MANAGEMENT CONCEPTS & STRATEGIES

Module – IV - Managing the Human Factor :
Motivation - Leadership - Communication

MOTIVATION

Motivation is the set of processes that moves a person toward a goal. Thus, motivated behaviors are voluntary choices controlled by the individual employee. The supervisor (motivator) wants to influence the factors that motivate employees to higher levels of productivity. Since motivation influences productivity, supervisors need to understand what motivates employees to reach peak performance. It is not an easy task to increase employee motivation because employees respond in different ways to their jobs and their organization's practices.

4.1.1. Theories of Motivation

Many methods of employee motivation have been developed. The study of work motivation has focused on the motivator (supervisor) as well as the motivatee (employee). Motivation theories are important to supervisors attempting to be effective leaders. Two primary approaches to motivation are content and process.

The content approach to motivation focuses on the assumption that individuals are motivated by the desire to fulfill inner needs. Content theories focus on the needs that motivate people.

4.1.2. Maslow's Hierarchy of Needs identifies five levels of needs, which are best seen as a hierarchy with the most basic need emerging first and the most sophisticated need last. People move up the hierarchy one level at a time. Gratified needs lose their strength and the next level of needs is activated. As basic or lower-level needs are satisfied, higher-level needs become operative. A satisfied need is not a motivator. The most powerful employee need is the one that has not been satisfied. Abraham Maslow first presented the five-tier hierarchy in 1942 to a psychoanalytic society and published it in 1954 in Motivation and Personality (New York: Harper and Row).

Maslow's Hierarchy of Needs

Self-Actualization
Need to do the work we like

Esteem
Need to feel worthy and respected

Social
Need for love, to be a member of a group

Safety
Need to feel safe and secure

Physiological
Need to stay alive: to breathe, to eat, to drink, to sleep

Level I - Physiological needs are the most basic human needs. They include food, water, and comfort. The organization helps to satisfy employees' physiological needs by a paycheck.

Level II - Safety needs are the desires for security and stability, to feel safe from harm. The organization helps to satisfy employees' safety needs by benefits.

Level III - Social needs are the desires for affiliation. They include friendship and belonging. The organization helps to satisfy employees' social needs through sports teams, parties, and celebrations. The supervisor can help fulfill social needs by showing direct care and concern for employees.

Level IV - Esteem needs are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees' esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated.

Level V - Self-actualization needs are the desires for self-fulfillment and the realization of the individual's full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees' minds while drawing on their aptitude and training.

4.1.3.　　Alderfer's ERG: identified three categories of needs. The most important contribution of the ERG model is the addition of the frustration-regression hypothesis, which holds that when individuals are frustrated in meeting higher level needs, the next lower level needs reemerge.

Existence needs are the desires for material and physical well being. These needs are satisfied with food, water, air, shelter, working conditions, pay, and fringe benefits. **Relatedness** needs are the desires to establish and maintain interpersonal relationships. These needs are satisfied with relationships with family, friends, supervisors, subordinates, and co-workers.

Growth needs are the desires to be creative, to make useful and productive contributions and to have opportunities for personal development.

4.1.4. McClelland's Learned Needs :divides motivation into needs for power, affiliation, and achievement.

Achievement motivated people thrive on pursuing and attaining goals. They like to be able to control the situations in which they are involved. They take moderate risks. They like to get immediate feedback on how they have done. They tend to be preoccupied with a task-orientation towards the job to be done.

Power motivated individuals see almost every situation as an opportunity to seize control or dominate others. They love to influence others. They like to change situations whether or not it is needed. They are willing to assert themselves when a decision needs to be made.

Affiliation motivated people are usually friendly and like to socialize with others. This may distract them from their performance requirements. They will usually respond to an appeal for cooperation.

4.1.5. Herzberg's Two-Factor Theory describes needs in terms of satisfaction and dissatisfaction. Frederick Herzberg examined motivation in the light of job content and contest. (See Work an the Nature of Man, Crowell Publications, 1966.) Motivating employees is a two-step process. First provide hygienes and then motivators. One continuum ranges from no satisfaction to satisfaction. The other continuum ranges from dissatisfaction to no dissatisfaction.

Satisfaction comes from motivators that are intrinsic or job content, such as achievement, recognition, advancement, responsibility, the work itself, and growth possibilities. Herzberg uses the term motivators for job satisfiers since they involve job content and the satisfaction that results from them. **Motivators** are considered job turn-ons.

Dissatisfaction occurs when the following hygiene factors, extrinsic or job context, are not present on the job: pay, status, job security, working conditions, company policy, peer relations, and supervision. Herzberg uses the term **hygiene** for these factors because they are preventive in nature.

Herzberg's Motivation Hygiene Theory

Motivational Factors
Interesting, challenging work
Utilization of one's capabilities
Opportunity to do something meaningful
Recognition for achievement
Sense of importance to organization
Access to information
Involvement in decision-making

Hygiene Maintenance Factors
Congenial people to work with
Good working conditions
Pensions
Paid insurance
Job security
Vacations
Holidays
Good pay

4.1.6. Vroom's Expectancy Model suggests that people choose among alternative behaviors because they anticipate that particular behaviors will lead to one or more desired outcomes and that other behaviors will lead to undesirable outcomes. **Expectancy** is the belief that effort will lead to first-order outcomes, any work related behavior that is the direct result of the effort an employee expends on a job.

4.1.7. Equity is the perception of fairness involved in rewards given. A fair or equitable situation is one in which people with similar inputs experience similar outcomes. Employees will compare their rewards with the rewards received by others for their efforts. If employees perceive that an inequity exists, they are likely to withhold some of their contributions, either consciously or unconsciously, to bring a situation into better balance.

For example, if someone thinks he or she is not getting enough pay (output) for his or her

work (input), he or she will try to get that pay increased or reduce the amount of work he or she is doing. On the other hand, when a worker thinks he or she is being paid too much for the work he or she is doing, he or she tends to increase the amount of work. Not only do workers compare their own inputs and outputs; they compare their input/output ratio with the input/output ratio of other workers. If one work team believes they are doing more work than a similar team for the same pay, their sense of fairness will be violated and they will tend to reduce the amount of work they are doing. It is a normal human inclination to want things to be fair.

Bowditch and Buono note (see Bowditch, James L. and Anthony F. Buono, A Primer on Organizational Behavior, 4th, John Wiley & Sons, 1997) that while equity theory was originally concerned with differences in pay, it may be applied to other forms of tangible and intangible rewards in the workplace. That is, if any input is not balanced with some fair output, the motivation process will be difficult. Supervisors must manage the perception of fairness in the mind of each employee. If subordinates think they are not being treated fairly, it is difficult to motivate them.

Equity Theory
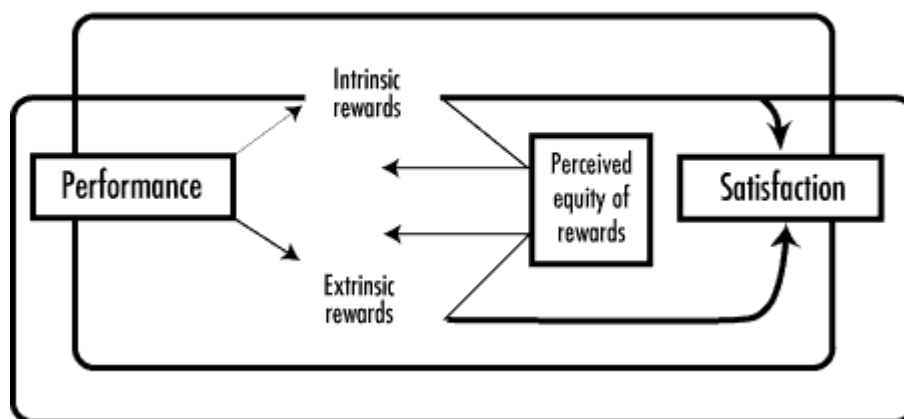
4.1.8. Reinforcement involves four types of consequence. Positive reinforcement creates a pleasant consequence by using rewards to increase the likelihood that a behavior will be repeated. Negative reinforcement occurs when a person engages in behavior to avoid unpleasant consequences or to escape from existing unpleasant consequences. Punishment is an attempt to discourage a target behavior by the application of negative outcomes whenever it is possible. Extinction is the absence of any reinforcement, either positive or negative,following the occurrence of a target behavior. Employees have questions about their jobs. Can I do what management is asking me to do? If I do the job, will I be rewarded? Will the reward I

receive be satisfactory to me?

Reinforcement is based primarily on the work of B.F. Skinner, a psychologist, who experimented with the theories of operant conditioning. Skinner's work shows that many behaviors can be controlled through the use of rewards. In fact, a person might be influenced to change his or her behavior by giving him or her rewards.

The Reinforcement Process

Employees who do an exceptionally good job on a particular project should be rewarded for that performance. It will motivate them to try to do an exceptional job on their next project. Employees must associate the reward with the behavior. In other words, the employee must know for what specifically he or she is being rewarded. The reward should come as quickly as possible after the behavior. The reward can be almost anything, but it must be something desired by the employee. Some of the most powerful rewards are symbolic; things that cost very little but mean a lot to the people who get them. Examples of symbolic rewards are things like plaques or certificates.

4.2. A Definition of Leadership

Leadership is an interpersonal influence directed toward the achievement of a goal or goals.

Three important parts of this definition are the terms interpersonal, influence, and goal.
- *Interpersonal* means between persons. Thus, a leader has more than one person (group) tolead.
- *Influence* is the power to affect others.
- *Goal* is the end one strives to attain.

Basically, this traditional definition of leadership says that a leader influences more than one person toward a goal.

The definition of leadership as follows.

LEADERSHIP is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. (Kevin Freiberg and Jackie Freiberg, *NUTS! Southwest Airlines' Crazy Recipe for Business and Personal Success*, Bard Press, 1996, p. 298)

Three important parts of this definition are the terms relationship, mutual, and collaborators. *Relationship* is the connection between people. *Mutual* means shared in common. *Collaborators* cooperate or work together.

This definition of leadership says that the leader is influenced by the collaborators while they work together to achieve an important goal.

Leadership versus Management

The key point in differentiating between leadership and management is the idea that employees willingly follow leaders because they want to, not because they have to. Leaders may not possess the formal power to reward or sanction performance. However, employees give the leader power by complying with what he or she requests. On the other hand, managers may have to rely on formal authority to get employees to accomplish goals.

4.3. THEORIES OF LEADERSHIP

4.3.1. Trait Theories

In the 1920's and 1930's, leadership research focused on trying to identify the traits that differentiated leaders from non-leaders. These early leadership theories were content theories, focusing on "what" an effective leader is, not on 'how' to effectively lead. The **trait approach** to understanding leadership assumes that certain physical, social, and personal characteristics are inherent in leaders. Sets of traits and characteristics were identified to assist in selecting the right people to become leaders. Physical traits include being young to middle-aged, energetic, tall, and handsome. Social background traits include being educated at the "right" schools and being socially prominent or upwardly mobile. Social characteristics include

being charismatic, charming, tactful, popular, cooperative, and diplomatic. Personality traits include being self-confident, adaptable, assertive, and emotionally stable. Task-related characteristics include being driven to excel, accepting of responsibility, having initiative, and being results-oriented.

4.3.2. Behavioral Theories

The **behavioral** theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

Theory X and Theory Y

Douglas McGregor described Theory X and Theory Y in his book, *The Human Side of Enterprise*. Theory X and Theory Y each represent different ways in which leaders view employees. Theory X managers believe that employees are motivated mainly by money, are lazy, uncooperative, and have poor work habits. Theory Y managers believe that subordinates work hard, are cooperative, and have positive attitudes.

Theory X is the traditional view of direction and control by managers.

1. The average human being has an inherent dislike of work and will avoid if he or she can.
2. Because of this human characteristic of dislike of work, most people must be controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition, wants security above all.

Theory X leads naturally to an emphasis on the tactics of control to procedures and techniques for telling people what to do, for determining whether they are doing it, and for administering rewards and punishment. Theory X explains the consequences of a particular managerial strategy. Because its assumptions are so unnecessarily limiting, it prevents managers from seeing the possibilities inherent in other managerial strategies. As long as the assumptions of Theory X influence managerial strategy, organizations will fail to discover, let alone utilize, the potentialities of the average human being.

Theory Y is the view that individual and organizational goals can be integrated.

1. The expenditures of physical and mental effort in work are as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y's purpose is to encourage integration, to create a situation in which an employee can achieve his or her own goals best by directing his or her efforts toward the objectives of the organization. It is a deliberate attempt to link improvement in managerial competence with the satisfaction of higher-level ego and self-actualization needs. Theory Y leads to a preoccupation with the nature of relationships, with the creation of an environment which will encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them.

4.3.3. The Managerial Grid

The dimensions identified at the University of Michigan provided the basis for the development of the managerial grid model developed by *Robert Blake and Jane Mouton.* It identifies five various leadership styles that represent different combinations of concern for people and concern for production. Managers who scored high on both these dimensions simultaneously (labeled team management) performed best.

The five leadership styles of the managerial grid include **impoverished, country club, produce or perish, middle-of-the road, and team**.

4.3.4. Contingency Theories

Successful leaders must be able to identify clues in an environment and adapt their leader behavior to meet the needs of their followers and of the particular situation. Even with good diagnostic skills, leaders may not be effective unless they can adapt their leadership style to nvmeet the demands of their environment.

4.10.4.1. Fiedler's Contingency Model

Leadership Theory and Research: Perspectives and Directions (Academic Press Inc (HBJ), 1993) was a tribute to Fred Fiedler's 40 year study of leadership and organizational effectiveness. The editors, Martin M. Chemers and Roya Ayman, write of Fiedler's contribution: "The realization that leadership effectiveness depends on the interaction of qualities of the leader with demands of the situation in which the leader functions, made the simplistic "one best way" approach of earlier eras obsolete."

Fred E. Fiedler's **contingency theory** postulates that there is no best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routinized (mechanistic) environment where repetitive tasks are the norm, a certain leadership style may result in the best performance. The same leadership style may not work in a very dynamic environment.

4.10.4.2. Hersey-Blanchard Situational Leadership

The Hersey-Blanchard Situational Leadership theory is based on the amount of direction (task behavior) and amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers. *Task behavior* is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who is to do it. In task behavior the leader engages in one-way communication. *Relationship behavior* is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive

behaviors.

Once the maturity level is identified, the appropriate leadership style can be determined. The four leadership styles are **telling, selling, participating, and delegating**.

- High task/lowrelationship behavior (S1) is referred to as "telling."
- The leader provides clear instructions and specific direction. Telling style is best matched with a low follower readiness level.

- High task/high relationship behavior (S2) is referred to as "selling." The leader encourages two- way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

- High relationship/low task behavior (S3) is referred to as "participating." With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level. Low relationship/low task behavior(S4) is labeled "delegating."

- This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

4.10.4.3. House's Path-Goal Model

The **path-goal** theory developed by Robert House is based on the expectancy theory of motivation. The manager's job is viewed as coaching or guiding workers to choose the best paths for reaching their goals. "Best" is judged by the accompanying achievement of organizational goals. It is based on the precepts of goal setting theory and argues that leaders will have to engage in different types of leadership behavior depending on the nature and demands of the particular situation. It's the leader's job to assist followers in attaining goals and to provide direction and support needed to ensure that their goals are compatible with the organizations.

4.10.4.4. Vroom, Yetton, Jago Leader-Participation Model

The Vroom, Yetton, Jago leader-participation model relates leadership behavior and participation to decision making. The model provides a set of sequential rules to determine the form and amount of participative decision making in different situations. It is a decision tree, requiring yes and no answers incorporating contingencies about task structure and alternative styles.

4.10.4.5. Transformational Leadership

Transformational leadership blends the behavioral theories with a little dab of trait theories. Transactional leaders, such as those identified in contingency theories, guide followers in the direction of established goals by clarifying role and task requirements.

4.12. COMMUNICATION

4.12.1. Significance of Communication

Communication is an indispensable activity in all organizations. No organization can think of its existence without effective communication. Communication is a managerial skill, which is essential for effective direction of people at work. A manager who is in a position to communicate well, will perform the direction function successfully, i.e., he will be able to get the subordinates involved towards the objectives of the organization.

From the above discussion, we can say that communication is an indispensable process for effective management. The role of communication is summarized in the following points:

(i) Communication helps the management in making understand the employees the objectives, plans and policies of the enterprise.

(ii) Communication develops understanding between the superiors and the subordinates. It leads to congenial human relations in the organization.

(iii) Communication helps in controlling the performances of different individuals and departments of the enterprise.

(iv) Communication facilitates decision making by providing necessary information in time.

(v) Communication provides unity of direction to various activities of the enterprise.

(vi) Communication is an effective device for achieving participation by the workers. Management can consult the workers and receive their grievances, complaints and suggestions.

(vii) Communication facilitates change on the part of employees by modifying their behavior.

Meaning and Nature of Communication

The word 'communication' is derived from the Latin word 'communis' that means common. If a person affects a communication, he has established a common ground of understanding. Thus, communication involves imparting a common idea and covers all types of behavior resulting there from. This indicates that various factors enter into the process of communication.

Communication is an attempt to share understanding by two or more persons. It is a two way process and is completed when there is some response from the receiver of information. It has two basic objectives:
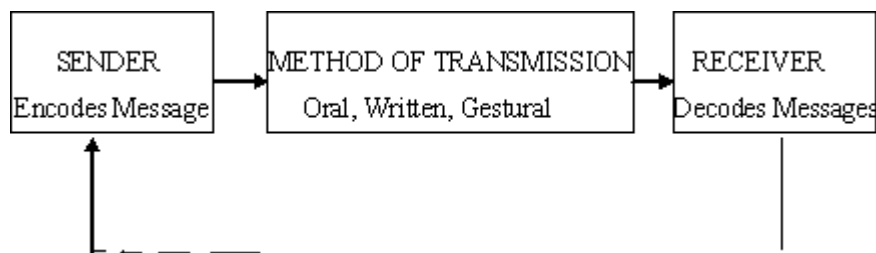
1. To transmit message, ideas, or opinions;

2. To create an impression or understanding in the mind of the receiver of information.

The success of a manager depends to a great extent on his ability to communicate. Theo Haimann regards communication as fundamental and vital to all managerial, functions. "Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others".Communication is an attempt to affect a transfer of messages, ideas or opinions between minds. The word 'transfer' tell us that communication is essentially a two-way process, involving a sender and a receiver. It could be a mechanical piece of equipment like computer, a writer and a reader, and a speaker and a hearer. Thus, communication always involves at least two-persons -a sender and a receiver.

4.12.2. Process of Communication

A simple model of the communication process is illustrated in Fig. The major elements of the communication process are discussed below:

(i) Sender. The person who initiates the communication process is known as sender, source or communicator. The sender has some information, which wants to communicate to some other person to achieve some purpose. By initiating the message, the sender attempts to achieve understanding and change in the behavior of the receiver.

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┌──────────────┐      ┌──────────────────────┐      ┌──────────────┐
│    SENDER    │─────▶│ METHOD OF TRANSMISSION│─────▶│   RECEIVER   │
│Encodes Message│     │  Oral, Written, Gestural│    │Decodes Messages│
└──────────────┘      └──────────────────────┘      └──────────────┘
        ▲                                                    │
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(ii) **Encoding or Communication Symbol**. The sender of information organizes his idea into a series of symbols (words, signs, etc.), which, he feels, will communicate to the intended receiver or receivers. This is known as encoding of message, i.e., converting ideas into communicable codes which the receiver of the message will understand.

(iii) **Message.** The message is the physical form into which the sender encodes the information. The message may be in any form that could be experienced and understood by one or more of the senses of the receiver. Speech may be heard, written words may be read and gestures may be seen or felt. Thus, a message may take any of the three forms, viz., oral, written or gestural.

(iv) **Communication Channel.** After encoding the message, the sender chooses the mode of transmission (such as air for spoken words and paper for letters). The mode of transmission is often inseparable from the message. The channel is the link that connects the sender and the receiver. Air is the important communication channels. The receiver must be careful while selecting a channel. Some people respond better to formal letters or communications, others to the informally spoken words. The channels of communication, which are officially recognized by the organization, are known as formal channels.

(v) **Receiver.** The person who receives the message is called receiver. The communication process is incomplete without the existence of receiver of the message. It is the receiver who receives and tries to understand the message. If the message does not reach the receiver, communication cannot be said to have taken place. .

(vi) **Decoding.** Decoding is the process by which the receiver draws meanings from the symbols encoded by the sender. The receiver's past experience, education, perception, expectations, and mutuality of meaning affects it with the sender.

(vii) **Feedback..** After receiving the message, the receiver will take necessary action and send feedback information to the communicator. Feedback is a reversal of the communication process in which a reaction to the sender's message is expressed. The receiver becomes the sender and feedback goes through the same steps as the original communication. It may be noted that the dotted line in Fig. suggests that feedback is optional and may exist in any degree (from minimal to complete) in any given situation. Generally, greater the feedback, the more effective the communication process is likely to be. For instance, early feedback will enable the manager (sender) to know if his instructions have been properly understood and carried out.

Importance of Feedback in Communication

Two-way communication takes place when the receiver provides feedback to the sender. For instance, giving an instruction to a subordinate and receiving its acceptance is an example of two-way communication. On the other hand, in case of one-way communication, feedback is totally absent. Here the sender communicates without expecting or getting feedback from the receiver. A policy statement from the chief executive is an example of one-way communication. One-way communication takes less time than two-way communication. In certain situations, one-way communication is more effective to get work done from the subordinates.

Two-way communication is superior to one-way communication in the following respects:

(i) Two-way communication is more accurate than one-way communication. The feedback allows the sender to refine his communication so that it becomes more precise and accurate.

(ii) Receivers' self-confidence is higher in case of two-way communication as they are permitted to ask questions and seek clarification from the senders.

However, in case of two-way communication, the sender may feel embarrassed when the receiver draws his attention to sender's mistakes and ambiguities.

4.12.3. Purpose of Communication

The basic purpose of communication is to give and receive information, which is of interest both to the communicator and the receiver of information. A good communicator always attempts to transmit his ideas or information to create favorable impression in the mind of the receiver. Effective communication involves more than a mere receipt of message by the receiver, it creates understanding, acceptance and action. Understanding of the message by the receiver is a very important part of a good communication system.

A communicator may make others listen to him, but he may not be able to make them understand what he says. Many executives forget this while giving instructions to their subordinates. Experience shows that one is very often misled by the wrong image of the other in one's mind.

Glover has mentioned the following important purposes of communication

(i) To keep employees informed of company's progress.

(ii) To provide employees with orders and instructions in connection with their duties.

(iii) To solicit information from the employees, which may aid management.

(iv) To make each employee interested in his respective job and in the work of company as a whole.

(v) To express management's interest in its personnel.

(vi) To reduce or prevent labor turnover.

(vii) To indoctrinate employees with the will to work and the benefits derived from their association with the company.

(viii) Each employee with personal pride in being a member of the company.

4.12.4. Communication Networks

A network of communication represents the pattern of contacts among the members of an organization. It mainly depends upon the nature of channels of communication and the number of persons involved in the communication process. There may be three types of communication networks in the organization, viz., and wheel, circular and free flow. The channels are discussed below:

(i) Wheel Communication Network. As shown in Fig., the wheel network represents the communication pattern under which the subordinates can communicate with and through one manager. It is called a wheel network since all communications pass through the manager who acts as a central authority like the hub of a wheel. All the workers receive instructions and guidance from one person.
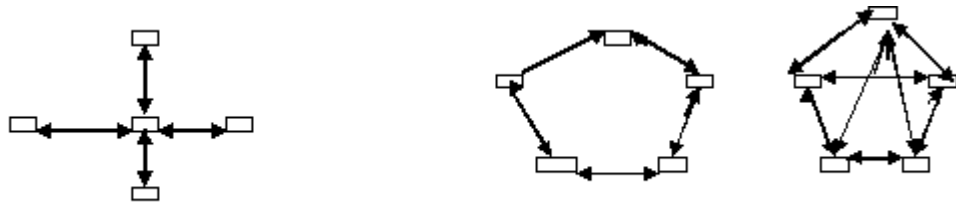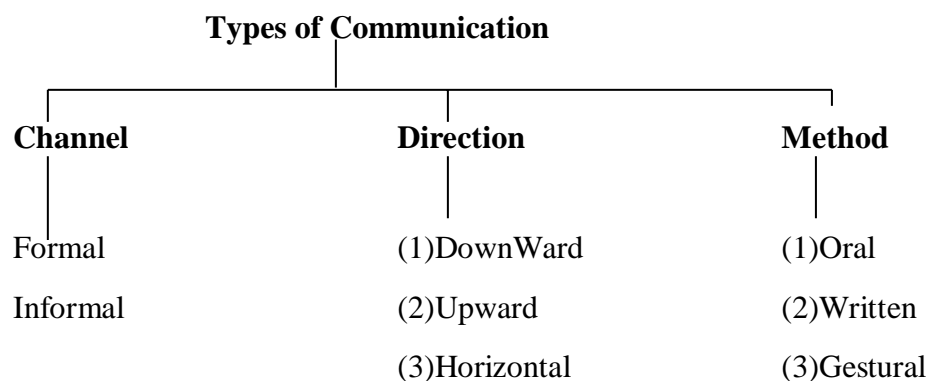
Fig. Networks of Communication

(ii) Circular Communication Network. In case of circular network, the message moves in a circle. Each person can communicate with his two neighborhood colleagues only. A disadvantage of circular network is that communication is very slow.

(iii) Free Flow Communication Network. Under such an organizational design, there is no restriction on the flow of communication. Every one is free to communicate with anyone and everyone in the organization. However, this network is rarely followed in formal organizations.

Types of Communication

Channel	Direction	Method
Formal	(1)DownWard	(1)Oral
Informal	(2)Upward	(2)Written
	(3)Horizontal	(3)Gestural

4.12.5. Channels of Communication

A channel of communication is a path through which messages are transmitted from the sender to the receiver. Channels of communication may be either formal or informal. These are discussed below:

Formal Communication

The paths of communication, which are institutionally determined by the management, are called formal channels of communication. They are associated with the status or position of the communicator and the receiver. Formal communication enforces a relationship between different positions. It derives its support from scalar chain of organization. It generally adopts three directions: (i) Downward (ii) Upward and (iii) Horizontal. These channels are used for different purposes, which are discussed later. It is significant to point out the first two channels are vertical in nature.

Significance of Formal Communication

Downward communication is used for giving orders and instructions, providing information, or for influencing attitudes and behavior of the subordinates. Upward communication is used for reporting, informing, requesting and suggesting. It is also used to influence decisions and to protest against certain actions or decisions of the management. Horizontal channels are used for informing and coordinating. All these channels are equally important for the proper functioning of any organization.

In a well-organised communication system, upward communication is given as much importance as downward communication. This is because one of the most crucial factors in the process of communication is information, about how people feel about things in the organization. Unless upward communication is encouraged and taken note of, downward communication is not fully effective. Upward communication gives an opportunity to the workforce to inform management about their feelings and to suggest improvements in the methods of work and also enables management to locate problem areas in the organization.

Informal Communication or Grapevine

When the employees are unable to communicate the required information to higher authorities because of communication barriers, they may resort to informal channels of communication. Distortions may appear in the transmission of such messages through grapevine in the form of rumors and gossips. The managers may resort to such informal channels when they find, that it is not possible to gather information through the established channels in the formal communication system of the organization.

The important point, which we must recognize, is that grapevine is a natural and normal activity. It is because of the desire of people to communicate without following the formal channels in the organization. It is an essential part of the total human environment. There is nothing inherently bad about grapevine. It, as a matter of fact, fills in the gaps existing in the formal communication system. If it does not exist in the organization, the ability of a manager to build team-work, motivate people and create identification with the organization would be severely restricted.

Grapevine generally operates like a cluster chain. For instance, A tells three or four selected persons. Only one or two of these receivers will then pass on the information and, again, they will usually tell more than one person. As the information becomes older and the number of those knowing it grows larger, and it gradually dies out because those who receive it do not repeat it. This process is called a cluster chain because each link in the chain tends to inform a cluster of other people instead of only one person. Grapevine may also move in the fashion of a long chain in which A tells B, who tells C, who in turn tells D and so on. But this is rarely the case.

If we accept the idea that cluster chain is predominant, then we can conclude that only a few persons are active communicators on the grapevine for any particular piece of information. The persons who keep the grapevine active are called 'liaison individuals'. The liaison agents are generally different in each case because people tend to be active on the grapevine when they have a cause to be. This means that they act partly in a predictable manner. This element of predictability offers management a chance to influence the grapevine. People are also active on the grapevine when their friends and associates are involved. This means if M is to be discharged, the other employees should be told the full story by the management as soon

as possible. If they are not informed, they will fill in the gap with their own conclusions and thus, rumors will start.

Another marked feature of grapevine is the speed with which it functions. The cluster chain makes it easy for a few people to convey too many others in a short period of time. The grapevine exists largely through words of mouth. Through Modern networks of communication, it is possible vine to leap hundreds of kilometers very quickly. If there exist procedures which regularly bring people in contact, we can expect these people to have an active grapevine or informal communication.

Merits of Informal Communication

- The informal communication has the following advantages:
- It helps in, achieving better human relations in the organization.
- It links even those people who do not fall in the official chain of command.
- Its speed is very fast as it is free from all barriers.
- It serves to fill the possible gaps in the formal communication.

Demerits of Informal Communication

The demerits of informal communication are as follows:

- Informal communication is not authentic. The message may be distorted.
- It may lead to generation of rumors in the organization.
- Informal channels may not always be active. So informal communication is not dependable.
- It may lead to the leakage of confidential information.

Rumor

It is the most undesirable feature of the grapevine and it has given the grapevine a bad reputation. That is why, to some people, grapevine means rumor. But rumor is grapevine information, which is communicated without authentic standards of evidence being present. It is thus an untrue part of' grapevine. It can by chance be correct, but generally is incorrect; so it is presumed to be undesirable. Rumor originates for a number of reasons. One cause is plain maliciousness, but it is probably not the most important. A more frequent cause is employees' anxiety and insecurity because of poor communication in the organization Rumor also serves as a means of wish fulfillment or applying pressure upon the management

4.12.6. Direction of Communication

From the point of view of direction, communication may be either vertical or horizontal. Vertical communication may move both downward as well as upward. Horizontal communication is also known as sideward communication.

Downward Communication. It represents the flow of information from the top level to the lower level of the organization. The purpose of downward communication is to communicate policies, procedures, programmes and objectives, and to issue orders and instructions to the subordinates. A major part of the formal communication takes the form of downward communication. Downward communication can take place through verbal or written orders and instructions, notices, circulars, letters, memos, posters, periodicals, publications, group meetings, etc.

Downward communication is needed:
- to get the things done to prepare for changes
- to discourage misinformation and suspicion; and
- to let the people feel the pride of being well informed.

Upward communication. Feedback to the higher authorities by the levels is vertical upward communication. The examples of upward communication are: (a) activity reports on subjects like raw materials, production, distribution, man-hours, etc.; (b) opinions, ideas and suggestions; and complaints and grievances.

Upward communication is needed:
- to create receptiveness of communication;
- to create a feeling of belongingness through participation;
- to evaluate communication; and to demonstrate a concern for the ideas of each employee.

Horizontal Communication. It refers to transmission of information among positions of the same level. The importance of horizontal communication is undermined due to three reasons. Firstly, it is largely a by-product of communication. Secondly, with increasing size and specialization, the opportunities for cross talks are cut down, and thirdly, in relative terms, lateral communication poses fewer difficulties than upward or downward communication

because it has fewer implications of authority and status. To secure coordination and cooperation of employees at horizontal level, the problems generally handled through informal contacts.

Horizontal communication is more of an informal nature. If a departmental head needs some information from another departmental head, he may get this by ringing him up directly.

Inspite of presence of hierarchy in any large industrial organization, it is possible to accelerate exchange of information if the management recognizes and encourages cross contacts which cut across the organizational lines. Such, contacts may take place between individuals and groups, not only in their levels but also with other echelons of management. The crosswise communication can be effective when a proper understanding exists among the superiors or these points. The subordinates should refrain from making communication beyond their authority and should keep their superiors informed of their inter-departmental activities.

4.12.7. Methods of Expression
Oral Communication

Communication with the help of spoken words is known as oral communication. Oral communication may take place: (a) by face-to-face conversation, and (b) through mechanical devices.

Face-to-face conversation is the most natural way of transmitting message. It is the best means of securing cooperation and resolving problems. Various studies have shown that face-to-face communication carries the message better than any other media. It avoids misunderstanding between the persons talking face-to-face. It is because by having face-to-face conservation, one can convey the message both by words and expressions or gestures. Sometimes, it is desirable to have face-to-face communication because of confidential nature of the message.

Mechanical devices, which are used, for oral communication in most organizations include signals, telephones, intercom systems, electric paging systems and dictating machines.

Both the methods of oral communication are frequently used in organizations for downward and upward communication. Every executive makes use of oral communication by instructing, lecturing, counseling and so on. Oral communication is also used for attending to the suggestions and grievances of the workers. The greatest benefit of oral communication is

that it saves time as it provides an immediate response and feedback. It fosters a friendly and cooperative spirit. It permits personalized contacts and develops a sense of belongingness. Nonetheless, oral communication is not free from drawbacks. It may be time consuming because for having direct talks, the individuals concerned have to move back and forth to and from their work places. It may not be specific and so may be misunderstood. It may also create legal difficulties if no written record of conversation is preserved.

Written Communication

Comprehensive devices for written communication in the form of circulars, bulletins, manuals, handbooks, notes, orders, instructions, etc., are widely used in modem organizations. Howsoever elaborate a communication system may be, it cannot be composed of verbal communication only. The objectives of written communication may be:

- to give information;
- to receive information;
- to record recommendations and decisions of a meeting; to give orders and instructions.

Written communication can be conveyed to the workers through house magazines, notice boards, employee handbooks and memoranda. Workers can communicate upward through writing their suggestions and grievances. Upward communication in written form is generally discouraged as the workers are reluctant to use it to express their opinions. Management should encourage it by installing a suggestion system in the organization. Written communication serves as a permanent reference for future. It is formal and carries weight. It is not possible to change the contents of written message by receivers. Written messages are more clear and specific as they are carefully drafted.Written communication serves as a reliable record for future reference and can be used as evidence in legal proceedings. Response to written communication is generally well thoughtout since the receiver gets to evaluate and understand the message. In many cases, written communication is even more effective that the oral communication.

Gestural Communication

Communication through gestures or postures is often used as a means to supplement verbal communication. If there is a face-to-face conversation between two persons, they can better understand the feelings, attitudes and emotions of each other. Gestural communication is very much helpful to motivate the subordinates, as for instance, handshake with the subordinate or a pat on the back of the subordinate. Similarly, gestures taken by the listeners can help the communicator to know their reactions.

Oral vs. Written Communication

Oral Communication

1. Communication is expressed through spoken words.

2. It may not be precise.

3. Oral communication may not be complete. It may be difficult to understand it.

4. It is generally informal in nature.

5. It may not be taken seriously.

6. Oral message may not be verifiable.

Written Communication

1. Communication is expressed in writing.

2. It can be very precise.

3. It is not difficult to understand written communication if it is expressed in unambiguous terms.

4. It is generally formal in nature.

5. It is generally taken seriously.

6. Written message is verifiable from the records.

Choice of Method of Communication

It is very difficult to predict which method of communication will be used in a particular organization. In practice, all the three methods of expression are used in varying degrees under different circumstances. Postural communication is frequently used, to supplement oral communication. Oral communication is very much useful for discussing problems in groups. It is very much helpful when the time available is very short. It also helps in knowing the reactions of the receivers quickly. Nonetheless, written communication has its own value. It is frequently used for exchanging lengthy messages. Written communication constitutes reliable records for future reference and action.

Oral communication is used effectively in the following situations:

(i) Executives use oral communication for instructing and counseling their subordinates.

(ii) Executives use oral communication, while dealing with the trade union leaders.

(iii) Workers use oral communication to convey their grievances and suggestions to the management.

(iv) Workers use oral communication to give feedback to the management.

Written communication has been found to be effective in the following situations:

(i) Executives give written instructions where the assignment is important and it is necessary to fix responsibility.

(ii) Written communication serves the purpose of a record for future reference.

(iii) Workers and trade unions make use of written communication to communicate with the management formally and to get a formal response from the management.

4.12.8. Barriers or Gateways to Communication

Barriers or obstacles to communication cause break-downs, distortions and inaccurate rumors. They plague the daily life of the managers who must depend upon the accurate transmission of the orders and information for efficient operations. Whenever a communication is made, there is always a tendency on the part of the receiver to evaluate the message received and then decide to approve or disapprove the same. Another important barrier to communication lies in the layers and spans of management.

In large organizations, there are a number of obstacles, which make, transmission of message more difficult. In both upward and downward communications, it may happen that some of the persons in the intermediate layers withhold the whole or part of the information, because they may feel that by withholding the information they will be better informed than those whom they lead. It should be noted that although there is no such thing as perfect communication, yet considerable degree of perfection could be achieved in communication if the barriers to communication are overcome. The main barriers to communication are discussed bellow:

1. Barriers due to Organization Structure. The breakdown or distortion in communication, sometimes, arises due to:

(i) Several layers of management;

(ii) Long lines of communication;

(iii) Long distance of subordinates from top management;

(iv) Lack of instructions for passing information to the subordinates; and

(v) Heavy pressure of work on certain levels of authority.

2. Barriers due to Status and Position. (i) The temper and attitude exhibited by the supervisor is sometimes a hurdle in two-way communication. One common illustration is non-listening habit. A supervisor may guard information for:

(a) Consideration of prestige, ego and strategy.

(b) Under-rating the understanding and intelligence of subordinates.

(c) Deriving satisfaction in being the store-house of information and seeing people dance around him for information.

(ii) Prejudices among the supervisors and subordinates may stand in the way of free flow of information and understanding.

(iii) The supervisors particularly at the middle level may sometimes like to be in good books of top management by :

(a) not seeking clarification on instructions which are subject to different interpretations; and

(b) acting as a screen for passing only such information which may please the boss.

3. Semantic Barriers. Semantic is the science of meaning. Words seldom mean the same thing to two persons. Symbols or words usually have a variety of meanings. The sender and the receiver have to choose one meaning from among many. If both of them choose the same meaning, the communication will be perfect. But this is not so always because of differences in formal education and specific situations of the people. Strictly one cannot convey meaning, all one can do is to convey words. But the same words may suggest quite different meanings to different people, e.g., 'Profits' may mean to management efficiency and growth, whereas to employees it may suggest excess funds piled up through paying inadequate wages and benefits.

4. Tendency to Evaluate. A major barrier to communication is the natural tendency to judge the statement of the person of the other group. Every one tries to evaluate it from his point of view or experience. Communication requires an open mind and willingness to see things through the eyes of others.

5. Heightened Emotions. Barriers may also arise due to specific situations, e.g., emotional reaction, physical conditions like noise or insufficient light, past experience, etc. When emotions are strong, it is very difficult to know the frame of mind of the other person or group.

6. Lack of Ability to Communicate. All persons do not have the skill to communicate. Skill in communication may come naturally to some, but an average man may need some sort of training and practice by way of interviewing, public speaking, etc.

7. Inattention. The simple failure to read bulletins, notices, minutes and reports is a common feature. With regard to failure to listen to oral" communications, it has been seen that nonlisteners are often turned off while they are pre-occupied with other affairs or their family problems. In any case, the efforts to communicate with someone not listening will fail.

8. Unclarified Assumptions. This point can be clarified by an illustration. A customer sends a message that he will visit a vendor's plant at a particular time on some particular date. Then he may assume that the vendor will receive him and arrange for his lunch, etc. Whereas vendor may assume that the customer was arriving in the city to attend some personal work and would make a routine call at the plant. This is an unqualified assumption with possible loss of goodwill.

9. Closed Minds. Certain people, who think that they know everything about a particular subject, also create obstacles in the way of effective communication. Persons suffering from the mirage of too much knowledge become rigid and dogmatic in their attitude. They close their minds tightly to new ideas that are brought to them,

10. Resistance to Change. It is general tendency of human beings to maintain status quo. When new ideas are being communicated, the listening apparatus may act as a filter in rejecting new ideas. Thus, resistance to change is an important obstacle to effective communication. Sometimes, organizations announce changes which seriously affect the employees, e.g.,, changes in timings, place and order of work, installation of new plant, etc. Changes affect people in different ways and it may take some time to think through the full meaning on the message. Hence, it is important for the management not to force changes before people are in a position to adjust to their implications.

These are the problems or barriers to effective communication. Communication will not be perfectly effective if transmission of the message is faulty. The above barriers should be removed to achieve effective communication in the organization.

Communication Gap

The top management of an organization prepares a broad set of policies to act as guideline and a framework within which the managers and supervisors can operate to achieve the goals of the organization. The communication up to the foreman level is generally quite smooth. But the difficulty arises in communicating the management's policies and guidelines to the workers because an average worker has difficulty in learning the corporate policies and has much less capacity in understanding them. This creates the problems of communication gap.

The communication gap lies where:

I. The worker does not know what is expected of him because he is not told.

2. He cannot achieve it if he does not know.

3. He does not know how important his work is in producing the final product.

4. He does not know how well he is doing and how far he is in the queue for promotion.

5. He does not know how much skill he should acquire and what are the basic requirements for his next grade promotion.

The worker must know the above-mentioned information to ensure that he produces a good quality product and is motivated to produce more. He must be aware what his mistakes will cost in terms of time and money to the organization and he must be motivated to reduce waste and to follow safe procedures.

4.12.9. Steps to Overcome Barriers to Communication

The following steps are required to be followed to overcome barriers to effective communication:

(i) Clarity of Information. Subordinates should be kept informed on policy matters that affect them on a regular basis. Clear-cut instructions should be issued and followup measures should be taken to ensure that the instructions are thoroughly understood and are being implemented.

(ii) Prompt Information. The management should make a practice of passing along the information promptly to everyone concerned so that action, where required, is not delayed.

(iii) Creation of Proper Atmosphere. In particular cases, as for instance, when a boss is talking to his subordinate, the atmosphere must be peaceful so that there is effective communication of instructions and suggestions.

(iv) Effective Listening. The sender must listen to the receiver's words attentively so that the receiver may also listen to the sender at the same time.

(v) Feedback. Communication should be a two-way traffic. There should be some system by which the workers should be able to convey their suggestions and grievances to the top management. Two-way communication is also necessary for feedback for the purpose of control.

(vi) Efficient Channels. Management should try to cut the root of the rumors. If the communication channel is well maintained, there will be no room for rumours, lies, guesses and misconceptions. Workers should get open doors for any clarification or consideration at all times. This will also increase the morale of the employees.

4.12.10. Building Effective Communication

With the advancement of technology, changes have become a regular feature in any industrial organization. An effective communication system is an essential part of good labor management relations. The prime objective of setting up a communication system is to exchange facts and information in a manner, which is acceptable to all concerned and which will lead to cooperative action by all concerned. Problems of passing information from management to workers are very complicated and many techniques are applied to encourage an easy two-way flow of facts, ideas and opinions. But attitude of the persons involved in communication is equally important for better communication, which will ultimately lead to better productivity and an atmosphere of mutual trust and confidence among the workers and the managers. If the communication system is carefully planned and applied, it will reduce workers resistance to new ideas and changes.

Communication problems are more complex in large organizations. Managers face difficulty in maintaining effective communications to pass messages accurately without distortion to their subordinates. Effective communication is a broader process than merely passing orders

and keeping oneself informed about the activities going on in various divisions of the organization. Organizational communications should satisfy the needs of organization and its members.

In order to achieve effective communication in the organization, the following principles or guidelines must be followed:

1. Principle of Clarity. The beginning of all communication is some message. The message must be as clear as possible. No ambiguity should creep into it. The message can be conveyed properly only if it is clearly formulated in the communicator.

2. Principle of Objective. The communicator must know clearly the purpose of communication before actually transmitting the message. The objective may be to obtain information, give information, initiate action, change, another person's attitude and so on. If the purpose of communication is clear it will help in the choice of mode of communication.

3. Principle of Understanding the Receiver. Understanding is the main aim of any communication. The communication must create proper understanding in the mind of the receiver. Killian advised, "Communicate with an awareness bf the total physical and human setting in which the information will be received. Picture the place of work; determine the receptivity and understanding levels of the receivers; be aware of social climate and customs; question the information's timeliness. Ask what, when and in what manner you would like to be communicated with if you were in a similar environment and position."

4. Principle of Consistency. The message to be communicated should be consistent with the plans, policies, programmmes and goals of the enterprise. The message should not be conflicting with previous communication and should not create confusion and chaos in the organization.

5. Principle of Completeness. The message to be communicated must be adequate and complete; otherwise the receiver will misunderstand it. Inadequate communication delays action spoils good relations and affects the efficiency of the parties to communication.

6. Principle of feedback. This principle calls for making communication a two-way process and providing opportunity for suggestion and criticism. Since the receiver is to accept and carry out the instructions, the sender of message must know his reactions. The latter must

consider the suggestion and criticism of the receiver of information. But feedback principle is often given a back seat by most managers, which defeats the very purpose of communication.

7. Principle of Time. Information should be communicated at the right time. The communicator must consider the timing of communication so that the desired responses created in the minds of the receivers.

Characteristics or a Good Communication System

A good system of communication has certain essential characteristics, which are explained below:

(i) Two-way Channel. Communication involves two parties, the sender or transmitter and the receiver of the message. Mere transmission of facts, ideas, information, etc. does not make any communication effective and meaningful. It is essential to keep the channel open for sending the receiver's views, understanding and opinion about the communication. Therefore, a good communication should be like a two-way traffic. Transfer of information should take place from the senders to receivers and vice-versa without any interruption.

(ii) Clarity of Message. The message must be as clear as possible. No ambiguity should creep into it, the message can be conveyed properly only if it is clearly formulated in the mind of the communicator. The message should be encoded in direct and simple language so that the receiver is able to understand it without much difficulty.

(iii) Credibility of Message. Credibility of the message is an important factor, which promotes understanding and cohesiveness among organizational members. It depends to a large extent on the rapport between the parties concerned. A related characteristic is timeliness of communication, which contributes to its credibility. The message should be complete also. Inadequate message delays action, spoils good relations and affects the efficiency of the parties to communication adversely.

(iv) Speed of Transmission. A good system of communication has short lines of information flows, which help to minimize distortion and dilution of the messages, transmitted. It should give considerable importance to the speed of transmission of message. However, speed of communication should not impair the accuracy of the information to be transmitted.

(v) Mutual Understanding. A good communication system should achieve better relations between the parties to communication. Transfer of information or knowledge should, take place in a cordial atmosphere. Absence of mutual understanding signifies the lacuna in the system in the sense that communication becomes one-sided affair only. Mutual trust belief and reliance should be the goals of any communication system.

(vi) Flexibility. A good system is flexible enough to adjust to the changing requirements. It should carry extra loads of information without much strain. It should absorb new techniques of communication with little resistance. Use of a wide range of media such as oral and written messages, face-to-face contacts, telephonic calls, group meetings, etc. should be encouraged without any hesitation.

(vii) Reliance on Feedback. Feedback refers to transmission of information concerning the effect of any act of communication.