

SHORT QUESTIONS

Q.1 What is OB?

Ans:- A field of study that investigates the impact that individuals, groups and structure have on behaviour within organizations, for the purpose of applying such knowledge towards improving an organization.

OB draws on psychology, anthropology and sociology to gain insight into the behavior of individuals in organizational settings.

Some of the behaviors of organizations that include:

- adoption of new practices such as
 1. downsizing
 2. team-based structure
 3. domestic partner benefits (e.g., partners of gay employees get full medical coverage)
 4. re-engineering
 5. environmental protection ("green" practices)
- adaptation to changing conditions
 1. global competition
 2. increasing pace of technological change
 3. changing social structure (e.g., status of women)

Q.2 What do you mean by organization?

Ans:- A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals.

Q.3 How workforce diversity can be maintained?

Ans:- workforce diversity is a powerful force for change in organizations. As opportunities for global expansion increase, companies are recruiting professional with different backgrounds, cultures, styles and motivations.

The strategy of managing diversity casts the nature and consequences of difference in a more positive light. Leaders must be flexible to adapt to this diverse workforce and global consumers.

Q.4 Explain Organizational Behaviour as a Discipline.

Ans:- Organizational Behaviour is not a discipline in the usual sense but rather a field of study that investigates the behavioural sciences into the study of human behaviour in organization.

OB is a multidimensional activity. It includes:

1. Master of Basic Objective Knowledge:- Objective Knowledge is developed through basic and applied research.
2. Skill Development:- It requires Skill Development and the mastery of abilities essential to successful functioning in organizations.
3. Application of Knowledge and Skills:- It requires the integration of objective knowledge and skill development in order to apply in specific organizational settings.

Q.5 What are the building blocks of Competitive Advantages?

Ans:- The building blocks of Competitive Advantages includes the followings:-

1. Efficiency:- Increasing number of e-business view customer relationships serve as a basis for achieving.
2. Quality:- Quality should be maintained properly.
3. Innovation:- Innovation is a legitimate business function, new ideas and techniques are required for managing the large-scale corporate enterprise.
4. Responsiveness to customers:- The development of customer relationship management is as a result of optimism expressed by many managers.

Q.6 Define the term "Management".

Ans:- Management is a creative problem moving process. It is originally called as administrative science. It involves four kinds of managerial features planning, organizing, staffing, leading and controlling.

Q.7 What are the major determinants of personality?

Ans:- The major determinants of personality are:-

1. Environment:- The factors that shape our personality in early stages are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups and other influences we experience.
2. Family and Social factors:- Family and Social factors are also important in shaping the personality of individual.
3. Socialization Process:- The contribution of family and social groups in combination with the culture is known as socialization.
4. Identification Process:- Identification is fundamental in understanding personality. It starts when a person begins to identify himself with some other members of the family.

Q.8 Write shorts on different types of Abilities.

Ans:- Ability is an individual's capacity to perform the various tasks in a job. Ability is of two types.

1. Intellectual Abilities:- It refers to the ability measured by performance on an intelligence test.
2. Physical Abilities:- That required to do tasks demanding stamina,dexterity,strength and similar characteristics.

Q.9 What are the biographical characteristics that affect the behaviour of an individual?

Ans:- The various biographical characteristics are:-

1. Age:- Age seems to play an important role in a wide range of employee behaviours. There is relationship between age factor and other variables like productivity, absenteeism, turnover and job satisfaction.
2. Role of Gender:- Gender role had a stronger effect on emergent leadership.
3. Marital status and Tenure:- Marital status has effect on performance. Married employees have fewer absences, less turnover, and report high job satisfaction than unmarried employees.
Tenure or duration of service in the organization refers employees with more experience is likely to be more productivity. There is relationship between commitment, satisfaction and tenure.

Q.10 What are the components of Learning?

Ans:- Components of Learning are:-

1. Learning involves change, be it good or bad.
2. The change in behaviour must be relatively permanent.
3. Only change in behaviour acquired through experience is considered learning.
4. Some forms of experience is necessary for learning.
5. Learning is a lifelong process.

Q.11 Define the term Learning, Reinforcement, Punishment and Extinction.

Ans:- Learning:- It is defined as a relatively permanent change in behaviour as a result of direct or indirect experience.

Reinforcement:- The process by which certain types of behaviours are strengthened.

Punishment:- It is the opposite of reinforcement. Punishment tends to lower the probability of a response by following it with an unpleasant consequences.

Extinction:- An alternative to punishing undesirable behaviour is extinction.

Q.12 Define Classical Conditioning.

Ans:- Classical Conditioning is modifying behaviour so that a conditioned stimulus paired with an unconditioned stimulus is exhibited.

Q.13 Define Attitude. How it is formed?

Ans:- Attitude is defined as a more or less stable set of predisposition of opinion, interest or purpose involving expectancy of a certain kind of experience.

Attitude Formation:- Attitudes are learned.

1. Direct Experience:- Direct experience with an object or person is a powerful influence on attitude.
2. Social Learning:- In Social learning, the family, and culture shape an individual's attitude in an indirect manner.

Social Learning can take place through the following ways.

1. The Family
2. Peer Groups
3. Modelling

Q.14 Define Value. How it is formed?

Ans:- Value is an enduring belief that a specific mode of conducts or end state of existence is personally and socially preferable to the alternative mode of conduct or end state of existence.

Formation of Values

Values are learned and acquired primarily through experiences with people and institutions.

Q.15 Distinguish between Instrumental and Terminal Values.

Ans:- Instrumental values:- It reflect the means to achieving goals; that is, they represent the acceptable behaviour to be used in achieving some end state.

A list of Instrumental Values are:-

1. Ambitious, Broad-minded, Capable, Cheerful, Clean.
2. Courageous, Forgiving, Helpful, Honest.
3. Imaginative, Independent, Intellectual, Logical, Obedient, Self-controlled.

Terminal Values:- It represent the goal to be achieved, or the end state of existence.

A Terminal Value is an ultimate goal in a desired status or Outcome.

A list of Terminal Values are:-

1. A comfortable life, An exciting life, A sense of accomplishment, A world of peace.
2. Equality, Family security, Freedom, Happiness, Freedom from inner conflict.
3. National security, pleasure, Self-respect, Social recognition, True friendship, A mature understanding of life.

Q.16 Distinguish between Values and Ethics.

Ans:- Values and Ethics have different meanings.

Values are beliefs that affect an individual's judgemental ideas about what is good or bad.

Etics is the way values to which values are acted out.

Ethical behaviour is acting in ways consistent with one's personal values and the commonly held values of organization and society.

Q.17 Define Social Responsibility.

Ans:- Corporate Social responsibility is the obligation of an organization to behave in ethical ways in the social environment in which it operates. It includes protecting the environment, promoting worker safety, supporting social issues, investing in the community etc.

Q.18 Define the term Job satisfaction & Job involvement.

Ans: - Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Job involvement is the degree to which a person identifies with a particular organization and its goals, and wishes to maintain membership in the organization.

Q.19 Define Personality.

Ans:- Personality is the sum total of ways in which a person react and interacts with others.

Personality is defined as a relatively stable set of characteristics that influence an individual's behaviour.

Personality is an automatic reflection of a person's inherent and acquired qualities.

Q.20 Define Locus of control.

Ans:- It refers to the believe that individuals are master of their own fate.

An individual's generalized belief about internal versus external control is called locus of control.

Locus of control is of two types.

Internal locus of control:- Those individuals who believe that they can control their destinies.

External locus of control:- Those individuals who believe that what happens to them are controlled by outside forces such as luck or chance.

Q.21 Define Machiavellianism.

Ans:- Machiavellianism is a personality characteristic indicating one's willingness to do whatever it takes to get one's way. An individual high in Machiavellianism is pragmatic, maintains emotional distance and believes that end can justify means. High-Machs believe that any means justify the desired ends.

Q.22 Define Defence Mechanism.

Ans:- Defence Mechanism is a technique used to defend against anxiety and to maintain self-esteem. We use defence mechanism to protect ourselves from failure and guilt.

All of us use defence mechanisms to some degrees.

Q.23 What are the components of Personality?

Ans:- The three components of Personality includes:-

1. **Id**:- It is the only part of personality that is present at birth. It is inherited, primitive, inaccessible and complete unconscious.
2. **Ego**:- The ego is the logical, rational, realistic part of the personality. The ego evolves and draws its energy from the Id. One of the functions of ego isto satisfies the id's urges.
3. **Superego**:- It is the moral component of the personality. It has two parts.
 - The "Conscience", consisting of all the behaviours for which we have been punished and feel guilty.
 - The "ego ideal", containing the behaviour for which we have been praised and rewarded.

Q.24 Define Emotion.

Ans:- Emotion is defined as subjective feelings accompanied by physiological changes and usually associated with the changes in perception, thinking and behaviour.

Q.25 Define Self-Efficacy.

Ans:- Self-Efficacy refers to an individual's belief that he or she is capable of performing a task. The higher the self –efficacy, the more confidence in the ability of a person to succeed in a task.

There are four sources of self –efficacy:

- Prior experience
- Behaviour models-witnessing the success of others
- Persuasion from other people
- Assessment of current physical and emotional capabilities

Q.26 Define Perception. What are the factors that influence perception?

Ans:- Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

Factors influencing perception

1. The Perceiver
2. The target or object
3. The situation

Q.27 What is First impression error?

Ans:- First impressions are lasting impressions.

First impression error means the tendency to form lasting opinions about an individual based on initial perception. Individuals place a good deal of importance on first impressions.

Q.28 Define Halo Effect.

Ans:- It is a barrier to perception. Under the Halo effect a person is perceived on the basis of one trait. A halo effect is operating when we draw a general impression about an individual based on a single characteristic, such as

intelligence, sociability or appearance. The propensity for the halo effect to operate is not random.

Q.29 What is Stereotyping?

Ans:- It is also a barrier to perception. In stereotyping the person is perceived according to a single category. A stereotyping is a generalization about a group of people. Stereotyping is used when we judge someone on the basis of our perception of the group to which he or she belongs. It is a means of simplifying a complex world and it permits us to maintain consistency.

Q.30 Define Pygmalion effect.

Ans:- It is also known as self-fulfilling prophecies. It refers to the situation in which our expectations about people affect our interaction in such a way that our expectations are fulfilled.

Q.31 Write short notes on attributional biases.

Ans:- The interesting finding from attributional theory is that there are errors or biases that distort attributions. The attribution process may be affected by two common errors.

1. Fundamental Attribution error:- The tendency to make attributions to internal causes when focusing on someone else's behaviour. When we make judgement about the behaviour of other people, we have a tendency to underestimate the influence of external factors and overestimate the influence of internal factors.
2. Self-serving Bias:- Individuals tend to attribute their own success to internal factors like ability or effort while putting the blame for failure on external factors like luck.

Q.32 Define participative management.

Ans:- participative management is a process where subordinates share a significant degree of decision-making power with their immediate supervisors. It occurs when individuals who are affected by decisions influence the making of those decisions. It is associated with greater feelings of autonomy and meaningfulness of work.

It increases employ productivity and job satisfaction.

Q.33 Discuss the concept and process of Motivation.

Ans:- Motivation can be defined as "the willingness to exert high levels of effort towards organizational goals, conditional by the effort ability to satisfy some individual needs".

It can be defined as "a process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at goal or incentive.

Process of Motivation:- It includes three process.

1. Needs:- When there is a physiological or psychological imbalance accompanied, it leads to creation of needs.

2. Drives:- These are specific condition that directs an organism towards its goal.
3. Goal:- Attainment of appropriate goal.

Q.34 Discuss Job enlargement, Job enrichment and Job rotation.

Ans:- Job enlargement:- It is the horizontal expansion of a job. It involves the addition of tasks at the same level of skill and responsibility. It is done to keep workers from getting bored.

Job enrichment:- It is a vertical expansion of job. It is the addition of tasks to a job that increase the amount of employ control or responsibility. It tries to eliminate the dysfunctional elements like lack of challenge, repetitive procedures or an over-controlled authority structure, and bring better performance to the workplace.

Job rotation:-It is the movement between different jobs. It involves the movement of employees through a range of jobs in order to increase interest and motivation.

Q.35 What is the role of money in motivation?

Ans:- Money does not create motivation. But it can produce movement. If we pay someone to do a job and their hearts are not into it then they won't be motivated. Money and motivation are not linked. If people don't like the work they do there must be a reason. They may be doing it because they don't have a choice; they need to feed their family and pay the rent and one has to respect that. People who are desperate are not thinking of purpose. They are thinking about survival.

Q.36 How to motivate temporary employees?

Ans:- Motivating the temporary employees requires a different framework than managing the permanent workforce.

- Temp staff can be enriched by working in different areas.
- Temp staff should be helped to increase academic excellence.
- Employers should step in and restructure schemes in line with those for permanent employees.
- Employers should put in place proper reward and recognition schemes.
- There should be communication between the employer and temporary staff about their performance, appreciation letters and feedback on improvement.
- Staffing firms should devote time and money to train associates or temp staff. By doing this, the firm can have a good business model.

Q.37 Define Quality Circles.

Ans:- **Quality Circles** are small groups of employees who work voluntarily on company time to address quality-related problems such as quality control, cost reduction, production planning and techniques and even product design. It results improved employ satisfaction as well as increases profits through cost savings.

Q.38 Discuss the characteristics of group.

Ans:- Group:- A group is defined as two or more individuals, interacting and independent, who have come together to achieve particular objectives.

Characteristics of group:-

- Created to carryout some specific task or to meet a required goal.
- Relatively permanent or temporary.
- Explicitly stated defined structure, procedural rules and membership.
- Well defined norms.
- Defined roles and designated work assignments.
- Specified goals and deadlines.

Q.39 Define Norms. Explain the reasons why groups should enforce norms?

Ans:- Norms are shared ways of looking at the world.

A norm is a rule of conduct that has been established by group members to maintain consistency in behaviour. Groups control members through the use of norms.

Reasons:-

- Norms summarize and simplify group influence process
- Norms apply only to behaviour- not to private thoughts and feelings
- Norms resolve impersonal differences in a group and ensure uniformity of action.

Q.40 Define Groupthink.

Ans:- Groupthink is “a deterioration of mental efficiency, reality testing and moral judgements resulting from in-group pressures”.

Certain conditions favour the development of group think.

- The first condition is high cohesiveness:- It refers to the degree of attachment between the group members which enforce them to stay in the group.
- The second is directive leadership, high stress, insulation of the group and lack of methodical procedures for developing and evaluating alternatives.

Q.41 Define Social loafing.

Ans:- It occurs when one or more group members rely on the efforts of other group members and fail to contribute their own time, effort, thoughts or other resources to a group. They think that group's result will not indicate individual's failure. It creates a real drag on the group's effort and achievements.

Q.42 What are the factors that contribute to Team-effectiveness?

Ans:- Factors that contribute to Team-effectiveness are:-

- The task should be motivating and the outcome of task should be perceived as being important to other people's lives.
- Challenging goals, which are clearly defined.
- Group efforts should be rewarded.
- Team should have right blend of skills.
- Agree on norms and regulation.
- Develop effective problem solving techniques.

Q.43 Define Interpersonal skills.

Ans:- **Interpersonal skills** refers to mental and communicative algorithms applied during social communications and interactions in order to reach certain effects or results.

The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another. 44 D

Q. Define script Analysis.

Ans:- script Analysis is detailing of specific life dramas that people compulsively play out. It is a sophisticated and complex part of Transactional Analysis.

The four most popular elements of script Analysis are:-

Pay-off or curse:- This is the way the parents tell the child to end its life.

Stoppers:- These are injunctions or unfair negative comments from the parent.

Counter Script:- Counter Script messages are in the form of slogans; proverbs. For example: Work hard

Programme:- Programme is what the parents teaches the child to do in order to live out the script.

Q.45 Define Life-position Analysis.

Ans:- Life-position comprises certain deeply ingrained convictions about the worth of self and others.

We have four life positions:

| | | |
|----------|---------------|---------------|
| Positive | I'm Ok | I'm Ok |
| | You're Ok | You're not Ok |
| Negative | I'm not Ok | I'm not Ok |
| | You're not Ok | You're Ok |
| | Positive | Negative |

The 1st Quadrant shows healthy acceptance of self and others. This life position can be learnt.

The other life positions are less psychologically matured and less effective.

Q.46 Define Transactional Analysis.

Ans:- *Transactions* are the flow of communication, and more specifically the unspoken psychological flow of communication that runs in parallel.

Transactions occur simultaneously at both explicit and psychological levels. It was founded by Eric Berne. It has wide applications in clinical, therapeutic, management, personality, encompassing communications, relationship and behaviour.

Q.47 Define the term Leader and Leadership.

Ans:- A "Leader" is a one who guides and directs other people. He gives the efforts of his followers a direction and purpose by influencing their behaviour.

"Leadership" is the ability to influence a group towards the achievement of a vision or set of goals.

It is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion.

Q.48 Define Charismatic Leadership.

Ans:- Charismatic Leadership is one of the more recent theories on leadership. "Charisma" is a special characteristic of some leaders. People usually feel personality attracted to a charismatic leader and could lead to a powerful leadership. The followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviours.

Q.49 Define characteristic of Leadership.

Ans:- characteristic of Leadership

- Leadership implies the existence of followers.
- Leadership involves a community of interest between leader and his followers
- Leadership involves an unequal distribution of authority among leaders and group members
- Leadership is a process of influence
- Leadership is the function of stimulation
- A leader must be exemplary
- A leader ensures absolute justice

Q.50 Explain Leadership Styles.

Ans:- Leadership Styles refers to the behaviour pattern adopted by a leader to influence his subordinates for attaining the organizational goals. Leadership Styles are such as:-

- The Manager makes decision and announces.
- The Manager sells his decisions.
- The Manager presents his ideas and invites questions.
- The Manager presents a tentative decision subject to change.
- The Manager may present the problem, get the suggestions and then take his own decisions.
- The Manager may define the limits and request the group to make a decision
- The Manager may permit full involvement of the subordinates in the decision-making process.

Q.51 What are the functions of a Leader?

Ans:- An effective leader is one who can make ordinary men to do extraordinary things. The important functions of a leader are:

- He must take the initiative.

- He identifies group goals.
- He represents the organization.
- He acts as an arbitrator.
- He assigns reasons for his action.

Q.52 Define Man theory of Leadership.

Ans:- Man theory assumes that the capacity for leadership is inherent-that great leaders are born, not made. This theory defines great leaders as heroic, mythic and destined to rise to leadership when needed. The term “Man” was used because leadership was thought of primarily as a male quality, especially in terms of military leadership.

Leaders are born not made.

Great leaders will arise when there is a great need.

Q.53 What is Power? How is it related to political behaviour?

Ans:- Power is the ability to get things done the way a person wants them done. Power includes the ability to gather physical and human resources and put them to work to reach whatever goals the person wants to reach.

Political Behavior:-Behavior that focuses on getting, developing, and using power to achieve a desired result in situations of uncertainty or conflict over choices.

Political behavior flows with the dynamics of power. People's need for power can be associated with their inclination to be involved in their organizations' inevitably present political processes.

Q.54 Define Sponsorship.

Ans:- In Impression management, sponsorship is a tactics used to control other's impression. It refers to the commitment to an idea or project by a manager who uses his or her political power to support.

Q.55 What do you mean by control of resources?

Ans:- control of resources includes seeking and exercising control over information, funding and other resources. It is a strategy or tactics used in impression management.

Q.56 Define Whistle blowing.

Ans:- It is a political strategy in which an individual inform an outsider such as a news reporter or government agency about an organization's unethical or illegal behaviour.

Q.57 What is politics in organization?

Ans:- politics in organization can be done by anyone using the right methods and attitudes. organizational politics is a crucial aspect of leadership. It also provides a way to create a realistic productive culture in ever changing global competitiveness.

Negative organizational politics hampers creativity, productivity, fairness, motivation, teamwork.

Q.58 Define Attack on others.

Ans:- Attack on others is a tactics used in Impression Management. It refers minimizing the success of others and drawing attention to their failures.

Q.59 What is meant by "conflict". Discuss the major forms of conflict in organization.

Ans:- Conflict refers to any situation in which incompatible goals, attitudes, emotions or behaviours lead to disagreement or opposition between two or more parties.

Major forms of conflicts are:-

1. Intra-individual or Intrapersonal conflict:- It refers to conflict within an individual. An individual may experience
 - Cognitive conflict:- An intellectual
 - created by trying to achieve incompatible goals.
 - Affective Conflict:- It Occurs when competing emotions accompany the incompatible goals.
2. Inter-Individual conflict:- When two individuals disagree about issues, actions or goals and where joint outcomes become important, there is inter- individual conflict.
3. Individual-Group conflict:- It happens in two situations.

The first situation is one in which an individual is violating group norms. The second case is one in which subordinates of one boss collectively disagree with a course of action the boss wants to take.

4. Inter-group conflict:- It involves conflict between groups of people, irrespective of the size of the group.
5. Organizational level Conflict:- Conflict can also exist between organizations.

Q.60 What is functional conflict?

Ans:- Functional conflicts are conflicts that supports the goals of the group and improves its performance. It is the constructive disagreement between two or more people. Managers should stimulate functional conflict. It produces new ideas, learning and growth among individuals.

Q.61 What is dysfunctional conflict?

Ans:- Dysfunctional conflicts hinder group performance and it is the destructive form of conflict. It is an unhealthy, destructive disagreement between two or more people. Managers should prevent dysfunctional conflict. Because the losses to both parties may exceed any potential gain from the conflict.

Q.62 What defence mechanism do people use in interpersonal conflict?

Ans:- To avoid interpersonal conflicts individual enhances own self esteem by patterning behaviour after another's, frequently also internalizing the values and beliefs of other person and also shares the glories and sufferings to other individual or groups.

Q.63 Describe relationship between stress and performance.

Ans:- Stress is a fact of life, and it is important to learn how to use stress constructively to improve performance. The relationship between stress and performance can be divided into several sections. First is the perceived ability of an individual to accomplish a task. Next is the work to be accomplished. How difficult is the work, and how much effort is required? Then we need to look at the individual's actual capacity to perform the assigned work.

Q.64 What is Negotiation? Define Integrative Negotiation.

Ans:- Negotiation is the process through which the parties to a conflict define what they are willing to give and accept in an exchange.

Integrative Negotiation:- Under this approach to negotiation, the parties' goal are not seen as mutually exclusive, the focus is on making it possible for both sides to achieve their objective.

Q.65 Define Emotional exhaustion.

Ans:- Emotional exhaustion refers to feeling to being emotionally overcentred and depletion of one's emotional resources, lack of energy and this may coexist with feeling of frustration and tension.

Q.66 Define Depersonalization.

Ans:- It is otherwise known as dehumanization. It refers to a negative, cynical or excessively detached response to other people, which often include loss of idealism and distant attitude towards work and people on job.

Q.67 Define stress. What are the causes of stress?

Ans:- Stress refers to psychological and physiological state that results when certain features of an individual's environment challenges that person, creating an actual or perceived imbalance between demand and capacity to adjust.

Causes of stress:-

1. Inner conflicts
2. Perceptual Influences
3. Thresholds of stress
4. Motivational Level

Q.68 What is Eustress and Distress?

Ans:- **Eustress** is a positive form of stress, usually related to desirable events in person's life.

"Eustress" (derived from the Greek "eu," meaning well, or good) denotes a physiological response to stress which leads to a positive adaptation. One example of eustress is found in the training principle of sports periodization whereby judiciously applied intense intervals of physiological stress (training) produce the adaptive benefit of strength and improved performance.

Distress is the most commonly-referred to type of stress, having negative implications.

Distress is, unfortunately, something we all experience from time to time.

Emotional stress caused by interpersonal relationships is not as easy to resolve, and is most often distress.

Q.69 Explain Lewin's Change Model.

Ans:- Lewin's Change Model is based on the idea of force field analysis. He proposed three step model in the change process.

1. Unfreezing:- It involves encouraging individuals to discard old behaviours by shaking up the equilibrium state that maintains the status quo.
2. Change or Moving:- New attitudes, values and behaviours are substituted for old ones.
3. Refreezing:- It involves the establishment of new attitudes, values and behaviours as the new status quo.

Q.70 Define Organizational development.

Ans:- It is a systematic approach to organizational improvement that applies behavioural science theory and research in order to increase individual and organizational well-being and effectiveness.

Q.71 What are the basic assumptions of OD?

Ans:- The assumptions of OD program are:-

1. Assumptions of dealing with individuals:- The two basic assumptions about individuals in organizations are
 - Most individuals have drives towards personal growth and development and development.
 - Organization must remove obstacles and barriers and reward success.
2. Assumptions of dealing with Groups:- The assumptions Relate to the importance of work teams.
 - The work group greatly influences feelings of satisfaction and competence.
 - Work groups are the best way to satisfy social and emotional needs at work.
 - Attitudinal and motivational problems in organizations require interactive and transactional solutions.
3. Assumptions for designing organizations:-
 - People are an organization's most important resource. They are the source of productivity and profits and should be treated with care.

Q.72 What is the purpose of OD?

Ans:- The main purpose of OD is "to bring about a system of organizational renewal that can effectively cope with environmental changes.

OD tries to maximize organizational effectiveness as well as individual work satisfaction. It is the most comprehensive strategy for intervention.

Q.73. Describe the objectives of OD programs.

Ans:- Objectives of OD programs:-

1. Decision making on the basis of competence rather than authority.

2. Creativity resolving conflicts through confrontation designed to replace win-loss situations with win-win types.
3. Reducing dysfunctional competition and maximizing collaboration.
4. Increasing commitment and a sense of “ownership” of organization objectives throughout the work force.
5. Increasing the degree of interpersonal trust and support.
6. Creating a climate in which human growth, development and renewal are a natural part of the enterprise’s daily operation.
7. Developing a communication system characterized by mutual openness in solving organizational problems.

Q.74 What is a change agent?

Ans:- A change agent may be a full time organisational development professional, a leader of a division or a middle manager charged with the responsibility of bringing about a change in his/her area. Anyone involved in helping a team achieve something new becomes an agent of change.

Being effective as change agent largely depends on ability to form relationships:

- Assertiveness:- Be self-confident without arrogance; have strong belief in what you’re doing.
- Non-threatening:- Be low-key & supportive; show that your intention is to help.
- Trustworthy:- show that you can be trusted from the top to the front line.

Q.75 Define Organizational Culture.

Ans:- Organizational Culture refers to a system of shared beliefs and attitudes that develops within an organization and which guides the behaviour of its members.

Managers play a significant role in building the culture of the organization culture.

Q.76 How employees learn culture?

Ans:- Culture is transmitted to employees in a number of ways.

1. Stories:- Organizational “stories” typically contain a narrative of significant events or people including such things as the organization’s founders, rules breaking, reactions to past mistakes and so on.
2. Rituals and Ceremonies:- Corporate rituals are repetitive sequences of activities that express and reinforce the values of the organization and that are enacted repeatedly on important occasions.
3. Organizational Heroes:- Top management and prominent leaders of the organization become the role model for the members.
4. Language:- Many organizations and units within organizations use language as a way to identify members of a culture.

Q.77 What is Artifacts? Define visible Artifacts.

Ans:- Artifacts are the things that come together to define a culture and reveal what the culture is about to those who pay attention to them. They include products, services and even behaviour pattern of the member of an organization. Visible Artifacts:- These are visible signs of an organization's culture, such as office design and layout, company dress codes, and company benefits and personal parking spaces etc.

Q.78 Define Socialization.

Ans:- Socialization is the process that adapts employees to the organization's culture. Organization wants to help new employees adapt to its culture. The adaptation is done through the process of "socialization". It is of three stages.

1. The pre-arrival stage
2. Encounter stage
3. Metamorphosis stage

Q.79 Who are stockholders.

Ans:- The share holders are the persons who provide the funds to the business enterprise. The business should be managed efficiently so as to provide a fair return on the investments of the shareholders.

Q.80 Why organizational culture is important to a firm for its success?

Ans:- Importance of Organizational culture:-

1. Organizational culture gives an identity to employees.
2. It is an important source of stability and continuity to the organization, and provides a sense of security to its members.
3. Knowledge of the organizational culture helps newer employees interpret what goes on inside the organization.
4. Culture helps to stimulate employee enthusiasm for their tasks by recognizing and rewarding high-producing and creative individual.

LONG QUESTIONS

Q.1 Describe briefly the challenges of OB?

Ans:- There are a lot of challenges and opportunities today for managers to use OB concepts. Global competition is requiring manager as well as employees to be more flexible and learn to cope with rapid change.

Improving quality and productivity through the use of quality management, reengineering and other techniques; improving people skills; managing workforce diversity-a key challenge since organizations are becoming more heterogeneous in terms of gender, race, and ethnicity; responding to globalisation; empowering people by the reshaping of the relationship between managers and those they are supposedly responsible for managing; stimulating innovation and change; coping with temporaries as the workforce becomes more part time and contingency based; dealing with declining employee loyalty; and improving ethical behaviour.

Managers and employees must become capable of working with people from different cultures-

Multinational corporations are developing operations **worldwide**.

Companies are developing joint ventures with foreign partners.

Workers are pursuing job opportunities across national borders.

The fact that human beings make up a vital part of any organization is no secret. Indeed, organizational behavior provides a challenge. Much has been learned, and much more remains to be learned. The future portends even more change, even more challenges, even more complexity. Behavioral study provides performance feedback and insight into why employees behave a certain way and their informal social interactions.

Organizations are open systems consisting of people, technology, structure, and purpose, which interact with elements in the organization's environment. They face innumerable challenges on several fronts in their efforts to remain competitive. The correct application of organizational behavior, besides being interesting and practical, allows managers to identify workers who are extremely productive or especially unproductive and to comprehend why such differences exist and helps managers understand the complexity within organizations, identify problems, and determine the best way to correct them.

For a company to be efficient, it needs to do more than just manage its assets and assign tasks to its personnel. Rather, it needs to adopt a holistic approach to organizational behavior which is humanistic. Organizational behavior has

manifold implications for various managerial, organizational, and global challenges. It is the study of individual behavior and group dynamics in organizational settings which focuses on motivation, leadership, teamwork, and communication. Moreover, it also encompasses contemporary issues in organizations.

Managers are concerned with the quantity and quality of the work their employees are performing. They must consider personal and environmental factors to understand fully how people behave in organizations and to help them grow to be all they can be. They should learn as much as possible about psychology in order to understand their employees. Four challenges for managers are the global environment, the workplace, ethical issues at work, and technological innovation. In addition, they must continually upgrade their knowledge about all aspects of their businesses, especially the human side of the organization.

It reflects what is going on in all types of organizations -- public and private, large and small, product and service-oriented. It also reflects the themes of globalization, diversity, technology, and ethics.

Challenges provide opportunities for us to grow and develop both as individuals and organizations. Challenge and opportunity are watchwords in organizations during these challenging times. Managers and employees alike are challenged to positively and optimistically meet change in how work gets done, change in psychological and legal interactions between individuals and organizations, change in personnel, and change in the basis for organization.

Q.2 Define OB. What are the goals of OB?

Ans:- A field of study that investigates the impact that individuals, groups and structure have on behaviour within organizations, for the purpose of applying such knowledge towards improving an organization.

Organizational behavior is concerned with developing people skills. Therefore, the goals of organizational behavior are to help us to explain, predict, and control human behavior.

When it comes to why an individual or a group of individuals did something, we are pursuing the explanation objective. It is probably the least important of the three goals from a management perspective because it occurs after the fact.

If we have to understand a phenomenon, we must begin by trying to explain it. We can then use this understanding to determine a cause. For example, if a member of valued employees resigns, we undoubtedly want to know why in order

to determine if it could have been prevented. Employees quit their jobs for many reasons. However if the explanation for a high quit-rate is inadequate pay or boring jobs, managers often can take actions that will correct this situation in the future.

The goal of prediction focuses on future events to determine what outcomes will result from a given action. A manager of a small factory who attempts to assess how employees will respond to the installation of new robotic equipment is engaging in a predictive exercise. On the basis of a knowledge of organizational behavior, the manager can predict certain behavioral responses to the change. Of course, there are various ways to implement a major change, so the manager is likely to assess employee responses to several change interventions. In this way, the manager can anticipate which approaches will generate the least degree of employee resistance and use that information in making his or her decision.

Q.3 What is Learning? Describe various theories of learning.

Ans:- Learning is defined as a relatively permanent change in behaviour as a result of direct or indirect experience.

"Learning Theory" is a discipline of psychology that attempts to explain how an organism learns.

Four theories have been offered to explain the the process by which we acquire patterns of behaviour.

1. Classical conditioning theory
2. Operant conditioning theory
3. Cognitive learning theory
4. Social learning theory

1. Classical conditioning theory:- It describes that when something happens, and we react in a specific way that means we are conditioned to behave in a certain way.

Classical Conditioning is the type of learning made famous by Pavlov's experiments with dogs. The gist of the experiment is this: Pavlov presented dogs with food, and measured their salivary response (how much they drooled). Then he began ringing a bell just before presenting the food. At first, the dogs did not begin salivating until the food was presented. After a while, however, the dogs began to salivate when the sound of the bell was presented. They learned to associate the sound of the bell with the presentation of the food. As far as their immediate physiological responses were concerned, the sound of the bell became equivalent to the presentation of the food.

Classical conditioning is used by trainers for two purposes: To condition autonomic responses, such as the drooling, or calming without using the stimuli that would naturally create such a response; and, to create an association between a stimulus that normally would not have any effect on the animal and a stimulus that would.

Stimuli that animals react to without training are called *primary* or *unconditioned stimuli* (US). They include food, pain, and other "instinctive" stimuli.

Stimuli that animals react to only after learning about them are called *secondary* or *conditioned stimuli* (CS). These are stimuli that have been associated with a primary stimulus. In Pavlov's experiment, the sound of the bell meant nothing to the dogs at first. After its sound was associated with the presentation of food, it became a conditioned stimulus.

2. Operant conditioning theory:- *Operant* conditioning forms an association between a behavior and a consequence. It induces a voluntary change in behaviour and learning occurs as a "consequence" of such change. Consequences have to be immediate, or clearly linked to the behavior. With verbal humans, we can explain the connection between the consequence and the behavior, even if they are separated in time. There are four possible consequences to any behavior. They are:

Anything that *increases* a behavior - makes it occur more frequently, makes it stronger, or makes it more likely to occur - is termed a *reinforcer*.

Anything that *decreases* a behavior - makes it occur less frequently, makes it weaker, or makes it less likely to occur - is termed a *punisher*.

3. Cognitive learning theory:- Cognitive focuses on an unobservable change in mental knowledge. Cognitive learning is learning achieved by thinking about the perceived relationship between events and individual goals and expectation. It refers to the individual's ideas, thoughts, knowledge, interpretation and understanding about the individual and environment.

4. Social learning theory:- Social learning focuses on the learning that occurs within a social context. It considers how people learn from one another, encompassing such concepts as observational learning, imitation and modeling.

Principles:-

- People can learn by observing the behaviours of others and the outcomes of those behaviour.
- Learning can occur without a change in behaviour.
- The consequences of behaviour play a role in learning.
- Cognition plays a role in learning.

Q.4 How can reinforcement be used to generate change in behaviour?

Ans:- Reinforcement is the process by which certain types of behaviours are strengthened. It is the attempt to develop or strengthen desirable behaviour by either positive consequences or negative consequences. A "reinforcer" is any stimulus that causes certain behaviours to be repeated.

There are four basic reinforcement strategies:-

1. Positive reinforcement
 2. Negative reinforcement
 3. Extinction
 4. Punishment
1. Positive reinforcement:- A positive reinforcement is a reward for a desired behaviour. The reward should be sufficiently powerful and durable so that it increases the probability of occurrence of desirable behaviour. Positive reinforcement results from the application of a positive consequence.
For E.g:- Bonus paid at the end of a successful business year.
Student will study to get good grades.
 2. Negative reinforcement:- It is also known as "escape conditioning" or "avoidance learning". It is also a method of strengthening desired behaviour. It results from withholding a threatened negative consequence when a desired behaviour occurs.
 3. Extinction:- This type of reinforcement is applied to reduce undesirable behaviour, especially when such behaviours were previously rewarded. An alternative to punishing undesirable behaviour is extinction- the attempt to weaken behaviour by attaching no consequences to it. It is equivalent to ignoring the behaviour. However some time and patience may be needed for it to be effective.
 4. Punishment:- It is the opposite of reinforcement. Punishment tends to lower the probability of a response by following it with an unpleasant consequence. Punishment is the attempt to eliminate or weaken undesirable behaviour. It is used in two ways. One way to punish a person is through the application of a negative consequence, following an undesirable behaviour. The other way to punish a person is through the withholding of a positive consequence.
One problem with punishment is that it may have unintended results. Because punishment is discomfiting to the individual being punished, the experience of punishment may result in negative psychological, emotional, performance or behavioural consequences.

Q.5 Define Attitude. What are the components of Attitude?

Ans:- Attitude is defined as a more or less stable set of predisposition of opinion, interest or purpose involving expectancy of a certain kind of experience. Attitudes are known as "frames of reference". They provide the background against which facts and events are viewed.

components of Attitudes:- The three components of attitudes are:

1. Cognitive component
2. Affective component
3. **Behavioural** component

1. Cognitive component:- This component includes the **beliefs** an individual has about a certain person, object or situation. The belief that “discrimination is wrong” is a value statement. Such an opinion is the cognitive component of attitude. The cognitive component of attitude reflects a person’s perception or beliefs.
2. Affective component:- This component refers to the person’s **feelings** that result from his or her beliefs about a person, object or situation. The affective component becomes stronger as an individual has more frequent and direct experience with a object, person or situation. ‘Affect’ is the emotional component of an attitude.
3. **Behavioural** component:- This component refers to the individual’s **behaviour** that occurs as a result of his or her feeling about the person, object or situation. The behaviour component of an attitude refers to an intention to behave in a certain way towards someone or something. An individual may complain, request a transfer or be less productive because he or she feels dissatisfied with work. This component is measured by observing behaviour or by asking a person about behaviour or intentions.

Q.6 Define the characteristics of Attitudes.

Ans:- An attitude is “ a mental state of readiness, organized through experience, exerting a specific influence upon a person’s response to people, object and situations with which it is related.

Attitudes do influence behaviour of people and their performance in organizations.

Characteristics of Attitudes:-

- An attitude is the predisposition of the individual to evaluate some objects in a favourable or an unfavourable manner.
- People at work place have attitudes about lots of topics related to them. These attitudes are firmly embedded in a complex psychological structure of beliefs.
- Attitudes are different from values. Values are ideals whereas attitudes are narrow, they are our feelings, thoughts and behavioural tendencies towards a specific object or situation.
- Attitude is a predisposition to respond to a certain set of facts.
- Attitudes are evaluative statements- either favourable or unfavourable concerning the objects, people or events.

Q.7 What are the types of work attitudes, describe briefly?

Ans:- Attitude at work are important because, directly or indirectly, they affect work behaviour. Job satisfaction and organizational commitment are key attitudes of interest to managers.

Job satisfaction:- Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences. The factors are:-

1. Mentally challenging work:- Employees tend to prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom and feedback on how well they are doing.

2. Personality- job fit:- People with personality types congruent with their chosen vocations should find they have the right talents and abilities to meet the demands of their jobs.
3. Equitable Rewards:- Employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations.
4. Support working conditions:- Employees prefer physical conditions that are comfortable and facilitate doing a good job. Temperature, light, noise and environment factors should not be extreme and provide personal comfort.
5. Supportive Colleagues:- Employees have need for social interaction. Therefore having friendly and supportive co-workers and understanding supervisor's leads to be increased job satisfaction.
6. Whistle blowing:- Whistle-blowing is important because committed organizational members sometimes engage in unethical behaviour in an intense desire to succeed. Organizations can manage whistle-blowing by communicating the conditions that are appropriate for the disclosure of wrongdoing.
7. Social responsibility:- Corporate social responsibility is the obligation of an organization to behave in ethical ways in the social environment in which it operates.

Q.8 What is Kelley's Attribution Theory? What are its implications for explaining Organizational Behaviour?

Ans:- Kelley's Attribution Theory has been proposed to develop explanations of the ways in which we judge people differently, depending on what meaning we attribute to a given behaviour.

Attribution is a perceptual process. Kelley proposed that individuals make attributions based on information gathered in the form of three informational cues:

1. Consensus:- Consensus is the extent to which peers in the same situation behave the same way. In other words, if everyone who is faced with a similar situation responds in the same way, we can say that the behaviour shows consensus. If everybody in the same circumstance behaves in the same way, then it would be external attribution; whereas if a single employee behaves in a particular way, then it would be internal.
2. Distinctiveness:- It is the degree to which the person behaves the same way in other situations. If the action is unusual, the observer is likely to give the behaviour an external attribution. If this action is not unusual, it will probably be judged as internal.
3. Consistency:- It refers to the frequency of a particular behaviour over time. An observer looks for consistency in a person's action. The more consistency the behaviour, the more the observer is inclined to attribute it to internal causes.

Q.9 What is Impression Management? How it is used in organization?

Ans:- People in organizations are always judging each other. An Impression towards a work shows the attitude and behaviour of a person. Managers must appraise their subordinate's performance. These judgements have important consequences for the organizations. The applications of perceptions in organizations:

1. Employee Interview:- A major input into who is hired and who is rejected in any organization is the employment interview. Interviewers generally draw early impressions that become very quickly entrenched.
The employment interview is an important input into the hiring decision and a manager must recognize that perceptual factors influence who is hired.
2. Performance Evaluation:- An employees performance appraisal very much depends on the perceptual process.
The performance appraisal represents an assessment of an employees work. The evaluator forms a general impression of an employee's work. What the evaluator perceives to be "good" or "bad" employee characteristics will significantly influence the appraisal outcome.
3. Perception Expectations:- A manager's expectations of an individual affect both the manager's behaviour towards the individual and the individual's response. This is particularly relevant when we consider performance expectations on the job.
4. Employee Loyalty:- Another important judgement that managers make about employees is wheather they are loyal to the organization. The assessment of an employee's loyalty or commitment is highly judgemental. What is perceived as loyalty by one may be seen as excessive by another.

Q.10 Define Perception process. What are the factors that influence perception?

Ans:- Perception is a three- phase process of selecting, organizing and interpreting information.

Factors influencing perception:-

A number of factors operate to shape and sobetimes distort perception. These factors are:

1. Perceiver
 2. Object or target being perceived
 3. Situation in which the perception is made
1. Perceiver:- When an individual looks at a target and attempts to interpret what he or she stands for, that interpretation is heavily influenced by personal characteristics of the individual perceiver.

Characteristics of the Perceiver:-

- Attitude:- The perceiver's attitude affect perception.
- Moods:- Moods can have a strong influence on the way we perceive someone.
- Motives:- Unsatisfied needs or motives stimulate individuals and may exert a strong influence on their perceptions.
- Self- concepts:- Another factor that can affect social perception is the perceiver's self-concept.

- Interest:- The focus of our intention appears to be influenced by our interests.
- Cognitive structure:- It refers to the individual's pattern of thinking,also affects perception.
- Expectations:- Expectations can distort our perceptions in that we will see what we expect to see.

2. Characteristics of the Target:-

Characteristics in the target that is being observed can affect what is perceived. Physical appearance plays a big role in our perception of others.

Verbal communication from targets also affects our

Perception of them. Non-verbal communication conveys a great deal of information about the target.

Targets are not looked at an isolation; the relationship of a target to its background influences its perception.

2. Characteristics of the situation:-

The situation in which the interaction between the perceiver and the target takes place has an influence on the perceiver's impression of the target.

The strength of the situational cues also affect social perception. Some situations provide strong cues as to appropriate behaviour. The individual's behaviour can be accounted by the situation.

Q.11 What are the barriers to perception?

Ans:- Individuals develop techniques for perceiving and interpreting what others do. Several factors lead us to form inaccurate impression of others. These are the barriers to perception. These are:-

1. Selective Perception:- It is our tendency to choose information that supports our viewpoints; individuals often ignore information that makes them feel uncomfortable or threatens their viewpoints.
2. Stereotype:- A stereotype is a generalization about a group of people. Stereotyping is used when we judge someone on the basis of our perception of the group to which he or she belongs. It is a means of simplifying a complex world and it permits to maintain consistency.
3. Halo Effect:- It is very similar to stereotyping. Under halo effect the person is perceived on the basis of one trait. When we draw a general impression about an individual based on a single characteristic, such as intelligence, sociability or appearance ; a halo effect isoperating.
4. First- impression error:- Individuals place a good deal of importance on first impressions. Fast impressions are lasting impressions. First-impression error means the tendency to form lasting opinions about an individual based on initial perception.
5. Contrast Effect:- Stimuli that contrast with the surrounding environment are more likely to be selected for attention than stimuli that blend in. A contrasting effect can be caused by colour, size or any other factor that is unusual.

6. Projection:- It is easy to judge others if we assume they are similar to us. This tendency to attribute one's own characteristics to other people is called projection. Projection can distort perceptions made by others. When managers engage in projection, they compromise their ability to respond to individual differences.
7. Implicit Personality Theories:- Implicit-personality theory is opinions formed about other people that are based on our own mini-theories about how people behave. These implicit personality theories are barriers because they limit our ability to take in new information when it is available.
8. Self- fulfilling prophecies:- Self- fulfilling prophecies are situations in which our expectations about people affect our interaction with them in such a way that our expectations are fulfilled. It is also known as the Pygmalion effect.

Q.12 What is the link between perception and decision making? How does one affects the other?

Ans:- The link between perception and decision making:-

Individuals in organizations make decisions. They make choices from among two or more alternatives. Top managers, determine their organizational's goals, what products or service to offer, how best to finance operations or where to locate a new manufacturing plant. Middle and lower- level managers determine production schedules, select new employees and decide how pay raises are to be allocated. Nonmanagerial employees also make decisions that affect their jobs and the organizations for which they work. Individual decision making, therefore is an important part of organizational behaviour. But how individuals in organizations make decisions and the quality of their final choices are largely influenced by their perceptions.

- Decision making occurs as a reaction to a problem. That is, a discrepancy exists between the current state of affairs and some desired state, requiring to consider alternative course of action.
- Moreover, every decision requires us to interpret and evaluate information. We typically receive data from multiple sources and need to screen, process, and interpret it. Which data, for instance, are relevant to the decision depends upon the perceptions of the decision maker.
- We also need to develop alternatives and evaluate the strengths and weaknesses of each. An individual decision maker's perceptual process will have a large bearing on the final outcome.
- Finally the entire decision making process depends upon the perception of the decision maker.

Q.13 Why the study of "personality" is important for a manager?

Ans:- Today's workplace is changing. Organizational structures and the role of first-line managers within these structures are undergoing a transformation.

As the roles of first-line managers change, so may the methods also changed that are used to select these managers. The current study investigates whether differences in personality are systematically related to stated preferences for first-line management jobs requiring different approaches to work. Knowledge of such a relationship could prove beneficial to an organization that desires to select managers that fit with its unique organizational culture.

An important element of an organization's culture is the way in which it structures the jobs of first-line managers and their subordinates. Today, the use of personality inventories for personnel selection is receiving increasingly positive attention. This resurgence in interest is largely due to two factors. First, the person-versus-situation which states that there is recognition that personality plays an important role in the prediction of criterion. Second, in the past several years personality researchers have begun to agree on a five-factor model of personality that can serve as a taxonomy for investigating personality-related issues. five factors of personality (the "big five") are Extraversion, Emotional Stability (Neuroticism), Agreeableness, Conscientiousness, and Openness to Experience. While it is true that these studies were investigating the predictive ability of personality for job performance, if a relationship can also be shown between personality and preferences for manager-subordinate relationships in first-line manager's jobs (i.e., personality types fit with organizational cultures), personality inventories will become even more valuable as selection instruments.

Extraversion is the extent to which an individual is gregarious, outgoing, lively, and sociable. Intuitively, these facets appear to be important in effective team interactions but they have nonetheless been very inconsistent in predicting team outcomes. Conscientiousness is characterized by diligence, achievement motivation, and organization. It is a well-established predictor of individual work performance but may not be as important in a team setting. People high in emotional stability tend to be brave, self-assured, and deliberate. This trait has been cited as one of the most important predictors of team cohesion among the big five. Finally, agreeableness is the extent to which individuals are compliant, altruistic, trustful, and gentle. One would expect this to be a valuable trait in team interactions and outcomes, and it has indeed been shown to be important in contextual performance measures.

Another intriguing personality trait is an individual's predisposition to working in a team setting. The extent to which team members enjoy teamwork has been shown to have important implications for some team outcomes that are in turn significant for organization. Therefore we included predisposition to be a team player, along with extraversion, conscientiousness, emotional stability and agreeableness in the present study in an effort to clarify their predictive validity of team performance and cohesion.

Q.14 How do the Type theory differ from Trait Theory?

Ans:- Type theory:- Personality is classified into two types.

1. Type A Personality
2. Type B Personality

1. Type A Personality:- **Type A** individuals can be described as impatient, excessively time-conscious, insecure about their status, highly competitive, hostile and aggressive, and incapable of relaxation. They are often high achieving workaholics who multi-task, drive themselves with deadlines, and are unhappy about the smallest of delays. Because of these characteristics, Type A individuals are often described as "stress junkies."

Symptoms of Type A Behavior

1. An intrinsic insecurity or insufficient level of self-esteem, which is considered to be the root cause of the syndrome. This is believed to be covert and therefore less observable.
2. Time urgency and impatience, which causes irritation and exasperation.
3. Free floating hostility, which can be triggered by even minor incidents.
4. Type B Personality:- **Type B** individuals, in contrast, are described as patient, relaxed, and easy-going. In organizations, senior executives are usually Type B's. The promotions in corporate organizations usually go to those who are merely hasty and hostile in doing things.

Trait Theory:- The trait approach to personality is one of the major theoretical areas in the study of personality. The trait theory suggests that individual personalities are composed broad dispositions.

Trait approach to personality is focused on differences between individuals. The combination and interaction of various traits combine to form a personality that is unique to each individual. Trait theory is focused on identifying and measuring these individual personality characteristics.

The Five-Factor Theory of Personality

This five-factor model of personality represents five core traits that interact to form human personality.

1. Extraversion
2. Agreeableness
3. Conscientiousness
4. Neuroticism
5. Openness

Assessing the Trait Approach to Personality

While most agree that people can be described based upon their personality traits, theorists continue to debate the number of basic traits that make up human personality. While trait theory has objectivity that some personality theories lack, it also has weaknesses. Some of the most common criticisms of trait theory center on the fact that traits are often poor predictors of behavior. While an individual may score high on assessments of a specific trait, he or she may not always behave that way in every situation. Another problem is that trait theories do not address how or why individual differences in personality develop or emerge.

Q. 15 Compare and contrast Maslow's need theory, Hertzberg's two factor theory and Alderfer's ERG theory?

Ans:- Maslow's need theory:-

Abraham Maslow was a practising psychologist who noted through his experience that people seemed to have certain categories of needs. In fact, he defined five specific levels of needs, Self-Actualisation, self-esteem, Social, Security and Physical, and said that they were organised in a hierarchy.

Starting with physical needs, people are motivated by anything that assures them of food and shelter. Once these needs are satisfied, they "move up" the hierarchy and become motivated by security issues. At the organisational level, for example, the health benefits or pension plan may be motivational at this level. Once satisfied, the person again moves up the hierarchy to the "social needs" level where good interpersonal relations are motivational. Many of our social needs to belong and feel needed are played out at work where we spend so much of our time. When these needs are met, the individual becomes motivated by self-esteem which considers such things as recognition, opportunity for growth and autonomy. Even the keys to the proverbial executive washroom may be an element of self-esteem as they demonstrate recognition. At the top of the hierarchy, often depicted as a pyramid or ladder, is self-actualisation. At this level, the individual is free from all mundane concerns and may pursue their dreams, become all that they can be. It is doubtful that many of us ever reach this level.

Maslow's theory is the most popular motivational theory ever. It is easy to understand but lacks either a research base or confirmation by other studies. Yet, Maslow's theory does tell us two important things:

1. That not all people are motivated by the same thing.
2. That the same person is not always motivated by the same thing since their needs change over time.

These two insights are extremely important to managers. Hertzberg's two factor theory:-

Also in the early 1950s, Frederick Herzberg, another psychologist, studied motivation among accountants and engineers in the greater Pittsburg area. He and his team asked people to relate critical incidents about when they felt most satisfied and motivated on the job and when they felt most dissatisfied. He found that these questions received two different types of answers. Thus, the two-factor theory was born. One factor Herzberg called hygiene factors. These were things that made people very unhappy when they weren't taken care of but did not motivate them when they were. In other words, hygiene factors, or maintenance factors as Herzberg sometimes called them, prevented dissatisfaction but did not lead to motivation. Hygiene factors include a safe working environment, salary, and satisfactory working relationships with peers and superiors.

Hygiene factors, those whose absence can create job dissatisfaction:

- ▶ Supervision
- ▶ Company policy
- ▶ Working conditions
- ▶ Salary
- ▶ Peer relationship
- ▶ Security

The other factor, Herzberg called motivators. These were the things that, when present, cause motivation, but when absent, cause a lack of motivation--not dissatisfaction. Motivators were such things as the work itself, autonomy, authority, and responsibility. Note that Herzberg's motivators are roughly equivalent to Maslow's "higher order needs" of self-esteem and self-actualisation. Herzberg's hygiene factors are roughly equivalent to Maslow's "lower order needs" of physical, security, and social.

Motivator factors, increase job satisfaction:

- ▶ Achievement
- ▶ Recognition
- ▶ Work itself
- ▶ Responsibility
- ▶ Advancement
- ▶ Growth

Herzberg's theory has been widely studied. It has its own research base and it has held up only moderately well under replication studies. The placement of money as a hygiene factor is particularly controversial since many feel that money is still a good basic motivator.

Alderfer's ERG theory:-

Clayton Alderfer essentially modified Maslow's model by condensing the five levels of needs into three categories:

E = Existence
R = Relatedness
G = Growth

| | Maslow | Alderfer | Herzberg | McClelland |
|--------------------|--------------------|-----------------|-------------------|-------------------|
| Higher-order needs | Self-actualization | Growth | Satisfier factors | Achievement |
| | Esteem | | | Power |
| Lower-order needs | Social | Relatedness | Hygiene factors | Affiliation |
| | Safety | Existence | | |
| | Physiological | | | |

Existence needs are roughly equivalent to Maslow's physical and safety needs; relatedness equates to Maslow's social needs; growth refers to self-esteem and self-actualisation.

Alderfer sees needs as moving back and forth, not just upward in the hierarchy. Because of the recognition of forward movement, i.e. progression from lower needs (existence) to higher needs (growth), Alderfer's model is called a "need progression" theory. Maslow's model does the same. However, where Maslow's model generally portrays motivation as moving in one direction--up--Alderfer feels that we move back and forth among these 3 needs as situation change. Thus, it is possible to regress from being motivated by growth to being motivated by relatedness. This backward or downward movement means that Alderfer's theory is also a "frustration regression" theory.

Results suggest that Alderfer's model more closely approximates reality than Maslow's.

Comparison of Maslow's, Alderfer's, Herzberg's, and McClelland's motivation theories.

Q.16 Describe McClelland Need theory along with its criticism.

Ans:- David C McClelland offered different perspective, 'acquired-needs' theory, which argues that our needs are acquired or learned on the basis of our life experience. Although such needs tend to be a product of a variety of conditions to which we are exposed. McClelland believes that each person possesses all three needs, but people differ in the degree to which the various motives dominate their behaviour.

1. Need for power(npow):- The individual exhibiting this need as the dominant one derives satisfaction from his or her ability to control others. Individuals with a high need for power derive satisfaction from being in positions of influence and control. Organizations that foster the power motive tend to attract individuals with a high need for power.
2. Need for affiliation(nAff):- Individuals exhibiting this need as a dominant motive derive satisfaction from social and interpersonal activities. There is a need to form strong interpersonal ties and to "get close" to people psychologically.
3. Need for achievement(nAch):- Individuals high in need for achievement derive satisfaction from reaching goals. High achievers prefer immediate feedback on their performance and they generally undertake tasks of moderate difficulty.

Criticism of McClelland Need theory:-

Three major criticisms are :-

1. The use of a projective technique, such as, TAT(Thematic Apperception Test) to determine basic needs has been questioned. Because of the criticism, it is useful to use different techniques to measure McClelland's three needs.
2. The argument that the need for achievement can be taught to adults conflicts.
3. McClelland's proposal has been questioned on grounds of performance. While it may be feasible to teach the need to achieve under carefully controlled conditions.

Q.17 Explain the steps in designing an OB Mod program.

Ans:- The typical OB Mod programme follows the se steps.

1. Identification of performance- related behaviours:- The manager must decide what specific behaviour is to be eliminated or stimulated. Everything an employee does on his or her job is not equally important in terms of performance outcomes.
2. Specify the behaviour in observable, measurable terms:- The next step in OB Mod, is to identify the critical behaviours that make a significant impact on the employee's job performance. The manager must define what is to be changed and how it is to be measured.
3. Identify the reinforcers:- The manager must examine those reinforcers that appear to be common to most people, as well as individual reinforcers.
4. Identification of behavioural contingencies:- The next step is to perform a functional analysis to identify the behavioural contingencies or consequences of performance. The manager must design the system, which allows the desired reinforcements to be made contingent upon the desired behaviour being emitted.
5. Insure that there is a method for applying the contingency relationship:- The manager is ready to develop and implement an intervention strategy to strengthen desirable performance behaviours and weaken undesirable behaviours.
6. Feedback to the Employee:- In this step the manager must outline specifically what the employee is doing right and wrong, what the rewards are and how they will be applied.
7. Apply the system fairly and consistently:- Once the system is established, it should be maintained ina consistency manner. Rate cutting in piecework systems is a good example of this.

Q. 18 What is Reinforcement theory? How is it related to Goal-setting theory?

Ans:- A counterpoint to goal-setting theory is Reinforcement theory. Reinforcement theory takes a behavioristic approach, arguing that reinforcement conditions behavior.

Reinforcement Theory proposes that social behavior is governed by external event. The basic premise is that people will more likely perform a specific behavior if it is followed directly by the occurrence of something pleasurable or by the removal of something aversive. Additionally, the opposite premise is also included in the theory, but tends to not have as strong of an impact on behavior: people will less likely perform a specific behavior if it is followed by something aversive or the removal of something pleasurable. One of the benefits of this approach to understanding human (and animal) behavior is that the events are observable, as compared with cognitive theories of human behavior.

The external events that play a role in reinforcement theory are referred to as stimuli. They include any event that leads to an alteration or change in behavior. The change in behavior induced by a stimulus is a response.

Reinforcement theory has been operationalized in a process called operant conditioning. Positive reinforcement is the contingent presentation of a stimulus following a response, resulting in an increased likelihood of the response occurring in the future. Negative reinforcement is the contingent withdrawal of a stimulus following a response, resulting in an increased likelihood of the response occurring in the future. Unconditioned reinforcement, also called primary reinforcement, is the presentation of stimuli that are inherently reinforcing, such as affection, food, or sleep. Conditioned reinforcement, also called secondary reinforcement, is the presentation of a stimulus which has acquired reinforcing power through association with primary reinforcers. Social reinforcement is a form of conditioned reinforcement in which the reinforcer involves some sort of interaction with others. Positive punishment is the contingent presentation of a stimulus following a response, resulting in a decreased likelihood of the response occurring in the future, whereas negative punishment is the contingent withdrawal of a stimulus following a response, resulting in a decreased likelihood of the response occurring in the future.

Behaviours developed through the reinforcement of successive approximations to the eventual desired behaviour are called shaped behaviours and the process is called shaping.

The study of reinforcement has produced strong, replicable results. The effects of different schedules of reinforcement have been extensively studied. Some of these schedules include:

- Continuous reinforcement, in which a reinforcer is presented after every desired response,
- Fixed ratio, in which a reinforcer is presented after every nth response,
- Fixed interval, in which a reinforcer is presented after the passage of a specified length of time from the beginning of training or from the presentation of the last reinforcer, provided a response has been made during the period,
- Variable ratio, in which the number of responses between reinforcers varies, but on the average equals a predetermined number
- Variable interval, in which the time between reinforcers varies, but on the average equals a predetermined time.

Relation to Goal-setting theory:- Goal setting is a powerful way of motivating people. In fact, goal setting theory is generally accepted as among the most valid and useful motivation theories in industrial and organizational psychology, human resource management, and organizational behavior.

In 1990, Locke and Latham published their seminal work, "A Theory of Goal Setting and Task Performance." In this book, they reinforced the need to set specific and difficult goals, and they outlined three other characteristics of successful goal setting.

Five Principles

To motivate, goals must take into consideration the degree to which each of the following exists:

1. Clarity.
2. Challenge.
3. Commitment.
4. Feedback.
5. Task complexity

Clarity

Clear goals are measurable, unambiguous, and behavioral. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviors will be rewarded.

Challenge

One of the most important characteristics of goals is the level of challenge. People are often motivated by achievement, and they'll judge a goal based on the significance of the anticipated accomplishment.

Commitment

Goals must be understood and agreed upon if they are to be effective. Employees are more likely to "buy into" a goal if they feel they were part of creating that goal. The notion of participative management rests on this idea of involving employees in setting goals and making decisions.

Feedback

In addition to selecting the right type of goal, an effective goal program must also include feedback. Feedback provides opportunities to clarify expectations, adjust goal difficulty, and gain recognition. It's important to provide benchmark opportunities or targets, so individuals can determine for themselves how they're doing.

TaskComplexity:-

The last factor in goal setting theory introduces two more requirements for success. For goals or assignments that are highly complex. People who work in complicated and demanding roles probably have a high level of motivation already. It's therefore important to do the following:

- Give the person sufficient time to meet the goal or improve performance.

- Provide enough time for the person to practice or learn what is expected and required for success. The whole point of goal setting is to facilitate success.

Q. 19 Explain the different stages of group development.

Ans:- Group generally pass through a standardized sequence in their evolution. This sequence is called the five-stage model of group development characterizes as : Forming, storming, norming, performing and adjourning.

1. Forming:- It is characterized by a great deal of uncertainty about the group's purpose, structure and leadership. Members assess one another with regard to trustworthiness, emotional comfort and evaluative acceptance. This stage is complete when members have begun to think of themselves as part of a group.
2. Storming:- The Storming-stage is one of inter-group conflict. Members accept the existence of the group, but resist the constraints the group imposes on individuality. Furthermore, there is conflict over who will control the group. When this stage is complete, there will be a relatively clear hierarchy of leadership within the group.
3. Norming:- In this stage close relationship develop and the group demonstrates cohesiveness. There is now a strong sense of group identity. This stage is complete when the group structure solidifies and the group has assimilated a common set of expectations.
4. Performing:- The structure at this point is fully functional and accepted. Group energy has moved from getting to know and understand each other to performing the task at hand. For permanent group this is the last stage.
5. Adjourning:- For temporary committees, teams, there is an adjourning stage. High task performance is no longer the group's top priority. Instead, attention is directed towards wrapping up activities.

Q.20 Define Group. Explain the various types of group.

Ans:- Group:- A group is defined as two or more individual, interacting and interdependent, who have come together to achieve particular objectives.

Groups can be either formal or informal.

1. Formal Groups:- A designated work group defined by organization's structure. In formal groups, the behaviours that one should engage in are stipulated by and directed towards organizational goals. Examples:- A book-keeping department, an executive committee. Formal groups can be divided into command groups, task groups and committee.
 - Command Group:- A command group consists of a manager and the employee who report to him or her. Membership in the group arises from each employee's position on the organizational chart.

- Task Group:- A task group is made up of employees who work together to complete a particular task or project. It may be temporary with an established life span or they may be open ended.
 - Committee:- A group of people officially delegated to perform a function, such as investing, considering or reporting on a matter.
2. Informal Group:- An organization's informal groups are groups that evolve to meet social or affiliation needs by bringing people together based on shared interest or friendship. These groups are natural formations in the work environment. It can be divided into various types.
- Friendship group:- Groups often develop because individual members have one or more common characteristics and it is meant for friendship.
 - Interest group:- People who may or may not be aligned into common command or task groups may affiliate to attain a specific objective with which each is concerned. This is an interest group.
 - Reference group:- When a group is used as a basis for comparison in making decisions or forming opinions, then it is called as a reference group.
 - Membership group:- When a person does belong to a group, then the group is called a membership group for that person.
 - Cliques:- A relatively permanent informal groups that involves friendship. Most of the relationships came down to two cliques, each with a hanger-on and some isolates. The cliques served as a system for sense making about organizational events.

Q. 21 Describe various techniques for Group Decision Making.

Ans:- The most common form of group decision-making takes place in face-to-face interacting groups. Seven techniques are their for group decision making.

1. Brainstorming:- **Brainstorming** is a group creativity technique designed to generate a large number of ideas for the solution of a problem. Traditional brainstorming does not increase the productivity of groups, it may still provide benefits, such as boosting morale, enhancing work enjoyment, and improving team work. Thus, numerous attempts have been made to improve brainstorming or use more effective variations of the basic technique.

Electronic brainstorming is a computerized version of the manual brainwriting technique. The facilitator sends the question out to group members, and they contribute independently by sending their ideas back to the facilitator. The facilitator then compiles a list of ideas and sends it back to the group for further feedback. Electronic brainstorming eliminates many of the problems of standard brainstorming, such as production blocking and evaluation apprehension. An additional advantage of this method is that all ideas can be achieved electronically

in their original form, and then retrieved later for further thought and discussion. Electronic brainstorming also enables much larger groups to brainstorm on a topic than would normally be productive in a traditional brainstorming session..

Brainstorming is not just about generating ideas for others to evaluate and select. Usually the group itself will, in its final stage, evaluate the ideas and select one as the solution to the problem proposed to the group.

2. Nominal Group technique:- The **nominal group technique** is a decision making method for use among groups of many sizes, who want to make their decision quickly, as by a vote, but want everyone's opinions taken into account. NGT have been shown to enhance one or more dimensions of effectiveness of decision-making groups. Requiring individuals to write down their ideas silently and independently prior to a group discussion increased the number of solutions generated by groups.

As compared to interacting groups the NGT groups provide more unique ideas, more balanced participation between group members, increased feelings of accomplishment, and greater satisfaction with idea quality and group efficiency.

One major advantage of NGT is that it avoids two problems caused by group interaction. First, some members are reluctant to suggest ideas because they are concerned about being criticized. Second, some members are reluctant to create conflict in groups. It may also, in many cases be a time-saving technique. Other advantages include producing a large number of ideas and providing a sense of closure that is often not found in less-structured group methods.

3. Delphi Technique:- The **Delphi method** is a systematic, interactive forecasting method which relies on a panel of independent experts. The carefully selected experts answer questionnaires in two or more rounds. After each round, a facilitator provides an anonymous summary of the experts' forecasts from the previous round as well as the reasons they provided for their judgments. Thus, experts are encouraged to revise their earlier answers in light of the replies of other members of their panel.

Delphi is based on the principle that forecasts from a structured group of experts are more accurate than those from unstructured groups or individuals. The technique can be adapted for use in face-to-face meetings.

Delphi has been widely used for business forecasting and has certain advantages over another structured forecasting approach, prediction markets.

4. Electronic Meeting:- This method blends the nominal group technique with sophisticated computer technology.

Advantages are:- 1. Participants can anonymously type any message they want and it flashes on the screen for all to see.

2. It allows people to be honest without incurring any

penalty. It is fast because discussions don't go off the point and many participants can talk at once.

5. Devil's Advocacy:- In this method, an individual or group is

given the role of critic. The person or persons called Devil's Advocate has the task of coming up with the potential problems related to a proposed solution.

6. Quality circles and Quality Teams:- Quality circles and

Quality teams are methods for using groups in the decision-making process. Quality circles are small groups that voluntarily meet to provide input for solving quality or production problems. Quality Teams are included in total quality management and other quality improvement efforts.

7. Self-managed Teams:- Self-managed Teams make many of

the decisions that were once reserved for managers, such as work scheduling, job assignments and staffing. The self-managed teams are delegated authority in the organization's decision-making process.

Q.22 Define work Teams. Explain various types of teams. What is

the reason for using Teams?

Ans:- A team is a relatively permanent work group whose members must coordinate their activities to achieve one or more common objectives. A work team generates positive synergy through coordinated effort.

Types of Teams:- Based on the objectives, teams may be classified as problem-solving, self-managed and cross-functional teams.

1. Problem-solving Teams:- It consists of groups of 5-10 employees from the same department, who meet for a few hours each week to discuss ways of improving quality, efficiency and the work environment.
2. Self-managed Teams:- A self-managed team includes collective control over the place of work, determination of work assignments and collective choice of inspection procedures.
3. Cross-functional Teams:- Cross-functional teams are made up of employees from the same hierarchical level, but from different work areas, who come together to accomplish a task. Cross-functional teams are an effective way to allow people from diverse areas within an organization

Reasons for using Teams:- Organizations use teamwork because it meets organizational objectives better than individual efforts.

- Many organizations have credited teamwork with improvements in quality, productivity and profitability.
- Employees on teams also tend to deliver high quality because their involvement and authority make them highly committed.
- When quality and productivity rises, profit rises. Team work also boosts profitability by reducing costs.
- Greater Flexibility:- Teams can improve flexibility because team members have the skills, information and authority to direct their expertise and commitment towards satisfying those needs.
- Greater Responsiveness to change:- A logical way to create the necessary involvement is to use teams.
- Meets Social needs:- Teamwork offers a change to meet social needs and enjoy a sense of involvement and achievement.

Q.23 What is Transactional analysis? Discuss Berne's three ego states and types of its transaction.

Ans:- Transactional Analysis is one of the most accessible theories of modern psychology. Transactional Analysis was founded by Eric Berne. Transactional Analysis is a social psychology and a method to improve communication. The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which will enable us to change and grow.

Berne also said that each person is made up of three alter ego states:

Parent ego state:-

This is a set of feelings, thinking and behaviour that we have copied from our parents and significant others.

As we grow up we take in ideas, beliefs, feelings and behaviours from our parents and caretakers. If we live in an extended family then there are more people to learn and take in from. When we do this, it is called introjecting and it is just as if we take in the whole of the care giver. For example, we may notice that we are saying things just as our father, mother, grandmother may have done, even though, consciously, we don't want to. We do this as we have lived with this person so long that we automatically reproduce certain things that were said to us, or treat others as we might have been treated.

Adult ego state

The Adult ego state is about direct responses to the here and now. We deal with things that are going on today in ways that are not unhealthily influenced by our past.

The Adult ego state is about being spontaneous and aware with the capacity for intimacy. When in our Adult we are able to see people as they are, rather than what we project onto them. We ask for information rather than stay scared and rather than make assumptions. Taking the best from the past and using it appropriately in the present is an integration of the positive aspects of both our Parent and Child ego states. So this can be called the Integrating Adult. Integrating means that we are constantly updating ourselves through our every day experiences and using this to inform us.

In this structural model, the Integrating Adult ego state circle is placed in the middle to show how it needs to orchestrate between the Parent and the Child ego states.

Child ego state

Our internal reaction and feeling to external events form the child. This is the seeing, hearing, feeling and emotional body of data within each of us.

The Child ego state is a set of behaviours, thoughts and feelings which are replayed from our own childhood. When anger or despair dominates reason, the Child is in control. Like our Parent we can change it, but it is not easier.

Different types of Transactions:-

1. Reciprocal or Complementary transaction
2. Covert Transactions or Duplex
3. Cross Transaction

1. Reciprocal transactions:- A simple reciprocal transaction occurs when both partners address the ego state of each other. These are also called complementary transactions.

2. Covert Transactions:- It refers to hidden or secret transactions and occurs when explicit social conversation occurs in parallel with an implicit psychological transaction.

3. Cross Transactions:- "Cross" means conflicting. It is opposite to complementary transactions. It occurs due to communication failure. These are those transactions which lead to wrong perception and misleading each other and make a failure in communication process.

Type-1:- In this case, an initial Adult-to-Adult stimulus has been met with a Child-to-Parent response.

Type II:- In a crossed transaction Type II the Adult-to-Adult stimulus is met with a patronizing Parent-to-Child response, a response as a student may be quite familiar with from certain teachers.

Type III:-

This is called as the 'exasperating response'. The stimulus is from Child to Parent, where someone is seeking sympathy, but gets facts instead.

Q. 24 What is Johari Window? Explain the four quadrants and what are its usefulness?

Ans:- The Johari window is a model of awareness in interpersonal relations. Joseph Luft and Harry Ingham in 1950's created this model at University of California. This model is a simple and useful tool for illustrating and improving self awareness and mutual understanding between individuals within a group.

The Johari window tool can also be used to assess and improve a group's relationship with other groups. Today this model is especially relevant due to modern emphasis on and influence of "soft skills, behaviour, empathy, cooperation, inter group development and interpersonal development."

The Johari window has four quadrants, which shows how an action, feeling or motive can be seen according to the kind of relationship we have with the person we are interacting with.

| | Known to Self | Not Known to Self |
|---------------------|---------------|-------------------|
| Known to Others | 1 OPEN | 2 BLIND |
| Not Known to Others | 3 HIDDEN | 4 UNKNOWN |

Quadrant I Is the area of free activity or public area, which refers to the information, behaviour, attitudes, feelings, desires, ideas and motivation known to self as well as to others.

Quadrant II is the blind area, where others can see things in ourselves, which is not known to us. These things may be qualities, thoughts and feelings. It may also include aspects like certain habits, behaviours, repressed experiences from the past, types of strategies employed for dealing with certain situations or even life positions held by us.

Quadrant III is the avoided or hidden area, represents things we know but do not reveal to others. The area includes all our deepest and well-kept secrets about ourselves and others or a hidden agenda or matters about which we have sensitive feelings. Unlike the blind self, this aspect is within our sphere of understanding but we choose not to share it with others.

Quadrant IV is the area of unknown activity, in which neither the individual nor others are aware of certain behaviors or motives. We do certain things of which we are not aware, which are beyond the realm of consciousness. These unaware aspects of us may come up in dreams, obsessions, compulsions in projected tests.

The change in one quadrant brings about changes in other quadrants. As one of the quadrants grows larger, the other quadrants become smaller. Once we aware of our thoughts and feelings, the more we communicate with others which further leads to greater self-awareness. The awareness also increases with an increase in feedback from others.

Q.25 Discuss the strength and weakness of Trait approach to Leadership.

Ans:- Trait Theory of Leadership:- Trait theory seeks to determine personal characteristics of effective leader. It points out that the personal traits or personal characteristics of a person make him an effective or successive leader. Charles Bird examined lists of traits attributed to leaders. Person who are leaders are

presumed to display better judgements and engage themselves in social activities.

Traits or Personal characteristics of successful Leaders:-

- Good Personality:- Physical characteristics and level of maturity determine the personality of an individual. Good Personality an in important factor in determining the success of a leader.
- Intellectual ability:- A leader must have a higher level of intelligence than the followers. A leader should analyze the situation accurately and take decision accordingly.
- Initiative:- A leader should initiate suitable activities at a proper time.
- Imagination:- A leader should have the ability to imaginatively visualize trends and device his policies and programs.
- Maturity:- A leader should be emotionally mature and have a balanced temperament.
- Desire to accept responsibility:- A leader should be prepared to accept the responsibilities for the consequences of any step he takes.
- Self-confidence:- A leader should possess self-confidence. Self-confidence is essential to motivate the followers.
- Flexibility:- A leader must be flexible which means he should have an open mind, ready to absorb, adopt new ideas and views of others.
- Fairness and objectivity:- A good leader is fair and objective in dealing with subordinates.
- Considerate:- A good leader is considerate to the followers as his success as a leader largely depends on the co-operation of his followers.
- Strengths:- Intuitively **appealing**
 - Perception that leaders are different in that they possess special traits
 - People “need” to view leaders as gifted
- **Credibility** due to a century of research support
- Highlights **leadership component** in the leadership process
 - Deeper level understanding of how leader/personality related to leadership process
- Provides **benchmarks** for what to look for in a leader

Weakness:-

Fails to **delimit** a definitive list of leadership traits

- Endless lists have emerged
- Doesn't take into account **situational effects**
 - Leaders in one situation may not be leaders in another situation
 - List of most important leadership traits is **highly subjective**

Much subjective experience & observations serve as basis for identified leadership traits

- Research fails to look at traits in relationship to leadership **outcomes**
- Not useful for **training & development**

Application:-

- Provides direction as to which traits are good to have if one aspires to a leadership position
- Through various tests and questionnaires, individuals can determine whether they have the select leadership traits and can pinpoint their strengths and weaknesses
- Can be used by managers to assess where they stand within their organization and what is needed to strengthen their position
- Trait Approach delineates the most common traits found in successful leaders
 - Allows for growth
 - shows possible strengths and weaknesses
 - Useful as a 'tool'
 - Shouldn't be taken solely as an indicator of success

Q.26 According to the Path-Goal theory, what are the possible ways in which a leader can behave.

Ans:- Path-Goal theory of Leadership:- The Path-Goal Theory of Leadership was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take clear and easy.

In particular, leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks that are stopping them going there.
- Increasing the rewards along the route.

Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold.

This variation in approach will depend on the situation, including the follower's capability and motivation, as well as the difficulty of the job and other contextual factors.

House and Mitchell (1974) describe four styles of leadership:

Supportive leadership

Considering the needs of the follower, showing concern for their welfare and creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous.

Directive leadership

Telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing).

This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

Participative leadership

Consulting with followers and taking their ideas into account when making decisions and taking particular actions. This approach is best when the followers are expert and their advice is both needed and they expect to be able to give it.

Achievement-oriented leadership

Setting challenging goals, both in work and in self-improvement (and often together). High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best when the task is complex.

Leaders who show the way and help followers along a path are effectively 'leading'.

This approach assumes that there is one right way of achieving a goal and that the leader can see it and the follower cannot. This casts the leader as the knowing person and the follower as dependent.

It also assumes that the follower is completely rational and that the appropriate methods can be deterministically selected depending on the situation.

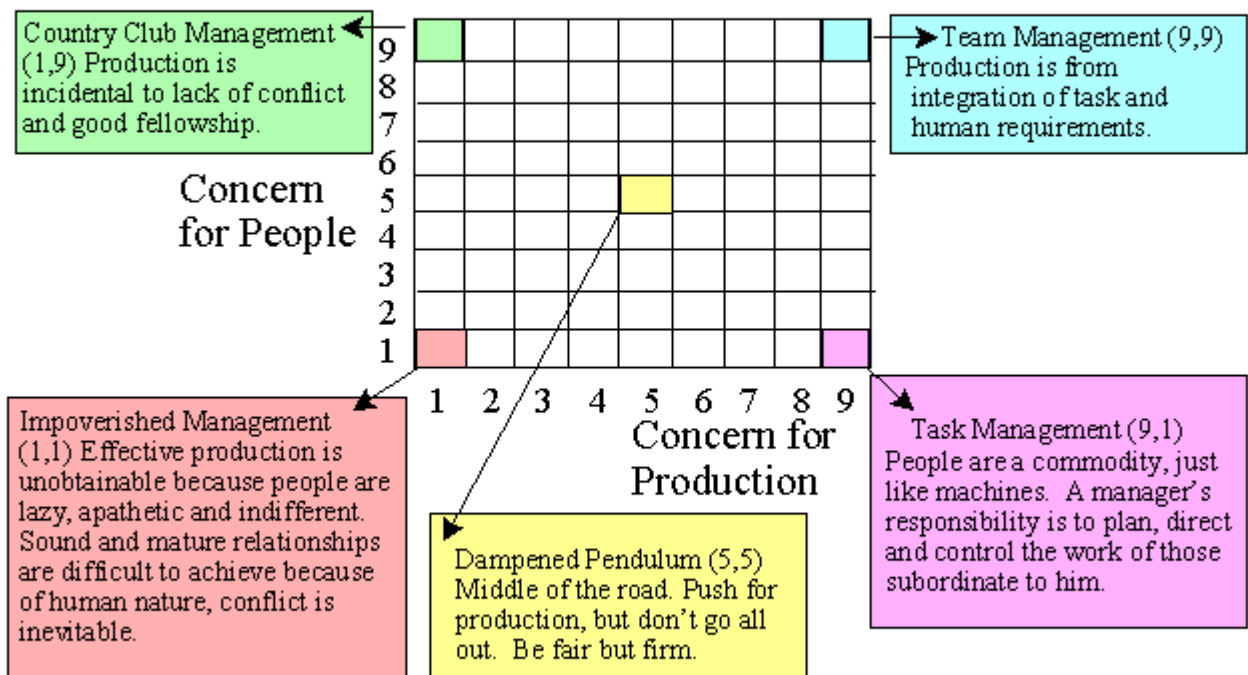
Q.26 According to the Managerial Grid, which is considered the most desirable combination of leadership behaviour and why?

Ans:- The Managerial Grid:-The **Managerial Grid Model (1964)** is a behavioral leadership model developed by Robert Blake and Jane Mouton. This model identifies five different leadership styles based on the *concern for people* and the *concern for production*. The question is, how much attention do they pay to one or the other? This is a model defined by Blake and Mouton in the early 1960s. The Blake and Mouton Managerial Grid uses two axis:

1. "Concern for people" is plotted using the vertical axis.
2. "Concern for task" is along the horizontal axis.

The model is represented as a grid, with *concern for production* as the X-axis and *concern for people* as the Y-axis; each axis ranges from 1 (Low) to 9 (High). The notion that just two dimensions can describe a managerial behavior has the attraction of simplicity. These two dimensions can be drawn as a graph or grid:

MANAGERIAL GRID*



* Adapted from Blake, R. R. and J. S. Moulton. 1962. The managerial grid. *Advanced Management Office Executive* 1(9).

Country Club Leadership – (High People/Low Production)
This style of leader is most concerned about the needs and feelings of members of his/her team. These people operate under the assumption that as long as

team members are happy and secure then they will work hard. What tends to result is a work environment that is very relaxed and fun but where production suffers due to lack of direction and control.

Produce or Perish Leadership – (High Production/Low People)
Also known as Authoritarian or Compliance Leaders, people in this category believe that employees are simply a means to an end. Employee needs are always secondary to the need for efficient and productive workplaces. This type of leader is very autocratic, has strict work rules, policies, and procedures, and views punishment as the most effective means to motivate employees.

Impoverished Leadership – (Low Production/ Low People)
This leader is mostly ineffective. He/she has neither a high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is a place of disorganization, dissatisfaction and disharmony.

Middle-of-the-Road Leadership – (Medium Production/Medium People)
This style seems to be a balance of the two competing concerns. It may at first appear to be an ideal compromise. Therein lies the problem, though: When you compromise, you necessarily give away a bit of each concern so that neither production nor people needs are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.

Team Leadership - High Production/High People
According to the Blake Mouton model, this is the pinnacle of managerial style. These leaders stress production needs and the needs of the people equally highly. The premise here is that employees are involved in understanding organizational purpose and determining production needs. When employees are committed to, and have a stake in the organization's success, their needs and production needs coincide. This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production.

Applying the Blake Mouton Managerial Grid

The model proposes that when both people and production concerns are high, employee engagement and productivity increases accordingly. This is often true, and it follows the ideas of Theories X and Y, and other participative management theories.

Q. 27 Define power? What are the sources of power?

Ans:- Power refers to the potential or actual ability to influence others in a desired direction. Infact, Power is an ability, individuals can learn to use it effectively.

Sources of power:- Power comes not only from having a job that gives the right to issue orders, but from other sources as well. Managers therefore need to recognize multiple source of power. These sources may be interpersonal or structural.

1. Reward Power:- When the source of power is a person's control over rewarding outcomes, the power is called reward power. Reward Power can lead to better performance, but only as long as the employees sees a clear and strong link between performance and rewards.
2. Coercive power:- A manager who exerts power by evoking fear has coercive power. It is otherwise known as punitive or punishment power. To coerce someone into doing something means to force the person to do it, often with threats of punishment. Coercion can create stress and anxiety for employees.
3. Legitimate power:- It is the formal authority. The power, that is based on position and mutual agreement. For legitimate power to be effective, the employees must believe the manager has the right to tell them what to do. The basic response to legitimate power is internalization.
4. Referent Power:- Some people influence others through the force of their attractiveness, this influence is called referent power. An advantage of holding referent power is that it can lead people to do things.
5. Expert power:- Power that arises from a person's expertise, knowledge or talent is called expert power. People with expert power are influential because others believe they can benefit from the information, experts can provide. For expert power to work, some conditions must be fulfilled.
 - The target must trust that the information given is accurate.
 - The information involved must be relevant and useful to the target.
 - The target's perception of the agent as an expert is crucial.

Q.28 Explain Maccoby's political types.

Ans:- Michael Maccoby describes four types of organizational politicians.

1. The Craftsman:- Craftsman, driven by achievement, are the least political. They are often technical specialists who like details and precision. The person is usually quite, sincere, modest and practical.
2. The Jungle Fighter:- Jungle Fighters, although very different in behaviour, are apt to be active politicians. They desire success at any cost. There are two types of Jungle Fighters.
 - Foxes:- The foxes make their nests in the organization and maneuver from this safe base.
 - Lions:- Conquer other's territories and build empires.

3. Company man or women:- These are conservative people. They possess a strong desire for affiliation and may not exhibit a lot of political behaviour. The concern of such people is for humans; however, they are more involved with security than success and may miss opportunities that arise.
4. The Gamesman:- The gamesman are apt politicians. They view business and take calculated risks. The Gamesman tends to be charismatic, thrives on challenge and competition and motivates employees with enthusiasm.

Q.29 Identify and discuss the styles of conflict management.

Ans:- Managers have a variety of conflict management styles. The way they handle conflict depends on the degree to which they seek to satisfy their own concerns and the degree to which they try to satisfy the other person's concerns.

- Avoiding:- Avoiding include trying to just ignore a conflict and avoiding others with whom the managerial views disagree. It is a style low on both assertiveness and cooperativeness. Avoiding is a deliberate decision to take no action on a conflict or to stay out of a conflict situation.
- Accommodating:- When one party needs to be willing to be self-sacrificing; this intention is referred as accommodating. Here one person attempts to satisfy another person's objectives. Accommodating is cooperative but unassertive.
- Competing:- A competing strategy involves attempting to win, with the presumption that others will lose. Under this strategy, a person wants to satisfy his own interests and is willing to do so at the other party's expense. It is a style that is very assertive and uncooperative.
- Compromising:- It refers bargaining for something "acceptable", so each party wins and loss a bit. In compromising, there is no clear winner or loser. There is a willingness to ration the object of the conflict and accept a solution that provides incomplete satisfaction of both parties concern. This style is intermediate in both assertiveness and cooperativeness.
- Collaborating:- In collaborating, the intention of the parties is to solve a problem by clarifying differences rather than by accommodating various points of view. This strategy seeks to make everyone a winner. Collaborating is a win-win style that is high on both assertiveness and cooperativeness.

Q.30 Discuss the major forms of conflict in organizations.

Ans:- There are various forms of conflict in organization. In the absence of clear and specific roles conflict happens. Wrong structure is a source of conflict.

Various forms are:-

- Line and staff competition:- The growth of highly specialized, creative, well-educated staff poses unique problems for line managers. Conflict in most organizations persists between line and staff because it is virtually impossible to define precisely the responsibility and authority relationships between two.
- Organization-individual disagreement:- It occurs when individual fails to fulfill the organization's expectations regarding productivity. This conflict often seen as resulting from excessive organizational demands. Such conflict may be overt or hidden.
- Overlapping Responsibilities:- Organizations constantly change in response to personnel turnover, expansion or contraction, the adoption of new policies, change in external environment. As a result it is impossible to establish job responsibilities once and for all. When a change occurs, one person reaches out to assume more responsibility which creates conflict.
- Functional Interdependence:- Conflicts between an organization's functional units occurs as they are interdependent upon each other. The sales department complains with manufacturing department because quality is too low or prices are too high to meet the competition. Although departments are separated on the basis of function, they can never functions as completely autonomous units.
- Personality clashes:- Individual differences in such personal qualities as values, attitudes, abilities and personality trait are often the cause of conflict.
- Disagreement over goals:- Conflict among managers is often caused by the fact that there is poor agreement over goals. An even more common source of conflict is the clash of the personal goals of managers and employees with the goals of the organizations.
- Bottlenecks in the flow of work:- A bottleneck in the flow of work at any point can prevent the effective performance and is quite natural for interpersonal conflict. For example: Line supervisors in manufacturing must meet production deadlines, but they are dependant upon production schedules, warehousing shipping and others for effective performance.

Q. 31 What is stress? What are the consequences of stress?

Ans:- Stress is the high degree of connectivity with the performance and productivity. Stress is an opportunity when it offers potential gain. Stress is a dynamic condition in which an individual is confronted with an opportunity, demand or resource related to what the individual desires and for which the outcome is perceived to be uncertain and important.

consequences of stress:- Stress shows itself a number of ways. The consequences of healthy, normal stress include a number of performance and health benefits. The three consequences of stress are:-

1. Performance and Health benefits of stress:- It indicates that stress leads to improve performance up to an optimum point. Beyond that, further stress have a decremental effect on performance. Therefore, healthy amount of eustress are desirable to improve performance by arousing a person to action. The stress response provides a momentary strength and physical force for brief periods, thus providing a basis for peak performance.
2. Individual Distress:- Individual distress takes three basic forms.
 - Psychological symptoms
 - Psychological Symptoms
 - Behavioural symptoms
 - Psychological symptoms:- The link between stress and particular psychological symptoms is not clear. There is no clear evidence that stress is a direct casual agent. However, stress may play an indirect role in the progression of disease.
 - Psychological symptoms:- The most common types of psychological distress are depression, burnout and psychogenic disorders.
 - Behavioural Symptoms:- These are the third form of individual distress. These problems include violence, substance abuse of various kinds and accidents. Behaviourally related stress symptoms include changes in productivity, absence and turnover.
3. Organizational Distress:- The University of Michigan studies on organizational stress identified a variety of indirect costs of mismanaged stress for the organization, such as low morale, dissatisfaction, breakdowns in communication and disruption of working relationships. The problem caused by organizational distress are:-
 - Participation problems:- Participation problems are the costs associated with absenteeism, strikes, work stoppages and turnover.
 - Performance Decrements:- Performance Decrements are the costs resulting from poor or low quality of production and unscheduled machine downtime and repair.
 - Compensation awards:- Compensation awards are organizational costs resulting from court awards for job distress.

Q.32 Describe the major organizational stress prevention methods.

Ans:- Management controls several factors that cause stress. In some cases, organizations recognize that they can improve performance by reducing the amount of work-related stress on employees. Stress can be reduced in various ways.

- Job Redesigning:- Redesigning jobs to give employees more responsibility, more meaningful work, more autonomy and increased

feedback can reduce stress because these factors give the employee better control over work activities. The main objective of job redesign should be to reduce uncertainty and increase predictability in the workplace.

- Goal setting:- Organizational preventive stress management can also be achieved through goal-setting activities. These are designed to increase task motivation, while reducing the degree of role conflict.
- Role Negotiation:- It begins with specific role, called the focal role, within organizational context. The person in the focal identifies the expectations understood for that role, and key organizational members specify their expectations of the person in the focal role. The final result of role negotiation process should be a clear well defined focal role with which the incumbent and organizational members are both comfortable.
- Organizational communication:- Increasing formal organizational communication with employees reduces uncertainty by reducing role conflict. Management can also use effective communications to shape employee perceptions.
- Employee wellness programmes:- Organizations may sponsor wellness programmes which are designed to promote employee health and well being. The employees get most benefit from a wellness programme.
- Social support system at the work place:- Team building is one of the way to develop supportive social relationships at the work place. Primarily, team building is task oriented, not socio-emotional in nature. Social support systems can be enhanced through the work environment in a number of ways. These relations provide emotional caring, information, evaluative feedback and instrumental support.
- Organizational Culture:- The organization's culture can help employees manage stress by limiting stress, strengthening skills and providing shared values and beliefs. Such a culture recognizes that employees are human beings need rest, social support and a good laugh once a while.

Q.33 What are the various causes of stress?

Ans:- The causes of stress are found within the environment, the individual and the interaction between the two. Stressors are divided into two classes.

- Those that lie within the individual
- Those that are a part of the external environment

Internal stimuli of stress:- The internal sources of stress are complex and difficult to isolate. There are three internal sources of stress.

1. Inner conflicts:- For many people stress is a constant companion with regard to how favourable or unfavourable external conditions may be.

2. Perceptual Influences:- Perception is influenced by a number of internal factors. Certainly people with inner conflicts sufficient to cause stress than self confident people.
3. Threshold of Stress:- The threshold of stress is not independent of inner conflict and perceptual influences. People who have few internal conflicts and minimum of perceptual distortion can withstand external conflict than that of weaker personalities. People who have high thresholds for stress have high levels of resistance.
4. Motivational Level:- People who are ambitious and highly motivated to achieve are more likely to experience stress than those who are content with their career status.

Environmental Stressors:- Environmental and internal conditions that lie beyond an individual's control are called environmental stressors. Environmental Stressors can be divided into following categories.

1.Task Demands:- Task demands are factors related to person's job. It include the design of the individual's job, working conditions and the physical work layout. Changes and lack of control are two of the most successful demands people face at work. Changes leads to uncertainty, lack of predictability in a person's daily task and activities. Lack of control is a second major source of stress that may be caused by inability to influence the timing of task and activities, to select tools or methods for accomplishing the work.

1. Role Demands:- Role demands relate to pressures placed on a person as a function of the particular role that he or she plays in the organization. Role conflicts create expectations that may be hard to satisfy. The conflict may be an inter-role, intra-role or person-role conflict.
 - Inter-role conflict:- It is caused by conflicting expectations related to two separate roles, such as employee and the same person as a parent.
 - Intra-role conflict:- It is caused by conflicting expectations related to a single role. Example:- The manager who presses the employees for both very fast work and high-quality work that may create conflict for the employees.
 - Person-role conflict:- Ethics violations are likely to cause person-role conflicts. Employees expected to behave in ways that violate personal values, beliefs or principles experience conflict.
2. Inter-personal Demands:- Inter-personal Demands are pressures created by other employees. Lack of social support from colleagues and poor interpersonal relationships can cause considerable stress, especially among employees with a high social need.
3. Physical Demands:- Non-work demands create stress for people. Workers subject to family demands may create role conflict that are difficult to manage. In addition to this people have personal demands, which become more or less stressful depending on the compatibility with the person's

work and family life and their capacity to provide alternative satisfactions to the person.

Q. 34 What is Crisis management and what are the steps?

Ans:- Crisis management:- It means the managing of operations during the actual crisis to the degree that the events can be managed. It is a systematic response to unexpected events that threatens the people, property and operating continuity of the organization. However, crisis management need not be confined to when the crisis actually happens but it can be proactive management as well as management after the crisis.

Steps in Crisis management:- A crisis management team needs to undertake a study of every possible crisis.

- Identify potential crisis:- The management must try to identify the potential crisis by holding a brainstorming session with key members of the organization.
- Develop policies to minimize crisis situation:- The management should try to anticipate potential emergency situations and develop policies to avoid them.
- Develop a crisis management team:- The management has to determine in advance a team to deal with crisis communication situations and gather information.
- Crisis communication planning can help to deal effectively with unexpected disasters, emergencies or other unusual events that may cause unfavorable publicity for organization.

Q. 35 What is organizational change? What are the forces for change in organization?

Ans:- Organizational change:- It refers to a modification or transformation of the organization's structure, process or goods. Flexibility requires that organization be open to change in all areas, including the structure of organization.

Change management is the process during which the changes of a system are implemented in a controlled manner by following a pre-defined framework.

Organizational Change is of two types.

Planned Change - change resulting from a deliberate decision to alter the organization.

Unplanned Change - change that is imposed on the organization and is often unforeseen.

Managers must be prepared to handle both.

Forces for change in organization:- Pressures for change are created both inside and outside the organization. Some of these are external, arising from outside the company, where others are internal arising from sources within the organization.

External forces:- Many external changes such as Technological change, Globalization, Social and political change and workforce diversity are the main factor for organizational change.

- Technological change:- Rapid technological innovation is a major force for change in organizations, and those who fail to keep pace can quickly fall behind. The rate of technological changes is greater today and technological changes are responsible for changing the nature of jobs performed at all levels in the organization.
 - Globalization:- The global economy means competitors are likely to come from across the ocean. The power players in the global market are the multinational and trans-national organizations. This has led companies to think globally. Globalization of an organization means rethinking the most efficient ways to use resources, gather information and develop people. It requires not only structural changes but also changes in the minds of employees. Successful organization is one that can change in response to the competition. They can be capable of developing new products rapidly and getting to them to market quickly.
 - Social and political changes:- A firm's fate is also influenced by such environmental pressures as social and political changes.
 - Workforce Diversity:- Workforce Diversity is a powerful force for change in organizations. The demographic trends that contributes to workforce diversity are:
 - ❖ The workforce will see increased participation from females, as the majority of new workers will be female.
 - ❖ The workforce will be more culturally diverse.
 - ❖ The workforce is aging. There will be fewer young workers and more middle aged workers.
 - Managing Ethical Behaviour:- The need to manage ethical behaviour has brought several changes in organizations. Organizations must create a culture that encourages ethical behaviour. Society expects organizations to maintain ethical behaviour both internally and in relationship with other organizations.
3. Internal Forces:- Forces for change that originate inside the organization are generally recognizable in the form of signals indicating that something needs to be altered. These internal forces are:-

- Changes in Managerial Personnel:- One of the most frequent reasons for major changes in an organization is the change of executives at the top. Changes in managerial personnel are thus a constant pressure for change.
- Declining Effectiveness:- Declining Effectiveness is a pressure to change. A company that experiences losses is undoubtedly motivated to do something about it.
- Changes in work climate:- It can also stimulate change. A workforce that seems unmotivated and dissatisfied is a symptom and that must be changed.
- Deficiencies in the Existing system:- Another internal pressure for organizational change are the loopholes in the system that means unmanageable span of control, lack of coordination between departments and lack of uniformity.
- Crisis:- A crisis also may stimulate change in organization; strikes or walkouts may lead management to change the wage structure.
- Employee Expectations:- Changes in employee expectations also can lead change in organization.

Q.36 Define organizational development. Describe organizational development techniques?

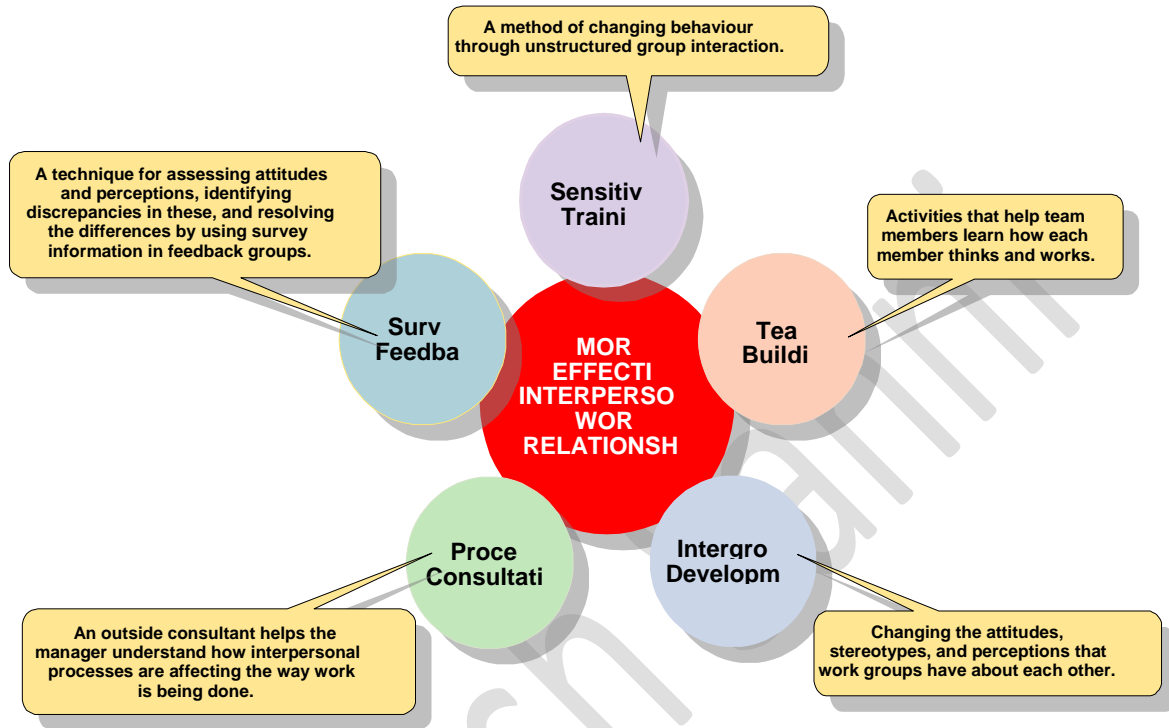
Ans:- Organizational development is a planned process of change in organization's culture through the utilization of behavioural science, technology, research and theory.

Organizational development is an improvement strategy and it is a technique for bringing change in the entire organization.

Organizational development techniques:- The term organizational development essentially focuses on techniques or programs to change people and nature and quality of interpersonal work relationships. Some of the OD interventions techniques are:-

1. Sensitivity Training:- It is also known as laboratory training, encounter groups and T-group. It is a method of changing behaviour through unstructured group interaction.
2. Survey Feedback:- It makes use of questionnaires to identify discrepancies among member perceptions and attempts to solve these differences.
3. Process Consultations:- The purpose of process consultation is for an outside consultant to assist a client to perceive, understand and act upon process events. The consultant then goes on to identify the processes that need improvement.

4. Team building:- Team building utilizes high-interaction group activities to increase trust and openness among team members. Team building can be applied within groups or at the inter-group level where activities are interdependent.



Q. 37 Describe the objectives of OD programs?

Ans:- The objectives of organizational development are:-

- Decision making on the basis of competence rather than authority.
- Creatively resolving conflicts through confrontation designed to replace win-lose situations with win-win type.
- Reducing dysfunctional competition and maximizing collaboration.
- Increasing commitment and a sense of "ownership" of organization objectives throughout the workforce.
- Increasing the degree of interpersonal trust and support.
- Creating a climate in which human growth, development and renewal are a natural part of the enterprise's daily operation.
- Developing a communication system characterized by mutual openness in solving organizational problems.

Q.38 What is Organizational Culture? Describe why creating and sustaining a culture is important for an organization?

Ans:- Organizational Culture is the collection of relatively uniform and enduring beliefs, values, customs and practices that are uniquely shared by an organization's members and which are transmitted from one generation of employees to the next.

Creating and sustaining a culture:- The original source of an organization's culture usually reflects the vision and mission of the organization's founders. As organization's current customs, traditions and general way of doing things are largely due to what it has done before and the degree of success it has had with those endeavours. It can be develop in a number of different ways. The steps are:-

1. A single person(Founder) has an idea for a new enterprise:- The founder of an organization traditionally have a major impact on the organization's culture. They have a vision of what organizations should be.
2. Founder's creation of a core group:- The founder brings in one or more other key people and creates a core group that shares a common vision with the founder. The employees who form the core group believe that the idea given by the founder is a good one, is worth the investment of time, money and energy.
3. Indoctrinate and socialize:- The founding core group begins to act in concert to create an organization by raising funds, obtaining patents, incorporating, locating land, building infrastructure and so on. The core group socialize employees to their way of thinking and feeling.
4. Building a common History:- The founder's own behaviour acts as a role model that encourages employees to identify with them and thereby internalize their beliefs, values and assumptions. In this way a common history begins to be built. When the organization succeeds, the founder's vision becomes seen as a primary determinant of that success.

Sustaining a culture:- Once a culture is in place, there are practices within the organization that act to maintain it. Sustaining a culture depends on three forces. These forces are:-

1. Selection:- The goal of the selection process is to identify and hire individuals who could make the organization successful through their service. Therefore candidates who believe in the values of the organization have to be selected.
2. Top Management:- Top Management has an important role to play in sustaining the organization's culture. It is the top management who establish the norms that flows through the organization.
3. Socialization:- Socialization is the process that adapts employees to the organization's culture. Organization wants to help new employees adapt to its culture and it can be done through the process of socialization. Socialization is made up of three stages.

- The Pre-arrival stage:- This stage encompasses all the learning that occurs before a new member joins the organization.
- Encounter stage:- In this stage of the socialization process, new employees see what the organization is really like and confronts the possibility that expectations and reality may diverge.
- Metamorphosis stage:- Metamorphosis stage is that stage in the socialization process in which a new employee changes and adjusts to the job, work-group and organization. In this stage, relatively long lasting changes take place. The success of this stage will have a positive impact on the new employee's productivity and his commitment to the organization. There are three outcomes of this stage.

1. Productivity
2. Commitment
3. Turnover

Q.39 Describe how stories, rituals, material symbols and language shape an organization's culture.

Ans:- Culture is transmitted to employees in a number of ways. The most significant ways are:-

- Stories:- Organizational "stories" typically contain a narrative of significant events or people including things such as organization's founders, rules breaking, reactions to past mistakes etc. These stories provide prime examples that people can learn "why things should be done in certain way".
- Rituals and Ceremonies:- Corporate rituals are repetitive sequences of activities that express and reinforce the values of the organization, what goals are important and which people are important. Ceremonies and rituals reflect such activities that are enacted repeatedly on important occasions.
- Material or Cultural Symbols:- Symbols communicate organizational culture by unspoken messages. These material symbols convey to employees exactly who is important, the degree of equality desired by top management and the kinds of behaviours that are expected and appropriate.
- Organizational Heroes:- Top management and prominent leaders of the organization become the role models of an organization's culture. Their behaviour becomes a reflection of the organization's philosophy and helps to mould the behaviour of organizational members.
- Language:- Many organizations and units within organizations use languages as a way to identify members of a culture. By learning this language, members accept the culture and willing to preserve it.

Q.40 How can managers change organizational culture?

Ans:- If organizations are to consciously create and manage their cultures, they must be able to take their employees into consideration. The managers face problems when they go about the business of changing organizational culture. It takes patience and a focus on changing the parts of an organizational culture that managers can control.

1. Behaviours:- One way of changing a corporate culture is to use behavioural addition or substitution to establish new patterns of behaviour among employees.
 - Behavioural Addition:- It is the process of having managers and employees perform new behaviours that are central to and symbolic of the new organizational culture that a company wants to create.
 - Behavioural substitution:- It is the process of having managers and employees perform new behaviours that are central to the “new” organizational culture in place of “old” organizational culture.
2. Visible Artifacts:- Another way in which managers can begin to change corporate culture is to change visible artifacts of their old culture. Visible artifacts are visible signs of an organization’s culture, such as office design, layout, company dress codes and company benefits. These need to be changed keeping new corporate culture in mind.

Corporate culture are very difficult to change. An open display of top management and support for the new values and beliefs is critically important to enable employees to change.