-brain thinking. How people think depend on the hemisphere of the brain activated. Figure 4-1 shows the thinking styles based on position and side of the brain.

Position	Side	
	Left	Right
Upper	Problem solver Mathematical Technical Analyzer Logical	Conceptualizer Synthesizer Imaginative Holistic Artistic - Creative
Lower	Planner Organizational Controller Conservative Administrative	Talker Musical Emotional Interpersonal

Figure 4.1: Thinking styles

It is observed that the left side of the brain is planner and problem-solver. The thinking process is characterized by logical analysis and strategic planning. It organizes linear thinking process converging into a viable solution. The right side of the brain with its intuitional and divergent thinking ability encourages search and thinking in different directions. In an activity like problem solving, divergent thinking provides a wide range of ideas drawn from, for instance, cross-functional and cross-cultural, settings, whereas convergent thinking develops a solution by integrating them.

4.3 ELEMENTS OF CREATIVITY

Different studies point to different elements of creativity –the ability of an individual to think in a novel way. The following elements are universally acclaimed as the important ones.

- Curiosity
- Imaginativeness
- Flexibility
- Originality

Curiosity

Creativity is spurred by desire to know things—all kinds of things—just to know them. Knowledge is enjoyable and often useful in strange and unexpected ways. In addition to knowing, creative people want to know why. What are the reasons behind decisions, problems, solutions, events, facts, and so forth? Why this way and not another? And why not try this or that? The curious person's questioning attitude toward life is a positive one, not a destructive one. They ask different people the same question to compare the answers. Their best companions are: 5 W and one H (What? Where? Why? When? Who? How?)

Imaginativeness

Creativity is based on imagination. It is an outcome of thinking beyond in different directions. Like the eagle that goes to heights and flies in different directions, creative thoughts rise high and flow in many ways freely, uninhibited. That is why creative thoughts are called weird, wild, or unthinkable. The secret of creativity is to be able to combine imagination with knowledge.

Flexibility

The creative mind, having produced many and variety of thoughts, considers a wide variety of approaches to solving a problem. Instead of freezing onto one particular idea, or a single approach to a problem, the flexible person takes delight in examining different options to solve the problem in a unique way.

Originality

Creative people look for solutions that are based on a new idea, a new path, and a new philosophy which is original. Original ideas are those which are unfamiliar to the world, or to the company.

For example, a physical campus of learning with brick and mortar structures and botanical gardens was a solution for imparting education to students. It is now replaced by virtual campus. Class-room teaching with fixed time-table is replaced by any time -any where on-line courses.

4.4 FACTORS INFLUENCING CREATIVITY

Creativity is a type of behavior, essentially an intellectual exercise stimulated by a need directed to a goal. The creative thinking process is enveloped by an environment which influences the thought processes.

Stimulating factors: The factors that drive one to engage in creative behavior are:

- (a) **Invent or find something new:** People are interested in working for finding something new just because they have an inner drive or flair to go about searching and identifying new ideas to discover new products or processes.
- (b) **To gain image or status in society:** Some people are status and image conscious. They undertake creative projects to secure the desired image
- (c) **To make money or create business:** Some people invent to create products and processes for starting or expanding business organizations and make money.

Facilitating factors: The factors that promote and encourage creative pursuits are:

- (a) **Encouraging people:** Creative behavior flourishes even under adverse conditions. Galileo was jailed. Copernicus who found that earth moves round the sun was sentenced to death. Many other scientists faced the wrath of Church but continued their creative journey undeterred by the restrictions. However, positive appreciation will help promote creativity.
- (b) **Availability of Resources:** Many of the young scientists are migrating to developed nations because resources are available there to meet the requirements of creative persons. Resources like money, equipment and support of people are necessary to facilitate creativity.
- (c) **Availability of knowledge resources:** Creativity needs knowledge resources. Knowledge repositories like libraries, museums, and exhibitions, and knowledge sharing means like publications, seminars and conferences etc., will facilitate creativity.
- (d) **Team work:** When people work in teams, the team spirit will be higher and results will be satisfying.

Outcome factors The results by themselves are motivating but in addition the benefits from the results will be to them, reinforcing future creative behavior.

4.5 INFLUENCE OF FLEXIBILITY

Flexibility indicates the number of distinct ways an individual can respond to a stimulus. Quantitatively it is a measure of variety. Here the term fluency is to be distinguished from flexibility.

Flexibility is the representation of classes whereas the fluency is the number of units.

Among various tests used to measure adaptive flexibility. Unusual Uses, Match Problems and Plot Titles are popular ones.

Unusual uses

Give different types of uses of 'brick'.

The uses of bricks are:

1. Build a house.
2. Build a school
3. Build a factory

Here the fluency is 3 but flexibility is only 1, as the answers belong to only one category of thought. If the answers given were as given under the flexibility is 4 as each new response changed a class.

1. Make a paper-weight
2. Drive a nail
3. Throw at dog
4. Make powder

Match problems

Here, a person is asked to indicate several different patterns of matches that can be removed to leave a specified number of squares.

Plot titles

Give many appropriate 'titles' for the following story.....(Give some story).

4.6 METHODS OF ENHANCING CREATIVITY

There are several approaches to enhance creativity among individuals.

Thinking Process

Graham Wallas and others identified stages in creativity process as explained here.

- **Preparation:** Pay your attention to a task or problem, examining relevant information from your sources and the task environment.
- **Saturation:** Work hard until exhausted. Investigate in all directions. Develop knowledge base and focus on the problem and think deliberately for some time to get a different solution.
- **Incubation:** Stop conscious work on the problem and turn your attention to another problem, or simply relax. During this period, some degree of unconscious and involuntary work on the problem occurs. Allow intuition to work.

- **Illumination:** The classic ‘Eureka’ moment when the core (or even the whole) of the problem solution suddenly springs into awareness. Develop the solution.
- **Verification:** Attempt logical evaluation, justification and implementation of the solution.
- **Accommodation:** When the new idea is found worthy by cost-benefit analysis, publicize it for acceptance by society.

Mind Developing Methods

The basic approaches to inner creativity are meditation, self-awareness light-heartedness and dreams.

Meditation

Meditation is closing the eyes, still the chattering mind, and focus on one specific thought, sound (via mantra) or enter complete stillness in the void. Meditation puts your brain into an alpha or, when you become proficient a waking theta state. In this altered state the gap will open and creative mind emerges.

Self-Awareness

The practice of self-awareness runs through all the great religious and philosophical disciplines. Buddhism, Zen, Sufi Mystics, Christian Mystics, Hindu Yogis and Taoists practice the art of mindful self-awareness. This is a non-judgmental form of watching one’s daily actions and thoughts in the present moment in a detached frame of mind. When learned and applied, this can create the necessary gap between the ego and the Self and great clarity of mind unfolds.

Light-heartedness

This is an excellent frame of mind to enhance creativity. When we see the humor in everything, we perceive the intuitive and original moments that otherwise go unnoticed. Humor embellishes the absurd and unusual, and this is where creativity springs.

Dreams

Dreams consist of memory streams that are somewhat randomly stimulated and linked together while we sleep.

- Recall and record the dreams.
- Link those memory streams to the topic in focus.

Dreaming is the language of the mind during our nightly sojourns. It stands to simple reason that this time could be used wisely. Personal creativity is greatly increased by utilizing the information gleaned from the subconscious mind in dreams. It is also possible to learn to control your dreams, adding a whole new dimension to the sleeping experience. If you recall your dreams upon waking, you

can take the symbols, images and adventures you experienced and discover what is going on at deeper levels of your psyche. This is incredibly valuable information that will improve creative potential immensely.

Tips to Enhance Creativity

Few tips to enhance creativity provided by behavioral scientists are as follows.

- **Focus on ends, not means:** Clarify your goals. Try to imagine unique, perfect solutions to problems. Ask: “what’s the real problem?” recognize when you are becoming obsessed with processes and targets.
- **Open the door:** We cannot command intuition to work for us; like Aladdin’s genie, it may initially appear by accident. Keep the door open. Open mind is an antenna raised. It receives signals of creative thoughts.
- **Improve exposure:** Expose yourself to a wider range of experience. Do something, read something, and go somewhere – different. Such exposure provides divergent thinking and helps connect ideas from other fields or settings.
- **Make observations of nature:** Many problems have solutions in the nature. The growth of plant gives lessons on how to gradually develop people. The evolution of butterfly suggests how radical transformation is possible.
- **Practice flexibility in your thinking:** Look for the ambiguities, the vague or awkward information. Seek new perspectives on what you’re doing; examine your emotional or physical responses to ideas or events.
- **Seek quite times:** Try to build them in to your timetable. Quietness cleans dirt in the mind and removes heaviness of thoughts. Relaxed mind will be fresh and light.
- **Learn how to manage stress:** Loss of clarity, ‘treadmill thinking’, lack of concentration, and mild frustrations are symptoms of stress. Take a break and remove the stress. Take up a regular physical activity; try yoga; or go for a brisk walk. It not only reenergizes body and mind, but also provides chance to sub-consciously think about the solution.
- **Lighten up:** Try not to take matters too seriously. Humor is one of the great indicators that intuition is at work. Laughter is a good therapy for stress reduction.
- **Redefine and reenergize:** This is the mantra of creativity. Keep on refreshing yourself, reenergize, redefine and revise until you hit the target.

4.7 SUMMARY

Creativity is an important characteristic of people and it has been the driving force behind several scientific inventions, administrative reforms, and quality – of – life enhancers. Creativity is a mental process associated with creating a new product or solution to problems. Curiosity, imaginativeness,

flexibility and originality are universally acclaimed as the important elements of creativity. Several factors influence creativity. Desire to invent, money and image are the stimulating factors. Encouragement of people, availability of resources, and availability of knowledge resources and team work are facilitating factors. Success as well as failure is stimulus for future action.

Creative process includes steps like-preparation, saturation, incubation, illumination, verification and accommodation. Mind developing methods include: meditation, self-awareness, light heartedness and dreams. Tips to enhance creativity are:

Focus on ends, not means, Open the door, Improve exposure, Make observations of nature, Practice flexibility in your thinking , Seek quiet times, Learn how to manage stress, Lighten up and Redefine and reenergize.

4.8 SELF ASSESSMENT QUESTIONS

Review Questions

1. Describe the creative mind of individuals.
2. What are the elements of creativity?
3. Identify the factors that influence creativity.
4. How does flexibility influence creativity?
5. List the methods that enhance creativity.
6. Suggest tips to enhance creativity.

Essay Questions

1. Explain the left and right brain activities? How do you enhance creative ability of your mind?
2. What are the elements of creativity? Explain the influence of flexibility on creativity.
3. Discuss the factors that influence creativity. Suggest tips to improve creativity of individuals.

Exercises and Games

1. Self -Assessment Instrument:

Know Your Creativity

Find out how good you are in creative ability. Respond to the following statements on a 5-point scale of agreement. Your responses can be based on your perceptions of self. There are no right and wrong answers. You are simply knowing what you are.

Scale: 5-Strongly agree 4-Agree 3-Uncertain 2-Disagree 1-Strongly disagree

S. No.	Statement	Scale				
		5	4	3	2	1
1	I observe to know things around me.	5	4	3	2	1
2	I work intensely when I take up a task till I finish it.	5	4	3	2	1
3	I am very firm when I take a decision. Some people say I am adamant.	5	4	3	2	1
4	I ask my friends and others questions to understand things I do not know.	5	4	3	2	1
5	I cannot handle rejection.	5	4	3	2	1
6	I embrace negativity as a natural part of life.	5	4	3	2	1
7	I do not care to listen to views of others; it is a waste of time.	5	4	3	2	1
8	I like to see something novel in all my works.	5	4	3	2	1
9	I do not waste time thinking long before doing anything.	5	4	3	2	1
10	Thinking in different ways, I find every problem has multiple solutions.	5	4	3	2	1
11	I like to go by the beaten track	5	4	3	2	1
12	I do not like taking risks; the risks associated with unknown things.	5	4	3	2	1
13	I do not like to adhere to procedures and systems. We can change them if need be.	5	4	3	2	1
14	People say my behaviour is odd. Some say I am like a scientist; some others say I am lunatic.	5	4	3	2	1
15	I think we can change the world if we think and work hard.	5	4	3	2	1

Key to Scoring: The scoring is as given under. Add the scores and find out how creative you are.

Statements	Scoring method	Total points
1,2,4,6,8,10,14 and 15	5-5, 4-4, 3-3, 2-2 and 1-1.	
3,5,7,9,11,12 and 13	5-1, 4-2, 3-3, 2-4 and 1-5.	

Total points _____

If you have scored

Above 60, you have good creative potential.

45-60 you have moderate creative potential.

Below 45 you should be concerned with your creativity. Wake up the ability and improve it.

2. Class-Room Exercise

(a) Find uses or application of the following objects.

Needle	
Chair	
B.B.M Certificate	
Milk	

(b) Find analogies

Find three analogies for the words given below.

Example: Library

Library with its wide collection of books, is like a well organized garden with a good variety of plants.

Organization	
Employees	
Customers	
Assets	

(c) Give three different titles that suit the story given under

Rangan is a washer man. One day going with his donkey, he found a new shop on the way with a board that read: 'Ph.Ds are sold here'. The washer man inquired how much it costs for him. They said: ₹ 1000. The washer man who has some education is fascinated with the title Dr. He found politicians and cine actors were sporting it to enhance their images.

He said: "O.K. Give me one".

The shop Keeper gave him the degree and said: "From now onwards, You are Dr.Rangan!"

The washer man was very much pleased. He then felt sympathy for donkey and asked the shop keeper: 'I need one more for my donkey. It is my faithful friend. How much you want me to pay for him? '.

The shop keeper said: "Well! It is a good idea. For donkeys we do not charge anything".

(d) Brand personality

For the following brands describe personality characteristics imagining if the brand becomes a person, how it looks like. Take clues from the example.

Nirma detergent	A mid-income house wife, who likes to be modern to simplify her household chores, price and hygiene conscious. Interested in saving time and labour, but longs to have good looking clothes for her family.
Fair & Lovely	
Close-up	
Vicks vaporub	

3. Seminar Themes

- Development of Creativity in Management Students: Challenge and Techniques
- Fostering Creativity in Organizations – Problems and Principles
- Creativity among People – Psycho-social Perspectives

4. Take-Home Assignments

- Write a note on creativity and its development in Individuals.
- Conduct a study of creativity traits among management students and prepare a report for presentation in class room
- Write a paper on 'Organizing Creativity Training Programmes for Employees'.

5. Group Discussion Topics

- Creativity is a born characteristic.
- Flexibility leads to confused thinking; not to creative ideas.
- Creativity is less valued than efficiency and stability in India.

6. GAME: Marketing Toothpaste

- Divide the class into groups of four members each to form a company that sells personal care products.
- Ask them to name their company and describe their mission, vision, values and long term goals.
- The product now under consideration is 'tooth paste'.
- They have to evolve a new product and write down product attributes and fix a price. Product attributes include: Composition, taste, fragrance, quality, style, design, brand name, package, health and hygiene, etc.
- The following evaluation method will be adopted for determining market shares.

Product: Make comparisons of brand name, quality descriptions, both primary and secondary packaging. Look for uniqueness and assign scores.

Price: Find out the average of all the prices quoted. Those groups whose products have above average price get low score unless their quality descriptions match the price. The rule Higher the price, lower the scores.

Based on the scores, the winner is one who gets more points.

Marketing element	Group A	Group B	Group C	Group D	Group E	Group F
Product attributes						
Price						
Total scores						

CASES

Case 1: Soap that Foretells

Godrej Soaps and Detergent Ltd has approached you to find ways of increasing sales of its soaps. The competition is tough with every company coming up with a new one. They found from the marketing research, that consumers are not looking for a technical superior one; but the one that connects them socially with the brand. The marketing team looked at the expectation: 'social connection with the brand' and evolved the following ideas.

- (i) **Product related:** Soap that meets needs of different types of skin.
- (ii) **Communication related:** (i) ads that focus on interests – ads with celebrities who connect them with the brand. (ii) ads that highlight dreams of people –getting job, winning in fashion contest etc.
- (iii) **Promotion related:** (i) Offers that satisfy thrift needs (Gold coin inside the pack, Re 1 off, buy 3 get one free , 20 per cent extra for same price etc.). (ii) Offers that emotionally tickle the consumers (contests, visit of a celebrity)

They reviewed the ideas and found that they have n't got anything new. Some one at this point said , we will have zodiac signs on packs and sell them as 'your future telling soap'- inside the pack we insert astrological predictions for one or two months.

Questions for Discussion

1. Is marketing team creative in their thinking?
2. In addition to the one the team has developed, generate two more ideas.
3. Evaluate them and decide the future course of action.

Case 2: Potential Ceos or Cyber Coolies?

Sandeep Menon, Country Head, Novell Indai Pvt.Ltd., Bangalore says his major worry is, whether we are generating potential CEOs are cyber coolies⁴. He says: Time has come to sit back and rethink strategies, even revamp our education system so that we continue to grow as knowledge economy". There are estimates that our unemployment rates raised from about 7.8 percent in 2008 to 10.7 per cent by 2010. All this is despite growing demand for skilled work force and talent crunches across growing sectors.

What is happening?

There is mushroom growth of management institutes. The growth is spurred by the business people and politicians, who have been quick to spot the money making opportunity. Every day we see new institutes and their ads, with tag lines such as "global campus", "largest university" and "hundreds of placements" etc. The tragedy is that it is often far from reality. These institutions charge a fairly large fee and attract thousands of students who come to them with stars in their eyes.

There is distinct lack of exposure and depth that makes the students of many of these institutions unemployable. The education environment is teacher centric and the focus is on teaching rather than on learning. The syllabus is theoretical and the students have limited opportunities to have exposure to the world they need to serve in. In fact, many of the teachers have never been exposed to industry. As a result, many students are made to believe the myth that just a professional degree and high score would earn them a good job. Likewise, they pass out from the institutes but end up unemployed or under employed. Thus the result is a huge talent crunch, broken promises, shattered dreams and frustration for students and their parents.

Looking ahead

The silver lining in all is that if these institutions can actually be encouraged to focus on delivering practically relevant education, we could harness the significant human resources that can propel the nation forward.

Questions for Discussion

1. Do you agree with the view of Sandeep Menon that time has come to sit back and rethink strategies, even revamp our education system?
2. What are your logical solutions to the problem?
3. What are your creative solutions to the problem?



CHAPTER

5

CREATIVE PROBLEM SOLVING

Objectives

After completing this chapter, you will be able to understand:

- Explain creative problem solving process
- Make use of techniques of creativity
- Develop ideas for creative problem solving

Structure:

- 5.1 Introduction
- 5.2 Creative Problem Solving
- 5.3 Techniques of Creativity
 - Brainstorming
 - Attributes Listing
- 5.4 Ideas in Creative Problem Solving
- 5.5 Summary
- 5.6 Self Assessment Questions

Vignette	Innovation Drives Business
<p>The proliferation of mobile phones has grown in leaps and bounds, shifting from a total of 1.5 billion GSM subscribers in 2005 to a whopping 4 billion plus subscribers in 2009. The main contributor to this has been the adoption of this technology within Asian countries such as India and China. The total human population in the world is around 6.8 billion people, and 60 per cent of the population carries a cell phone.</p> <p>More than 400 million mobile broad band subscriptions indicate that around 10 per cent of this population accesses the internet from their cell phones. These trends have important implications for providing cost-effective commercial services and also providing a launch pad for new applications, such as security, in the case of emergencies. A host of value added services including mobile banking, gaming, mobile health, multimedia (music and video) and accessing the web on-the-go have found enormous audience and commercial vendors to drive their growth¹.</p> <p>Max New York Life Insurance² has launched a new 20 year term insurance policy called “Platinum Protect” at low premium rates. Even if one discontinues premium payment after 16 years, risk coverage continues but sum assured will reduce. Textile conglomerate Arvind Ltd., launched a new Exclusive Brand Outlet³ concept in the country at Hyderabad. Hitherto Arvind was a business-to-business company and for the first time, it has got into customized clothing establishing direct contact with the customer. The Savile row type of store format offers two options to customers. A local tailor is trained to offer what fits an individual. Alternatively, one can choose from 20 different types of denims, which will be tailored to his liking at the company factory and sent to him.</p> <p>The above initiatives indicate the pervasiveness of creative problem-solving. This chapter focuses on creative problem solving methods that help find unique solutions to business problems.</p>	

5.1 INTRODUCTION

In this competitive world, innovation and creativity play a major role in sustaining growth and profitability of organizations. As such, wherever necessary and whenever possible, managers have to strive for creative problem-solving. Creative problem solving is time taking process as it involves stretching one’s mind beyond the normal thinking frames or mindsets. Today, managers are fortunate because they have time-tested methods of creativity to assist them in creative problem-solving.

5.2 CREATIVE PROBLEM-SOLVING

The creative thinker's role is going beyond the normal decision maker. The way one makes use of his mind decides whether one is going to be creative or adoptive.

Minds are like parachutes: They only function when open. (Charles Mingus). Man's mind stretched to a new idea never goes back to its original dimensions. (Edward De Bono).

How the mind facilitates creative thinking can be understood by the following explanation.

Step 1: Define the problem carefully. A problem well defined is half solved. Many problems will have solutions in them. Define it clearly to help engage your subconscious and conscious minds to the problem.

Mind Focus	Ask why the problem exists. This may lead to a broader statement of the problem. Try to subdivide the problem into smaller problems. This may lead to a narrower restatement of the problem.
Mind Grip	Write down at least three two-word statements of the problem objective. Select the combination of words, which best represents the precise problem you want to solve. Use this to write a new, more optimal and effective restatement of the problem.
Mind Stretch	List the goals, objectives and/or criteria, which the solution of the problem is to satisfy. (Think of the obstacles, which must be overcome.) Then stretch each goal, objective or criterion and write down any ideas, which are stimulated.

Step 2: Open: Write down the most optimal statement of the problem. Open yourself to consider many diverse solution ideas. Delay judgment on ideas generated until the identify step. First, list any ideas which are on your mind.

Mind prompt	Ask other people with diverse backgrounds, knowledge and intelligence for solutions to your problem. Use their solutions as prompts for your own ideas.
Mind Surprise	List ridiculous, laughable ideas. Use them to trigger more reasonably, possible usable solutions to your problem.
Mind Free	Stimulate fresh ideas by forcing similarities between your problem and things, which aren't logically related to your problem. 1. Write down the name of a physical object, picture, plant or animal 2. List its characteristics in detail 3. Use the listed characteristics to stimulate insights into and ideas for the solution to your problem.

Step 3 Solution: Then circle the best ideas generated during the Define and Open steps. Identify the best solution to your problem and modify it until you are satisfied and put into action.

Mind Integrate	Review your goals; objectives and/or criteria then trust your own gut-level feeling to select the best idea from the already circled ideas.
Mind Strengthen	List the negative aspects of your idea. Be vicious. Then modify the solution to reduce the negative aspects.
Mind Energize	Exaggerate the worst and best potential consequence, which might result from your solution. Modify your solution to minimize bad consequences and maximize good consequences.

5.3 TECHNIQUES OF CREATIVITY

In order to help trigger creative thinking in individuals, behavioural scientists have developed methods of thinking by individuals and groups. Two popular methods of idea generation – Brain storming and Attribute listing are explained here.

Brainstorming

Alex F. Osborn (Applied Imagination, 1952) a principal of New York ad agency Batten, Barton, Dustine and Osborn found that instead of one mode of thought, each person actually had two. One, freely associative, was the idea generator; the other, which worked in a step-by-step logical fashion, acted as a filter. Osborn employed ‘brain storming’ to generate ideas. The method worked. Instead of five or six ideas just an hour session had once produced, the group of seven people could now produce upto 150 at a sitting.

Brainstorming sessions are held when a company needs a lot of ideas. The procedure to be followed is:

- Form a group of six to ten people. It is not a good idea to include too many experts in the group, because they tend to look at a problem in a rigid way. The problem should be specific.
- Hold the sessions, preferably in the morning.
- The duration maybe about an hour.
- The chairperson starts with, “Remember, we want as many ideas as possible—the wilder the better, and remember, no evaluation.”
- Experts announce their ideas. The ideas start flowing; one idea sparks another, Within an hour, over a hundred or more new ideas may find their way into the tape recorder.

For the conference to be maximally effective, Osborn laid down four guidelines:

- **Criticism is ruled out:** Negative comments on ideas must be withheld until later. All criticism is forbidden to allow for free exploration of any and all ideas.
- **Freewheeling is welcomed:** “Freewheeling” is encouraged with zany ideas welcomed, as it is easier to later refine ideas than to make them more unique. The wilder the idea, the better; it is easier to tame down than to think up.
- **Quantity is encouraged:** The greater the number of ideas, the more the likelihood of useful ideas.
- **Combining and improving ideas is encouraged:** Participants should suggest how ideas of others could be joined into still newer ideas to get the best solution.

Brainstorming is a technique for finding alternatives, which can be used at all stages in the creative problem solving process. As it is entirely a divergent thinking strategy, convergent thinking must be provided at a later point within each stage.

Attribute Listing

Crawford has summarized the principles of attribute listing as follows:

- Creation is not inspirational alone-it is largely adaptation and experimentation.
- Creation is not mechanical combination of different ideas. It is useful modification.
- In trying to modify the current attributes of the product or object, it is desirable to search for concrete alternatives
- Move from closely related attributes to the far reaching ones.
- Creation is a long range on going modification process.

The procedure is as given under. To illustrate take the product -telephone.

1. List all the attributes of a chosen product.

Telephone has the attributes like: communication from a fixed point, heavy, large in size, monotony of one ring tone, no caller identity, cannot respond to or record a call, etc.

2. Think of ways for modifying attributes.

- Fixed point – Cord less phone and mobile phone.
- Heavy and large Size – Different sizes including pocket size –all light weight ones.
- Caller identification – provided in all modern ones.
- Monotonous ring tone- Variety of ring tones.

The modifications are now technologically made possible.

5.4 IDEAS IN PROBLEM SOLVING

Ideas are sensitive and invaluable products of thinking. The following statements of writers on creativity signify this view. 'Ideas are like golden eggs. They can be hatched or killed. Ideas are like babies; they should be protected and nurtured'. Managing ideas is the central task of problem solving process as problem solving involves the following steps:

- Idea generation
- Idea screening
- Idea development
- Idea evaluation

Idea Generation

Ideas can be generated with focus on a specific problem in many ways: either individually or by group processes. Individual can find ideas by dreaming, random stimulus, imagination, brain storming, attribute listing etc., methods.

Consider random stimulus method to generate ideas to solve a problem, say, how can one develop personality? You can obtain random stimulus either by observing nature or picking up a word randomly from a book (Open a book and pick up a word with closed eyes, using one of your fingers). Say you got the word- 'flower'. Now define properties of the flower: fragrance, colorful, blossoming nature, short-time, etc.

Applying to personality, we can say like this:

Personality is like a flower. It should be developed from young age (bud stage). When blossomed it is found with many petals and leaves. Human personality should exhibit multi facets and skills. Growth is natural but exposure to right environment of growth is important. Similarly, individuals can grow naturally when they stay in an environment of growth.

This is how ideas are generated in a simple but imaginative way. The good volume of ideas thus generated need screening for further examination.

Idea Screening

Idea generating processes and methods provide a large bunch of ideas which may be categorized into three types:

- (i) Merit immediate consideration and experimentation
- (ii) Worth storing for future consideration
- (iii) Unsuitable to our needs.

In the context of business, the following scientific methods are employed:

Rough-cut Business Evaluation

A rough-cut business evaluation raises three fundamental questions and If you get positive answers to all three, the idea has potential and can be considered for development.

Does the innovation have a strategic fit with the company?

Does the company have the technical competencies to make it work?

Does the company have the business competencies to make it successful?

The Idea Funnel

The funnel has a wide mouth into which many undeveloped and roughly screened ideas are poured. Criteria are developed to screen ideas. As the funnel narrows, more stringent criteria will be applied. Some ideas survive this winnowing process longer than others, but only a few pass entirely through the funnel toward development and commercialization.

Stage-Gate Systems

Robert Cooper developed the stage-gate system in the late 1980s. Here's how it works in practice.

- Stages are phases of the process in which development work is done. For example, a system would have stages for developing the raw idea, technical specifications, a prototype, and so forth. Commercialization is the final stage.
- Gates are checkpoints at which people with decision-making authority determine the fate of the project. That is 'go' and 'no go' decisions will be made at the gates.

Idea Development

Ideas selected through screening process are taken up for development. They are tried in different ways through experimentation till desirable outcome is achieved.

Idea Evaluation

At the end of the process, one should have a solution that is novel, attractive and feasible. A detailed questioning relating to the three aspects is given in Figure 5.1.

Novel	Has it been tried before? Has it been put into practice anywhere else? Is it radically new or superficially new?
Attractive	Is the idea simple or too clever? Is it exciting? Is the idea attractive?
Feasible	Is there any flaw or inherent inconsistency in the idea? Could it work? Could we imagine it happening here, in this organization?

Figure 5.1: Feasibility Questions

Beware of Idea Killers

In the whole process of idea management, one should be cautious of idea killers. Whether you are the one coming up with ideas as an employee or encouraging ideas as a supervisor, in the organizational context, make sure that idea killers do not impede your progress. Figure 5.2 lists some of the idea killers which often the people in power or those having association with you may make use of.

Rejection	It'll never work. It's not relevant to our contemporary world. It's a bit too radical to our company. I think it will be prohibitively costly.
Criticism	You have not thought it through. Not practical. It is too complicated. It will never catch on.
Evasion	I like your idea..... but let it wait. I have no time for the present, meet me tomorrow.
Suggestion	I think it needs lot of modifications. I think it should be done like this... ..

Figure 5.2: Idea killers

5.5 SUMMARY

In this competitive world, innovation and creativity play a major role in sustaining growth and profitability of organizations. The creative thinker's role is going beyond the normal decision maker. The mind works as follows in the decision process: define problem (mind focus, mind grip and mind stretch), open up for divergent thinking (mind prompt, mind surprise and mind free) and find solution (mind integrate, mind strengthen and mind energise). Two of the techniques of idea generation are: brain storming and attribute listing.

Ideas in problems solving are like golden eggs. Idea management involves four stages-idea generation, screening, development and evaluation.

5.6 SELF ASSESSMENT QUESTIONS

Review Questions

1. List the steps in creative problem solving.
2. List the techniques of creativity known to you and explain one technique.
3. Why is it important to take care of ideas?
4. Identify idea killers.
5. What are the major steps in ideas management?

Essay Questions

1. Explain the steps in creative problem-solving.
2. Briefly explain: (i) Brainstorming and (ii) Attribute listing
3. How do you manage ideas for problem solving?

Exercises and Games

1. Self Assessment Instrument

My Thinking Style

To assess your thinking style, respond to the following inquiries on your preferences.

Rank order the responses given under each statement using four –point preference.

Scale: 4 - Most preferred 3 - Preferred 2 - Less preferred 1 - Least preferred.

1. When it comes to planning, I would prefer

	A	Coming up with a 10-year vision statement, describing the direction our organization takes.
	B	Researching and analyzing the facts and figures based on which we might make projections.
	C	Facilitating a planning session for our team.
	D	Developing the plan after research and the vision statement are completed.

2. When it comes to problem solving, I prefer

	A	Researching the facts and figures in order to define the problem
	B	Discussing the problem with others in order to get different feelings and opinions about the situation.

	C	Coming up with an innovative solution to the problem.
	D	Implementing the agreed upon solution

3. I tend to make decisions based on:

	A	Logical step-by-step thinking
	B	Past experience
	C	My emotional reaction
	D	My insight and intuition

4. I most value information which:

	A	Separate facts from opinions, providing a base for analysis
	B	Provides personal meeting and stimulates motivation
	C	Can be put to use in producing results.
	D	Offers hidden possibilities or new opportunities.

5. Rules that don't make sense should be:

	A	Evaluated
	B	Followed
	C	Flexible
	D	Challenged

6. Those who really know my attributes would describe me as:

	A	A visionary who sees the big picture
	B	A logical decision maker
	C	An effective planner who follows through
	D	A responsive listener

7. Work situations which excite me are:

	A	Discovering a unique break-through solution for a chronic problem
	B	Quantifying and therefore understanding how to make a difficult choice.
	C	Completing an important project, one step at a time.

	D	Negotiating a solution within a work group which is acceptable to all members.
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8. I prefer my surroundings to be

	A	Mentally stimulating.
	B	Neat and orderly.
	C	Warm and friendly.
	D	Anything, tidy or untidy, I don't care.

9. I have the most in common with people who:

	A	Are supportive and sensitive to others' feelings.
	B	Are willing to critique others' views.
	C	Provide appropriate common sense answers when asked.
	D	Are imaginative.

10. When I wish to influence another person toward accepting my idea, I:

	A	Develop a logical rationale that the person can't refute.
	B	Walk the person through the details and sound principles of my idea, one step at a time.
	C	Share reasons why my idea will bring personal satisfaction to that person.
	D	Point out the unique factors of my idea which open new vistas.

Scoring key: Enter your rank corresponding to the alphabet in the cells under each question numbers. Add the scores of each row. Each row represents a decision making style. The one which gets highest scores is your predominant style.

Personality	1	2	3	4	5	6	7	8	9	10
Analyser	B	A	D	A	A	B	B	D	B	A
Implementer	D	D	B	C	B	C	C	B	C	B
Collaborator	C	B	A	B	C	D	D	C	A	C
Imaginator	A	C	C	D	D	A	A	A	D	D

2. Class-Room Exercises

- (a) Instructor forms students into groups of three members each. Each group will call them a company and give their company a name, mission statement, vision and goals.

Your Company has decided to enter the market of fairness creams. Already the market is dominated by Fair & Lovely and Fairever. A group of analysts are assembled to discuss how the product is to be developed. They have chosen 'make-up mirror' for developing the new product ideas. The group listed the following attributes of mirror. Now using the attributes develop attributes for fairness cream in the given table.

Make-up mirror	Fairness cream
People see themselves close-up	Put shiny wrapper on the product.
Image is reflection of real person	
It allows each person to focus on their individual attributes	
It is made of glass.	
Highlights positive characteristics of people	
People can see transformation	
It is perusal and private	

Another group has taken "Moon" to develop attributes. Develop a table of the kind given above.

Based on the two exercises, develop a list of attributes for your fairness cream and exchange with other companies.

(b) Find innovative solutions for the following problems:

While I was holidaying in Ooty, Mysore and Bangalore I realized that it was really difficult to lift suitcase and take them up. I imagined suitcases that could be wheeled up.

- I saw Shahrukh Khan sitting on the floor next to his suitcase and even though it was just an ad I did not like my idol sitting on the floor.
- I always wanted to use the water that was getting wasted. When it rains there is water everywhere. But what does one do when he is thirsty? We carry an umbrella and I often wondered what I could do with it.
- It happened during the time when my mom was very ill. During the monsoons it was tough for her to keeping and taking the clothes on and off the clothesline because of the rain.

(Check your answers with those given by some students at the end of this chapter)

3. Seminar Themes

- **Managerial Decision making and Creativity:** New Perspectives
- **Fostering Creative Ideas:** Problems and Challenges
- **Creativity:** Processes and Techniques

4. Take-Home Assignments

- Write a note on creative problem solving with examples.
- Discuss with three managers and find out whether they are making use of creativity in problem solving.
- From management students find out the 'creative solutions for typical problems' they have come across during the last two years.

5. Group Discussion Topics

- Creative problem solving is time consuming. We go for it only to lose to our competitors.
- Idea generation by techniques is only a show business; genuine ideas germinate in intelligent people without a notice or effort.
- Creativity is the work of R&D; Do not disturb employees in the name of creativity.

6. GAME: Brain storming

The marketing manager of Bajaj company is interested in promoting the sales of the pulsar brand motor cycle.

Divide the Class into groups for brain storming.

Each group consists of 6 students. Time allowed is 30 minutes. At the end of the session, record the number of ideas generated by each group. Declare the group that generated maximum number of ideas.

CASES

Case 1: Rebuild or Outsource?

Radiant soaps and detergents manufacturing company has three production units located at Bengaluru, Tirupati and Chennai. The Tirupati plant has become a trouble centre as employees there have been associated with three unions and union rivalry has become a common feature obstructing continuity in production. The union rivalry is triggered, in fact by some of the agreements between management and unions relating to some recent problems.

The plant is outdated. Machinery has become old and repairs have become common. In view of this, workers were unable to achieve standards and earn bonus incomes. A strike was organized by one union but management in connivance with another union diluted it.

The canteen building is dilapidated and raining. Though temporary repairs were made, they did not resolve the problem. It is rumored that the company engineer took bribe from contractor and passed the bills without proper quality check. One of the unions is a supporter to the Engineer. Such problems are cropping up every day and Plant manager is tired of hearing and resolving them.

A meeting of managers is arranged with the agenda of what to do to set right the production centre at Tirupati.

Those who preferred routine thinking within the systems gave ideas like: softening attitudes of unions, replacement of machinery, rebuilding canteen, and transferring employees to other plants.

Those who preferred non-routine thinking suggested closure of the plant and going for outsourcing.

Questions for Discussion

1. Analyse the situation and find out the major problem.
2. List the alternatives for reaching a solution.
3. Which alternative do you prefer and why?

Case 2: Facing Competition

The mobile market has become competitive and creative. Different service providers are developing plans with different combinations of offer. Idea Cellular for instance, decided to capture rural market and took the following initiatives.

- Around 150 people from its marketing department spent a couple of days in villages and interacting with villagers to understand their needs.
- Based on the inputs a promotion plan is evolved- (i) On television, they have a programme called 'TV Jalsa', which is aired on Doordarshan (ii) two programmes were run on AIR FM called 'Idea Madhur' and 'Masti Ki Pathshala'. (iii) To spread word-of-mouth, village

sarpanches and headmasters of local school were invited to inaugurate the local network tower and engaged them in other promotion programmes (iv) Vans and canter activities were employed on a regular basis to drive home the brand message (v) Local mandis and haats are also used regularly, as activation spots for the brand.

Questions for Discussion

1. Identify various alternatives for promoting Idea Cellular in rural areas.
2. Evaluate the effectiveness of the alternatives.

Source: www.exchange4media.com/.../izone_fullstory.asp?...4...



CHAPTER

6

STRESS MANAGEMENT

Objectives

After completing this chapter, you will be able to understand:

- Define stress and identify different types of stress
- Understand linkage between stress and time management
- Recognize the different sources of stress
- Know the measures to manage stress
- Explain the principles of stress management

Structure:

- 6.1 Introduction
- 6.2 Definitions
- 6.3 Types of Stress
- 6.4 Linkage between Stress and Time Management
- 6.5 Stress Levels and Consequences
- 6.6 Sources of Stress
- 6.7 Stress Coping Ability
- 6.8 Measures to Manage Stress
- 6.9 Principles of Stress Management
- 6.10 Summary
- 6.11 Self Assessment Questions

Vignette	Countering Stress –The Indian Way
<p>According to a study made by Geus(1997), most large and apparently successful organizations are profoundly unhealthy. The average life expectancy of Fortune 500 companies is 40-50 years. If we conduct a survey of managers of modern corporations we may infer that managers in these organizations experience stress due to struggle for power and control, cynicism and a work environment that stifles, rather than releases human imagination, energy and commitment. Given the state of affairs, it indeed impels one to look for alternative paradigms for better management practices (Mahadevan1, 2008).</p> <p>Pradip Bhattacharya2 (2004) opined that the Western philosophical paradigm that regards individual freedom as a non-negotiable precondition of social existence, even at the expense of the social fabric itself, has to be redefined in the light of the ancient Indian insight vasudhaiva kutumbakam. Maharishi Mahesh Yogi popularized transcendental meditation. The role of meditation in calming the mind, controlling stress and creating a wholesome personality enjoys wide recognition. The Maharishi Institute of Management has a separate cell that deals with corporate development programs. Companies such as ACC, Reckitt & Colman, Indian Petrochemicals Corporation, the Oriental Bank, SRF Ltd, Tata Tea and Tata Chemicals are some companies that have availed of these programs.</p> <p>The Art of Living course of Sri Sri Ravishankar has gained adherents worldwide3.</p> <p>Chakraborty4 who heads the Management Center for Human Values, Indian Institute of Management, Calcutta opines that a lack of depth in the modern value system leads to a high level of stress. He propounded ‘Rajarshi model of leadership. Deepak Chopra’s The Seven Spiritual Laws of Success, remind us of some of the Vedic truths that can be applied for peace and prosperity in life.</p> <p>Attempts made by companies and various training and philosophical societies to combat stress levels of people signify the importance of the issue of stress. The chapter deals with stress problems as well as management principles and techniques.</p>	

6.1 INTRODUCTION

Stress has become a common place term in this world of uncertainty, speed and high expectations. Quite often people talk about the stress related to their work place or family life or travel from home to office. Dual career families, children with high expectations and demands, traffic jams, environmental pollution, high-paced, 24/7 and high-tech work life, and expanding social networks connected by mobiles or internet are the features that describe modern stressful life. Students are under

heavy pressure in the competitive world characterized by demanding semester system, less job opportunities in desired areas, high expectations of recruiters and pressures of family obligations and high hopes. Stress management is thus a universal need and one should learn how to manage stress to enrich quality of life.

6.2 DEFINITIONS

Anything that makes you tense, angry, frustrated and miserable is called stress.

According to Selye (1976), stress is a condition of strain on one's emotion, thought processes, and physical condition.

Schuler (1980) defined:

Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.

The above definition offers explanation of stress with the following key terms.

Dynamic condition: Stress is not static in nature. It keeps changing in terms of direction (positive, neutral and negative) and magnitude or intensity (high or low).

Desire: Stress is rooted in the desire of an individual. When there is no desire, there is no stress.

Opportunity, constraint or demand: For the fulfillment of desire there is an opportunity (a way out) and one will be naturally excited by it.

However, there may be constraints that restrict or block the ways of making the best use of opportunity. There may be demands that take away the time, money and other resources and eventually result in loss of opportunity.

Important but uncertain outcome: The perceived outcome is important from the desired point of view. However, its fulfillment (outcome) is uncertain due to the constraints and demands.

The following example illustrates the definition.

Preeti is interested in management studies. She has good proficiency in English and she is rated as an intelligent and dynamic girl. She is confident that she would become manager, immediately after completing her MBA. She is staying with her family in a village and her parents are not willing to send her to the nearby town for studies. She has to help her mother in household chores as she is a sick person. Her father is a school teacher and is interested in performing her marriage at the earliest. She has a younger brother whose studies are a financial burden on the family. In all probability, Preeti will get merit scholarship. Her maternal uncle is willing to finance her studies. The family is undecided and she is under stress.

6.3 TYPES OF STRESS

Stress can be either temporary or long-lasting. The classification is based on two factors.

- (i) **Duration of stress feelings:** How long stress factors continue to cause emotional disturbance?
- (ii) **Time taken to recover:** How fast the individual under stress can recover and return to normal position?

Closely associated is another classification based on intensity of stress.

- **High stress:** Stress is high when the impact on mind and body of the individual is severe. It is difficult for individuals to cope with.

Example: Weak minded people suffer stress for long time when they lose jobs, or a close associate. When working with a vicious boss for a long period, employees complain heavy stress situation at work. The stress is accumulated over a period of time.

- **Moderate stress:** Stress levels are moderate, when its impact is less and individuals can easily cope with it.

Example: When a person is transferred to a new place, he will experience moderate stress. It disappears as soon as he develops an understanding about the place and people with whom he has to work and live.

- **Low or mild stress:** Stress of this kind is common and necessary. It makes individuals active in life.

Example: Students experience this kind of stress during examinations, interviews and on the first-day of their job.

Based on the consequences of stress, stress can be classified as given under.

- **Distress:** It is negative side of stress and occurs when an individual is exposed to harmful stimuli. It manifests in dissatisfaction and depression.
- **Eustress:** It is the positive side of stress and occurs when an individual is exposed to positive stimuli. It leads to active functioning of individuals.

6.4 LINKAGE BETWEEN STRESS AND TIME MANAGEMENT

Stress is closely associated with time pressures. Stress appears when work load is heavy and time available to finish it is limited.

- **Time deadlines:** Most of our work is time bound. Management students face semester work load. Executives undertake projects or assignments for which time period is specified. Salespeople accept targets for a specific period. Thus most of the works are time specific.

- **Last-minute rush:** A common tendency found among many people is late start and last minute rush. A sort of inertia is initially found and due to that work is not taken up immediately. The progress is slow in the initial stages. With progress in work, involvement increases and commitment to finish strengthens. It is at this later stage, there will be time pressures leading to some doses of stress.
- **Work-home transition:** During the last 30 or 60 minutes of work time, employees experience stress relating to completion of work in time. The reason is they try to handle complex knotty problems as they reach the end of the day. To an employee who has planned his work and finished it in time, assignment of work by the boss in the last minute may create stress.

Several time management techniques can be helpful to relieve one from stress.

- **Work schedules:** They will help plan and complete the work in time. They reduce uncertainty in day's work and normalize the pace of work.
- **Prioritization:** It helps to finish the important tasks first. Thus major sources of stress are eliminated.
- **Personal assistants:** Secretaries can help organize appointments and screen visitors. Sometimes, they can solve the problems and reduce work burden of managers.
- **Delegation:** Assignment of work to subordinates with requisite authority can be one way of reducing work burden.

6.5 STRESS LEVELS AND CONSEQUENCES

Excessive stress can cause psychological and physical problems for individuals, and dysfunctional behaviors in family and organization. The consequences of stress may range from mild to severe health disorders. People experiencing stress often complain head ache, indigestion like simple problems and severe problems like chest pain and ulcers. Two excessive stress products are-burnout and trauma.

- **Burnout:** It is a situation in which persons are emotionally exhausted, become detached from the clients and their work, and feel unable to accomplish their goals. Working for long time on high stress projects will cause burnout.
- **Trauma:** It is a situation in which there is disintegration of self-concept and belief in one's capabilities. Sudden job loss, unexpected death of a close relative and accidents may cause this kind of disorder.

General Consequences for the Individuals

The evil effects of heavy stress can be physical , psychological and physiological.

Psychological Reactions

They may include feeling mentally drained, constantly frightened or terrified, increasing irritability and complaining, feeling of conflict, frustration and aggression, restlessness, increasing inability to concentrate or complete tasks quickly and so on.

Physical Reactions

They may include change in appetite, nausea and squeamishness, sleep difficulties, headaches, indigestion, chest discomfort, muscle tension, constipation or diarrhea, butterflies in the stomach and pins and needles in hands and so on.

Consequences for the Organization

Stress has impact on performance of people. Low levels of stress are found when there are no challenges or demands. Some of the jobs like dispatch clerk, messengers, lathe operators etc., will have established routines without challenges. Often they complain that life has become mechanical and boring.

If job challenges are introduced, whether through job enlargement or enrichment, stress levels increase and performance also improves. However, if the set performance standards are too high, employees lose interest and performance declines. When the stress becomes too great, it turns into a destructive force.

From this, it can be understood that there is an optimal level of stress, that leads to positive emotional balance and good performance as shown in Table 6.1

Table 6.1: Stress Levels and Performance

Stress Level	Low	Optimum	High
Behaviors	Low motivation Lethargy and negligence	High motivation and involvement	Anxiety and nervousness
Performance	Low	High	Low
Health	Normal.	Good	Poor

Consequences for the Family

The negative effects of high level of stress can be far reaching. Frustration and depression may disrupt family life and result in daily hassles, divorces and suicides.

6.6 SOURCES OF STRESS

Conditions that cause stress are called stressors. These may arise from problems of family, job or study, friends and relatives and society. Life events that cause stress to people and student groups are given in Table 6.2.

Table 6.2: Life Events Causing Stress

Source Types	High Stress	Moderate Stress	Low Stress
Self, family and relatives	Personal injury or illness Ill health of family member Death of close family member Marriage Marital reconciliation Pregnancy Sex difficulties	Conflicts with spouse Mortgage of property Child leaving home Trouble with in – laws Children’s admissions in schools	Family celebrations Change in recreation
Job/study	Failure in examinations Preparation to competitive examinations Organization of events like man meets Project work Job interviews Loss of job Retirement	Monthly examinations Seminar paper presentation First day in school Trouble with boss Job change	Class work Recreation Passive participation in conferences and meetings. Change in schools Change in work hours or conditions. Transfer on request.
Events	Major accident War Earth quake Floods	Minor violations of the law. Agitations and strikes.	Vacation Festivals

6.7 STRESS COPING ABILITY

Stress coping ability is explained by two factors: Stress threshold and resilience.

Stress Threshold

Different people will have different tolerances of stressful situations. The term stress threshold is coined to indicate the differences in tolerance levels.

Stress threshold refers to the level of stressors that one can tolerate before feelings of stress occur.

People with high stress threshold are cool, calm and collected whereas those with low threshold will be upset by the slightest change or emergency.

When we consider the two personality types – Type A and Type B people, we find they differ in stress tolerance levels. Type A people are aggressive, competitive, set high standards and put themselves under constant time pressures. They look stressed and become victims to stress related ailments. Type B people are more relaxed and easy going. They accept situations and do not challenge them. They are less prone to have problems associated with stress.

Stress Resiliency

Another factor is stress resiliency. It refers to the individual capacity to handle short-term tension and bounce back from difficulties. Resilient people achieve work-life balance setting realistic goals, adapt quickly to change and keep each irritation in perspective.

Take the example of Raman. He was asked to prepare an important report within 24 hours. Since it is first time that he was doing this kind of work, he felt stressed. However, he took it as a challenge and completed it in time and returned to his normal work.

Managers are expected to have higher stress threshold and greater resiliency than workers. It is for this reason that some companies have introduced stress interview in their selection process.

6.8 MEASURES TO MANAGE STRESS

It is obvious that stress is inevitable in the daily life of an individual. When stressed heavily, people may resort to drinking and become addicts to nicotine, caffeine and drugs. These are only false friends and destroy the mental and physical health in course of time. One should think positively and adopt the right ways of resolving the stress related problems. The helpful mechanisms and elements are given in Table 6.3.

Table 6.3: Stress Coping mechanisms

Defense Mechanisms	Elements
Physical defenses	Sleep, drinks, balanced diet, exercises like laughing, walking, jogging, swimming and sports.
Mental defenses	Recreation through music, dance, reading, viewing television, etc. Relaxation by moving to a different place like museums, beaches and parks.
Religious defenses	Prayer, worship and pilgrimages.
Spiritual defenses	Yoga, Meditation and pranayama
Social defenses	Counseling by professionals, treatment by family doctor, and morale boosting by friends and relatives.
Health care defenses	Mind and body treatments like body and head massage.
Functional defenses	Self-instruction, self-control and time management.

6.9 PRINCIPLES OF STRESS MANAGEMENT

Different writers⁷ have suggested different principles of managing stress. Table 6.4 provides a summary of guidelines to manage stress.

Table 6.4: Principles of Stress Management

Focus Area	Principle
Attitude	Develop positive attitude towards life.
Goal setting	Set reasonable goals for yourself.
Activity scheduling	Resist working long hours or accepting overtime. Volunteer for flextime or other alternative works schedules.
Relations	Identify the people who cause stress and avoid them.
Resources	Develop a simple method of organizing things and adhere to it. Avoid procrastination.

Choices	Step back from stress and decide whether you need to fight every battle. Consult with a trusted friend before becoming involved in new activities.
Emotional intelligence	Develop a balance of physical, emotional, mental and spiritual capacities.

1. Develop positive attitude towards life.

The first requirement for stress free life is positive outlook and optimism. If one is positive in his or her thinking, every problem becomes an opportunity. Life is viewed as a series of episodes that brings happiness and sorrows. The basic realization helps one to be remain emotionally balanced and intellectually and physically active both during good and bad times.

2. Set reasonable goals for yourself.

In most of the cases, it is our ambitions, desires and goals that lead to depression when we cannot accomplish. Achievers set goals that are neither too high nor too low to make life challenging but not depressing.

3. Resist working long hours or accepting overtime.

Working long hours is not the right way of achieving goals of our life or finishing work on hand. Find smart ways of doing work. Innovate new approaches and methods. They make life interesting and provide you with leisure time.

4. Volunteer for flextime or other alternative works schedules.

When you have multiple responsibilities that demand your time simultaneously, flexi-time is the best answer. You can phase out your work and concentrate on each responsibility in a relaxed manner.

5. Identify the people who cause stress and avoid them.

Some people are by nature bullies. They nag and irritate by their speech and actions. For women, there may be problems like sexual harassment and discrimination at work place. Avoid those people, who spoil your moods. Keep the peace wreckers at a distance.

6. Develop a simple method of organizing things and adhere to it.

Develop a sense of orderliness or self-discipline, in managing resources and things. People tend to forget where they have placed a document or left vehicle keys or mobile phone. People with forgetfulness will have every day stress of searching to find things they have misplaced. Be systematic and follow the principle of order-‘a. place for everything, and everything in its place’.

7. Avoid procrastination

Stress in most of the cases is created by negligence and avoidance. By being disciplined, one will be regular and punctual in his or her work. Such people will not have pending works and anxiety related to them.

8. Step back from stress and decide whether you need to fight every battle.

In taking up new ventures, use peace of mind as an evaluation criterion. Profits alone cannot make life qualitative. When you expand beyond your capabilities, you may be risking your future and also creating a source of stress. Do not be allowed by every opportunity and do not be scared by every threat. Develop your intuitive powers to sense the right and wrong moves.

9. Consult with a trusted friend before becoming involved in new activities.

To fortify your decisions, consult your friend. A friend in need is a friend indeed. Take his counsel and move ahead. He or she will examine the decision from the angle of your well being.

10. Develop a balance of physical, emotional, mental and spiritual capacities.

Develop emotional intelligence to enhance resilience and raise high the stress threshold. This is possible by physical exercises like walking and swimming, mental exercises like sleep, relaxation and breathing, spiritual exercise like yoga and meditation. One should maintain a healthy diet and eat regularly to stay fit. One important therapy for instant relaxation is laughing.

6.10 SUMMARY

Stress has become a common place term in this world of uncertainty, speed and high expectations. Schuler (1980) defined stress as a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress is classified into high, medium and low categories based on level of intensity of pressure and time taken to recover. Another classification is: distress and eustress. Time factor is closely associated with stress. Time deadlines, last minute rush and work-home transition exemplify this. Several time management techniques useful to stress reduction are: work schedules, prioritization, personal assistants and delegation.

High stress may lead to psychological and physical problems. Burn out and traumas are extreme consequences. Conditions that cause stress are called stressors. These may arise from problems of family, job or study, friends and relatives and society. Stress coping ability is explained by two factors: Stress threshold and resilience. Measures to manage stress include: good sleep diet, meditation, work schedules etc. The principles of stress management are: Develop positive attitude towards life, Set reasonable goals for yourself, Resist working long hours or accepting overtime, Volunteer for flextime or other alternative works schedules, Identify the people who cause stress and

avoid them, Develop a simple method of organizing things and adhere to it, Avoid procrastination, Step back from stress and decide whether you need to fight every battle, Consult with a trusted friend before becoming involved in new activities and Develop a balance of physical, emotional, mental and spiritual capacities.

6.11 SELF ASSESSMENT QUESTIONS

Review Questions

1. Define stress.
2. Identify different types of stress.
3. Explain how stress and time management are related?
4. What are the consequences at optimum stress level?
5. Identify the major sources of stress.
6. What are the determinants of stress coping ability of an individual?
7. List the measures to manage stress.
8. State the principles of stress management.

Essay Questions

1. Explain the concept and types of stress. How is stress management related to time management?
2. What are the sources and consequences of stress? How do you manage stress?

Exercises and Games

1. Self -Assessment Instrument

Know Your Stress Areas

Find out your stress areas and levels. Given below are different contexts in which you find yourself in your life..

Stress levels: 5 - High 4 - Moderate 3 - Uncertain 2 - Low 1 - Very low

S.No.	Context	Stress Levels				
1	Annual examinations	5	4	3	2	1
2	Semester –end examinations	5	4	3	2	1
3	Seminar paper presentation in class room	5	4	3	2	1
4	Meeting strangers	5	4	3	2	1
5	First day in school	5	4	3	2	1

6	Meeting principal	5	4	3	2	1
7	Viva-voce examinations	5	4	3	2	1
8	Conference paper presentation at a new venue.	5	4	3	2	1
9	School going time (grooming, breakfast, collecting books, etc)	5	4	3	2	1
10	Campus interviews	5	4	3	2	1
11	Rail/bus travel	5	4	3	2	1
12	Conflicts with friends	5	4	3	2	1

Add the scores and find out how stressful you are. If you have scored

50-60- you have high stress.

35-49 you have moderate stress.

Below 35 you have low stress.

2. Class-Room Exercise

Form a panel of interviewers to conduct stress interview.

Time for interview for each candidate is 6 minutes.

The panel members ask questions as follows.

- In quick succession, even before the interviewee finishes answering one question.
- Questions that are emotionally disturbing.
- Questions -those are quizzical and rationally challenging.
- Comments that upset the emotional balance of candidate.

3. Seminar Themes

- Work- Place Stress and Employee Performance in High-tech companies.
- Students and Stress problems: Perspectives and Prescriptions.
- Stress Problems and Coping strategies of Men and Women.

4. Take Home Assignments

- Write a note on stress problems of students and their coping strategies.
- Carry out a survey of stress levels, sources and consequences taking a sample of 30 business management students. Present the findings in the class.
- Interview at least 6 administrators and find out the stress problems faced by them.

5. Group Discussion Issues

- Stress management is more or less time and activity management.
- Stress is high among women as they are more emotional than men.
- Stress is high among managers and low among workers.

6. Game

In-basket Exercise

- Form groups of three members.
- Instruct each member to have three white papers and a pen.
- Ask each member to play the role of marketing manager and perform the tasks listed below.

You have 10 minutes time to process the following.

1. Write a reply e-mail to a management institute which invited you to inaugurate a management meet of students and asked you to send your bio-data.
2. Write a memo to production managers to arrange samples for demonstration in the exhibition scheduled in the next week in Chennai.
3. Note down in your calendar – (i) meet Divisional manager 25th November (ii) meet Solomon, at Bangalore on 2nd December.
4. Post on the table a yellow slip for your secretary- ‘Della, I will be away for three days from today. Please do (give instructions relating to two important activities)’.
5. Speak over telephone to your boss and remind him of your business trip to New York for three days. (Write down the conversation).
6. Make a phone call to Air ticket booking agent to find out whether the ticket is confirmed. (Write down the telephone talk)

The winners are declared as follows:

- (i) **Intra-group winner:** Who ever finishes all the tasks in the basket in time.
- (ii) **Inter-group winner:** The group which finishes the tasks in less time. The group performance time is the average of the time taken by the 3 members.

CASES

Case 1: Managing Stress

1. **You are a young and beautiful girl.** You have graduated in hotel management and joined a hotel chain. The job offer is attractive-with fat salary and career advancement opportunities. However, one week after joining you are undecided whether to stay or quit. One of your managers is sexually harassing you. From the information you got, he is an important person and management may not take action against him. What do you do?
2. **You are a student in business management.** Your professor, who teaches ethics, has taken money and awarded more marks to a student. He failed you because you refused to bribe him. You are very much upset. What do you do?
3. **You are facing a job interview.** You are very happy because you like the company and the job. You are informed by one of the applicants that the job is reserved to the nephew of Industries Minister and the interview is only a farce. You are offended and angry with the political system in India. You are in a dilemma- face the interview or leave the place?
4. **You are the convener of a national level conference of management students.** You have made all the arrangements like fixing the guests, venue and speakers. One day before the seminar, national level political parties called for a bandh against government to protest the hike in petrol prices. In view of this, the Chief Guest and some of the speakers regretted their inability to participate in the seminar. Most of the delegates from other states have arrived and some of them will arrive today. Your adversaries are happy and your advisors are worried. What do you do?

Case 2: What do you Do?

1. **You are transferred to sales office.** The previous administrator was very liberal and gave freedom to the employees. The employees were used to enjoy freedom to come and go at any time, and talk to each other anytime and anywhere. Unable to mend the ways, the previous administrator adopted let go attitude. You are a disciplinarian and known for efficiency. You are very angry and unhappy with the people in this office. What do you do?
2. **You are manager of music recording company.** You come to know that nearly 7 out of 10 of the CDs you develop are pirated. Your revenue loss is Rs. 1 crore this year. You are worried. Whether to stay in this line or quit? What can be done to kill the piracy? What do you do?
3. **You are a miner.** Your truck driver carrying 2 tonnes of cyanide misjudged a turn and rolled into a nearby river. The shipment is not insured. About 50,000 odd people in the neighboring villages use the water in the river for drinking purpose there will be your harm to human life and colossal financial loss to company. You are tensed up. What do you do?

4. **You are a team leader.** You have six members in the team and all of them are hard working and productive. Unfortunately, there was a conflict between two of them. You are informed that both of them loved the same girl and instead of settling the issue in a rational and amicable way, they resorted to violent methods of injuring each other. As a result, the team is destabilized and divided. You are worried. What do you do?



CHAPTER

7

COMMUNICATION SKILLS

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept and significance of communication
- Understand how non-communication can play havoc in organizations
- Know how communication gap occurs
- Identify the communication skills required at different levels in an organization.

Structure:

- 7.1 Introduction
- 7.2 Definition of Communication
- 7.3 Significance
- 7.4 Disasters of Non-communication
- 7.5 Communication Gap
- 7.6 Communication Skills
- 7.7 Summary
- 7.8 Self Assessment Questions

Vignette	Let's Talk
<p>Faisal Farooqui, founder and CEO of Mouthshut.com observes that the latest challenge is not just a matter of creating communion channels, but encouraging employees to communicate without fear. HDFC has their annual 'Sparsh' meetings where all employees of each of the nine zones are invited for a live half day structured communication inclusive of question-answer session. A gathering of about 1000-1500 employees are addressed by a member of top management team as well as zonal business leaders. The CEO Town Hall Meeting, held once a quarter addresses around 400 employees live and connects with more than 500 employees through video conferencing.</p> <p>Rahul Taneja, Senior Vice-President and head-corporate HR, Essar group reported that their human resources team identified an organizational need for a dedicated forum to resolve employee queries. Accordingly, they crafted "ASK-HR" initiative and a toll-free line is made available to all employees and trainees as well as consultants/advisors who have a valid SAP ID.</p> <p>Joseph John, VP-HR Wipro Infotech felt that it has become necessary for employees, who are today exposed to a glut of information, to be able to validate grapevine and revalidate the news and hear first from their leaders, rather than rely on speculative news. Wipro engineered three initiatives: "Voice of Wipro(VOW) survey" and "Site - Q-Meter survey" for the site based employees and "Project Pulse "for practice-based employees of a division. These are bottom-up forms of communications facilitated periodically to capture employee concerns and issues pertaining to hygiene and motivational factors1.</p> <p>The initiatives taken by the different organizations with a strong concern for bridging communication gaps between employees and top management are illustrative of the anxiety among corporate leaders for having effective communication that can bind them with their employees. This chapter is on communication and it explains how much vital and critical it is for organizations1. (307 words)</p>	

Every manager in an organization is primarily a communicating centre. Communication is basically a social process of exchanging information between two or more persons, through an appropriate medium, to create a mutual understanding.

7.1 INTRODUCTION

Every manager in an organization is primarily a communicating centre. Managers maintain a complex network of relationships with a variety of contacts both inside and outside the organization. Since information is key input to decision making and action, interpersonal and group communication become important part of organizational activities. Also, every organization has to communicate with various stakeholders –investors, customers, government, and supply chain members- according to their needs to keep enterprise going. As such communication is regarded as life blood of any organization. If effective, it builds image and generates sales and profits. If ineffective, it mars the chances of progress and leads to failure.

7.2 DEFINITION OF COMMUNICATION

Communication is basically a social process of exchanging information between two or more persons, through an appropriate medium, to create a mutual understanding. Different writers have chosen different words to express this basic meaning as shown in Exhibit 7.1.

Exhibit 7.1: Definitions of Communication
<p>John W. Newstrom¹ (2007) defined communication in the following terms. "Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. Its goal is to have the receiver understand the message as it was intended"</p> <p>Keith Davis² explains communication as a bridge of meaning among people so that they can share what they feel and know. By using this bridge, a person can cross safely the river of misunderstanding that sometimes separates people.</p> <p>Uma Sekaran³ describes communication as follows. It is a process of sharing information to express our thoughts and as a mechanism to control and manipulate behavior. It can best be described as the interpersonal process of sending and receiving messages and symbols with meaning attached to them.</p>

From the definitions, the following common and salient features emerge:

- It is an interpersonal process involving two persons.
- It is process of exchange-sending message and receiving feedback.
- Exchange requires meaningful message in a coded form of words, symbols, etc.
- It involves information flow through a channel or transmission by a transmitter.
- It is goal oriented-the goal is creating an understanding.

7.3 SIGNIFICANCE

The significance of communication can be understood by knowing information needs of managers in an organization.

Spend Most of the Time Communicating

Mintzberg⁴ estimated that managers spend up to 80 percent of their time in verbal communication. Davis and Olson² noted that managers obtain factual information for decision making and pass on soft information in terms of instructions, orders and requisitions. The distribution of time for communication for Chief executive Officers and Systems managers is as given under.

Table 7.1: Distribution of Time for communication

Communication Media	(Percentages)	
	CEO1	System Manager2
Scheduled meetings	59	48
Unscheduled meetings	10	20
Telephone calls	6	10
Desk work	22	19

Hideyuki Kudo, Takeo Tachikawa, and Norinko Suzuki (1988) found that US and Japanese CEOs spend time as follows: Reading-9.63 per cent, desk work – 8.62 per cent, supervising the factory 23.06 per cent and meeting- 35.29 per cent.

Creates Mutual Understanding for Co-operation

Communication is the means by which people relate to one another in an organization. If there is no communication, employees cannot know what their roles are, what their associates are doing and what kind of contribution is expected from them from time to time. In essence, there will be lack of cooperation and synchronization, the two basic facets of coordination.

Improves Effectiveness of Decision Making

Decision making becomes easy when information is available and people affected give their acceptance for its implementation. This is why organizations follow the norm: Make informed decisions close to the scene of action. The following example given by Newstrom (2007) illustrates the effectiveness of this norm.

Managers of a firm decided to reduce electricity consumption and production losses by asking its employees to bring their coffee and have it at their work spots. They arranged a meeting and made a presentation on cost-benefit analysis of the two alternatives: (i) have coffee at cafeteria and (ii) at work spot. The employees understood the savings involved in the new coffee-break policy and accepted it.

Enhances Chances of Achievement

Effective communication tends to encourage better performance and job satisfaction.

When people better understand their jobs and roles, the feelings will be positive, involvement is high and the result is committed team work or individual performance. Excellence is outcome of enlightenment and enlightenment is the result of good communication.

Desire to be Informed

Today's employees are interested in knowing because they are in a knowledge society ushered in by information revolution and political democracy. Working from different locations, they are integrated

by information connectivity and if this link is not effective, they experience a feeling of isolation and alienation and develop desire to quit their jobs.

7.4 DISASTERS OF NON-COMMUNICATION

You cannot not communicate. This is what sociologists say about communication need of humans. Being social animals, humans cannot live in isolation and without communicating with others in the society. Some civilizations are more talkative than others. For instance, Indians are affiliation oriented and talk more at almost at all places. If they are restricted, they become restless and ineffective.

Communication is life blood of modern organizations. Just as people may develop arteriosclerosis, a hardening of the arteries that restricts the flow of blood and the nutrients it carries, so may organization develop inforsclerosis, the hardening of communication channels that block the passage of key information to the managers it should reach. In both cases the result is same – impaired efficiency.

In some contexts, the costs of non-communication may be high. Messages that did not reach in time and to the right person, may cause havoc.

When a leak in gas pipe in a factory is not informed promptly to concerned authorities and repaired, it may eventually result in a fire accident in the factory.

If a letter of interview fails to reach the job applicant in time, the candidate may lose the opportunity of getting the job.

7.5 COMMUNICATION GAP

Communication gap is said to exist when the communication fails to accomplish its basic goals of: (i) reaching the receiver and (ii) creating the intended understanding. The gaps are outcome of several barriers as given under.

Gender Gap

Communication gaps arise because their styles are different. Tannen⁷ found in his research that women speak and hear language of connection and intimacy; men speak to hear a language of status, power and independence. In presenting a problem women aim at gaining support; men look for solution. Women tend to be less boastful than men. Men tend to see the phrase “I am sorry” as a sign of weakness; women use it frequently as an expression of understanding and caring about the other person’s feelings rather than an apology.

Psychological Gap

Communication is effective when the sender and receiver have same frame of mind. They should be similar in their emotions which act as a filter in communications. We see and hear what we are

emotionally conditioned or tuned to see and hear. When the perceived reality of receiver is different to the actual reality or expectations or differently coloured, there result will be misinterpretation of the message. This is why communication experts developed the expression which indicates the receiver's

Stance: "No matter what you say, it is n't".

Mary was unhappy with her performance at the employment interview and was in bad mood. However, she was selected and the same news was promptly informed to her by her friend. To this Mary's reply is "No kidding please, It is not possible". It required effort and evidence to convince her.

Generation Gap

Each generation of people will have their own mind sets-perceptions, cognitive approaches and motivations. When communication transaction takes place between two persons who belong to two different generations – old and new, traditional and modern, communication gap will be present.

For instance, the older generation of employees prefers paper based filing systems and working at office whereas the modern generation sees benefits in paper less, working-at home approaches. The new generation will enthusiastically participate in IT based initiatives whereas the traditionalists find them threatening and boring.

Spatial Gap

When the communication fails to reach the destination from the source point this gap arises. The failure may be due to transmission problems. The chosen channels may fail partly or fully and communication is delivered either late or never.

Messages can be transmitted through either face-to face or through the telephone. Physical distance or noise in telephone lines can reduce chances of clear messages reaching the receiver. In case of written communication, postal or courier delays, lost telegrams, and bounced back e-mails may create communication failures.

Cultural Gap

Culture is a composite of language, tradition, values and habits. When cross-cultural transaction takes place, differences in values and language may lead to different interpretations leading to communication gaps.

Latin American and Asian cultures generally favour closer distances for personal conversations.

Knowledge Gap

Communication fails when there is knowledge gap between two parties. Technical presentations make use of a jargon which only persons with technical background can appreciate. Jargon is specialized language of a group that includes the acronyms (abbreviations) and slang(words unique to an ethnic or

professional group). When making technical presentations speakers should take into cognizance the level of understanding of the audience.

A scientist will not present a topic in the same way when addressing school students and group of scientists. He will fine tune the presentation to their levels of understanding. He will choose less technical approach when addressing students.

Status Gap

Each level in the hierarchy is associated with a set of authority, responsibility and work. High-status people tend to exhibit their esteem, authority and commitment to organization and try to establish the proposition

I am O.K - You are not O.K. In this struggle, low –status people become submissive, defensive, or repulsive. In any case the free flow of communication is hindered, meanings are wrongly interpreted.

Today when I wished our boss good morning he wished me good morning. I am sure he has some work to exploit me.

When I submitted the report boss asked for within time, he said, “You are great”. What does he mean? Is he sarcastic or simply appreciative of my work?

Comments of this kind are common in many offices. They signify the communication gap created by the factor-status.

Credibility Gap

Communication credibility is based on three factors: trustworthiness, expertise and dynamism. If any one of them is missing in the sender of the message, the receiver will not try to understand it. When a boss says something and does not stand by it in practice, he loses trust.

In one organization, boss told his subordinates that he is interested in their suggestions. Whenever, the subordinates met him and told him they have a suggestion, boss used to tell them, “ Well! I am excited. But I do not have time now.”

Obviously, his subordinates stopped trusting their boss. Expertise is another factor.

A patient trusts a qualified doctor and not a common man. Organizations take advice on tax matters from chartered accountants.

7.6 COMMUNICATION SKILLS

The effective communicator at different levels of management is the product of both business and communication knowledge and skills (Penrose, Rasberry and Myers, 2007)8. The skill requirements are as given below :

- **Entry level:** Minimal skills beyond accepted grammar and punctuation are needed or expected; literacy is assumed. Messages may be complex and detailed. Audience is small; sometimes may be limited to a single supervisor.
- **Supervisory level:** Require skills of composing sentences, paragraphs, and messages for coherence. Spoken communication is usually one-to-one or one-to-a-few.
- **Middle managers:** Written communication is important. They must be capable of transmitting clear directions to supervisors, with a motivational or authoritarian tone, They have to respond concisely to messages from the upper levels. With peers, they share ideas, work, and social occasions.
- **Upper managers:** Audience size increases. The upper manager is spokesperson who represents the organization as a speaker at community group meetings and may be a leader in church or civic groups, such as the Rotary Club. Upper manager takes responsibility for the final appearance of many written documents, such as reports or newsletters, which often are largely prepared by subordinates. Upper manager may prepare communications for top management, such as written speeches or reports to a board of directors. Clarity and precision characterize the manager's communication style.
- **Top managers:** They spend much of their communicating with their peers. They often present terse, clear, goal-oriented messages to large audiences at one time, such as in annual reports, commencement addresses, or media interviews. Top managers also will communicate to a substantial degree with subordinates, usually at a level or two below. The top manager's communication may be directive or persuasive.

7.7 SUMMARY

Managers spend most of the time communicating. It satisfies the desire to be informed, facilitates cooperation, decision making and achievement. the costs of non-communication may be high. Messages that did not reach in time and to the right person, may cause havoc. Communication gap arises because of gender, psychological, spatial, generation, cultural, knowledge, status and credibility gaps.

The effective communicator at different levels of management is the product of both business and communication knowledge and skills.

7.8 SELF ASSESSMENT QUESTIONS

Review Questions

1. Define communication?
2. What is the significance of communication?
3. What are the dangers of non-communication and miscommunication?
4. How does communication gap arise?
5. List the communication skills required by managers at different levels.

Essay Questions

1. Explain the concept and significance of communication.
2. Describe the problems of ineffective communication.
3. Discuss problems of communication gap and communication skills needed for managers.

Exercises and Games

1. Self-Assessment Instrument

Communication Skills Inventory

Find out how good you are in communication skills in English by responding to the following statements on a 5-point scale of agreement. Your responses can be based on your perceptions of self and opinions of your class mates and teachers.

Scale : 5 - Strongly agree 4 - Agree 3 - Uncertain 2 - Disagree

1: Strongly disagree

S. No.	Statement	Scale				
		5	4	3	2	1
1	I am good in communicating in English language.	5	4	3	2	1
2	My friends say I speak well in conversations.	5	4	3	2	1
3	My teacher rates my class room presentations usually good.	5	4	3	2	1
4	I can make speeches in public without fear.	5	4	3	2	1
5	I can write letters without mistakes.	5	4	3	2	1
6	My teacher appreciates my report writing.	5	4	3	2	1
7	My fellow students consider me good in writing in English language.	5	4	3	2	1

8	I listen attentively to speakers in class room.	5	4	3	2	1
9	I ask questions to clarify ideas given by the speaker.	5	4	3	2	1
10	When I speak I use my body language in an appropriate manner.	5	4	3	2	1
11	In assignment papers or project reports, I use diagrams and pictures properly.	5	4	3	2	1
12	My e-mails are brief and meaningful	5	4	3	2	1
13	I can write memos without a mistake	5	4	3	2	1
14	I can talk over telephone well, because I know the telephone manners.	5	4	3	2	1
15	I can read fast my lessons or any other text and understand them.	5	4	3	2	1

Key to Scoring: Add the scores and find out how good you are in communication.

Total points _____

If you have scored

Above 60, you are an excellent communicator.

45-60 you are a good communicator

Below 45 you should be concerned with your skills and make an effort to improve.

2. Class-Room Exercise

Developing a Model of Communication

Form into a group of three persons. Your task is to develop communication model based on your observations of different communication situations in class, at home, in recreation, etc., and in different organizations you are familiar with. Make use of the following observation sheet. Explanation of the columns:

Number of persons involved: Whether it is 2 or more. (Avoid more numbers)

Stimulus: What has prompted the communication to take place?

Message form: Written or oral or purely non verbal

Message type: Informative or persuasive

Duration of interaction: How long (in minutes) the interaction has taken place ?

Outcome: What is the end result of it?

Exhibit 2: Observation of Communication Situations

Situation No.	Number of persons involved	Stimulus	Message form	Message type	Duration of interaction	Barriers	Out-come
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

3. Seminar Themes

- Communication for People Management-Problems and Challenges
- Changing Trends in Communication
- Career Management and Role of Communication

4. Take-Home Assignments

- Discuss the importance of communication to professional managers.
- Examine the communication failures in organizations and develop a checklist for ensuring effective communication.
- Make an observation of communication styles of men and women and submit a report for presentation in class room.
- Prepare a Communication Log of yours. Every day we communicate with several people at different places in several ways. To understand the variety of activities maintain a log of your communication.

Day	Form of communication ¹	Mode ²	Exchange type ³	Duration (minutes)	Person/persons involved	Outcome ⁴
1						
2						
3						
4						
5						
6						
7						

1. O - Oral, W - Written, N - Non-verbal.
2. Modes : Conversations, phone calls, meetings, written materials read, etc.
3. Sent or received.
4. Outcome value code :
 - A - Important-satisfactory
 - B - Important -unsatisfactory
 - C - Unimportant-satisfactory
 - D - Unimportant -unsatisfactory

5. Group Discussion Topics

- Communication means many things to many people
- The central task of managers in organizations is communicating
- Communication Dragons and Dinosaurs in modern organizations

6. GAME : House on Fire

Role Play - Bossing knows no Limits

Ragubaran is supervisor for a sales team of five sales executives in a cosmetics company. His boss Laxman was a nice person and he gave him full support. He enriched his job by giving authority to deal with his team and customers. He evaluated the performance of Raghu based on his goals and relationships he maintained with his team members. He was rated good in the appraisals last year and he was given higher sales targets. To reach the targets, two more sales persons were added to his team. Unfortunately for Raghu, Laxman was promoted and transferred to headquarters. Anand, who came in his place, is a different person. He believed that everyone should report him and every important thing should be done by him. One day the following conversation took place between Anand and Raghu.

- Anand : Why are you keeping all the sales reports with you? They should be sent to me.
- Raghu : This is how we were doing earlier. I used to send a consolidated report of salespersons.
- Anand : Why are you singing motivational letters?
- Raghu : I am concerned with the performance of sales persons. So I do.

Anand : No. You write them and send them to me. I will sign and send them to concerned sales persons.

Raghu : I want to sign my own letters.

Note to Role players:

The other issues can be on targets, meetings, field visits Key customer focus and sales expenditures. In all the aspects Anand has something critical for Raghu.

Raghu can be defensive, offensive or submissive or a mix of them (as you see now). Chose a stance and play the role.

Anand can be authoritative–aggressive (as you find now) or democratic – considerate and democratic- empowering. Chose a stance and play the role.

CASES

Case 1: Failure of BBM

In the academic year 2006-09, Titupati college of Commerce in Andhra Pradesh introduced Bachelor of Management course. The decision was taken based on the success of the course in metros. However, well wishers of the chairman of the college advised against its introduction saying that it is a metro phenomenon and will not work in a sub-urban area where the institution is located.

BBM - The High flier

The response was encouraging and all the seats offered were filled up. BBM programme had aroused great expectations as it came with several promises.

- It is a terminal management course like BL. One can become first-level manager in corporate organizations and earn ₹ 10, 000/- ₹ 25,000 depending upon individual capabilities.
- It is structured as an integrated management course with all functional areas.

However, its requirements are also demanding.

- Learning is oriented to skill development. It required teachers to be more practice oriented in their teaching.
- It required good teachers, good library and good student inputs.

Mixed Reactions from Teachers

The new programme aroused mixed response from the teaching community. One section felt that the programme would be challenging and informative. On the other hand, others felt that the new programme would demand more skills and knowledge than they actually possess.

A senior faculty member was appointed as Head of the department. He is less aware of the trends in management. Some of the senior teachers, who were drafted to teach had to learn new methods of teaching like case analysis. But they continued their own style of teaching. The new staff members having MBA degree looked more stylish and socially active. Their behavior was not liked by seniors.

Students—enthusiastic but confused

Students were enthusiastic to pursue the new course and had great expectations from it. The different styles of teaching – traditional, authoritarian one of senior teachers and modern liberal style of younger ones sent mixed signals to students and they were confused.

Results not impressive

The first batch of students who passed out last year could not succeed as expected in the campus interviews. BBM was not given any special preference for admission into MBA courses in Andhra

Pradesh. At the end, the great expectations of students have doomed. As a result, the admissions into the course, which started declining in 2008-09 further declined indicating a downward trend.

Passing the buck

The blame for the failure of the BBM course was attributed to the behavior of the new staff members by the seniors. They complained that they wrecked the discipline of students. The new staff placed the blame squarely on the seniors. They complained that they did not have neither the expertise nor the right attitude of developing students for management career.

Questions

1. If you were the Chairman of the college, how would you reconcile the differences between senior and new staff members?
2. What steps do you take to make BBM programme more effective?

Case 2: Communication Dilemma

Sri Ram is a seasoned Training and Development Officer working in Southern Chemicals. When the Managing director of the organization invited him to join the organization, he found a big challenge of starting a new T&D department and organizing it for training 320 employees of different departments and at different levels on a continuous basis. He recruited four trainers and gave them further training, supported them in solving their problems, and developed them as full-fledged trainers. He was open with them and frankly discussed every piece of information about the organization.

The T&D department organized number of training programs and Sri Ram and his team were appreciated for their commitment, teamwork and excellence. Sri Ram was happy and felt that his open style of functioning with trainers and commitment has paid him rich dividends. The trainers also had their share of happiness. They found in Sri Ram, a mentor, a coach and a guide. They appreciated his open-mind and open-door policy, the freedom he gave them and above all the functional capabilities he developed in them.

At this point of time, Sri Ram had a shocking news. The company has suffered huge loss when one of its factories is reduced to ashes by a section of people agitating for a separate state. They set fire and burnt the plant, equipment and offices. Though financially some recovery is possible because of insurance and compensation declared by the government, the work will not resume immediately.

The top management has taken some important decisions. Among the austerity measures, drastic cut on T&D expenditure is an important one. The decision entailed laying off at least 2 trainers on the last-in-first-out basis. The Managing Director called Sri Ram and informed him the decision taken by the Board of Directors. He said, "I know how much the decision worries you. You developed an excellent team. I could not help you. Though I told the members, we need T&D to keep our spirits high,

the board did not listen. Do not reveal this decision to anyone. Unless something happens in the meanwhile, two of your trainers will be laid off in the next month.”

With a heavy heart Sri Ram returned to his office. Rumours of lay –off in different departments are afloat and someone informed the trainers that they might be laid off. The four trainers came to Sri Ram and asked him,” Sri Ram! Is it true that we will be laid off next month?”

Questions for Discussion

1. Open door–open mind policy is not correct for business organizations which will have ups and downs. Do you agree?
2. Critically appraise the role of Sri Ram as a communicator. Should he tell the truth to the trainers?



CHAPTER

8

PROCESS OF COMMUNICATION

Objectives

After completing this chapter, you will be able to understand:

- Explain the one-way and two-way models of communication
- Identify the role of feedback in communication
- Understand the barriers to effective communication
- Know the different forms of communication.

Structure:

- 8.1 Introduction
- 8.2 Process of Communication
- 8.3 Feedback –Key for Effective Communication
- 8.4 Guidelines to effective communication
- 8.5 Forms of Communication
- 8.6 Summary
- 8.7 Self Assessment Questions

Vignette**You are only a click away**

In one of the reputed colleges in Chennai, intranet system was set up and every student is supplied with an ID. It helps check the attendance and also view examination marks. The alumni are identified and communication is maintained to facilitate bonding with the institution. Student Blogs are encouraged for students to put up projects undertaken and discuss issues interesting to them. The lecturers monitor these blogs. The hostel warden says going virtual has immense benefits. It is a faster way to identify and resolve grievances and publicize 'lost and found' issues. Then there are 'e-newsletters and e-journals' for sharing news and knowledge.

As organizations expand, formal communication networks become complex demanding innovative solutions. Pondicherry university has set up three Post-graduate centers at three remote places -Karaikal, Mahe and Port Blair. Different courses are offered at these places for the benefit of students based on the employment opportunities available. Each centre is equipped with required resources – staff, equipment, furniture, vehicles, books and stationery. Supervision is provided by the Administrative Deans and academic guidance is provided by the Heads of the respective departments of the main campus at Puducherry. To facilitate smooth functioning, different forms of communication are encouraged by providing land and mobile phones, fax machines, and postal and courier expense budgets, etc. With the advent of internet, e-governance is introduced and campuses are networked and video-conferencing facilities are created. All the e- resources of the University's main library are shared among the centers.

From the above examples, what becomes amply clear is communication is vital and there are different approaches to facilitate it. How do you communicate and how much do you communicate are important questions and every manager has to find answers to them. The bottom line to be remembered is, in an information era, managers who fail to communicate will flounder. This chapter is about the communication process, the barriers and different forms of communication.

8.1 INTRODUCTION

The question of how to make communication effective has led to development of different models and forms of communication. In an interaction, communication requires active participation of all the members in speaking or writing and listening or reading. To permit good expression language or code is necessary and to deliver the message channels are important. If communicator realizes the importance of forming ideas into clear messages, and choosing right form of communication, we expect communicator would succeed in his or her effort of creating understanding in receiver. In many

a case, it may not be because the receiver has his or her own contribution to make by showing skills and interest in listening or reading and providing feedback.

8.2 PROCESS OF COMMUNICATION

By definition, communication is transmission of message from sender to receiver and creating understanding. There are basically two models, which describe the process of communication, based on the way information is transmitted to create understanding. They are :

- (1) Action Model/Bull's-eye theory
- (2) Interaction Model/Ping-Pong Theory

Action Model/Bull's-eye Theory

The action theory is based on the communication contexts of the kind given below:

- (i) Public speaking
- (ii) Class room lectures
- (iii) Autocratic superiors giving orders to subordinates.
- (iv) Public announcements

The famous Greek philosopher, Aristotle observed mainly persuasive forms of communication in use in public meetings, legislative assemblies and court rooms. With their powerful speeches and arguments, speakers try to impress audience by a one-way process. He wrote based on this observation, Rhetoric, the first formal treatise on communication.

The modern 'Information theory' deals with transmission of information in a coded form from source to destination. Coding is done to compress the information to achieve transmission efficiency and economy. When the code is known to receiver, he or she decodes the message and understands the meaning. The model is shown in Figure 8.1.

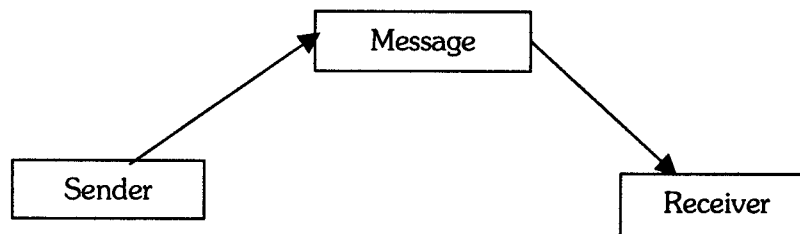


Figure 8.1: One-Way Communication

The steps involved in the process are :

- (i) Sender has an idea
- (ii) Sender formulates a message in a coded form

- (iii) Sender chooses a channel for transmission and transmits the message
- (iv) Receiver receives message and decodes it to understand the message.

It is a one-way process. It is called in lighter vein, Bull's eye theory. It is like shooting an arrow into a target. You shoot, and you hit the bulls-eye, get close, or miss. The simple, one-way model is a useful diagnostic tool. The merits and demerits of this theory are summarized in Table 8.1.

Table 8.1: Merits and Demerits of One -Way Communication

Merits	Demerits
Sender has knowledge or authority to formulate message of his or her choice.	Receiver, who is passive participant in the process, feels powerless. When not interested, he or she experiences frustration and exhaustion.
Sender feels free and secure in delivering the message.	Receiver may be gripped with tension when his or her confidence levels are low. This is common in training and evaluation sessions.
Appreciation is given to expert orators and speakers who speak with enlightened interest.	Receiver requires high level of decoding or listening skills.
Economical. The cost of transmission is low being one –way.	Ineffective many times. As there is no way to understand by way of feedback, the level of understanding – in terms of content and accuracy - may be low.

Implications to Managers: In the organizational context, one-way communication is necessary. Meetings and conferences are common in organizations. Managers have to develop oratory skills to impress and persuade people to do things important for the organization.

Interaction Model/Ping-Pong Theory

The theory is developed to improve one–way communication process by adding the concept of linear feedback. Feedback is the response or return communication from receiver to sender. Feedback permits the receiver to determine whether the message is understood as intended by the sender.

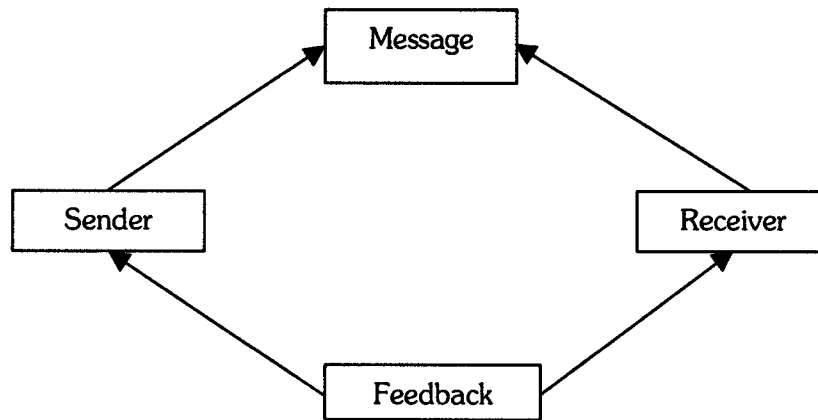


Figure 8.2: Two-Way Communication

The steps involved in the process are :

- Ideation - Sender has an idea, an instruction or information to pass on to the receiver.
- Coding- Sender selects a code or language – a medium of expression to develop idea into a message form.
- Transmitting -Sender chooses a channel for transmission for transmitting the message. The channel can be social (messengers) or institutional (institutions like post, telephone, telegraph and courier) and technological (fax, telephone and internet systems)
- Sending -Message is sent to receiver with or without prior intimation.
- Receiving -Receiver receives message
- Decoding – Receiver decodes the message and attempts to understand the message.
- Feedback- Receiver sends return message to obtain clarifications or confirm his or her understanding of the received message.

Thus it is a two way process. In a lighter vein, the process is compared with a ping-pong game in which the ball swings forward and backward. It represents action and reaction and stimulus and response models. The merits and demerits are presented in Table 8.2.

Table 8.2: Merits and Demerits of Two-way Communication

Merits	Demerits
The two-way process ensures more accuracy in understanding message by the receiver.	It is costly and time consuming, especially when the message is brief and objective.
Sender will have more confidence in formulation and transmission of message.	Feedback places pressure on sender to formulate messages that ensure positive feedback.

Receiver enjoys high morale – positive attitude towards sender and message.	It assumes that receiver has ability, opportunity and time to provide feedback. It may not be true always.
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Implications to Managers

In the formal organizations, interpersonal communication is very much common. As such, managers frequently employ two way communications. It is highly essential for organizing team work and generating win –win feelings.

Managers have to utilize the concept of feedback. They should ask for feed back and also give feed back to make communication effective.

8.3 FEEDBACK–KEY FOR EFFECTIVE COMMUNICATION

In two way communication, feedback is the most important element of two way communication process. How to give feedback on a person’s behavior?

(i) Clear Intent

Feedback should have a clear purpose. It should not be considered as a casual, routine response that should be given. It should be purposeful, encouraging, and lively. Feedback can make an important contribution to the creation and maintenance of sound interpersonal relationships.

(ii) Right Content

Feedback is considered effective when it produces intended result –rationally and logically. It should be informative, constructive and instructive. It should be brief and objective to facilitate better understanding among the recipients.

(iii) Right Emotions

Feedback should create not only an understanding of message but also enhance emotional stability. Feedback should generate favourable attitudes towards sender and message. Instead of making one defensive, it should encourage one to open up and freely discuss the issues. Here are few tips–dos and don’ts -to generate development attitudes among the receivers.

1. Refer to a specific piece of behavior.

Example: “When you took the decision without consulting me, I felt annoyed”.

2. Describe your feelings, perceptions and reactions to the behavior.

Example: “When you attended the programme without informing me, I was disappointed.”

3. Do not be judgmental to assign general character traits.

Example: “You’re selfish like anyone”.

4. Do not attempt to report the motives or intentions of the other.

Example: “You have no real concern for my growth”.

(iv) Right Place

Feedback should be given in private on one-to- one basis especially when personal issues are involved. Example: performance appraisal and counseling. When it is related to group or a piece of good news about a group member, it can be given openly in a group. When given in group it helps mirroring other’s feelings and behaviours. A group particularly can act as a many-angled mirror in which the individual can see himself or herself through the reactions of others to know their feelings and behavior.

(v) Right Time

Feedback should be a reactive process occurring as an immediate response to the action of a person (sender sending message). Delayed feedback may not have right impact. For example, when superior helps you in getting a project finished, you should thank him immediately. If you do it after three days, it will be ineffective and you may get a cold response.

8.4 GUIDELINES TO EFFECTIVE COMMUNICATION

Effective communication occurs when all the elements of communication function effectively and the goal is accomplished. Table 8.3 presents the barriers and measures to overcome them.

Table 8.3: Communication Barriers and Measures

Element of Communication	Type of barrier	Description	Measures
Sender	Conceptual barrier	Unable to form clear idea of what to communicate	Form conceptually clear idea of message to be conveyed.
	Expression barrier	Unable to express in right language effectively	Improve language skills. Use simple words and non verbal forms.
Transmitter	Transference barrier	Noise Delays Loss of message fully or partly. Distortion.	Reduce noise by choosing right environment and efficient transmitter.

Receiver	Failure to receive	The receiving end equipment or person is not ready or capable to receive.	If it is person inform the person about the message sent. Ask receiver to make sure that telephone or fax machine or internet is kept ready to receive message. If it is courier tracking can be done, in case of delay.
	Failure to understand	May be receiver is weak in understanding or the subject is complex. Alternatively, it is sender's failure in developing an easy to understand message.	Receiver has to right tune his mind (perception, cognition and motivation) to be favourably disposed to receive message, know the meaning of it and act according to it as expected by the sender.
	Failure to give feedback	Either negligence of ignorance.	Receiver should be asked to provide feedback and trained how to give it.
Environment	Noise	Anything that distorts the message. Sounds of a vehicle horn over shadowing the phone or face-to face conversation or emotional imbalance of receiver inhibiting attentive reception.	Maintain or choose right environment to facilitate easy understanding. Receiver should be receptive to the message functionally (avoiding preoccupations and work diversions), and emotionally (removing apprehensions, and resentment).
Organization	Hierarchy	Channels designed may not be open as much as they should be.	Information processor should be made more efficient and bureaucratic procedures should be simplified to facilitate free flow of information.
	Status	Higher status people exhibit power and authority by	Participate style of management is to be promoted and empowerment and

		withholding information.	involvement of subordinates to be encouraged.
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8.5 FORMS OF COMMUNICATION

Communication is found to take different forms to facilitate effective interaction between the sender and receiver depending upon the interaction contexts. Table 8.4 shows the different forms of communication.

Table 8.4: Forms of Communication Based on Interaction Contexts

Context	Forms	Description	Tools
Personal	Intra-personal	Communicating to Self.	Observing, reading, touching and talking to self.
	Inter-personal	Communication between two or more persons.	Telephone calls, Conversation, one-to-one meetings, letters, mobile/phone messages, e-mails, etc.
Organizational (Authority based)	Formal	Flow of information through the established channels of organization.	Meetings, Conferences, Discussions, appraisals, etc. Memos, circulars, notices, reports, etc.
	Informal	Related to interests of people and is unofficial.	Dress code, office furniture and amenities like phones, computer etc., status symbols.
Organizational (hierarchy based)	Upward	Communication from subordinates to superiors.	Orders, instructions, targets, plans, budgets, etc.
	Downward	Communication from superiors to subordinates.	Requisitions, status –reports, performance reports, complaints, etc.
	Lateral	Communication among peers.	Inter-departmental information.

Communication Media

Based on media, communication may be divided into three forms:

- Oral communication

- Written communication
- Non-verbal communication

Oral Communication

Oral communication is the predominant form of communication in the lives of people and in organizations. Oral communication is generally complemented and substituted by non-verbal communication and audio-visual media for effectiveness.

Technological advances have opened up new vistas for communication across the globe with never-before imagined benefits. Television, films, computer, projectors, provided a new specialized communication with audio and visual impact. Video-conferencing has helped realize the dream of global village.

Written (Print) Communication

The dynamic and instantaneous oral communication is not always suitable for communication. Written communication replaces it in such contexts and in some other contexts reinforces it.

Written communication is necessary at least in two contexts.

1. When messages are to be carefully formulated, through editing and revising processes.
2. When a record of the transactions is to be built for future reference or storage (long term memory).

The main methods of written communication are: letter, memos, reports, circulars, notices, bulletins, brochures, leaflets, advertisements, fax, e-mail and questionnaires.

Nonverbal Communication

Non-verbal communication is more universal and pervasive than oral communication. There may be people who cannot speak, and occasions that does not suit to oral communication. But in all occasions we use non-verbal communications.

In face to face encounters, non-verbal communication is expressed through body language, distance, and time. Non-verbal communication includes audio signs like – voice pitch and intensity and visual signs like body movements like postures, gestures, and appearance.

8.6 SUMMARY

The question of how to make communication effective has led to development of different models and forms of communication. There are basically two models, which describe the process of communication: Action Model/Bull's-eye theory (one-way communication) and Interaction Model/Ping-Pong Theory(two way communication).

In two way communication, feedback is the most important element of two way communication process. It should be clear in intent with right content, right emotions, right place and right time. Barriers include: conceptual and expression barriers, transference barriers, failure to receive, understand and give feedback and noise. Environmental barriers include hierarchy and status. Forms of communication are many : Intra-personal and inter-personal communication, Formal and informal communication and oral, written and non-verbal communication.

8.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. Explain one-way process of communication. Give examples of its use.
2. Explain two-way process of communication with examples.
3. Discuss how feedback can be made effective?
4. List the barriers to communication.
5. How do you make communication effective?
6. Identify the different forms of communication.

Essay Questions

1. Discuss one way and two way process models of communication.
2. Identify the components in communication and explain how feedback can be made effective?
3. Explain the barriers to communication. Suggest guidelines to make it effective.
4. What are the various forms of communication? Discus their utility to managers.

Exercises and Games

1. Self-Assessment Instrument

Interpersonal Communication Inventory

Purpose: This inventory will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities.

Participants: Individuals

Instructions: There are 15 questions which refer to your interaction with new persons. Kindly keep in mind the following points in responding to this.

- Read each question and answer quickly by circling a number against each question that represents your immediate response.

- The scale of responses is : 3- Yes , 2- Some times 1-No
- Do not try to figure out whether your answer is right or wrong. There are no right or wrong answers.
- Do not consult others. They do not know about you.
- Be honest, to discover yourself. It helps to improve your personality.

S.No.	Questions	Response		
		3	2	1
1	Do you like to speak to strangers?	3	2	1
2	When you speak to persons not known to you, do you feel insecure?	3	2	1
3	Do you find it difficult to express your feelings or ideas to new persons?	3	2	1
4	Do you hesitate to inquire whether the listener has understood what you said?	3	2	1
5	Are you hesitant to see into the eyes of the new person while speaking?	3	2	1
6	In conversations, do you have the habit of talking more about the issues, which are of interest to you?	3	2	1
7	While you are explaining to others, do other persons interrupt you saying –‘you don’t know this; it is like this’?”	3	2	1
8	In conversations, do you ask questions to get clarification from others?	3	2	1
9	When speaking, do you find questions of others adversely affecting your flow of thoughts?	3	2	1
10	In general, do you find it difficult to accept positive criticism from others?	3	2	1
11	Do you find it hard, to criticize other’s point of view?	3	2	1
12	When someone hurts your feelings, do you let know the person about it?	3	2	1
13	Do you feel uneasy when a person makes an open appreciation of your abilities?	3	2	1
14	Do you compliment others for their good words or deeds?	3	2	1
15	Are you able to adjust your tone of voice to suit the occasions?	3	2	1

Scoring Key

For the following questions scoring should be as given under:

3=3, 2=2 and 1=1	1,8,14 and 15
3=1, 2=2 and 1=3	For the remaining questions

When you have finished scoring each of the fifteen items, add up your total score. Then compare your score with those of others.

If your score is 30 or above, you are a good communicator. If it is less than 15 you are poor in interpersonal communication.

2. Class Room Exercise

Communication Accuracy

Instructor explains to the class the importance of accuracy in communication with suitable examples for 5 minutes. This serves as an ice-breaker.

Public speaking

- The instructor asks for one volunteer or selects one class member to be the speaker.
- The instructor asks the speaker to speak about 2 minutes on a topic of his or her choice which is easy to grasp like benefits of demand analysis, environmental factors of business, etc.
- The instructor asks the students to write down what they heard and evaluates the write-up for accuracy.

Dyadic interaction

- Instructor forms students into dyads.
- Each student will explain his partner a diagram like an organization chart, breakeven-chart, etc., in 3 minutes.
- The partner is given 3 minutes time to draw it.
- Check for accuracy.

Group discussion

- The instructor forms students into a group.
- The group will select a topic and discuss it for 10 minutes.
- The group will summarize the discussion points with brief explanation for presentation by a representative.
- The representative will make presentation.
- Group members evaluate his/her presentation for accuracy.

3. Seminar Themes

- New Perspectives on Managerial Communication Models and Modes.
- Impact of Technology on Communication Forms and Formats
- Globalization and Challenge to Interpersonal Communication.

4. Take Home Assignments

- Models of Communication in Different Contexts
- Managerial communication : Barriers and Carriers
- Forms of communication in corporate enterprises.
- Make a study of campus newsletters and submit a report on how our campus newsletter should be.

5. Group Discussion Topics

- Oratory is an individual virtue, but not for managers.
- Two way communications is inadequate to explain interactions.
- The prime task of training programmes in any organization is developing employee communication skills.
- Paperless office does not mean the death of written communication.

6. Games

Word Generator

Form into a group of 3 members. You are given certain words. Using the alphabets in each word and also combining them - generate as many words as possible, which are acceptable according to popular dictionaries. Names of people are not acceptable.

For example, Business is the input word. You can generate 11 words as given under.

Bus, Bib, Bun, Sun, Sin, Sue, Nib, Nub, Use, In and Is.

As such productivity is 11.

Input Word	Input total	Output total			Productivity Output/input
		Output from each word	Output from combinations	Total number	
Leadership	1		NIL		
Communication	1		NIL		
Coordination Cohesive	2				
Transformation People	2				
Misunderstanding Conflict resolution	3				
Grapevine, Filter, Noise	3				
Team Spirit, Motivation, Satisfaction.	4				
Group, Activities, Sentiments, Norms	4				

CASES

Case 1: The Right Leadership Style

Major Rana was the chief of the operations research branch of an army data processing agency located in New Delhi. Major Rana who held a Ph.D degree in operation research, is a highly committed to his job. The operations research branch that major Rana supervised consisted of a deputy chief, seven lieutenants, three mathematics/statistics assistants, seven computer programmers and four civilians OR/ADP analysts. The branch members were grouped into project teams, whose number and composition varied according to the work assignments under way at a particular time.

Major Rana managed the branch on an informal basis. He addressed all his junior officers, enlisted men and civilians on a first name basis. Major Rana's managerial style allowed his subordinates considerable freedom in planning their work. His project leaders were used to develop work plans, control their project team members and interact freely with the clients located in other offices of army with a minimum amount of direction. Communication between major Rana and his subordinates was both free and open at all times. Upon the completion of two years service obligation, he was replaced by Major Pratap Singh.

The new branch chief is a career officer, a man of many talents, an expert in karate, an accomplished polo player and a candidate for a Ph.D in mechanical engineering. Major Pratap Singh's relationship with his subordinates is rather formal. He addresses all his military personnel by their rank and never permits them to address him by his first name. He often specifies in detail what kind of work he expects from his subordinates assigned to different projects. He has never involved his subordinates in the decision making process though it is their own work. Major Pratap Singh has another habit; he interferes in the work of his project leaders and talks direct to their clients. He appears to be concerned about making a favorable impression with higher grade officers at the Army.

In spite of the differences in managerial style, project deadlines are met. However, it is reported that employee satisfaction and enthusiasm levels have taken a downward path.

Question

1. Compare and contrast the styles of communication of the two leaders.
2. What communication measures are required at this juncture?

Case 2: Awareness for Action

Labour legislation in many of the organizations is implemented more as a token of fulfillment without the deep commitment of a welfare provider. Perhaps only when workers become fully aware of the legislation that can safeguard their rights and benefits, there will be an end to their exploitation. Keeping this hypothesis in mind a researcher conducted a pilot survey in Super Spinning Mills, Hindupur and elicited the following information.

Profile of Respondents

- All the 25 workers are educated- 10 members have primary education, 12 members have secondary education and the remaining 3 have technical educational (ITI etc).
- About 22 workers are associated with one of the two existing unions and remaining 3 are not associated with any union.
- The length of service also differs. 5 workers are having less than one year service, 12 workers are having more than one year but less than 5 years of service and remaining 8 are having more than 5 years of service in the organization.

Awareness Levels

- ESI Act is known to a majority of workers (80%). The level of awareness increased with the level of education, union association and the length of service. When asked about the specific benefits available under the Act, 26% of the workers were not aware of the benefits and 40% of them aware of only medical benefits.
- The awareness of Factories Act is fairly good (70%). The awareness showed an increasing trend with the level of education, union association and the length of service.
- Extent of awareness about the provisions of the Bonus Act was good (60%). No significant relationship was noticed in the level of education and knowledge of the Act. However, union association and length of service had shown high positive knowledge of the Act.

Questions

1. Do you agree with researcher's view: "Awareness helps secure legal benefits"?
2. What are the findings of the pilot study? What conclusions do you draw?
3. How do you promote awareness of laws among workers?



CHAPTER

9

LISTENING SKILLS

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept and types of listening
- Describe the listening skills of managers
- Explain how active and attentive listening can be achieved
- Understand the benefits of listening

Structure:

- 9.1 Introduction
- 9.2 Concept of Listening
- 9.3 Significance of Listening
- 9.4 Types of Listening
- 9.5 Listening Skills
- 9.6 Active and Attentive Listening
- 9.7 Benefits of Listening
- 9.8 Summary
- 9.9 Self Assessment Questions

Vignette	Are we listening?
<p>About a year back, Kimberly Swann a 16-year old was fired from Ivell Marketing & Logistics, a product development and sourcing company, for describing her job as 'boring' on Face book. Miss Swann working as an office administrator found her job of filling, stapling, shredding hole punches, and scanning paper as wasteful and monotonous and so she let out steam by sharing the same with her friends on Face book. She was given marching orders from the Ivell premises.</p> <p>It was reported that in one of the chemicals company, a pipe was found leaking harmful gas. When a worker reported the same to his supervisor, he took it lightly and did not react immediately. The worker alarmed by the indifference of the supervisor, brought it to the notice of the plant manager, who took it seriously and took immediate steps to set it right. He appreciated the worker for timely action and suspended the supervisor.</p> <p>A recent research study of teen agers in U.S.A found in 2000 that 15 per cent of them have some degree of hearing loss. The number has gone up to 20 per cent or one in every five teen agers. Besides personal listening devices like mobile, i-pods, computers, and other audio-video systems there is noise explosion with rise is vehicular traffic. In addition, there are occasional fire alarms, sounds of ambulances and convoy of vehicles of ministers, and roaring music during festival seasons.</p> <p>The case of Miss. Swan presents a lack of internal listening systems to counsel workers who find their jobs monotonous. The leakage case shows how people can be indifferent due to preoccupations. The research study presents threats of over listening. Obviously, all of them are unhealthy and managers have to be concerned with the creation of healthy listening environment. This chapter deals with important aspects of listening like active listening and listening skills.</p>	

9.1 INTRODUCTION

Listening is an active and attentive process of a receiver in the context of oral communication. In most of the cases, the target audience and characteristics are not properly identified by the speaker and as a result messages delivered are not heard with proper attention. In some cases, listeners develop their own barriers like preoccupation, lack of interest, poor listening skills and cause failure in communication. In fine, listening appears to be a challenging task and unless managers and employees are properly trained, communication problems develop in the organization.

9.2 CONCEPT OF LISTENING

What is listening? Is it synonymous with hearing?

Communication experts distinguish the two terms by considering hearing as only a sensory and perceptual response while listening goes beyond it involving cognitive processes. Listening is an

active process that involves steps like receiving, interpreting and understanding a message. Hearing is the receiving of sound and recognizing it. Listening involves much more than receiving message as it involves interpreting the meaning and trying to understand the message as expected by the speaker. Some of the interesting definitions of listening are as given under.

Wolvin and Coakley (1979) Observed:

Listening entails receiving, attending, and assigning meaning. Assimilation and accommodation help in assigning meaning.

According to Myers and Myers (1982) active listening can be explained as follows.

Active listening involves listening to a person without passing judgment, on what is being said, and to mirror back what has been said to indicate that you have understood, what feelings the speaker has put across.

The differences between listening and hearing can be summarized as follows.

- **Hearing is a passive activity.** It does not require much attention. For example, while studying, students hear recorded music.
- **Listening is an active process.** It requires attention. It is the process of actively decoding and interpreting verbal messages. Thus it requires information processing. Research indicates that humans have an amazing ability to guess and fill-in-the-blanks when they are unable to hear everything that is said.

9.3 SIGNIFICANCE OF LISTENING

The actual use of communication skills breaks down as follows: writing-9%, reading-16%, speaking- 30% and listening 45%. Weinrauch and Swanda, Jr (1975) found that employees spend on an average, more than 30 per cent of their time listening. Training can increase comprehension by 25 per cent or more. A Study conducted by Janusik & Wolvin (2006) taking a sample of 206 college students revealed that average hours in a day spent for communication total to 24.08 and 50 per cent of them relate to listening.

Table 9.1: Daily Communication Activities

Activity	Total Hours	Total Percentage
Writing	1.82	8
Reading	1.40	6
Speaking	4.83	20
Listening*	5.80	24
Television*	2.12	9
Radio*	0.86	4

CDs/Tapes*	1.32	5
Phone*	1.87	8
E-Mail	1.33	6
Internet	2.73	11
*Total listening-related Activities	11.97	50

Source: Laura Janusik, Listening Facts, International Listening Association, n.d. <http://www.listen.org/Templates/facts.htm>

9.4 TYPES OF LISTENING

Listening can vary from individual to individual and situation to situation. Based on the attention and kind of participation listening can be classified as given under.

- Active or passive learning
- Attentive or inattentive listening

Active Listening

Also called deliberate listening, it is a dynamic process, in which both speaker and listener are actively engaged in the interaction process. It involves preparation to listen mentally and physically in the first place and attending, listening, reflecting and responding by providing encouraging feedback appropriately in the course of interaction.

Examples: Class lectures and group discussions.

Inactive Listening

The listener is active but the receiver is passive. The reasons for the listener assuming a passive role can be many. Lack of interest in the topic, apprehension that the speaker is going to be unduly critical, preoccupation and lack of time, etc., may be some of the reasons. The popular saying body present, mind absent signify this interaction.

Examples: Conference speeches and class room lectures which are uninteresting will have audience engaged in inactive listening.

Attentive Listening

Listening with rapt attention occurs when the receiver spares time, shows interest, lends ears and gives feedback at appropriate times during the interaction. It may take three forms.

Appreciative Listening

When the receiver has appreciation to the speaker and or topic, listening becomes appreciative. Examples: Seminar by Foreign university counselors- it helps meet study aspirations of students. Talk by charismatic speakers like religious gurus, our favourite teachers, or entertainers.

Empathetic Listening

Empathy refers to the ability of understanding others. When we empathise, we see from the point of view of others (positive cognitive response) and actually feel the way they feel (positive affective response). Listening of this type involves showing our concern, asking sensitively questions and encouraging self disclosure.

Examples: A sales manager adopts this approach of understanding needs of a client and tries to sell solutions; not simply products. A career counselor listens and provides advice using this type of listening.

Sympathetic Listening

This occurs when the receiver has real concern, affection and love towards speaker. Listener shows real concern, pays close attention, and expresses whole hearted support during interaction process. The process may lead to listener becoming speaker to offer counsel or support.

Examples: In psychological counseling, clients problems are heard and solutions are offered by the counselor. In appraisal sessions, supervisors listen to appraises and offer support to their development plants.

Inattentive Listening

This kind of listening is also known as fake listening or pseudo listening. The receiver pretends listening. While not hearing anything that is being said, the listener gives an impression of listening by head nods, eye contact, smiles and appreciative or inquisitive phrases like I see and Is it so?

Examples: Inattentive contexts may be: (i) Lectures in training sessions which are not interesting. (ii) A friend speaks to you and you are preoccupied.

9.5 LISTENING SKILLS

Listening is a process of sensing, attending, understanding, evaluating and remembering or responding with a suitable action. At each stage, the process can be made effective if one possesses the right kind of skills as shown in Table 9.2. The work of Rogers⁵ points out a caution. According to him listening, first of all, reflects a whole orientation to life and people. It is a basic attitude about people rather than just a set of skills. He further observes: Naturally, listening is a skill and, for that reason, can be taught and improved. But unless a helping attitude is present, little success can be predicted from simple mastery of a set of how-to-do-its.

Table 9.2: Listening Skills

Listening Activity	Description	Skills	Aids
Sensing	Recognizing stimulus	Sensory skills	Hearing aids
Attending	Receiving stimulus	Attention skills	Tuning our mind or hearing equipment
Perceiving	Interpretation based on our short memory using the contextual schema.	Memorizing skills Recall skills. Quick interpretation skills	Memory aids
Cognizing	Acquisition of more information to learn more about the message.	Cognitive /learning skills	Information sources like own memory, secondary sources like web sites, books, magazines etc.
Interpreting	Assigning meaning to the message.	Analytical and Interpretative skills	Data analysis tools
Understanding	Gaining an emotional feeling along with knowledge.	Emotional and rational intelligence	Interpreters/translators.
Evaluating	Considering worth of information	Evaluation skills	Evaluation scales of importance
Memorizing	Storing it in memory space	Memory skills	Memory aids

A brief description of the above mentioned skills is given under.

Sensory skills: If one sits for a while and starts hearing, he or she will hear several sounds in the environment the TV program, the buzz sound of mixer in kitchen, the ring of the door bell, and far away sounds of a moving vehicles, announcements of a mobile retailer, so on and so forth. The capacity to receive sounds is referred to as sensory skills.

Attention skills: Attention refers to the psychological ability of focusing on a chosen sound. It is the discerning capacity of humans to identify the sounds, selecting the desired ones and concentrating on it. This is called selective attention.

While we are trying to listen to the speech of our Managing Director with rapt attention, numerous messages compete for our attention. We do not focus on all of them, because we have decided to listen to this speech. Thus we choose some and reject others. Selectivity helps to reduce information over load.

Attention challenges relate to span (full to nil) and intensity (intense to sparse). Active listening is associated with full attention. Full attention implies that one is ready to receive several sounds. On the other hand, inattention occurs when the sounds are totally blocked.

The level of attention is dependent on our mood. When you are in good moods, you have energy and favorable disposition to pay attention to the sounds which you may not even like.

Sustaining same level of attention is a big challenge. Attention levels change with time. Say you are listening to a public speaker. No matter how much you admire him or her, how articulate the speaker, or how interesting the content, your attention wanes with time. Physically and mentally you experience a feeling of tiredness and your attention strength drops. When the subject is not interesting, you feel bored and lose attention.

Interpretation skills: It is the process of decoding and understanding the sounds. Filtering takes place here. Filtering is the process of giving symbols meanings through the unique mindset. Interpretation of message is colored by one's cultural, educational and social frames or references. This is why people say everyone has his own way of understanding a reality. A failure may be seen as the end of a venture by some, where as it is interpreted as a challenge to begin another activity in a different way by some others.

Analytical skills: It is the ability of distinguishing good and bad, identifying the dependent and independent factors in a given phenomenon. Also it is the ability of identifying relationships among the various factors.

When we hear demand analysis, we learn the different factors that influence demand. When someone says, price of onions have risen, we immediately relate it to the demand factor and interpret that the demand for onions will fall.

Evaluating Skills

After interpreting the meaning of the message, one would proceed to analyze the merits and demerits and draw conclusions. Good listeners will be objective and unbiased. They apply critical thinking skills and look for facts and opinions. Also they do not jump into hasty conclusions.

Feedback Skills

Feedback completes the communication cycle. It lets the sender know that the message was understood. Feedback may take different forms.

1. **Direct verbal responses:** It can be face-to face or over the telephone or by mail.
2. **Nonverbal responses:** It can be nod of the head or an appreciative smile.
3. **Clarification:** Listener may ask for additional information. He or she may just say, tell me more about it.
4. **Paraphrase:** Paraphrasing is repeating the message of the speaker. If I am right, what you have said is. . . ."

Memory Skills

According to some behaviouralists, if you can't remember it, you weren't listening. Forgetfulness is common. One would normally remember one-fourth of what he heard today after two days. One

common problem is forgetting names. After an introduction, one is supposed to remember the names of the introduced. More often, people can't recall the name after five minutes and face embarrassing situations. When we meet people, we often say, I remember your face, but I can't recall your name.

Memory is classified into two types.

- Shortterm memory Ability to remember things of recent past.
- Longterm memory Ability to remember things of long or remote past.

Some grown up adults recall vividly their childhood events. Some people cannot even recall what happened yesterday. Since a typical listener two months later remembers only about 25 per cent of what was said, listening without memory aids is appropriate for understanding shortterm operating problems. For many factual ideas use of memory aids is common. Notes taking while listening to a lecture and writing a diary are examples of such efforts.

9.6 ACTIVE AND ATTENTIVE LISTENING

How do you ensure attentive and active listening? We discuss steps in listening, and processing methods/strategies. We shall also identify barriers and outline listening guides to help one become an active listener.

Steps

Here are steps for good listening that can be followed by anyone.

- **Prepare for listening:** Have open mind. Make a determination to listen. Develop interest in listening by becoming inquisitive about the topic and speaker.
- **Pay attention:** Offer full attention. As you hear the speaker, you may become selective, depending upon your interest areas, and the coverage provided by the speaker.
- **Hear the message noting down when necessary:** Record the message in your memory. Take a note of the key ideas and terms.
- **Process the information for understanding:** One can adopt top down or bottom up processing methods depending upon the situation.
- **Seek clarifications where and when necessary:** Do not postpone understanding. It is a progressive process of moving from unknown to known.
- Memorise for short or long time with or without aids.
- Take necessary actions as a follow up.

Processing Strategies

Current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening. Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing⁵.

Bottom-up Processing

In bottom-up processing, comprehension is achieved by analyzing the received data at successive levels of organization: sounds, words, clauses, sentences, texts until meaning is derived. Comprehension is viewed as a process of decoding and Clark and Clark⁶ (1977) details the steps in the following way :

1. [Listeners] take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

For example Ram said, I'm going to meet the customer today

Functionally the key words are: Who? (I), What (meet), Whom (customer), When (today) and Why (??), Where (???). From prior knowledge of the customer location and purpose of meet, the comprehension will be complete.

Top-down Processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of schemata or scripts/plans about the overall structure of events and the relationships between them.

For example, consider this example. My colleague said, I am going to the boss this afternoon.

This utterance activates a schema for going to the boss. This schema can be thought of as organized around the following dimensions :

- A setting (e.g., the air-conditioned office)
- Participants (e.g., the manager, the employee, the personal assistant of manager)
- Goals (e.g., to have a clarification)
- Procedures (e.g., conversation)
- Outcomes (e.g., fixing the problem, happiness)

When I returned to my office, the following exchange took place with my colleague:

So how was it?

Fine. I am delighted.

Because speaker and hearer share understanding of the going to the boss schema, the details of the visit need not be spelled out. Minimal information is sufficient to enable the participants to understand what happened.

Barriers

The major barriers to this type of listening are those which distract our attention.

- **Idle time in processing:** Listening is faster than speaking. A person speaks at the rate of 100 to 200 words per minute, but a listener's brain can process words much faster, especially in top-down processing. Good listeners concentrate forcefully on the message to keep from day dreaming or mind wandering. They use idle time for reflecting on the message.
- **Threat to self-image:** Since speaker is initiating action, listening may threaten a person's self-image. When this feeling is predominant, attention paid will be less. The listener may become critical and evaluative of every utterance of the speaker.
- **Lack of interest-Some people do not like some topics:** They prefer to avoid them as much as possible by playing safe. They listen to the bare essentials.
- **Distractions in environment:** They refer to noises in the environment created by external factors and members in the interaction environment. Some people disturb others by talking to persons sitting next to them, by shuffling papers, by sighing, by sporting uneasy looks, and so on.

Guides to Effective Listening

The Ten Commandments to effective listening are as given in Figure9-1.

(i) Energize talker so that his talk will be interesting

1. Stop talking.

You cannot listen if you are talking. Polonius (Hamlet): Give every man thine ear, but few thy voice.

2. Put the talker at ease.

Welcome the person, and express your availability. Help a person feel free to talk by making him or her comfortable. Create a permissive atmosphere by establishing rapport.

3. Show a talker that you are interested.

Look interested. Establish eye contact and give nonverbal responses.

Act interested. Do not read your mail while someone talks.

Listen to understand than oppose. Pay close attention; be in the moment.

(ii) Create listening environment

4. Remove distractions

Don't doodle, trap or shuffle papers. Offer to shut the door. Don't answer phone calls.

(iii) Be favourably disposed to learning

5. Empathize with talker.

Try to see other persons point of view. Connect with the person by sharing similar experience. Summarize and paraphrase to check your understanding.

6. Be patient.

Allow plenty of time. Do not interrupt a talker. Wait out the short pauses. Don't start for the door or walk away.

7. Hold your temper.

Pause before you speak or respond. An angry person takes the wrong meaning from words.

8. Go easy on argument and criticism.

These approaches put a talker on the defensive, and she or he may calm up or become angry. Do not argue. Even if you win, you lose.

9. Ask relevant questions.

Asking question encourage a talker and shows that you are listening. Probe for underlying sentiments and hidden content. This helps develop points further and discloses relevant questions.

10. Stop talking.

This guideline is both first and last, because all others depend on it. You cannot be an effective listener while you are talking.

9.7 BENEFITS OF LISTENING

Listening is Beneficial to Managers

- **Establishes relations:** One of the major complaints of people is lack of listening. Supervisors complain that their subordinates do not listen. Subordinates complain that their supervisor

doesn't listen. As such, those who listen with purpose will be respected and liked by people. Keith Davis⁷ says, Good listening is good manners; people think more of us when we listen to them attentively. Finally our good listening encourages others to respond by listening to what we have to say. It is a form of behavior modeling for them.

- **Boosts morale and motivation:** Listening implies that the other person is fundamentally important and worth listening to, worth giving some of your attention, energy and time. The feeling that I can take my problems, ideas and suggestions and convey to my boss creates a sense of self-confidence and a feeling of self-worth among employees. Thus the belief that My boss listens is a morale booster to employees.
- **Facilitates productive operations:** Communication is complete and effective only when listening is practiced in the organization. Every day instructions, meetings for plans, conferences for strategies, discussions for creative ideas and many other communication exercises need listening to become effective. Good listening is foundation for effective communication which is essential to get things done and achieve goals of the organization.
- **Provides inputs for sound decisions:** Listening is important to get right information from different sources. If one does not listen to employees with whom he is working, and customers whom he is serving, he cannot take decisions pertaining to his function.
- **Encourages employee creativity:** Superiors often wear listening earmuffs when an employee comes out with a suggestion or creative idea. This is due to lack of interest in creativity, or lack of trust in the intelligence of subordinates. In this competitive world, every idea counts. Therefore, organizations are developing listening mechanisms like open door policy, suggestion systems, brainstorming sessions, quality circles and the like to listen to employees.

In fine, it can be said that a new wave of interest is sweeping the organizations spreading the message that listening brightens the day with greater understanding of the problems and opportunities as well solutions and accomplishments. Today managers understand that listening is important, some times more than speaking.

9.8 SUMMARY

Listening is an active and attentive process of a receiver in the context of oral communication. The actual use of communication skills breaks down as follows: writing-9%, reading-16%, speaking-30% and listening 45%. Different types of listening such as active and inactive listening and attentive and inattentive listening are found in practice. A variety of skills make up good listening. They include: sensory skills, attention skills, interpretation skills, analytical skills, evaluating skills, feedback skills and memory skills. Steps in listening process are: Prepare for listening Pay attention Hear the message noting down when necessary Process the information for understanding Seek clarifications where and when necessary- Memorize for short or long time with or without aids- and take necessary actions as a follow up.

The major barriers to attentive listening are Idle time in processing Threat to self-image Lack of interest and Distractions in environment. The ten commandments to effective listening are: Stop talking Put the talker at ease Show a talker that you are interested Remove distractions Empathize with talker Try to see other persons point of view Be patient Hold your temper Go easy on argument and criticism Ask relevant questions and Stop talking.

The benefits to good listening are: Establishes relations Boosts morale and motivation- Facilitates productive operations Provides inputs for sound decisions Encourages employee creativity.

9.9 SELF ASSESSMENT QUESTIONS

Review Questions

1. Explain the concept of listening.
2. Discuss the significance of listening.
3. Identify the different types of listening.
4. List the listening skills important for managers.
5. How do you explain active and attentive listening.
6. Outline the steps in active and attentive listening.
7. Enumerate the benefits of listening.

Essay Questions

1. What do you understand by listening? Discuss the significance and types of listening.
2. Explain in detail active and attentive listening.
3. Enumerate the benefits of listening. How do you develop listening skills?

Exercises and Games

1. Self-Assessment Instrument

My Listening Habits

Read the statements that describe your listening behavior. Respond on a 5-point scale honestly. The scale indicates your behaviour frequencies. Circle the number that best describes your behavior.

Scale: 5 - Always 4 - Most of the times - 3- Usually 2 - Occasionally 1 - Never.

S. No.	Statement	Scale				
1	I let people finish what they're trying to say before I speak	5	4	3	2	1
2	If a person hesitates to speak to me, I try to encourage him/her rather than start my reply?	5	4	3	2	1
3	I withhold judgment about the person's idea until he/she has finished.	5	4	3	2	1
4	I can listen fully even though I think I have knowledge of what he/she is about to say.	5	4	3	2	1
5	I can listen non-judgmentally even if I do not like the person whos talking.	5	4	3	2	1
6	I will stop what I am doing and give full attention to listen to others.	5	4	3	2	1
7	I try to give the person appropriate eye contact, head nods, and non-verbals to indicate that I am listening	5	4	3	2	1
8	I listen fully regardless of the speakers manner of speaking (i.e., grammar, accent, choice of words).	5	4	3	2	1
9	I ask questions to clarify ideas more fully given by the speaker.	5	4	3	2	1
10	I restate/paraphrase what's said and ask if I got it right.	5	4	3	2	1

Key to Scoring: Add the scores and find out how good listener you are.

Total points _____

If you have scored

Above 44, you are an excellent listener.

36-44 you are an good listener.

25-35 you are an average listener.

0-24 you need to develop good listening habits.

2. Class Room Exercise – Is Listening a Pleasure?

Divide the participants into pairs.

Ask them to follow the procedure of listening given under.

- One of them describes for 5 minutes to the other an event in her/his life, which made him/her feel happy.
- The listener listens with rapt attention for 2 minutes. For the remaining period, he listens without much attention yawning, looking elsewhere, turning around, doing whatever she/he wants to show that she/he has stopped listening.

After 5 minutes, the speaker and listener should change roles. The two stages of the exercise should then be repeated.

Discussion

- Ask participants how they felt first as speaker, telling their story to a willing listener and to non-willing listener.
- Then ask participants how they felt as good and bad listeners.

3. Seminar Themes

- Listening Skills and Functional Managers: Perspectives and Problems.
- Listening Skills and Hierarchical Systems: Contexts and Challenges.
- Listening Skills: A Cross -cultural Perspective.

4. Take Home Assignments

- Explain the significance of listening to managers. How do you train managers as effective listeners?
- Conduct a survey on listening habits of MBA students and identify the types of listening adopted. Also find out the listening problems faced by them.
- Maintain a listening log for a week as shown in Exhibit-1 and make a report for presentation in class room.

Exhibit 1: Listening Log

Day	Context	Listening problems
1		
2		
3		
4		
5		
6		
7		

5. Group Discussion Topics

- Listening is not hearing; speaking is not saying.
- Managers who listen become counselors and not task masters.
- Listening cannot be developed because it is more an attitude than a skill.

6. Game

Role Play : Evasive Listener

Some people do not listen positively and take advice of counsellor who ever he or she may be. They simply say the advice cannot be put into practice for one reason or other. Here is one such person as an employee and the supervisor is trying his best to convince him to be regular, punctual, hard working, and successful, to be recognized as good employee and merit for rewards and promotion.

Supervisor: Vijay, you are late to work. This is third time in this week.

Raghu: Yes sir! I am sorry. I started at home much earlier.. but the bus & came late.

Supervisor: I may have to levy fine next time if you were late again.

Raghu: Yes sir! If you sympathize with my condition you won't say like that sir!

Supervisor: What condition are you in!

Raghu: Terrible sir! If only you come to my house you will understand.

Note: Thus the conversation goes on with if, but, however, such evasive devices.

Find out whether you can be successful at the end.

CASES

Case 1: I Need no Advice

Mahendran was very happy when he got appointment in a furniture making company as a manager by virtue of his engineering and management education. After joining, he found two things: (i) many of the employees working there are much elder to him and (ii) methods used by them can be improved in a simple way by making simple improvements. He organized meetings of each section of workers and discussed their problems and pointed out the need to modernize their ways of functioning, in a general way, to enhance productivity. He invited them to offer suggestions and told them he would also come up with suggestions which they may consider implementing if found worthwhile.

Some of the seniors were impressed by his modesty and intelligence, while others ridiculed him as the boy with bookish knowledge. In the next three months, Mahendran showed what he is capable of. He made good suggestions and many of the seniors either grudgingly or willingly implemented them. When someone brought suggestions to him, he heard them with attention and encouraged experimenting with them. He persuaded management to reward successful ideas of employees. With this kind of approach, he won the appreciation of many of the employees.

He thought of improving the attendance recording and pay roll system and the news was carried to Rangan who has put up almost 30 years of service in the organization. Those who were jealous of Mahendran's success worked a plan to create rift between Mahendran and Rangan. They discreetly spread bad word of mouth about Mahendran and vitiated the mind of Rangan.

When Mahendran visited pay roll office for finding out its functioning, Rangan indifferently received him and explained the procedure. Mahendran found everything in order. He told Rangan: Superb! You are doing a great job. I think I do not have any suggestions to offer. To this comment, Rangan gave a bitter reply, Had you realized this, we would not have wasted our time like this. Obviously, Mahendran was shocked with his rude comment.

Questions for Discussion

1. Appraise the communication approach of Mahendran.
2. Is there a listening problem in this case? If yes, explain it in detail.

Case 2: Will you Listen Please?

Madhav is a stern task master in organizing his staff. He is known for exercising authority and never missed time deadlines. Though employees are unhappy with his stiff attitude, they respected his judgment and functional competence. One fine morning, he conducted a staff meeting and announced that some changes are necessary in view of the company transfer policy. The policy reads: Every employee at the junior level who put up two years of service in one department will be transferred to a department of his or her choice to facilitate all-round development. Accordingly,

he transferred three of the employees. He announced the changes in the meeting and exhorted all the employees to work with good spirit and efficiency.

Ravana, the supervisor of logistics department is surprised to know that Ms. Sushma has opted transfer to his department. She is known to be an easy going type and never taken seriously by her superiors. They let her go because, she is a woman and young in age. The work load in his department is heavy and all the employees working under him work hard sincerely. The prime motivation for their work comes from the commitment Ravana shows towards the organization and the job, and the respect he gives to his fellow employees.

Next day Ms Sushma reported to work. For three days, Ravana discreetly observed her behaviour and found that she is not working as hard as she should. She has many pending files on her table and when a fellow employee asked her to finish the work, she carelessly told him, its boring here. I will see the files when I feel like working!

Ravana came to know about her attitude towards work. He called her to his chambers to motivate her to work. The following conversation took place.

Ravana: How do you find the new place Ms. Sushma?

Sushma: As expected, dull.

Ravana (surprised): Then why did you come here.

Sushma: It is because of Madhav. He promised a promotion if I work here.

Ravana (shocked): Is it?

Sushma: Yea! In fact, I wanted to be in the PR section. But Madhav told me it will not give me necessary exposure to core activity of our business organization.

Ravana: If that is the case, you have to take work seriously and get full exposure of various activities here.

Sushma: That is not necessary, Madhav told me if I somehow spend one year here, he will recommend my name for promotion.

Ravana: That is improper Sushma, you cannot be a good boss if you do not know the intricacies of every job and departments.

Sushma: Sir! Please let me go.

Ravana: Will you listen please and care my advice?

Discussion Questions

1. Why Ms. Sushma has no desire to listen to what Madhav said or wanted to say?
2. If you were, Ravana, what would be your next course of action?



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2. If you were, Ravana, what would be your next course of action?



CHAPTER

10

BODY LANGUAGE

Objectives

After completing this chapter, you will be able to understand:

- Explain what body language is and its role in oral communication
- Discuss the importance of right postures
- Know the effects of right body language .

Structure:

- 10.1 Introduction
- 10.2 Concept of Body Language
- 10.3 Effects of Right Body Language
- 10.4 Postures and Meanings
- 10.5 Right Posture – its Importance
- 10.6 Summary
- 10.7 Self Assessment Questions

Vignette	Logos Speak
<p>In 2009, Hindustan Latex Ltd (HLL) a public-sector unit set up by the Government under the Ministry of Health and Family Welfare in 1966, was rechristened HLL Lifecare Ltd. In the global contraceptive market, the company has emerged as a leader with a market share of nearly ten per cent. It has evolved a new vision and is confident of meeting future challenges with renewed vigour and commitment to provide its products and services to people worldwide, particularly in rural and underserved areas of this nation. The company's logo was changed to reflect the changes in its operations and focus. The move is from "innovating for generations" to reaching the "bottom of the pyramid in villages"¹.</p> <p>India Post is an organization that symbolizes the modernization trend in the field of services. It has been given a new name and a new look. In line with the new retailing developments, it is emerging as the one stop solution for consumer needs. You could soon walk into a rural post office and initiate the process for buying a variety of products and services ranging from a car to ayurvedic products with as much ease as availing information services and insurance policies. In accordance with the change, a new logo, was unveiled in September 2008.</p> <p>It aims to give the postal service a corporate look and reflect its new approach towards business—an approach that shall aim to leverage technology to connect the nation better. The new logo depicts a bird in flight, done in bold colors like red and yellow. The bold strokes convey free flight. Red has been chosen for its traditional association with the postal service. It embodies passion, power and commitment.² Starting with logo, we find the presence of non-verbal communication in many aspects of human and organizational lives. This chapter focuses on body language and its use for effective communication by managers.</p>	

10.1 INTRODUCTION

Managers should develop communication skills to excel in many of the roles they play in different contexts as leader, mentor, coach, appraiser, counsellor and so on. In playing these roles, they make use of non-verbal communication to supplement or substitute oral communication. The awareness of body language as an important tool of communication is as such indispensable to managers. It is found by research that verbal descriptions would be less meaningful without the support of non-verbal communication. Studies show that words account for only 7% of the messages we convey. The remaining 93% is non-verbal. 55% of communication is based on what people see and the other 38% is transmitted through tone of voice. Therefore, managers have to understand the art of body language and learn to use it for effective communication.

10.2 CONCEPT OF BODY LANGUAGE

Human body speaks in many ways. Hedwig Lewis³(1998) defined body language as follows.

Body language is the communication of personal feelings, emotions, attitudes, thoughts through body movements- gestures, postures, facial expressions, walking styles, positions and distance—either consciously or involuntarily, more often subconsciously, and accompanied by the spoken language.

10.3 EFFECTS OF RIGHT BODY LANGUAGE

Verbal language consists of words and sentences that are grammatically arranged to express our meanings. The use of verbal language, however, has certain limitations. It is non-verbal communication that either singly or in association with verbal language that provides fuller meaning to expressions.

Complements Verbal Language

The verbal and body languages comprise a dual dialogue. They supplement and complement each other. If they are congruent, communication will become strong and effective.

Certain words or sentences are not easy to understand either because they are complex or ambiguous. Also words are either not available or inadequate in expressing some of the emotional feelings. In such cases, the body language helps.

Respect is aptly indicated by touching feet, love is displayed by a kiss or hug, indifference is indicated by looking away and confidence is expressed by smile and bright eyes.

Overcomes Verbal Language Problem

Where verbal language fails, body language helps. When the speaker is far away and even the words spoken loud cannot be properly heard, more visible hand movements can be of help. Also when the listener cannot understand the language of speaker, he depends on body language to convey the message. Gestures may substitute words.

When you raise your hand and wave it to a distant person it means an enthusiastic, pleasant greeting (hello!).

Makes Intentions more Clear

The context and the intention of the speaker both play a major role in assigning meanings to the spoken word. As such, one cannot take the face value of the spoken word or sentences.

When teacher warns the student, 'Beware if you repeat this behavior, I will punish you', waggling out a finger has the effect of warning.

When boss says I am ready for discussion and keeps on yawning, the verbal message is contradicted by the yawning which is indication of his tired state.

Lays Proper Emphasis

Body language makes an expression strong.

The order “Go away” with an angry face and pointing hand is more emphatic than a mere verbal expression -”go away”.

When we welcome our guests, a cheerful smile strengthens our expression by giving similar meaning.

Figure 10.1: hows how change in tone can change your meanings.

Placement for the emphasis	What it means
Why don't I take you to dinner tonight?	I was going to take someone else.
Why don't I take you to dinner tonight?	Do you have a problem with me?
Why don't I take you to dinner tonight?	I am trying to find a reason why I should n't take you.
Why don't I take you to dinner tonight?	Instead of lunch tomorrow.
Why don't I take you to dinner tonight ?	Not tomorrow night.

Regulates Behaviours

The behaviors of people are controlled with gestures.

To keep students silent, a teacher may say ‘hush’ and place his index finger on mouth.

Displays Emotions More Precisely

They help display emotions or effects.

We lift one eye brow for disbelief. We rub our noses for puzzlement. We clasp our arms to protect ourselves. We shrug our shoulders for indifference, wink one eye for intimacy, tap our fingers for impatience, and slap our forehead for forgetfulness.

Table 10.1 summarizes the effects of body language

Table 10.1: Effects of Body language

Expression	Body Movements Cluster
Dominance, Power	Feet on desk, piercing eye contact, hands behind head or on hips, palm-down handshake and standing while other is seated.
Submission, Nervousness	Bent head, drooping arms, fidgeting, minimum eye contact, hands to face, hair, etc., palm-up handshake and throat clearing.

Disagreement, Anger, Skepticism	Red face, finger pointing, squinting eyes, frowning, turning away, and crossing arms and legs.
Boredom, Lack of Interest	Leaning back, avoiding eye contact, playing with objects on desk, staring blankly, drumming on table, picking at clothes and looking at watch, door, etc.
Uncertainty, Indecision	Swinging back and forth, Cleaning glasses, looking puzzled, putting fingers to mouth, biting lip, pacing back and forth and tilting head
Suspicion, Dishonesty	Touching nose while speaking, covering mouth, avoiding eye contact, moving away and crossing arms or legs
Evaluation	Walking at slow pace, Nodding, squinting, putting index finger to lips, tilting head slightly and stroking chin
Confidence, Cooperation, Honesty	Up right posture, Leaning forward, opening arms and palms, maintaining great eye contact, keeping feet flat on floor, smiling, and moving with counterpart's rhythm.

10.4 POSTURES AND MEANINGS

Posture refers to the body position. Different postures show different positions of the body parts and varying degrees of openness. The legs and body play an important role in postures.

Legs

The position of legs in sitting postures conveys different meanings.

- Sitting in the chair, legs crossed and back supported by the back of the chair signify confidence and readiness.
- Placing one leg or ankle on top of your other knee making a "Figure Four", means you are arrogant.
- Sitting with one leg folded square on top of the other leg so that the ankle comes to rest on the knee of the other leg –like numeric 4- indicates casual approach to conversation
- Crossing legs indicates authority. Shaking the upper leg is a sign of frustration or intolerance.
- Stretching legs in front of the self on the floor shows a relaxed mood.
- Sitting on the edge of the chair shows readiness to compromise.
- Rocking or swinging in a chair indicates the person is in full control.
- When you slump in your chair or lean on the wall, you look tired.

Body

By the way body parts are held postures vary.

- Standing tall has to do with the upper part of the body, which is held straight and upright. It indicates confidence.
- Pushing back one hip while standing or conversing gives the message –"I don't want to be here".

10.5 RIGHT POSTURE – ITS IMPORTANCE

Postures are helpful in finding out degree of attention or involvement, status differences, and amount of affection between the communicators. A management graduate has to make note of the following positive effects of body language.

- A well dressed person presents pleasant physical appearance and looks like a professional.
- A person who is always on time perceived as being well organized.
- Walking with quick stride and arms swinging freely indicate enthusiasm and energy.
- An upright correct posture will improve the appearance and give the feeling of confidence.
- A smile makes one look cheerful and energetic.
- A firm handshake demonstrates confidence.
- Eye contact conveys positive emotions like confidence, agreement, and interest in the subject of conversation.
- Parallel or mirror-image congruent postures (one person's left side is parallel to the other's right side) lead to favorable transactions.
- Looking with wide open eyes indicates undivided attention.
- Small head nods show continuing attention; while larger ones show disagreement.
- Ha-Ha laugh is a genuine expression of joy and self-fulfillment.

Some of the negative communicators are: frowning, yawning, raising an eye brow, closing the eyes, glancing at a watch, etc. They show lack of interest.

10.6 SUMMARY

Managers should develop communication skills to excel in many of the roles they play in different contexts as leader, mentor, coach, appraiser, counsellor and so on. Verbal language consists of words and sentences that are grammatically arranged to express our meanings. The use of verbal language, however, has certain limitations. It is non-verbal communication that either singly or in

association with verbal language that provides fuller meaning to expressions. Right postures are important for impressive social behavior.

10.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. Explain the concept of body language.
2. Identify the effects of right body language.
3. What do you understand by posture? Give two examples.
4. Explain the need for right posture in interviews.

Essay Questions

1. Explain the concept and significance of non verbal communication
2. Explain the different types of postures and their meanings. .

Exercises and Games

1. Self-Assessment Instrument

Know Your Body Language Skills

Find out how good you are in non-verbal communication skills by responding to the following statements on a 5-point scale of agreement. Your responses can be based on your perceptions of self and opinions of your class mates and teachers.

Scale: 5 - Strongly agree 4 - Agree 3 - Uncertain 2 - Disagree 1 - Strongly disagree.

S. No.	Statement	Scale				
1	I wear formal or informal dress appropriately to suit the situations.	5	4	3	2	1
2	Most of the times, I am punctual to classes.	5	4	3	2	1
3	I greet my teachers and class mates with a smile.	5	4	3	2	1
4	When late to the class work, I enter the class room silently without making noises (catwalk with my shoes, no ruffling sounds of papers, no whispering into the ears of bench mate etc)	5	4	3	2	1

5	In my written assignments, I prefer to use diagrams and pictures.	5	4	3	2	1
6	My teacher appreciates my use of body language in my presentations.	5	4	3	2	1
7	I never yawn when someone is speaking in the class room.	5	4	3	2	1
8	My group has a name and logo.	5	4	3	2	1
9	I always keep my chin up, as I am confident of myself.	5	4	3	2	1
10	I do not lean on the table when speaking to my teachers in their chambers.	5	4	3	2	1
11	In mock interviews, I sit back in my chair and answer with a smile.	5	4	3	2	1
12	In expressing thoughts, I learnt how to use my hands.	5	4	3	2	1
13	I remember, my face is expressive and take are not to hurt others.	5	4	3	2	1
14	I maintain eye –contact with my teachers and class mates.	5	4	3	2	1
15	My class mates compliment me saying, 'you are like a good actor- expressive with words as well as your action'.	5	4	3	2	1

Key to Scoring: Add the scores and find out how good you are in using your body language.

Total points _____

If you have scored

Above 60 you are excellent in using body language..

45-60 you are a good in using body language .

Below 45 you should be concerned with your skills and make an effort to improve.

2. Class Room Exercise

Developing oral communication is possible only when one practices it on a continuous basis. Here you can try three approaches to build your oral communication skills with supporting body language.

After the three exercises, Instructor may assemble the class and discuss the following question.

(i) How well speaker performed in terms of verbal power, subject knowledge, fluency, use of non-verbal media and time?

Just a Minute (JAM): Only one minute is give to make presentation.

Instructor asks the students to write a title of a topic on a small sheet of paper, fold the paper to hide the title and place it in a tray. The instructor mixes them up and announces the commencement of JAM.

Students are invited to come one by one. They pick up a chit, take one minute to reflect and another one minute to speak.

Extempore Speech: Speech delivered without preparation.

Similar procedure may be followed here also. But the time duration can be longer say 3 or 5 minutes.

Debate: On a topic, two students speak taking opposite stands - for and against.

Instructor asks students to form into dyads, encourages them to develop a list of topics for debate and choose a topic of their choice for debating.

Each team may be given 6 minutes time – 3 minutes for and 3-minutes against. Instructor may ask one of the students in the class, to watch the time and give time up signals.

3. Seminar Themes

- Non-verbal Communication-Impact and Innovations
- Body language for Managers

4. Take Home Assignments

- Write a note on use of body language by students in class room.
- Write a note on use of body language by teachers in class room.
- Conduct a study on perceptions of professional students on body language.

5. Group Discussion Issues

- Verbal language has enough power to express ourselves.
- Body language is indispensable but ambiguous.
- The central task of communication training programmes is developing body language skills.

6. Game

Role Play : Interact in Your Own Style

Instructor is advised to divide the class into groups –each one consisting of three members. Each group will study the following situations. One of them will play the role of supervisor and another Office manager. The supervisor is experienced and is supervising about six employees in the office. The third one will be observer and he or she will note down the body language used by supervisor and manager. They can choose their own words and non-verbal expressions in playing the roles.

Exhibit 10.1: Observation Sheet of Body Language

Situation	Manager	Supervisor
1		
2		
3		
4		
5		

Situations Faced by Supervisor :

1. The supervisor has asked his subordinate to prepare a report and it is not yet ready. It is already late and supervisor is worried.
2. The supervisor finds that employees are not regular and active in their work. All of them are working there long before he came there. As such they feel they know more than him.
3. Employees are coming to meetings late. They are not constructive in their approach. Some of them talk loudly disturbing the proceedings. They criticize others ideas.
4. Employees are not meeting their targets, take longer coffee breaks, and do not keep the premises clean.
5. The supervisor has initiated a new work procedure. The employee rejects it outright saying they tried something like this three years ago and it didn't work then.

CASES

Case 1: Is it My Body Language?

Venkat was unhappy. He could not get a job though he attended three campus interviews. Most of his friends could get selection and some of them are cheerful as they have got their letters of appointment too.

Though frustrated, Venkat did not lose his heart. He met the Placement Officer (PO), who is also career counselor.

Venkat: Good morning sir! (Without waiting for reply he dragged a chair making noise and sat down)

PO: Good morning, Venkat.

Venkat: Sir, You know I could n't get any job so far. I came to know why?

PO: Mostly because of your body language.

Venkat: What! Because of my body language?

PO: Yes! When you came in now, you dragged a chair, making obtrusive noise.

Venkat: Of course! Because I know you well.

PO: Good manners are important anywhere and anytime. You should not lean forward on the table, you should not smile awkwardly, and you should stop wearing the shoes that make pounding sounds. Kindly make a total check up of how do you look and behave. Most of the time in the interviews you look stiff and nervous though you look confident outside.

Venkat: So you suggest me to have a check list for my non-verbal communication and improve myself.

Questions for Discussion

1. Do you support the view of PO that nonverbal communication is important in interviews? Is selection for job, knowledge based or behavior based?
2. Develop a body language checklist for management students appearing for job interviews.

Case 2: Speak with Confidence

Sunanada, a Regional Manager of a public sector bank was unable to concentrate on her work. The reason: she was invited to speak on the topic 'Trends in Human Resource Management Practices in Banking Sector'. The audience was students in a management institute. She is not a MBA graduate and she has no exposure to management teaching styles. She addressed her employees several times but the contexts were totally different to give her confidence.

At this point, the telephone rang. Sunanda picked it up uneasily. It was Pushkarini, her good old friend. She called to make routine inquiries. It was then Sunanda remembered that Pushkarini did MBA. She told her plight to Pushkarini. She said “See Pushk, I have to address MBAs, give me advice. Please come down to my office immediately”.

Pushkarini came immediately and the following conversation took place between them.

Sunanda: Pushk, I am nervous. You MBAs are hard hitting. I do not know whether I can speak well in front of them.

Pushk: See Su, You can do it. You have done public speaking many a time and this is no different to that. However, you are addressing youth, who will be impressed with appearance, style and substance. Wear modern outfit. Be stylish in your walk and talk. Speak authoritatively drawing from your own experiences. Give case examples. Sprinkle humor here and there. Keep smiling and maintain direct eye contact by looking around. Feel that they are your brothers and sisters. Once related and connected, you will feel secure. Further.....

Questions for Discussion

1. Why do you think Sunanda was nervous to speak?
2. Do you endorse the suggestions given by Pushkarini?
3. Do you have further suggestions to make to Sunanda?



CHAPTER

11

EMOTIONAL INTELLIGENCE

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept of emotional intelligence
- Describe the elements of emotional intelligence
- Understand the organizational applications
- Know how conflicts can be resolved constructively in the organizations.

Structure:

- 11.1 Introduction
- 11.2 Concepts and Definitions
- 11.3 Elements of Emotional Intelligence
- 11.4 Organizational Application
- 11.5 Conflict Management
- 11.6 Summary
- 11.7 Self Assessment Questions

Vignette	Self-esteem or Money?
<p>The authorities of a town municipality had faced peculiar problems of employment. The municipality has employed 150 workers for general cleaning and sanitary duties. They were chosen from the residents belonging to the poorest sections of the town and designated them as "Work trainees". Preference was given to high school dropouts and chronic unemployed. It was expected that they would value the opportunity of doing some work, though the work was not a challenging one. However, contrary to the expectations, the municipal authorities faced problems like insubordination, high absenteeism, work evasion and low performance.</p> <p>To resolve the problems, the municipality decided to tighten direct supervision. The workers were watched closely and individual performance was frequently reviewed. This program resulted in an increase in high productivity for some time. However, the nagging problems surfaced once again and there was an increase in absenteeism and indiscipline. There was a very significant increase in the number of supervisor-employee confrontations resulting in suspensions and dismissals. The employees who lost their jobs had not shown any regrets. In fact, some of them looked happy that they were rid of a dirty job.</p> <p>In view of this, the municipal authorities decided to adopt a quite different approach. They created self-managing work teams and gave them specific areas and defined their responsibility. The work teams were given leaders selected from their own ranks. These work team leaders were paid supervisor allowance. However, to the surprise of municipal authorities, the new team leaders gave up their leader positions complaining that the allowance was not worth the abuse they face in discharge of their duties.</p> <p>The underlying cause for all these problems is rooted in emotional feelings associated with the job. Unless the jobs have some social status, even the less educated will not prefer to hold them. This chapter deals with the sensitive emotional side of people and enterprises.</p>	

11.1 INTRODUCTION

Human behaviors are guided by emotional feelings and rational thoughts. Earlier thinkers on management and economics assumed a rational-economic man in perceiving and designing organizations. However, the models required modifications as human behavioural theorists later proved that emotions play a significant role in managing people. Accordingly, researchers focused on the study of emotions of employees at work. The ability to sense and deal with emotions is called emotional intelligence and it has become a part of management training programmes.

11.2 CONCEPTS AND DEFINITIONS

Emotional intelligence(EI) refers to the ability to accurately perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions.

Three important terms require explanation to understand emotions².

- Affect is generic term that covers a broad range of feelings that people experience. It's an umbrella concept that embraces both moods and emotions.
- Moods are emotional feelings which are not intense and are not related to any specific cause or stimuli. One can be in good or bad moods.
- Emotions are intense feelings aroused by a specific cause or stimuli. A variety of emotions are found in people.

Ramani is affected by the rude behavior of her class mate. She told her friend, how Suman has insulted her before other class mates. She was very angry. Her friend tried to sooth her anger in many ways. Though her anger subsided, she could not become her normal self. Since anger disappeared, mood cannot be attributed to any one specific reason. The bad mood is a spillover of an unpleasant experience that dispirited Ramani.

We often hear people say, I don't have mood to do the work. I' m in bad moods, don't disturb.

Emotions are classified as given in Table 11.1

Table 11.1: Classification of Emotions

Basis	Categories	
Variety	Positive: happiness, joy, surprise	Negative: sad, grief, fear
Intensity	High-deep in feeling	Low – less affective
Frequency	High: occurs repeatedly in a given period	Low: less occurrence in a given period
Duration	Long–stays for more time	Short–felt for a while
Manifestation	Felt–kept inside individual	Displayed–shown to others

11.3 ELEMENTS OF EMOTIONAL INTELLIGENCE

If management is getting things done through and with people, managers have to be capable of dealing emotional and rational facets of people. In fact every one of us needs emotional intelligence to help us through our emotionally demanding days. High EI individuals will display the behaviors³ listed in Table 11.2

Table 11.2: Elements of Emotional Intelligence

S. No.	Facets	High scorers perceive themselves as
1	Adaptability	Flexible and willing to adapt to new conditions.
2	Assertiveness	Forthright, frank, and willing to stand up for their rights.
3	Emotion perception (self and others)	Clear about their own and other people's feelings.
4	Emotion expression	Capable of communicating their feelings to others.
5	Emotion management (others)	Capable of influencing other people's feelings.
6	Emotion regulation	Capable of controlling their emotions.
7	Impulsiveness (low)	Effective and less likely to give in to their urges.
8	Relationships	Capable of having fulfilling personal relationships.
9	Self-esteem	Successful and self-confident.
10	Self-motivation	Driven and unlikely to give up in the face of adversity.
11	Social awareness	Accomplished networking with excellent social skills.
12	Stress management	Capable of withstanding pressure and regulating stress.
13	Trait empathy	Capable of taking someone else's perspective.
14	Trait happiness	Cheerful and satisfied with their lives.
15	Trait optimism	Confident and likely to "look on the bright side" of life.

11.4 ORGANISATIONAL APPLICATION

Today emotional performance has become important with the increase in jobs in service sector and progress in consumerism. People are expecting business to be more courteous and fair in transactions.

Facets of Emotions

In the context of organization, emotional considerations involve recognition of two distinct aspects.

- **Emotional labor:** During interpersonal interactions in formal organizations one cannot take liberty to express his own felt feelings. His or her formal feelings are conditioned by organizational norms and rules.

For instance, a sales person is angry with the prospect, who refused to listen to his sales talk. Can he show his anger? No. He cannot. Hiding his anger, he goes on with a smile to win over the attention of his adamant prospect.

However, this pretention requires extra energy and effort. This is referred to as emotional labor⁴. Thus emotional labor is the effort made by an employee to express organizationally desired emotions during interpersonal transactions. Emotional labor is a function of the gap between felt and displayed feelings.

- **Emotional dissonance:** It is the negative difference between felt feelings and displayed or projected feelings.

Emotional dissonance = Displayed or projected feelings - Felt feelings.

The negative feelings, which take the shape of anger, frustration and resentment, when bottled up can eventually lead to emotional exhaustion and burnout⁵.

The ability to exhibit emotions that are incongruous with actual feelings can be enhanced by reinforcement techniques like reward and punishment. Emotional labor will be satisfying when the effort is rewarded with a success or appreciation. When it is dissatisfying, people may adopt dysfunctional behaviors like late coming, absenteeism and insubordination.

Factors Influencing Emotional Performance

Emotional performance and its requirements are influenced by various factors⁶.

Job differences: The high EI person is drawn to jobs involving social interactions such as receptionists, secretaries, sales people, managers, teaching and counseling more so than to clerical, engineering or administrative positions.

Gender differences: Women are more expressive and intelligent in knowing emotions of others than men. The reasons for higher emotional intelligence of women can be attributed to the ways of socializing them.

- Men are taught to be tough and brave; and showing emotion is inconsistent with this image. Women, on the other hand, are socialized to be nurturing.
- Women have more innate ability to read others and present their emotions than do men.
- Women may have greater need for social approval and thus, a higher propensity to show positive emotions, such as happiness.

Organizational differences-Organizations in service sector are more particular about positive emotional display as they involve customers in service delivery transactions. Banks, hospitals, transport organizations, educational institutions and other organizations every day deal with a large

number of customers, patients, commuters and students respectively. The front-end executives have to be more courteous and service minded compared to those engaged in back-office work.

Cultural differences: What is acceptable to one culture may not be acceptable to others. Sometimes, certain emotions may become dysfunctional. For instance, the friendly, warm greetings of retail sales person of Wal-Mart are unacceptable in Germany. Employees in France need not hide their true feelings. Accordingly, French retail clerks are infamous for being surly toward customers. In India and U.S.A, well managed organizations expect employees to be sober in display of emotions at work places and cheerful and courteous behaviors at customer touch points. However, certain sad occasions like death of an employee and happy events like festivals and celebration of success are exceptions. One can express his or her true feelings on such occasions.

Emotions and Outcomes

It appears that there are essentially six universal emotions⁷, which can be conceptualized as existing along a continuum as follows.

happiness	surprise	fear	sadness	anger	disgust
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Positive emotions are energizing whereas negative ones are weakening. Positive ones can be functional and constructive whereas negative ones can be dysfunctional and destructive. However, by careful handling the disruptive tendencies of negative emotions can be neutralized.

Managing positive emotions is relatively easy but it requires advising employees to practice moderation in the display of emotions. Jumping with joy, shouting loudly at the peak of voice, thumping desks, embracing others and dancing, singing in chorus etc., are not advisable at formal workplaces.

Managing negative emotions is a tough challenge to team leaders. They are to be trained to deal with situations that lead to creation of negative emotions. Consider the following situations.

- Discussing negative performance appraisal ratings
- Disclosing the punishment given for insubordination.
- Reprimanding a worker for his hostile behavior
- Warning an employee not to indulge in eve-teasing.
- Advising a team member not to be abrasive with colleagues.

In situations of this kind, supervisors have to exhibit restraint and deal carefully with the emotions of the participant members. For dealing with emotions that take shape of complaints, suggestions, etc., organizations provide systems like – complaint management, suggestion systems, counseling, grievance handling and conflict management.

11.5 CONFLICT MANAGEMENT

Though organizations are developed as frameworks for cooperation of people to achieve common goals, there will be functional and dysfunctional conflicts from time to time. These conflicts arise for various reasons ranging from ideological (what should be our style of functioning?) to materialistic (how should we share the gains of productivity?).

Conflict management involves prevention, minimization and resolution of conflicts. Conflict management is concerned with making conflicts constructive.

Conflict is inevitable. Conflicts may develop for various reasons like the following.

- People differ in respect of values, attitudes and interests. There can be a clash of these leading to differences in options' and approaches.
- People differ in knowledge and experiences. The knowledge gap may lead to differences in styles of decision making.
- Organizations supply limited resources and expect people to maximize utilization of the resources by time sharing and other methods. The sharing arrangements may not work and conflicts may arise.
- Apathy-Feeling of inequality, discrimination, harassment and exploitation may give rise to conflicts.

Conflict is inevitable; one cannot expect a conflict free situation. The good news is all conflicts are not functionally dysfunctional or destructive. Some of them are by nature constructive.

In the evaluation of an expansion project based on perceptions of risks and profits marketing and finance managers have differences of opinions and they disagreed with each other.

Some of them by nature are destructive.

The production manager intentionally delayed the supply of products with a view to marring the image of the marketing manager who is responsible to make in time deliveries to key customers.

Conflict is Destructive when it:

- Takes attention away from other important activities.
- Undermines morale or self-concept.
- Polarizes people and groups, reducing cooperation.
- Increases or sharpens difference.
- Leads to irresponsible and harmful behavior, such as fighting and name-calling.

Conflict is constructive when it :

- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them

- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Builds cooperation among people through learning more about each other;
- joining in resolving the conflict
- Helps individuals develop understanding and skills

Conflict Management Styles

Conflict management is perhaps one of the important tasks of leaders. There are five well known conflict management styles as given under. Table 11.3 summarizes them.

Competing/Controlling

This is assertive and uncooperative approach based on power-orientation. In this approach one uses whatever power seems appropriate to win one's own position. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Accommodating

This is unassertive and cooperative – the opposite of competing. Accommodating refers to yielding to others. It might take the form of selfless generosity or charity. It implies obeying another person's order when one would prefer not to.

Avoiding

This is a temporary or permanent withdrawal mode. Temporary avoidance might take the form of diplomatically sidestepping an issue or postponing until a better time. Permanent withdrawing from a threatening situation involves leaving the battle ground for ever.

Collaborating

It is both assertive and cooperative – the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons.

Compromising

It falls on a middle ground between collaborating and avoiding. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Table 11.3: Conflict Resolution Styles

Styles	Description	Outcome
Collaborator	Balancing goal and relationship orientation at high level.	Win/win
Accommodator	With emphasis on high relationships orientation, yields to others.	Lose/win

Compromiser	Negotiates to win goals without losing relationships.	Mini-win/mini-lose
Controller/Competitor	Dominates to win with less concern for relationships.	Win/lose
Avoider	No concern for goals and relationships.	Lose/win

Tips to Resolve Conflict

The following steps are important to resolve conflict.

1. **Evaluate the conflict players:** If you choose to manage a conflict situation, it's important that you take the time to get to know the players. Your chances of success in managing a conflict will be greatly enhanced if you're able to view the conflict situation through the eyes of the conflicting parties.
2. **Assess the source of the conflict:** Research indicates that although conflicts have varying causes, they generally can be separated into three categories: communication differences, structural differences, and personal differences.
3. **Know your options:** Thomas identified five conflict-resolution strategies: avoidance, accommodation, competing (forcing), compromise, and collaboration. Each has particular strengths and weaknesses, and no one strategy is ideal for every situation.
4. **Select the "best" option:** Choose your style and look at your goals.
 - (i) **Issue based**
 - If the issue is critical to the organization or the unit's success, collaboration is preferred.
 - If sustaining supportive relationships is important, the best strategies, in order of preference, are accommodation, collaboration, compromise, and avoidance.
 - If it's crucial to resolve the conflict as quickly as possible, forcing, accommodation, and compromise-in that order-are preferred.
 - (ii) **Source based**
 - Communication-based conflicts revolve around misinformation and misunderstanding. Such conflicts lend themselves to collaboration.
 - Conflicts based on personal differences arise out of disparities between the parties' values and personalities. Avoidance or forcing in case of deep differences and collaboration in general misunderstanding are suitable.
 - Structural conflicts arising out of exercise of authority and resource constraints may be better resolved by collaboration or compromise style.

11.6 SUMMARY

Emotional intelligence (EI) refers to the ability to accurately perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions. Three related important terms are: Affect is generic term that covers a broad range of feelings that people experience. Moods are emotional feelings which are not intense and are not related to any specific cause or stimuli. Emotions are intense feelings aroused by a specific cause or stimuli. If management is getting things done through and with people, manager have to be capable of dealing emotional and rational facets of people. Emotional labour relates to effort required to bridge gap between actual feelings and feeling required to be expressed. Emotional dissonance is the negative difference between felt feelings and displayed or projected feelings.

Emotional performance and its requirements are influenced by various factors-job differences, gender differences, organizational differences, and cultural differences.

It appears that there are essentially six universal emotions, which can be conceptualized as existing along a continuum from happiness to disgust.

Conflicts arise for various reasons ranging from ideological (what should be our style) to materialistic (how should we share the gains of productivity?). Conflict management is perhaps one of the important tasks of leaders. There are five well known conflict management styles - competing/controlling, accommodating, avoiding, collaborating and compromising. Tips to resolve conflict include : evaluate the conflict players, assess the source of the conflict, know you options and select the “best” option.

11.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. Define emotional intelligence.
2. What do you understand by emotions?
3. Identify the elements of emotional intelligence.
4. How do you classify emotions?
5. Identify the factors that influence emotions in organizations.
6. Define conflict management.
7. State the reasons for conflict.
8. When is conflict constructive?
9. Identify conflict management styles?
10. State the tips to manage conflict.

Essay Questions

1. What is emotional intelligence? Explain the elements of emotional intelligence.
2. Discuss the relevance and application of emotional intelligence in organizational context.
3. What is conflict management? Discuss the styles of conflict management.
4. If you were a manager, how do you manage positive and negative emotions in your enterprise?

Exercises and Games

1. Self -Assessment Instrument

My measure of EI

Circle a number that correspond to your level of agreement on a 4-point scale.

1 - Strongly disagree 2 - Disagree 3 - Agree 4 - Strongly agree

S. No.	Statement	Scale			
		4	3	2	1
1	I maintain eye-to eye contact, to notice the emotions of others.	4	3	2	1
2	When I am angry, I withdraw and move away to a different place.	4	3	2	1
3	I always check myself when speaking with my teachers.	4	3	2	1
4	When I make mistakes, I admit them and seek excuses.	4	3	2	1
5	I am not afraid of speaking in public.	4	3	2	1
6	I am tensed up during examinations.	4	3	2	1
7	I prefer to work alone; I am afraid of confrontations.	4	3	2	1
8	I cannot avoid criticizing the mistakes of my friends though I know it hurts them.	4	3	2	1
9	I cannot take criticisms quietly.	4	3	2	1
10	I remain in good moods most of the time.	4	3	2	1

Scoring Key :

1. Add the actual numbers you have circled for questions :1, 2, 3, 4, 5, and 10 and enter the score here. _____
2. For the remaining questions: 6,7, 8 and 9 reverse the key as follows.

4 is 1	3 is 2	2 is 3	1 or 4
--------	--------	--------	--------

Add the score and enter here _____

3. Find the total of the two scores and enter here——. This is your emotional intelligence quotient.
4. Rating: Now find out who you are.

Scores	Below 25	25-40
Label	Low EI	High EI

My Conflict Management Style

Given below are statements of behaviors in conflict situations. How often do you follow the behaviors? Indicate your agreement on a 5-point scale.

Scale : 5 - Usually 4 - Occasionally 3 - Some times 2 - Rarely 1 - Never

S. No.	Statement	Scale				
		1	2	3	4	5
1	I prefer to sort out differences by way of discussion.					
2	Agreement should not dissatisfy either of the parties; so make some sacrifices.					
3	It is better to accept the demands of employees than prolonging the conflict in the name of negotiation.					
4	I use all the tricks in my bag to win in a conflict situation.					
5	I stay aloof and avoid conflicts. When somebody tries to rub my wrong side, I avoid him.					
6	Disagreement is an opportunity to see the different angles of a problem.					
7	I listen to others to give them what I can but do not like losing much.					
8	I cannot withstand pressure so I give up.					
9	I don't enter into conflict unless I have a point. When I have a point I fight to the end.					
10	I prefer to have peaceful situation at any cost.					

Scoring and Interpretation: Total your choices for each set of statements and record it here.

Style	Collaborating	Compromising	Accommodating	Competing	Avoiding
Statements	1,6	2,7	3,8	4,9	5,10
Max score	10	10	10	10	10

What is your frequency of using these styles?

- High -if score is 7 or above.
- Moderate -if it is 5 to 6.
- Low- if it is 4 or less.

2. Class Room Exercise

Emmons8 (1998) asked Americans to match facial expressions with the six basic emotions. The range of agreement was between 86 to 98 percent.

Ask six students to volunteer to display the six emotions.

Ask each student to show one by one the six emotions in their face.

Record the level of accuracy achieved by each person in terms of percentages.

Find out the average of the group and compare it with Emmons findings.

Then discuss how emotional expressions are difficult to hide or show.

Emotions	Volunteer 1	Volunteer 2	Volunteer 3	Volunteer 4	Volunteer 5	Volunteer 6
Happiness						
Surprise						
Fear						
Sadness						
Anger						
Disgust						

3. Seminar Themes

- **Emotional Intelligence:** A New Paradigm in Management of People
- **Emotional Intelligence:** Perspectives and Practices
- **Emotional Intelligence:** New Tool of Recruiters.

4. Take Home Assignments

- Write a note on emotional intelligence and its measurement.
- Examine the role of emotions in improving the effectiveness of leadership.
- Emotional intelligence and team work: problems and solutions.

5. Group Discussion Topics

- Corporate enterprises are rational legal structures; emotions are unwarranted.
- Rational organization is a myth; Emotional organization is a dream.

- Tight rope walking is easier than balancing emotions.

6. Game : Budget Allocations

Ask the students to form into teams of four members each.

Ask them to name their enterprise and define their line of business, mission, vision and long range goals.

They have assembled to make budget allocations to community service programs.

The budgeted amount for this year is ₹ 5,00,000.

The following requests are placed before the committee.

Request by	Request for	Amount (₹)
Management students	National level conference	50,000
Brinda Orphanage	School fees and books for the blind students	1,00,000
Village in the vicinity of enterprise	Bore wells for drinking water	2,00,000
Local Hospital	Surgery for poor children	1,00,000
Rotary club	Sanitary facilities in 15th ward of the town	50,000
Sports Association	Organizing tennis tournament	1,00,000
Cultural association	Thyagarajar music festival	50,000
Literary association	Felicitations of classic poets.	50,000
Town club	Celebration of silver jubilee function	25,000
Mahila association	Self employment training programmes	75,000

You have 30 minutes to decide the allocations.

After the allocations are made, make a presentation to the class.

Explain in your presentation, how the members have reached an understanding on the allocations.

CASES

Case 1: Emotional Intelligence

How do you respond to the following situations?

- 1. You are staying in hostel. You are preparing for semester end examinations.** In the adjacent room, students are playing cards and making noise. You have told them that you are disturbed by their noise and requested their support. But they did not pay heed to your request.
- 2. You did well in the examination and expected 80 percent marks.** To your surprise you got only 60 per cent. On comparing your script with those of other students, you found that the teacher's evaluation was not fair. You met the teacher and requested for reevaluation. But, the teacher bluntly refused to comply with the request.
- 3. You were standing in a queue for booking your train ticket.** A person went straight to the booking counter ignoring the queue and was trying to buy ticket.
- 4. You are in a cinema theatre and watching a movie with interest.** Someone is kicking or bumping your chair. You have turned back and told him in a soft voice that you are disturbed. But the kicking continued.
- 5. You are going on your bike to reach the college in time.** Suddenly a young lady riding on a scooty has dashed your bike from behind. She has immediately apologized placing blame on an old man who has come on her way.

Case 2: Conflict Management

In the following situations, what do you do?

Situation 1: Raghu has applied for casual leave. His head of the department rejected to grant leave on the ground that already 50 per cent of the teachers are on leave. Though, Raghu is aware that his boss is right as per the rules of the institute, he requested him to sanction the leave on humanitarian grounds as he has to help his friend undergoing surgical treatment in a local hospital. If you were the Head of the department what would you do?

Situation 2: You are the new director of an institute of management. You have found that the syllabus of the institute is very much outdated. You have decided for a major change and convened a staff meeting. You have explained the need for changes, and suggested introduction of new papers like Business ethics and innovation management as well as training programmes like soft skills. There is strong opposition from the faculty. The reasons cited by them include: shortage of faculty, less competent students, inadequate infrastructural facilities for organizing training programmes, etc. What do you do as Director?

Situation 3: Dr. Shalini has joined as sales trainee of a reputed company which markets food, cosmetics and personal care products. As per the rules of the company, she is appointed in a rural area. Her fellow sales trainees as well as sales manager have gender bias and underrated her capabilities. She has found that the rural markets are difficult to crack due to dusty and uneven roads, lack of transport facilities, and superiority complex of males in rural areas. Given this kind of unfavorable situation, what do you do?



CHAPTER

12

INTERPERSONAL RELATIONSHIPS

Objectives

After completing this chapter, you will be able to understand:

- Explain the concept and significance of interpersonal relationships
- Know the tips to enhance interpersonal relationships
- Understand the process of team building for creating high performance teams
- Know the dynamics of groups to sustain cohesive functional teams.

Structure:

- 12.1 Introduction
- 12.2 Significance
- 12.3 Tips to Enhance Interpersonal Relationships
- 12.4 Group Dynamics
- 12.5 Team Building
- 12.6 Summary
- 12.7 Self Assessment Questions

Vignette	People Matter Most
<p>Peter F. Drucker observed that in every successful organization there is one boss who does not like people, does not help them, cold, unpleasant, demanding, he often teaches and develops more men than anyone else. He demands exacting workmanship of himself as well as of his men. He sets high standards and expects that they will be lived up to. And though usually a man of brilliance, he never rates intellectual brilliance above integrity in others.</p> <p>In contrast, we find some successful organizations giving credit to benevolent and participative leadership of their founders who fostered good spirit of team work and achievement in their organizations. They believe that to make an enterprise out of resources, what is needed is a transmutation of resources and it requires participative and transformational management. The people oriented style puts human resources together; to produce a real whole, and good spirit.</p> <p>Good spirit in a management organization means that the energy out is larger than the sum of efforts put in. It means the creation or synergy. Good spirit requires that there be full scope for individual excellence. It requires constant improvement of the competence and performance of the whole group. It requires morality. It emphasises on strength, stresses on integrity, and high standards of justice and conduct.</p> <p>For this, management practices stress building on strength rather than on weakness. They centre on positive attitudes and values. They direct people and bring out what is in them, strengthen their integrity and train them to stand upright and strong. They place welfare above profits and humanity above technology.</p> <p>The manager who lacks values and qualities of character-no matter how likeable, helpful or amiable, no matter how competent or brilliant – is menace and should be adjudged “unfit to be a manager.”¹</p> <p>This chapter deals with people related skills of manager with emphasis on interpersonal relationships, group dynamics and team building.</p>	

12.1 INTRODUCTION

Societies are dependent on people and their constructive, functional and creative abilities. Modern organizations are characterized by work-force diversity, team work and cross-cultural adaptations. In view of this, the need for creating right climate for inter-personal relationships and fostering team spirit among employees is identified and various measures are initiated by corporate trainers. Accordingly, in the human resource development context, interpersonal relationships, group dynamics and team building have assumed great significance.

12.2 SIGNIFICANCE OF INTERPERSONAL RELATIONSHIPS

Interpersonal relationships are the basic unit of examination in promoting a climate of performance in the modern organizations. Whether one is engaged in a solo job or team work, he or she has to maintain constructive and productive relationships with peers, superiors and subordinates.

Relationships can be formal and informal. Formal relationships are related to membership in an organization. They are official and bound by rules and regulations. They are expected to be goal and task oriented. Informal relationships on the other hand are based on 'will and pleasure' of an individual. They are personal and sustained as long as they are satisfying to the individuals.

Importance in Personal Life

The following benefits are sought by individuals to look for relationships, net works, groups and associations.

- 1. Security:** A feeling of comfort and protection is found when associated with others. Family and Friendship groups provide a feeling of protection to individuals. In addition, membership in group insurance and other kind of schemes, provide financial security to individuals.
- 2. Self-esteem:** Relationships with eminent persons and membership in prestigious professional (All India Management Association), social (Rotary club) and cultural organizations (Karnataka Music Academy) help enhance the status of the individuals.
- 3. Affiliation:** The sense of belongingness and interactions that fulfill social needs are found in Family and Friendship groups.
- 4. Power:** The collective action enhances power of members. In union there is strength and power. Individuals join associations of student groups or employee unions.
- 5. Goal achievement:** Goals which cannot be accomplished individually necessitate association with other persons. Students form study groups and join training programmes to strengthen their learning opportunities. Networking leads to mutual support and help which is essential for rapid career progress.

12.3 TIPS TO ENHANCE INTERPERSONAL RELATIONSHIPS

The global village is becoming a reality. In your current or future work, you may find that your employers, fellow employees, or your clients are from other countries. Learning about the power of culture and ethnocentrism helps avoid misunderstanding and friction in social relationships.

Differences

Culture is shaped by attitudes learned in childhood and later internalized in adulthood. Cultures are understood by considering the following variables.

Context: Based on this variable, countries are classified as low context and high context cultures. Low context cultures (German and North American) tend to be highly logical, analytical and action oriented. They prefer linear communication. High context cultures (China, Japan and Arab countries) are more intuitive and contemplative. In high-context cultures, people prefer communication that is objective, direct and precise. They emphasize interpersonal relationships, non-verbal expressions, physical setting and social setting.

Individualism: Members of low context cultures value individualism. They believe in individual action and personal responsibility. They believe that initiative and self-assertion result in personal achievement. High context cultures believe in collective processes. They encourage acceptance of group values, duties and decisions. Language reflects culture's basic value. For eg. In the US individual happiness is given importance, whereas in such group-oriented cultures as Japan, people strive for the good of the larger group. So in Japan the "we" always comes before "I".

Formality: In some cultures formality is given more importance. Americans, for example, dress casually and are soon on first name basis with others. In business dealings they come to the point immediately. In Mexico, a typical business meeting begins with handshake, coffee, and an expansive conversation about the weather, sports, and other light topics.

Greeting: Generally greeting behavior ranges from gentle, light, firm, single or double handshake. Australians do a hearty and firm handshake, while the French always do a gentle, light, single shake. In Latin and Mediterranean cultures, the greeting behavior of handshake includes hugs and shoulder pats. The Hindus greet namasthe, the Thai wai, and Laotian hop, all involve a palms-together praying motion. The Japanese greet with a bow. In Japan, it is extremely important to know the rank of the other person. This is because, the person of the lower rank bows first and lowest. The lower and longer one holds the bow position, the stronger is the indication of respect, gratitude, sincerity, and humility.

Proxemics: The meaning we give to space also differs from one culture to the other. In general Americans feel comfortable in zero to 18 inches where they'll be greeting others (intimate zone), 18 inches to four feet while conversing with friends (personal zone), 4 to 12 feet while talking with strangers (social zone), and more than 12 feet while they are only a part of some public meeting or some common gathering (public zone). The British, may prefer more space for personal and social zones and might think it rude if any body moves too close. Europeans tend to stand more closely with each other when talking, and are accustomed to smaller personal space. Those who are accustomed to more personal space may view attempts to get closer as pushy, disrespectful or aggressive.

Touch: Generally Asians, Chinese and Japanese are not a touch-oriented society. But it is common in the US. Successful executives must avoid using any gestures, which are considered rude or insulting. For instance, in Muslim cultures, the left hand is considered unclean. So, one should never touch, pass receive or eat with the left hand. Pointing the index finger is rude in countries like Sudan,

Venezuela and SriLanka. The American circular “ok” gesture carries a vulgar meaning in Brazil, Paraguay, Singapore and Russia.

Communication style: Americans take words literally. They value straight forwardness. Arabs speak with extravagant or poetic figures of speech. Germans tend to be direct but understated. Asian drags conversation.

Time orientation: Americans are punctual. They are quick to respond in negotiation. Asians are not very punctual and take time in negotiations.

Avoiding ethnocentrism: The belief in the superiority of one’s own race is known as ethnocentrism, which may result in friction in interpersonal relationships.

Japan is a country where women cover their mouths with their hands when they laugh so as not to expose their teeth. Exposing one’s teeth is not only immodest but also aggressive.

In Arab cultures, conversations are often held in close proximity, sometimes nose to nose. But in western cultures, if a person stands too close, one may react as if violated.

In many Middle Eastern and some Asian cultures, same sex people may walk hand-in-hand in the street, but opposite sex people may not do.

Bridging the Gap

Developing cultural competence often involves changing attitudes. One can learn the new behaviors to bridge gaps. Two desirable attitudes to achieve multi-cultural sensitivity are patience and tolerance.

12.4 GROUP DYNAMICS

The social process by which people interact face-to face in small groups is called group dynamics. The word dynamics come from the Greek word meaning force, hence group dynamics refer to the study of forces operating within a group.

A group is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.

Characteristics

The five characteristics which differentiate groups from a collection of people are:

- 1. Interaction:** Members of a group are in interaction with one another.
- 2. Shared goal:** Members of a group have a common purpose or goals, which they share and strive together to achieve.
- 3. Norms:** Members of a group establish norms to regulate the behaviors of people for achievement of goals.

4. **Role definitions:** As a group stabilizes, each member will have a specific role to play to make a contribution to the achievement of goals.
5. **Network of interpersonal attraction:** They get attracted to some persons based on likes and dislikes and engage in risk taking behaviors not usually associate with persons outside the group.

Significance of Groups

The following reasons explain why organizations are trying to design jobs around groups.

1. **Emotional stability:** Small groups fulfill social needs and provide support in times of stress.
2. **Creativity:** Small groups encourage discussion and inquiry and pave way for creativity and innovation.
3. **Decision making:** Small groups are better decision makers than individuals.
4. **Discipline:** Groups can control members and help establish orderly behavior. Group norms are powerful control devices.
5. **Implementation:** Groups are effective in bringing about changes and implementing decisions.
6. **Reduce complexity of large organization:** By dividing groups, focus on performance becomes easy in large organizations.

Types of Groups

Different types of groups are identified from casual association-oriented to more serious- action oriented. Broadly groups are classified into formal and informal groups.

Formal groups are defined by the organization's structure, with designated work assignments, and specified goals. Informal groups are alliances based on individual interests and common causes.

(a) Informal Groups

Different types of informal groups are found in society.

- **Casual groups:** They grow up spontaneously to ward off loneliness or overcome silence.
- **Cathartic groups:** They are formed to give vent to feelings or to serve as an outlet for tension or irritation.
- **Interest groups:** Employees who band together to support a peer who is fired, or to demand improvements in working conditions represent an interest group.
- **Friendship groups:** These are social alliances which frequently extend outside the work situation based on similar culture, language or sports interests.

(b) Formal groups

Different types of formal groups are found in organizations.

- **Command groups:** The group is determined by the organization chart. In case of an educational organization, the dean and the teachers form a command group.
- **Learning groups:** People get together to share information and knowledge and improve skills. Formally these groups include classes, seminars, and conferences.
- **Policy making groups:** They are composed of people who are empowered with decision making authority to solve problems and set direction to the enterprise.
- **Action/Task groups:** The groups are formed with people who are assigned the tasks of implementation of the decision made by policy making groups.

Five–Stages Model of Group Development

While temporary groups evolve very fast, formal groups with policy making and action orientation evolve in five stages.

1. **Forming:** In this stage group members are engaged in identifying the purpose, setting norms, defining roles and determining leadership.
2. **Storming:** This is the stage of conflict among members and issues of conflict generally relate to ideologies, power and positions.
3. **Norming:** This is the stage of consolidation. Norms and expectations are stated in clear terms.
4. **Performing:** The group acts to achieve the purposes and reenergizes it with proper feedback and evaluation.
5. **Adjourning:** The group pays attention to wrapping up activities and disbandment.

Punctuated-equilibrium Model

Temporary groups with deadlines do not follow this five stage model. The first meeting sets the direction. The group members will exhibit inertia and as a result group tends to stand still. Precisely half way between first meeting and official deadline, a sense of urgency dawns and all the members will become active. The last meeting is characterized by brisk activity and the given task is finished.

Decision Making in Groups

Groups are excellent vehicles for decision making in the organizations.

The merits of group decision making include the following:

- **Complete knowledge and information:** As different members contribute the information they have collected on the issue, there will be more information for decision making.

- **Diversity of views:** Members with their diverse backgrounds can help view different facets of the problem and solutions.
- **Ease in implementation:** The members involved in decision making will help implement the decision, making implementation easy.

The demerits in group decision making are:

- **Groupthink:** Once group members develop relationships, they tend to find comfort in agreement and do not differ even though they have a different and more effective solution with them. This tendency is called groupthink. This is dangerous because, the expected benefits like multi-faceted examination and diverse thinking are lost.
- **Polarisation:** Aggressive individuals bring their points of view and champion them. As other members oppose, they become strongly committed to their point of view and mobilize the support of other members. The group will now be divided into two polar groups based either on ideological or political affiliations.
- **Groupshift:** Compared to individual decisions, group decisions tend to be either more conservative or risky. In most of the cases, the occurrence is toward high risk, for the following reasons :
 - (i) people become bolder in groups
 - (ii) responsibility is diffused in groups –no one is individually responsible for failure and
 - (iii) confidence that every aspect is examined more carefully.

Group Performance

Work groups have certain characteristics that shape the behavior of people and make it possible to explain and predict the performance to a large extent. The group structural variables include: roles, norms, size, and cohesiveness. Their influences are portrayed in Table 12.1.

Table 12.1: Determinants of Group performance

Variable	Influence on performance
Roles	Groups facilitate assignment of roles to individuals. Each one plays out his or her role. Based on the roles, individuals develop an identity with a set of perceptions, values and attitudes.
Norms	Norms are acceptable standards of behavior. Group members are expected to conform to the group's norms. Deviant behaviors are criticized and socially regulated. Group pressures for conformity vary from group to group. High performance norms lead to high productivity.

Status	Status is the rank assigned to a member in the group. High status members are given certain privileges like more freedom, authority in decision making and some special benefits.
Size	Smaller group are faster in implementing tasks and larger groups are more effective in decision- making. With increase in size, group productivity increases but individual productivity diminishes. Social loafing is said to be the reason for this decline. Social loafing may occur for various reasons like – perception of unfair division of labor, a belief that co-workers are lazy, opportunity to hide in a crowd and not being able to be singled out for blame. Social loafing may arise if a member believes that others intend to with hold their efforts and thus he or she would be foolish not to do the same-the sucker effect.
Cohesiveness	It refers to the degree to which the members are attracted to each other and are motivated to stay in the group. When cohesiveness is high and performance related norms are high, productivity is high.

12.5 TEAM BUILDING

Groups become teams when they develop synergy –the ability to produce more by coordinated effort. When the members of a task group know their objectives, contribute responsibly and enthusiastically to the task, and support one another,they are exhibiting team work. Table 12.2 shows the differences that distinguish teams with groups2.

Table 12.2: Group vs Team

Variable	Work group	Team
Leadership	Single	Shared
Goals	Share information	Collective performance
Focus of activity	Efficient task performance	Problem solving
Skills	Random and varied	Complementary
Synergy	Neutral	Positive
Performance monitoring	External	Internal
View of conflict	Dysfunctional and discouraged	Functional and encouraged
Accountability	Individual	Individual and mutual

Team building encourages team members to examine how they work together, identify their weaknesses, and develop more effective ways of cooperating.

Need for Team Building

The need for team building can be identified from the following signals.

- **Changes:** Large influx of new members or change in the tasks.
- **Goal ambiguity:** Disagreement over the team's purpose and tasks.
- **Role ambiguity:** Confusion or disagreement about roles within the team.
- **Interpersonal conflicts:** Conflicts among team members and members and leader.
- **Negative climate:** Criticism and bickering among members.
- **Poor morale:** Low degree of morale and cohesiveness.
- **Stagnation:** Members resisting change and new ideas.

Team-building Process

The team development process is similar to the group development process and involves the following stages.

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

The team building is undertaken in the first stage—Forming and involves the steps outlined in Table 12.3.

Table 12.3: Team building process

Step	Activity
Identification of a problem	The team may have one or more of the above problems. The problem should be identified in clear terms.
Collection of relevant data	For example, when the team is confused about its fit within the larger organizational system, the focus might be on the nature of organization's culture, its workplace facilities, its strategic direction, etc.
Data feedback and confrontation	Feedback provides information to improve awareness and understanding, clarification of doubts, and interpretation of new concerns. It provides knowledge base for members to take part in mature decision-making.
Problem-solving	Involving members in decision making process for designing team structures and describing team purposes and activities,

experience	will be an exciting experience and provides a feeling of ownership. A sense of belonging –this is my team and these are our goals and deadlines- will prevail.
On-the-job application and follow-up	Now the decisions are operationalised and team starts functioning. Periodically feedback on progress is collected to monitor team spirit and strengths.

Team-building Techniques

Various skills are required for team building. They are as given under:

- **Consultation skills:** diagnosing, contracting, and designing change.
- **Interpersonal skills:** trust building, coaching and listening
- **Research skills:** Research study design, data collection and evaluation
- **Presentation skills:** public speaking and report preparation.

Two important techniques useful for team building by helping members to make development decisions on their own are as given under.

- Process consultation
- Feedback

Process Consultation

Process consultation is a set of activities that help others focus on what is currently happening around them. Process consultants are helpers, drawing upon several key facilitating behaviors. They help team members learn to help themselves.

Mirroring: The process consultants hold a mirror to team members and help them see themselves in action. They encourage employees to examine their intended and actual roles within the team, the ways in which team discusses and solves problems, their use and abuse of authority, and the explicit and implicit communication patterns.

Confronting: They observe team meetings, recording conversational patterns and non-verbal behaviors. They ask probing questions designed to help others identify problems and explore new alternatives.

The facilitating behaviours of the process consultants and desired effects on team members are presented in Table 12.4.

Table 12.4: Facilitating factors and desired effects

S. No.	Facilitating factor	Desired effects
1	Encouraging open communication Observing team meetings Attending to non-verbal cues	Examine intended vs actual roles. Identify problems.
2	Encouraging learning	Think and act independently.
3	Probing and questioning Confronting individuals	Examining consequences of behavior. React constructively to current behavioural events.
4	Stimulating problem solving	Explore new alternatives.

Feedback

Periodical feedback sessions will be helpful to team members to review their goals, roles, interpersonal relationships, and accomplishments. Feedback encourages employees to understand how they are seen and understood by other members and to take corrective measures.

12.6 SUMMARY

Modern organizations are characterized by work-force diversity, team work and cross-cultural adaptations. Interpersonal relationships are the basic unit of examination in promoting a climate of performance in the modern organizations.

The benefits sought by individuals include feeling of comfort and protection, enhancement of status and power and accomplishment of difficult goals. Learning about the power of culture and ethnocentrism helps avoid misunderstanding and friction in social relationships.

The social process by which people interact face-to face in small groups is called group dynamics. The five characteristics which differentiate groups from a collection of people are: (i) Interaction, (ii) Shared goal, (iii) Norms, (iv) Role definitions and (v) Network of interpersonal attraction. Organizations are trying to design jobs around groups to secure benefits like emotional stability, creativity, effective decision making, discipline and smooth implementation of decisions.

Different types of informal groups are found in society. They include casual groups, cathartic groups, interest groups and friendship groups. Different types of formal groups such as command groups, learning groups, policy making groups and action/task groups are found in organizations.

While temporary groups evolve very fast following punctuated equilibrium model, permanent groups evolve in five stages-forming, storming, norming, performing, and adjourning.

Group decision making is considered superior to individual decision making by virtue of complete knowledge and information, diversity of views and ease in implementation. However, the demerits in group decision making are: groupthink –polarization and groupshift.

Work group performance is influenced by roles, status, norms, size, and cohesiveness.

Groups become teams when they develop synergy –the ability to produce more by coordinated effort. Team building encourages team members to examine how they work together, identify their weaknesses, and develop more effective ways of cooperating. Various skills required for team building are: consultation skills, interpersonal skills, research skills and presentation skills. The two important techniques useful for team building are: process consultation and feedback.

12.7 SELF ASSESSMENT QUESTIONS

Review Questions

1. Explain the significance of interpersonal relationships.
2. Outlines measures to enhance interpersonal relationships
3. What are the characteristics of teams?
4. Identify the key aspects in group dynamics.
5. How do you ensure functional behavior by groups?
6. How do you build teams?
7. Explain process consultation.
8. Examine the role of feedback in self-improvement of team members.

Essay Questions

1. Discuss the significance of interpersonal relationships. Enumerate the measures to enhance interpersonal relationships.
2. Discuss in detail group dynamics with examples.
3. Explain the characteristics of teams and steps in team building.

Exercises and Games

1. Self-Assessment Instrument

Interpersonal Relationships Inventory

Read the statements that describe your interpersonal relationships. Respond on a 5-point scale honestly. The scale indicates your behaviour frequencies. Circle the number that best describes your behavior .

Scale: 5 - Always 4 - Most of the times 3 - Usually 2 - Occasionally 1 - Never.

S. No.	Statement	Scale				
		5	4	3	2	1
1	I like to be friendly with people.	5	4	3	2	1
2	I am assertive in my relationships.	5	4	3	2	1
3	To maintain my relationships, I take steps to please others.	5	4	3	2	1
4	I have learnt four languages to expand my social relationships.	5	4	3	2	1
5	I have many friends in my college.	5	4	3	2	1
6	I do not find any difficulty in maintaining relationships with people of different religions.	5	4	3	2	1
7	I wish to work in MNC. Therefore I am learning about different cultures.	5	4	3	2	1
8	I have a wide network of friends.	5	4	3	2	1
9	I set aside my ego to foster my relationships.	5	4	3	2	1
10	I do not have any problem in dealing with my superiors.	5	4	3	2	1

Key to Scoring: Add the scores and find out how good your relationships are.

Total points _____

If you have scored

Above 44, you are excellent in interpersonal relationships.

36-44 you are good in interpersonal relationships

25-35 you are average in interpersonal relationships

0-24 you need to develop ability to maintain interpersonal relationships

2. Class Room Exercise

Lessons for Interpersonal Relationships

Instructor asks students/participants to form into dyads. Select one person in the class you know well. Find a comfortable place to sit together.

Reflections: Figure out your interpersonal relationships and describe them in the following terms.

1. **My friends:** Number of friends-degree of emotional attachment-mutual support-exciting experiences- Your decisions for making friendships in the future.
2. **Persons with whom my relationships are not on friendly terms:** Number of persons-Reasons for bitterness-Experiences-your future plans for dealing with them.
3. **People I respect:** Number – reasons for respect-Experiences-Future plans.
4. **People from other states or languages:** Number-How friendships formed-problems faced-How attachment is enhanced.

Learning from others. Share your notes with your partner and note down his/her observations.

Presentation. Make an oral summary of your answers in front of the class.

3. Seminar Themes

- **Interpersonal relationships in cross cultural context:** Perspectives and Principles
- **Group dynamics:** Challenges in MNCs
- Team building for organizational effectiveness

4. Take Home Assignments

- Write a note on interpersonal relationships for personality development.
- Write a note on group dynamics based on our class room experiences.
- Team building experiences of Management students. Write a note based on data collected from 10 students.

5. Group Discussion Topics

- Good interpersonal relationships need appeasing not assertiveness.
- Every group can be a team.
- Informal groups cut both ways; can be a pleasure and a pain.

6. Game

Competing to Win

Instructor divides the class into even number of encounter groups.

Each group will compete with one another group on the following:

- JAM – One minute
- Debate – 3 minute for and 3 minutes against for each time

- Quiz – 15 minutes for each team
- Paragraph writing (100 words) – 10 minutes

Each group will choose from out of its six members, one for JAM, two for debate, one for paragraph writing and three for quiz competition.

Each group will decide the topics for JAM and Paragraph for giving it to their competing group.

The topic for debate will be decided by the two competing groups through mutual consultation.

Each quiz teams will decide and prepare the questions to quiz their competing group.

Instructor provides judges for evaluating performances.

The group which scores more points will be the winner.

Instructor asks each group to reflect on the following and share with others.

- Cooperation among group members.
- Problems encountered and how they are solved.
- Outcome and feelings on the outcome.
- Lessons learnt on group work.

CASES

Case 1: Is Dismissal Unfair?

Dr. Shanti, the Director of Institute of Management, Karailnagar was very much upset on seeing the ghastly environs in dining and kitchen halls in the boy's hostel. She hired an outsourcing agency for the maintenance of hostel. The agency appointed six women workers for washing utensils, cleaning the dining and kitchen space, helping the cook, and serving food to inmates. In addition, the workers have to mop the common floors and keep common bath rooms clean. She found four of them were chatting gossip while the other two were sleeping in a corner of the visitor's hall. The cook and his two male assistants were busy with preparations for cooking. The two male assistants are part-time workers; they are studying in a local polytechnic college.

Without speaking to the women, she left the hostel and sent a word to the supervisor to meet her in her chambers. The male supervisor came in a hurry to meet her.

Shanti: Come in! Mr.Saravanan, I will come to the point straight. It seems you have appointed more women than required in the hostel.

Saravanan: I am not quite sure about that. My wish is you should be happy with the cleanliness of hostel. I thought we need two for washing the utensils, two for cleaning floor and tables and two others for cutting vegetables and helping cook.

Shanti: The outcome does not suggest that. There is clear slack in work and time has come to redefine their roles. I understand the two women you expected to support the cook are not doing their duty. Remove them. The other four are not working well and the plates used at breakfast time were not washed even at 11 a.m.

Saravanan: Yes, madam.

Shanti: Another point Mr.Sarvanan. I heard two women are exploiting the part-time student workers by demanding their help in serving break –fast to inmates. Because of this, the students are unable to go their college in time. So find out who did it and remove them mercilessly. A woman who cannot treat a boy like her own son does not deserve job in our institution.

Saravanan: Yes, madam.

Subsequently, Saravanan gave pink slip to four women. The women blaming Dr.Shanti for the loss of their jobs, described her as a woman embodied with jealousy, envy and arrogance.

Questions for Discussion

1. Is Dr. Shanti justified in asking for removal of women workers, she being a woman with an understanding of problems peculiar to women?
2. Why did the dismissed women describe her negatively?
3. Is there any other way of getting things done, in this case, without getting a bad name?

Case 2: Institution Building

Dr. Suhasini is appointed as professor and head in a management institute in a semi-urban area in Karnataka. She accepted the offer presuming language is not a barrier to her work as a teacher, researcher and administrator. She preferred a semi-urban area to work, because she has some patriotic ideas. She believed serving backward areas is one of the ways of discharging her responsibility to her mother country. The institute has 12 faculty members and six of them are women. Of them, only two faculty members possess Ph. D degree.

In course of time, she has identified some hurdles in realizing her goal of developing a high performance institute.

First, the faculty members, are not very serious in their work. The reasons are :

- About four of them are busy with their own business activities.
- Two of the male teachers commute long distances from their native villages. They have little time and energy for academic work.
- Three of them are not interested in their jobs; they settled in this profession as they could not get their dream jobs.
- Two of them are excellent teachers but they are not interested in developing students. They are more interested in improving their own bio-data.
- Some of them are unhappy with the appointment of Dr. Shanti. They are gender biased.
- Three women teachers have work-life balancing problems. As their husbands are working at distant places, they are staying single and are managing their home and children.

Second, students are not serious with their studies. The reasons are:

- Many of them do not have any life goals and ambitions. They have joined the institute guided by their parents and senior friends.
- Many of them suffer from inferiority complex; the reason is they lack in communication skills in English language.
- Many of them are finding it difficult to relate the subject knowledge to practice.

Questions for Discussion

1. Can Dr. Suhasini realize her goal?
2. How should she go about in faculty–building activity?
3. How can she enthuse students to excel in their studies?



Suggestive Reading

Books

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